

ICMP Management Ltd

Access and participation plan

2020-21 to 2024-25

ICMP submitted its first A&P Plan in Summer 2018. As an independent specialist in music education based in north London, we have found that gives ICMP both advantages and challenges in how it can perform on access and participation.

1. Assessment of performance

ICMP is a relatively small provider which has reported data to HESA for a limited number of years. As such, data are not fully available within the OfS dataset, especially at the detailed level of individual ethnicities, disability types and the like. There are a number of cases in which sustained gaps in performance between different groups fail to meet OfS tests for statistical significance again primarily because the numbers involved are low. Our small size as an organisation in staffing and estate, as well as the improvements we have needed to undertake in data collection and analysis, are factors in the pace of A&P development that has been possible for us. We have been building on our strengths and gaining a better understanding of the gaps we need to close.

The benefit of our small size is close connection with our students, all of whom we know well. We have therefore supplemented our data analysis with case study material designed to illuminate the cases of disabled and estranged students, and to explore intersectionality where possible without disclosing identifiable information about any individual. This material does not form part of the published plan; it is supplied to OfS separately in order to ensure that the anonymity of these students is maintained. Developing these case studies with students in our target groups has also allowed our students to shape our assessment of our own performance, as well as our strategic measures for improvement.

1.1 Higher education participation, household income, or socioeconomic status

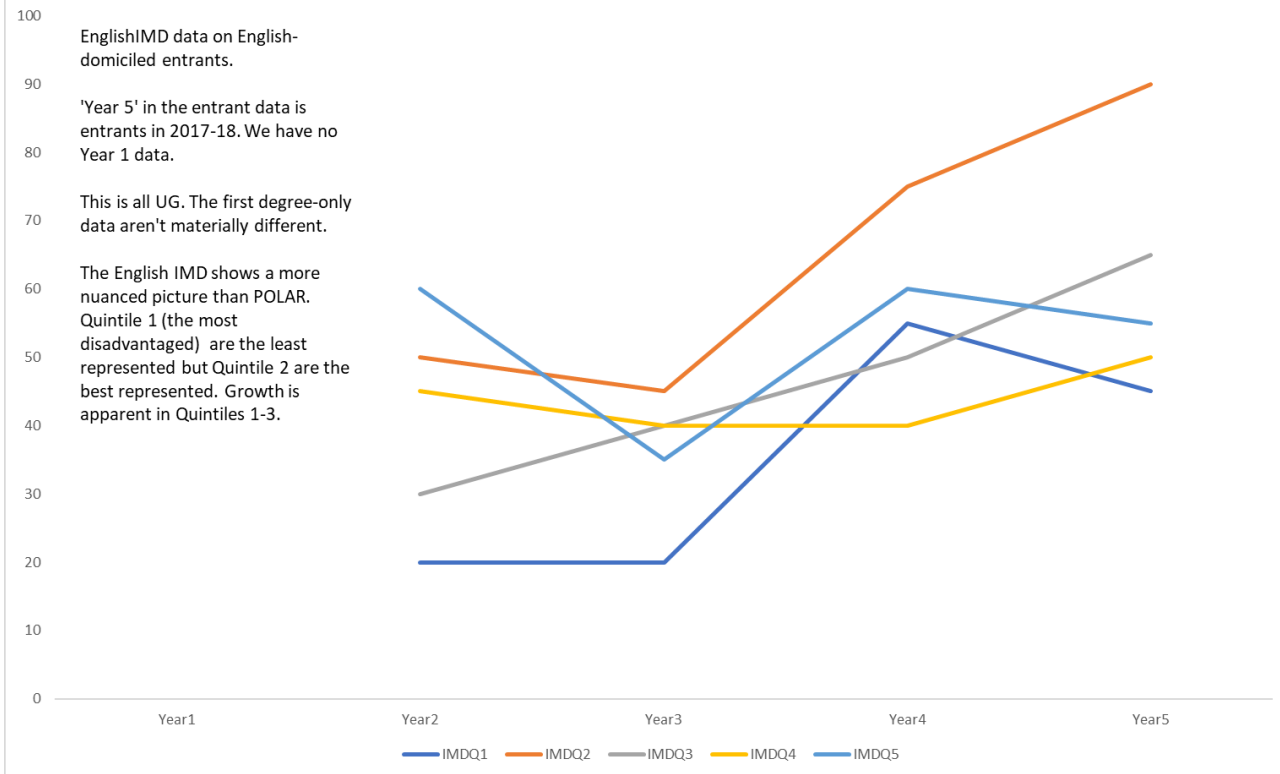
Access

ICMP has a significant international and EU student body, but our UK students are predominantly recruited from London and the south east. As low-SES young people from these regions (London in particular) have a much greater propensity to participate in HE than low-SES young people from other English regions, we have few students from the least-advantaged POLAR quintile, but this does not mean we have few students from lower socio-economic groups, nor does it mean that Londoners from lower socio-economic groups face no disadvantage. Our 2019-20 Plan, whilst recognising entrants from low participation neighbourhoods (based on POLAR4) as an underrepresented group that required focus, improvement and effort, expressed concern about the reliability of the POLAR4 data. Our view then was that we needed to secure more information on a range of data points (household income, free school meals etc.) in order to develop targets more precisely. This is in line with OfS guidance suggests that an intersectional approach is appropriate.¹ The English IMD measure now adopted by OfS provides a resolution to this concern because it gives a broad view of socio-economic status. As a postcode measure it is simple to apply, and therefore well within our current data capabilities. We therefore propose to use the English IMD measure to identify students of different socio-economic status for planning purposes.

On this basis our access data are robust, as shown in Chart 1. We have made good progress in closing the gap between IMDQ1 and IMDQ5, and it is practically closed in the most recent year's data. IMDQs2 and 3 are the best represented. We have set a target to close the remaining participation gap for IMDQ1 entrants.

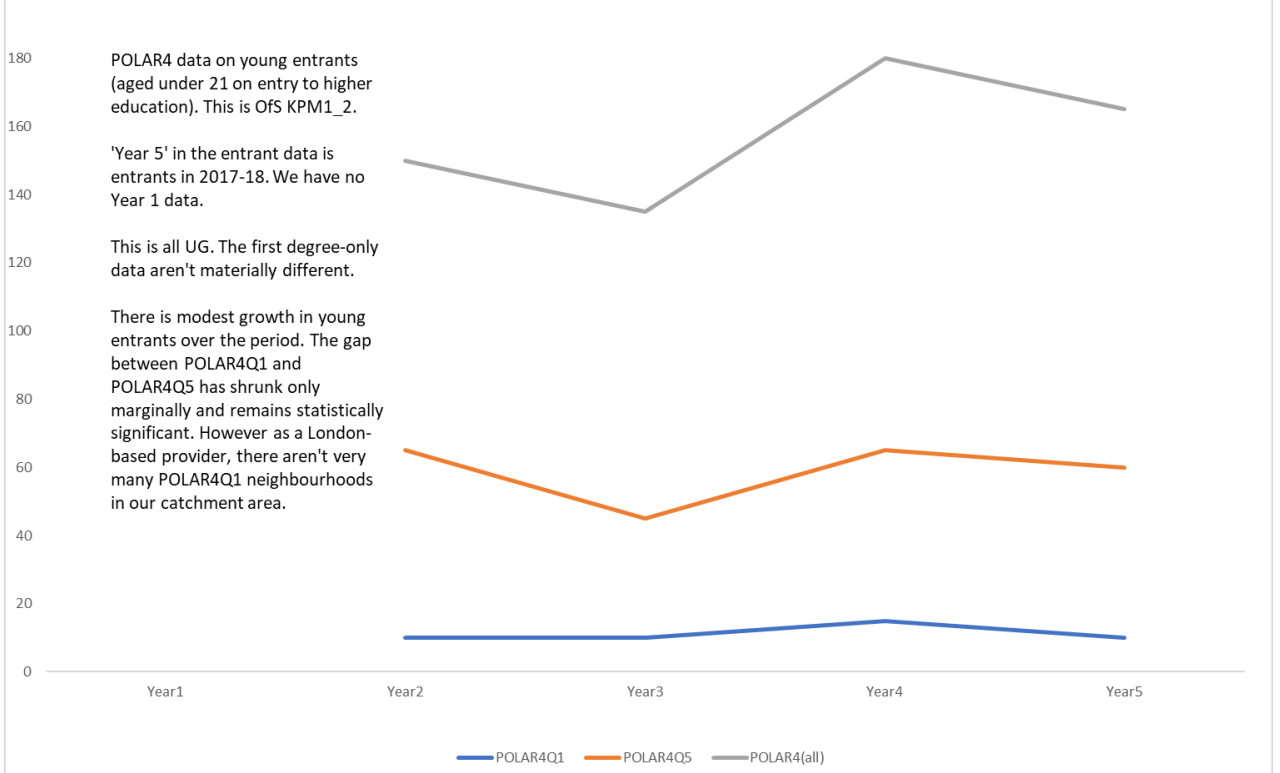
¹ <https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/faqs/>

Chart 1: Absolute numbers of entrants by English IMD quintile



Whilst the English IMD measure is the most appropriate for ICMP's circumstances and student body, it remains important that we consider the POLAR4 measure in order to be comparable to the broader sector. When applied at the whole-institution level, POLAR4 fails to capture the significant changes seen in our entrant data over recent years. This is shown in Chart 1a.

Chart 1a: Absolute numbers of entrants by POLAR4 quintile



The significant growth seen in absolute numbers of entrants in lower socio-economic groups in Chart 1 is completely absent from Chart 1a, which shows an essentially unchanged picture over all years for which data are available. In order to get value from POLAR4 data in the case of ICMP, it is necessary to consider our non-London entrants only, but unfortunately there are few of these.

There are a range of approaches available where absolute numbers are small. The simplest is to consider three- or five-year moving averages. Given the limited number of years for which we have been returning data to HESA (and therefore have data prepared to consistent, comparable national quality standards) a five-year average is impossible, and a three-year moving average would not provide enough data points to enable useful trends to be detected. This is especially the case when the socio-economic and ethnic mix of our student body is changing quite rapidly (as shown in Chart 1 above and further discussed in section 1.2 below). Another approach is to consider data for all entrants rather than young entrants only. Mature entrants are a significant proportion of all ICMP entrants. Considering POLAR4 quintiles for mature entrants can be misleading in London, as in-migration to London means that home postcodes at the point of application do not represent the locality in which an individual was raised. Out-migration from London tends to happen much later in the life course, so considering both young and mature entrants may be more appropriate for regions outside London. Data for 2017-18 entrants are shown below:

Count of 2017-18 Entrants Region	POLAR4 Quintile					Grand Total
	1	2	3	4	5	
East Midlands	-	-	5	-	-	10
East of England	5	15	10	20	15	65
London		5	20	55	100	180
North East		-			-	-
North West	-	-		-	-	5
South East	5	10	5	5	10	40
South West	-	5	5	-	5	15
West Midlands	-	-	5			5
Yorkshire and The Humber	5	5	-	-	5	10
Grand Total	20	40	50	85	140	330

Data are rounded to the nearest 5 to avoid the identification of any individual. Many of the Eastern and South-Eastern entrants are in practice drawn from the London travel-to-work area, so even on this basis it is clear that no useful statistical work can be done with the very small group of genuinely non-London entrants even if we both consider mature applicants and aggregate over a number of years.

Recruitment to ICMP's courses is currently extremely buoyant; it is therefore possible that our market position will change over time to attract a broader range of applicants from the other English regions. Whilst it is perfectly appropriate for us to compete for student numbers with existing providers in those regions, we do not feel that it is an appropriate element in our Access and Participation Plan and therefore we set no target for increased non-London recruitment here. We will submit more HESA data over future years so that it will become more practicable to generate a time series of moving averages. We set out in section 3.4 how we will keep data under annual review, including those data which we do not yet consider statistically useful. If that annual review shows that we can draw useful conclusions using POLAR4 for our non-London students then we will consider setting an appropriate target in future years.

