

BIMM Limited

Access and participation plan

2020-21 to 2024-25

1. Assessment of performance

BIMM Limited is a specialist provider of industry-led popular music, performing arts and film making education and training offering undergraduate and postgraduate courses in popular music performance, performing arts, film making, music production, songwriting, music marketing, music business and event management. We have five music colleges in England - BIMM Institute Birmingham, BIMM Institute Bristol, BIMM Institute Brighton, BIMM Institute London and BIMM Institute Manchester – and two performing arts colleges – Institute for Contemporary Theatre Brighton and Performers College. From 2020/21 academic year we will also have two new colleges in Manchester – Institute for Contemporary Theatre Manchester (opening September 2020) and Screen and Film School Manchester (opening September 2021). Additionally, from 2020/21 academic year our franchise partnership with Screen and Film School Brighton will also be in scope of our Access and Participation Plan.

BIMM Limited is committed to improving equality of opportunity for all in terms of access to and participation in the Higher Education courses it provides. In 2015/16, we produced our first Access and Participation Statement as part of our initial engagement with the Teaching Excellence Framework (now the Teaching Excellence and Student Outcomes Framework) which included the following statement:

BIMM Limited is committed to promoting equal opportunities for all applicants, and all students, and we actively seek to recruit a diverse student body that is reflective of the wider community. We believe that a diverse student body provides for a creative and dynamic community and this is in line with the ethos and mission of the BIMM Institute. No student will be excluded from entry to any course as a result of discrimination on the grounds of age, race, colour, nationality, ethnic origin, gender or sexual orientation, mental status, disability, religion or belief. BIMM Limited operates within the guidelines of the Equality Act 2010.

In 2017/18 we produced our first Access and Participation Plan, as part of application for registration with the Office for Students, which set out our commitment to prioritise the eradication of the gaps in access, success and progression in accordance with the Office for Students' published priorities.

To assess our performance, we have used data from the OfS access and participation dataset, HESA, UCAS and our own internal student data reports. We have taken the opportunity to review our priorities as we now have access to a significantly more detailed data set than when we developed our 2019/20 Plan.

Our assessment of our current performance focuses on the priority areas identified by the Office for Students together with key areas that are specific to BIMM Limited. The assessment is provided in the context of the overarching work that we have been undertaking since 2015/16 to improve non-continuation and attainment rates, for which we were commended by QAA in the annual monitoring visit that took place in January 2018, which remains our overarching institutional challenge.

1.1 Higher education participation, household income, or socioeconomic status

Access

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	POLAR4Q1	BIMM Limited	12.3	12.9	13.2	13.3
		SECTOR	11.4	11.6	11.6	11.8
	POLAR4Q5	BIMM Limited	30.3	29	29.3	28.5
		SECTOR	30.5	30.4	30.4	30.3

Participation by students from POLAR4 Quintile 1 increased slightly between 2014/15 and 2017/18 and is higher than the sector average. While BIMM Limited is performing well against the sector average, there is a participation gap between students from POLAR4 Quintile 1 and POLAR4 Quintile 5 of 15.2 percentage points.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	IMDQ1	BIMM Limited	12.5	13.8	14.6	13.7
		SECTOR	20.4	20.9	21.2	21.6
	IMDQ5	BIMM Limited	23.2	20.7	21.6	22
		SECTOR	22	21.6	21.5	21

Participation by students from IMD Quintile 1 increased slightly between 2014/15 and 2017/18 but is lower than the sector average. There is a participation gap between students from IMD Quintile 1 and IMD Quintile 5 of 6.3 percentage points.

Success

Non-continuation

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	POLAR4Q1	BIMM Limited	81	78	80
		SECTOR	90.2	90.1	90
	POLAR4Q5	BIMM Limited	87	89	85
		SECTOR	94.4	94.3	94.3

Continuation rates for BIMM Limited students from POLAR 4 Quintile 1 declined slightly between 2014/15 and 2016/17 and are significantly lower than the sector average. Continuation rates overall at BIMM Limited are lower than the sector average and within this there is a gap of 5 percentage points in continuation rates between students from POLAR4 Quintile 1 and POLAR4 Quintile 5.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	IMDQ1	BIMM Limited	84	83	80	80
		SECTOR	87.6	86.4	86	86
	IMDQ5	BIMM Limited	88	88	84	87
		SECTOR	94.1	93.9	93.8	93.9

Continuation rates for BIMM Limited students from IMD Quintile 1 declined by 4 percentage points between 2014/15 and 2017/18 and are lower than the sector average. There is a gap of 7 percentage points in continuation rates between students from IMD Quintile 1 and IMD Quintile 5

Attainment

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	POLAR4Q1	BIMM Limited	50	45	58	50
		SECTOR	69.9	71.3	72.2	73.8
	POLAR4Q5	BIMM Limited	60	63	67	69
		SECTOR	80.3	80.9	82.6	83.2

Attainment for BIMM Limited students from POLAR4 Quintile 1 fluctuated between 2014/15 and 2017/18 but overall remains the same and is significantly lower than the sector average. Attainment rates overall at BIMM Limited are significantly lower than the sector average and there is significant gap of 19 percentage points between students from POLAR4 Quintile 1 and POLAR4 Quintile 5.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	IMDQ1	BIMM Limited	40	49	49	50
		SECTOR	62.8	63.8	65.8	67.1
	IMDQ5	BIMM Limited	63	66	62	62
		SECTOR	81.9	82.9	84.2	85.1

Attainment for BIMM Limited students from IMD Quintile 5 increased by 10 percentage points between 2014/15 and 2017/18 but remains significantly lower than the sector average. There is a significant gap in attainment rates of 12 percentage points between students from IMD Quintile 1 and IMD Quintile 5.

Progression to employment or further study

	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Qualifiers	POLAR4Q1	BIMM Limited	No data	65	88
		SECTOR	61.8	65.5	68.5
	POLAR4Q5	BIMM Limited	65	63	82
		SECTOR	68.9	70.6	73.1

Progression to employment or further study for BIMM Limited students from POLAR4 Quintile 1 increased significantly over the two years where data is available, is significantly higher than the sector average, and is also higher than for students from POLAR4 Quintile 5.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	IMDQ1	BIMM Limited	No data	60	77
		SECTOR	63.6	65.2	68.9
	IMDQ5	BIMM Limited	72	59	77
		SECTOR	72.5	73.8	76

Progression to employment of further study for BIMM Limited students from IMD Quintile 1 increased significantly over the two years where data is available and is higher than the sector average. There is no gap in progression between students from IMD Quintile 1 and IMD Quintile 5.

1.2 Black, Asian and Minority Ethnic students

Access

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	Black, Asian & Minority Ethnic	BIMM Limited	12.6	11.2	10.9	12.2
		SECTOR	27.9	29.3	30.4	31
	White	BIMM Limited	87.4	88.8	89.1	87.8
		SECTOR	72.1	70.7	69.6	69

Participation of Black, Asian and Minority Ethnic students at BIMM Limited is significantly lower than the sector average and declined slightly between 2014/15 and 2017/18. There is a significant gap at BIMM Limited of 75.6 percentage points between the proportion of the student intake who are White students and those who are Black, Asian and Minority Ethnic students, and a significant participation gap of 18.8 percentage points between the participation of Black, Asian and Ethnic Minority students at BIMM Limited and in the sector as a whole.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	Black, Asian & Minority Ethnic	BIMM Limited	12.6	11.2	10.9	12.2
		SECTOR	27.9	29.3	30.4	31
	White	BIMM Limited	87.4	88.8	89.1	87.8
		SECTOR	72.1	70.7	69.6	69
	Asian	BIMM Limited	0.6	0.9	1	1.3
		SECTOR	12	12.6	13.1	13.5
	Black	BIMM Limited	3	3.3	3	3.6
		SECTOR	9.7	10.1	10.6	10.5
	Mixed Race	BIMM Limited	8	5.7	5.6	6.5
		SECTOR	4.5	4.7	4.8	5
	Other Ethnicities	BIMM Limited	1	1.4	1.3	0.8
		SECTOR	1.7	1.8	1.9	2

Participation of Asian students at BIMM Limited increased between 2014/15 and 2017/18 but there is a significant participation gap of 85.5 percentage points between White and Asian students at BIMM Limited, and a participation gap of 12.2 percentage points between Asian students in the sector as a whole and at BIMM Limited. There is a significant participation gap of 84.2 percentage points between White and Black students, and a participation gap of 6.9 percentage points between Black students in the sector as a whole and at BIMM Limited. Participation of Mixed Race students has declined slightly over the same period but is higher than the sector and still constitutes the largest group after White students and is slightly higher than the sector average.

POPULATION	GROUP	PROVIDER NAME	2014-15 % gap with 18-year-old population	2015-16 % gap with 18-year-old population	2016-17 % gap with 18-year-old population	2017-18 % gap with 18-year-old population
Entrants	White	BIMM Limited	-7	-5	-5	-5
	Asian	BIMM Limited	7	7	7	7
	Black	BIMM Limited	1	1	1	0
	Mixed Race	BIMM Limited	-2	-3	-3	-2
	Other Ethnicities	BIMM Limited	0	0	0	0

There is a significant and sustained participation gap of 7 percentage points between the 18-year-old Asian population and Asian students at BIMM Limited. There are no participation gaps for Black, Mixed Race or other ethnicities when compared to the 18-year-old population of the appropriate ethnic sub-groups.

Success

Non-continuation

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	Black, Asian & Minority Ethnic	BIMM Limited	85	86	84
		SECTOR	90.1	89.2	89

	White	BIMM Limited	83.5	85.9	83.8
		SECTOR	92.1	91.9	91.9
	Asian	BIMM Limited	0	86.7	88.2
		SECTOR	91.9	91.3	90.9
	Black	BIMM Limited	0	89	85
		SECTOR	87.9	86.4	86.2
	Mixed Race	BIMM Limited	80	83	83
		SECTOR	89.9	89.8	89.6
	Other Ethnicities	BIMM Limited	73.3	87.5	77.3
		SECTOR	89.6	88.6	89.2

Continuation for Black, Asian and Minority Ethnic students at BIMM Limited declined between 2014/15 and 2016/17 and is lower than the sector average. Continuation overall at BIMM Limited is lower than the sector average. There is a continuation gap of 5.6 percentage points between White students and Asian students, and a significant continuation gap of 10.5 percentage points between White students and students from other ethnicities. There is a small continuation gap of 0.8 percentage points between White and Mixed Race students.

