



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by ICMP Management Limited against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

ICMP Management Limited's ambition and strategy as detailed in the 2019-20 access and participation plan:

The overall ambition, based on the best data available to us, was to focus on those underrepresented groups for which the data available was statistically significant namely:

- i. Students from low household income and low socioeconomic status: ICMP is below benchmark for participation levels.
- ii. BAME students: ICMP is below benchmark on both access and success measures, although above benchmark on progression
- iii. Mature students: we have historically had below benchmark performance with regard to both retention (a measure of success) and progression
- iv. Disabled students: we need to better understand our position with regard to this group and do more to improve outcomes.

As this was the first access and participation plan, the aim was to articulate a suitable level of ambition whilst ensuring a necessary level of focus. The devised plans and goals were based on the best available data and were credible and sufficiently resourced to ensure we established a strong foundation from which we could make continuous improvement over time as we progressed in future years and increased levels of funding.

Our approach was both strategic - the initiatives are incorporated in our broader strategic and operational planning processes and have a long-term trajectory while focusing on what can realistically be achieved in the short term; and evidence-led – we focused on underrepresented groups that are statistically significant in our sphere of operation and initiatives that we could realistically measure and evaluate.

We recognised that this phase of our approach to access and participation would be in significant part developmental and that we had some distance to travel to meet expectations fully. Whilst we have aspirations to extend our work in future years we were realistic and focused on what we could realistically achieve in year 1.

We deliberately did not raise our course fees to the maximum level, in recognition of the need to keep the debt burden of our graduates to reasonable levels, and thus we would have a relatively low level of additional funding available. It was therefore crucial that we used these funds effectively both for short term improvements in access, success and progression and in the development of longer term institutional capability. The development of our data collection and analysis capacity was a key part of how ICMP will be 'gearing up' in this initial period. This was especially important when we plan and pilot additional activity in the future, so that it can be suitably monitored, and an evidence base gathered successfully.

The initiatives have been incorporated into our broader strategic and operational planning processes and have a long-term trajectory while focusing on what can realistically be achieved in the short-term. The aim was to deliver a 'whole institutional' approach to the outcomes we wanted to achieve.

In summary therefore, we focused our ambition in this first year to ensure we effectively utilised limited additional resources to:

- Target statistically significant areas with relevant data where we feel we can make improvements for underrepresented target groups
- Ensure we have the data collection and analysis capability to improve performance and broaden our approach in future years
- Develop the internal staff expertise to develop and execute this and future access and participation plans and properly assess outcomes
- Provide enhanced support to individuals from all underrepresented groups with whom we already engage, e.g., care leavers, but whom we are not targeting directly in this plan

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by ICMP Management Limited of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of ICMP Management Limited’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

| Reference Number (lifecycle stage) | Description   | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target                    | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|---|---------------|---------------|-------------------|-------------------|------------------------------------|-----------------|---------------------------------------|------------------------|
| T16a_01 (Access)                   | Number of UK Domiciled BAME entrants to all undergraduate programmes in HESA AP return                | 2015-16       | 20%           | 20%               | 20%               | Percentage                         | 2019-20         | 37.3                                  | Expected progress      |
| T16a_02 (Success)                  | TEF Year 3 Continuation data for BAME students  | 2014-15       | 86.8%         | 86.8%             | 87%               | N/A (see description / commentary) | 2017-18         |                                       | Limited progress       |
| T16a_03 (Progression)              | TEF Year 3 BAME Employment or Further Study   | 2015-16       | 93.9%         | 94%               | 94%               | Percentage                         | 2016-17         | 93.2                                  | Expected progress      |
| T16a_04 (Access)                   |   | 2015-16       | 31.7%         | 31.7%             | 31.7%             | Percentage                         | 2019-20         | 43.9                                  | Expected progress      |
| T16a_05 (Success)                  | TEF Year 3 continuation data for Mature students  | 2014-15       | 73.1%         | 80%               | 85%               | Percentage                         | 2017-18         | 82.2                                  | Limited progress       |
| T16a_06 (Progression)              | TEF Year 3 Mature Employment or Further Study   | 2015-16       | 87.1%         | 87.1%             | 90%               | Percentage                         | 2016-17         | 90.4                                  | Expected progress      |
| T16a_07 (Access)                   | Number of UK Domiciled declared Disability entrants to all undergraduate programmes in HESA AP return | 2015-16       | 18.9%         | 18.9%             | 19%               | Percentage                         | 2019-20         | 29.7                                  | Expected progress      |
| T16a_08 (Success)                  | TEF Year 3 continuation data for Disabled students  | 2014-15       | 95%           | 95%               | 95%               | Percentage                         | 2017-18         | 92                                    | Limited progress       |
| T16a_09 (Progression)              | TEF Year 3 Disabled Employment or Further Study   | 2015-16       | 85.7%         | 85.7%             | 88%               | Percentage                         | 2016-17         | 88.4                                  | Expected progress      |
| T16a_10 (Access)                   | UKPI statistics   | 2016-17       | 8.7%          | 8.7%              | 8.7%              | Percentage                         | 2019-20         | 7.3                                   | Limited progress       |
| T16a_11 (Success)                  | UKPI Statistics percentage no longer in education   | 2015-16       | 9.6%          | 9.6%              | 9.0%              | Percentage                         | 2018-19         | 17.9                                  | No progress            |

|                          |  |         |       |       |       |            |         |      |                      |
|--------------------------|--|---------|-------|-------|-------|------------|---------|------|----------------------|
| T16a_12<br>(Progression) | TEF Year 3 Q1 and Q2<br>Employment or Further Study %<br>Indicator | 2015-16 | 90.9% | 90.9% | 91.5% | Percentage | 2016-17 | 91.8 | Expected<br>progress |
|--------------------------|--|---------|-------|-------|-------|------------|---------|------|----------------------|