Success

Non-continuation

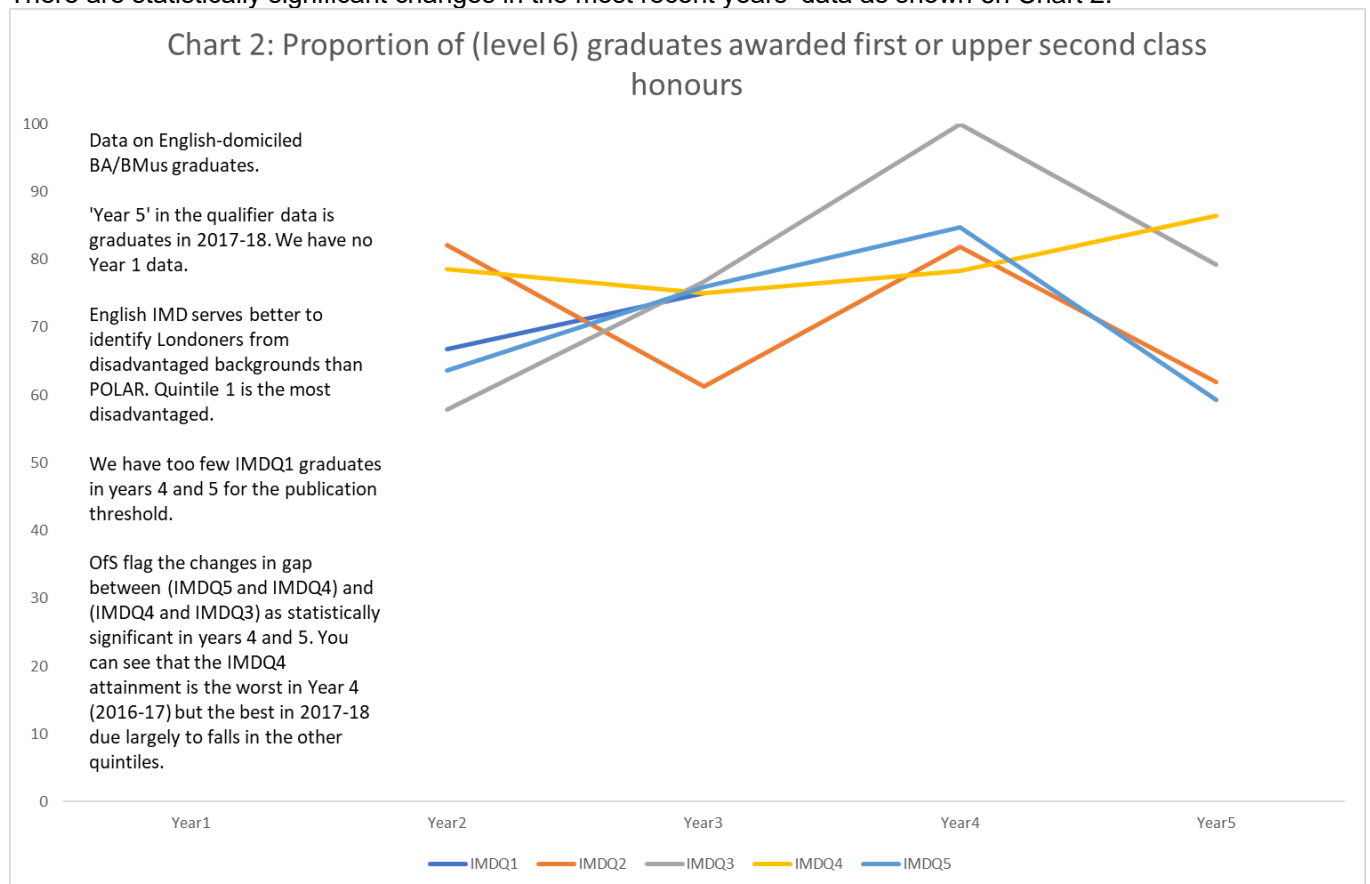
The non-continuation data show no consistent pattern of advantage or disadvantage for particular English IMD quintiles. There are no statistically significant differences between groups in Year 5 continuation rates, and no statistically significant movements in continuation rates between years 4 and 5.

Attainment

Attainment data show no consistent pattern of advantage or disadvantage for particular English IMD quintiles, but a gap has emerged in recent years between the attainment of students of the lower two quintiles and other students. This gap in the ICMP data does not meet OfS tests of statistical significance,

but a gap in attainment between students from different socio-economic groups is a well-established feature of the English HE sector.² It is appropriate for us to take action to address known sector issues even where our own data do not conclusively establish that they are issues for us. This is especially true as our small size renders all statistical judgements about our data uncertain. We have therefore set a target to close this gap.

There are statistically significant changes in the most recent years' data as shown on Chart 2:



Whilst there is a statistically significant shift in the most recent year's data, associated with the stronger performance of IMDQ4 students in that year, we do not judge that this is a practically important finding. Students from IMDQs 2 and 5 performed similarly in this year (IMDQ1 data are suppressed due to low numbers). There is no pattern showing higher attainment by any one socio-economic group. As we return more HESA data in future years it may be that a pattern emerges with both statistical and practical significance so we will review these data annually, as described in section 3.4.

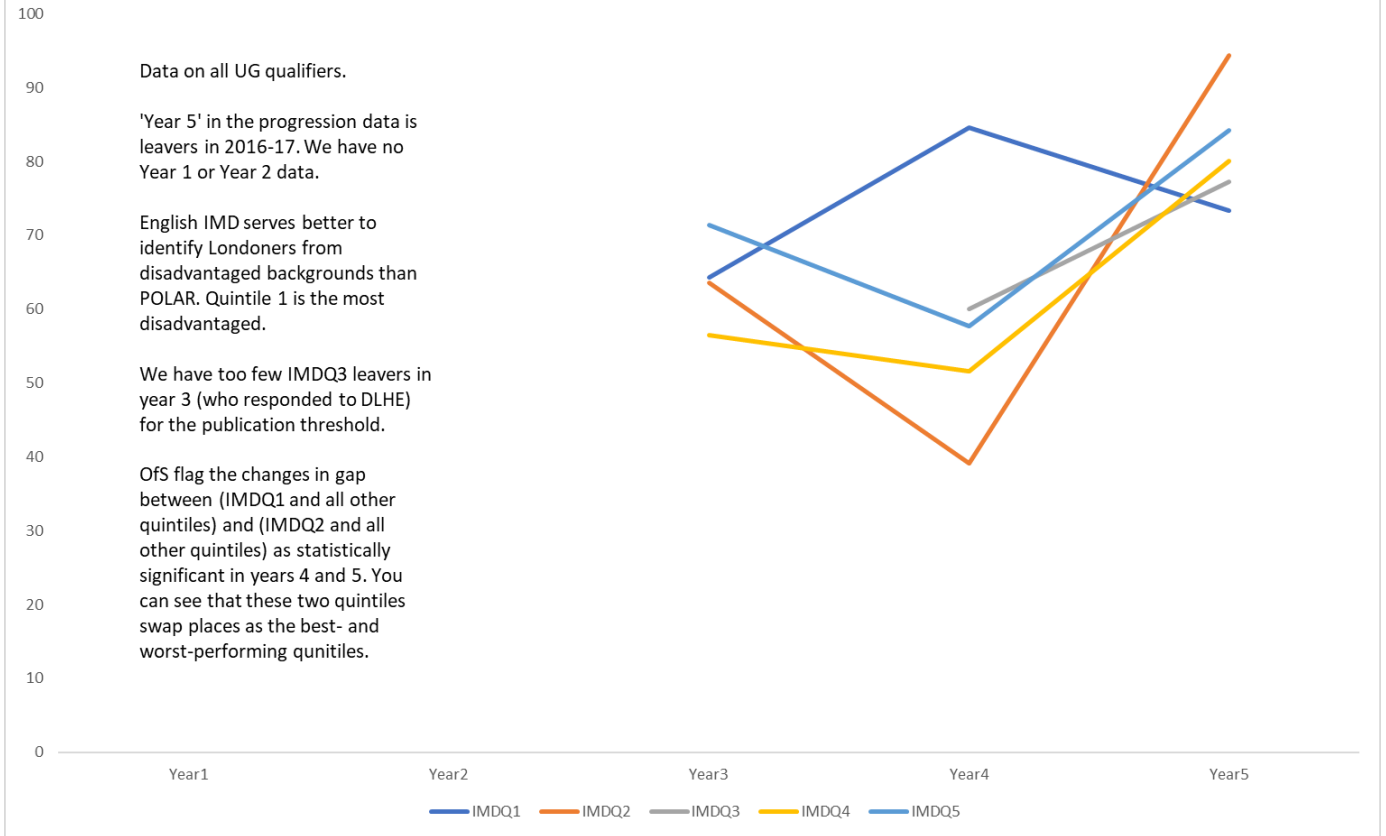
Progression to employment or further study

Progression data show a similar pattern to attainment data. There is no consistent pattern of advantage or disadvantage for particular English IMD quintiles, but there are statistically significant changes in the most recent year's data as shown on Chart 3.

As with the attainment data, our judgement is that this is a statistical artefact in the data rather than a meaningful or consistent pattern of advantage for any one socio-economic group. The future time-series for these progression data will be disrupted by Graduate Outcomes, but we will nevertheless monitor this indicator as described in section 3.4.

² <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/continuation-and-attainment-gaps/>

Chart 3: Proportion of leavers in highly-skilled employment or higher level study