Attainment

POPULATION	GROUP	PROVIDER NAME	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	Black, Asian & Minority Ethnic	BIMM Limited	53	59	47
		SECTOR	63.6	65.9	67.6
	White	BIMM Limited	59	62	62
		SECTOR	79.2	80.3	81.3
	Asian	BIMM Limited	0	0	0
		SECTOR	66.4	69.1	70.5
	Black	BIMM Limited	0	0	30
		SECTOR	54.6	56.6	58.1
	Mixed Race	BIMM Limited	50	65	59
		SECTOR	72.6	74.4	77.1
	Other Ethnicities	BIMM Limited	0	0	37.5
		SECTOR	65.1	66.9	67.3

Attainment for Black, Asian and Minority Ethnic students at BIMM Limited declined between 2015/16 and 2017/18 and is significantly lower than the sector average. There is a gap of 15 percentage points in the attainment of Black, Asian and Minority Ethnic students compared to the attainment of White students. Attainment for Mixed Race students at BIMM Limited increased between 2014/15 and 2017/18 and there is a small gap of 3 percentage points compared to White students. There is a significant attainment gap of 32 percentage points between White and Black students at BIMM Limited and a significant attainment gap of 25.5 percentage points between White students and students of other ethnicities.

Progression to employment or further study

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Qualifiers	Black, Asian & Minority Ethnic	BIMM Limited	0	75	82
		SECTOR	63	64.9	67.9
	White	BIMM Limited	63	63	80
		SECTOR	68.2	70.5	73.2

	Asian	BIMM Limited	0	0	0
		SECTOR	61.7	64.1	67.4
	Black	BIMM Limited	0	0	71.4
		SECTOR	63	65	67.9
	Mixed Race	BIMM Limited	0	65	90
		SECTOR	67	67.5	69.4
	Other Ethnicities	BIMM Limited	0	0	0
		SECTOR	63.2	64.5	67.5

Progression for Black, Asian and Minority Ethnic students at BIMM Limited has increased and is significantly higher than the sector average. There is a progression gap of 8.6 percentage points between White students and Black student. Progression for Mixed Race students at BIMM Limited increased between 2014/15 and 2016/17, and there is no progression gap between White and Mixed Race students. Otherwise, the data from the DLHE Survey to date is incomplete. It is therefore not possible to draw any conclusions as to whether there are other gaps in progression. We will develop an institutional level solution that will enable us to track the first destinations of our Black, Asian and Minority Ethnic students by ethnic group from 2020/21 academic year and we will monitor the data closely over the life-time of the Plan to ensure that we are able to address any gaps identified.

1.3 Mature students

Access

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	Young Under21	BIMM Limited	79.9	80.1	80.5	78.5
		SECTOR	77.4	77.2	76.8	76.5
	Mature Age21 and over	BIMM Limited	20	19.9	19.5	21.5
		SECTOR	22.6	22.8	23.2	23.5

Access from mature students improved between 2014/15 and 2017/18 and is within 2 percentage points of the sector average. There is a participation gap at BIMM Limited between young (under 21) students and mature students of 57 percentage points.

Success

Non-continuation

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	Young Under21	BIMM Limited	84	85.5	83.6
		SECTOR	92.8	92.5	92.6
	Mature Age21 and over	BIMM Limited	0	82	85
		SECTOR	86.7	86	85.5

There is no continuation gap between young (under 21) and mature students at BIMM Limited mature students and continuation for mature students improved between 2014/15 and 2016/17 and is in line with the sector average.

Attainment

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	Young Under21	BIMM Limited	56	57	63	60
		SECTOR	75.8	76.9	78.5	79.3

	Mature Age21 and over	BIMM Limited	57	65	59	60
		SECTOR	66.3	67.5	68.5	69.8

Attainment for mature students at BIMM Limited improved between 2014/15 and 2017/18 but is lower than the sector average. There is no attainment gap between young (under 21) and mature students.

Progression to employment or further study

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Qualifiers	Young Under21	BIMM Limited	64	62	80
		SECTOR	65.9	68.2	71
	Mature Age21 and over	BIMM Limited	64	69	79
		SECTOR	71.6	73.2	75.8

Progression to employment or further study for mature students at BIMM Limited increased significantly between 2014/15 and 2016/17 and is higher than the sector average. There is a small progression gap of 1 percentage points between young (under 21) and mature students.

1.4 Disabled students

Access

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	No Known Disability	BIMM Limited	84.4	84.6	75.1	79.3
		SECTOR	87.5	86.8	86.1	85.2
	Disabled	BIMM Limited	15.6	15.4	24.9	20.7
		SECTOR	12.5	13.2	13.9	14.8

The percentage of students at BIMM Limited who declared a disability increased by over 5 percentage points between 2014/15 and 2017/18 and is higher than the sector average. There is a participation gap of 58.6 percentage points between students with no known disability and students who declared a disability.

POPULATION	SPLIT1	PROVIDER_NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	No Known Disability	BIMM Limited	84.4	84.6	75.1	79.3
		SECTOR	87.5	86.9	86.1	85.2
	Mental Health	BIMM Limited	2.3	4.6	5.9	1.7
		SECTOR	1.9	2.5	3.1	3.8
	Multiple Impairments	BIMM Limited	9.2	4	14.2	16.2
		SECTOR	1.9	2	2.2	2.4
	Sensory Medical & Physical	BIMM Limited	0.9	0.6	1.1	0.5
		SECTOR	1.9	2	2.1	2.2
	Social & Communication	BIMM Limited	0.4	0.3	0.5	0.6
		SECTOR	0.5	0.6	0.7	0.8
	Cognitive & Learning	BIMM Limited	2.9	5.9	3.1	1.7
		SECTOR	6.2	6	5.8	5.6

There was an increase in the number of students declaring multiple impairments between 2014/15 and 2017/18 and this is significantly higher than the sector average. The number of students declaring mental health and cognitive and learning disabilities declined between 2014/15 and 2017/18 and are below the sector average.

Success

Non-continuation

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	No Known Disability	BIMM Limited	83.7	84.9	85.9
		SECTOR	91.6	91.2	91.1
	Disabled	BIMM Limited	82	87	77
		SECTOR	90.7	90.2	90.3

Continuation for BIMM Limited students who declared a disability declined between 2014/15 and 2016/17 and is significantly lower than the sector average. There is a gap of 8.9 percentage points in continuation between students with no known disability and students who declare a disability.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Entrants	No Known Disability	BIMM Limited	83.7	84.9	85.9
		SECTOR	91.6	91.2	91.1
	Mental Health	BIMM Limited	80	83	70
		SECTOR	87.1	87.3	87.7
	Multiple Impairments	BIMM Limited	86	88	80
		SECTOR	89.7	88.7	89.4
	Sensory Medical & Physical	BIMM Limited	69.2	0	89
		SECTOR	90.7	90	89.9
	Social & Communication	BIMM Limited	0	0	0
		SECTOR	89.4	90.4	88.9
	Cognitive & Learning	BIMM Limited	75	93	75
		SECTOR	92.2	92	92.4

Continuation for students who declared a mental health disability declined between 2014/15 and 2016/7 and is significantly below the sector average. There is a gap in continuation at BIMM Limited between students who declare a mental health disability and students who declare multiple impairments or cognitive and learning disabilities.

Attainment

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	No Known Disability	BIMM Limited	59	61	63	62
		SECTOR	74.4	75.4	76.8	77.8
	Disabled	BIMM Limited	38	47	56	54
		SECTOR	71.5	72.7	74	75.2

Attainment for students at BIMM Limited declared a disability improved significantly between 2014/15 and 2017/19 but remains significantly below the sector average. There is an attainment gap of 8 percentage points between students with no known disability and students who declared a disability.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	No Known Disability	BIMM Limited	59	61	63	62
		SECTOR	74.4	75.3	76.8	77.8
	Mental Health	BIMM Limited	0	0	60	56
		SECTOR	74.2	76.2	77	76.8
	Multiple Impairments	BIMM Limited	40	0	50	55

		SECTOR	73.8	72.8	74.5	74.6
	Sensory Medical & Physical	BIMM Limited	0	0	0	15.8
		SECTOR	71.4	74.1	74.2	76.3
	Social & Communication	BIMM Limited	0	0	0	0
		SECTOR	67	66	69.3	70.8
	Cognitive & Learning	BIMM Limited	0	43	60	51
		SECTOR	70.5	71.7	73	74.7

There is a significant attainment gap of 46.2 percentage points between students with no known disability and students who declare a sensory medical and physical disability, an attainment gap of 9 percentage points between students with no known disability and students who declare cognitive and learning disabilities, an attainment gap of 7 percentage points between students with no known disability and students who declare multiple impairments, and an attainment gap of 6 percentage points between students with no known disability and students who declare a mental health disability.

Progression to employment or further study

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Qualifiers	No Known Disability	BIMM Limited	63	64	79
		SECTOR	67.1	69.4	72.1
	Disabled	BIMM Limited	65	61	88
		SECTOR	65.9	67.9	70.9

Progression to employment or further study for students have declared a disability improved between 2014/15 and 2016/17 and is significantly higher than the sector average. It is also higher than for BIMM Limited students with no known disability.

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %
Qualifiers	No Known Disability	BIMM Limited	63	64	79
		SECTOR	67.1	69.4	72.1
	Mental Health	BIMM Limited	0	56.3	0
		SECTOR	62.6	64.1	68.9
	Multiple Impairments	BIMM Limited	57.9	76.9	91.3
		SECTOR	65.2	69.1	71.2
	Sensory Medical & Physical	BIMM Limited	0	0	0
		SECTOR	64.3	68.1	70.1
	Social & Communication	BIMM Limited	0	0	0
		SECTOR	53.3	57.2	60.8
	Cognitive & Learning	BIMM Limited	0	55.3	84.2
		SECTOR	67.8	69.4	72.5

There is a progression gap of 22.7 percentage points between students with no known disability and students who declare a mental health disability.

1.5 Care leavers

Access

	2014-15	2015-16	2016-17	2017-18
Care leaver entrants to Cohort	12	6	Not reportable due to data protection	18
Care Leavers % of total cohort	1	0	0	1

The number of care leavers enrolled at BIMM Limited is extremely low, constituting less than 1% of the total entrants. Department for Education data (2017/18) shows that in 2018, 6% of care leavers aged between 18 and 21 were participating in Higher Education compared to 42% of other young people, which provides some context for the low participation rate of care leavers at BIMM Limited. There is therefore a participation gap of 5 percentage points between the percentage of BIMM Limited students who are care leavers and the percentage of care leavers nationally who participate in Higher Education.

Success

Non-continuation

POPULATION	GROUP	PROVIDER NAME	2014-15 %	2015-16 %	2016-17 %	2017-18 %
Entrants	Young Under21	BIMM Limited	84	85.5	83.6	83.6
		SECTOR	92.8	92.5	92.6	92.6
	Care Leavers	BIMM Limited	62	92	85	84
		SECTOR				

The extremely low numbers of care leavers at BIMM Limited means that it is not possible to produce a statistically meaningful analysis of continuation rates. Based on the data available, there is no continuation gap between care leavers and young (under 21) students.

