Futureworks | University Education for the Creative Industries
Academic Quality & Enhancement Unit

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

Doc Ref:	FWdoc_Access_Participation_Plan	**Feedback sought:**	Staff, Students
Previous author:	Ben Norris/John Napier	**Approved by:**	General Manager
Previous review date:	05/07/18	**Approved date:**	12/07/18
Previous review team:	Ben Norris/John Napier	**Next review by:**	Board of Directors
Current author:	Ben Norris/John Napier/Kate Le Cocq	**Next review due:**	July 2019
Distribution:	Office for Students, Futureworks Website, Management Committee, VLE		

Access and Participation Plan

1. Introduction

Futureworks was formed in 2006, and over an 11-year period we have developed a range of nine undergraduate degree programmes designed to serve the creative industries; we have 496 full-time, undergraduate students in total. We work from a fully-equipped professional-standard learning environment, located in central Manchester, with a specialist facility at nearby MediaCityUK.

From our inception we have successfully attracted significant numbers of students from groups which are typically underrepresented in higher education. This can be attributed to a number of factors:

- The attractions of a small institution with highly-motivated and committed staff who make students feel welcome, whatever their background
- Students enjoy a friendly and supportive environment, with small class sizes;
- Students with disabilities receive first-class support
- Career opportunities are good, and students are supported in finding employment by professional staff with extensive industry experience.

We are proud of our record in attracting and retaining students from underrepresented groups, and their relative success in obtaining employment in the highly competitive creative/media industries. However, in recent years we have become increasingly conscious that we need to take a strategic, more proactive approach to access and widening participation, and to providing increased support in finding employment. We need to embed the Access and Participation agenda in our organisational culture, and to modify our structures and processes to respond to these challenges.

Until now, the principal means of addressing issues relating to Access and Participation has been the Futureworks Equality and Diversity Policy. Each year we produce an Equality and Diversity Action Plan, which analyses our student profile, tests the profile against national statistics, and sets targets for increasing the proportions of underrepresented groups. The process of producing these annual plans and setting targets has encouraged a focus of attention on actively encouraging applications from underrepresented groups. This has led to the employment of targeted recruitment activities.

Up to now, these activities have been informed by our Equality and Diversity Policy, and consequently we have not developed formal strategies relating to certain underrepresented groups, specifically those not falling within the protected characteristics covered by the Equality Act 2010 (e.g. POLAR3/4 quintile 1). Although the proportion of our students from such groups and their academic success is comparable with other institutions, this has happened in the absence of any formal policy or strategic goals. We recognise that Access and Participation must be a fundamental value of the organisation and a key strategic goal, and it must be embedded as a core value in the

culture of the organisation, with significant resources devoted to achieving this goal. This document sets out this new strategic approach and the impact on our goals and objectives.

2. Assessment of current performance

We have a range of policies and activities in place to support and improve student access, success and progression, but they are not specifically designed to support underrepresented groups, with the important exception of students with disabilities. We are briefly summarising these policies and activities here, in order to set the scene for the quantitative analyses and assessments which follow.

The Futureworks Equality and Diversity Policy sets out a commitment to universal access to all courses, embracing the concept of a diverse intake and ensuring equality of opportunity and treatment for all applicants. Entry requirements and selection criteria do not include any unnecessary barriers. Throughout the recruitment and admissions process Futureworks ensures that there are no direct or indirect discriminatory practices. Where applicants do not have standard entry qualifications, alternative criteria are employed.

Supporting students in their academic and personal development is one of the core tenets of the Futureworks ethos. Futureworks treats every student with respect, dignity, professionalism and with personal care. We actively work to enable all students to enable them to reach their potential, providing an inclusive culture and environment in teaching, learning and assessment activities.

The annual Student Experience Survey provides data on student satisfaction with the support received, and has shown consistently high satisfaction levels – for example the latest survey showed 85% of all students responded Agree or Strongly Agree to the statement "I am happy with my learning experience" and 99% of students were "happy or mostly happy" with the support they received from Personal Tutors. One of the objectives identified later in this Plan is to explore methods of measuring the satisfaction of underrepresented groups compared with other students.

Support from staff has the aim of making learning accessible to all. Where necessary, learning materials and assessments are adapted to meet the needs of the student. Staff receive guidance on issues such as mental health, loneliness, well-being (stress and anxiety), dyslexia, supporting students with autism, how to help a student with suicidal thoughts, teaching strategies to use with deaf students.

Futureworks aims to produce graduates who will pursue professional careers in the creative/media industries, either through gaining employment or working as independent freelancers (a characteristic of the industries), with many starting their own businesses. DLHE data demonstrates that 82% of our graduates progress into employment and/or further study within six months of graduation. However, the limited data available suggests that graduates from underrepresented groups are less successful. We wish to improve our performance in this area, and have identified it as a key priority.

We have a range of measures to help students gain professional employment in the creative/media industries. For example, students are expected to produce work which meets industry standards. Teaching staff have extensive links with the creative and media industries, which benefit students in their development of professional skills and in finding employment. Students are also supported in the development of enterprise and entrepreneurship skills.

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

We routinely collect data on the profile of our student body, which enables us to measure the proportion of students from underrepresented groups, and provides a means of assessing our success in attracting these groups.

However, the relatively small size of our student body (496 in total) means that some datasets are small, and analyses can therefore be unreliable - for example progression rates of certain underrepresented groups; when considering sub-groups (e.g. black Caribbean) the datasets are extremely small. This also prevents meaningful analyses relating to multiple dimensions of disadvantage.

