Annex A - 2019-20 access and participation plan provider template

Institute of Contemporary Music Performance
2019-20 access and participation plan

1. Assessment of current performance

1.1 Introduction

1.1.1 This Access and Participation Plan 2019-20 describes the ways the Institute of Contemporary Music Performance (ICMP) delivers and develops fair access; supports student success; and enables progression from its programmes for those participants from underrepresented and disadvantaged groups. The plan has been prepared in accordance with guidance produced by the Office for Students (OfS) and has been approved by the ICMP's Academic Board and Corporate Board, with staff and student involvement. This is the first access and participation plan produced by the ICMP, previously having had an Access and Participation Statement.

1.1.2 This Plan builds on the work outlined in ICMP's 2018-19 Access and Participation Statement and applies to "qualifying students" studying on "qualifying courses" entering the ICMP in the 2019-20 academic year. Its terms will apply to those students for the duration of their studies at the ICMP. It forms part of ICMP's application to register with the OfS as an Approved (fee cap) higher education (HE) provider.

1.1.3 ICMP shares the aspirations of the OfS that all students, from all backgrounds, and with the ability and desire to undertake higher education:
- are supported to access, succeed in, and progress from higher education;
- receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure;
- are able to progress into employment or further study, and their qualifications hold their value over time; and
- receive value for money

1.1.4 As this is ICMP's first Access and Participation Plan, we have established a focus and targets in the context of our provision that are ambitious and strategic; evidence led; and credible and sufficiently resourced. As we engage with this activity will be able to develop our understanding and ensure further continuous improvement in both our outcomes and our capability.

1.2 About ICMP: Our history, vision, mission and values

1.2.1 Often described as being a 'new' or 'alternative' provider (AP) of HE, ICMP was in fact founded over 30 years ago. The founding principle was that formal, structured education should be available to students of popular music in the same way as they were available to students of classical music and other artistic and creative disciplines. It is easy to forget, now that popular music courses are widely provided across the HE sector, that 30 years ago there was really no opportunity for young contemporary musicians to pursue their passion and develop their skills in a formal, supported way.

1.2.2 The original vision was that all elements of the music industry – the creators, the performers, the producers, the business entrepreneurs – would study under the same roof, building on each other's talents and connections in an 'incubator' environment as they studied. That vision has now been achieved. Our provision has been articulated through a number of key principles - small class sizes; one-to-one tuition and support; extensive industry engagement; a high number of contact hours; a personalised approach to student engagement; and the dynamic use of technology and specialist equipment in the classroom. Because we remain relatively small in size there is a tangible sense of community throughout our organisation, and student need can be addressed quickly and effectively.

1.2.3 ICMP's mission is to '*inspire, encourage and equip our students to succeed by delivering a relevant and innovative educational experience of the highest quality*'. This permeates our approach to the design and delivery of our programmes, the community we create, and the ongoing development and enhancement of the ICMP student experience. Our teaching faculty has developed over many years and is composed of a unique and inspirational mix of industry professionals, experienced academics and qualified teachers. We continually invest in all areas of our provision - our facilities encompass custom-designed performance, recording and teaching studios, learning and practice resources and production facilities, and our London location affords us wide-ranging connectivity with relevant industry bodies and employment opportunities. ICMP students can access our full range of resources for private practice and rehearsal outside of timetabled hours, for free.

This is a significant resource that we make available to our students, enabling them to gain practical experience, build their database of contacts and networks, and access real employment opportunities.

1.2.4 Our vision to '*shape the future of music*' goes beyond an attractive strapline. ICMP's defining feature, of which we are immensely proud, is our presence in the global commercial music industry. We know that within 6 months of graduating, over 90% of our graduates are in employment or further education; around two-thirds are engaged in music-related jobs or study; over 60% are in highly skilled employment or further study; and the average salary of ICMP graduates is almost 12% above that for arts graduates (DLHE 2016 and 2017). Our students, alumni and faculty are the people who make the music you hear, regularly gracing festival stages, playing in the West End, working in studios, teaching the next generation of musicians, and, increasingly, becoming the entrepreneurs behind emerging trends in music creation, production and dissemination.

1.2.5 Over the years, we have seen the passion and commitment of our staff at all levels in the development and delivery of a bespoke, music-oriented portfolio of courses. In particular, we have committed to the continuous investment in the CPD of our staff and are guided in our day-to-day operations and strategic direction by a clear set of institutional values.

1.2.6 ICMP is today proud to be recognised as a small and specialist HE provider and fully engaged as a member of the UK's HE community. Although we do not yet award our own degrees, our long relationship, over more than 10 years, with our primary validating partner, the University of East London (UEL), has bestowed on us great depth of experience and capability. We operate effectively as an independent and autonomous institution, with enhancement and continuous improvement deeply embedded in our organisational philosophy. Our approach has always been to engage early and fully with the developing regulatory environment and to learn from others. An example of this can be seen in our decision to become subscribers to the Quality Assurance Agency (QAA) in 2011 – one of the first APs to make such a commitment – and our consistent investment in quality assurance and enhancement at all levels of the organisation.

1.3 Key features of ICMP Today
1.3.1 Our existing portfolio has developed following the afore-mentioned principles to represent the full eco-system of the contemporary music world. We have a current cohort of approximately 860 full-time HE students (2017/18 academic year) on undergraduate and postgraduate programmes, validated/accredited by UEL, the University of South Wales (USW) and Pearson/Edexcel. These courses are an HNC Music; BMus(Hons) Popular Music Performance; BA(Hons) Music Business; CertHE/BA(Hons) Creative Musicianship; CertHE/BA(Hons) Songwriting; CertHE/BA(Hons) Creative Music Production; MMus Popular Music Performance; and an MA Songwriting.
1.3.2 Our sector is highly competitive, with several Alternative Providers (APs) and many universities now offering courses in contemporary music that compete directly with our own offer. For this reason, our success has been built on the development of a close and personalised relationship with the students; an understanding of a real engagement with the music industry; a focus on outcomes that lead to successful career and/or artistic success; and an approach to admissions that is open to all regardless of background, ability to pay or personal goals.

1.3.4 In addition to the formal course pathways, our students engage with a wide range of complementary activities and opportunities organised by us. These include such activities as masterclasses, clinics, workshops, careers fairs, gigs and live performances, international trips and associated events. Our internal industry and liaison service (the 'Hub') connects students to job and audition opportunities, and increasingly supports the embedding of employability skills into the curriculum. Our student wellbeing team provides direct counselling and associated support, together with signposting to other support providers. And we have this year initiated a significant investment (in excess of £2mns over 3 years, or in excess of 12% of total projected turnover in that period) in the redevelopment of our facilities at 1b Dyne Road, the first phase of which will conclude in time for the 2018/19 academic year.
1.4 Organisational context
1.4.1 Our staff are extremely competent and increasingly experienced in the provision of effective academic and corporate governance. We have constituted both a Corporate Board and an Academic Board, both with significant external representation; the appropriate sub-committees; and have

developed a carefully considered governance code of practice. We have deeply embedded student representation in our governance structures and processes. Our Access and Participation Plan will ultimately be overseen by our senior governance body, the Corporate Board.