Other milestones and targets

| Reference Number (lifecycle stage) | Description  | Baseline year | Baseline data | 2018-19 milestone | 2019-20 milestone | Units of target                    | Comparison year | Actual performance in comparison year | Target self-assessment |
|------------------------------------|--|---------------|---------------|-------------------|-------------------|------------------------------------|-----------------|---------------------------------------|------------------------|
| T16b_01 (Access)                   | 6 X weekend 1 day courses targeting BAME, Disabled and Mature students engaging at least 20 students at each   | 2017-18       | 0             | 0                 | 120               | Headcount                          | 2019-20         | 0                                     | No progress            |
| T16b_02 (Access)                   | 3 X summer 2 day courses targeting BAME, Disabled and Mature students engaging at least 20 students at each  | 2017-18       | 0             | 0                 | 60                | Headcount                          | 2019-20         | 0                                     | No progress            |
| T16b_03 (Access)                   | 30 X Free places on ICMP summer school   | 2017-18       | 0             | 0                 | 30                | Headcount                          | 2019-20         | 5                                     | Limited progress       |
| T16b_04 (Access)                   | Engage with London Music Hubs promoting course portfolio and Bursaries available for Mature students   | 2017-18       | 0             | 0                 | 30                | Headcount                          | 2019-20         | 0                                     | No progress            |
| T16b_05 (Access)                   | Hardship fund to provide small financial contribution to identified students from low socio economic background  | 2017-18       | 0             | 0                 | 100               | Headcount                          | 2019-20         | 3                                     | Limited progress       |
| T16b_06 (Access)                   | 5 scholarships of £1500 to provide entry bursary   | 2017-18       | 400           | 0                 | 500               | Headcount                          | 2019-20         | 67                                    | Limited progress       |
| T16b_07 (Success)                  | appointment of a partial staff post which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to succeed in HE. | 2017-18       | 0             | 0                 | 0.4               | N/A (see description / commentary) | 2019-20         |                                       | Expected progress      |
| T16b_08 (Success)                  | enable us to support [up to 30] students from under-represented backgrounds who may be in need to transition funding prior to being assessed for DSA at an average of [£100] each.   | 2017-18       | 0             | 0                 | 30                | Headcount                          | 2019-20         | 9                                     | Limited progress       |

|                          |  |         |   |   |     |                                    |         |   |                   |
|--------------------------|--|---------|---|---|-----|------------------------------------|---------|---|-------------------|
| T16b_09<br>(Success)     | to further strengthen the student support team to directly provide this level of additional welfare support through the addition of a further partial staff member in a relevant role.   | 2017-18 | 0 | 0 | 0.4 | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_10<br>(Success)     | We recognise that one of the most powerful influences on the success of students from under-represented backgrounds can be the use of student mentors to support, encourage, inspire and motivate their peers.   | 2017-18 | 0 | 0 | 10  | Headcount                          | 2019-20 | 0 | No progress       |
| T16b_11<br>(Progression) | appointment of a partial staff post which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to progress from HE   | 2017-18 | 0 | 0 | 0.4 | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_12<br>(Progression) | Bespoke activity focused around employment and broader career development initially for two target groups that are well-represented in our student population already - disabled students and mature students. This will include such activities as one-on-one discussions; support for CV development; and networking events        | 2017-18 | 0 | 0 | 0.2 | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_13<br>(Progression) | develop a mechanism for supporting targeted ICMP alumni, enabling them to maximise their opportunities to succeed in the development of a successful career. In order to achieve this, we will engage and train dedicated staff resource to oversee the programme; develop a system of mentors; and improve administrative oversight | 2017-18 | 0 | 0 | 0.2 | N/A (see description / commentary) | 2019-20 |   | Expected progress |

|                          |  |         |   |   |     |                                    |         |   |                   |
|--------------------------|--|---------|---|---|-----|------------------------------------|---------|---|-------------------|
| T16b_14<br>(Progression) | provide a direct bursary to the cost of accessing our post-graduate provision. A bursary will therefore be provided to incentivise students from any underrepresented group, but prioritising our three target groups, to proceed with their studies   | 2017-18 | 0 | 0 | 5   | Headcount                          | 2019-20 | 5 | Expected progress |
| T16b_15<br>(Progression) | developed the 'Dyne Road Development Fund', a budget that is allocated to ICMP undergraduate students who successfully 'pitch' their idea for a creative or business project that will lead to career success.. Given the specific challenges faced by students from underrepresented groups, we will 'ring-fence' a part of this fund for them to access based on the success of their 'pitch'. | 2017-18 | 0 | 0 | 6   | Headcount                          | 2019-20 | 6 | Expected progress |
| T16b_16<br>(Multiple)    | it will be necessary to develop and refine our data collection and management processes to ensure that the A&P initiatives are properly monitored and evaluated, and the plans further developed into the future   | 2017-18 | 0 | 0 | 0.4 | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_17<br>(Multiple)    | additional software will be required however the existing MIS will need some development   | 2017-18 | 0 | 4 | 0   | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_18<br>(Multiple)    | Additional training on Access and Participation knowledge and awareness will be required for existing ICMP staff.  | 2017-18 | 0 | 5 | 0   | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_19<br>(Multiple)    | Generation of reports and information-related materials concerning our Access and Participation activities to ensure staff, students and other stakeholders are properly informed of the opportunities available to them   | 2017-18 | 0 | 0 | 0   | N/A (see description / commentary) | 2019-20 |   | Expected progress |