Attainment

POPULATION	GROUP	PROVIDER NAME	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	Young Under21	BIMM Limited	57	63	60
		SECTOR	76.9	78.5	79.3
	Care Leavers	BIMM Limited	Not reportable due to data protection	43	Not reportable due to data protection
		SECTOR			

The extremely low numbers of care leavers at BIMM Limited means that it is not possible to produce a statistically meaningful analysis of attainment rates and the data is not reportable in some instances due to data protection. However, we know from Department for Education data (2017/18) that a high proportion of care leavers do not complete their studies. For the most recent year where data is reportable (2016-17), there is a significant attainment gap of 20 percentage points between young (under 21) students and care leavers. For 2017-18, no care leavers achieved a First Class or Upper Second-Class degree.

Progression to employment or further study

We do not have the data for progression to employment or further study for our care leavers as this data has not made available to us through DLHE Survey outcomes. We will develop an institutional level solution that will enable us to track the first destinations of our care leavers from 2020/21 academic year and we will monitor the data closely over the life-time of the Plan to ensure that we are able to address any gaps identified.

1.6 Intersections of disadvantage

We have identified the following key intersections of disadvantage:

Black, Asian and ethnic minority students; POLAR4 Q1&2: attainment

POPULATION	GROUP	PROVIDER NAME	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	POLAR4Q12_ABMO	BIMM Limited	0	0	50
		SECTOR	64.3	67	69
	POLAR4Q12_White	BIMM Limited	52	54	54
		SECTOR	75.4	76.5	77.7

Attainment of Black, Asian and Minority Ethnic students from POLAR4 Quintiles 1&2 is significantly lower than the sector average and there is a small gap of 4 percentage points between the attainment of Black, Asian and ethnic minority students and white students from POLAR4 Quintiles 1&2.

Black, Asian and ethnic minority students; POLAR4 Q3-5: attainment

POPULATION	GROUP	PROVIDER NAME	2015-16 %	2016-17 %	2017-18 %
Qualifiers (L6+)	POLAR4Q345_ABMO	BIMM Limited	50	65	47
		SECTOR	67.7	70.1	71.4
	POLAR4Q345_White	BIMM Limited	59	65	64
		SECTOR	82	83.4	84.2

Attainment of Black, Asian and ethnic minority students from POLAR4 Quintiles 3-5 is significantly lower than the sector average and there is a significant attainment gap of 17 percentage points between White and Black, Asian and Minority Ethnic students from POLAR4 Quintiles 3-5.

1.7 Other groups who experience barriers in higher education

Our analysis of our performance has not identified any other groups who experience barriers in higher education. We will undertake an annual analysis of our performance during the lifetime of the plan and should any other groups emerge, the Access and Participation Committee will recommend an appropriate programme activities, milestones and targets to eradicate the gap.

2. Strategic aims and objectives

This is the second Access and Participation Plan that BIMM Limited has devised. We have taken the decision to continue the approach we took in our 2019/20 plan which was to take a realistic and measured approach to its scope, based on a limited set of data available to us, to enable us to prioritise the most significant gaps in equality of opportunity across the whole student lifecycle, taking account of the priorities identified by the Office for Students, so that we may make tangible progress in closing those gaps during the early stages of the plan.

BIMM Limited has developed significant initiatives in recent years that have focused on widening access and supporting progression into Higher Education by providing opportunities for young musicians and performers to experience the BIMM Limited curriculum, expertise and facilities. Key access projects include:

- The expansion of our Further Education provision in partnership with local and regional Further Education providers and schools. In 2017/18, two BIMM Limited colleges (BIMM Institute Brighton) offered funded Further Education provision mostly at Level 3, but with a small element of Level 2 provision at BIMM Institute Brighton. From 2018/19 this increased to four music colleges with the addition of BIMM Institute Birmingham and BIMM Institute Bristol, plus our performing arts college ICTheatre in Brighton. On average, around 45% of our Further Education students progress to Higher Education courses at BIMM Limited.

- An annual schools tour programme which provides a presentation, supported by live performances from a band of recent BIMM Limited graduates, about career opportunities in the music industry to over 300 schools and colleges. From 2018/19, this was expanded to include performing arts and film and screen to reflect BIMM Limited's expansion into these new curriculum areas.

Supporting continuation and attainment continues to be a priority for BIMM Limited. Since 2015/16, we have developed projects aimed at improving continuation of all of our students as it has become clear to us that students from all groups have found the transition to Higher Education challenging. A key project aimed at supporting progression and attainment was the two-year *Transition to Higher Education Project* which was developed and piloted at BIMM Institute Bristol from 2015/16 academic year, funded by our Learning and Teaching Development fund. This project provided additional timetabled academic study skills tuition for all Year One students, supported by tutorials and blended learning materials. The outcome of the two-year pilot was presented to our Academic Board in July 2017 and it was agreed that the project would be permanently embedded into the BIMM Institute Bristol experience, and rolled out to other BIMM Institute colleges. This project has subsequently underpinned the creation of a core set of new modules at Levels 4 and 5 across all BIMM Limited courses from 2020/21 academic year that support students' transition to Higher Education and prepare them for engaging with higher level academic study at Levels 5 and 6.

Employability and key career development skills continue to be embedded in the BIMM Limited curriculum at all levels and this has been enhanced by the creation of a core set of modules at across all levels of all BIMM Limited courses from 2020/21 that focus on the development of students' transferable and specific employability skills and provide them with opportunities to engage with meaningful industry placements and experience.

Students' studies are also supported by a programme of workshops and masterclasses delivered by visiting artists and industry practitioners within the Careers Hub established at each college. In 2018/19, a new executive level post of Employability Director was created to lead a central careers and employability team and oversee the development and implementation of a range of initiatives that enhance the positioning of employability at the centre of the BIMM Limited student experience.

A new Careers and Employability Steering Group was established in 2017/18 to undertake a fundamental review of our activities in this area and to oversee the implementation of an enhanced range of activities to be offered. Key data that the Steering Group considers includes the outcomes from the DLHE Survey and the NSS, in addition to regular consultations with students from across all BIMM Limited colleges. An Industry Advisory Panel was established in 2018/19 for each of curriculum areas of music, performing arts, and film and screen, bringing together leading practitioners and entrepreneurs to guide the development of our course portfolio and ensure that it remains current and meets the needs of the industries it serves.

2.1 Target groups

Based on the analysis of our current performance presented above, we have identified the following groups to target in our access and participation work during the period 2020/21 – 2024/25 in order to eradicate the widest identified gaps. As can be seen, the focus of the Plan is on reducing and eventually eradicating the gaps in access for three target groups and in success (continuation and attainment) across a wider range of target groups as part of an institution-wide priority.

Access

1. Students from POLAR4 Quintile 1
2. Students from IMD Quintile 1

3. Black, Asian and Minority Ethnic students
4. Care Leavers

Success: continuation and attainment

1. Students from POLAR4 Quintile 1
2. Students from IMD Quintile 1
3. Black, Asian and Minority Ethnic students
4. Mature students
5. Disabled students

Progression

We will continue to develop and implement strategies that aim to increase student progression to employment or further study. We believe that the activities developed to achieve the aims of the Plan in relation to student success, particularly with regard to attainment, will also support student progression.

Our access and participation work can be distilled into three overarching areas of activities:

- Widening Access activities aimed at increasing the number of students in the target groups who enrol on our courses.
- Improving Success activities aimed at increasing the continuation and attainment of students in the target groups who participate in our courses.
- Supporting career development activities aimed at increasing the number of students from underrepresented groups who progress to employment or further study within 6 months of graduation.

We will aim to eradicate the gaps we have identified in the priority areas by developing and delivering targeted activities designed to widen access, improve success and support career development as appropriate. The development of these activities has been overseen by our Access and Participation Committee. The success of these activities will be measured by performance against key milestones and targets and the activities will be reviewed annually to ensure that they remain effective and fit for purpose.

2.2 Aims and objectives

BIMM Limited is committed to widening access and participation in Higher Education courses in music and the wider creative arts and is committed to promoting equal opportunities for all applicants, and all students, and we actively seek to recruit a diverse student body that is reflective of the wider community.

The following aims and objectives for our Access and Participation Plan 2020/21 – 2024/25 have been developed following the analysis of our performance in relation to gaps between underrepresented groups and their peers.

Access

Aim:

To eradicate all gaps in participation for students from underrepresented groups.

Objectives:

1. To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.
2. To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.
3. To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.

4. To eradicate the gap in participation between the national participation of 18-year-old Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.
5. To eradicate the gap in participation between the overall number of care leavers nationally who participate in Higher Education and care leavers at BIMM Limited by 2027/28.

Targets 2020/21 – 2024/25

1. Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8 percentage points by 2024/25.
2. Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.
3. Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.
4. Reduce the gap in participation between the national population of 18-year-old Black students in Higher Education and participation of Black students at BIMM Limited to 3 percentage points by 2024/25.
5. Increase the proportion of students at BIMM Limited who are care-leavers from 1% to 4% by 2024/25.

Success: continuation

Aim:

To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.

Objectives:

1. To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.

Targets 2020/21 – 2024/25:

1. Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.
2. Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.
3. Eradicate the gap in continuation between White students and Black, Asian and Minority Ethnic students by 2024/25.
4. Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.

Success: Attainment

Aim:

To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.

Objectives:

1. To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.
2. To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.

3. To eradicate the attainment gap between White students and Black, Asian and Minority Ethnic students by 2030/31
4. To eradicate the attainment gap between White students and Black students by 2030/31.
5. To eradicate the attainment gap between White students and students of other ethnicities by 2030/31.
6. To eradicate the attainment gap between students with no known disability and disabled students by 2027/28.

Targets 2020/21 – 2024/25

1. Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.
2. Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.
3. Reduce the attainment gap between White students and Black, Asian and Minority Ethnic students from 15 percentage points to 5 percentage points by 2024/25.
4. Reduce the attainment gap between White students and Black students from 32 percentage points to 10 percentage points by 2024/25.
5. Reduce the attainment gap between White students and students of other ethnicities from 24.5 percentage points to 10 percentage points by 2024/25.
6. Reduce the attainment gap between students with no known disability and disabled students from 8 percentage points to 4 percentage points by 2024/25.

Progression

Aim:

To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.

Objectives:

1. To eradicate the progression gap between White students and Black students by 2024/25.
2. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.
3. To obtain a more detailed breakdown of BIMM Limited progression data from the forthcoming Graduate Outcomes Surveys to enable us to identify and eradicate any gaps between different student groups.
4. To implement an institutional solution to sourcing reliable data regarding the first destinations of Black, Asian and Minority Ethnic students nuanced by individual ethnic background by 2021/22.
5. To implement an institutional solution to sourcing reliable data regarding the first destinations of care leavers by 2021/22.

Targets:

1. Eradicate the progression gap between White students and Black students by 2024/25.
2. A specific target has not been set around eradicating the progression gap between young (under 21) and mature students given that the gap is only 1 percentage point. We undertake to eradicate the gap by 2021/22 and then maintain that position going forward. We will continue to monitor progression and make appropriate interventions should we fail to eradicate the progression gap between young (under 21) and mature students, or if a gap emerges again during the lifetime of the Plan.