1.4.2 Our admissions policy and procedure has been recognised as an area of good practice by the QAA (ICMP HER 2015). In addition to checking academic qualifications, all applicants are offered an audition and/or interview to check their suitability for their chosen course. This ensures that students are clear about what their chosen course of study will provide them with; they have an opportunity to better prepare prior to starting their course; and they can talk with a tutor in a relaxed and supportive setting about what choices and possible career outcomes may lie ahead of them. A total of 1,349 applications were received for programmes starting in September 2017; 1,011 auditions were conducted (free of charge to the student); and 509 students (37% of applicants) were successfully enrolled. This rigorous approach to admissions ensures only the most suitable students are admitted to courses ensuring they have the best possible opportunities to succeed.

1.4.3 In terms of outreach, we engage with an ever-increasing number of schools, who have been selected based on their range of music-specialist provision and are thus interested in progression routes for their students into HE. This has led to over 40 visits per annum, each visit comprising a combination of having presence at a school careers event; delivering a specialist masterclass or performance with inspirational tutors and admissions staff; or organising school visits to our premises here in London for students to experience the teaching and learning that ICMP can provide. We have also been developing our relationships with the local music Hub in Brent with a view to engaging more directly with their services, including teacher training, sharing of facilities and provision of information to their networks that will inform young musicians of the opportunities for study in HE. Through our existing outreach work we understand that many prospective students are unlikely to consider creative or performance subjects in the contemporary music industry as a viable career and may not realise there is a higher education route they could follow. This can be even more difficult through social, cultural and economic factors for many in underrepresented groups.

1.4.4 Examples of the recruitment challenges include the cost to the student of undertaking diagnostic interviews and auditions - specifically, the costs of travel to attend audition and a lack of preparation and experience in how to make the most of the interviews. For the ICMP, supporting that opportunity of being seen face to face is crucial. It allows us to explore context, motivation and aptitude, as much as previous achievement. Indeed, the audition process or entry ladder through lower level qualifications can itself can be a way to choose the right course of study and give students with less cultural capital the confidence required for success.

1.4.5 We have also found that the prospect of the debt and the costs of study are increasingly a deterrent and become a further challenge once a student is on course due to the expenses incurred in London and the costs of rehearsal and performing, a fundamental part of the learning process at ICMP. These factors are especially of concern amongst those from lower socio-economic groups. We have historically used our 'Hardship Fund' to mitigate student difficulties and seen increasing numbers of applications for support to cover accommodation, living costs, and travel. We have been especially concerned for students in the transition before any loan or disability support is received. We see this Hardship Fund, properly funded, as potentially providing a real positive impact; and it has been reported by past and current recipients as significant in their achievements. There is clearly more that could be done to expand our initial success in keeping 'at risk' students on their course of study.

1.5 Our student community

1.5.1 A distinctive feature of ICMP's student population is its global reach, with a vibrant international element. Of approximately 860 students (academic year 2016-17), 66% are UK domiciled compared with 84% average for undergraduate programmes at HEIs (HESA 2015/16). 41% are classified as local; 9% of students are non-EU; and 21% of students are EU domiciled. We have historically recruited strongly from the EU where the specialist tuition we provide is not generally available. We acknowledge the contribution overseas students make to the rich cultural and musical diversity at ICMP. However, being an overseas student also brings with it some special challenges, and the ICMP team understand this, providing bespoke events and support to help integrate international

students, for example by providing additional English language skills, housing advice and a range of networking events.

1.6 ICMP's approach to access and widening participation

1.6.1 We are proud of our achievements thus far in terms of widening participation and ensuring equal access. As an AP, ICMP was not able to engage with OFFA and therefore not able to access higher fee loans for student support. Our undergraduate course fees are set at only £6,300 p.a. (2018 intake) and we have deliberately not raised them higher as this would have presented a barrier to entry to those from less well-off backgrounds. In addition to the above mentioned international component of our student community, we have achieved the following in terms of access and widening participation:

- In 2016/17 26% of UK domiciled students were BAME compared to a 24% average nationally (HESA 2015/16). Although the TEF metrics have a BAME population of only 21% where ethnicity is known our HESA data demonstrates an increase in BAME students in years 1 and 2 (with a positive flag in our TEF analysis for BAME students' highly skilled employment or further study).
- In terms of disability, 133 students (14%) declared a disability on entry in 2016/17 (TEF metrics 12%); a further 4% have subsequently made such a declaration. In practice therefore around 18% of students have declared a disability. This compares with 12% for UK undergraduate programmes in the UK (HESA 2015-16).
- The average age of our students is also slightly older at 22 years (TEF metrics 36% over 21). The publication of the first set of experimental data on non-completion rates at APs indicated that, while ICMP was within benchmarks for non-completion rates, our mature students had a significantly higher non-completion rate than younger students. This is a strong example of how improved access to data and increasing understanding of our student population is enabling us to identify specific areas where we could do better, and we are now in the process of developing and implementing plans targeted directly at supporting our mature students.

1.7 Assessment of current performance – Access, Success and Progression

1.7.1 Following the published guidance, and using the best data available to us, we have identified underrepresented student groups, or sub-groups, where there are gaps in access, success and progression in relation to current performance in our own student population and aligned to the priorities the OfS has identified for access and participation.

1.7.2 Guidance also states that in addition, there are groups of students where there is specific evidence that barriers exist that may prevent equality of opportunity. These are: carers; people estranged from their families; people from Gypsy, Roma and Traveller communities; refugees; people with specific learning difficulties and mental health problems; and children of military families. However, we do not have sufficient reliable data to enable us to address these additional groups at this time.

1.7.3 For this, our first access and participation plan, we have therefore considered a small but focused number of underrepresented groups where we have both relevant data and a reasonable degree of understanding and experience. Our analysis is therefore focused on the following groups:

- Low participation (Polar 4)
- BAME
- Mature
- Disabled
- Care Leavers.

1.7.4 As a result of our overall student support and welfare arrangements and plans, there will of course be benefits to any ICMP students from other groups not specifically targeted. However, we do not have, nor expect to have in the early stages of our formal engagement with access and participation, reliable data or statistically significant populations of these groups. Therefore, the following examines our position with regard to the above-identified groups and thereafter provides a more detailed explanation for our choice of targets for Year 1 of this access and participation plan.

1.8 Polar 4 - students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds:

1.8.1 ICMP does not have high levels of participation of students from low household income and low socioeconomic status backgrounds both in terms of absolute numbers or percentage:

	Number from low participation neighbourhoods	% from low participation neighbourhoods	Benchmark	UK % from low participation neighbourhoods	ICMP difference between % and benchmark
2016/17	10	8.7%	11	11.2%	-2.3
2015/16	5	6.1%	9.2	11.3%	-3.1

Source Table T1 HESA UKPI – UK domiciled young full time undergraduate entrants – first degree POLAR 4

1.8.2 However this data needs to be taken in context. When comparing ICMP results against same data from APs and small and specialist colleges (e.g. similar providers in same location in London) ICMP performance in this area seems favourable. As a percentage of intake against London APs and small and specialist institutions, ICMP is ranked 5th. When comparing performance against benchmark for London based APs and small and specialist institutions ICMP is ranked 11th out of 30 providers.