|                       |   |         |    |                      |                                     |                                    |         |   |                   |
|-----------------------|---|---------|----|----------------------|-------------------------------------|------------------------------------|---------|---|-------------------|
| T16b_20<br>(Multiple) | Working with UEL (our validating partner) to share best practice and develop ICMP's capacity to deliver, monitor and evaluate APP | 2017-18 | 0  | Working Group Formed | Working Group sharing best practice | N/A (see description / commentary) | 2019-20 |   | Expected progress |
| T16b_21<br>(Access)   | Hosting masterclasses by ICMP tutors in FE providers .  | 2017-18 | 10 | 10                   | 12                                  | Other                              | 2019-20 | 9 | Limited progress  |



### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

| Financial year    | 2019-20             |                  |                  |
|-------------------|---------------------|------------------|------------------|
|                   | Predicted spend (£) | Actual spend (£) | Difference (ppt) |
| Access investment | £41,200.00          | £21,000.00       | -49%             |
| Financial Support | £45,000.00          | £52,000.00       | 16%              |

### 4. Action plan

Where progress was less than expected ICMP Management Limited has made the following commitments to increase the rate of progress against their targets.

| Reference Number | Steps that will be taken in the future to make expected progress against target   |
|------------------|---|
| T16a_02          | Appointment of WP coordinator to support the AP Manager in administering a range of initiatives. -We continue to develop the second strand of Pre-sessional activity which focuses on supporting students to transition between levels of study. The types of activity in this strand include resit counselling, elective module advice sessions, introductory seminars for common modules, Programme Leader talks about expectation of different levels of study, etc. The key aspect to this type of activity is that it focuses on readying the student to elevate their level of study rather than continuing at the same level as experienced in the previous year. Relevant to case study 3 |

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| T16a_05 | <p>Appointment of WP coordinator to support AP Manager in administering a range of initiatives. Appointment of Student Money &amp; Accommodation Advisor. Further development of the Pre-Amp course to commence earlier in the Admissions Cycle. There are currently no plans to further develop our existing summer school provision due to the current restrictions. However, we will continue to develop online alternative provision and look to direct underspend into initiatives such as the Fine Tune Scheme. The Fine Tune Scheme is additional activity which has been implemented as alternative provision as a direct response to Covid-19 for students who would have engaged in the summer school programme. The scheme will offer 40-60 students, who have no previous experience of HE, free places on all non-accredited short courses. The scheme is suitable for both in person and online delivery. The Brightside mentoring project will use an online mentoring platform to link prospective students from target group backgrounds with mentors who could answer their questions about life after school and give them practical advice on how to achieve their ambitions. Students who participate in online mentoring are three times more likely to access Higher Education but the project will also create opportunities for current students to enhance their employment skills. This scheme has been particularly effective in supporting the transition of Mature students returning to education after a break or looking to change career through obtaining an undergraduate qualification. We continue to develop the second strand of Pre-sessional activity which focuses on supporting students to transition between levels of study. The types of activity in this stran include resit counselling, elective module advice sessions, introductory seminars for common modules, Programme Leader talks about expectation of different levels of study, etc. The key aspect to this type of activity is that it focuses on readying the student to elevate their level os study rather than continuing at the same level as experienced in the previous year.</p> |
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| T16a_08 | <p>We have increased the number of Mental Health Advisers at ICMP from two members of staff on 0.4 contracts to three members of staff (2 x 0.6 contracts and 1 x 0.4 contract). This has doubled provision in this area. In terms of increasing provision for students with an SPLD we have seen a gradual increase in students disclosing ADHD, therefore, we have allocated funding for the Disability Advisers to undertake CPD and research into sector good practice to support these students. From AY2021 we have funded the cost of a full ADHD diagnostic test for eligible students.</p> <p>In response to feedback from a student focus requesting further promotion of the mental services offered to BAME students we have recruited an additional Mental Health Adviser who has a professional interest in early prevention and equality of access for all students to Mental Health Services but with a particular focus on the underrepresentation of male BAME students accessing mental health support. We have allocated named Disability Advisers to individual courses, the aim of which is to make it easier for staff and students to identify who their first point of contact is within the Disability &amp; Wellbeing Team should they have any questions around existing Support Agreements or need to discuss reasonable adjustments for a student with an emerging or previously undiagnosed condition. The Disability Advisers are engaged in regular dialogue with the Programme Leaders to identify support early referral and identification of support needs. This system also allows the Disability Advisers the opportunity to have a more detailed overview of the assessment schedule for their courses. We have increased our investment in Live Therapy through Togetherall and have committed to continue with the service into the next academic year. We have invested in Brightside Mentoring to support transition and will be targeting promotional activity to this group of students. A “Coping with anxiety for first year students” webinar was run by the Mental Health Advisers during the first week of Teaching to introduce the team and promote support available and we ran a bespoke NLP session for care leavers and estranged students around the theme of a “Sense of Belonging”. We are piloting “Sound Mind, Healthy Life - Resilience training” delivered online, which looked at how an individual can develop their ability to respond to challenging situations in more effective and resourceful ways, improving both their mental and general health and developing skills which enable anyone not only to bounce back quicker from challenging situations but to adapt and thrive. The course was made up of three 90 minute sessions and targeted promotion was done to both students with disclosed disabilities (including mental health) and care experienced and estranged students</p> |
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| <p>T16a_10</p> | <p>We will be appointing a full time Outreach and Community Officer to increase targeted Outreach activities. There are currently no plans to further develop our existing summer school provision in AY2021 due to the ongoing Covid-19 restrictions. However, we will continue to develop alternative provision online and look to direct underspend into initiatives such as the Fine Tune Scheme. The Fine Tune Scheme is additional activity which has been implemented as alternative provision as a direct response to Covid-19 for students who would have engaged in the summer school programme. The scheme will offer 40-60 students, who have no previous experience of HE, free places on all non-accredited short courses. The scheme is suitable for both in person and online delivery. The Brightside mentoring project will use an online mentoring platform to link prospective students from target group backgrounds with mentors who could answer their questions about life after school and give them practical advice on how to achieve their ambitions. Students who participate in online mentoring are three times more likely to access Higher Education but the project will also create opportunities for current students to enhance their employment skills. This scheme has been particularly effective in supporting the transition of Mature students returning to education after a break or looking to change career through obtaining an undergraduate qualification.</p>  |
| <p>T16a_11</p> | <p>Appointment of WP coordinator to support AP Manager in administering a range of initiatives. Appointment of Student Money and Accommodation Advisor. In September 2020 as part of ICMP's Digital Poverty initiative we launched the Macbook loan scheme to ensure that all students have the technology they need to excel at ICMP, whatever their circumstance. The aim of the scheme was to ensure that all new and continuing students could take advantage of this initiative. We continued to support students with Emergency Support Funding through the Hardship Fund. Priority for both the Internet &amp; Tech Bursary and Emergency Support funding was given to students from the following underrepresented groups; low socio-economic household income (less than £25,000), care experienced and estranged students and mature students with dependents. The Brightside mentoring project will use an online mentoring platform to link prospective students from target group backgrounds with mentors who could answer their questions about life after school and give them practical advice on how to achieve their ambitions. Students who participate in online mentoring are three times more likely to access Higher Education but the project will also create opportunities for current students to enhance their employment skills. This scheme has been particularly effective in supporting the transition of students returning to education after a break or looking to change career through obtaining an undergraduate qualification. We continue to develop the second strand of Pre-sessional activity which focuses on supporting students to transition between levels of study. The types of activity in this strand include resit counselling, elective module advice sessions, introductory seminars for common modules, Programme Leader talks about expectation of different levels of study, etc. The key aspect to this type of activity is that it focuses on readying the student to elevate their level of study rather than continuing at the same level as experienced in the previous year.</p> |