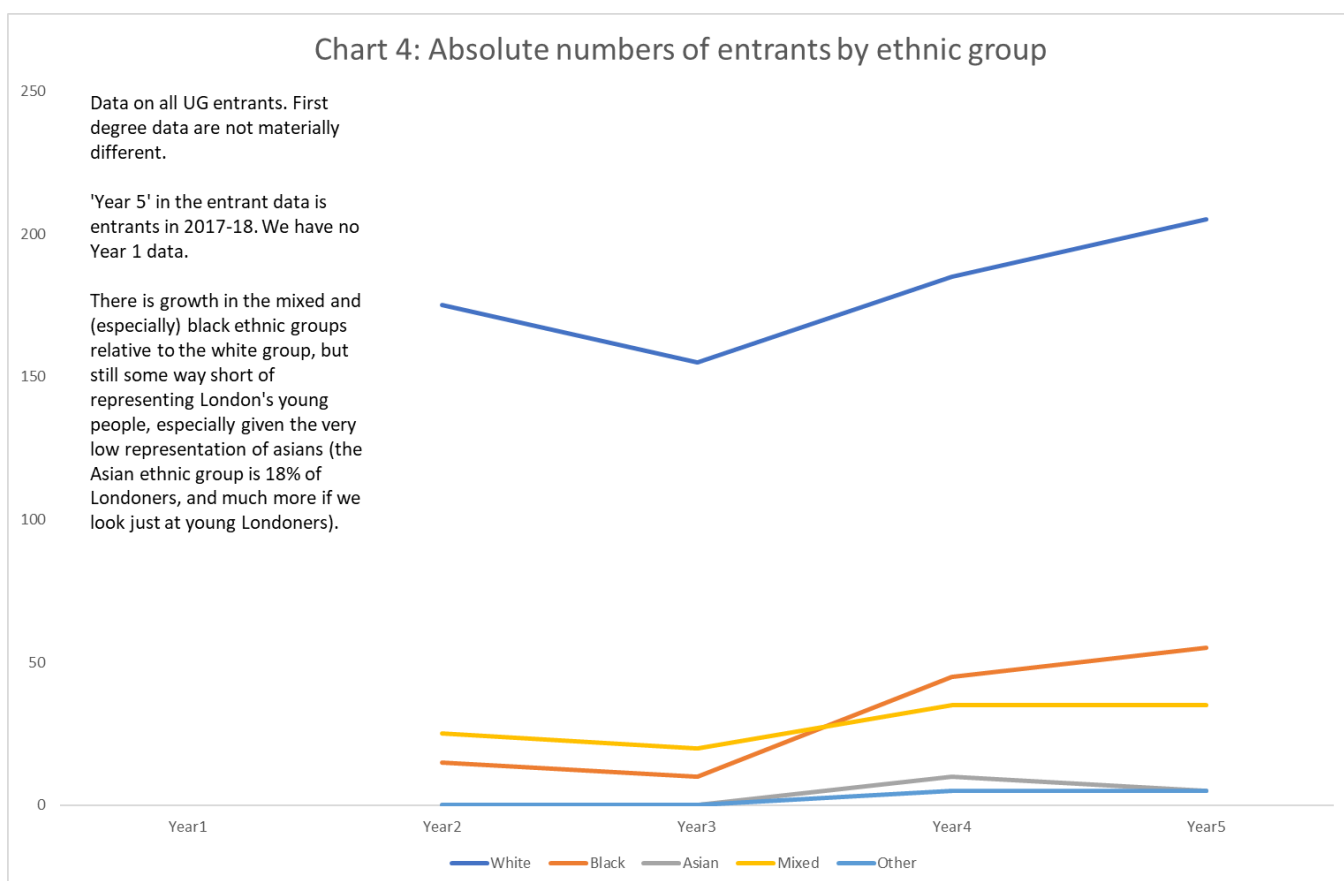


1.2 Black, Asian and minority ethnic students

Access

Our record on access for minority ethnic students is one of significant success, albeit from a low base, as shown in chart 4. The development of music business and creative music production programmes within our portfolio has seen very positive growth in students of black and mixed ethnicities. However our recruitment of students of Asian ethnicity continues to be poor, given our primarily local recruitment in a region with many young people of Asian ethnicity. Whilst our current portfolio of contemporary music programmes may not be appealing in those Asian communities that particularly value the traditional professions, we do not consider this an acceptable position; our student body is still much less diverse than the young people of London (and the East and South East) from whom it is largely drawn.

Chart 4: Absolute numbers of entrants by ethnic group



Success

Non-continuation

It is not possible to disaggregate the minority ethnic groups in the non-continuation data due to low overall numbers, so it is only possible to compare white students to ethnic minorities as a whole. This is not wholly satisfactory given the very different experiences of different ethnic groups, but it is unavoidable in the context of a public plan.

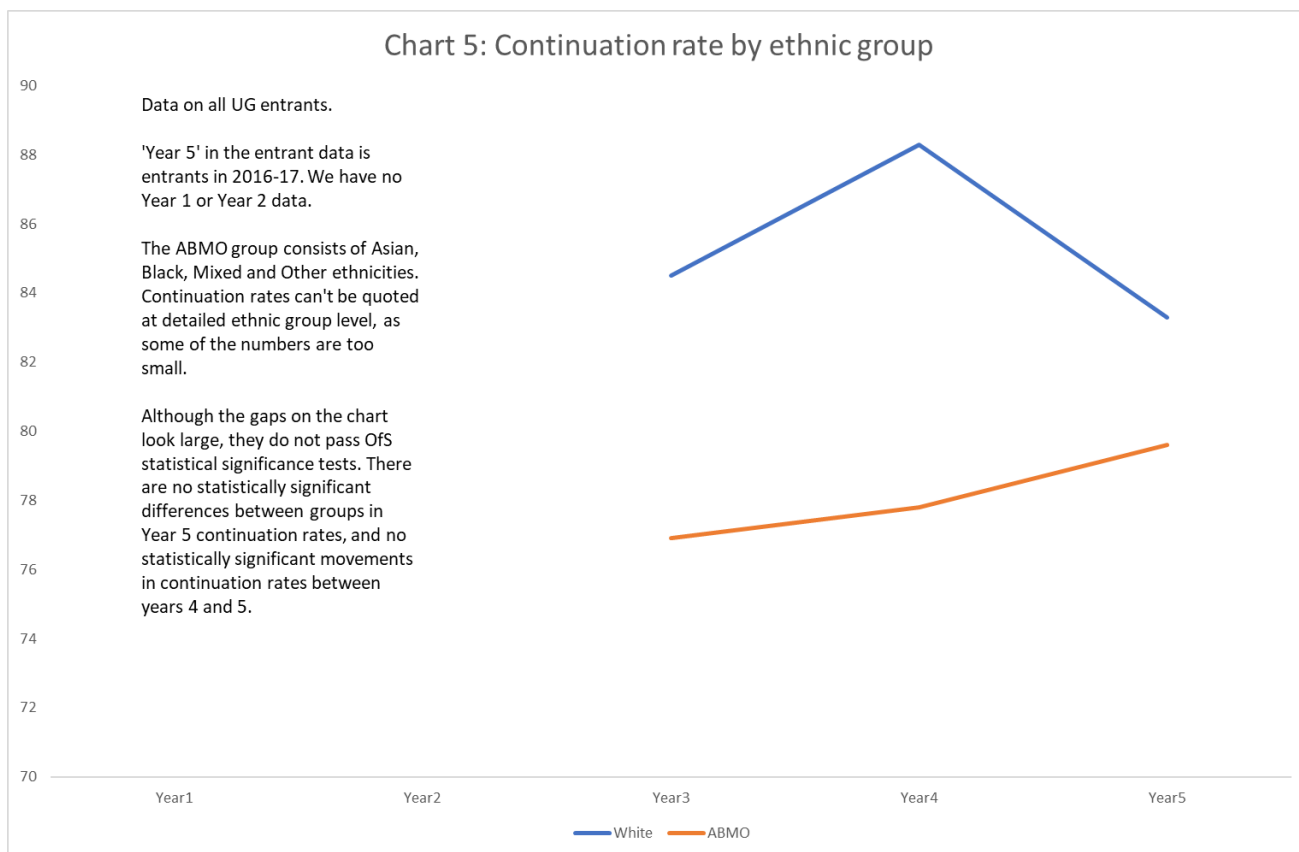
Whilst the data do not meet the OfS tests for statistical significance, Chart 5 shows a sustained gap between the continuation rates for ethnic minority and ethnic majority students. There is little evidence of that gap being closed (albeit that with only three data points in the HESA data, we can hardly expect to draw a trend). As a black-white gap in student success is a well-established feature of the English HE sector,³ we think this issue merits further attention. We are therefore setting targets for improved continuation (section 2.2) and measures to achieve those targets (section 3.1). Our approach is shaped by OfS research,⁴ and NUS/UUK guidance.⁵ It therefore focusses not on narrowly-tailored interventions but on cultural change to create a truly inclusive organisation. However our case study data shows how ethnic minority students may also face financial hardship, caring responsibilities or health and disability issues. Our enhanced hardship funding and ICMP bursary will give such students immediate practical support.

³ <https://www.officeforstudents.org.uk/data-and-analysis/differences-in-student-outcomes/ethnicity/>

⁴ <https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf>

⁵ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

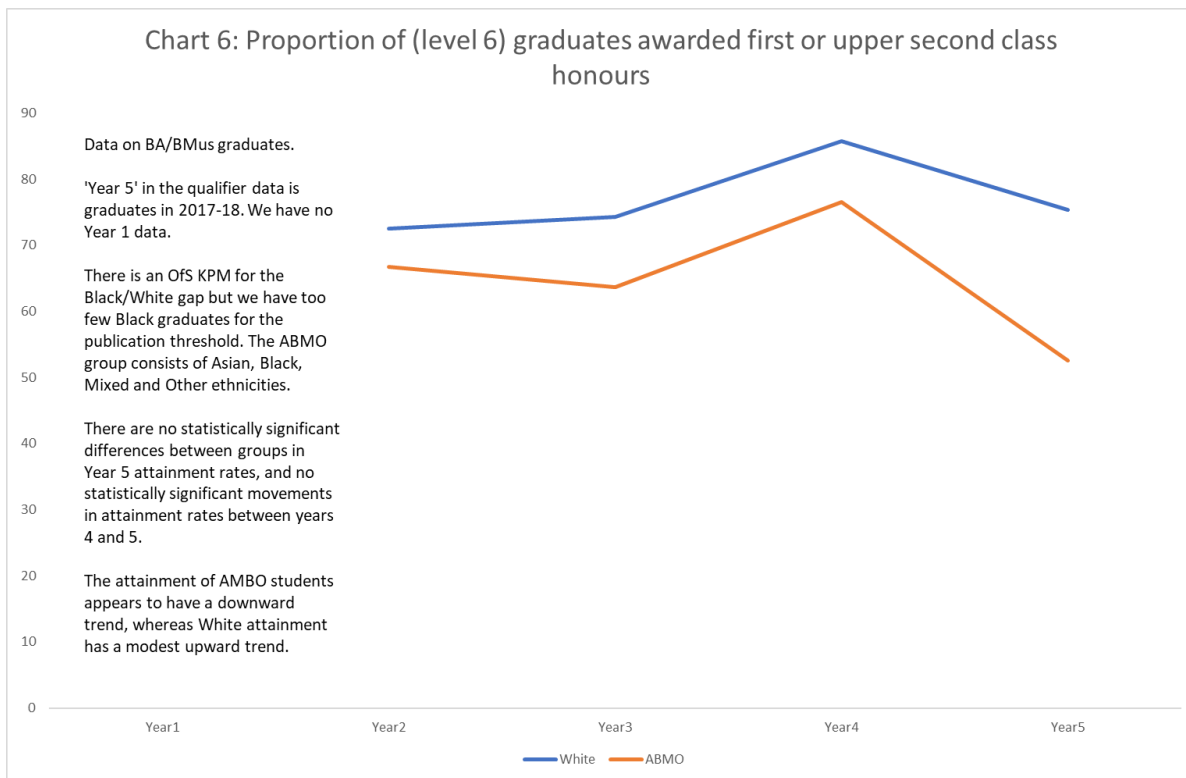
Chart 5: Continuation rate by ethnic group



Attainment

Attainment shows a similar pattern to continuation, with a sustained gap between white students and students of minority ethnicities, albeit that the gap is too small (given our student numbers) to meet OfS significance tests. Again, we judge that the national picture makes it reasonable for us to treat ethnic minority attainment as a target area, especially as this is an OfS KPM. Visual inspection of Chart 6 suggests a modest downward trend in ethnic minority attainment. Whilst it is important not to over-interpret fluctuations in quite small graduate numbers, this position would clearly be unacceptable if it emerged as a sustained trend as our increasing numbers of ethnic minority students graduate in future years.

National data suggest that the gap between Black and White graduates (twenty two percentage points) is much larger than the gap for Asian and Mixed (10.5 percentage points and 6.8 percentage points respectively) graduates. Our case study data provide examples of ethnic minority students experiencing particular problems accessing appropriate support for their studies which was perceived as having an effect on their marks. Thus our case study data supports the picture suggested by the national statistical data. We have set an ambitious target to increase our recruitment of Asian students, but even in the best case it will be a number of years before we will be able to present disaggregated data on Asian graduates. Our understanding of the barriers and gaps for particular ethnic groups will therefore continue to rely on national statistical data and local qualitative data. Our case studies are based on our established practice of meeting 1:1 on a regular and routine basis with supported students to evaluate their progress and the success of the package of support we have assembled for them. This continued practice will ensure that our qualitative data are up to date and will help us to identify any change in this position over time, as further discussed in section 3.4.



Progression to employment or further study

By contrast to attainment and continuation, the data on progression show no pattern of sustained advantage for any particular ethnic group. There are no statistically significant differences between groups in Year 5 progression rates, and no statistically significant movements in progression rates between years 4 and 5.