Access and Success (absolute terms) – Ethnicity (Year 1)

Performance of students according to ethnicity	Academic Year		
	2014/15	2015/16	2016/17
BAME: %age of all students	**14%**	**19%**	**14%**
Proceed	78%	75%	88%
Other outcome	22%	25%	12%
White: %age of all students	**86%**	**81%**	**86%**
Proceed	81%	83%	85%
Other outcome	19%	17%	15%

Access and Success (absolute terms) – Ethnicity (Year 2)

Performance of students according to ethnicity	Academic Year		
	2014/15	2015/16	2016/17
BAME: %age of all students	**13%**	**14%**	**11%**
Proceed	79%	95%	74%
Other outcome	21%	5%	26%
White: %age of all students	**87%**	**86%**	**89%**
Proceed	83%	84%	81%
Other outcome	17%	16%	19%

Access and Success (absolute terms) – Ethnicity (Year 3)

Performance of students according to ethnicity	Academic Year		
	2014/15	2015/16	2016/17
BAME: %age of all students	**6%**	**11%**	**17%**
Percentage of BAME students awarded degree	50%	93%	88%
Other outcome	50%	7%	13%
Percentage of BAME students awarded 1st or 2:1	25%	73%	54%

White: %age of all students	**94%**	**89%**	**83%**
Percentage of white students awarded degree	84%	87%	85%
Other outcome	16%	13%	15%
Percentage of white students awarded 1st or 2:1	54%	54%	64%

The data presented in the tables above show fluctuations in admissions and in progression rates and degree success rates of white and BAME students, and in the differences in admissions and progression rates and success rates of white compared with BAME students. There is one outlier result – the very poor outcomes for 2014/15 year 3 degree awards for BAME students. However, this was a very small group – the number of BAME students in this year 3 group was just six. Therefore, we do not identify any cause for concern in these results - we attribute the variations and differences to sample variations.

Access and Success (absolute terms) – Disabled Students (Year 1)

	Academic Year		
Performance of students according to disabled status	**2014/15**	**2015/16**	**2016/17**
Disability declared: %age of all students	**25%**	**23%**	**16%**
Proceed	87%	86%	85%
Other outcome	13%	14%	15%
No disability declared: %age of all students	**75%**	**77%**	**84%**
Proceed	98%	96%	86%
Other outcome	2%	4%	14%

Success (absolute terms) – Disabled Students (Year 2)

	Academic Year		
Performance of students according to disabled status	**2014/15**	**2015/16**	**2016/17**
Disability declared: %age of all students	**27%**	**22%**	**22%**
Proceed	100%	83%	78%
Other outcome	0%	17%	22%
No disability declared: %age of all students	**73%**	**78%**	**78%**
Proceed	82%	97%	81%
Other outcome	18%	3%	19%

Success (absolute terms) – Disabled Students (Year 3)

	Academic Year		
Outcomes	**2014/15**	**2015/16**	**2016/17**
Disability declared: %age of all students	**15%**	**19%**	**24%**
Percentage of disabled students awarded degree	80%	84%	76%
Other outcome	20%	16%	24%

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

Percentage of disabled students awarded 1st or 2/1	70%	56%	56%
No disability declared: %age of all students	**85%**	**81%**	**76%**
Percentage of non-disabled students awarded degree	83%	83%	88%
Other outcome	17%	17%	12%
Percentage of non-disabled students awarded 1st or 2/1	49%	56%	64%

The drop in the proportion of students declaring a disability in the most recent intake does not reflect any change in policy, and the proportion of students declaring a disability remains above the sector figure (see next section for comparative data).

There were a total of 10 year 3 disabled students in the 2014/15 figures, 25 in 2015/16 and 34 in 2016/17. The data show a decline in the percentage of disabled students awarded a degree between 2015/16 and 2016/17, and in the percentage of disabled students awarded a 1st or 2/1 degree between 2014/15 and 2015/16, while non-disabled students show an increase in the percentage awarded a 1st or 2/1 degree over the period 2014/15 to 2016/7. We are concerned about this widening gap between disabled and non-disabled students, and will investigate and address this issue.

Access and Success (absolute terms) – Mature Students (Year 1)

	Academic Year		
Performance of students according to age	**2014/15**	**2015/16**	**2016/17**
Aged 21+: %age of all year 1 students	**21%**	**27%**	**32%**
Proceed	78%	81%	89%
Other outcome	22%	19%	11%
Aged under 21: %age of all students	**79%**	**73%**	**68%**
Proceed	78%	79%	84%
Other outcome	22%	21%	16%

Access and Success (absolute terms) – Mature Students (Year 2)

	Academic Year		
Performance of students according to age	**2014/15**	**2015/16**	**2016/17**
Aged 21+: %age of all year 2 students	**25%**	**24%**	**28%**
Proceed	77%	75%	82%
Other outcome	23%	25%	18%
Aged under 21: %age of all students	**75%**	**76%**	**72%**
Proceed	84%	86%	79%
Other outcome	16%	14%	21%

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

Access and Success (absolute terms) – Mature Students (Year 3)

Performance of students according to age	Academic Year		
	2014/15	2015/16	2016/17
Age 21+: %age of all year 3 students	**14%**	**24%**	**19%**
Percentage of 21+ students awarded Degree	**80%**	**91%**	**89%**
Other outcome	20%	9%	11%
Aged under 21: %age of all students	**86%**	**76%**	**81%**
Percentage of under 21 students awarded Degree	83%	86%	84%
Other outcome	17%	14%	16%

The data presented in the tables above show an increasing proportion of mature entrants, and suggest that there is no significant difference between the success of our mature students compared with under-21 students.