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| T16b_01 | If we are unable to run the one day face to face we will further develop the online provision as a "package" of sessions and offer both over the Summer 2021. 164 students attended across the Inside Scoop and Equaliser sessions. Of whom approximately 50% were from the target underrepresented groups.   |
| T16b_02 | If we are unable to run the two day face to face we will further develop the online provision as a "package" of sessions and offer both over the Summer 2021. 164 students attended across the Inside Scoop and Equaliser sessions. Of whom approximately 50% were from the target underrepresented groups.   |
| T16b_03 | As detailed in the commentary of Section 5 we need to be more flexible in the Summer School offer and have opened this up to include courses running all year long. This is detailed in the Fine Tune Scheme which will be able to accommodate both online and face to face provision.  |
| T16b_04 | Collaborative work is in planning and discussions are underway with stakeholders to establish a programme of events using the data from the research. As detailed in the commentary of Section 5 we are looking to recruit a dedicated Outreach and Widening Participation Officer to support this work going forwards.   |
| T16b_05 | In the AY2021/22 admissions cycle for entry in september we have auditioned an additional 177 students. The move to online auditions has seen audition attendance rise from 65% in AY1920 to 80% in AY2021. Where permitted and in line with health and safety guidance, face to face auditions are available for any student who is unable to engage online. We aim to offer virtual auditions as part of our standard provision to any student moving forwards.   |
| T16b_06 | We have agreed to the additional recruitment of staff specifically to support this work. The Disability Team are looking to develop online and face to face resources which can be either delivered by us direct to FE students or used to inform staff within identified local FE colleges on IAG for disabled students transitioning from FE into HE. This project has arisen out of concerns from the Disability Advisers that a lack of information for colleagues working in FE on the differences between disability support in FE and HE could be influencing a student's decision about whether to disclose their disability, to a HEI at the point of admissions |
| T16b_08 | We should see a reduction in the target number of students requiring this funding as we continue to develop and establish good systems for engaging and supporting students to apply to the DSA before they start their programme of study and increase the individual allowance for each of those students from £100 to a minimum of £350 per student to a maximum of £600.  |
| T16b_10 | A monthly social group was set up from September 2020 as a safe space for ASC students and to discuss their concerns with each other and it is hoped that we can build from this to 1:1 mentorship as they gain confidence with their interactions but we need to be able to offer face to face supervision for the mentors which has not been possible. Initial discussions have identified potential mentors from current students and Alumni.  |

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| T16b_21 | We will continue to offer an inclusive and accessible programme of Masterclasses for schools and FE colleges. It is clear from the data on number of participants who engaged in the equaliser sessions that students will engage in online work and this can be equally as valid as the face to face provision. |
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## 5. Confirmation

ICMP Management Limited confirms that:

|   |              |
|---|--------------|
| <b>Student engagement</b>   |              |
| Have you worked with your students to help them complete the access and participation plan monitoring student submission?   |              |
| No  |              |
| Have you engaged with your student body in the design, evaluation, and monitoring of the plan?  |              |
| Yes   |              |
| <b>Verification and sign off</b>  |              |
| ICMP Management Limited has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider. |              |
| Yes   |              |
| <b>Accountable officer sign off</b>   |              |
| Name  | Paul Kirkham |
| Position  | CEO          |

## Annex A: Commentary on progress against targets

ICMP Management Limited's commentary where progress against targets was less than expected.