1.3 Mature students

Access

Data show that we have a good proportion of mature students. There is significant growth in mature entrants over the period, mostly the 21-25-year-olds, although the other mature groups are also growing.

Success

Non-continuation

Continuation rates can't be quoted at detailed age-group level, as some of the numbers are too small. There are no statistically significant differences between young and mature students in Year 5 continuation rates, and no statistically significant movements in continuation rates between years 4 and 5.

Attainment

Attainment rates can't be quoted at detailed age-group level, as most of the numbers are too small. There are no statistically significant differences between young and mature students in Year 5 attainment rates, and no statistically significant movements in attainment rates between years 4 and 5.

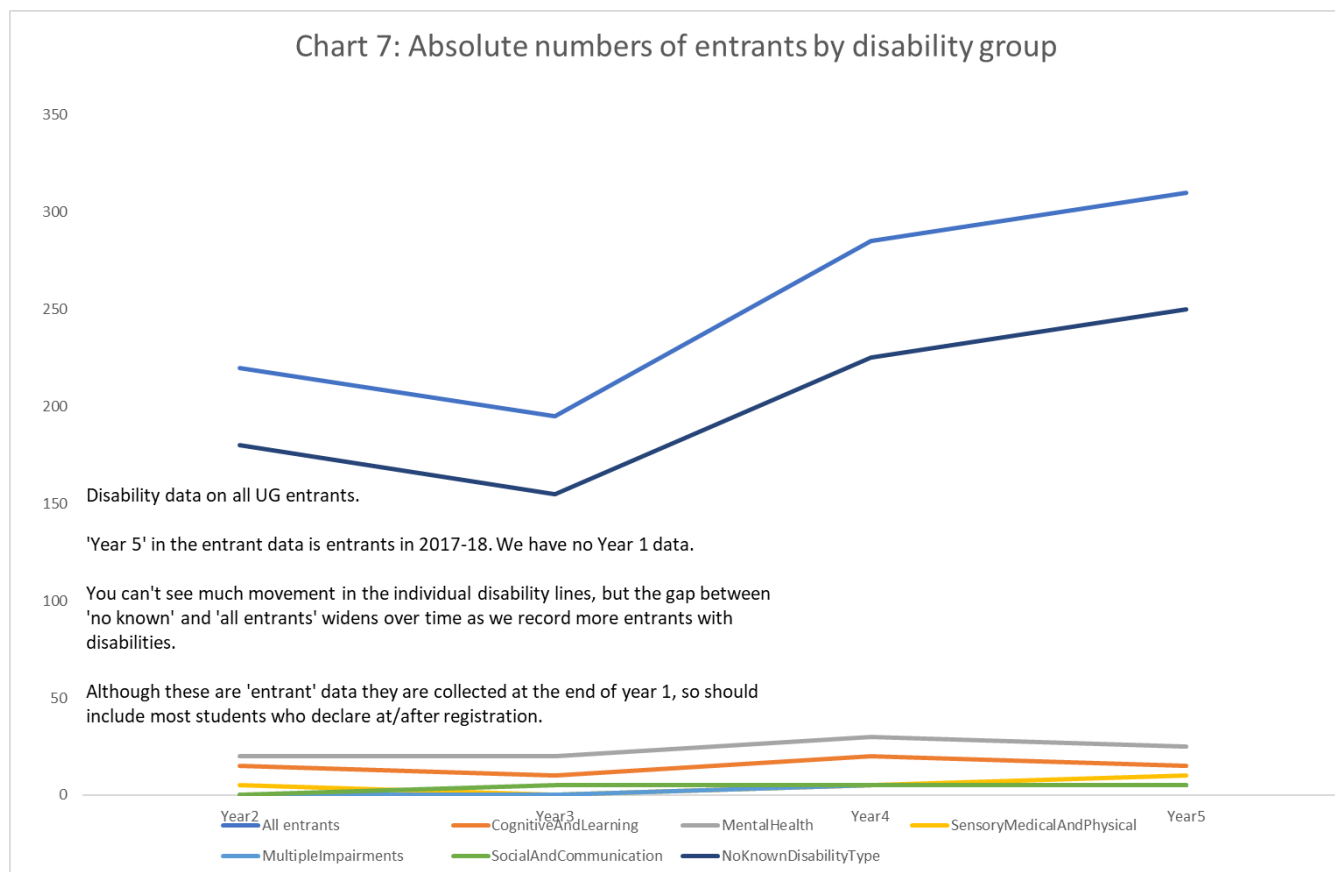
Progression to employment or further study

Progression rates can't be quoted at detailed age-group level, as most of the numbers are too small. There are no statistically significant differences between young and mature graduates in Year 5 progression rates, and no statistically significant movements in progression rates between years 4 and 5.

1.4 Disabled students

Access

Our access data show that we recruit a significant and growing proportion of students with disabilities, as might be expected for a creative arts-oriented institution. This is shown in Chart 7.



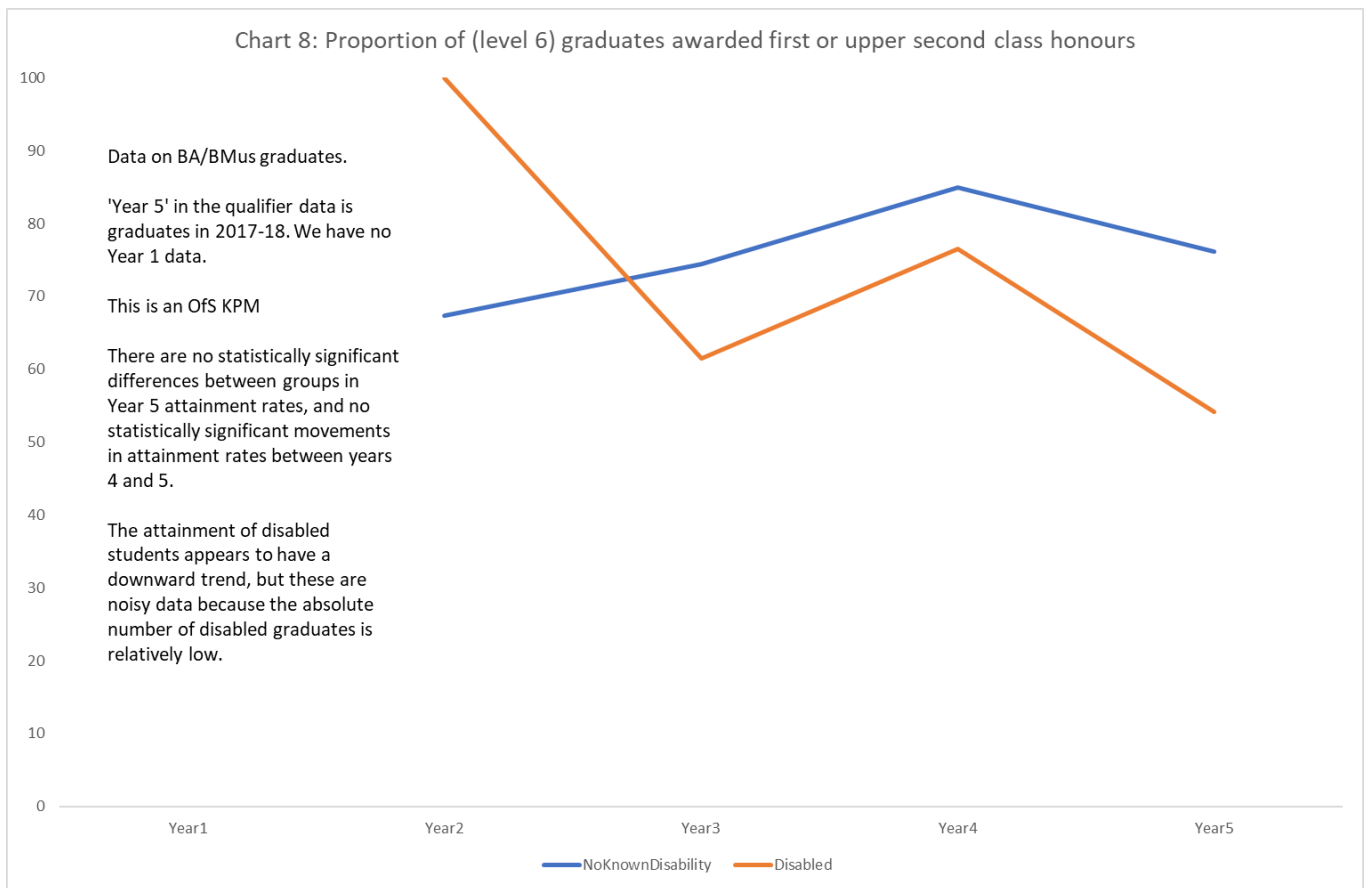
Success

Non-continuation

Although we recruit a number of disabled students, we are much less successful in securing Disabled Students' Allowance (DSA) for our students, which has an impact on their ability to continue and succeed. Continuation rates can't be quoted at detailed disability group level, as some of the numbers are too small. There are no statistically significant differences between disabled and non-disabled students in Year 5 continuation rates, and no statistically significant movements in continuation rates between years 4 and 5, but this obscures the outcomes for those students who need DSA but are not in receipt, or for whom receipt of DSA is unduly delayed. A statistical treatment of this group is not appropriate, given the small numbers and risk of disclosure but case study data have been supplied separately to OfS. The combination of quantitative and qualitative data relating to non-continuation of disabled students is such that a target should be set now, rather than waiting for a benchmark for statistical significance to be met.

Attainment

It is also difficult to draw conclusions about the attainment of disabled students. Visual inspection of Chart 8 seems to show a downward trend in the attainment of disabled graduates, which has fallen below the attainment of graduates with no known disability. Whilst these data did not meet the OfS tests for statistical significance this is an OfS KPM and our qualitative case study data lead us to believe that we are supporting these students less well than we ought. Attainment of disabled students is therefore a matter for concern.



Progression to employment or further study

Progression rates can't be quoted at detailed disability level, as most of the numbers are too small. Data aren't provided for disabled leavers in year 4 because the DLHE response rate threshold was not met that year. There are no statistically significant differences between graduates with and without a disability in Year 5 progression rates

1.5 Care leavers

Access

We have such low numbers of care leaver students that a statistical approach cannot be taken without risk of disclosing identifiable personal data. Case study data have been separately provided to OfS.

Success

Non-continuation

Our case studies are based on our well-established practice of meeting 1:1 on a regular and routine basis with supported students to evaluate their progress and the success of the package of support we have assembled for them. The case studies indicate that care leavers and estranged students can face significant barriers to continuation, due to factors such as insecure housing over the summer and lack of access to financial help from families. Care-leaver or estranged students with disabilities or other forms of disadvantage may find their ability to manage those conditions is also affected by the same issues, and their mental health may be affected. Given the small number of individuals concerned, it is impossible to make statistical generalisations, but the qualitative evidence from our case studies suggests that continuation for care-leaver and estranged students is a significant challenge which ICMP must address.

Attainment

The case studies also indicate that care leavers and estranged students can face significant obstacles to attainment, over and above the challenges of remaining on the course. In the case study, the intersection of estrangement, severe financial hardship and disability not only had a severe impact on a student's ability to study, but also prevented the student from getting the kind of medical evidence that would have enabled our partner universities' extenuating circumstances process to recognise their disadvantage and uncap their marks at reassessment. We cannot draw statistical conclusions about the degree outcomes of estranged and care leaver students, but the qualitative evidence from our case studies suggests that the work to address non-continuation for this group will also support attainment.

Progression to employment or further study

Our case study data do not give us insight into progression to employment or further study amongst care-leavers and estranged students. A quantitative approach cannot be taken to progression for this group any more than to continuation or success. As our access and participation work evolves we will be able to develop more qualitative feedback from care leaver and estranged graduates which will help us to understand where disadvantage may persist after graduation. Given the small number of students involved, it may take some time for us to gather enough qualitative data for meaningful patterns to emerge so it will be a priority for us to ensure that we extend our current processes for gathering feedback to secure these data.