Success (absolute terms) – Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds– 2016/17

Percentage of students to Proceed/awarded a degree by POLAR Quintile	POLAR4 Quintile 2016/2017			
	1	2	1 and 2	3/4/5
Year 1 (Percentage Proceed)	93%	79%	85%	86%
Year 2 (Percentage Proceed)	82%	84%	83%	78%
Year 3 (Percentage awarded a degree)	100%	76%	88%	86%

Percentage of students awarded a degree by POLAR Quintile	POLAR4 Quintile 2016/2017			
	1	2	1 and 2	3/4/5
Awarded a degree	100%	76%	88%	86%
Other outcome	0%	24%	12%	14%
Awarded 1st or 2/1	71%	29%	50%	68%

The data show that the performance of students from Quintiles 1 and 2 is generally comparable with that of students from Quintiles 3/4/5, except for the lower percentages of students from Quintile 2, compared with those from other Quintiles, who were awarded a degree and were awarded a 1st or 2/1. At the moment we are unable to identify a possible explanation for this, and we have insufficient data to make meaningful comparisons with outcomes for earlier years. Planned improvements to our data collection and analysis will enable us to closely monitor these outcomes in future years and we will take action if a continuing pattern of under-performance is shown.

Access (absolute terms) – Care Leavers

At present we have two students who are Care leavers, which is 0.4% of our total student population. We are identifying Care Leavers as one of the targeted groups in this plan.

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

Progression (absolute terms)

When commenting on the Progression data in the following two tables, it must be noted that the sample sizes of certain groups are small. For example, the total number of students in the DLHE data for 2015/16 (the year for which we had the highest response rate) is 81; of these, 69 are white and 12 are BAME; 67 do not identify a disability, 14 identify a disability. With such small samples, it is impossible to draw reliable conclusions.

Progression (absolute terms) – Ethnicity (Futureworks graduates: DLHE employment data 2015/16)

	Sample size	Percentage working	Percentage of those working who are in creative/media	Pay if not working in creative/media	Pay if working in creative/media
BAME	12	50%	50%	£9,000	£14,000
White	69	90%	45%	£12,937	£17,121

The sample size of the BAME graduates is only twelve, from a total number of all graduates of 81. While recognising the serious limitation of the small sample size, the key results indicate the following.

Graduates of BAME ethnicity are less likely to be working than graduates of white ethnicity. Graduates of BAME ethnicity who are employed are slightly more likely to be working in the creative/media industries than graduates of white ethnicity. Graduates of BAME ethnicity are paid less than those of white ethnicity, whether or not they are working in the creative/media industries. We recognise this as a priority area to be addressed.

Progression (absolute terms) – Disability (Futureworks graduates: DLHE employment data 2015/16)

	Sample size	Percentage working	Percentage of those working who are in creative/media	Pay if not working in creative/media	Pay if working in creative/media
Disability identified	14	64%	29%	£13,500	£18,250
Disability not identified	67	88%	49%	£12,599	£16,674

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

The sample size of the disabled graduates is only fourteen, from a total number of all graduates of 81. While recognising the serious limitation of the small sample size, the key results indicate the following.

Disabled graduates are less likely to be working than non-disabled graduates. Disabled graduates who are working are less likely to be working in the creative/media industries than non-disabled graduates. Graduates with a disability are paid more than those who are not disabled, whether or not they are working in the creative industries. We recognise this as a priority area to be addressed.

Access (relative to context) – BAME Students

	Futureworks students	**All universities, all undergraduate students**	**All universities, creative art & design programmes only**
White	86%	76%	82%
BAME	14%	24%	18%

The comparison demonstrates that Futureworks is below university sector performance in recruitment of BAME students. When comparing creative art and design programmes the gap is narrower, but we are still under-performing. The industries entered by Futureworks graduates have an under-representation of BAME employees and, as producers of the next generation of industry professionals, Futureworks has set challenging objectives to address this gap.

Access (relative to context) – Disabled Students (Year 1)

Futureworks students: Full-time	**2014/15**	**2015/16**	**2016/17**
Disability Declared	25%	23%	16%
No Disability	75%	77%	84%
All universities: Full-time	**2014/15**	**2015/16**	**2016/17**
Disability Declared	11%	11%	12%
No Disability	89%	89%	88%

This demonstrates that over the last three years for which we have comparable data, Futureworks has had a higher percentage of disabled students than the university sector as a whole. We believe that disabled students are attracted to Futureworks because of the high level of personal and academic support we offer.

Access (relative to context) – Mature Students

	Futureworks Year 1 students	**All universities, all full-time programmes, Year 1**
Aged under 21	68%	79%
Aged 21+	32%	21%

The above table compares Futureworks students with sector-wide full-time HE students, as Futureworks does not offer part-time programmes. The representation of mature students at Futureworks is higher than the all-universities percentage.

Our success in attracting mature students is not the result of a deliberate strategy. We speculate that mature students are attracted to the Futureworks experience, particularly because of the professional yet informal atmosphere and the strong focus on employability.

Access (relative to context) - Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds

The analysis of our performance on Access for this group shows the following results:

	Futureworks students[1]	HE rates for Greater Manchester[2]
POLAR4 Quintile 1	16%	14%
POLAR4 Quintile 2	20%	14%
POLAR4 Quintiles 1 and 2	36%	26%

This demonstrates that compared with HE rates for Greater Manchester, Futureworks has a higher proportion of students from quintiles 1 and 2.

Our success in attracting these students is not the result of a deliberate strategy. It may be related to the location of Futureworks, in the heart of the Greater Manchester conurbation.

Progression (relative to context) – BAME Students

Students in employment	Futureworks sample size	Futureworks students	Non-Futureworks students
BAME	12	50%	74%
White	69	90%	79%

This data shows that Futureworks students who are BAME are less successful at obtaining work than those from the sector as a whole. However, these figures must be viewed with caution because of the small sample size.

Progression (relative to context) – Disabled Students

Students in employment	Futureworks sample size	Futureworks students	Non-Futureworks students
Disability identified	14	64%	76%
Disability not identified	67	88%	79%

---

[1] Futureworks TEF data
[2] http://www.hefce.ac.uk/analysis/yp/POLAR/POLAR4,data/

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

This data shows that Futureworks students who have identified a disability are less successful at obtaining work than those from the sector as a whole. However, these figures must be viewed with caution because of the small sample size.