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| <b>Target reference number: T16a_02</b>   |
| How have you met the commitments in your plan related to this target?   |
| <p>The Study Skills Tutor was recruited and study skills sessions were implemented from September 2019 both as 1:1 and group sessions. ICMP's pre-sessional study skills course entitled "Pre-Amp" aimed at prospective students with non-traditional qualifications and/or students returning to education following a significant break was developed from September 2019 onwards and launched in July 2020. Transition events were developed, delivered and led by the Study Skills Tutor, Disability Advisers and Mental Health Advisers for Mature and Disabled Students. Student groups were set up to openly discuss the themes of "the lived experience of BAME students", "Covid-19" and the "attainment gap". The purpose of the discussion groups was to understand the issues further and then make genuine commitments to improving outcomes for students from identified underrepresented groups. The outcomes from these meetings were fed back to the Executive Committee and formed the basis for the creation of the Equality, Diversity and Inclusivity Committee, Access and Participation Student Advisory Groups and the creation of the EDI Student Officer.</p> |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?   |
| <p>The year of measure is before the provision detailed in this plan came into effect, therefore we would not expect to see continuation measures to have an affect until AY2021/22. As this was our first year of implementation, funding for the plan didn't commence until August 2019. An immediate requirement was to recruit an Access and Participation Manager to oversee the implementation, monitoring and evaluation of the plan which has now been concluded. Due to the imminent start of the academic year we focused on the success element of the plan developing transition activity for accepted offer holders from the targeted underrepresented groups into Higher Education.</p>   |

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| <b>Target reference number: T16a_05</b>  |
| How have you met the commitments in your plan related to this target?  |
| <p>The Study Skills Tutor was recruited and study skills sessions were implemented from September 2019 both as 1:1 and group sessions. ICMP's pre-sessional study skills course entitled "Pre-Amp" aimed at prospective students with non-traditional qualifications and/or students returning to education following a significant break was developed from September 2019 onwards and launched in July 2020. Transition events were developed, delivered and led by the Study Skills Tutor, Disability Advisers and Mental Health Advisers for Mature and Disabled Students.</p> |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| <p>The year of measure is before the provision detailed in this plan came into effect, therefore we would not expect to see continuation measures to have an affect until AY2021/22. As this was our first year of implementation, funding for the plan didn't</p>   |



commence until August 2019. An immediate requirement was to recruit an Access and Participation Manager to oversee the implementation, monitoring and evaluation of the plan which has now been concluded. Due to the imminent start of the academic year we focused on the success element of the plan developing transition activity for accepted offer holders from the targeted underrepresented groups into Higher Education. We have provided additional transitional and ongoing wellbeing and study skills support to mature students. Transition event for mature students delivered on 11th September for Mature Students returning to study. The day consisted of ice-breaker sessions, a guided tour around the building and facilities, local information, meeting key members of student facing staff. Participants were given an opportunity to discuss any concerns or anxieties they had about returning to education. It is not uncommon for mature students to commence study at ICMP with emerging or previously undiagnosed disabilities including SPLD's or mental health conditions due to them not having had the opportunity to engage with support at their previous places of education. A disability bursary, as part of the Hardship Fund, for those students who require interim support whilst their DSA application was being processed and/or third year students in their final semester with an emerging or new diagnosis was provided.

**Target reference number: T16a\_08**

How have you met the commitments in your plan related to this target?

A transition event was held on 3rd September for students on the autistic spectrum as this was a key group of disabled students identified through case study. The principle theme was orientation and familiarisation and the day consisted of ice-breaker sessions, a guided tour around the building and facilities, local information, meeting key members of student facing staff. Students were informed about newly installed "Quiet Zones" in the building and made aware of the Disability & Wellbeing Meeting room which has been designed specifically for the use of AS Students. Parents were also provided with a space to socialise and discuss separately any concerns. The disability fund assisted students awaiting confirmation of DSA financial support with funded interim support through external providers such as UMO, Equality Focus, etc. We have assisted students with the cost of obtaining medical evidence (GP letters) and have funded students who are below the household income threshold of £25,000 with up to £450 towards the cost of an online diagnostic assessment for Specific Learning Difficulties (Dyslexia, Dyspraxia, ADHD). We have also provided financial assistance for students in the low-socio economic (Less than £25,000 household income) to pay the £200 DSA laptop fee.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In June 2020 we launched the "Equaliser" Q& A series online. This was additional activity developed as a response to Covid-19 which aimed to promote employment opportunities within the creative industries to our targeted underrepresented groups through a series of online "Q&A sessions" or 'In conversation with" events featuring a high profile BAME and/or Disabled Artist, Musician, Producer etc.. These sessions were open to prospective and current students. A full review of all external and internal IAG on Disability & Wellbeing commenced in July 2020 with all external data complete and a review of internal data is included as part of the operational plan for AY2021. Information videos have been developed and recorded by the team on the services available at ICMP and applying for DSA. A comprehensive FAQ section developed by

