

BIMM Limited
2019-20 Access and Participation Plan

1. ASSESSMENT OF CURRENT PERFORMANCE

BIMM Limited is a specialist provider of industry-led popular music and performing arts education and training offering undergraduate courses in popular music performance, performing arts, music production, songwriting, music journalism, music business and event management. We have five colleges in England: BIMM Institute Birmingham, BIMM Institute Bristol, BIMM Institute Brighton, BIMM Institute London and BIMM Institute Manchester.

In 2017/18 academic year we have 5,192 students enrolled on Higher Education courses across our five colleges.

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 includes 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.

At the same time, we identified four key areas of focus for our access and participation activities:

- Increase the number of female students enrolling on our courses.
- Increase the number of BME students enrolling on our courses.
- Enhance the levels of support, both financial and advisory, available to students who declare a disability and students from lower socio-economic backgrounds.
- Enhance the levels of academic support provided to students from non-traditional educational backgrounds and/or with lower entry qualifications as part of a 'transition to Higher Education' programme offered throughout Year 1.

Our data capture and monitoring processes have been evolving since 2015/16. Up to this point, we have focused our analysis and action planning at the course level in each college as part of the annual course monitoring process. We have not systematically analysed the data or measured progress in improving access and

participation at College or BIMM Limited level. This is a priority area for development during 2018/19 in advance of our Access and Participation Plan coming in to force. Additionally, we have not had access to the Destination of Leavers from Higher Education (DLHE) Survey outcomes disaggregated by the OfS priority groups. In preparing this Access and Participation Plan, we have been able to undertake a limited amount of work to disaggregate and analyse the data for these priority groups for most recent (2014/5 intake, graduated Summer 2017) DLHE Survey.

We have not been able to provide an analysis for the purposes of the 2019/20 Plan around the intersections of characteristics. We intend to develop the means of analysing the data in this way during 2018/19 academic year.

The assessment of our current performance is based on internal data from the 2014/15, 2015/16 and 2016/17 intakes, the cohorts for which we hold data, supported primarily by HESA Data. The analysis is based on the aggregation of data at the BIMM Limited level.

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 progression rates, for which we were commended by QAA in the annual monitoring visit that took place in January 2018.

Female Students

Access

One of the most significant challenges at BIMM Limited is the large gap in participation between male and female students. While in UK Higher Education, participation is around 56% female and 44% male students in the period 2014/15 – 2016/17, at BIMM Limited it is much closer to 30% female and 70% male:

- 2014/15: 29.8% female; 70% male
- 2015/16: 31.7% female; 68% male
- 2016/17: 32.4% female; 67% male

This reflects the inequality in some aspects of the music industry that we serve, particularly in the instrumental disciplines of guitar and drums, and in music technology/production. Conversely, female participation in vocals is significantly higher than male participation.

There has been an improvement in female participation during the three-year period of 2.6%, reflecting in part the diversification of our curriculum portfolio to include courses in music business, music journalism and event management combined with

the implementation of a range of activities aimed at promoting opportunities for women in music through the use of role models in the marketing of our courses on our website, and through Schools Tours, Open Days and Experience Days.

Continuation

Continuation from Year 1 to Year 2 for female students is broadly in line with continuation for male students, although as noted elsewhere, continuation rates generally are lower than our institutional benchmarks and sector norms:

- Continuation from Year 1 to Year 2 in 2014/15: 69.3% female; 73.1% male
- Continuation from Year 1 to Year 2 in 2015/16: 70.8% female; 72.9% male
- Continuation from Year 1 to Year 2 in 2016/17: 70.2% female; 71.8% male

Attainment

Attainment for female students for the 2014/15 intake, the only cohort for which data is available, is in line with attainment for male students with 50.8% of female students gaining their degree compared to 51% of male students.

Progression (2018 DLHE survey)

We have DLHE survey data for the 2014/15 intake, which forms the 2018 DLHE survey: 86% of respondents are in work 6 months after graduating. There is a small gap between the percentage of male respondents in work after 6 months at 86.8% and female respondents in work after 6 months at 83.1%

Students living in areas of low higher education participation, household income, or socioeconomic status

Access

HESA Experimental Data on Widening Participation (Polar 4) shows participation of young entrants with no previous HE and from low participation neighbourhoods is below the UK average and below our institutional benchmark for the two years that we have the data.

- For 2015/16, participation of young entrants is at 12.9% (benchmark: 14.5%) compared to the UK average of 15.3%.
- For 2016/17, participation of young entrants improved to 13.4% (benchmark: 14.4%) but remains below the UK average of 16.2%.