3. How we intend to develop our use of data in future

Although our analysis of data relating to access and success has been reasonably comprehensive, because of small sample sizes we have only undertaken limited analyses and evaluations of progression data. Therefore, we cannot adequately judge the success of our graduates from underrepresented groups in securing employment or progressing to further study in comparison with benchmarks within the sector.

In March 2018 we appointed a Data and Compliance Manager, with responsibility for the design, creation and continual review of information systems, the identification of outstanding data needs, and the analysis of statistics for management information. One of the main objectives of this post is to extend the scope of our data collection and analysis, to produce detailed breakdowns and analyses of success and progression performance. For example, at present the limited analyses we undertake relating to BAME students do not explore the differences between particular ethnic groups in access, success or progression.

Amongst the enhancements anticipated are a more sophisticated use of external data for comparison and benchmarking, and the identification of intersections of characteristics, although our relatively small size may limit the validity of intersection analyses. We are currently awaiting access to HEIDI+, which will provide detailed success data, and also access to TEF, which will provide data on employability of underrepresented groups.

4. Strategic ambitions

Based on our analysis and evaluation of our current performance, we have established the following aims:

- Increase the proportion of underrepresented groups in our student numbers
- Increase the success rates of students from underrepresented groups
- Improve the progression rates of students from underrepresented groups

The data indicates issues to be addressed in Access, Success and Progression. In those areas where the evidence suggests we are successful in our support for under-represented groups, we wish to maintain and enhance our performance. Therefore, in setting our key goals, objectives, targets, investment and funding decisions, we have sought a balanced approach.

5. Key goals

To achieve our aims, we have set the following key goals:

- Embed the Access and Participation strategy in the organisation culture
- Define clear responsibilities and indicators of success
- Increase the range of measures of performance in Access, Success and Progression
- Create databases and systems for producing measures of performance
- Develop a range of specific objectives and associated activities aimed at widening access and participation which target selected underrepresented groups
- Strengthen systems and resources for supporting student success and progression
- Allocate targeted resources on a planned basis

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

- Engage with potential applicants, applicants, students and alumni to enhance our understanding of the challenges facing students from underrepresented groups.

6. Groups to be prioritised

Based on the analysis of our present performance, we are prioritising the following underrepresented groups:

- Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds.
- Students of BAME ethnicities.
- Disabled students and students with mental health problems, specific learning difficulties and/or who are on the autistic spectrum.
- Mature students.
- Care Leavers.

In selecting these groups from the categories identified by the OfS, our rationale is:

- We aim to produce graduates who will have professional careers in the creative and media industries, and these groups are particularly underrepresented in those industries.
- We are underperforming with Access and Progression for BAME ethnicities.
- We are underperforming with Success and Progression for disabled students.
- Where we have established a record of success with these groups, we have the experience to build on and extend this success – e.g. Access and Success for mature students.
- We are situated in the centre of Greater Manchester, and so we are ideally located for the large populations of the identified groups who live within easy travelling distance.
- As a small institution, we can provide the community ethos and personal support these groups need and appreciate.
- We recognise Care Leavers as a group we wish to support, and through collaboration with external organisations, we aim to increase the very limited numbers presently enrolled.

7. Specific objectives and activities

Access - Build relationships with schools and colleges that have a high proportion of students from targeted groups

Identify schools and colleges in the Greater Manchester area that

- have a high proportion of students from areas of low higher education participation, low household income and/or low socio-economic status, and/or
- have a high proportion of students of BAME ethnicities and/or
- offer BTEC programmes

Arrange a programme of activities with these schools and colleges for AY19/20. Where appropriate, the activities will be specifically designed for members of the targeted groups.

- Introductory HE talks for school students after GCSEs - during spring & summer terms, introducing the courses we offer, the Futureworks experience, career opportunities.
- Taster days e.g. a filming taster day, exploring different roles in a film crew.
- University experience days – school/college students visit Futureworks for taster sessions/days.

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

- Mentoring – Futureworks students visit schools/colleges to offer information, advice, guidance.
- UCAS workshops in schools – Futureworks provide guidance on personal statements, interview techniques, portfolio surgeries.
- UCAS workshops for teachers/careers advisors at Futureworks, providing an opportunity to meet staff, see facilities, and understand our educational mission.
- Invite selected school/college students and careers advisors to our degree show, to include a discussion about career opportunities.
- Provide schools/colleges with posters illustrating Futureworks student work.
- Support a school Arts Award programme through sponsorship.
- Work with selected schools on workshops or specific projects e.g. Virtual Reality, digital schools, making a short film.
- Futureworks year 3 students to give talks to schools on their final major project.
- Sponsor a Conference – a "Festival of HE", providing information, advice and guidance events for teachers/careers advisors to raise awareness of key topics, including social mobility, student mental health and fair admissions practices.
- Careers event for years 7-10 – interactive through practical workshops delivered by Futureworks students/alumni to explain careers in the creative industries.
- Holiday schools for school students (GCSE age) at Futureworks, providing subject specific workshops e.g. TV production/animation and academic support
- Work with selected Year 12 school students on a range of attainment and aspiration raising activities, the final piece of assessed work to receive a UCAS tariff point credit.
- Arrange practical hands-on events with early years groups in local schools.