1.8.3 In terms of tracking success and progression of students from areas of low higher education participation, low household income and/or low socioeconomic status background ICMP does not yet have the data to allow ICMP to draw conclusions with a high level of confidence in the data. ICMP implemented a new student management system in 2014/15 to enable the organisation to return data to HESA however the lag with the DLHE and the lack of data points within the HESA AP data returns makes it difficult to draw any meaningful conclusions from the available data when looking at this group of students. This will however be rectified when we change to HESA Data Futures in 2019/20 and the full set of contextual data will become available to ICMP enabling tracking of this population through the full stages of access, success and progression. Access to Heidi Plus will allow ICMP to monitor progress and benchmark with other higher education providers

1.8.4 In conclusion, while recognising this is an underrepresented group that will require focus, improvement and effort, we are concerned about the reliability of the current statistical data (only 5 students in the 2015/16 population and 10 in the 2016/17 population). We need to secure more information on a range of data points (household income, free schools meals etc.) in order to develop targets more precisely. We have however set initial targets for improving outcomes for this particular group and we will be implementing our plans to improve outcomes from year 1.

1.9 Students of particular ethnicities (BAME):

1.9.1 In 2015/16, 44 UK-domiciled entrants to undergraduate programmes described themselves in one of the BAME groups in HESA collection. This population is statistically significant:

	Measure	Academic Year	ICMP	UK average	Difference
Access	Entrants (undergraduate)	2015/16	20%	26%	-6.0

Success	Continuation	2014/15	86.8%	87.7%	-0.9
Progression	Employment or Further Study	2015/16	93.9%	90.5%	+3.4

1.9.2 From this, we conclude that this is a group where we could have additional impact and we have set initial targets for improvement. However, we still have a limited number of data points and we need to further develop our understanding of this particular underrepresented group going forward in order to develop more sophisticated and targets and action plans.

1.10 Mature students:

1.10.1 In 2015/16, 55 UK-domiciled entrants to undergraduate programmes were mature students. This population is also statistically significant.

	Number of mature students	Percentage of entrants	Percentage no longer in HE	UK Percentage Benchmark	Difference in provider to benchmark
2015/16	55	31.7	9.4	12.4	3
2014/15	50	27	23.5	12.6	-10.9

Source: HESA UKPI Table 3 non- continuation following year of entry Mature full time undergraduate students first degree.

	Measure	Academic Year	ICMP	UK average	Difference
Progression mature	Employment or Further Study	2015/16	87.1%	90.5%	-3.4

Source: TEF

From this data we conclude that this is a group where we have work to do to get closer to benchmark and where we could have an effective impact from year 1. In our particular sector, i.e. professional musicians, the challenges for mature learners may be particularly acute. And like the previous group, while we have set improvement targets, we still have a limited number of data points and we need to further develop our understanding of this particular underrepresented group going forward in order to develop more sophisticated and targets and action plans.

1.11 Disabled students:

1.11.1 In 2015/16, 40 UK domiciled entrants to undergraduate programmes described themselves as disabled in HESA collection. This population is statistically significant.

	Measure	Academic Year	ICMP (HESA)	UK average	Difference	ICMP (Internal)*
Access	Entrants (undergraduate)	2015/16	3.9%	11%	-7.1	18.9%
Success	Continuation	2014/15	95.0%	89.9%	+5.1	95.0%
Progression	Employment or Further Study	2015/16	85.7%	86.9%	-1.2	85.7%

Internal ICMP data – students who declare a disability

1.11.2 From the HESA data we conclude that this is a group where we are significantly below benchmark for access, marginally below benchmark for progression but above benchmark for success. However, our internal data for access suggests a significant discrepancy between students who actually declare a disability and those who register for DSA, the metric used for HESA analysis. We are therefore already supporting a significant number of UK domiciled disabled students in practice and intend to continue doing so and improve our outcomes in this regard.

1.11.3 In 2016 the data for students declaring a type of disability on the basis of student's own self-assessment 2016 HESA (rounded data) is displayed in the table below. It is clear the largest populations of disabled students are students with mental health condition followed by students with a specific learning difficulty. In 2019/20 initiatives need to be developed to support these subgroups in terms of success and progression

Type of disability on the basis of student's own self-assessment 2016 HESA (rounded data)	Number of students
Two or more impairments and/or disabling medical conditions	5
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	40
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	10
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	5
A mental health condition, such as depression, schizophrenia or anxiety disorder	60
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0
Deaf or a serious hearing impairment	0
Blind or a serious visual impairment uncorrected by glasses	0
Grand Total	120

1.11.4 In the first year therefore, it is crucial that we focus on this group and understand and address this discrepancy in access data. It could be that students who should have DSA are not accessing it and could benefit from doing so; but if students are unwilling to have a DSA designation that is a different issue. And again, while we have set targets for improvement, we still have a limited number of data points and we need to further develop our understanding of this particular underrepresented group going forward in order to develop more sophisticated and targets and action plans.

1.12 Care leavers

1.12.1 From available data we can track care leaver applicants to ICMP over the last 3 years.

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Entry Year	Applicants	Students
2015	5	0
2016	8	3
2017	7	4

This is a small number of applicants and the unreliability of significance of any data derived from this population leads us to conclude that while care leavers could be considered as a target for future plans, they should not be a priority for our year 1 plan. In terms of success and progression, given the small numbers of applicants and students ICMP can currently support those that apply and become students as part of our normal support and wellbeing service. And we can begin to monitor these students more closely to better understand their needs.

1.12.2 As a result of this analysis, we conclude that in order to properly focus our limited resources on underrepresented groups that have significantly significant populations and relevant data and where we could make an impact, we should specifically target only four groups in year 1 – students from low household income and low socioeconomic status, BAME students, disabled students and mature students. However, through our Hardship Fund we would be able to support students from other underrepresented groups, including Care Leavers, should that be desirable.

2   Ambition and strategy

2.1 Ambition

2.1 1 We are proud of our achievements thus far in terms of access and participation. We are delighted for the success that those from underrepresented groups have already achieved as our alumni; and pleased that the current student community maintains that diversity. As an 'alternative provider' we are resilient and agile in our capacity to respond to initiatives and we have an advantage in our specialist focus and scale in that we are better placed to deliver a 'whole institution' approach to the outcomes we want to achieve.

2.1.2 Based on the best data available to us, focusing on those underrepresented groups for which that data is statistically significant, ensuring that our limited resources are effectively deployed and identifying where we can identify success that we can build on and areas where we can improve, we will initially be targeting the following groups:

   i.   Students from low household income and low socioeconomic status: ICMP is currently below benchmark for participation levels
   ii. BAME students: ICMP is below benchmark on both access and success measures, although above benchmark on progression
   iii. Mature students: we have historically had below benchmark performance with regard to both retention (a measure of success) and progression
   iv. Disabled students: following the analysis in 1.11 above we need to better understand our position with regard to this group and do more to improve outcomes

2.1.3 As this is our first access and participation plan, we aim to articulate a suitable level of ambition while ensuring a necessary level of focus. We have devised plans and goals that are based on the best available data and are credible and sufficiently resourced to ensure we establish a strong foundation and make continuous improvement over time as we progress into future years and increased levels of funding.