the Disability Advisers has also been added to the external website. The improvements included provision of an online form accessible from the external website to allow prospective students to register with the Disability & Wellbeing Team and upload medical evidence / diagnostic information at any point during the student life cycle. A full review of the admissions process including IAG available on the main website for each course is underway and due to be concluded in the operational year AY2021 and reported into the Admissions Committee. We have incorporated into our annual schedule of activity a minimum of four points in the academic year for promoting (across all social media and internal marketing channels) the availability of free diagnostic screening for Dyslexia and DSA funding. Counselling was extended throughout the summer months and students awaiting referral through NHS services for mental health support were offered access to funded counselling online through ICMP. Students already engaged with counselling services at ICMP were offered extensions of up to 12 weeks to cover the full period of lockdown. There was no waiting list for counselling services throughout this period. Graduating students with mental health conditions or citing increased anxiety directly linked to COVID-19 were supported from March until September 2020 with access to the full provision of services and supported with a gradual transition to external services through the NHS or onto Live Therapy accessed through Togetherall. In addition, we invested in NLP sessions on “Staying Motivated, Positive and Productive” to support mental wellbeing both as 1:1 and group sessions. Students located outside the UK who were not able to access UK based Counselling provision were encouraged to use Togetherall and offered non-therapeutic 1:1 sessions with the NLP Practitioner.

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| <b>Target reference number: T16a_10</b>  |
| <b>How have you met the commitments in your plan related to this target?</b>   |
| School and College activity was achieved between August 2019 and February 2020 through a combination of ICMP Experience Days and engagement with NCS The Challenge. Students attending these events participated in Songwriting, Studio production and IAG sessions in addition to a tour of the facilities. We transitioned two planned Schools and Colleges outreach events online which included a Careers in the Industry Q & A and Introduction to Songwriting workshop in May and June. A total of 67 students engaged in Schools outreach events. The Study Skills Tutor was recruited and study skills sessions were implemented from September 2019 both as 1:1 and group sessions. ICMP’s pre-session study skills course entitled “Pre-Amp” aimed at prospective students with non-traditional qualifications and/or students returning to education following a significant break was developed from September 2019 onwards and launched in July 2020. |
| <b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>   |
| The first recruitment cycle for the AP Manager was completed in November 2019. Unfortunately, the selected candidate declined the post after initially accepting the role, which necessitated a second recruitment cycle. Interviews and appointment were not concluded until March 2020. To ensure we had sufficient staff and resource to successfully deliver planned Access activity we moved some elements of planned delivery, Summer School and Weekend courses until after recruitment was complete. Inside Scoop" sessions were developed as additional online activity in response to Covid-19 to enable potential students considering study in Higher Education an   |

opportunity to speak to current students and Alumni about their experience of study and/or working in the creative industries and give participants the confidence to choose a performance or creative industries pathway. The Inside Scoop is a series of discussion-based webinars where our student ambassador team, joined by a guest and hosted by one of our events coordinators, discuss various topics around music and studying in higher education. In recognition of the disruption to the educational experience of all students these sessions were open to students considering an application to a HEI, students with offers transitioning from FE into HE in September 2020 and any existing student at ICMP concerned about the return to campus. The key themes were the London Music Scene, Accommodation, Wellbeing, Disability. Bespoke sessions were run for care experienced & estranged students and mature Students. In June 2020 we launched the "Equaliser" Q&A series online. This was additional activity developed as a response to Covid-19 which aimed to promote employment opportunities within the creative industries to our targeted underrepresented groups through a series of online "Q&A sessions" or "In conversation with" events featuring a high profile BAME and/or Disabled Artist, Musician, Producer etc.. These sessions were open to prospective and current students.

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| <b>Target reference number: T16a_11</b>   |
| <b>How have you met the commitments in your plan related to this target?</b>  |
| <p>The Study Skills Tutor was recruited and study skills sessions were implemented from September 2019 both as 1:1 and group sessions. ICMP's pre-session study skills course entitled "Pre-Amp" aimed at prospective students with non-traditional qualifications and/or students returning to education following a significant break was developed from September 2019 onwards and launched in July 2020. Transition events were developed, delivered and led by the Study Skills Tutor, Disability Advisers and Mental Health Advisers for Mature and Disabled Students.</p>  |
| <b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>  |
| <p>The year of measure is before the provision detailed in this plan came into effect, therefore we would not expect to see continuation measures to have an affect until AY2021/22. As this was our first year of implementation, funding for the plan didn't commence until August 2019. An immediate requirement was to recruit an Access and Participation Manager to oversee the implementation, monitoring and evaluation of the plan which has now been concluded. Due to the imminent start of the academic year we focused on the success element of the plan developing transition activity for accepted offer holders from the targeted underrepresented groups into Higher Education. Students are supported through the Hardship Fund and the disability fund which ensures students who have made an application to the DSA are supported with funded interim support whilst their application is beng processed. In addition, students with emerging or previously undiagnosed disabilities have access to a free dyslexia screening, £200 contribution towards a DSA funded laptop and upto £450 towards the cost of a full Dyslexia or ADHD diagnostic assessment. Students are supported with applictions to the SLC to ensure they are receiving the correct entitlement. Relevant to case study 1</p> |

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| <b>Target reference number: T16b_01</b>  |
| How have you met the commitments in your plan related to this target?  |
| It had to be cancelled due to the impact of the pandemic and Covid restrictions. However alternative provision was implemented and students were offered places on part-time courses delivered in August 2020 including provision of a Bursary for eligible students.  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| We took elements of what was going to be covered over the two days such as sessions thinking about study in the creative arts and opportunities to gain skills in practical auditions and moved these into shorter sessions online. A video resource was developed for Open day audition sessions and a session was included in the Virtual Open Days. The 'Inside Scoop' and 'Equaliser' sessions covered potential careers in the creative industries and course taster sessions were held over the summer for potential candidates. Students were offered alternative provision on part-time courses delivered in August 2020 including provision of a Bursary for eligible students. |