3. Strategic Measures

3.1 Whole provider strategic approach

Overview

Our Strategic Plan, Admissions Policy, and Learning, Teaching and Assessment Strategy all have a clearly articulated focus on access and participation developed and agreed at Executive Management level and approved as appropriate by our Board of Directors (the BIMM Limited Board) and/or our Academic Board. This is currently being reinforced by a whole-institution consultative project, led by our Executive Management Group, to produce a Vision and Values Statement that will inform the institution's strategy and activities for the period 2020/21 to 2024/25.

The Plan has been developed in line with the principles of BIMM Limited's Equality and Diversity Policy, which itself is aligned with the Equality Act (2010). As a specialist provider of creative industries education, BIMM Limited is committed to promoting equal opportunities for all applicants, and all students, and we actively seek to recruit a diverse student body that is reflective of the wider community. As part of the annual cycle of staff training, all staff receive a briefing on equality and diversity. However, this has always been informal, delivered in-house and not led to any accreditation or certification. From Spring 2020, our Human Resources team will oversee the delivery of formal accredited equality and diversity training to all staff including teaching staff, the Executive Management Group, and the Board of Directors (BIMM Limited Board). In response to feedback from staff, students and alumni that we still have more to do to enhance diversity and inclusion at BIMM Limited, we have established, with effect from June 2020, a Diversity and Inclusion Committee, which will report to our Executive Management Group. The committee will bring together a diverse range of staff, students, and alumni to oversee a review of our diversity and inclusion performance across the whole institution and develop a whole institution Diversity and Inclusion Plan for the approval of our Board of Directors in September 2020.

The establishment of a new senior role of Head of Access and Participation for April 2020 will for the first time provide a central dedicated focal point for access and participation strategies and activities across the institution and the Head of Access and Participation will be tasked as a priority with reviewing our existing approaches to ensuring there is equality of opportunity for students at all stages of the student lifecycle.

Alignment with other strategies

The aims and objectives set out in this Plan are aligned with those of our Strategic Plan and in particular our commitment to offering accessible high-quality creative industries education to students from all backgrounds with no barriers to access or success, and to prepare student for a sustainable career in the creative industries.

Our Admissions Policy and processes were reviewed in Autumn 2020 to ensure that there are no barriers to access during the application and selection processes and in particular that our selection criteria place an appropriate weighting on creative talent and ability. We have introduced an audition travel bursary scheme to ensure that financial hardship is not a barrier to applicants attending either a student experience day or an audition/interview. Alternatively, students can choose to engage with their audition or interview remotely either through a video call or, if appropriate, by submitting a video or portfolio in lieu of attending in person. This flexible approach aims to support students from low participation and lower income backgrounds as well as students with a disability.

Our Learning, Teaching and Assessment Strategy and processes ensure that there are no barriers to accessing teaching, learning and assessment, and sets out clear criteria for where reasonable adjustments

will be made to ensure that, for example, students with a disability can access all elements of learning, teaching and assessment. In 2018/19, we took the decision to increase our engagement with sector initiatives as part of our institution-wide strategy to improve continuation and attainment rates; we previously engaged with the Higher Education Academy (now Advance HE) Retention project and we are currently engaging with JISC's Learning Analytics project which will provide students with the ability to take some responsibility for monitoring and evaluating their own engagement and progress.

Our Course Approval Process, developed as part of our successful application for degree awarding powers during 2018/19 academic year, charges the approval panels with ensuring that proposed new courses do not contain any barriers to access or success, particularly for applicants and students from underrepresented groups, and that colleges have appropriate processes and systems in place to support student engagement and identify students who are at risk of failing and make the necessary interventions. The panel is required to set out its findings in this area in the formal course approval report and may require the course development team to meet specific conditions in order to ensure that there are no barriers to access or success.

Inclusivity lies at the heart of our strategic approach to learning, teaching and assessment and our Higher Education Curriculum Steering Group, a subcommittee of the Learning, Teaching and Enhancement Committee is charged with reviewing and approving all module schemes of work to ensure that there are no barriers to learning for any student including those from underrepresented groups. This centralised review of schemes of work has been introduced as part of the implementation of our new curriculum portfolio for September 2020/21 where accessibility and inclusivity were key elements of the Curriculum Development Charter (see Strategic Measures below) as gaining degree awarding powers presented a significant opportunity to develop a suite of courses informed by the assessment of our access and participation performance in both the 2019/2020 and 2020/21 – 2024/25 Access and Participation Plans that will play a key role in the eradication of gaps identified particularly in continuation, attainment and progression.

A key part of our institutional strategy to improve continuation and attainment is the development of a core set of modules common to all courses. These modules, across all three years, are focused on the development of academic study skills and career development and employability skills within the context of students' own specialisms and culminate in students undertaking a final personal project that showcases their chosen area of specialism. Central to these modules will be continual skills evaluations and the personal development plans articulated and evidenced through an online personal development portfolio. Students will also engage with creative industries practitioners as part of the delivery of the modules and undertake industry-based projects and work experience and this will play a key part in improving progression to employment and eradicating any progression gaps. A financial support package will ensure that there are no financial barriers for students from low income backgrounds undertaking industry-based work. As part of their engagement with these modules, students will be assigned a Personal Tutor who will support and guide them throughout their course and signpost them to any specialist support that they require. This initiative across all of our undergraduate courses will be led by a new central post of Head of Academic and Employability Studies to be appointed for 2020/21 academic year who will coordinate the delivery of the modules across all colleges.

We are committed to expanding our blended and online learning capabilities and opportunities through the approval of a new three-year Digital Learning Strategy (2019/20 – 2022/23) supported by the creation of a new digital learning team led from April 2020 by a new senior post of Associate Dean for Digital Learning. We see this as a key part of our access and participation strategy, in particular in supporting the eradication of gaps in success between disabled students and students who do not declare a disability whereby students with, for example physical or mental health disabilities will have increased flexibility in how they access their

learning. We will also ensure that there are no financial barriers to accessing online learning for students from lower income backgrounds through the establishment of financial support packages.

Our Student Support Policy and processes ensure that all students can access a wide range of advice and guidance and specialist support for their studies when they need it. All colleges have dedicated disability and learning support advisers and counsellors who are able to monitor the progress of students from specific target groups and provide support and interventions as required.

Strategic measures

For 2020/21 academic year, we are introducing a new portfolio of undergraduate courses in music, performing arts and film making under our recently granted degree awarding powers. We took a whole provider approach to the development of the new curriculum, with key stakeholders involved from all areas of the institution, under the leadership of our Employability and Product Development Director, and access and participation was placed at the heart of the development and approval process. At the beginning of the project a Curriculum Development Charter was formally adopted by our Executive Management Group setting out the guiding principles underpinning the project.

BIMM Institute Curriculum Development Charter May 2019

- There should be no barriers to access to BIMM Institute courses.
- All courses should be underpinned by an institution-wide set of Graduate Attributes that mirror the employment and creative needs of the industry.
- The curriculum should be clearly differential to those courses offered by other providers.
- Learning and teaching should be practice-led and ensure that all students have the opportunity to succeed.
- Assessment methodologies should reflect industry practices, be practice-led and accessible to all students.

We consulted widely with the creative industries as part of the research phase to ensure that our courses meet the needs of the industry and prepare students for a sustainable career in their chosen field. Qualitative evidence from this research in the form of meeting and interview transcripts, which was shared with our Executive Management Group and our Board of Directors, was used by the course development teams to inform the structure and content of the curriculum. The courses were designed to ensure that students would demonstrate achievement of a set of graduate attributes that were developed through a whole provider consultation process and approved by our Academic Board, Executive Management Group and Board of Directors in advance of the detailed curriculum development work commencing.

BIMM Institute Graduate Attributes 2020/21

Attribute	Description
Employable and Entrepreneurial	BIMM Institute graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers.
Resilience & Adaptability	BIMM Institute graduates will be confident and resilient enough to recover quickly from setbacks.
Creative, Collaborative & Connected	BIMM Institute graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.
Globally Aware	BIMM Institute graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

Socially Responsible	BIMM Institute graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.
Professional	BIMM Institute graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.
Intellectually Curious	BIMM Institute graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.
Self-Aware	BIMM Institute graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

The same approach will be taken in the development of a revised Further Education curriculum to be in place for 2021/22 academic year as part of our programme to increase access to Higher Education study of creative of arts for the target groups by providing relevant and accessible Level 3 courses in all of our UK city locations.

At institutional level, we are increasing our capacity to develop and deliver effective access and participation programmes through the following:

- The appointment from April 2020 of a Head of Access and Participation, a senior level post reporting to the Chief Operating Officer UK Colleges, to lead on the development and implementation of access and participation programmes.
- The appointment from September 2020 of an Access and Participation Co-ordinator in each college, reporting to the Head of Access and Participation, to co-ordinate the implementation of agreed access and participation programmes at the local level and provide targeted guidance and signposting for applicants and students from the target groups at all stages of the student lifecycle.

Evidence-based approach to the design of strategic measures

We are taking an evidence-based approach to the design of all activities and financial support packages, informed by the OfS *Access and Participation Standards of Evidence*

(<https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>). In some cases, we primarily used qualitative data gained through surveys, interviews, and focus groups to inform our approach. For example:

- Research conducted through surveys of applicants who did not attend experience days or their audition or interview demonstrated that for a significant number, travel costs were a barrier to attendance, and this led us to establish an Applicant Admissions Event Travel Bursary.
- Research conducted through interviews and focus groups with our staff, students and alumni from Black, Asian and Minority Ethnic communities clearly shows that they recognise that their communities are significantly underrepresented in our current staffing profile, which is supported by data held by our Human Resources department, and that they believe that increasing the number of staff who are from Black, Asian and Minority Ethnic communities will have a positive impact on participation from those communities, increase the relevance of the curriculum and improve engagement and success.

In other cases, we used primarily quantitative data to inform our activities. For example:

- Data from assessment and examination board outcomes demonstrated that engagement and performance were consistently poorer in the Level 4 theoretical modules than in practical modules which led us to develop the sequence of core modules across all courses that support students' transition to Higher Education and the development of academic study skills as part of our programme to improve continuation.

- Data from student withdrawal forms evidenced our hypothesis, supported by published research and case studies from other institutions, that financial hardship was a primary reason for students disengaging and ultimately withdrawing from the course at all levels. Further analysis of this data showed that a significant majority of students withdrawing due to financial hardship are from underrepresented groups, which led us to expand the scope of the hardship fund and establish a number of financial support packages for students across all levels of the course as part of our programme to improve continuation, success and progression.

