

2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

This is the first Access and Participation Plan that BIMM Limited has developed and implemented. 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, and to enable us to prioritise the most significant gaps in equality of opportunity across the whole student lifecycle. We have taken into account 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 is committed to widening access and participation in Higher Education courses in music and the wider creative arts.
- 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 across the Institution. 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 developed several initiatives prior to devising the 2019/20 Plan that 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.
- 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 school's 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.

Based on the analysis of our performance to date as part of the development of the 2019/20 Plan, we 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.

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 is overseen by the Access and Participation Committee established as a subcommittee of Academic Board for the 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. The Academic Board is a subcommittee of our Board of Directors, the BIMM 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 Limited Board will also receive an annual Access and Participation Report recommended to it by Academic Board.

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.

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.

Our primary collaborative relationships are with our Further Education College partners. A key driver 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 and through a student/pupil mentoring scheme.

We have strong links with employers in the music and creative arts and have longstanding 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 into the work of the Access and Participation Committee.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Increase the number of female students who enrol on BIMM Limited courses as evidenced through HESA data.	2017-18	32.4%	33%	34%	Percentage	2019-20	37.11	Expected progress
T16a_02 (Progression)	Increase the number of female graduates in work 6 months after graduation as evidenced through the DLHE Survey.	2017-18	83.1%	84%	85%	Percentage	2017-18	86.96	Expected progress
T16a_03 (Access)	Increase the number of young entrants from low participation neighbourhoods who enrol on our courses.	2016-17	13.4%	14%	15%	Percentage	2019-20	14.5	Limited progress
T16a_04 (Success)	Improve non-continuation rates from Year 1 to Year 2 for all students.	2015-16	15.5%	15%	14%	Percentage	2018-19	14.1	Expected progress
T16a_05 (Access)	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.	2017-18	21.2%	22%	23%	Percentage	2019-20	9.58	No progress
T16a_06 (Success)	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.	2016-17	30.8%	35%	40%	Percentage	2019-20	42.86	Expected progress
T16a_07 (Success)	Increase the number of mature students who successfully complete their course evidence by	2016-17	45.3%	48%	51%	Percentage	2018-19	61.84	Expected progress

	internal data from our student record system.								
T16a_08 (Progression)	Increase the number of mature students who are in work 6 months after graduation as evidenced through our annual Graduate Survey.	2017-18	83.1%	84.5%	86%	Percentage	2017-18	88.8	Expected progress
T16a_09 (Success)	Increase the number of disabled students who successfully complete their course as evidenced by internal data from our student record system.	2016-17	29.5%	40%	45%	Percentage	2018-19	54.76	Expected progress
T16a_10 (Progression)	Increase the number of disabled students who are in work 6 months after graduation as evidenced by our annual Graduate survey.	2017-18	83%	84.5%	86%	Percentage	2017-18	91.17	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Expand the Schools Tour programme to include schools and colleges in low participation areas and communities with a high percentage of ethnicities.	2017-18	350	10	20	Other	2019-20	40	Expected progress
T16b_02 (Access)	Increase the number of BIMM Academy Saturday music schools clustered around BIMM Limited colleges.	2017-18	2	4	8	Other	2019-20	0	Limited progress
T16b_03 (Access)	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.	2016-17	45%	48%	50%	Percentage	2019-20	33.44	Limited progress
T16b_04 (Access)	Establish Summer Schools and Experience Days specifically for female students.	2017-18	0	75	150	Headcount	2019-20	0	No progress
T16b_05 (Access)	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)	2017-18	0	70%	74%	Percentage	2019-20	59	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£141,009.66	£561,000.00	298%
Financial Support	£217,923.84	£223,000.00	2%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_03	College AP action plans with specific targets for LPN, based on local demographics, will ensure targets are met. These will become embedded as part of our college enhancement plans and progress reported into the Access and Participation Committee and Academic Board. Resources and budget will be invested per college, ensuring this target is achieved via bursaries, scholarships and support mechanisms. We will further increase our school tours and outreach programmes with additional support and resource for this target student group. We will be introducing a revised mentoring scheme by college to focus on this target group and offer bespoke support from college teams throughout the student journey. The Access and Participation Coordinators in each college will be supporting these students with their transition into Higher Education. We will be utilising our new student data management system to monitor progress with admissions teams and ensure targets are met, including midyear targets which we will roll out this academic year. We will be focusing on our FE cohort to support their progression to our HE courses. We are adding outreach roles to some colleges to focus on these target students. These roles will be going to specific schools and colleges to enhance knowledge of our offer. We will ensure we are consulting with students at every available point to ensure strategy, approach and investment are appropriate to the student target group.

