

Norwich University of the Arts

Summary of the 2025-26 to 2028-29 access and participation plan

What is an access and participation plan?

Our access and participation plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

You can see the full access and participation plan for Norwich University of the Arts at <https://norwichuni.ac.uk/about-us/governance/equality-diversity-and-inclusion/>.

Key points

Norwich University of the Arts is a higher education provider based in the city of Norwich, that specialises in delivering practice-based courses. We have 2,800 students (2,700 undergraduate and circa 100 postgraduate students) studying across 21 courses at undergraduate level and 7 courses at postgraduate level. Our courses cater for students with a range of backgrounds and educational experiences, including those taking qualifications traditionally labelled as vocational (BTEC, Foundation Diplomas, and more recently T-levels).

Success for our students is embodied in our Strategic Plan <https://norwichuni.ac.uk/about-us/norwich-university-strategy/> through which we have set out a commitment to become the place where the debate about the future of creativity and creative arts education is most passionately engaged. We are strongly committed to creating a culture that supports all our staff and students in their intellectual, creative and personal growth, being mindful that their health and well-being is at the core of our project and the delivery of our ambitions.

Our ambition for our graduates is one that inculcates in them a sense of confidence in their education, skills, critical creativity, and their futures as reflective professionals and practitioners in any field. At the core of our mission is a belief that diversity in all its forms – national, cultural, socio-economic, political, sexual, physical, neurological, and experiential – is the very heart of creative endeavour, enabling us to debate with one another, see the world differently, and create new possibilities for more equal and sustainable futures.

We have a track record of delivering strong outcomes for our students as evidenced through our Teaching Excellence Gold standard and through our student data. This access and participation plan aims to address the gaps in access, continuation, completion, attainment, and progression to employment that do exist for different groups of students within our community. Our key aims are summarised as:

- Increasing student diversity for students from under-represented ethnic groups through targeted interventions from;
- Maintain equity in outcomes for students from different ethnic groups and gender identities through a focus on belonging and inclusivity in the curriculum;
- Enhance support for students from diverse ethnic minority backgrounds and students with disabilities and mental health challenges;
- Improve employability outcomes for female students, particularly those from low socioeconomic backgrounds.

See pages 1 to 4 of the access and participation plan for more information.

Fees we charge

Information on student fees and financial support is published on the University website <https://norwichuni.ac.uk/study-at-norwich/courses/ba-hons-animation-visual-effects/#fees-and-funding> and is made available to applicants through the University's applicant portal.

The fee for Home students for 2025-26 will be set at £9,535 per annum.

For Home students fees will increase in later years in line with the UK government permitted fee increase. We would confirm this in advance to you of each academic year, and we would limit the increase to the maximum allowed by the Office for Students.

See pages 27 to 28 of the access and participation plan for more information.

Financial help available

The University offers a financial bursary to new UK students with a household income of less than £25,000 split across three academic years:

- £500 in Year 0 and Year 1
- £300 in Year 2
- £200 in Year 3

We also provide a Care Leavers and Estranged Students Bursary of £1000 per annum to new entrants who are under 25 when they start their course and are a care leaver or who are formally estranged from their families.

See pages 24 to 25 of the access and participation plan for more information.

Information for students

Information on student fees and financial support is published on the University website and is made available to applicants through the University's applicant portal. Information on tuition fees is also linked to course pages along with information on course related costs that are not included in the tuition fee. Fee information is also shared with UCAS and the Student Loans Company to enable prospective students to find information easily.

Information on financial support provided by the University is published on our Scholarships and Bursaries pages <https://norwichuni.ac.uk/study-at-norwich/fees-funding/scholarships-and-bursaries/>. We also provide information on how we will assist students with cost of living challenges while they are studying.

See pages 27 to 28 of the access and participation plan for more information.

What we are aiming to achieve

We will focus on the following four groups: ethnicity, areas of multiple deprivation, sex and mental health disability, and the intersectionality that exists between these four groups, will have the largest impact on addressing the gaps in access and student success that are shown in our data.