1.6 Intersections of disadvantage

Given our size as an institution, it is impossible to take a statistical approach to intersections, so we have taken a case-study approach. Our 2019-20 plan suggested that we would be able to analyse the intersections of disadvantage by simplifying the dataset we used but this has not been successful. The simplified dataset fails to get to the root of the issue (for instance the intersection between ethnicity and gender is experienced quite differently for Black women than for Asian women) whilst still leaving us with small populations from which reliable statistical inferences cannot be drawn.

The case studies potentially disclose personal data, so they have been provided to OfS separately, but it is possible to provide a summary of certain themes that emerge. The case studies provide a number of examples of the way that disadvantages do not so much intersect as multiply. For instance estranged students may have insecure housing and limited access to emergency finance over the summer because they cannot call on family support. Where an individual also has a mental health issue, insecure housing and financial distress can lead to worsened mental health. Impaired mental health then limits the individual's ability to address their practical housing and finance issues, and the whole complex of circumstances undermines the ability to engage successfully with academic work.

The case studies suggest that early, practical intervention is critical to breaking this cycle of compounding disadvantage. Our strategic measures therefore include bursary support, greatly enhanced hardship funding and increased staffing in our support team so that we can work rapidly and flexibly to support individuals as required.

As part of our routine monitoring we will keep the intersections of disadvantage under review. It is possible that as the representation of students from particular groups (for instance ethnic minority students) continues to grow, we will be able to use statistical data to explore those intersections, so we will review these data annually. Our expectation, however, is that we will continue to rely mainly on case-study data for our understanding of intersections. We will prepare and review a further 3-6 case studies annually which will be reviewed by our APP Committee as part of its routine monitoring and evaluation work.

1.7 Other groups who experience barriers in higher education

We consider care leavers within the broader group of students estranged from their families. In higher education, the term 'estranged' applies to students who are aged 18 to 24 and are not communicating with either of their living biological parents.⁶ A joint report by the Unite Foundation and Stand Alone stated that these students often lack the support of their wider family. They may be estranged before entering higher education but can also be at risk of estrangement or becoming estranged during their studies. A report entitled *Student Resilience, Exploring the positive case for resilience*,⁷ identified that

⁶ *New Starts, The challenges of Higher Education without the support of a family network*, Unite Foundation and Stand Alone, 2015. (<http://standalone.org.uk/wp-content/uploads/2013/08/StandAloneUNITEfoundation.pdf>)

⁷ <http://www.unite-group.co.uk/sites/default/files/2017-05/student-resilience.pdf>

students who are estranged from their parents showed a higher incidence of mental ill-health than average – about a quarter, compared to about an eighth of all students. Taking into consideration the findings of both reports mentioned above and our own experience of supporting estranged students we will implement a clearly defined package of financial and emotional support for Care Leavers and Estranged Students available on Propel and Standalone to encourage students to identify themselves and engage with the support on offer at the earliest opportunity.

2. Strategic aims and objectives

The assessment of performance shows that we have a very positive story to tell about progression, and another positive story to tell in access for disabled students, students from lower socio-economic groups and mature students. All of this has been achieved before our first access and participation plan comes into force in 2019-20. There are areas of concern relating to the success of disabled and ethnic minority students, and whilst we have shown improved access to ethnic minorities over recent years this has been excessively concentrated on certain groups.

2.1 Target groups

We set out four target groups in our last plan.

- i. Students from low household income and low socioeconomic status. We previously targeted this group on the basis of POLAR, but English IMD is a better indicator of socio-economic status than POLAR, so we have welcomed the opportunity to use this measure in future. Low SES continues to be a target group for access, but the data do not support success or progression measures.
- ii. BAME students: This continues to be a key target group. We have made progress on access (for black and mixed ethnicity students) but along with much of the sector need to make significant ground on success.
- iii. Mature students: we recruit very strongly amongst mature students and therefore access is not an issue. The assessment of performance does not suggest that statistically significant gaps exist in success or progression but it would be premature to stop targeting this group at this stage.
- iv. Disabled students: this is also a positive access picture, but with concerns about success. This continues to be an important target group.

In our first access and participation plan, we aimed to articulate a suitable level of ambition while ensuring a necessary level of focus. 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 had a relatively low level of additional funding available. As we are raising our fees further in this plan we are raising our level of ambition, especially in relation to our weakest current area, access for students of Asian ethnicity. A number of the targets we set out in our last plan were targets to maintain our existing areas of strength (for instance a participation target for students with disabilities). We remain committed to those targets. Following OfS advice the appropriate way for these targets to be represented within our current plan is that they are shown here in section 2.2 but are not shown in the targets and investment appendix, which contains only those targets which relate to improvement.

2.2 Aims and objectives

Our aims for each target group are as follows:

Aim	Target Group	Objective	Measure
To reduce the gap in participation in HE for students from underrepresented groups	Asian entrants	Increasing the proportion of Asian entrants	7.5% of 2024 entrants
	BAME entrants	Increasing the proportion of BAME entrants	30% of 2024 entrants
	Mature entrants	Increasing the proportion of mature entrants	34% of 2024 entrants
	Disabled entrants	Maintaining the proportion of disabled entrants	19% of 2024 entrants

	Entrants from lower socio-economic groups	Increasing the proportion of entrants from the most disadvantaged English IMD quintile	20% of 2024 entrants
To reduce the non-continuation gap for students from underrepresented groups	BAME students	Reducing the continuation gap between BAME students and White students	1.3% continuation gap in 2024-25
	Mature students	Improving the continuation of mature students	90.5% continuation in 2024-25
To maintain our positive non-continuation record for students with disabilities	Disabled students	Maintaining the continuation of students with disabilities	95% continuation in 2024-25
To reduce the attainment gap for students from underrepresented groups	BAME graduates	Reducing the attainment gap between BAME graduates and White graduates	3.5% attainment gap in 2024-25
	Disabled graduates	Reducing the attainment gap between disabled graduates and non-disabled graduates	6% attainment gap in 2024-25
	Graduates from lower socio-economic groups	Reducing the attainment gap between graduates from the most disadvantaged two English IMD quintiles, and the three more advantaged quintiles.	0% attainment gap in 2024-25

3. Strategic measures

Our strategic measures are based on a clear theory of change which, rejecting any kind of deficit model, locates the responsibility to change in the institution, and not the students and applicants. We will not increase access from under-represented ethnic minority groups by persuading those applicants to 'raise' their aspirations to match our current offer, but by developing a clear offer relevant to their career goals. We will not raise the attainment of BAME or disabled students by addressing 'gaps' in their study skills but by developing truly inclusive practice in our teaching and learning alongside a strong and appropriate support offer.

It is clear from our case studies that our organisational culture is insufficiently focussed on timely student success. The conversations we have with students as part of our attendance monitoring process shows us how many of our students juggle paid work with academic work. Often, as a result, their work is rushed or submitted late (and therefore capped). As we strengthen our support offer we need to ensure that we send clear and unambiguous messages to students about the behaviours that will lead to success and set a culture for all students in which our access and participation target groups can be supported to achieve their best work.

3.1 Whole provider strategic approach

Overview

As a small and specialist provider, we take a whole-provider approach to everything we do. We will adopt that 'whole provider' approach to ensure this Access and Participation plan is in-line with ICMP's Equality & Diversity policy and supports our commitment to develop an inclusive and supportive environment for

students and staff where all are able to participate and where everyone has the opportunity to fulfil their potential. The Access and Participation plan endorses the general principles of ICMP's Equality and Diversity policy - providing musical education and training to meet the aspirations of as many as possible of those who have the ability and motivation to benefit and ensuring equal opportunity for all. It further ensures that Equality and Diversity priorities are aligned with and underpin our strategic and operational planning process.

Alignment with other strategies

ICMP's Equality & Diversity general principles are as follows:

- Within a context of respecting difference, ICMP is committed to ensuring that there is equal opportunity for all regardless of gender, age, race, disability, marital or civil partnership status, pregnancy, maternity & paternity, gender reassignment, religion or belief, or sexual orientation.
- ICMP will not discriminate unfairly on the grounds of gender, age, race, disability, marital or civil partnership status, pregnancy, maternity or paternity, gender reassignment, religion or belief, or sexual orientation.
- ICMP is committed to removing unfair and discriminatory practices in all contexts and at all levels and, as a result, to encouraging full contribution from its diverse community.
- ICMP is committed to actively opposing all forms of discrimination and calls on all members of its community to make a similar personal commitment.
- ICMP is committed to providing musical education and training to meet the aspirations of as many as possible of those who have the ability and motivation to benefit.
- ICMP believes that all its students, employees and visitors are entitled to be treated with dignity and, as such, that discriminatory behaviour will not be tolerated.
- Equality and diversity priorities will align with and underpin ICMP's Strategic Plan as well as operational planning at all levels.
- ICMP will make reasonable adjustments for students and staff in accordance with identified needs wherever possible within the statutory criteria.

Equality and Diversity training is compulsory for all staff as part of the induction process and renewed every three years. The Access and Participation Plan is developed in conjunction with those staff with responsibility for the Equality and Diversity policy and those who provide specialist advice, guidance and support for students with protected characteristics, namely the Wellbeing, Disability and Mental Health Advisers and ICMP's Careers and Employability Advisers 'The Hub'.

Equality Impact Assessment (EIA) has been undertaken in accordance with our Equality and Diversity policy. The Admissions Panel is responsible for matters relating to equality of opportunity in student recruitment and admissions, for developing policies which meet legislation and best practice, for monitoring the impact of these policies on different minority groups, and for providing relevant student recruitment and admissions statistics. The Admissions Panel considers the Access and Participation Plan.

The Head of Student Services and Dean of Academic Studies are responsible for matters relating to equality of opportunity in learning, teaching and assessment, for developing policies which meet legislation and best practice, for monitoring the impact of these policies on different minority groups, and for providing relevant student statistics. An EIA has been undertaken within the context of Learning, Teaching, Assessment and Progression with a specific focus on our Access and Participation Plan.

Strategic measures

Access measures

With very minor amendments based on experience to date, we will continue to implement the initiatives to enhance access for underrepresented groups identified in our 2019-20 plan and enable ourselves to develop a deeper understanding across the range of factors influencing this stage of the student cycle:

- Appointing an AP team which will be responsible for developing a range of support materials and activities for identified students prior to as well as during their formal enrolment with us to ensure they are both better prepared and supported to access HE.
- Targeting our outreach activity at schools, communities and FE colleges with high numbers or proportions of learners from our target groups, including developing long-term relationships with schools, colleges and community groups to support continuous engagement, and identifying ways in which we can support attainment and pathways to higher education through these networks.