Access Measures

Theory of Change



We will build on the access measures set out in our initial 2019/20 plan and implement the following programmes of activity during the period 2020/21 to 2024/25 to reduce and eradicate the identified gaps between underrepresented groups and their peers:

Aim	Access Measure	Activity	Objectives	Targets 2020/21 – 2024/15
<i>To eradicate all gaps in participation for students from underrepresented groups.</i>	Increase awareness of BIMM Institute's curriculum offer.	Expand our schools and colleges tour and partnership programme year-on-year over the lifetime of the Plan to specifically target and establish long-lasting partnerships with schools and colleges in low participation areas and schools and colleges in areas with large Black, Asian and Minority Ethnic populations.	<p>To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.</p> <p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p> <p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p>	<p>Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8 percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>
<i>To eradicate all gaps in participation for students from</i>	Increase awareness of BIMM Institute's curriculum offer.	Expand the number and range of Experience Days and Summer Schools across all curriculum areas	To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.	Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2

<p><i>underrepresented groups.</i></p>		<p>specifically targeting underrepresented groups.</p>	<p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p> <p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the overall number of care leavers nationally who participate in Higher Education and care leavers at BIMM Limited by 2027/28.</p>	<p>percentage points to 8 percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>
<p><i>To eradicate all gaps in participation for students from underrepresented groups.</i></p>	<p>Increase applications from target groups.</p> <p>Increase enrolments from target groups.</p>	<p>Consolidate the Peer Mentoring Scheme, piloted during 2019/20, into the support offered to applicants from the target groups in all colleges. The scheme provides applicants from the target groups with the opportunity to have access to a mentor who is a recent graduate of the college they wish to join to support them through all stages of the application, induction and enrolment processes and then provide mentoring throughout Level 4.</p> <p>The impact of the Peer Mentoring Scheme pilot will be formally evaluated during Summer 2020 on completion of the pilot study. The evaluation will include feedback from participants, both applicants/students and mentors, together with an analysis of data. The outcome of the evaluation will inform any required revisions to the full implementation of the scheme for 2020/21 academic year.</p> <p>The scheme will be rolled out across all music colleges in 2020/21, followed by performing arts and film & screen in 2021/22.</p> <p>The Peer Mentoring Scheme is a measure that also supports student success.</p>	<p>To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.</p> <p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p> <p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the overall number of care leavers nationally who participate in Higher Education and care leavers at BIMM Limited by 2027/28.</p>	<p>Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8 percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p> <p>Increase the proportion of students at BIMM Limited who are care-leavers from 1% to 4% by 2024/25.</p>

<i>To eradicate all gaps in participation for students from underrepresented groups.</i>	Increase enrolments from the target groups.	Review our funded FE provision, which tends to recruit locally in each city, and introduce a revised music and performing arts curriculum in 2021/22 to ensure that the curriculum is diverse and inclusive and that it provides an easy to access and effective progression opportunity to all courses offered as part of BIMM Limited's Higher Education portfolio.	<p>To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.</p> <p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p> <p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p>	<p>Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8 percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>
<i>To eradicate all gaps in participation for students from underrepresented groups.</i>	<p>Increase applications from target groups.</p> <p>Increase enrolments from the target groups</p>	Introduce from 2020/21 a Scholarship Programme for students from Black, Asian and Minority Ethnic Communities for our full-fee paying one-year Level 3 Diploma at our London college. The package will include a full fee-waiver plus mentoring from an HE student to support the student's progression to HE study at BIMM Limited or elsewhere in the sector.	<p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p>	<p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>
<i>To eradicate all gaps in participation for students from underrepresented groups.</i>	Increase enrolments from target groups.	Introduce an easy to access means-tested Applicant Admissions Event Travel Bursary scheme for applicants in 2020/21 and also offer applicants for whom travel is an obstacle the option of undertaking a remote audition via live video link. Feedback from follow-up calls with applicants who did not attend their scheduled interviews during the period 2017 to 2019 shows that the associated cost of travel was a significant factor for many respondents.	<p>To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.</p> <p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p>	<p>Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8 percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p>
<i>To eradicate all gaps in participation for students from underrepresented groups.</i>	Increase enrolments from target groups.	Introduce a revised and easier to access range of Fair Access Fund bursaries as part of our financial support package that supports participation	To eradicate the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2030/31.	Reduce the gap in participation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 from 15.2 percentage points to 8

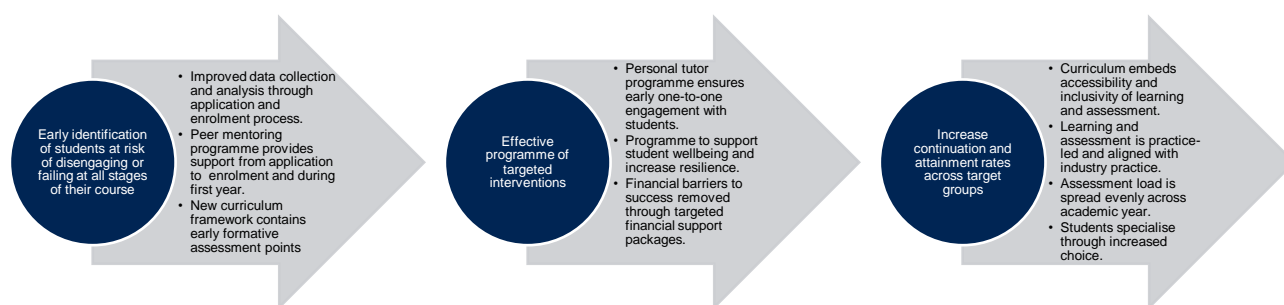
		<p>from students from underrepresented groups.</p> <p>Evaluation of the bursary scheme rolled out for 2019/20 shows that take up from the target groups was lower than anticipated due to the perception that the application process was hard to access. Therefore, the application process will be reviewed for 2020/21 to ensure that there are no unnecessary barriers to access.</p>	<p>To eradicate the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 by 2027/28.</p>	<p>percentage points by 2024/25.</p> <p>Reduce the gap in participation between students from IMD Quintile 5 and IMD Quintile 1 to 2 percentage points by 2024/25.</p>
<p><i>To eradicate all gaps in participation for students from underrepresented groups.</i></p>	<p>Increase enrolments from target groups.</p>	<p>Introduce an easy to access Care Leaver Bursary Scheme as part of our Fair Access Fund for 2020/21 to encourage and support participation from care leavers.</p>	<p>To eradicate the gap in participation between the overall number of care leavers nationally who participate in Higher Education and care leavers at BIMM Limited by 2027/28.</p>	<p>Reduce the gap in participation between the overall number of care leavers nationally who participate in Higher Education and care leavers at BIMM Limited from 5 percentage points to 2 percentage points by 2024/25.</p>
<p><i>To eradicate all gaps in participation for students from underrepresented groups.</i></p>	<p>Increase applications from target groups.</p> <p>Increase enrolments from target groups.</p>	<p>Establish from 2020/21 a Scholarship programme in each college for students from the Black, Asian, and Ethnic Minority Communities.</p>	<p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p>	<p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>
<p><i>To eradicate all gaps in participation for students from underrepresented groups.</i></p>	<p>Increase enrolments from target groups.</p>	<p>Develop and implement a long-term programme over the lifetime of the Plan to identify, recruit and support the academic career development of teaching staff from BAME and disabled creative industry practitioner communities who, as well as being highly skilled and effective lecturing staff, can act as ambassadors and role models to underrepresented groups and establish a relationship with the expanded range of partner schools and colleges in low participation areas. This will initially be piloted in performing arts from 2020/21 to 2021/22, with a view to rolling it out in music and screen & film in 2022/21 following evaluation of the pilot project.</p>	<p>To eradicate the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited by 2030/31.</p> <p>To eradicate the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited by 2030/31.</p>	<p>Reduce the gap in participation between the national 18-year-old Asian population and Asian students at BIMM Limited from 7 percentage points to 3 percentage points by 2024/25.</p> <p>Reduce the gap in participation between the national 18-year-old population of Black students in Higher Education and participation of Black students at BIMM Limited from 6.9 percentage points to 3 percentage points by 2030/31.</p>

In our 2019/20 Plan, we included measures and targets to improve attainment in schools, specifically through the development of a BIMM Academy programme which offered opportunities for children to attend a Saturday music school to develop their musical skills. An evaluation of the programme during 2019/20

demonstrated that it is not having the desired impact within the communities as the take-up was low and the project was no longer viable. In part this is due to there already being a number of well-established opportunities of this kind for children in the music and performing arts space. We have therefore decided not to include this activity in this Plan and to consolidate our work in this area into two BIMM Academies in Brighton and Worthing.

Success Measures

Theory of Change



Improving continuation rates is an institution-wide priority and there are already a number of strategic measures in place to address this challenge that will also contribute to reducing and eradicating the gaps in continuation and attainment between underrepresented groups and their peers. The following key programmes of activity and support will form the backbone of the Plan during the period 2020/21 to 2024/25:

Aim	Success Measure	Activity	Objectives	Targets 2020/21 – 2024/15
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p> <p><i>To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.</i></p>	Implement an effective programme of targeted interventions.	Expand the financial support packages available to students for 2020/21 to include an easy to access specialist equipment bursary to ensure that financial hardship is not a barrier to students obtaining the specialist IT or music production equipment, software or musical instruments and associated equipment required to engage with and succeed at their chosen course.	<p>To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.</p> <p>To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between white students and Black, Asian and Minority Ethnic students by 2030/31</p> <p>To eradicate the attainment gap between white students and Black students by 2030/31.</p> <p>To eradicate the attainment gap between White students and students of other ethnicities by 2030/31.</p> <p>To eradicate the attainment gap between students with no known disability and disabled students by 2027/28.</p>	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between white students and BAME students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p> <p>Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>Reduce the attainment gap between white students and Black, Asian and Minority Ethnic students from 15 percentage points to 5</p>

				<p>percentage points by 2024/25.</p> <p>Reduce the attainment gap between white students and Black students from 32 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between White students and students of other ethnicities from 24.5 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between students with no known disability and disabled students from 8 percentage points to 4 percentage points by 2024/25.</p>
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p> <p><i>To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.</i></p>	Implement an effective programme of targeted interventions.	Expand the scope of the Hardship Fund year-on-year to provide students from the target groups with quick and easy access to financial support in emergency situations.	<p>To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.</p> <p>To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p>	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25</p> <p>Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p>
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p>	Increase continuation and attainment rates across target groups.	As part of the roll-out of the new curriculum portfolio for 2020/21, offer core modules at Levels 4 across all courses that provide appropriate and contextualised support for students in their transition to Higher Education and the development of their academic study skills.	To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25</p> <p>Eradicate the gap in continuation between white students and BAME students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p>
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our</i></p>	Increase continuation and attainment rates across target groups.	Consolidate the Peer Mentoring Scheme, piloted during 2019/20, into the support offered in all colleges. The scheme provides applicants with the opportunity to have access to a mentor who is a recent graduate of	To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5</p>