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

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2.1.5 The 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. The Corporate Board will review progress quarterly; the Academic Board similarly; the Executive Committee will ensure the plan is built into the annual operational plans and review at least quarterly as part of our 'quarterly business review' process; and other committees will carry some or all of the plan onto their agendas as appropriate. As embedded members of the overall ICMP governance structure, students will be involved in the ongoing evaluation 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.

2.1.6 We recognise that this phase of our approach to access and participation will be in significant part developmental and that we have some distance to travel to meet expectations fully. There is however much to build on and as a result of our analysis of the current situation we will be able to take some actions immediately as we draw on new funding sources. While we have aspirations to extend our work in future years we are realistic and focused on what we can realistically achieve in year 1.

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

2.1.7 In summary therefore, we have focused our ambition in this first year to ensure we effectively utilise limited additional resources to:
  − Target statistically significant areas with relevant data where we feel we can make improvements for underrepresented target groups
  − Ensure we have the data collection and analysis capability to improve performance and broaden our approach in future years
  − Develop the internal staff expertise to develop and execute this and future access and participation plans and properly assess outcomes
  − Provide enhanced support to individuals from all underrepresented groups with whom we already engage, e.g. care leavers, but whom we are not targeting directly in this plan

2.2. Strategic targeting of under-represented groups

2.2.1 Following the above analysis, the number of UK domiciled student entrants by underrepresented student group at ICMP (205/16) is as follows:

	POLAR 4	BAME	Mature	Disabled	Care Leavers
Number of UK-domiciled student entrants	5	44	55	40	0
% UK-domiciled entrants	6.1%	20.0%	31.7%	18.9%	0.0%

As the table above demonstrates, and we have already discussed, given the size, location, and nature of ICMP, we will be concentrating in year 1 on students from low household income and low socioeconomic status and BAME, Mature and Disabled students where we can have an impact while developing our understanding and capability for future plans.

2.2.2 The data selected for target setting is the best available to us and aims to track these 4 populations through the student lifecycle of access, success and progression. The proposed benchmark data points are displayed in the table below.

	ACCESS	SUCCESS	PROGRESSION
LOW INCOME/ SOCIOECONOMIC STATUS	All undergraduates recruited 15/16 HESA AP Return	UKPI 2015/16	Employment and Further Study TEF
BAME	All undergraduates recruited 15/16 HESA AP Return	Continuation Rates 14/15 TEF	Employment and Further Study TEF
MATURE	All undergraduates recruited 15/16 HESA AP Return	Continuation Rates 14/15 TEF	Employment and Further Study TEF
DISABLED	All undergraduates recruited 15/16 HESA AP Return	Continuation Rates 14/15 TEF	Employment and Further Study TEF

This gives 12 data points for the access and participation plan. Importantly, the data in the plan is statistically significant; easily measurable; published (in the public domain); and derived from HESA data and therefore auditable by OfS.

2.2.3 Guidance states that we should examine the intersections of characteristics to identify more accurately gaps in access, success and progression for particular groups of students (e.g. where examination by a single characteristic may mask or underestimate the extent of a gap that needs addressing for a particular group), and we should consider how our data can support this analysis. However, the issue here when looking at data regarding intersections of characteristics e.g. mature students from low participation areas, or BAME students from POLAR 4, is that our data becomes so small and unreliable that it would be prone to skew. In year 1 we therefore propose we utilise a very simple set of datasets in order that we have confidence in their significance and build on this to examine intersections in the data in future plans.

2.3 Collaborations
2.3.1 Many of the initiatives described below will build on existing partnerships and where relevant we have described how these collaborative activities will initially support our work. However, we recognise that ultimately success in our access and participation work will be achieved through more extensive and evidence-based collaborative work, and to this end we are committed to further developing our existing partnerships and where appropriate developing new ones.

2.3.2 Given our small size and limited funds it is not realistic at this stage for us to develop increasingly sustained and in-depth relationships with schools from early years, however our ongoing relationships with FE colleges, communities, employers and with other relevant agencies will be strengthened and, in terms of access and participation, will become more targeted, as we improve evaluation and evidence-based practice.

2.3.3 More specifically, our activities will include:
−   Schools and outreach. We already visit over 40 schools and FE colleges annually, with activities ranging from a simple presence at careers fairs or similar events to bespoke masterclasses, clinics and reciprocal visit to highlight the opportunities for developing a career in the music industry through engagement with higher education. We will build on this work to understand better our selected underrepresented groups and target outreach (with a London/SE focus initially) and investments to improve their outcomes
−   We will engage more deeply with our awarding bodies (UEL in particular) to better understand their approach with access and participation and identify areas where we can benefit from their experience and knowledge and potentially engage directly with collaborative activities and/or data analysis

- We will engage more deeply with our sector representative bodies – IHE and Guild HE – and their membership to identify and develop opportunities for training, to deepen our understanding and knowledge of sector good practice and where relevant develop joint initiatives
- We will consider joining the London-based 'Access HE' organisation which may be beneficial in supporting and guiding us in our work

2.4 Monitoring and Evaluation of the Access and Participation Plan

2.4.1 Responsibility for monitoring and evaluation of the APP: The Corporate Board is responsible for the formally signing the ICMP Access and Participation Plan, however operationally it will be monitored and evaluated by the Executive Committee and Academic Board which are sub-committees of the Corporate Board. 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.

2.4.2 Development of data and analysis competences within ICMP. Development of the Registry function over the last 3 years 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.

2.4.3 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 in part be attributed to the ICMP increase in data competence.

2.4.4 In addition to our internal capacity to collect, monitor and evaluate student data ICMP has also engaged with the wider sector in terms of student data. Our student management information system allows to ICMP to accurately collect and return data to stakeholders and regulatory bodies including, HESA, UCAS, HEFCE, OIAHE, QAA, and our validating bodies including UEL, USW and Pearson. ICMP data is now available through Unistats, TEF, HESA and UKPI allowing ICMP students and stakeholders to benchmark data against sector norms.

2.4.5 ICMP has also contributed to development of collection and dissemination of data through active engagement with Data Futures Programme Board, HESA Graduate Outcomes Working Party, HESA Senior AP Data Futures Contact Group and Independent Higher Educations Data group.