Access - In collaboration with various agencies and organisations, develop strategies for encouraging BAME applicants

- Invite existing BAME students to participate in recruitment events
- With help and guidance from specialist agencies, identify speakers who can act as role models at recruitment events

Access - Expand the range of support activities provided for prospective applicants with disabilities and/or other barriers to engagement with higher education

- Hold open events and tours of Futureworks tailored to individual needs, enabling engagement with us in a way which suits them
- Expand the use of Skype/phone interviews to meet the needs of applicants such as those who may have difficulty visiting Futureworks because of cost, commitments (e.g. carers), or have travel problems (e.g. due to disabilities).
- Use Futureworks "pathway programmes" as an access pathway for students who do not meet standard entry requirements and/or feel they would benefit from non-degree level study before embarking on a degree course. Encourage applications from underrepresented groups by:
    - Publicising the opportunities by providing information on our website and by working with teachers and schools careers advisors to create awareness of the pathway programmes.
    - Inviting anyone expressing an interest to discuss the range of programmes available, and giving advice on the application process.
    - Establishing scholarships for interested/talented students from underrepresented groups who might otherwise not be able to access pathway programmes.

- o Providing additional support to pathway programme students as required (e.g. study skills, software skills).
- Collaborate with local artists to provide advice and guidance to young people trying to make it in alternative scenes e.g. urban underground music/arts

Access - In collaboration with various agencies, provide financial, academic and personal support for Care Leavers

- Provide travel expenses for Care Leaver prospective applicants to visit Futureworks.
- Provide financial assistance towards tuition fees and living costs for Care Leavers.

Access - Provide staff development/training relating to Access objectives

- Identify appropriate staff to undertake Access activities with targeted schools/colleges/groups, and provide staff development.

Access - Provide student development/training related to Access objectives

- Equip year 3 students with the skills to give presentations to school/college students.

Success – Strengthen and extend the systems for identifying and providing additional support for students who need further help with academic, practical and study skills

- Proactively engage with disabled students to enable earlier identification of additional needs, and provide additional resources to develop academic and practical skills.
- Formalise our current referral system for practical support sessions and extend it to include academic support sessions.

Success - Build on our established success with the Running Start programme and with Continuing Development Weeks

- Invite mature entrants to join the Running Start programme. Running Start is an award-winning pre-enrolment orientation event created to help students who would benefit from enrolling in a more relaxed and quieter environment. They meet teaching and support staff, have a chance to ask them questions and are guided in how to use learning resources. It is designed to build the confidence of new students prior to starting their course. Each year the programme is reviewed, and adjustments will be made for the following year in response to feedback from mature entrants.
- Provide Continuing Development Week sessions on:
  - o Mental health awareness sessions (year 1)
  - o Self-care workshops
  - o How to be successful (year 3)
  - o Time-management skills
  - o Honours project tips

Success - Introduce systems for enabling experienced students to support students at earlier stages

- Introduce a "buddy" system – year 2 and year 3 students are linked with new students, providing personal support and advice, especially during the first term.
- Match year 1 students with a higher level student who has similar subject-specific interests and may offer guidance on resources and strategies.

- Expand the existing system where year 2/3 students counsel year 1 students to help allay fears about progression
- Provide assistive software in the Learning Resource Centre
- Adopt the Higher Education Achievement Report

Success - Provide staff development/training

- Trans support training for student-facing staff
- Mental Health First Aid training for student-facing staff
- Anxiety awareness training for student-facing staff

Success - Provide student development/training

- Equip students with the skills required to act as buddies and mentors.
- Trans support awareness
- Mental Health First Aid awareness
- Anxiety awareness training

Success - Staff/student development/training

- Establish an internal Futureworks working group of students/staff/specialists to explore inclusive practice as well as lecture capture & assistive technology solutions to enable independent learning strategies.

Progression - Redesign our industry liaison systems and processes to ensure that they contribute to the achievement of Access and Participation goals

- Respecify the Industry Coordinator job description to incorporate responsibilities which contribute to Access and Participation goals
- Respecify the Terms of Reference of the Industry Advisory Group to incorporate aims and activities which contribute to Access and Participation goals
- Broaden the membership profile of the Industry Advisory Group to include members who can make a significant contribution to the pursuit of our Access and Participation goals.

Progression - Collaborate with external organisations to obtain help and guidance on supporting underrepresented groups into employment or further study

- Engage in professional networks, e.g. BAME in Games.
- Expand the scope and range of collaborative live briefs.
- Careers focus day activities, building employability skills.
- Invite Futureworks alumni and established industry professionals from targeted groups (low higher education participation, particular ethnicities, disabled, mature entrants), as guest speakers to act as role models and give advice on entering and becoming successful in the industry (e.g. overcoming barriers and prejudices).

Progression - Provide targeted support for groups that may have additional barriers to overcome in finding employment or progressing to further study

- Support final year students from underrepresented groups by developing skills in finding employment or progression to further study, for example by funding a specialist careers advisor to work with final year students who face additional difficulties due to their disability or for other reasons, in order to develop interview/workplace/confidence skills.

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

- Fund a specialist careers advisor to work with final year Care Leaver students facing additional difficulties, to develop interview/workplace/confidence skills.
- Formalise the existing ad-hoc incubation support for programme start-up games companies, providing office space, mentoring and proactively encourage students from underrepresented groups to participate.

Progression - Provide targeted financial support for groups that may have additional barriers to overcome in finding employment or progressing to further study

- Provide financial support for students from underrepresented groups to help them meet the additional challenges of progressing from undergraduate study to employment or further study:
    o Establish a Progression Fund – Interviews. Financial support to facilitate attendance at interviews.
    o Establish a Progression Fund – Employability. Financial support towards finding employment.
    o Establish an aspiration fund to support students in taking up work experience/internships with funded support.

8. Performance measures

Expand and enhance our data collection and analysis relating to underrepresented groups.