Participation of mature students with no previous HE and from low participation neighbourhoods is better than the UK average, although there is a slight decline across the two years of 1.4%.

- For 2015/16, participation of mature students exceeds the UK average of 8.1% at 13% (benchmark 13.1%)
- For 2016/17, participation of mature students exceeds the UK average of 8.2% at 11.6% (benchmark: 15.2%).

Participation of students from a state school or college background exceeds the UK average of 90% in both 2015/16 and 2016/17, although there is a small decline across the two years of 2.4% which takes us slightly below our institutional benchmark.

- For 2015/16, participation of students from a state school or college is 96.5% (benchmark: 95.8%)
- For 2016/17, participation of students from a state school or college is 94.1% (benchmark: 95.6%).

Students of particular ethnicities

Access

There is variation in participation rates across ethnicities and generally participation is slightly lower than the UK average.

- For 2014/15, participation from ethnicities is 26% against a UK average of 25%. 6.6% identify as 'Mixed Race', 6.0% as 'other', 2.4% as 'Black', 0.6% as Asian, and 0.4% as 'Gypsy/Traveller'.
- For 2015/16, participation from ethnicities is 22.7% against a UK average of 25%. 5.3% identify as 'Mixed Race', 3.9% as 'other', 2.2% as 'Black', 1% as Asian, and 0.3% as 'Gypsy/Traveller'.
- For 2016/17, participation from ethnicities is 21.2% against a UK average of 27%: 5.2% identify as 'Mixed Race', 3.4% as 'Black', 1.9% as 'other', 0.6% as Asian, and 0% as 'Gypsy/Traveller'.

During the three-year period there is a decline in participation of ethnicities of 4.8%, although participation from Black students increases by 1%. There is a gap in participation between Black and Asian students and those who identify as Mixed Race or Other.

Continuation

There is a variation in continuation rates from Year 1 to Year 2 across ethnicities, and a significant gap between progression rates for Asian and White students and those for other ethnicities.

- For 2014/15, while 100% of Asian students continue (9 students) and 83.3% of Gypsy/Traveller students (5 out of 6 students) continue only 69.4% of Black students, 61.4% of Mixed Race students, and 40.7% of 'other' students continue. As a point of comparison, continuation for

White students is 73.9%, below Asian and Gypsy/Traveller students but ahead of other ethnicities.

- For 2015/16, while 85% of Asian students progress, only 64% of Black students, 66.7% of Mixed Race students, and 62.2% of 'other' students progress. Continuation for students who identified as 'Gypsy/Traveller' is very low at 20% (1 out of 5 students). As a point of comparison, continuation for White students is 72.4% for 2016/17, below Asian students but ahead of other ethnicities.
- For 2016/17, continuation of Asian students increases to 92.3%. However, only 62.9% of Mixed Race students, and 65.8% of 'other' students and 60.3% of Black students progress. As a point of comparison, continuation for White students is 71.6% for 2016/17, below Asian students but ahead of other ethnicities.

Continuation for Black students declines by 9.1% over the three-year period, but progression for 'Other' students increases by 25.1%. At the same time, continuation for White students declines by 2.3%.

Attainment

There is a variation in attainment rates across ethnicities for the 2014/15 intake, the only cohort for which data is available, and overall there is a significant gap between the attainment of Asian students (100%, 9 students), White students (54.1%) and other ethnicities (Black students: 33.3%; Gypsies/Travellers: 33.3% (6 students); Other students: 30.8%; Mixed Race students: 30.7%).

Progression (2018 DLHE Survey)

We have DLHE survey data for the 2014/15 intake, which forms the 2018 DLHE survey: 86% of respondents are in work 6 months after graduating. There is a variation in the destinations across the particular ethnicities with the data showing that with the exception of those who identify as Other, all identified groups are in line with or exceed the figure for White respondents of 86.4%.

- Black respondents: 94.1% (17 respondents)
- Asian respondents: 90.9% (11 respondents)
- Mixed Race respondents: 86.1% (36 respondents)
- Other respondents: 62.5%: (5 respondents)

Mature students

Access

Participation of mature students (21+) increased from 22.4% in 2014/15, which is in line with the UK average of 22%, to 27% in 2015/16 and 2016/17, which is above the UK average of 21% for both years.