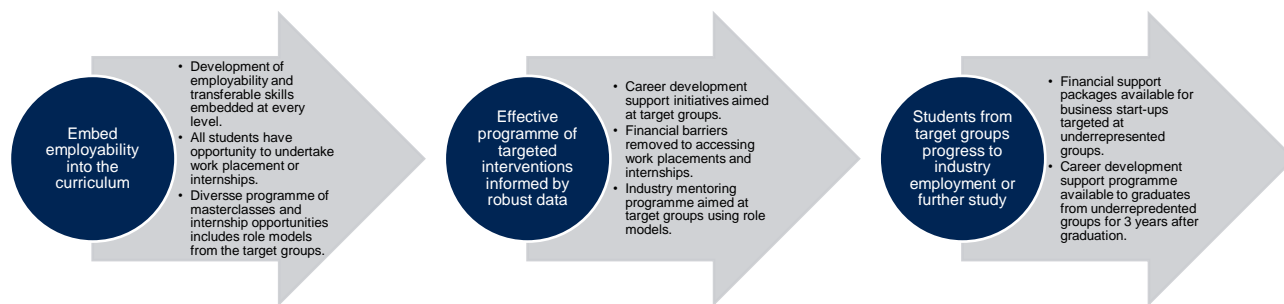
<p><i>institutional benchmark.</i></p>		<p>the college they wish to join to support them through all stages of the application, induction and enrolment processes and then provide mentoring throughout Level 4. The impact of the peer mentoring scheme pilot will be formally evaluated during Summer 2020 on completion of the pilot study. The evaluation will include feedback from participants, both applicants/students and mentors, together with an analysis of data. The outcome of the evaluation will inform any required revisions to the full implementation of the scheme for 2020/21 academic year.</p> <p>The scheme will be rolled out across all music colleges in 2020/21, followed by performing arts and film & screen in 2021/22.</p> <p>The Peer Mentoring Scheme is a measure that also supports student success.</p>		<p>and IMD Quintile 1 by 2024/25</p> <p>Eradicate the gap in continuation between white students and Black, Asian and Minority Ethnic students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p>
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p> <p><i>To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.</i></p>	<p>Identify at an early stage students at risk of disengaging or failing at all stages of their course. Implement an effective programme of targeted interventions.</p>	<p>Introduce a Personal Tutor scheme from 2020/21 for all new students which will provide every student with an academic mentor throughout their course who will be responsible for advising and guiding their academic and career development experience including through formal scheduled progress tutorials attached to the core academic study skills and career development modules.</p>	<p>To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.</p> <p>To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between white students and Black, Asian and Minority Ethnic students by 2030/31</p> <p>To eradicate the attainment gap between white students and Black students by 2030/31.</p> <p>To eradicate the attainment gap between White students and students of other ethnicities by 2030/31.</p> <p>To eradicate the attainment gap between students with no known disability and disabled students by 2027/28.</p>	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25</p> <p>Eradicate the gap in continuation between white students and BAME students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p> <p>Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>Reduce the attainment gap between white students and Black, Asian and Minority Ethnic students from 15 percentage points to 5 percentage points by 2024/25.</p>

				<p>Reduce the attainment gap between white students and Black students from 32 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between White students and students of other ethnicities from 24.5 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between students with no known disability and disabled students from 8 percentage points to 4 percentage points by 2024/25.</p>
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p> <p><i>To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.</i></p>	<p>Identify at an early stage students at risk of disengaging or failing at all stages of their course.</p>	<p>Restructure the academic year from 2020/21 to a semester-based academic year structure that will enable students to undertake a more accumulative approach to the demonstration of learning outcomes and the achievement of credit, together with the opportunity to redeem missing credit from Semester 1 in-year rather than waiting for the summer resit period.</p>	<p>To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.</p> <p>To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between white students and Black, Asian and Minority Ethnic students by 2030/31</p> <p>To eradicate the attainment gap between white students and Black students by 2030/31.</p> <p>To eradicate the attainment gap between White students and students of other ethnicities by 2030/31.</p> <p>To eradicate the attainment gap between students with no known disability and disabled students by 2027/28.</p>	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25</p> <p>Eradicate the gap in continuation between white students and Black, Asian and Minority Ethnic students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p> <p>Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>Reduce the attainment gap between white students and Black, Asian and Minority Ethnic students from 15 percentage points to 5 percentage points by 2024/25.</p> <p>Reduce the attainment gap between white students and Black students from 32 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between White students and students of other ethnicities from 24.5 percentage points to 10 percentage points by 2024/25.</p>

				Reduce the attainment gap between students with no known disability and disabled students from 8 percentage points to 4 percentage points by 2024/25.
<p><i>To eradicate all gaps in continuation for students from underrepresented groups and to improve continuation rates for all students in line with our institutional benchmark.</i></p> <p><i>To eradicate all gaps in attainment for students from underrepresented groups and improve attainment rates for all students.</i></p>	Identify at an early stage all students at risk of disengaging or failing at every stage of their course.	Implement the JISC Learning Analytics Programme, initially across all UK music colleges from 2020/21 which will provide students with the opportunity to engage in and take some responsibility for their own progress. Full roll-out across all subject areas will be achieved by 2022/23.	<p>To eradicate the gaps in continuation for students from underrepresented groups identified in the assessment of our performance by 2024/25.</p> <p>To eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>To eradicate the attainment gap between white students and Black, Asian and Minority Ethnic students by 2030/31</p> <p>To eradicate the attainment gap between white students and Black students by 2030/31.</p> <p>To eradicate the attainment gap between White students and students of other ethnicities by 2030/31.</p> <p>To eradicate the attainment gap between students with no known disability and disabled students by 2027/28.</p>	<p>Eradicate the gap in continuation between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the gap in continuation between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25</p> <p>Eradicate the gap in continuation between white students and Black, Asian and Minority Ethnic students by 2024/25.</p> <p>Eradicate the gap in continuation between students with no known disability and disabled students by 2024/25.</p> <p>Eradicate the attainment gap between students from POLAR4 Quintile 5 and POLAR4 Quintile 1 by 2024/25.</p> <p>Eradicate the attainment gap between students from IMD Quintile 5 and IMD Quintile 1 by 2024/25.</p> <p>Reduce the attainment gap between white students and Black, Asian and Minority Ethnic students from 15 percentage points to 5 percentage points by 2024/25.</p> <p>Reduce the attainment gap between white students and Black students from 32 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between White students and students of other ethnicities from 24.5 percentage points to 10 percentage points by 2024/25.</p> <p>Reduce the attainment gap between students with no known disability and disabled students from 8 percentage points to 4 percentage points by 2024/25.</p>

Progression Measures

Theory of Change



The analysis of our performance shows that we are performing well against sector averages and that there are no gaps in progression between underrepresented groups and their peers. However, we intend to build on this strong position to increase progression rates further and ensure that no gaps emerge by undertaking the following primary activities during the period 2020/21 to 2024/25:

Aim	Progression Measure	Activity	Objectives	Targets 2020/21 – 2024/15
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Embed employability into the curriculum.	Introduce core modules at all levels of study across all courses to provide appropriate and contextualised support for students in the acquisition and development of career and employability skills. This is a three-year project with full implementation achieved by the end of 2022/23 academic year.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Embed employability into the curriculum.	Introduce specific masterclasses from 2020/21 that focus on the achievements of industry professionals from underrepresented groups.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions	Introduce a mentorship programme for 2021/22 for students from underrepresented groups, linked to the new Level 5 creative industries modules, pairing students with successful role models from the industry.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students</i>	Embed employability into the curriculum.	Introduce industry experience and work placement from 2021/22 for all students as part of their studies, supported by mentors from the creative industries.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.

<i>and ensure that no gaps emerge.</i>				
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions informed by robust data.	Introduce an easy to access travel bursary scheme for students from low income households from 2021/22 linked to the Level 5 creative industries modules to ensure that there are no financial barriers to access for students undertaking work experience or industry placements as part of their studies.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions informed by robust data.	For 2020/21, offer financial support packages to students from underrepresented groups for business start-ups and offer career development support for up to three years after graduation.	To eradicate the progression gap between White students and Black students by 2024/25. To eradicate the progression gap between young (under 21) students and mature students by 2021/22.	Eradicate the progression gap between White students and Black students by 2024/25.
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions informed by robust data.	Develop and implement an institutional solution to sourcing reliable data regarding the first destinations of care leavers.	To implement an institutional solution to sourcing reliable data regarding the first destinations of care leavers by 2021/22.	N/A
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions informed by robust data.	Develop and implement an institutional solution to sourcing reliable data regarding the first destinations of BAME students nuanced by individual ethnic background.	To implement an institutional solution to sourcing reliable data regarding the first destinations of BAME students nuanced by individual ethnic background by 2021/22.	N/A
<i>To eradicate all gaps in progression for underrepresented groups, continue to improve progression rates for all BIMM Limited students and ensure that no gaps emerge.</i>	Introduce an effective programme of targeted interventions informed by robust data.	Develop a more detailed breakdown of BIMM Limited progression data from the forthcoming Graduate Outcomes Surveys.	To obtain a more detailed breakdown of BIMM Limited progression data from the forthcoming Graduate Outcomes Surveys to enable us to identify and eradicate any gaps between different student groups.	N/A

3.2 Student consultation

BIMM Limited does not yet have a formal Student Union but we have a student-led Student Association in each college and a comprehensive student representation system with students having elected membership of all academic committees from the college-based Boards of Studies to the central Academic Board. Student representation was added to the Access and Participation Committee from April 2020.

We initially engaged the student voice regarding our Access and Participation Plan 2020/21 – 2024/25 by sharing the draft Plan with Academic Board in February 2020, the membership of which includes elected

student representation from each college including students from some of the target groups. Student feedback was positive and there was support from the student representatives for the priorities identified and the activities and financial support packages proposed. In response to feedback from the student representatives at Academic Board, it was agreed to establish an Access and Participation Student Forum, reporting to the Access and Participation Committee, which will facilitate engagement from a greater range and diversity of students across all of our colleges and include representation from all of the target groups. This group will meet at least three times a year and advise the Access and Participation Committee on the development and implementation of initiatives and activities to support the delivery of the plan.

In formulating the Plan, we took account of student feedback gathered over the last 18 months as part of the development and implementation of our institution-wide strategy to improve continuation and attainment, a sub-set of which is the eradication of gaps identified by the assessment of our performance that informed this Plan. This feedback was gathered through formally recorded academic committee discussions, student focus groups involving a diverse range of students, and through the extensive student consultation regarding the development of the curriculum portfolio offered from 2020/21 academic year under BIMM Limited's degree awarding powers.

Where activities set out in the Plan are scheduled to take place at individual college level, the student voice will be engaged in the development, delivery and monitoring of those activities through the Board of Studies, the terms of reference for which include consideration of access and participation activities. The Boards of Studies (one in each college), although subcommittees of the Learning, Teaching and Enhancement Committee, report on access and participation to the Access and Participation Committee.