- Create databases and systems for producing a broader range of performance measures relating to Access, Success and Progression
- Improve the response rate for DLHE data by putting in place more robust processes for updating alumni contact details ready for the Graduate Outcomes implementation
- Produce a fuller range of annual analyses relating to:
    o overall student performance, particularly addressing data relating to progression into employment and further study
    o performance of identified groups, including underrepresented groups
    o performance of sub-groups
    o multiple dimensions of disadvantage
    o comparisons between applications and entrants
    o student satisfaction - exploring methods of measuring satisfaction of underrepresented groups compared with other students
    o the monitoring and evaluation of the Access and Participation Plan

9. Understanding the challenges facing underrepresented groups

We will engage with potential applicants, applicants, students and alumni to enhance our understanding of the challenges facing students from underrepresented groups. Using surveys, interviews, focus groups and other methods, we will explore issues such as attitudes to HE and Futureworks, and the perceived challenges they face.

We will also engage with external organisations to extend our understanding of the challenges facing underrepresented groups. This may be achieved through attending seminars and conferences which explore relevant issues and themes and by inviting guest speakers from organisations which promote the interests of underrepresented groups.

![Futureworks logo] **Futureworks** | **University Education** for the Creative Industries
Academic Quality & Enhancement Unit

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

10. Collaborative working

The preceding section indicates the range of activities we plan to undertake to achieve our goals, objectives and targets, many of which require collaboration with a wide diversity of organisations. This section summarises the organisations we have identified at this stage -we anticipate working with further organisations, to be identified as the plan is implemented.

We plan to develop relationships with the following organisations in support of activities aimed at attracting applicants from underrepresented groups in schools and colleges:

- Schools and colleges in the Greater Manchester area that
    o have a high proportion of students from areas of low higher education participation, low household income and/or low socio-economic status, and/or
    o have a high proportion of students of particular ethnicities, and/or
    o offer BTEC programmes
- Regional Partnership Network of FE & 6th forms
- NEON National Educational Opportunities Network
- Greater Manchester Higher NNCO

In pursuing our objectives relating to Care Leavers, we will collaborate with:

- Salford and Manchester councils
- Homeless outreach – giving information, advice and guidance session on interview techniques, CV, applying for university, funding opportunities etc – access
- Regional Pathways Group for Looked After Children and Young People
- Northern universities care leaver and student support forum
- Salford Community Action Network
- Greater Manchester looked after children's forum
- National Network for the Education of Care Leavers
- Salford city council looked after children team
- The Fostering Network & Voice of Young People in Care (VOYPIC)
- National Care Advisory Service (NCAS)

We aim to work with the following regional and national organisations to explore how they may advise and support us in achieving the goals of our Access and Participation Plan, including activities aimed at supporting progression into the industry for underrepresented groups. These may include opportunities for work experience, projects, recommendations for guest speakers, engagement in professional networks:

- Creative Skillset
- BFI (including BAME BFI Network)
- British Academy of Film and Television Arts (BAFTA)
- Creative Access (an organisation supporting young people from BAME backgrounds into employment in the creative industries)
- BAME in Games
- Valuable – promoting disability in business
- Creative Access (an organisation supporting young people from BAME backgrounds into employment in the creative industries)
- Awaaz Centre & Impact College, Manchester
- BEMA (Black & Ethnic Minority Arts Network)

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

- Arts Council England
- Project Noir
- Greater Manchester BME network
- Manchester BME network
- IntoUniversity Supplementary Schools Project

We plan to collaborate with external organisations with the aim of enhancing our monitoring and evaluation. At the time of submitting this plan we have identified one such organisation:

- HEAT (HE access tracker) - allows HEIs to target, monitor and evaluate outreach activity

11. Ensuring continuous improvement

In setting targets for improving our performance in the areas of Access, Success and Progression, we have aimed for continuous improvement over the 5-year period of the plan. The targets identified will be translated into specific targets for individual managers.

The annual monitoring and evaluation processes described below are designed to identify successes and shortfalls in target achievements, and to address any failure to reach targets through organisational and/or financial adjustments.

12. Aligning Access and Participation and Equality and Diversity strategies

This Access and Participation Plan complements our Equality and Diversity Action Plan. Many of the objectives and activities identified in this Plan will also contribute to the achievement of Equality and Diversity objectives. Our Equality and Diversity strategies prioritise increasing the representation of female students and students from BAME backgrounds: these groups are underrepresented in the industries which our courses are designed to serve.

The Head of Student Affairs is responsible for managing the implementation of both the Access and Participation Plan and the Equality and Diversity Action Plan. Having all the activities associated with these two plans controlled by one senior manager ensures that the activities will be coordinated, avoiding duplication or inefficient/unproductive use of resources. For example, an event arranged with a school or college may be designed to encourage female applicants (Equality and Diversity Action Plan), applicants from groups of low socioeconomic status (Access and Participation Plan) and BAME applicants (both Access and Participation Plan and Equality and Diversity Action Plan).

13. Monitoring and evaluation

The Board of Governors has overall responsibility for monitoring and evaluating the implementation of this plan.

Operationally, the Head of Student Affairs (HoSA) has responsibility for managing the implementation of this plan, and for day-to-day monitoring. The HoSA will present regular reports on the implementation of the plan to the Management Committee, together with recommendations on operational decisions. The HoSA will present an annual Access and Participation Monitoring and Evaluation Report to the Management Committee for approval, following which the report will be submitted to the Board of Governors. Student Partners will participate in the preparation of the report via the Student Experience Committee (Student Partners are members of this Committee).

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

The monitoring and evaluation report will scrutinise performance outcomes over the current year, measured against targets and short-term objectives, and assess progress in working towards the longer-term goals and aims of the plan.

The evaluation will follow three approaches:

- An outcome evaluation will assess measured outcomes against targets and identify reasons for success and shortfalls.
- A process evaluation will assess the perceived effectiveness of our Access and Participation activities, using quantitative and qualitative data collected from staff, potential applicants, applicants, enrolled students, collaborative partners and other agencies.
- An evaluation of financial support measures, using the OFFA toolkit.

The evaluation will be informed by questionnaires, interviews and focus groups with students from under-represented groups, and they will be invited to the meeting of the Student Experience Committee at which the evaluation will be discussed. Comments from this committee will inform the Monitoring and Evaluation Report.