Continuation

Non-continuation to Year 2 for mature students (21+) in 2015/16 is 16.8% which is higher than for young entrants (15.2%) but still below our institutional benchmark 13.5% and the UK average of 11.6%. This shows an improvement on the 2014/15 non-continuation rate of 18.3%, against an institutional benchmark of 13.1% and a UK average of 11.7% and exceeds non-continuation for young entrants of 16.5%.

Attainment

There is gap in attainment between mature students and young entrants for 2014/15 intake, the only year for which we have data. Attainment for mature students is 45.3% compared to 52.32 for young entrants.

Progression (2018 DLHE Survey)

We have DLHE survey data for the 2014/15 intake, which forms the 2018 DLHE survey: 86% of respondents are in work 6 months after graduating. There is a small gap between the percentage of mature respondents in work 6 months after graduating at 83.1% compared to 86.7% non-mature respondents.

Disabled Students

Access

In 2014/15, 33.4% of new students declare a disability. This declines to 27.3% for both 2015/16 and 2016/17.

HESA Experimental Data on Widening Participation (Polar 4) shows that in 2015/16, 2.5% of students (benchmark: 11.5%) are in receipt of the Disabled Students Allowance (DSA), which increases to 4.3% in 2016/17 (benchmark: 10.7%).

Continuation

There is a gap in continuation from Year 1 to Year 2 between students who declare a disability and those students who do not declare a disability.

- In 2014/15, continuation for students who declare a disability is 54.3% compared to 80.2% for students who do not declare a disability.
- In 2015/16, continuation for students who declare a disability is 68% compared to 72.9% for students who do not declare a disability.
- In 2016/17, continuation for students who declare a disability is 62.9% compared to 73.7% for students who do not declare a disability.

Continuation for students who declare a disability improves by 8.6% over the three-year period, although it declines from a high-point of 68% in 2015/16. This reflects the enhanced support that we have put in place for students with a disability across all of our colleges, including the provision of specialist disability support advisers as part of the Student Services teams. At the same time, however, continuation for

students who do not declare a disability declines by 6.5% which contributes in part to the closing of the gap to 11.2% in 2016/17 from 25.9% in 2014/15.

Attainment

There is a significant gap in attainment between students who declare a disability and those who do not declare a disability. Attainment for students who declare a disability for 2014/15 intake, the only cohort for which data is available, is 29.5%, compared to 61.9% for students who do not declare a disability.

Progression (2018 DLHE Survey)

We have DLHE survey data for the 2014/15 intake, which forms the 2018 DLHE survey: 86% of respondents are in work 6 months after graduating. There is a small gap in the percentage of graduates in work after 6 months between respondents who declare a disability at 83% and respondents who do not declare a disability at 87%.

Care leavers

We do not currently hold data regarding the number of care leavers who participate in Higher Education at BIMM Limited. We will take action during 2018/19 to identify the number of care leavers who participate in Higher Education and BIMM Limited and then form actions as required should there be any significant gaps in access, success, and progression.

Summary

Overall, we believe that our current performance demonstrates medium to high access and participation in the priority groups but with low access of female students.

2. AMBITION AND STRATEGY

Our strategic ambitions for access and participation within our own organisation and the contribution we will make to the priorities identified by the Office for Students.

This is the first Access and Participation Plan that BIMM Limited has devised. We have therefore taken the decision 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 affirms the commitments set out in its Access and Participation Statement, initially developed in 2015/16:

- BIMM Limited, through its UK colleges BIMM Institute Birmingham, BIMM Institute Brighton, BIMM Institute Bristol, BIMM Institute London and BIMM Institute Manchester, is committed to widening access and participation in Higher Education courses in music and the wider creative artists.
- 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.

BIMM Limited has developed several initiatives in recent years that have focused on widening access and supporting progression into Higher Education by providing opportunities for young musicians 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 in partnership with the Brighton Aldridge Academy (BACA) and BIMM Institute Manchester in partnership with the Skills Company) offered funded Further Education provision mostly at Level 3, but with a small element of Level 2 provision at BIMM Institute Brighton. For 2018/19 this will increase to four colleges with the addition of BIMM Institute Birmingham and BIMM Institute Bristol following the development of a new partnership with New College Swindon. In average, c.50% of our Further Education students progress to Higher Education courses at BIMM Limited.
- The commencement in 2016/17 of a two-year pilot programme for a Saturday music school, *BIMM Academy*, in Brighton and Worthing which provides ensemble-based coaching in popular music for aspiring young musicians aged 8 to 16.

- 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.