- A range of free, specialised events at different times and points in the year, specifically designed and promoted to London-based students from our target groups. These events will focus on both the enjoyable aspects of creating, performing, recording and promoting contemporary music, but will also:
 - enable participants to consider studying at higher education level and specifically at ICMP
 - develop their skills, knowledge base and cultural capital to support attainment and outcomes in their current education and in preparation for future pathways
 - provide information about the range of qualifications on offer and relevance to employment opportunities within the creative industries
 - develop confidence in choosing a performance or creative industries pathway
 - support participants to submit strong applications to creative higher education courses.
- Further development of our existing summer school provision, targeting and promoting these courses to students from the three identified groups from local FE Colleges and target schools. Key objectives of our summer schools are to promote confidence and self-efficacy as mediating factors in motivation and achievement (Pajares, 1996)⁸
- Further development of our relationships and activities with collaborative partners with a view to promoting our course portfolio including teaching qualifications to mature musicians who may seek a relevant teaching qualification.
- Further development of our relationships and activities with collaborative partners, including third sector organisations and collaborative networks, to support the raising of attainment for students from our target groups, including exploring ways to enhance teacher and professionals' subject knowledge relevant to the curriculum and knowledge of HE pathways.
- While ICMP's audition process has been recognised as good practice by the QAA (ICMP HER February 2015), resulting in a diverse student population, we recognise that we can do more to support students from underrepresented groups. We developed an audition bursary to meet the travel costs of applicants from target groups as part of the 19-20 plan, but experience in the 2019 admissions cycle has shown that this funding did not remove any material barrier, and student feedback confirmed that this was not a valued approach. Where travel is an issue, applicants have preferred Skype auditions. We will discontinue this bursary but continue to review our audition practice to ensure that it is genuinely inclusive of all applicants.
- ICMP has developed a number of lasting relationships with targeted FE Colleges and schools nationwide, providing such support as bespoke visits, musical performances and presentations to students on the benefits of progressing to HE and how this can enable a successful career in the music industry, and inviting schools to visit our premises in London for similar purposes. In our 19-20 plan we proposed an 'Entry Bursary' to students from the targeted groups which took the form of a range of scholarships, each of which will reduce the fees charged to students and thus incentivise access. Following a review of bursary provision in 2021, this bursary was discontinued and replaced with cash support that continues throughout a student's time at ICMP and specifically supports students from low-income backgrounds. This continues the intent of the entry bursary to support students who may be concerned about the cost of study but follows feedback from students that this support is needed long-term. We will continue to review the effectiveness of this bursary for supporting entry to ICMP, including impacts on decision making. The OfS Financial Support Toolkit provides us a suitable structured interview tool for this purpose.⁹
- We intend to develop our schools work to ensure our activities include targeting of pre-16 students and that our target schools are relevant and local allowing us to build stronger, sustained working relationships with the school and students.
- Following a consultation with colleagues delivering the Kickstart programme within the Lifelong Learning Centre at the University of Leeds we are looking to develop a pre-sessional course aimed at mature students returning to study. The course will encompass essential study skills including; note making, reading for essays, using sources, essay structure, referencing, etc. Whilst priority will be given to those students returning to study, following student consultation this course will be opened up to any student and developed into a series of study skills sessions throughout the academic year.
- In our new plan we can implement the longer-term initiatives proposed in our 2019-20 plan, including the identification, training and deployment of student and alumni ambassadors; encouraging access from teachers of Music to enter HE on their own accounts as mature learners to improve their own skills and build on their access and participation awareness; and developing a programme for Care Leavers and students estranged from their families. Care leavers are known to be at greater risk of dropping out of their programmes than other students.¹⁰ Our case study data suggests that this is often connected to vacations rather than semesters – when institutional practice can take for granted that students have

⁸ Pajares, F. (1996). Self efficacy beliefs in academic settings, *Review of Educational Research*, 66: 543.

⁹ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/interview-tool/>

¹⁰ <http://www.nnecl.org/resources/moving-on-up-report?topic=guides-and-toolkits>

homes and families to return to. The care leaver programme will therefore provide targeted support at key times (such as Christmas and summer vacations) as well as mentoring and audition support.

- We have developed new accredited technical programmes at level 4 starting in 2022, with CertHEs in Audio Engineering and Production, Popular Music Performance and Music Production for Film, TV and Games. These courses provide an entry route into our BA and BMus courses, as well as being standalone highly vocational programmes. We anticipate that these shorter courses may be more attractive to students from our target groups who are unsure about committing to a full degree programme.

In respect of the OfS' updated priorities for access and participation in 2022 and specifically the expectation for providers to partner with schools to help raise attainment, we are exploring how we can build on our successful relationships with schools and other education organisations to offer meaningful support. As a small and specialist institution, we want to make use of our subject-specific strengths, whilst also recognising that it is appropriate for us to be supporting young people to achieve in ways that may not lead to progression to a music specialism or to our institution.

As noted above, we already have several long-term relationships with schools that we plan to continue to support and develop (including having a focus on attainment raising where appropriate) as part of our outreach and community activity. However, we will also be exploring more targeted partnership relationships specifically to support attainment. Our intention is to develop a working partnership with an academy trust, allowing us to work across multiple schools and support students from primary and beyond. We wish this partnership to be truly collaborative and will be taking time to find a partner with the aim of then working together to design how it will work in practice. However, the expectation will be to develop activities linked to supporting confidence, knowledge and attainment on a student level and working strategically with the school on a wider holistic approach including supporting the professional development of staff. We will draw on research to inform our approach, including the EEF teaching and learning toolkit and DfE and UUK guidance on qualities of successful partnerships.

Alongside building a targeted academy/school partnership, we wish to work more closely with third sector organisations (for example, IntoUniversity and Children's University) whose mission is to support attainment and progression, particularly with pre-16 students, and with our local Uni Connect partnership. Our aim for 2022/23 is to begin to develop these working relationships and support their existing work.

Success measures

We have developed a number of initiatives that will enable us to make a difference right from the start. These include:

- Increased hardship funding, a portion of which is ring-fenced for disabled students awaiting Disabled Students Allowance.
- Further strengthening the student support team to provide additional welfare support through the addition of a further partial staff member. This includes specific support around funding and accommodation and for estranged students and care leavers as part of a new Student Money and Accommodation advisor post.
- A pilot mentoring scheme focussed on disabled students. The pilot was delivered in 2019-20, with the scheme intended to roll out in 2020-21 (subject to evaluation of the pilot). Although covid has limited the scope of this project initially, we have delivered several transition events for disabled students and are developing a peer support and transition programme for students with autism. Our pre-entry support includes specific advice and guidance for disabled students to support them in accessing the right support services once studying with us.
- We scoped out a number of other measures to enhance success should resources allow, including the development of a more coherent package of support measures for care leavers and those from low-income families, and enable underrepresented groups to access ICMP facilities and staff/support services during vacation periods, such as Christmas, Easter and Summer, which are periods when those without support networks can become disengaged or demotivated with their course of study. From 2020-21 we will have resources to implement this support programme for Care Leavers and estranged students, as reported above. This has included transition events pre-entry, care packages for young independent students over holiday periods and an increase in financial support from 2022. We are currently exploring the development of care leaver and estranged student peer support networks within ICMP, with the intention of trialling provision from 2022-23.

- The BAME attainment gap is an increasingly well-understood issues within the HE sector,¹¹ and our approach is shaped by OfS research,¹² and NUS/UUK guidance.¹³ This approach rejects deficit models and places the clear emphasis on the need for the institution to change by showing leadership, changing the culture, and developing an inclusive environment. As a private sector provider, we have not previously been subject to the public sector equality duty under the 2010 Equality Act and have not routinely monitored the ethnic diversity of our staff and tutors, but we know that the staff group is less diverse than our students. Through the student ambassador, mentorship and summer school activities in our AP plan we will build up a stronger cadre of BAME graduates qualified and suitably experienced to teach on accredited ICMP programmes. These programmes will also develop opportunities for reverse mentoring, creating space to discuss the BAME agenda with enhanced understanding. We will also continue to develop an inclusive curriculum. Curriculum change has been critical to our success in widening access to Black and Mixed ethnicity students; continuing this development will help to create the cultural change that we need.
- Student feedback identified that our students do not always feel able to prioritise their academic work over other activities. This is partly a matter of the very high costs of living in London (and in the case of certain students other responsibilities such as caring) and students prioritising part-time work. To reduce financial pressure on students, particularly those from low-income backgrounds, we have developed the 'My ICMP' bursary, which is a regular payment throughout a student's course of study. This bursary replaces the ICMP 'entrance' and 'success' bursaries. The decision to replace these bursaries was based on a review of sector research, which indicates that bursaries are not particularly effective as an access measure but can be part of supporting student success¹⁴, and on research on the effectiveness of our existing bursary provision, undertaken by an external evaluator, SEER, based on the OfS toolkit for evaluating the effectiveness of financial support. Proposals for the revised bursaries were also considered by our Access and Participation Student Advisory Group and our Access and Participation Committee, which also has student representation.
- Research has shown that bursary support can be successful in reducing students' perceived need to earn money during the semester.¹⁵ The National Audit Office found that bursaries of this type can also be effective as a retention measure.¹⁶ Research into our existing provision indicated that students valued financial support from ICMP, with many considering it essential for continuing their studies, however comments from students and staff indicated that there were still elements of anxiety, as students weren't always sure what funding they were eligible for and what it should be used for. There was also a heavy reliance by some students on part-time employment, which could interfere with their studies. There were also concerns from staff that there may be elements of stigma around applying for support that could put some students off. We therefore decided to streamline our two bursaries, which previously had criteria of academic progress and engagement, into a single 'My ICMP' bursary, that will be paid automatically to eligible students at the start each semester. This bursary is intended to ensure that students are clear on the financial support that they will receive and can plan accordingly. As students felt that current eligibility criteria using household income was a fair measure and as this enables students to easily identify and us to easily verify their eligibility, we have maintained low household income as the eligibility criteria for this bursary. From examining our student population and reviewing evidence on the interaction between household income, IMD and ethnicity¹⁷, we are confident that this financial support will also support our targets to reduce non-continuation and attainment gaps for students from IMD Q1&2 and BAME students.
- Building on independent research into our financial support offer, we have also extended our care leavers bursary to be a young independent student bursary, raising this to £2000pa from 2022 -23 entry. The criteria for this bursary and the amount allocated have been widened following research with staff and students that indicated that amongst our current students, young students living independently due to estrangement or leaving care were accessing hardship funds regularly, sometimes in addition to the care leavers bursary. It was therefore felt appropriate to increase the amount of funding in recognition of

¹¹ https://www.advance-he.ac.uk/sites/default/files/2019-05/2018-06-ECU_HE-stats-report_students_v5-compressed.pdf

¹² <https://www.officeforstudents.org.uk/media/d21cb263-526d-401c-bc74-299c748e9ecd/ethnicity-targeting-research-report.pdf>

¹³ <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

¹⁴ Harrison, N., Davies, S., Harris, R. and Waller, R., 2018. Access, participation and capabilities: theorising the contribution of university bursaries to students' well-being, flourishing and success. *Cambridge Journal of Education*, 48(6), pp. 677-695.

¹⁵ <http://shura.shu.ac.uk/14889/1/Closing-the-gap-understanding-the-impact-of-institutional-financial-support-on-student-success.pdf>

¹⁶ <https://www.nao.org.uk/wp-content/uploads/2007/07/0607616.pdf>

¹⁷ <https://www.suttontrust.com/wp-content/uploads/2021/05/Measuring-Disadvantage.pdf>

growing living costs and recognition of similar financial needs amongst other young independent students.

- We are increasing our support for students during transition to ICMP, including online resources to familiarise themselves with the course and institution before arrival and bespoke transition activities for mature learners. We are continuing to explore how our induction and transition process can support improved student engagement throughout their study and are piloting activity as part of our review of student engagement.
- We have developed a range of approaches to support students in developing their study skills, including study skills short courses for students on programme, study support assistants and a suite of online resources for students to upskill pre-entry. We have found that a range of approaches is necessary to reach students with different needs and at different stages. Our provision prioritises students identified as part of our target groups, particularly disabled students, mature students and those from lower socio-economic groups.

From 2021, we have been reviewing our approach to student engagement with the aim of ensuring successful outcomes for all students. This review considers the whole student lifecycle, from pre-entry to graduation and employment, and particular attention has been paid to student groups who may be most at risk of disengagement or where we have identified gaps in student outcomes. This includes the target groups identified within this APP. As part of this, our student engagement working group have successfully piloted several initiatives including: a peer academic mentoring programme; personal tutoring; development of student societies; development of tools to identify and monitor indicators of student disengagement; and approaches to integrate student voice into all facets of academic management and decision making. The development of these activities has been based on reviewing academic literature and best practice, alongside consulting with staff and students. The review has led to development of a student engagement strategy and the expansion of successful pilot activity. For example, from 2022, we will be delivering a personal tutoring programme to all level 4 students and those at risk of disengagement. This will provide academic and pastoral support and will focus on supporting students to set and work towards academic and professional development goals and on encouraging their engagement with ICMP services. Initial evaluation of the personal tutoring pilot project indicates that participating students find having a personal tutor beneficial and that it has positively affected their feelings about their course and ICMP.