The Monitoring and Evaluation Report will include

- An assessment of success in achieving immediate objectives
- An assessment of progress towards achieving longer-term goals
- Recommendations for adjustments to objectives, activities and resources for the coming year.

The Board of Governors will receive the Access and Participation Monitoring and Evaluation report and will make recommendations to the Board of Directors resulting from consideration of the report, including any recommendations for adjustments to the Access & Participation Plan, and recommendations for additional resources provision.

In developing our systems for monitoring and evaluation we intend to seek collaborations with other providers and researchers so that experiences and good practice can be shared and fresh approaches to comparative analyses can be explored.

14. Whole provider approach

We identify Access and Participation as a core value of the organisation and a key strategic goal. We will work to embed this in the culture of the organisation and to devote significant resources to achieving the goal. This will be achieved through the following processes.

Constitutional

Where appropriate, we will amend policies and procedures to reflect the positioning of Access and Participation as a core value of the organisation.

Structural

We have redesigned the job description of Head of Student Services, which now becomes Head of Student Affairs, and will include overall responsibility for managing the implementation of the Access and Participation Plan and for coordinating Access and Participation activities, thus ensuring a whole lifecycle approach to Access and Participation.

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087
Governance/Procedural

The Board of Governors have responsibility for monitoring and evaluating the Access and Participation Plan, and making recommendations to the Board of Directors.

Staff development

An annual Access and Participation seminar will be held, to be attended by all members of Futureworks Management Committee, which includes Heads of School and Heads of Department.

Heads of School and Heads of Department will plan an annual programme of activities with their teams, to be agreed with the Head of Student Affairs.

There will be a session on Access and Participation at every annual Futureworks Staff Conference, which will include a report on activities and outcomes.

Resources

The Board of Directors will allocate resources to support the Access and Participation Plan, acting on the recommendations of the Head of Student Affairs and the Management Committee.

In the annual monitoring and evaluation of the Access and Participation Plan, The Board of Governors may make recommendations for additional resource provision.

15. Student consultation and involvement

Futureworks has a system of elected Student Partners, who represent the student voice in academic decision-making. Student Partners were consulted in the formulation of this Plan, and their comments have been taken into account. The draft Plan was posted on the VLE, and comments were invited from students. Additionally, we directly asked a number of students from under-represented groups for their comments and suggestions. The feedback from students focused on the nature and administration of financial support schemes – in particular, students expressed a wish for support to be in the form of cash payments or payments in kind rather than fees reductions (see also section 16).

16. Financial support

The financial support identified within this plan will be exclusively targeted at underrepresented groups.

We consulted our Student Partners and other students on their preferences for the types of financial support packages to be offered. They strongly expressed a preference for students to be given a choice of how the support should be provided. For example, they suggested that some might prefer a fee waiver, others a bursary. We therefore decided to design our package in this way – all the money is grouped into one fund and the student chooses how they will receive it. We will offer give guidance on the consequences of the different options, and help the student decide which is best for them.

Details of the financial support available to students from underrepresented groups can be found in Appendix 1.

As the provision of financial support specifically targeted at students from underrepresented groups is new to Futureworks, it is difficult to predict their impact. The newly-appointed Data and Compliance Manager will have responsibility for monitoring and analysing the operation and impact

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

of the systems, and her findings will inform the Annual Monitoring and Evaluation Report on the implementation of this Plan. We will adjust the mechanisms in response to the ongoing reviews.

17. Investment

Futureworks currently devotes significant resources to supporting Access, Success and Progression – attracting students, supporting them personally and academically, achieving high retention rates and degree success, and equipping them with the skills and knowledge to enter creative and media professions. Additional funding to be provided in support of this Plan will be sourced from higher fee income, and will be wholly targeted at underrepresented groups identified in this Plan. We are aiming to invest 25% of the higher fee income amount for this purpose. In the first year of the Plan we intend to allocate 70% of this investment to Financial Support. For the remainder, based on our previous experience, and the priorities we have identified, we have determined that the appropriate balance between the three areas should be as follows:

- Access goals and objectives: ~50%
- Success goals and objectives: ~25%
- Progression goals and objectives: ~25%

18. Provision of information to students

We are committed to publishing clear and accessible information to existing and prospective students. Detailed information relating to this Plan, course fees and financial support available will be provided through the following channels:

- The Futureworks website
- Open Days
- Selection events
- Off-campus events, e.g. UCAS fairs
- Pre-entry information mailings to applicants and enquirers

19. APP Countable Investment Summary

Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	20,000	75,000	130,000	130,000
Success investment	10,000	40,000	75,000	75,000
Progression investment	10,000	35,000	55,000	55,000
Investment in financial support	90,000	110,000	130,000	130,000
Total investment	**130,000**	**260,000**	**390,000**	**390,000**

Breakdown of investment in financial support (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Student choice	54,000	54,000	54,000	54,000
Hardship funds	36,000	56,000	76,000	76,000
Total investment	**90,000**	**110,000**	**130,000**	**130,000**

Provider's name: Futureworks Training Ltd.
Provider's UKPRN: 10022087

Appendix 1: Financial support mechanisms available to students from underrepresented groups

The following financial support mechanisms will be available exclusively to students from underrepresented groups. In most cases, any funds awards will be paid directly to the supplier of services (e.g. transport costs, additional tutoring, rent payments). Bursaries will be paid directly to the candidates: any funds awarded will typically be paid on a monthly basis over the course of the academic year. Figures provided are per student.