Supporting continuation and attainment continues to be a priority for BIMM Limited. Since 2015/16, we have developed a number of projects aimed at improving progression (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 is 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 over the next two years.

Employability and key career development skills are embedded in the BIMM Limited Curriculum at all levels and 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. A new Careers and Employability Steering Group has been 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 from 2018/19 academic year. 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. Going forward, the Steering Group will have access to more detailed data from the DLHE Survey disaggregated by the target groups to enable the development of specific activities aimed at improving the career progression opportunities for these priority areas.

The underrepresented groups we will be specifically targeting in our access and participation work, and at which stage(s) of the student lifecycle.

Based on the analysis of our current performance presented above, we have identified the following underrepresented groups to target in our access and participation work during the period 2019/20 – 2024/25:

- Female students: improving access and progression into employment.
- Young entrants with no previous HE and from low participation neighbourhoods: increasing access and improving success (on the basis that progression and attainment are relatively low across all groups).

- Black, Mixed Race and Other Ethnicity students: increasing access, improving success and progression into employment (specifically students who identify as 'other').
- Asian students: increasing access.
- Mature students: improving success and progression into employment.
- Disabled students: improving success and progression into employment.

This 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 progression (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 in the target groups who progress to employment within 6 months of graduation

We will seek to close 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 will be overseen by an Access and Participation Committee to be established as a subcommittee of Academic Board for 2018/19 academic year. 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 fit for purpose.

How the work identified in our access and participation plan will complement work funded through other sources and conducted in collaboration with other organisations.

Our primary collaborative relationships are with our school partner, the *Brighton Aldridge Community Academy (BACA)*, with which we collaborate on our BIMM Institute Brighton Further Education provision, and our Further Education College partner, *New College Swindon* with which we will collaborate on our BIMM Institute Birmingham, BIMM Institute Bristol and BIMM Institute Manchester Further Education provision from 2018/19 academic year.

BACA is located in the Falmer area of Brighton and is an academy trust school run by the education foundation founded by Sir Rod Aldridge with around 60% of its pupils from disadvantaged backgrounds which is well above the national average.

A key driver for the collaboration with BACA in particular is to provide an accessible and relevant progression route to Higher Education music and performing arts. The activities and initiatives we have identified in our Access and Participation Plan will make a significant contribution to raising participation and attainment in the priority area of students from disadvantaged backgrounds within popular music and

performing arts as we will work to engage them in our Further Education provision and then support them to progress to Higher Education study in music, either at BIMM Limited or another provider. A range of activities will support their preparation for and transition to Higher Education including regular opportunities to engage with students and staff at BIMM Institute Brighton and through a student/pupil mentoring scheme.

The impact of our work to raise attainment will be measured on annually through evaluating performance against milestones and targets. In particular, with relation to our Further Education provision, a key performance indicator will be the number/percentage of students who progress to Higher Education study (at BIMM Limited or at another Higher Education provider), and targets will be set and performance measured against the range of characteristics with particular emphasis on students from disadvantaged backgrounds.

How we will ensure continuous improvement, including through the evaluation of our access and participation plan measures and through our sustained engagement with schools and employers.

We will ensure continuous improvement by setting ambitious stretch targets in our identified priority areas, which will be shared with all key internal and external stakeholders, and in approving access and participation activities and initiatives we will establish their potential to make a clear and demonstrable contribution to achieving the specified target. This process will be overseen by the Access and Participation Committee (APC), reporting to Academic Board.

We have strong links with employers in the music and creative arts and have long-standing Industry Advisory Panels in each of our colleges which bring together music and creative arts industry practitioners and employers to advise on the currency of our curriculum. From 2018/19 we will also consult our Industry Advisory Panels on the development and evaluation of our Access and Participation Plan and feed this information in to the work of the APC.

How we will monitor our performance against the measures set out in our Access and Participation Plan.

From September 2018, the Academic Board will be responsible for monitoring the implementation of the Plan and progress towards achieving the agreed targets. It will establish an Access and Participation Committee (APS) which will meet three times a year to undertake the detailed monitoring work and to advise the Academic Board on progress against the agreed targets.

The Academic Board is a subcommittee of our Board of Directors, the BIMM TopCo Limited Board, and as such will advise the Board on progress towards the implementation of the Plan and the achievement of the targets. The BIMM TopCo Limited Board will also receive an annual Access and Participation Report recommended to it by Academic Board.

One of the key challenges identified through the preparation of this Plan is a weakness in certain areas in the availability of detailed data analysis to support the measuring of the impact of our access and participation activities. We will therefore ensure that by the end of 2018/19 academic year that our data collation, analysis and reporting processes are robust and fit for purpose. This process will be overseen by our Finance Director who has responsibility for management information.