Students and graduates from a wide range of backgrounds will have opportunities to engage in the delivery of many of the activities undertaken as part of the plan. For example:

- The Peer Mentoring Scheme provides opportunities for recent graduates to support applicants through the application and enrolment processes and on their engagement throughout the first year of their course. Early feedback from the 2019/20 pilot programme shows that the impact is greater when mentors have a similar background to that of the applicant.
- The Schools and Colleges Tour programme provides students and graduates with the opportunity to visit schools and colleges and talk about their experiences of studying at BIMM Limited and perform.
- All students will have the opportunity to provide feedback, both formal and informal, on the implementation of the revised curriculum rolled out from 2020/21 under our degree awarding powers. In particular we will work closely with students from the Black, Asian and Ethnic Minorities communities to ensure that our courses offer a truly diverse and representative range of musical styles and genres and provide all students with the opportunity to study and understand the rich but all too often challenging historical, political and sociological heritage of those musics.

3.3 Evaluation strategy

Strategic Context

We have undertaken work during 2019/20 to establish the strategic context for the evaluation of performance. The core elements are in place but there is scope for further development as we approach the end of the first year operating under an Access and Participation Plan. An Access and Participation Committee (APC) was established in September 2019 as a subcommittee of Academic Board with evaluation of performance as part of its terms of reference. The APC will report to the Board of Directors (BIMM Limited Board) through the minutes of the Academic Board and directly through an annual Access and Participation Report.

Our whole institution approach to Access and Participation will be enhanced through the development of a new Vision and Values Statement which will be in place by Summer 2020 following a six-month institution-wide consultation process.

Our Teaching, Learning and Assessment Strategy sets out our commitment to access and participation and equality, diversity and inclusion. This has guided the recent intensive whole institution work to review, revise and approve our entire undergraduate and postgraduate course portfolio for September 2020 following the granting of Taught Degree Awarding Powers in March 2019. Access and participation, inclusivity and equality of opportunity are at the heart of our new curriculum offer and in particular a number of perceived and actual barriers to success inherent in our validated provision have been removed.

We have an emerging research culture led by the Dean for Learning, Teaching and Research and overseen by the Research and Enterprise Committee, established as a subcommittee of Academic Board in 2014/14. The work of the Research and Enterprise Committee is focused in the implementation of a five-year Research and Enterprise Strategy which identifies pedagogy in the creative arts as one of our priority research areas. We will continue to develop our research capacity and capability during the life of the 2020/21 – 2024/25 Plan and specifically support research projects investigating access and participation in the creative arts, in collaborations with practitioners from the industries that we serve.

We have increased our capacity for data analysis and insight for 2019/20 through the establishment of a dedicated data analyst in the central MIS Team.

Our process for evaluating student and staff equality and diversity data, and subsequent action planning continues to mature. Evaluation of student equality and diversity data will form part of the APC's remit from 2020/21, in addition to the work that the Quality Assurance and Compliance Committee undertakes when considering student outcomes data as part of the annual course monitoring process. Our Human Resources (People) Team has responsibility for reporting staff equality and diversity data to the Executive Management Group. Responsibility for ensuring and reporting on the diversity of the Board and Executive Management Group has been added to the terms of reference for the Nominations Committee of the Board of Directors from April 2020 following a recent independent Governance Effectiveness Review.

Programme Design

Our access and participation programme design capability has improved significantly following the establishment of the Access and Participation Committee (APC) for 2019/20. The APC has used the analysis of our performance and the gaps identified to set challenging but achievable targets and timescales and then has and will continue to design programmes of activities that will enable us to achieve those targets. This analysis was and will continue to be founded on robust sources of data including the OfS dataset, UCAS applications data and internal student outcomes data. This process will continue to mature as the APC moves into its second year of operation and we gain more experience and confidence in programme development and evaluation.

The design of the evaluation strategy was considered as an integral part of the programme design process to ensure that the impact of the programme or activity on the achievement of the relevant milestone or target can be measured reliably and robustly informed by, among other publications, the OfS *Access and Participation Standards of Evidence* (<https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>)

Each activity and programme will be evaluated annually against activity-level milestones and targets to review its impact and the contribution to the achievement of the relevant milestones and targets of the Plan.

The outcome of the annual evaluation, will be included in summary form as part of the annual Access and Participation Report presented to Academic Board and the Board of Directors (BIMM Limited Board), and will inform the ongoing review and revision of current activities and programmes and the development of new ones. Should the evaluation demonstrate that a particular activity is not having the intended impact then the APC will consider whether the activity needs to be revised or replaced with an alternative. Proposals for new or amended activities, programmes or financial support packages will be presented to the APC for approval prior to commencement and must clearly demonstrate how they will contribute to reducing and/or eradicating gaps in the priority areas set out in the Plan, and if it is replacing an activity deemed not to have been successful, demonstrate how it will address the issues more successfully than its predecessor.

Evaluation Design

The Access and Participation Committee will finalise its work in July 2020 on developing an effective approach to evaluation that will provide a robust means by which we can measure the impact of our activity programmes, identify where the impact is not as significant as we expected, and inform the amendments to the programme required to enable us to meet the aims and objectives of the plan. Evaluation will primarily be quantitative based on outcomes data, whether it be, for example, the number of applications and subsequent enrolments from the target group resulting from a specific access activity, or the number of students from the target group who continue to year two of their course after engaging with the new Personal Tutor Scheme. The quantitative evaluation will be supported by a qualitative approach through, for example, focus groups, surveys and questionnaires so that we can understand the specific elements of each activity that made a positive impact and those which were less successful.

To evaluate the impact of programmes that involve significant financial investment, such as our financial support programmes for students, we will take an empirical approach to ensure that we fully identify and understand the impact of our financial support packages on student outcomes and to establish whether those programmes are on track to achieve their milestones and targets, and whether the targeting of our investment is appropriate. We will do this by adopting the survey and interview tools from the OfS financial evaluation toolkit to include a range of qualitative and quantitative evidence in our evaluation. We will also seek to understand through qualitative feedback if there are any barriers preventing students from accessing the support packages, for example overly-complicated application processes, so that once identified any barriers can be removed..

The Access and Participation Committee will recommend its final evaluation strategy to Academic Board for approval on 10th September 2020 following completion of the OfS evaluation self-assessment tool in July 2020. We will then make a request to the Office for Students for a variation to the plan so that our fully formed evaluation strategy can be incorporated.

Evaluation Implementation

The Access and Participation Committee (APC) will receive a progress report on each programme at its termly meeting and a full programme evaluation and action plan annually, produced by the programme lead, which will feed into the annual Access and Participation Report presented to Academic Board and the Board of Directors (BIMM Limited Board). The progress and success of each programme will be evaluated against the milestones and targets set out in the Plan and the APC will ensure that where a programme is not having the anticipated impact, actions will be agreed and implemented quickly to enhance or amend the delivery of the programme to ensure that progress towards achieving the milestone or target can be brought back on track.

Students will be involved in the evaluation of the Plan through, for example, elected representation on Academic Board, the Access and Participation Committee, and more fundamentally, through the Access and

Participation Student Forum which itself came about as a result of student feedback on our Access and Participation Plan at Academic Board and which will include in its membership students drawn from a wide range of backgrounds.

3.4 Monitoring progress against delivery of the plan

In September 2018, the Academic Board formally received delegated responsibility from the BIMM Limited Board for approving the Access and Participation Plan, monitoring the implementation of the Plan and progress towards achieving the agreed milestones and targets. In September 2019, it established an Access and Participation Committee (APC), chaired by the Chief Operating Officer UK Colleges, which meets at least three times a year to undertake the detailed monitoring of the Plan and to advise the Academic Board on progress against the agreed targets. The Chief Operating Officer UK Colleges is an ex officio member of the Academic Board.

The Academic Board is a subcommittee of our Board of Directors, the BIMM Limited Board, and as such advises the Board on progress towards the implementation of the Plan and the achievement of the targets.

The BIMM Limited Board will receive termly updates on progress towards the implementation of the Plan through the minutes of Academic Board and will also receive the annual Access and Participation Report recommended to it by Academic Board. The BIMM Limited Board will have the opportunity to challenge Executive Directors on progress against delivery of the Plan based on the Academic Board minutes or the annual report, and will be able to require that additional information or reports are presented or that recommendations it makes are taken into consideration by the Academic Board and/or the Access and Participation Committee and that the outcomes of this consideration are reported back. Appropriate sector reports and benchmarks will be made available to the BIMM Limited Board in order to inform its deliberations. Membership of the BIMM Limited Board will always include at least one highly experienced senior Higher Education leader with experience of access and participation and senior creative arts professionals with knowledge and understanding of diversity challenges in their areas of expertise within the creative arts industries.

We will establish measures and targets for each activity type to be achieved by the end of 2024/25 academic year, supported by annual milestones to be achieved at the end of each academic year of the lifetime of the plan. All targets and impact measures will make reference to appropriate external reference points and benchmarks.

Progress towards achieving the objectives and targets of the Plan will be tracked during the year by the Access and Participation Committee which will meet termly to consider update reports on each of the activities and will evaluate progress towards meeting the milestone or target through a RAG-rated action plan. Academic Board will receive a termly update through the minutes of the Access and Participation Committee, and annually through an Access and Participation report which will include the detailed action plan, the first of which is due in Autumn 2020 following the completion of the first year of our Access and Participation Plan 2019/20.

The Chief Operating Officer UK Colleges has executive responsibility for access and participation for all colleges and any operational issues that arise between the termly meetings of the Access and Participation Committee are brought to his attention and resolution. Access and Participation is a standing agenda item on the bi-monthly Senior Management Group meetings, an operational group which brings together the College Principals and heads of central functions including finance, marketing and admissions.

Students are involved in monitoring progress against the delivery of the Plan through the engagement of elected student representatives in the institutional academic committee structure. At college level this is through the Board of Studies which receives termly updates on the access and participation activities pertaining to the college and the supporting data. At institutional level, the Access and Participation Student Forum, to be established for 2020/21 with membership from all underrepresented groups, will give detailed consideration to the delivery of the Plan and will provide advice to the Access and Participation Committee via its minutes. There is also student representation from all colleges on the Academic Board which, as its parent committee, will receive the minutes of the Access and Participation Committee as well as the annual Access and Participation Report. The Board of Directors will also be able to take account of student engagement in the monitoring of the Plan through consideration of the Academic Board minutes, and for 2020/21 a student representative will attend Board meetings as an observer and will have the opportunity to contribute to the Board's consideration of progress of the delivery of the Plan including the annual Access and Participation Plan.

If, as a result of the close monitoring and evaluation of the delivery of the plan, a widening of existing gaps or new gaps are identified, the Access and Participation Committee would review the appropriateness and effectiveness of existing activities and will make recommendations to Academic Board for any actions to be taken to remedy the situation and propose appropriate activities to support the achievement of targets and milestones. The annual Access and Participation Plan would address any issues of this kind in detail for the consideration of the Academic Board and the BIMM Limited Board.