The key risks identified through our data are summarised below:

Risk 1: the proportion of students from Asian, Black, Mixed, or Other ethnic minority populations is not reflective of the regional or national populations.

Risk 2: that the attainment gap for students from Asian, Black, Mixed and Other ethnic groups and continuation, completion and attainment of students from underrepresented groups is below that of other groups.

Risk 3: that completion and attainment gaps for students with mental health disabilities, and continuation gaps for male students from IMD quintiles 1 and 2, are high compared to students who are not in these groups.

Risk 4: that female students are not progressing to highly skilled employment. This is evident for female graduates from all backgrounds and it becomes particularly apparent for female students from IMD quintiles 1 and 2.

See pages 3 and 4 and Annex A of the access and participation plan for more information.

What we are doing to address keys risks to equality of opportunity

We have identified four key areas of interventions to address the risks identified through our data.

Intervention Strategy 1 aims to improve access for students from Asian, Black, Mixed-race and other under-represented ethnic minority groups through a series of targeted activities aimed at raising aspirations and greater understanding of barriers faced by prospective students from these groups in seeing themselves at Norwich University of the Arts. Pages 5 to 9.

Intervention Strategy 2 aims to reduce the continuation and attainment gaps for students from Asian, Black, Mixed-race and other under-represented ethnic minority groups through a targeted programme that focusses on belonging, by enhancing welcome and community building activities, increasing visibility and awareness of cultural representation, and increased focus on inclusivity across our professional services and curriculum. Pages 9 to 13.

Intervention Strategy 3 aims to reduce the completion and attainment gaps for students with mental health disabilities and reduce continuation gaps for males from IMD quintiles 1 & 2 by focussing on wellbeing in the curriculum with a programme designed to increase resilience and improve wellbeing through study. Pages 13 to 16.

Intervention Strategy 4 aims to reduce the gap in progression to highly skilled employment between females and males from low socio-economic backgrounds through a series of interventions that aim to increase confidence and raise aspirations for our female graduates. Pages 16 to 19.

See pages 5 to 19 of the access and participation plan for more information. Annex B provides the rationale and evidence used when designing our interventions.

How students can get involved

Staff and students have worked together on the development of the interventions through the Integrated Project Planning Groups (see Student Consultation section) which is overseen by a Steering Group, including the two Students' Union Presidents as members.

Academic, technical, and professional services staff collaborate on the design and delivery of teaching, learning and support services. Students are partners and co-creators of their educational experience and are strongly involved in designing their learning, teaching, and support needs. The University operates a system of course representatives who engage directly with their course teams to provide feedback on the course and work with the Students' Union and senior leaders of the University on policy and procedural development. We also offer paid positions for students as Creative Education Student Advisors to enable students to give time to work with the University in policy development.

The close collaboration with the Students' Union is an important feature of our whole University approach, both in terms of providing a programme of extracurricular activities to enrich students experience while studying, and in supporting community building, wellbeing and belonging.

See pages 20 and 21 for of the access and participation plan for more information.

Evaluation – how we will measure what we have achieved

We have set out or targets milestones for each intervention strategy in the access and participation plan. We will use a range of methodologies to evaluate our progress that are recommended as

scientifically robust by expert agencies such as TASO (Transforming Access and Student Outcomes in Higher Education) and will include direct input from students through surveys, focus groups and other forms of student feedback. We will also make use of our own data on student outcomes. Specific evaluation strategies are outlined in more detail under each intervention strategy in the plan.

See pages 7 to 9, 11 to 12, 15 to 16, 18 to 19, and 27 of the access and participation plan for more information.

Contact details for further information

Please contact Angela Beckett, Pro Vice-Chancellor (Student Experience) & Academic Registrar, for more information. Angela can be reached by email at aro@norwichuni.ac.uk, or by phone on 01603 756270.