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.

The impact of the financial support will be evaluated robustly using the resources developed by OFFA and will be evidence-based. Responsibility for this evaluation will be overseen by the Finance Director, who will be a member of the Access and Participation Committee. We will fully develop the process by which we will evaluate the impact of the financial support during 2018/19 in advance of the Plan taking effect for 2019/20. 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.

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 on a RAG-rating basis. Academic Board will receive a termly updates through the minutes of the Access and Participation Committee, and annually through an Access and Participation report. The BIMM TopCo Limited Board will receive a termly update on progress through receipt of the Academic Board minutes accompanied by the Academic Director and Provost's report, and will also receive the annual Access and Participation report on the recommendation of Academic Board.

The Academic Director and Provost has executive responsibility for access and participation and any operational issues that arise between the termly meetings of the Access and Participation Committee will be brought to his attention and resolution. Access and participation will be a standing agenda item on the monthly Senior Management Group meetings, an operational group which brings together the College Principals and heads of central functions (including finance, marketing and admissions) and is attended by the Academic Director and Provost who will provide an update at each meeting and take any matters arising forward to the Access and Participation if appropriate.

Once the monitoring and review cycle is fully established, an annual review of progress will inform the development of the following year's Plan.

How our access and participation plan will support and benefit from our broader equality and diversity strategy

BIMM Limited is committed to providing equality of opportunity to all applicants, students and staff and operates within the guidelines of the Equality Act 2010. Our Access and Participation Plan will support this objective through the identification of areas where there are gaps in opportunity and the establishment of activities and initiatives aimed at closing those gaps, while ensuring that no other stakeholders are disadvantaged by these activities. An equality and diversity impact assessment will be undertaken on the Access and Participation Plan and its activities to identify the interaction between the plan and the protected characteristics. Once the cycle is fully established, the impact assessment will be undertaken as part of the process of devising the plan and will be published to students and staff alongside the plan. For the 2019/20 Access and Participation Plan, the impact assessment will be undertaken during Autumn 2018 and considered by the Access and Participation Committee at its first meeting in November 2018. Risks and actions arising from the impact assessment will be monitored by the Access and Participation Committee, reporting to Academic Board.

How we have consulted with students from a range of backgrounds in the development of the plan and how you will work with them to deliver it.

It was not possible to consult students fully in the development of the Plan due to the tight timescale within which it, along with the other requirements of the Office for Students registration process, has been developed since the publication of the guidance on 29th March 2018. BIMM Limited does not yet have a formal Student Union, guild or association but we have a comprehensive student representation system with students having membership of all academic committees from the Higher Education Boards of Studies to Academic Board.

We have initially engaged the student voice in our Access and Participation Plan by sharing the Plan with Academic Board in June 2018, the membership of which includes elected student representation from each college. Student feedback was positive and there was support from the student representatives for the priorities identified and the activities proposed. Wider consultation on the implementation of the Plan will take place early in 2018/19 academic year through the Student Representation Forums and Boards of Studies held in each BIMM Limited College.

As set out above, from September 2018, the Academic Board will establish an Access and Participation Committee (APC) to undertake the detailed monitoring work and to advise it on progress. The APC will aim to include student representation from each of the target groups who will advise on the delivery, monitoring and review of the Plan and the development of subsequent Plans

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 Higher Education Board of Studies, the terms of reference for which will be revised to include consideration of access and participation activities. The Higher Education Boards of Studies (one in each college), although subcommittees of the Learning, Teaching and Enhancement Committee, will report on access and participation to the Access and Participation Subcommittee of the Academic Board.

3. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Our approach to delivering our ambitions and strategy

In the development of this Plan, we have identified our target groups and set out three overarching streams of activities that will serve as a framework for the development of focused initiatives aimed at improving access and participation in those target groups as set out in Section 2 above:

- *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 in the target groups who progress to employment within 6 months of graduation.

During the period from July to November 2018, the newly established Access and Participation Committee (APC) will oversee a comprehensive consultation process with all key internal and external stakeholders regarding the development of a programme of initiatives and activities within the three overarching streams identified above.

The APC will make recommendations regarding the detailed programme of activities to be undertaken over period 2019/20 to 2022/23 for the approval of Academic Board at its meeting in December 2018. The outcome of this process will be reported to the BIMM TopCo Limited Board at its meeting in January 2019. The development and implementation of those activities will begin in January 2019 in advance of the 2019/20 academic year.