2.4.6 Development required. Current projects within the registry function at ICMP include adoption of Heidi Plus and Tableau to increase evaluation and monitoring of our data and ensure the results of our data collection can be disseminated to the wider ICMP in an easily accessible format. We have also recognized that ICMP needs to introduce robust data governance processes and as such data collection and returns are now overseen by the Audit Committee of the ICMP Corporate Board. However, we realise that to ensure robust monitoring and evaluation of the plan, ICMP needs to use the time between 2018 and 2019 to further develop our competency in effective evaluation of the access and participation strategy. Before the start of the 2019 we are therefore planning to:
- Develop our data procedures to fully identify target groups as defined in our APP
- Engage with our partners to develop and enhance institutional competence in monitoring and evaluation of the APP
- Expand our data team to effectively manage the increased workload associated with the monitoring and evaluation of the APP
- Implement training and development of ICMP staff responsible for the delivery of the plan to ensure processes are embedded and to ensure effective delivery of the targets and milestones described in the plan
- Ensure staff at ICMP are trained in Standards of Evaluation Practice as described in OFFA41

- Ensure staff are trained in the OFFA published evaluation tools relating to financial support

2.4.7 Overall approach to development and evaluation of the plan. In developing our approach to evaluation, we will adopt a logic model and in developing the plan we have through examination of our current position identified the inputs, resources available or required to support the activities, developed evaluation and monitoring techniques to measure the outcomes and outputs that will drive the desired impacts. At a high level the measures are derived from HESA/TEF data, ensuring the impacts on the selected populations are measured by auditable, benchmarked data that is in the public domain. In this way we believe the objectives of our strategy are clearly and comprehensively defined and can be matched to specific indicators against which outcomes can be measured

2.5 Equality and Diversity

2.5.1 We will adopt a '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 whom it deems to 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.

2.5.2 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 whom it deems to 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.
- The ICMP will make reasonable adjustments for students and staff in accordance with identified needs wherever possible within the statutory criteria.

2.5.3 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'.

2.5.4 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 has considered the Access and Participation Plan within the context of 3.2 Access Measures.

2.5.5 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. Within the context of Learning,

Teaching, Assessment and Progression an EIA has been undertaken with a specific focus on sections 3.2 and 3.3.

2.5.6 The incentives identified in section 3.2 create opportunities for potential applicants from the three identified underrepresented groups to experience study at HE level, encourage positive interaction, aid transition and create networking opportunities. They also give mature students the opportunity to speak to staff about any concerns they may have about returning to study after a period of absence or having previously had limited engagement in formal education as well as the opportunity for disabled students to discuss their needs and identify any potential barriers to their learning.

2.5.7 Incentives identified in section 3.3 will ensure disabled students have equality of access to learning, teaching and assessment as early as possible in the academic year. The use of student mentors will benefit all students from the three identified groups by assisting with the transition into HE and fostering positive relationships among students with protected characteristics and those from underrepresented groups. Incentives in section 3.4 are committed to advancing equal opportunities for all.

2.6 Student Consultation

2.6.1 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.

2.6.2 However, given the timeframe between the issuing of guidance and the need to submit documentation it has not been possible to develop a deep and integrated level of student engagement with this plan, hence we commit to further engagement and a partnership approach to formulation, delivery and evaluation of our plans going forward. While acknowledging this reality, we have had opportunity for initial engagement with our student body, as follows:

2.6.2 We have discussed our plans contained herein with our student community, through the Student President and a selected group of student representatives. They have had opportunity to review the plans and our strategy. Following discussions, our Student President has said *"Overall, we both completely support and agree with the ideas put forward in the plan. The increase in tuition fees is well justified and not too substantial to put potential future students off. Additionally, we both completely back the investment split and strongly back the idea that minorities should be represented, supported and made to feel comfortable in the education system and society as a whole. Furthermore, we are both eager to represent ICMP in any events or activities involved in the plan, and have keen ideas as to how we can reach underrepresented groups."*

2.6.3 We will ensure there is continued student engagement with our Access and Participation plans, and where possible ensure that students from our target groups are particularly involved. We will expect and will support our students to become active partners, helping in the development, implementation and evaluation of our plans.

2.6.3 We expect to use our structure of student representatives to gain feedback, but also as a function of our scale staff have a greater awareness of individual student need and views which will inform future plans. The targets and ideas in this plan have also been discussed at the Academic Board including its future monitoring, evaluation and development. The Academic Board and its student members endorse the contents of this first plan. The plan has also been discussed and endorsed by the Corporate Board, the overarching governing body of the institution.

2.7 Conclusions

2.7.1 Although this is our first year of engagement, with a limited reliable dataset and little experience to build on, we are confident in our approach and that this plan sets ambitious targets for continuous, year-on-year improvement in our access and participation work. The plans and actions we have identified below will reduce the gaps in access, success and progression for underrepresented groups among our own students; improve our practice, including through better evaluation and

sustained engagement with outreach partners and with employers; and we will of course regularly review activity with a view to continuously prioritising investment towards those areas where we identify the greatest inequalities in student access, success and progression. And as time progresses, we will develop deeper understanding of national data on patterns of access, success and progression, together with our own data and insights, in order to identify and to respond effectively to our particular challenges.

2.7.2 We are focused on the longer term and improving our performance in terms of access and participation over at least a 5-year period. We have built access and participation into both the longer term strategic and shorter term operational plans for the institution, to ensure we give the necessary strategic focus to these activities and base decisions on both short and long term developmental need. We would therefore expect future plans to be more comprehensive in terms of both data and understanding and longer-term target setting and planning as we accelerate our activities and deepen our understanding.

3. Access, student success and progression measures

3.1 Overview

3.1.1 Aligned with guidance, our goal is to further increase the entry rates of students from the underrepresented groups to higher education. We acknowledge the priority to reduce the participation gaps for those from socioeconomically disadvantaged backgrounds and have discussed how this will form a part of our plans as we further develop our understanding and capability. And we have also selected mature students as one of our initial target groups, so we hope to support the reversal the decline in higher education participation by this underrepresented group.

3.1.2 We have identified a number of specific initiatives across the entire student lifecycle, and these initiatives are to be considered strategically as part of our overall planning process, as is our entire approach to access and participation. The initiatives we have selected are in our view credible; prioritise the target groups we have identified; are sustainable; and are achievable in terms of available resources.

3.1.3 Given this is our first plan, we have used the best available data to target specific underrepresented groups, but we do not have detailed evidence that supports the selection of all the identified initiatives. We have therefore targeted activities based on our prior knowledge and experience, our current provision in similar areas of support, and our opinion that these initiatives will prove effective. Obviously once we initiate and evaluate this plan we will be able to better direct our activities into the future.

3.1.4 We have initially selected sufficient activities for an institution of our size and level of available resources. Any more would not be manageable; any less would not give us an appropriate introduction into formal access and participation work in the first year that we can evaluate, collect data from and build on going forward. The activities selected cover the entire student lifecycle and will be complemented by the general level of student support and guidance that we provide as part of our normal operational activities.

3.1.5 We do not have other sources of funding for this access and participation work, but the initiatives highlighted will of course build on our existing infrastructure for student support and wellbeing which is funded directly from our business model and has, as previously described, been historically quite successful.

3.1.6 Following from the above analysis, we have identified four principal target groups - students from low household income and low socioeconomic status, BAME students, mature students and disabled students. We have also identified the need to enhance our current access and participation support to build on current activity; enhance our data collection and analysis capability to aid targeted activity; and build a foundation for the development of more extensive future access and participation plans when greater access to funds allows.