Category	Type of support	Description	Amount per year
Access	Fee waivers/scholarships	Financial support towards tuition fees	Up to £5,500
Access	Bursaries	Financial support towards costs	Up to £2,000
Access	Application fund	Travel expenses for prospective applicants	Up to £500
Access	Accommodation fund	Financial support towards living costs	Up to £2,000
Success	Study Support	Provision of study skills support	Up to £10,000
Progression	Interview fund	Financial support to facilitate attendance at interviews	Up to £1,000
Progression	Employability fund	Financial support towards finding employment	Up to £1,000
Progression	Aspiration fund	Financial support to enable work experience/internship	Up to £10,000

The following financial support mechanisms are available to all students. It is anticipated that these will be accessed predominantly by students from underrepresented groups (approx. 90%). Figures provided are per student.

Category	Type of support	Description	Amount per instance
Success	Hardship fund	Non-repayable emergency financial support	Up to £1,000
Success	Emergency loans	Repayable financial support towards living costs	Up to £250

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
From AY19/20, Futureworks tuition fees will be £9,250 a year. Future inflationary increases may be applied to each subsequent year of your course, subject to government regulations on fee increases, using the RPI-X.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree	Students starting from AY19/20 onwards	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	The percentage of full-time undergraduate entrants whose home area (by Post Code) is known to have a low proportion of 18 and 19 year olds in Higher Education	No	2014-15	16%	16%	18%	18%	20%	20%	Based on our most recent TEF data, we aim to see a gradual increase in this demographic over the lifetime of the plan. (16% of 170 entrants = 27; 20% of 170 entrants = 35)
T16a_02	Success	Disabled	**Other statistic** - Disabled (please give details in the next column)	Percentage of disabled students declaring a previously diagnosed but undeclared disability while at Futureworks.	No	2016-17	30%	30%	32%	34%	36%	38%	This target aims to encourage more students to formally declare their disability or SpLD so they can receive the appropriate support as early as possible. (30% of 117 students = 35; 38% of 117 students = 44)
T16a_03	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Enrolments of students declaring a disability	No	2016-17	16%	18%	20%	23%	23%	23%	Baseline data is from HESA, however our own internal data indicates that 23% of Futureworks students have a disability or SpLD. This target aims to encourage more students to formally declare their disability or SpLD prior to enrolment so they can receive the appropriate support/adjustments as early as possible. (16% of 170 entrants = 27; 23% of 170 entrants = 39)
T16a_04	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Total number of care-leavers at Futureworks	No	2016-17	2 students	2 students	4 students	6 students	8 students	10 students	Based on internal data, we are looking for a steady increase in the number of students at Futureworks from a care-leaver background.
T16a_06	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Percentage of BAME students at Futureworks	No	2016-17	14%	14%	16%	18%	20%	22%	Increase the BAME proportion of the Futureworks student body to match the national average. (14% of 510 students = 71; 22% of 510 students = 112)
T16a_07	Success	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Care-leaver student continuation	No	Other (please give details in Description column)	N/A	92%	92%	92%	92%	92%	We do not have outcome data available for care-leavers who have previously studied at Futureworks. Average year-on-year retention at Futureworks is 92% of all students.
T16a_08	Progression	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Gap between percentage of Futureworks BAME students and BAME sector-average students in employment after graduating	No	2015-16	24%	24%	19%	14%	9%	4%	Sector average is 74% for BAME students in employment after graduation. Note that many Futureworks students go on to work freelance after graduation and this may not be reflected in the data captured by the DHLE survey.
T16a_09	Progression	Disabled	**Other statistic** - Disabled (please give details in the next column)	Gap between percentage of Futureworks disabled students and disabled sector-average students in employment after graduating	No	2015-16	13%	12%	9%	6%	3%	0%	Sector average is 76% for disabled students in employment after graduation. Note that many Futureworks students go on to work freelance after graduation and this may not be reflected in the data captured by the DHLE survey.
T16a_10	Success	Disabled	**Other statistic** - Disabled (please give details in the next column)	Gap between percentages of non-disabled and disabled students obtaining a 1st or 2/1 degree.	No	2016-17	8%	6%	3%	0%	0%	0%	Based on internal data, we are aiming to close the attainment gap within 3 years..

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Working with Greater Manchester Higher will enable us to identify young people who would benefit from outreach activities which encourage them to aspire to Higher Education	Yes	2017-18	12 secondary schools engaged with	18 secondary schools	24 secondary schools	30 secondary schools	36 secondary schools	42 secondary schools	N/A
T16b_02	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop strategic relationships with schools and colleges that have a high proportion of students from targeted groups	Yes	2017-18	N/A	2 schools/ colleges	5 schools/ colleges	10 schools/ colleges	15 schools/ colleges	20 schools/ colleges	We have no baseline data as this is new activity.
T16b_03	Multiple	Care-leavers	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop strategic relationships with specialist organisations, e.g. the Regional Pathways Group for Looked-after Children and Young People, and the National Care Advisory Service (NCAS)	Yes	Other (please give details in Description column)	N/A	2 organisations	4 organisations	7 organisations	7 organisations	7 organisations	We have no baseline data as this is new activity.
T16b_04	Multiple	Ethnicity	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop strategic relationships with specialist BAME organisations, e.g. Creative Access, BAME in Games	Yes	Other (please give details in Description column)	N/A	4 organisations	8 organisations	10 organisations	12 organisations	14 organisations	We have no baseline data as this is new activity.
T16b_05	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Work with selected Year 12 school students on a range of attainment and aspiration raising activities.	Yes	Other (please give details in Description column)	N/A	1 secondary school	6 secondary schools	10 secondary schools	10 secondary schools	10 secondary schools	We have no baseline data as this is new activity. Annual review to be informed by questionnaires completed by teaching staff.
T16b_06	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Arrange a practical hands-on event with an early years group in a local school.	Yes	Other (please give details in Description column)	N/A	1 primary school	6 primary schools	10 primary schools	10 primary schools	10 primary schools	We have no baseline data as this is new activity. Annual review to be informed by questionnaires completed by teaching staff.

Table 8b - Other milestones and targets.