Our strategic approach in the first instance will be to develop a programme of sustained activities that will deliver a continued and permanent improvement over time, rather than focusing on implementing short-term interventions which run the risk of not delivering sustainable improvement and will require regular renewal.

Our approach will be two-fold:

- To identify existing activities that can be expanded and/or refocused to improve the performance from the identified target groups.
- To identify new activities that will contribute to the improvement of the performance of the target groups.

An outline of our sustained activities and how these are designed to achieve the goals we set out in the ambitions and strategy section.

Expansion of existing activities

We have developed and implemented a number of initiatives over recent years aimed at widening access or improving success. We intend to re-invest some of the additional tuition fee income in the development and expansion of these existing activities in order to increase their scope and reach and ensure that they are focused on the priority areas.

Examples will include:

Participation

- The expansion of the *BIMM Academy Saturday Music School* project, currently coming to the end of its pilot phase with two colleges in East Sussex, to other cities/regions where we have a college, for example Manchester or Birmingham, and to ensure that they are accessible to all through targeted marketing and a supporting means-tested bursary scheme aimed at increasing participation from students from disadvantaged areas.
- The expansion of the teaching placements that students undertake as part of the Year 3 optional *Teaching Practice* module. We will place a significant focus on young people in under-represented groups and provide additional funds to extend these projects beyond the current placement term in order to provide a sustained intervention that aims to deliver longer-term benefits to the wider communities in the cities and regions where we have colleges and raise attainment and aspiration to HE.
- The extension of our Schools Tour programme to include new schools and colleges in specific target postcode areas and/or communities with a high proportion of underrepresented groups with a view to increasing access to these groups.
- The expansion of our more general *Experience Day* programme, whereby schools and colleges are invited to bring their music students to the college for a half day or a day, to schools/colleges within specific target postcode and/or communities with a high proportion of underrepresented groups with a view to increasing access to these groups.

Success

- The roll-out of the *Transition to Higher Education* programme to all BIMM Limited colleges and its extension to provide additional support during Year 2 and specifically targeting students from the priority areas where gaps have been identified through the analysis of our performance set out earlier in this Plan.

New activities

We will re-invest some of the additional tuition fee income to develop and implement a number of focused activities and initiatives that would not otherwise be possible.

Examples will include:

Participation

- The development of a Summer School programme that specifically targets potential students from the priority groups.
- The establishment of a means-tested audition/interview travel bursary scheme so that the cost of traveling to a BIMM Limited college for an audition or interview is not a barrier to access for students from lower income households.
- The introduction of a means-tested bursary scheme to support the living costs of students from lower income households.

Success

- The introduction of a means-tested music equipment bursary scheme to provide support to students from lower income households
- The introduction of a peer mentoring system at each college to improve retention and progression by specifically focusing on supporting students from the priority groups whereby new (Year 1) students are mentored by someone from a similar priority group.

The decision to expand existing activities or introduce new ones is based on a consideration of evidence from a range of sources. For example, feedback from applicants who apply to BIMM Limited colleges but don't attend their audition shows that some applicants are deterred by the cost of travelling to the college. Similarly, documented feedback from students who withdraw shows that a significant number of students leave due to financial hardship. As we have yet to finalise the full range of activities that we will undertake to deliver the objectives of the Plan, we have the opportunity to enhance our approach to collating and analysing evidence to support our decision making and this work will be overseen by the Access and Participation Committee during 2018/19 academic year.

The financial support for students we are including in our access and participation plan and how this contributes to our strategy and goals.

We will develop a package of financial support measures for students which aims to close the gaps in opportunity identified in our Access and Participation Plan, as set out in the analysis of our current performance in the priority areas in Section 1 above, by ensuring that financial circumstances are not a barrier to access or success.

A minimum of £217,924 (40%) will be invested in a range of financial support measures aimed primarily at improving access in the priority groups we have identified through new targeted bursary and scholarship schemes, together with the establishment of a Hardship Fund. A consultation process to take place during September and October 2018 will determine whether there is a need to increase the percentage of the additional tuition fee income to be invested in financial support and any increases in investment and/or additions to the financial support packages

will be communicated to potential applicants via our website, and to students and staff via regular internal communication channels and through Student Representation Forums and Boards of Studies.

We anticipate that the majority of financial support will be provided through a range of bursaries which will target applicants and students from low income households and the other priority areas we have identified.