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3.1.7 In year 1, we have calculated that a total of £162,600 will be available for these activities and the following sections we describe how we will be allocating these funds. We have identified activities which are demonstrably effective, strategically focused, evidence-led and that clearly address the ambitions we have set out. We will also begin developing tools to [properly evaluate the effectiveness of our financial support, for example using the various OFFA toolkits.

3.1.8 We already have a basic software and data platform for measuring and monitoring access and participation, but as identified in this year 1 plan we will be further developing and enhancing that capability, both technically and in terms of institutional understanding, to enable us to widen our approach and understanding in future years.

3.2 Access measures – initiatives

3.2.1 We will develop and implement a number of initiatives to enhance access for underrepresented groups and enable us to develop a deeper understanding across range of factors influencing this stage of the student cycle. While we will be targeting and focusing on the three underrepresented groups we have specifically identified above, these measures will be accessible to students from all groups identified by OfS. They include:

- The appointment of a partial staff post which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to access HE.
- A range of free, specialised weekend and holiday courses and events specifically designed and promoted to London-based students from our three target groups. These events will focus on both the enjoyable aspects of creating, performing, recording and promoting contemporary music, but also enable them to consider studying and developing their skills, knowledge base and cultural capital; learn about the range of qualifications on offer and relevant to employment opportunities within the creative industries; have the confidence to choose a performance or creative industries pathway; and 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 partner schools
- Further development of our relationships and activities with London Music Hubs with a view to promoting our course portfolio including teaching qualifications to mature musicians working with the hubs who may seek a relevant teaching qualification.
- 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. As a result, we will be increasing funding to our 'Hardship Fund' to provide a small financial contribution (the 'audition bursary') prioritised to identified students from our 3 target groups (but available to students from all underrepresented groups) to help with their travel and other opportunity costs of attending an ICMP audition.
- ICMP has developed a number of partnerships with FE Colleges and schools nationwide, providing such support as bespoke visits, musical performances and presentations to students 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. We now propose to provide a clear focus through these activities to provide an 'Entry Bursary' to students from the targeted groups which will take the form of a range of scholarships, each of which will reduce the fees charged to students and thus incentivise access.
- We will also consider a number of other measures to enhance access should resources allow, 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 our knowledge and understanding of Care Leavers.

3.3 Success measures – initiatives

3.3.1 Aligned with guidance, our goal is to improve the non-continuation rates of students from the underrepresented groups we have identified, particularly those from minority ethnic groups and those with disabilities; to reduce the gaps between these groups and other students; and to reduce

the attainment gaps between students from underrepresented groups, particularly those from minority ethnic groups and those with disabilities, and those from other groups. We have already identified that we have within our student population (2016/17) 26% of UK domiciled students from BAME backgrounds compared to a 24% average nationally (HESA 2015/16) and 14% with a declared a disability on entry (TEF metrics 12%) with a further 4% having subsequently made such a declaration compared with 12% for UK undergraduate programmes in the UK (HESA 2015-16). The average age of our students is slightly older at 22 years (TEF metrics 36% over 21). And we know that while ICMP was within benchmarks for non-completion rates generally, our mature students had a significantly higher non-completion rate than younger students.

3.3.2 Recognising that we can support these students to a greater degree we wish to enhance our current support provision and develop further initiatives that will provide learning and welfare advice and guidance for students from these target groups. In order to do this, we will develop a number of initiatives that will enable us to make a difference right from the start, as well as helping to develop our knowledge and understanding of this key phase of the student cycle. These include:

- The appointment of a partial staff post, which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to succeed in HE.
- In para 1.11.1 we have articulated our position with regard to students and the DSA allowance; clearly, we need to better understand this discrepancy. However, for students who are in receipt of the Disabled Students Allowance and for whom this is a critical element of their support funding, the absence of this funding during the 3-month period that is typically required for assessment, can be a particular hardship. Given that we have a large number of students with a declared disability already and wish to continue this trend in access and participation, we will allocate a ring-fenced fund to support them during this period. see also para 1.11
- With 19% of our student population in practice having declared a disability (see para 1.11 for analysis), we already provide a range of welfare support to this group. However, given the limited amount of funding we have had available historically, we recognise that this level of support needs to increase in order to support our disabled students in the successful completion of their course. We will therefore further strengthen the student support team to provide this level of additional welfare support through the addition of a further partial staff member in a relevant role.
- One of the most powerful influences on the success of students from under-represented backgrounds can be the use of student mentors to support, encourage, inspire and motivate their peers. As a result, we wish to develop such a scheme internally but recognise that this will take time and resource to become effective. Therefore, in year one we would initiate a pilot scheme, which would encompass a small number of mentors focused around an identified internal student group and develop an understanding of the best way to effectively deliver such a scheme to maximum benefit. This pilot will initially focus on disabled students, but we will roll this out to encompass other underrepresented groups once we have established an effective model.
- We will also consider 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.

3.4 Progression measures – initiatives

3.4.1 Aligned with the guidance, our goal is to improve the 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 the gaps between these groups and other students.

3.4.2 As previously mentioned, our ongoing relationships with communities, employers and with other relevant agencies will be strengthened and will become more targeted, as we improve evaluation and evidence-based practice.

3.4.3 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. We would however like 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.

3.4.4 To this end, we will develop a range of initiatives based around the following:
– As part of ICMP's overall careers and artist development support, we have developed the 'Dyne Road Development Fund', a budget that is allocated to ICMP undergraduate students who successfully 'pitch' their idea for a creative or business project that will lead to career success. This opportunity is open to all students, with selection made by an independent panel of experts each year. Given the specific challenges faced by students from underrepresented groups, we will 'ring-fence' a part of this fund for them to access based on the success of their 'pitch'.
– 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.
– We will develop a mechanism for supporting targeted ICMP alumni, enabling them to maximise their opportunities to succeed in the development of a successful career. In order to achieve this, we will engage and train dedicated staff resource to oversee the programme; develop a system of mentors; and improve administrative oversight
– An obvious way for us to support students from targeted groups to progress with their careers and their studies is to provide a direct bursary to the cost of accessing our post-graduate provision. A bursary will therefore be provided to incentivise students from any underrepresented group, but prioritising our three target groups, to proceed with their studies. (Please not this is not countable in the APP plan)
– We will also consider other measures to enhance progression should resources allow.

3.5 Additional measures – position and initiatives

3.5.1 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. In this plan we are utilising the best data available to us, but it will be necessary to develop and refine our data collection and management processes to ensure that the A&P initiatives are properly monitored and evaluated, and the plans further developed into the future
– 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

3.6 Plan targets

3.6.1 Based on the best data available to us we have selected 4 target groups and 12 specific data points for year 1, in which we can have confidence that they are both meaningful and measurable. For each of these data points we have set stretching but realistic targets, conscious that as this is our first plan we have no real track record to guide us in establishing these targets. These targets cover the entire student life cycle – access, success and progression; and they are focused on where we are either below benchmark or can make a meaningful difference from the start.