Progression measures

The assessment of performance shows that progression is an area of strength for ICMP. Our students progress to graduate employment at above-benchmark rates, and there is no evidence that underrepresented groups experience disadvantage in progression. In fact, their progression rates are often superior to the majority. Progression is of overwhelming importance to our students, who typically choose ICMP because of a clear career goal they want to achieve in the music industry. There are still graduates, moreover, who do not progress successfully, including graduates from under-represented groups. Our 2019-20 plan therefore identified that further work is needed in this area to ensure that we continue to perform at above-benchmark rates and meet the legitimate expectations of our graduates. The goal of that work is to improve the absolute rates of progression of students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, into graduate-level employment or further study, and to reduce gaps between these groups and other students, where they exist. We will sustain that work in this plan.

ICMP's Careers and Artist Development 'Hub' has been recognised by the QAA as an area of good practice (ICMP HER 2015). The Hub provides bespoke advice and guidance to students before, during and after their time of study with ICMP to enable them to achieve successful career outcomes. And we know from our DLHE outcomes that we are successful in this objective. In the 2019-20 plan we proposed to target students from underrepresented groups more directly through our range of support services, as we know that making a successful career can be more challenging for certain students.

To this end, we developed a range of initiatives which we will continue into 2020-21. As Graduate Outcomes data become available it will be possible to evaluate and refine these activities, but it will be premature to do this at the end of 2019-20:

- As part of ICMP's overall careers and artist development support, we have developed two funds – Creative Grants and the Accelerator Fund – to support students in developing a creative project or to fund an aspect of their professional development. Part of this student funding is ring-fenced for students for under-represented groups.
- 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.

- 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.
- We proposed a targeted postgraduate bursary in the 19-20 plan. The intention was to support progression for those students from underrepresented groups who wanted to undertake further study. As explained above, we now plan to use this scheme in a more focussed way to develop our own BAME teaching faculty.
- We have introduced an industry mentoring programme for final year students from ‘under-represented’ groups. This provides applicants with 10 hours of mentoring, expert guidance and feedback from an industry professional to help ‘kick-start’ their career.
- We have developed an industry placement programme to provide second year students with industry experience. Students from identified target groups receive a wage for the 8 weeks of their placement, as well as training and support throughout and beyond their placement experience.

We will not develop further progression activities beyond those identified in the 2019-20 plan, unless our routine monitoring (section 3.4) suggests worsening performance in this area.

Additional measures – position and initiatives

We have recognised that this phase of our approach to access and participation will be in significant part developmental and that the establishment of longer-term institutional capability is key. This will include improving our practice and capability in the areas of data collection and analysis and the development of an appropriate level of internal staff expertise to further develop and evaluate our access and participation plans and properly assess outcomes. This has led us to identify the following initiatives which we will initiate in year 1:

- Work on data collection process and data analysis. We now have appropriate data on outcomes and an increasing track-record of submitting data to HESA. This has meant that we were able to undertake our assessment of performance for the 2020-21 plan with greater assurance than in 2019-20. The remaining limitations in our assessment of performance relate primarily to the fundamental limitations of statistical analysis of small cohorts, given our size as an organisation. We have addressed these by making much greater use of qualitative data than in our previous plan, as demonstrated in our case studies. The next stage is to develop the operational data collection process that will allow us to monitor the implementation of our plan. Our detailed implementation plan sets out the 23 separate actions needed to implement our access and participation plan. For each action we identify a means of monitoring (to ensure that action is being completed in a timely way) an anticipated impact of the action (to articulate the theory of change) and a means of evaluation (which may be qualitative – for instance we will evaluate the impact of our summer and Christmas support for care leaver and estranged students on the basis of the qualitative feedback that those students give us). During 2019-20 we will develop the operational systems and practices which allow us to record and report on these data routinely. This is a new area for us and is likely to take some time to reach maturity. We will review our progress in July 2020 and identify the further improvement steps needed at that time.
- It is unlikely that additional software will be required however the existing MIS may need some development to accommodate new data capture and analysis.
- Additional training on Access and Participation knowledge and awareness will be required for existing ICMP staff.
- 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

3.2 Student consultation

We have established a comprehensive student representation structure with a Student Senate and a President and Vice President drawn from the student body. The student President and Vice President are voted in by students each spring. Additionally, elected student representatives hold places on our key deliberative committees, including our Academic Board. Our Access and Participation committee began to meet in 2018-19, and over 2019-20 we will establish a routine governance cycle for our Access and Participation work, incorporating appropriate student representation.

Our small size allows us to complement formal student consultation with hands-on collaboration. We have developed our plans with our student community, through the Student President and a selected group of student representatives from target groups. In order to ensure that students from a range of backgrounds have been involved in the design, implementation and evaluation of the plan we issued personal invitations to students from our target groups. Students who were able to do so attended a structured focus group, whilst others who were not able to commit that much time used an online form which we created. These

mechanisms enabled students to engage in a meaningful way and remain focussed on the particular issues of access and participation. These students helped us develop our assessment of performance, particularly through the case study materials we worked on together. They reviewed the plans and our strategy. The practical steps in our detailed action plans are also shaped by student feedback. These individual contributions are not included here but are separately provided to OfS.

Student feedback was captured via a focus group and a questionnaire which drew on experiences and personal reflections from a wide range of student representation from across all courses at ICMP. Students were asked to comment on the three main areas of Access & Participation, access, success and progression.

Students felt that initiatives such as the summer course provision and an entrance bursary would encourage students to think about study at this level and support students to access higher education. Students felt the pre-sessional skills course, although aimed at mature students returning to study, would actually benefit a wide range of students and should be open access and repeated into the term time for those who required longer to develop the necessary skills. The students were broadly in agreement that because the ICMP audition is free and there is the option of remote auditions/ interview for those who are unable to travel the funding set aside for the audition bursary would be best served in other areas.

In terms of initiatives to support students to stay on track and succeed, the students placed a significant emphasis on financial support during term-time to allow students to prioritise their study commitments over work commitments "Financial - being able to afford to take time off during heavy assessment periods".

Students agreed that a broad range of financial support was required which could be adapted to meet the needs of those groups of students identified in the plan including: an increased hardship fund, low income care leaver/estranged student support and bursaries. A consistent theme throughout the consultation was the notion of supporting students to support themselves through the development of essential life skills: budgeting, study skills sessions, student mentors and in particular support around time management

3.3 Evaluation strategy

Corporate Board is responsible for the formally signing the ICMP Access and Participation Plan, however operationally it will be monitored and evaluated by the Access & Participation Committee which we established in 2018-19. The Chief Executive will be the Accountable Officer and will be responsible for ensuring the of the Access and Participation Plan is disseminated throughout the whole organisation but day-to-day operational responsibility will be taken by the Access & Participation team which we established under the 2019-20 plan.

We used the OfS evaluation self-assessment tool to check and confirm our approach. This showed that we score reasonably well in strategic context and learning but have only emerging practice in design and implementation. Given that the tool was completed before the first year of our first access and participation plan, we consider this an appropriate and realistic position. Over 2019-20 our evaluation practices will move from strategy to implementation.

Our approach to evaluation aims to achieve type 2 as laid out in the OfS' Access and Participation Standards of Evidence.¹⁸ We understand this to mean setting out a clear objective for each activity we undertake, and a clear means of measuring whether that objective has been achieved. For instance one of the activities from our 2019-20 plan which is continued into this plan is the range of free, specialised weekend and holiday courses and events specifically designed and promoted to London-based students from our target groups. This activity is intended to encourage applications from under-represented groups. Our evaluation strategy for this activity will consider both applications data and qualitative data from participants. Taken together these data will not tell us whether our weekend and holiday programme has a proven effect on applications, but we will be able to tell whether they are associated with applications, and whether participants report an increased propensity to make applications. We have assessed each of the activities in our plan in the same way to ensure that we have an agreed approach to evaluating every aspect of our plan. As the 2019-20 plan is getting under way, we are putting in place the systems and processes to collect those evaluation data that we do not currently hold, recruiting staff to support the process of collation and reporting, and putting in place a governance structure to oversee the implementation and evaluation of our plan. This work will primarily be undertaken by our Access and Participation Committee. The primary audience of our evaluation activity is internal – to guide our own planning and to provide assurance to our Corporate Board that we are complying with OfS conditions of registration relating to access and participation.

From 2020-21 we have implemented a theory of change model for evaluating our activity, which aligns with our approach above. This has included development of theory of change models for specific activities, staff training and development of consistent outcome measures for outreach, success and progression activities.

To support our development of evaluation practice, we have also become members of the SEER (Specialist Evidence Evaluation and Research) service. This includes ongoing training, advice and support to build

¹⁸ <https://www.officeforstudents.org.uk/media/6971cf8f-985b-4c67-8ee2-4c99e53c4ea2/access-and-participation-standards-of-evidence.pdf>

internal capacity in evaluation, alongside independent external data analysis, evaluation and research activity and provision of a range of tools to support our evaluation. Independent research and evaluation conducted by SEER specialist evaluators will support in verification and quality assurance of our internal evaluation activity and supports the anticipated future direction of OfS in respect of requiring independent evaluation in access and participation. Via our membership of SEER and other sector bodies, we also intend to share findings of our evaluation and research across the sector to contribute to increasing understanding of what works, developing capacity and improving practice broadly.

Continued development of our Registry function has resulted in improvements in data competence throughout the whole organization. The adoption of Quercus student information system (a cloud hosted system allowing ICMP to track students from application through to alumni), Canvas (Virtual Learning Environment), and Celcat (timetabling and attendance monitoring software) has allowed ICMP to improve data competence throughout the organization tracking access, success and progression at course and cohort level.

ICMP now systematically collects and evaluates data relating to applications, offers, enrolments, attendance, retention, achievement, success, course outcomes, employment, further study and graduate outcomes. The improvement in continuation, student satisfaction, and graduate outcomes data can in part be attributed to the ICMP increase in data competence. We have begun to put systems and processes in place for tracking participants in access activities (other than our own students) and collecting key operational data so that we can evaluate the success of our 2019-20 plan.

Although we have improved every aspect of our data capability, there remain significant limitations on our use of data to evaluate activities due to the relatively small size of our institution, and particularly certain target groups such as care leavers and estranged students. Qualitative data developed through direct engagement with students and applicants in target groups will continue to be an essential element of our evaluation strategy. Our student support team conducts 1:1 end-of-year interviews with all students in receipt of support and collects their feedback as a basis for evaluation of our service offer. We will continue this practice and ensure that (where students are members of a target group) the script for this meeting ensures that APP issues are explicitly addressed. We will also extend this practice beyond graduation where we need to develop a qualitative evidence base about progression for certain groups (such as estranged students and care leavers).

Our high-level targets are set using validated national datasets through which we can compare performance to the sector as a whole. Our detailed implementation plan sets out the 23 separate actions needed to implement our access and participation plan. For each action we identify a means of monitoring (to ensure that action is being completed in a timely way) an anticipated impact of the action (to articulate the theory of change) and a means of evaluation (which may be qualitative – for instance we will evaluate the impact of our summer and Christmas support for care leaver and estranged students on the basis of the qualitative feedback that those students give us). This structure gives us control over every part of the change cycle – delivering activities, ensuring those activities have the intended effect, and seeing that the cumulative effect of our activities achieves our strategic goals.