Given that students will be able to access a tuition fee loan to cover the entire tuition fee, our bursaries will aim to support students in meeting their accommodation and living costs as well as the additional cost of studying music and the performing arts. However, we will allocate funds to support tuition fee waivers in the form of scholarships that will address particular priority areas.

As a minimum we will establish the following financial support initiatives for 2019/20 academic year:

- A means-tested audition/interview bursary whereby we will reimburse the travel costs incurred by applicants from low income households. Applicants from households with an income below £25,000 will have their travel costs reimbursed in full on submission of receipts and evidence of household income in accordance with a published policy.
- A bursary scheme to help students from low income households (below £25,000) to meet their accommodation and living costs. A bursary of £1,000 will be available on application and submission of evidence of household income.
- A scholarship programme to encourage and support students from specified priority areas. A number of annual scholarships to the value of 50% of the tuition fee will be available for the full three years of the standard duration of the student's course on application.
- A Hardship Fund to provide short-notice financial support to students who find themselves in financial difficulty during the course. Evidence suggests that one of the most common reasons for students withdrawing from their course at BIMM Limited is due to financial hardship.
- A bursary scheme to assist students from the priority groups to purchase specialist equipment required to complete their course. For example, a musical instrument or specialist music production equipment. Bursaries will be awarded to the value of 50% of the specialist equipment on submission of an application. We have long-established and strong relationships with musical equipment suppliers and so will be able to ensure value for money

by enabling students to benefit from the competitive prices we are able to negotiate.

Students will be involved in the development, review and evaluation of the impact of the financial support we put in place as part of the Plan through membership of the Access and Participation Committee and the Academic Board.

In developing and publishing the details of our bursary schemes, we will seek specialist advice and make every effort to describe them in terms that enable the DWP to disregard it as income thereby enabling students on benefits to receive the full value of the financial support we offer.

We will measure the impact of the financial support we offer to students by evaluating the outcomes of the students who are in receipt of the various support packages that we establish; for example, an increase in enrolments in the priority groups or an improvement in continuation to Year 2. The annual evaluation of the Access and Participation Plan will consider whether the financial support we have in place is reaching the appropriate priority groups and whether the application and administrative processes are accessible, understandable and effective. Recommendations for enhancements and/or changes to the support packages or the administrative processes will then be made by the Access and Participation Committee.

INVESTMENT

We will invest 18% of the higher fee income on activities to support the priorities we have identified in our Access and Participation Plan during 2019-20 academic year. In cash terms, we anticipate that this will be £640,963 based on 2,330 projected Year 1 students.

Of this, a minimum of £217,924 (40%) will be invested in a range of financial support measures aimed primarily at improving access in the priority groups we have identified through new targeted bursary and scholarship schemes, together with the establishment of a Hardship Fund.

We anticipate that we will invest £423,039 (60%) of the higher fee income on a range of activities and initiatives designed to support access, success and progression in the priority groups we have identified in the Access and Participation Plan. As set out in Section 2 above, the detailed programme of activities will be developed during Autumn 2018 and approved by the Academic Board in December 2018.

We believe that 18% of the higher fee income is an appropriate level of investment in the first year of our Access and Participation Plan. This is supported by the analysis of our current performance in the identified priority areas as set out in Section 1 of the Access and Participation Plan and is in line with our conclusion that, taken as a whole, our view is that participation from the priority groups is medium to high.

4. PROVISION OF INFORMATION TO STUDENTS

How we provide prospective and current students with information on the financial support available to them from any source

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.

How we provide prospective student with information on the fees for the duration of their course

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.

How we will publish our Access and Participation Plan to current and prospective students

We will publish our Access and Participation Plan in a prominent location on our website and we will 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 will also reference the Access and Participation Plan in our prospectus and direct students to the website.

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

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Our tuition fees (£7,250) are significantly lower than the current Government fee cap of £9,250 (except for our BA (Hons) Performing Arts course). We intend to apply an inflationary increase to the tuition fee for all courses except the BA (Hons) Performing Arts linked to the Retail Prices Index (RPI-X) in the Academic Year 2020/21 for continuing students and each year thereafter (to a maximum of £9,250 per year). We may increase tuition fees for all new students by a higher amount particularly if the Government raises the current fee cap above its current level of £9,250.

Fees may be increased during a student's course for the following reasons: i) a requirement to further invest in the BIMM property estate/facilities ii) a requirement to enhance the quality of the student learning experience iii) in order to manage inflationary rises in operational costs.