3.6.2 While we have set our targets over 5 years, given our lack of trend data, these can only be rough estimations and realistically we would expect these targets to be recalibrated as we progress. As we engage, develop our understanding and establish a historical track record we will be able to more confidently set longer term targets.

4. Investment

4.1 Financial Support

4.1.1 Engage with up to 30 potential mature student candidates through development of our relationships and activities with London Music Hubs with a view to promoting our course portfolio including teaching qualifications to mature musicians working with the hubs who may seek a relevant teaching qualification this activity, and where they wish to pursue further opportunities to return to study we will provide a bursary of up to £1,000 each to enable them to engage. We estimate the total cost of these activities to be £7,000

4.1.2 For students in receipt of the Disabled Students Allowance and for whom this is a critical element of their support funding, the absence of this funding during the 3-month period that is typically required for assessment, can be a particular hardship. Given that we have a large number of students with a declared disability already and wish to continue this trend in access and participation, we will allocate a ring-fenced fund to support them during this period.

4.1.3 ICMP have set up bursaries and scholarships for students disabled and for with students with household residual incomes up to £25,000 and bursaries with students with household residual incomes up to £25,000. We have also ringfenced £28,000 to support students. This is a significant increase in the current amount budgeted for hardship. It is envisioned the hardship fund will help all students succeed and progress at ICMP

4.2 Position on student numbers, % of fee and expected spend

4.2.1 This is the first Access and Participation Plan submitted from the ICMP and we seek to set a fee of £7,500 for our degree and Cert HE courses and £7,000 for our sub degree programmes in 2019-20. This is a lower level of fee that permitted for the reasons articulated previously. We have continuing students on fees higher than the baseline which are either £6,300 or £6,700 depending on year of entry for degree courses. Our Masters programmes are outside this plan regarding fees but ICMP seeks to encourage progression to postgraduate work where appropriate, and we have the same philosophy on pricing at this higher level as on our undergraduate work.

4.2.2 The ICMP has an existing track record on widening participation and we will be building on this while developing new initiatives. We have an average-to-high population of students from each of the three of the four underrepresented groups we have chosen to target and from the best data we have available we are close to benchmark on many of the targeted metrics. We will therefore be spending 23.6% of our additional fee income on these initiatives. The ICMP is not eligible, we understand, to draw funds from the National Collaborative Outreach Programme. We have planned investment across the three stages of the student lifecycle in a way which we believe is balanced and appropriate for this first-year plan.

4.2.3 We have previously articulated the rationale for selecting the four underrepresented groups of students from low household income and low socioeconomic status and disabled, mature and BAME students and highlighted the initiatives and enhancement of existing work that will help to reduce the gaps in access, success and progression among our students. We therefore consider this investment will contribute to our stated strategy and goals and look forward to evaluating evidence of its impact as we begin to engage. Detail surrounding how we will evaluate these initiatives is provided in section 2.4 above - Monitoring and Evaluation.

4.2.4 As further plans are developed for the 2020/21 cohort, subsequently further funds can be deployed to reach an anticipated steady state in 2022/23. The level of support being provided should be seen in the context of ICMP's competitive fee pricing which leaves all students carrying a lower debt burden into a sector where it is extremely challenging to build careers.

4.3 Investment Summary

4.3.1 In summary the total levels of investment in 2019/20 are detailed in the table below

ICMP APP levels of investment	ICMP
	2019/20
Access	£41,200
Success	£35,700
Progression	£40,700
Financial Support	£45,000
Total Spend	£162,600
Total spend as proportion of higher fee income	23.6%

5. Provision of information to students

5.1 Key Sources

5.1.1 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.

5.1.2 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. Course fees do not change once a student has accepted a place offered to them for the duration of their time with us.

5.1.3 As we have previously discussed, this first access and participation plan will be focused around development of our capability, our knowledge, our understanding and our practices while initiating targeted support to enhance outcomes. As part of this plan, we are committing to more explicit and targeted promotions of these opportunities via our website, via social and digital media, third party websites, through printed matter and email communication. Material will also be strategically targeted at specific schools and communities to encourage take up.

5.1.4 The plan itself will be made easily accessible by publishing via our website; it will be referred to in such publications as our prospectus; and we will utilise social media and additional channels where appropriate to provide links to and ensure knowledge of the plan and the opportunities therein 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.

5.1.5 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 though the ICMP.

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5.2 Fee information, Bursary information and other financial support

5.2.1 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

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

5.3 Student advice

5.3.1 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.

5.3.2 There is significant communication 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. In particular, 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.

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* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Fees are not subject to inflationary increase		
Full-time course type:	**Additional information:**	**Course fee:**
First degree	2019 entry	£7,500
Foundation degree		*
Foundation year / Year 0		*
HNC / HND	2019 entry	£7,000
CertHE / DipHE	2019 entry	£7,500
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Number of UK Domiciled BAME entrants to all undergraduate programmes in HESA AP return	No	2015-16	20%	20%	20%	22%	24%	26%	UK average for BAME entrants to HE is 26%
T16a_02	Success	Ethnicity	**Other statistic** - Completion/Non continuation (please give details in the next column)	TEF Year 3 Continuation data for BAME students	No	2014-15	86.8%	86.8%	87%	87.5%	88%	88.5%	TEF Benchmark for BAME Year 3 is 87.7%
T16a_03	Progression	Ethnicity	**Other statistic** - Progression to employment or further study (please give details in the next column)	TEF Year 3 BAME Employment or Further Study	No	2015-16	93.9%	94%	94%	94.5%	95%	95.5%	TEF Benchmark for BAME students Year is 90.5%
T16a_04	Access	Mature	**HESA T2a** - (Mature, full-time, all undergraduate entrants)		No	2015-16	31.7%	31.7%	31.7%	32%	33%	34%	UK average for Mature entrants to HE is 24.1%
T16a_05	Success	Mature	**Other statistic** - Completion/Non continuation (please give details in the next column)	TEF Year 3 continuation data for Mature students	No	2014-15	73.1%	80%	85%	87%	88%	90.5%	TEF Benchmark for Mature students Year 3 is 90.5%
T16a_06	Progression	Mature	**Other statistic** - Progression to employment or further study (please give details in the next column)	TEF Year 3 Mature Employment or Further Study	No	2015-16	87.1%	87.1%	90%	91%	92%	93%	TEF Benchmark for Mature students Year is 90.5%
T16a_07	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Number of UK Domiciled declared Disablity entrants to all undergraduate programmes in HESA AP return	No	2015-16	18.9%	18.9%	19%	19%	19%	19%	UK average for Disbaled students to HE is 11%
T16a_08	Success	Disabled	**Other statistic** - Completion/Non continuation (please give details in the next column)	TEF Year 3 continuation data for Disabled students	No	2014-15	95%	95%	95%	95%	95%	95%	TEF Benchmark for Disabled students Year 3 is 89.9%
T16a_09	Progression	Disabled	**Other statistic** - Progression to employment or further study (please give details in the next column)	TEF Year 3 Disabled Employment or Further Study	No	2015-16	85.7%	85.7%	88%	88.5%	89%	90.5%	TEF Benchmark for Disabled students Year is 90.5%
T16a_10	Access	Low participation neighbourhoods (LPN)	**HESA T1b** - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	UKPI statistics	No	2016-17	8.7%	8.7%	8.7%	9.0%	9.5%	10%	Locally adjusted benchmark =11%
T16a_11	Success	Low participation neighbourhoods (LPN)	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	UKPI Statistics percentage no longer in education	No	2015-16	9.6%	9.6%	9.0%	8.5%	8.0%	8.0%	Benchmark 10.2%
T16a_12	Progression	Low participation neighbourhoods (LPN)	**Other statistic** - Progression to employment or further study (please give details in the next column)	TEF Year 3 Q1 and Q2 Employment or Further Study % Indicator	No	2015-16	90.9%	90.9%	91.5%	92%	92.5%	92.5%	Benchmark 92.1%