Our heaviest investment is in bursary provision. This is intended to support student engagement with and prioritisation of learning activity, leading to student success. A review of bursary provision in 2020/21 has supported the development of this approach, moving away from whole institution financial support linked to submission to a more targeted approach that is intended to meet the needs and concerns of low-income students. The OfS evaluation toolkit provided a survey tool and a structured interview tool which was used in 2020-21 to evaluate previous financial support and will continue to be used in our assessment of impact.¹⁹

The statistical tool in that toolkit will not be of immediate value, as impact on submission or marks will not be visible in the HESA dataset which underpins that tool. However, we have an established practice of monitoring pass first-time rates and marks (means, medians, standard deviations) for all modules and will incorporate this data into assessment of the scheme from 2022. As we have made changes to our bursary provision from 22-23, we will be reviewing the impact of these changes specifically on an annual basis.

The main resource that will be required for evaluation in the 2020-21 plan is therefore staff time to undertake evaluation activities, as the core tools and data are now in place. Our data are stronger in relation to our enrolled students than any other group, and we may therefore need to invest further in tools that will enable us to understand our outreach and collaborative work, such as HEAT.²⁰

3.4 Monitoring progress against delivery of the plan

Implementation of this plan will ultimately be overseen by our governing body – the Corporate Board - with the Academic Board, the Executive Committee and other key elements in our management and governance framework taking appropriate responsibility. We established an APP Committee in 2018-19 to take specific

¹⁹ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

²⁰ <https://heat.ac.uk/>

responsibility for continuous monitoring of the plan. As embedded members of the overall ICMP governance structure, students will be involved in the ongoing monitoring of the plan; they will also be asked to engage with the formulation and execution of plans and make specific reviews of progress on a quarterly basis aligned with the quarterly business reviews.

Our detailed implementation plan sets out the 23 separate actions needed to implement our access and participation plan. For each action we identify a means of monitoring to ensure that action is being completed in a timely way. Monitoring can therefore rely not just on progress reports from the associated teams, but also on measurable data items identified in advance. These data will be routinely reviewed by the APP Committee and reported by exception to the Corporate Board.

We will also need to monitor the access and participation outcomes data. Our plan uses a number of sources of statistical data such as the HESA AP Student, DLHE (or Graduate Outcomes) and TEF data and these become available at various points in the year, but our monitoring will be an annual process, tied to the annual cycle through which we give our Corporate Board assurance that we are meeting OfS conditions of registration. This will also ensure that we can consider our access and participation performance in the round and make appropriate prioritisation decisions. We will need to monitor:

- Progress against our targets. Where this is not in line with plans, additional activity will need to be identified to ensure that the targets are met;
- Specific data of concern, such as the attainment or progression of students of lower socio-economic status, or continuation of students with disabilities. Where these data show sustained gaps we will need to reassess our performance and consider setting new targets; and
- The broader data in the OfS access and participation dashboard, since it is possible that new issues may emerge in our data unless we keep them under review. If any new gaps emerge then again we will need to reassess our performance and consider setting new targets to close them.

There is a lag associated with all these outcome measures, and in the case of Graduate Outcomes a particularly long lag. This means that unexpected movements in our outcomes data will not necessarily mean that our plan is failing as such, but could demonstrate that an issue is more serious than it appeared when we undertook our assessment of performance. We will need to make a judgement about this reflecting on the particular timeliness of each data item.

While student representation in the monitoring and review of the plan is a critical principle, not all relevant students will wish or be able to be involved in this way. Our established practice is to meet 1:1 with all supported students on an annual basis to evaluate their progress and the appropriateness of any support package. We will use this process to generate a rich qualitative evidence base for monitoring our progress that will be of particular value in those cases (for instance care leavers, estranged students, and students of certain ethnicities) where statistical data cannot be published for privacy reasons, or standard deviations are so large as to render statistics of dubious value. These qualitative data will be monitored by our APP Committee on an annual basis.

Where monitoring shows that progress is worsening, our APP Committee will not be able to give assurance to the Corporate Board that we are meeting OfS conditions of registration. The Board will seek assurance from our Executive Committee that remedial action is in hand. This remedial action could include commissioning additional advice to help us understand our lack of progress, reprioritising other activities, allocating additional resources, or applying to the Director for Fair Access and Participation for approval of a variation to our plan.

There are a number of groups for whom we are unable to disaggregate data currently. These are groups where we have limited student numbers (for instance students of Asian ethnicity, entrants from outside London, and students with particular types of disability), rather than groups for whom we have poor quality or incomplete data. In certain cases – particularly in the case of students of Asian ethnicity – our plan is to increase recruitment of that group but in other cases – for instance students with a serious visual impairment – it is unlikely that we will ever recruit enough students in this group to make a statistical treatment appropriate. This will particularly be the case where we want to monitor our progress in addressing the intersections of disadvantage.

Our AP committee will therefore monitor these data annually to identify any cases where disaggregation may have become appropriate due to our changing student numbers, and to consider any new insight that those disaggregated data may give us into our performance. Where a statistical treatment continues to be inappropriate, we will use a case study approach. We will be developing further case studies each year as part of our monitoring process and will ensure that the cases used particularly highlight those characteristics which we are unable to disaggregate, and the intersections between them.

4. Provision of information to students

At ICMP, we rely on both our website and advice from staff to convey key information to prospective and current students. This occurs throughout their application/audition process, their studies and the careers and

alumni support. Our information, advice and guidance explain to students, and to their influencers, what support we provide, confirming our mission and values and the benefits of studying in HE for a life in the music industry and the creative sector.

Information regarding course fees is made available to students via our website, our prospectus and associated marketing materials and through our Admissions team. In the same way, information regarding additional financial support that may be available to them is published and promoted through the same channels.

As part of our 2019-20 plan, we developed more explicit and targeted promotions of opportunities via our website, via social and digital media, third party websites, through printed matter and email communication. Material was also strategically targeted at specific schools and communities to encourage take up. Whilst we are not yet in a position to evaluate our approach fully, we have generated interest in and applications for our outreach and bursary activities, which we view as positive.

The plan itself will be published on our website (<https://www.icmp.ac.uk/about-icmp/quality-and-governance/access-participation>), as well as the OfS site; it will be referred to in our prospectus; and we will utilise social media and additional channels where appropriate to provide links to and ensure opportunities are effectively communicated across a wide range of stakeholders. Criteria for eligibility and the levels of support that can be expected will be made clear, as follows:

Scheme	Role	Criteria for eligibility	Number of awards	Level of support	Level of support in subsequent years of study
Summer school bursary	To enable potential applicants to experiment with music education in a low-risk way.	UK-domiciled participants in an ICMP summer school who are: From a Low participation (Polar 4) neighbourhood; BAME; Disabled; or in care or Care Leavers.	One full award and three fee-remission awards per summer school.	Either - a complete fee remission, or - a complete fee remission and £300 towards accommodation costs	n/a
Young Independent Student Bursary	To provide specific support tailored to the needs of care-leavers and estranged students	UK-domiciled students on an FT ICMP undergraduate degree programme who are care leavers or estranged from their families	Ten awards per year – our intention is that an award is made to every student who meets the criteria.	£2000 in cash plus specific non-cash items (such as mentoring, support and summer/Christmas programmes). Timing of the cash payments will also reflect the specific needs of care leavers.	The bursary is paid in each subsequent year, subject to satisfactory attendance and academic progress
My ICMP Bursary	To support low-income students in engaging fully with the student experience, leading to student success	UK-domiciled students on an FT ICMP undergraduate degree with a household income <£25,000	Available to all eligible students	£800 paid across two semesters	The bursary is paid in each subsequent year, subject to satisfactory attendance and academic progress
Additional Support Fund	To support students in immediate financial difficulty.	UK-domiciled students on an FT ICMP undergraduate degree with a	33 awards available per pay point.	Up to £900 p/a, paid across 3 pay points.	The fund can be accessed in each subsequent year of study,

		household income <£30,000 or those who are care leavers or estranged from their families.			if there is immediate financial difficulty.
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In response to the OfS' priority to ensure access and participation plans are more accessible to students and their parents, carers and supporters we intend to work with ICMP students and target schools to design materials that provide informative and useful information from our access and participation plan, which can be used at events, activities and hosted on our website.

Our policies and practices will ensure that we provide fair and accurate information to stakeholders and prospective students. The marketing materials will also strive to use diverse role models across all promotional activity. The information, advice and guidance provided will also seek to incorporate positive representations of all groups studying through the ICMP.

Fee information, Bursary information and other financial support

Information on the financial support arrangements for current and prospective students will be made available primarily via the following:

- Our website, noting that the Access and Participation Plan itself is also held publicly here;
- Open days, taster days and visit day presentations;
- Outreach activities and events;
- Information sessions for influencers (teachers and parents);
- Careers fairs and other events advising on music industry careers;
- UCAS and third-party websites where we have a presence which also signpost to our financial support information e.g. 'Student Room', 'WhatUni' and the 'Complete University Guide';
- Direct telephone contact with the Admissions and Student Support teams.

We provide timely information to UCAS and the Student Loan Company which are further key sources for prospective students.

Student advice

In their offer letter it is made clear to students what is the fee they will pay for the course concerned; their opportunity for access to the Student Loan Scheme; and that the fee will remain the same for the duration of their course of study provided they progress successfully. In addition to the material on the website, the Admissions Team is able to give one-to-one tailored advice to students and prospective students, and especially to those from under-represented groups, regarding support and opportunities available as detailed in this Plan. We have also introduced a Student Money and Accommodation advisor role, which provides support to students pre and post entry.

We communicate with students throughout the pre-application and offer/acceptance periods, especially to help those less familiar with higher education navigate the information. We promote our access measures widely to ensure that prospective applicants and their families understand the different support measures available. Clear guidance is given explaining the criteria and eligibility for any available bursaries and scholarships or access to the ICMP's Hardship Fund. The bursaries available for internally progressing students are communicated by tutors from our feeder courses/linked institutions and through presentations from staff for progression support following completion of study at ICMP.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)

2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Provider fee information 2021-22Provider name: ICMP Management Limited
Provider UKPRN: 10035638**Summary of 2021-22 course fees**

*course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	2019 entry	Fee applies to continuing students only	£7,500
First degree	2020 entry	Fee applies to entrants/all students	£9,250
First degree	2021 entry	Fee applies to entrants/all students	£9,250
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	2021 entry	Fee applies to entrants/all students	£9,250
CertHE/DipHE	2021 entry	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years	*		*
Other	*		*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*		*

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	2020 entry	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	2020 entry	£9,250
CertHE/DipHE	2020 entry	£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual 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	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: ICMP Management Limited

Provider UKPRN: 10035638

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£54,166.67	£101,436.36	£100,810.24	£109,594.78	£116,181.33
Access (pre-16)	£2,708.33	£8,553.32	£8,328.69	£9,076.36	£9,593.53
Access (post-16)	£24,375.00	£50,765.56	£50,671.47	£54,963.26	£58,218.25
Access (adults and the community)	£24,375.00	£39,068.11	£38,633.32	£42,584.40	£45,498.69
Access (other)	£2,708.33	£3,049.37	£3,176.76	£2,970.76	£2,870.86
Financial support (£)	£233,000.00	£307,434.38	£382,762.50	£448,718.75	£494,671.88
Research and evaluation (£)	£35,000.00	£37,195.28	£35,878.00	£40,717.00	£44,168.50

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,783,870.00	£2,009,375.00	£2,212,500.00	£2,593,750.00	£2,859,375.00
Access investment	3.0%	5.0%	4.6%	4.2%	4.1%
Financial support	13.1%	15.3%	17.3%	17.3%	17.3%
Research and evaluation	2.0%	1.9%	1.6%	1.6%	1.5%
Total investment (as %HFI)	18.1%	22.2%	23.5%	23.1%	22.9%