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| <b>Target reference number: T16b_02</b>  |
| How have you met the commitments in your plan related to this target?  |
| It had to be cancelled due to the impact of the pandemic and Covid restrictions. However alternative provision was implemented and students were offered places on part-time courses delivered in August 2020 including provision of a Bursary for eligible students.  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| As above, we took elements of what was going to be covered over the two days such as sessions thinking about study in the creative arts and opportunities to gain skills in practical auditions and moved these into shorter sessions online. A video resource was developed for Open day audition sessions and a session was included in the Virtual Open Days. The 'Inside Scoop' and 'Equaliser' sessions covered potential careers in the creative industries and course taster sessions were held over the summer for potential candidates. |

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| <b>Target reference number: T16b_03</b>   |
| How have you met the commitments in your plan related to this target?   |
| In AY1920 we received 19 applications for the Summer school programme which ran in August 2019 of which 5 students met the eligibility criteria for the Summer School Bursary. It was not possible during Summer 2020, due to COVID restrictions. It had to be cancelled due to the impact of the pandemic and Covid restrictions. However alternative provision was implemented and students were offered places on part-time courses delivered in August 2020 including provision of a Bursary for eligible students. |

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Students were offered alternative provision on part-time courses delivered in August 2020 including provision of a Bursary for eligible students.

**Target reference number: T16b\_04**

How have you met the commitments in your plan related to this target?

We have not engaged with the required number of students in this target.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Engaged a researcher to develop our links with music hubs, especially Brent, and from this project we now have a database of all relevant music hubs and potential collaboration etc. We have not yet reached learners due to the impact of Covid-19. This was a significant project and was not completed until July 2020.

**Target reference number: T16b\_05**

How have you met the commitments in your plan related to this target?

Only 3 students were eligible for this funding in AY2019/20 recruitment cycle this was largely due to the fact that a majority of auditions take place after the UCAS application deadline in January. We quickly transitioned all auditions online in March and engagement has increased due to a number of factors including greater flexibility in scheduling and timetabling of the auditions and increased accessibility of the audition tutors.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

This scheme was withdrawn in response to evaluation showing it was ineffective. The funding was re-allocated to the Hardship Fund. Throughout lockdown we have continued to offer auditions online and increased engagement.

**Target reference number: T16b\_06**

How have you met the commitments in your plan related to this target?

ICMP has developed a number of partnerships with FE Colleges and schools nationwide, providing such support as bespoke visits, musical performances and presentations to students and inviting schools to visit our premises in London for similar purposes. Students engaged in ICMP Experience Days and NCS the Challenge. We transitioned two planned Schools and Colleges outreach events online which included a Careers in the Industry Q & A and Introduction to Songwriting workshop in May and June. A total of 67 students engaged in Schools outreach events.

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| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| In May 2020 we subscribed to "Neon Outreach Online" a hub network for all APP practitioners and online training programme for members to attend and support them with moving their provisions to online. |

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| <b>Target reference number: T16b_08</b>  |
| How have you met the commitments in your plan related to this target?  |
| Only 9 students were eligible for the interim support with an average contribution of between £300 and £600 per student towards the full cost of a diagnostic assessment and/or interim support. HESA data shows that we have increased the number of students accessing DSA which has reduced the number of students requiring this type of funding.  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| We continue to engage with students as early as possible in the recruitment cycle to ensure they have their full package of support in place before they commence their studies. We have promotional activity on the DSA, Dyslexia screening and support provided by the team throughout the year. We have also increased engagement with the Academic Team to support early referral and identification of support needs. |

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| <b>Target reference number: T16b_10</b>  |
| How have you met the commitments in your plan related to this target?  |
| This project was intended to be run with a small number of disabled students and the students identified were students with a diagnosis of autism. Unfortunately the project took time to establish and set up.  |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?  |
| In May 2020 we recruited a dedicated specialist mentor to support a caseload of students with a diagnosis of autism. There are currently 18 students registered ASC. It was discussed and agreed that due to the pandemic this scheme would be put on hold until we could engage with students face to face. |

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| <b>Target reference number: T16b_21</b>   |
| How have you met the commitments in your plan related to this target?                                     |
| We were unable to reach our target of in person / face to face masterclasses due to the pandemic          |
| Have you taken any additional steps other than that detailed in the plan to reach the selected milestone? |

Whilst we were unable to reach our target of in person / face to face masterclasses we did run 5 "Equaliser" sessions online in June 2020 which attracted 118 participants of which 58 participants were from the target groups.