From April 2020, we have established a new senior role of Head of Access and Participation, reporting to the Chief Operating Officer UK Colleges, who will lead on the implementation of the Plan and report, as Deputy Chair, to the Access and Participation Committee. The Head of Access and Participation will also be an ex officio member of the Academic Board from 2020/21 academic year,

The impact of the financial support will be evaluated robustly using the resources developed by OfS and will be evidence-based. Responsibility for this evaluation will be overseen by the Finance Director, who is a member of the Access and Participation Committee. We will use a range of measures to evaluate the impact, tracking changes in student behaviour through each stage of the student lifecycle, including participation, success, and progression.

4. Provision of information to students

Full details of our fees are published to prospective students on our website and in our prospectus under a prominent fees and finance section <https://www.bimm.co.uk/fees-and-finance/>. Prospective students are directed towards the fees section in presentations and printed and digital materials provided as part of and as a follow-up to our Open Days, Experience Days and audition events.

We provide prospective students with information on the financial support available to them in the dedicated fees and finance section of the website <https://www.bimm.co.uk/fees-and-finance/> which includes information regarding tuition and maintenance fees available via the Student Loans Company and information regarding how to apply for student finance. A summary of this information is also provided in the printed and downloadable prospectus. Prospective students are directed towards the fees and finance section of the website at Open Days, Experience Days and audition events.

Details of the full range of financial support packages available to students at every stage of their studies are also published on our website and reinforced through annual induction events and are summarised below.

BIMM Limited Bursary Schemes 2020/21 – 2024/25

Scheme	Objective	Eligibility criteria	Number of awards	Level of Support in Year 1	Level of Support in Year 2	Level of Support in Year 3
Applicant Admissions Event Travel Bursary	To provide financial support enabling applicants from low participation areas to travel to a BIMM college and attend an Audition or Experience Day.	UK domiciled applicants for an undergraduate course with a household income below £25k and address falling into Quintiles 1&2 (Polar 4). Applicants must meet both criteria.	The award is made to every student who meets the criteria. Two awards per eligible applicant – one for Audition Day and one for Experience Day – up to an incurred travel of £100 per event.	Up to £200 per eligible applicant.	N/A	N/A
Care Leaver Bursary	To provide specific support tailored to the needs of care leavers.	UK domiciled applicants for an undergraduate course who have been in UK care for at least 13 weeks since their 14th birthday and be under 25 when they start the course.	The award is made to every student who meets the criteria.	£3,500 paid in three instalments: £1,500 in Term 1 followed by £1000 in Terms 2 and 3.	£3,000 in three instalments £1,000 in Term 1 followed by £1000 in Terms 2 and 3.	£3,000 in three instalments £1,000 in Term 1 followed by £1000 in Terms 2 and 3. A £1,000 exit award will be paid to all students who complete their degree successfully.
Low Household Income Bursary	To provide financial support to enable applicants from low participation areas to access Higher Education.	UK domiciled students on an undergraduate course whose household income is £42,875 or below.	The award is made to every student who meets the criteria.	Household income is £25,000 or below: £1,000 paid in 3 instalments - £400 in Term 1 followed by £300 in Terms 2 & 3. Household income is between £25,001 & £42,875: £500 paid in 3 instalments - £200 in Term 1 followed by £150 in Terms 2 & 3.	Household income is £25,000 or below: £1,000 paid in 3 instalments - £400 in Term 1 followed by £300 in Terms 2 & 3. Household income is between £25,001 & £42,875: £500 paid in 3 instalments - £200 in Term 1 followed by £150 in Terms 2 & 3.	Household income is £25,000 or below: £1,000 paid in 3 instalments - £400 in Term 1 followed by £300 in Terms 2 & 3. Household income is between £25,001 & £42,875: £500 paid in 3 instalments - £200 in Term 1 followed by £150 in Terms 2 & 3.
Black, Asian or Minority Ethnic Student Scholarship	To provide financial support to enable applicants from Black, Asian and Ethnic Minority communities to access Higher Education.	UK domiciles students on an undergraduate course from Black, Asian and Ethnic Minority communities.	One award will be made annually in each college.	Full tuition-fee waiver.	Full tuition-fee waiver.	Full tuition-fee waiver.
Specialist Equipment and Learning Support Bursary	To provide financial support to students from the target groups (low income	UK domiciled students on an undergraduate course whose household	The award is made to every student who meets the criteria and demonstrates	An award of up to £1000 to purchase specified equipment or additional	An award of up to £1000 to purchase specified equipment or additional	An award of up to £1000 to purchase specified equipment or additional

	households, BAME students, and students who declare a disability) to purchase specialist equipment required to complete their course or additional learning support.	income is £42,875 or below. UK students on an undergraduate course who declare a disability. Black, Asian or minority ethnic students on an undergraduate course.	the need for the specified equipment and/or additional learning support.	personalised learning support.	personalised learning support.	personalised learning support.
Industry Experience Travel Bursary	To provide financial support to enable students from low participation areas to engage with industry-based work experience.	UK domiciled students on an undergraduate course with a household income below £25k.	The award is made to every student who meets the criteria and has the opportunity to undertake industry-based work experience as part of their studies.	N/A	Up to £250 to cover travel costs incurred undertaking approved industry-based work experience.	Up to £250 to cover travel costs incurred undertaking approved industry-based work experience.

We publish our Access and Participation Plan in a prominent location on our website and we direct prospective students towards it in presentations and printed and digital materials provided during and as a follow-up to our Open Days, Experience Days, Schools Tour programme and audition events. We also reference the Access and Participation Plan in our prospectus and direct students to the website.

For current students, the Access and Participation Plan is published in a prominent location on the Virtual Learning Environment and students are directed towards it during induction events, and through the Student Handbook which is published to students on the Virtual Learning Environment.

7. 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)

Summary of 2020-21 entrant course fees

*course type not listed

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	New intake	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Brighton Film School Ltd 10037806	£9,250
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 entrants

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: BIMM Limited

Provider UKPRN: 10037544

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 investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. 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 (£)	£390,512.80	£595,014.69	£707,899.59	£726,820.54	£740,917.94
Access (pre-16)	£130,170.93	£198,338.23	£235,966.56	£242,273.51	£246,972.65
Access (post-16)	£260,341.87	£396,676.46	£471,933.03	£484,547.03	£493,945.29
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,368,800.22	£1,946,401.38	£2,272,617.08	£2,339,988.48	£2,400,198.35
Research and evaluation (£)	£20,000.00	£10,000.00	£10,000.00	£10,000.00	£10,000.00

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)	£10,258,785.00	£15,863,375.00	£19,164,020.00	£19,774,850.00	£20,172,815.00
Access investment	3.8%	3.8%	3.7%	3.7%	3.7%
Financial support	10.5%	10.3%	10.2%	10.1%	10.1%
Research and evaluation	0.2%	0.1%	0.1%	0.1%	0.0%
Total investment (as %HFI)	14.5%	14.1%	13.9%	13.8%	13.8%

Targets and investment plan 2020-21 to 2024-25

Provider name: BIMM Limited

Provider UKPRN: 10037544

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Percentage difference in participation between students from POLAR4 Q5 and POLAR4 Q1.	No	The access and participation dataset	2017-18	15.2%	14%	13%	12%	10%	8%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_2	Socio-economic	Percentage difference in participation between students from IMD Q5 and IMD Q1.	No	The access and participation dataset	2017-18	6.3%	6%	5%	4%	3%	2%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_3	Ethnicity	Percentage difference in participation between the national 18-year-old Asian population and Asian students at BIMM Limited.	No	The access and participation dataset	2017-18	7%	6.5%	6%	5%	4%	3%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_4	Ethnicity	Percentage difference in participation between the national 18-year-old Black population and Black students at BIMM Limited.	No	The access and participation dataset	2017-18	6.9%	6%	5%	4%	2%	0%	
To reduce the gap in participation in HE for students from underrepresented groups	PTA_5	Care-leavers	Proportion of students at BIMM Limited who are care leavers.	No	Other data source	2017-18	1%	1.5%	2%	3%	3.5%	4%	National data sourced from annual Department for Education SDA903 report and reflects care-leavers who enter education up to the age of 19. Local data is from internally held data.
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	5%	4%	3%	2%	1%	0%	
To reduce the non-continuation gap for students from underrepresented groups	PTS_2	Socio-economic	Percentage difference in non-continuation rates between students from IMD Q5 and IMD Q1.	No	The access and participation dataset	2017-18	7%	6%	4.5%	3%	1.5%	0%	
To reduce the non-continuation gap for students from underrepresented groups	PTS_3	Disabled	Percentage difference in non-continuation rates between students with no known disability and disabled students.	No	The access and participation dataset	2016-17	8.9%	7.5%	6%	4%	2%	0%	
To reduce the attainment gap for students from underrepresented groups	PTS_4	Low Participation Neighbourhood (LPN)	Percentage difference in degree attainment (1st & 2i) between POLAR4 Q5 and POLAR4 Q1 students.	No	The access and participation dataset	2017-18	19%	16%	11%	7%	3%	0%	This is a challenging target but it underlines our commitment to eradicating this significant attainment gap.
To reduce the attainment gap for students from underrepresented groups.	PTS_5	Socio-economic	Percentage difference in degree attainment (1st & 2i) between IMD Q5 and IMD Q1 students.	No	The access and participation dataset	2018-19	12%	10%	8%	6%	3%	0%	This is a challenging target but it underlines our commitment to eradicating this significant attainment gap.
To reduce the attainment gap for students from underrepresented groups.	PTS_6	Ethnicity	Percentage difference in degree attainment (1st & 2i) between white students and BAME students.	No	The access and participation dataset	2017-18	15%	13%	11%	9%	7%	5%	This is a challenging but achievable reduction in the attainment gap over the 5 year period of the plan.
To reduce the attainment gap for students from underrepresented groups.	PTS_7	Ethnicity	Percentage difference in degree attainment (1st & 2i) between white students and black students.	No	The access and participation dataset	2017-18	32%	30%	25%	20%	15%	10%	This is a challenging but achievable reduction in the attainment gap over the 5 year period of the plan.
To reduce the attainment gap for students from underrepresented groups.	PTS_8	Ethnicity	Percentage difference in degree attainment (1st & 2i) between white students and students from other ethnicities.	No	The access and participation dataset	2017-18	24.5%	23%	20%	15%	13%	10%	This is a challenging but achievable reduction in the attainment gap over the 5 year period of the plan.
To reduce the attainment gap for students from underrepresented groups.	PTS_9	Disabled	Percentage difference in degree attainment (1st & 2i) between students with no known disability and disabled students.	No	The access and participation dataset	2017-18	8%	7.5%	7%	6%	5%	4%	