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

								Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	6 X weekend 1 day courses targeting BAME, Disabled and Mature students enagaing at least 20 students at each	No	2017-18	0	0	120	120	120	120	6 X weekend 1 day courses targeting BAME, Disabled and Mature students total 120 students with 50% change in perception of entering HE
T16b_02	Access	Multiple	Outreach / WP activity (summer schools)	3 X summer 2 day courses targeting BAME, Disabled and Mature students enagaing at least 20 students at each	No	2017-18	0	0	60	60	60	60	3 X summer 2 day courses targeting BAME, Disabled and Mature students enagaing at least 20 students at each with 50% change in perception of entering HE
T16b_03	Access	Multiple	Outreach / WP activity (summer schools)	30 X Free places on ICMP summer school	No	2017-18	0	0	30	30	30	30	30 X Free places on ICMP summer school with 50% change in perception of entering HE
T16b_04	Access	Mature	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Engage with London Music Hubs promoting course portfolio and Bursaries available for Mature students	No	2017-18	0	0	30	30	30	30	Engage with 30 mature studentsthrough engagement with Music Hubs with 50% change in perception of entering HE
T16b_05	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Hardship fund to provide small financial contribution to identified students from low socio economic background	No	2017-18	0	0	100	100	100	100	100 audition bursaries at average £50
T16b_06	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	5 scholarships of £1500 to provide entry bursary	No	2017-18	400	0	500	500	500	500	Engagement with 500 potential students through partnerships with FE colleges and schools with 50% change in perception of entering HE
T16b_07	Success	Multiple	Student support services	appointment of a partial staff post which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to succeed in HE.	No	2017-18	0	0	0.4	0.4	0.4	0.4	Appointment of a 0.4 FTE Student Support Officer

Table 8b - Other milestones and targets.

ID	Type	Target group	Category	Description	Collab	Baseline year							Commentary
T16b_08	Success	Disabled	Student support services	enable us to support [up to 30] students from under-represented backgrounds who may be in need to transition funding prior to being assessed for DSA at an average of [£100] each.	No	2017-18	0	0	30	30	30	30	students in receipt of the Disabled Students Allowance and for whom this is a critical element of their support funding, the absence of this funding during the 3-month period that is typically required for assessment, can be a particular hardshipthis trend in access and participation, we will allocate a ring-fenced fund to support them during this period
T16b_09	Success	Disabled	Student support services	to further strengthen the student support team to directly provide this level of additional welfare support through the addition of a further partial staff member in a relevant role.	No	2017-18	0	0	0.4	0.4	0.4	0.4	will require the appointment of an 0.4 FTE additional partial staff member to provide additional welfare support to students with a declared disability to enable their success.
T16b_10	Success	Attainment raising	Other (please give details in Description column)	We recognise that one of the most powerful influences on the success of students from under-represented backgrounds can be the use of student mentors to support, encourage, inspire and motivate their peers.	No	2017-18	0	0	10	10	10	10	in year one we would initiate a pilot scheme, which would encompass a small number of mentors focused around an identified internal student group and develop an understanding of the best way to effectively deliver such a scheme to maximum benefit.
T16b_11	Progression	Attainment raising	Other (please give details in Description column)	appointment of a partial staff post which will be responsible for developing a range of support materials and activities for identified students prior to their formal enrolment with us to ensure they are both better prepared and supported to progress from HE	No	2017-18	0	0	0.4	0.4	0.4	0.4	Appointment of a a 0.2 FTE Progression Support Officer
T16b_12	Progression	Multiple	Operational targets	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	No	2017-18	0	0	0.2	0.2	0.2	0.2	Appointment of a 0.2 FTE Employability and Career Support Officer

T16b_13	Progression	Multiple	Other (please give details in Description column)	develop a mechanism for supporting targeted ICMP alumni, enabling them to maximise their opportunities to succeed in the development of a successful career. In order to achieve this, we will engage and train dedicated staff resource to oversee the programme; develop a system of mentors; and improve administrative oversight	No	2017-18	0	0	0.2	0.2	0.2	0.2	Appointment of a 0.2 FTE Alumni Support Officer
T16b_14	Progression	Multiple	Lifelong learning	provide a direct bursary to the cost of accessing our post-graduate provision. A bursary will therefore be provided to incentivise students from any underrepresented group, but prioritising our three target groups, to proceed with their studies	No	2017-18	0	0	5	5	5	5	
T16b_15	Progression	Other (please give details in Description column)	Other (please give details in Description column)	developed the 'Dyne Road Development Fund', a budget that is allocated to ICMP undergraduate students who successfully 'pitch' their idea for a creative or business project that will lead to career success.. Given the specific challenges faced by students from underrepresented groups, we will 'ring-fence' a part of this fund for them to access based on the success of their 'pitch'.	No	2017-18	0	0	6	6	6	6	support 6 students from identified target groups in the development and incubation of their creative or business proposal,

T16b_16	Multiple	Other (please give details in Description column)	Operational targets	it will be necessary to develop and refine our data collection and management processes to ensure that the A&P initiatives are properly monitored and evaluated, and the plans further developed into the future	No	2017-18	0	0	0.4	0.4	0.4	0.4	additional fractional post in the data team, estimated a [0.4 FTE] of an
T16b_17	Multiple	Other (please give details in Description column)	Management targets	additional software will be required however the existing MIS will need some development	No	2017-18	0	4	0	0	0	0	4 days developers costs
T16b_18	Multiple	Other (please give details in Description column)	Operational targets	Additional training on Access and Participation knowledge and awareness will be required for existing ICMP staff.	No	2017-18	0	5	0	0	0	0	5 training days
T16b_19	Multiple	Other (please give details in Description column)	Operational targets	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	No	2017-18	0	0	0	0	0	0	
T16b_20	Multiple	Other (please give details in Description column)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Working with UEL (our validating partner) to share best practice and develop ICMP's capacity to deliver, monitor and evaluate APP	Yes	2017-18	0	Working Group Formed	Working Group sharing best parctice	Practice aligned	Practice aligned	Best practice shared	
T16b_21	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Hosting masterclasses by ICMP tutors in FE providers .	No	2017-18	10	10	12	14	15	15	Number of masterclasses delivered in schools and FE colleges