Full-time course type:	Additional information:	Course fee:
First degree	Performing Arts Course	£9,250
First degree	All Other Courses	£7,650
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Gender	Other statistic - Gender (please give details in the next column)	Increase the number of female students who enrol on BIMM Limited courses as evidenced through HESA data.	No	2017-18	32.40%	33%	34%	36%	38%	40%	
T16a_02	Progression	Gender	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the number of female graduates in work 6 months after graduation as evidenced through the DLHE Survey.	No	2017-18	83.10%	84%	85%	86%	87%	88%	
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase the number of young entrants from low participation neighbourhoods who enrol on our courses.	No	2016-17	13.40%	14%	15%	16%	17%	18%	
T16a_04	Success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Improve non-continuation rates from Year 1 to Year 2 for all students.	No	2015-16	15.50%	15%	14%	13%	12%	11%	This target and series of milestones aims to capture the intended improvement in on-continuation rates across all student groups including the priority areas identified in our Plan. We feel this is a more manageable approach than setting individual targets for each priority area given our overarching non-continuation challenge.
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the number of students who identify as Black, Asian, Mixed Race and 'other' who enrol on BIMM Limited courses as evidence through HESA data.	No	2017-18	21.20%	22%	23%	24%	25%	26%	This target and series of milestones aims to capture the intended improvement in enrolment across all identified ethnicities including the priority areas identified in our Plan. We feel this is a more manageable approach than setting individual targets for each priority area.
T16a_06	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the number of students who identify as Black, Mixed Race and 'other' who successfully complete their course evidenced by internal data from our student record system.	No	2016-17	30.80%	35%	40%	45%	50%	60%	This target and series of milestones aims to capture the intended improvement in attainment across all identified ethnicities including the priority areas identified in our Plan. We feel this is a more manageable approach than setting individual targets for each priority area. The baseline data is therefore drawn from an aggregate of the 16-17 data for the identified ethnicities.
T16a_07	Success	Mature	Other statistic - Mature (please give details in the next column)	Increase the number of mature students who successfully complete their course evidence by internal data from our student record system.	No	2016-17	45.30%	48%	51%	55%	60%	65%	
T16a_08	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the number of mature students who are in work 6 months after graduation as evidenced through our annual Graduate Survey.	No	2017-18	83.10%	84.50%	86%	88%	89%	90%	
T16a_09	Success	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the number of disabled students who successfully complete their course as evidenced by internal data from our student record system.	No	2016-17	29.50%	40%	45%	50%	55%	60%	
T16a_10	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	Increase the number of disabled students who are in work 6 months after graduation as evidenced by our annual Graduate survey.	No	2017-18	83%	84.50%	86%	87%	88%	90%	

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Management targets	Expand the Schools Tour programme to include schools and colleges in low participation areas and communities with a high percentage of ethnicities.	No	2017-18	350	10	20	30	40	50	The yearly milestones show the additional number of schools and colleges from priority areas to be included in the Schools Tour programme above the 2017-18 baseline.
T16b_02	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Increase the number of BIMM Academy Saturday music schools clustered around BIMM Limited colleges.	No	2017-18	2	4	8	10	12	14	The yearly milestones show the additional number of BIMM Academies to be established above the 2017-18 baseline.

T16b_03	Access	Attainment raising	Management targets	Increase the number of BIMM Limited Further Education students who progress to Higher Education, in partnership with our Further Education partners New College Swindon and the Brighton Aldridge Community College.	Yes	2016-17	45%	48%	50%	53%	57%	60%	The yearly milestones are the target percentages of Further Education students studying at BIMM Limited colleges, including those from priority groups, to progress to Higher Education either at BIMM Limited or other Higher Education providers. The targets are collaborative as students studying FE at BIMM colleges are registered students of our FE college partners: New College Swindon and the Brighton Aldridge Community Academy.
T16b_04	Access	Gender	Outreach / WP activity (summer schools)	Establish Summer Schools and Experience Days specifically for female students.	No	2017-18	0	75	150	225	300	375	The yearly milestones reflect the total target number of female participants in the summer school and experience day activities each year. The baseline has been set at 0 as this is a new activity.
T16b_05	Access	Attainment raising	Management targets	Improve year to year progression rates for music and performing arts students at the Brighton Aldridge Academy at KS5 (year one to year two of BTEC Extended Diploma)	Yes	2017-18	0	70%	74%	78%	82%	85%	Baseline data is not yet known as the end of year outcomes are not available, and 2017-18 is the first year of the collaboration.

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.