## Annex B: Optional commentary on targets

ICMP Management Limited's commentary on any of the targets listed in [Section 2](#).

| Reference Number | Optional commentary   |
|------------------|---|
| T16a_01          |   |
| T16a_02          | This metric was suppressed in TEF Year 4 data for data protection reasons. We understand that support with transition is key to how quickly a student settles in to their new learning environment and engages with their studies and early intervention to ensure support is in place is particularly important for students from the targeted groups and does impact on continuation / non-continuation data. We have changed column Q to commentary due to the validation error as we have no data in this . We have selected the limited progress so that we could include narrative around this data point. We cannot submit this data   |
| T16a_03          | We expect to see progress in this target as we are using 2016-17 measure. Employment and further study for BAME graduates continues to be ahead of White graduates. In June 2020 we launched the "Equaliser" Q&A series online. This was additional activity developed as a response to Covid-19 which aimed to promote employment opportunities within the creative industries to our targeted underrepresented groups through a series of online "Q&A sessions" or "In conversation with" events featuring a high profile BAME and/or Disabled Artist, Musician, Producer etc.. These sessions were open to prospective and current students.   |
| T16a_04          | We have provided additional transitional and ongoing wellbeing and study skills support to mature students. Transition event for mature students delivered on 11th September for Mature Students returning to study. The day consisted of ice-breaker sessions, a guided tour around the building and facilities, local information, meeting key members of student facing staff. Participants were given an opportunity to discuss any concerns or anxieties they had about returning to education. It is not uncommon for mature students to commence study at ICMP with emerging or previously undiagnosed disabilities including SPLD's or mental health conditions due to them not having had the opportunity to engage with support at their previous places of education. A disability bursary, as part of the Hardship Fund, for those students who require interim support whilst their DSA application was being processed and/or third year students in their final semester with an emerging or new diagnosis was provided. |
| T16a_05          | We understand that support with transition is key to how quickly a student settles in to their new learning environment and engages with their studies and early intervention to ensure support is in place is particularly important for students from the targeted groups and does impact on continuation / non-continuation data.  |
| T16a_06          |   |



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| T16a_07 | A transition event was held on 3rd September for students on the autistic spectrum as this was a key group of disabled students identified through case study. The principle theme was orientation and familiarisation and the day consisted of ice-breaker sessions, a guided tour around the building and facilities, local information, meeting key members of student facing staff. Students were informed about newly installed "Quiet Zones" in the building and made aware of the Disability & Wellbeing Meeting room which has been designed specifically for the use of AS Students. Parents were also provided with a space to socialise and discuss separately any concerns. In June 2020 we launched the "Equaliser" Q& A series online. This was additional activity developed as a response to Covid-19 which aimed to promote employment opportunities within the creative industries to our targeted underrepresented groups through a series of online "Q&A sessions" or 'In conversation with" events featuring a high profile BAME and/or Disabled Artist, Musician, Producer etc.. These sessions were open to prospective and current students. |
| T16a_08 | Continuation data for Disabled students continues to be above non-disabled students  |
| T16a_09 | We have invested in EmployAbility's University Partnership Programme to support the transition of disabled students from Education into work.  |
| T16a_10 | This HESA PI now uses POLAR 4. Although the headline measure appears worse. We are closer to benchmark   |
| T16a_11 |  |
| T16a_12 |  |
| T16b_01 | Focus on flexible devlivery that can be offer both online and face to face provision miving forwards.  |
| T16b_02 | Focus on flexible devlivery that can be offer both online and face to face provision miving forwards.  |
| T16b_03 | We had courses in plan from August 2020 but it was too time pressured to convert face to face to online which could be included in the AY1920 reporting period.  |
| T16b_04 |  |
| T16b_05 |  |
| T16b_06 |  |
| T16b_07 | The Study Skills Tutor was recruited into this role. The additional recruitment of the Widening Participation Coordinator and Student Money and Accommodation Adviser will support the work of staff in the Student Wellbeing Team in this area.   |
| T16b_08 | Students who were offered funding through this scheme who subsequently received DSA funding and had the cost of interim study covered by the DSA are not included in the actual performance figure as there was no impact on cost to ICMP.   |

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| T16b_09 | Due to the complex nature of support required for students with a diagnosis of Autism we had one Disability Ddviser with a small caseload of 18 students (average caseload is 50 students per DA) who were majority AS students. The recruitment of a Specialist Mentor for students with a diagnosis of autism has increased the capacity of the Disability Advisers to engage with a wider cohort of students. Disability Advisers are now allocated to specific courses which has increased dialogue with the Academic Team, simplified the process of referral and early identification of student need. HESA data shows that we have increased the number of students in receipt of DSA funding. |
| T16b_10 | A mentor scheme for 10 Care Leavers & Estranged students will be initiated from July 2020 to run alongside this project.  |
| T16b_11 | Invested in full-time AP Manager role. Additional investment has been made into the Careers and Industry team with a 0.6 Alumni Engagement Assistant and increase in fraction from 0.8 to full-time for the Industry Liaison Manager. Investment in Careers plus, EmployAbility and ICMP Life. We have also launched an Industry Mentoring Scheme for L6 and Industry Placement Programme for L5 for all students across the AP criteria.   |
| T16b_12 | This line was re-invested in the recruitment of a full-time AP Manager line as the original salary was pitched too low and proving difficult to recruit into this key role. In order to ensure that we had sufficient expertise to deliver this target we invested in EmployAbility, CareersPlus and ICMPLife in addition to further investment in CPD to upskill the existing Careers & Employability Manager to deliver specialist advice and guidance.   |
| T16b_13 | Invested in a Full-time AP Manager role instead as we had already recruited a 0.6FTE Alumni Engagement Officer. Graduating students, recent graduates and Alumni now have access to all the support we provide.   |
| T16b_14 |   |
| T16b_15 |   |
| T16b_16 | The Access and Participation Manager was located within the broader Planning team   |
| T16b_17 |   |
| T16b_18 |   |
| T16b_19 |   |
| T16b_20 | This target is being achieved through the AP Managers engagement with UEL as well as through membership of external organisations including GuildHE, NEON, AccessHE, Brent Music Services.  |
| T16b_21 | This target will need to be adapted to include both online and face to face sessions due to the current restrictions.   |