T16a_05	<p>We have established an Institution wide Equality, Diversity, and Inclusion Committee (EDIC) which will also be supporting the achievement of this target. There will be college specific equality, diversity and inclusion groups that will link with our access and participation work to ensure local traction with the targeted actions. All these groups include student representation. We will be rolling out targeted scholarships for Black, Asian and minority ethnic students across the group for MA, undergraduate and FE diploma (in London) courses and reviewing our other financial support packages annually at a college level. Our new student data management system, to be implemented from 2021/22, will ensure we are capturing appropriate applicant and student information and are able to act on this quickly and efficiently where targets are not met, including the implementation of mid-year targets for each college. We will be rolling out whole-provider training that is focused on supporting Black Asian and minority ethnic students at every stage of the student lifecycle. We are reviewing the recruitment process for staff and students to ensure that there are no barriers to access. We are adding outreach co-ordinator roles to specific colleges for 2021/22 to support engagement with target groups. The post-holders will build relationships with schools, colleges and community groups in targeted areas.</p>
T16b_02	<p>We aim to get back on target with an enhanced Academies Plan from Summer 2021. Once we have created a robust set of college actions and targets that are designed to hit our target groups.</p>
T16b_03	<p>We will ensure our data reporting includes progression statistics to other HEIs. We will develop the mentoring scheme to include FE students. We will introduce a range of bursaries and scholarships specifically for FE progression students. We will develop the roles of the AP Coordinators with key FE targets and actions part of the individual College AP Plans.</p>
T16b_04	<p>Increasing female students will no longer be a target for the institution but we will continue to monitor our student community and adapt appropriately. We will be creating a range of soft AP targets that will work in tandem with targets from our Equality, Diversity and Inclusion Committee to ensure our colleges are as diverse and representative as possible.</p>
T16b_05	<p>We will revise the target to be in line with our delivery and monitor all BIMM FE progression rates.</p>

5. Confirmation

BIMM Limited confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
BIMM Limited has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Adam Carswell
Position	Chief Executive Officer & Head of Institution

Annex A: Commentary on progress against targets

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

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
<p>During the pandemic, our outreach activities have been reviewed and made fit for online where possible. Experiential workshops, webinars and student meetups have been rolled out with a focus on LPN students, utilising current HE students for peer support. Where commitments have not been possible, we will be enhancing future initiatives, like the roll out of the BIMM Academies and Summer schools, to ensure we reach underrepresented students. We have been able to continue with the mentoring scheme and student association and have had support actions for underrepresented groups embedded into these programmes to encourage participation in our courses. We have run several focus groups with our Further Education (FE) cohort so that we can better understand this target group. We have also consulted our FE cohort to ensure our initiatives increase support for students and make activities fit for purpose. We have focused on providing support to our FE students from LPN backgrounds to enhance their opportunity to progress into HE. We have had a special focus on data analysis, by college, with a roll out of training and communication around AP targets which will enhance our whole provider approach.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>We have increased our schools outreach programme to reach an additional 40% in POLAR 4 and 5 areas. We have added a variety of new online experiences, targeted at LPN including half term workshops specifically designed for this group of students. Our FE students from these backgrounds have been targeted with support to encourage progression to HE courses. We will be adding scholarships for this group at the appropriate colleges with embedded mentoring support. We have run a range of focus groups and surveys by college which has given us valuable feedback to inform the review and enhancement of our initiatives. The travel bursary scheme did not have much traction in 2019/20 due to the pandemic but the resources were redirected into other relevant funding streams, like the Fair Access Fund. We increased our hardship fund and prioritised this group of students with targeted communications. We have also developed our online audition process to remove barriers for students from this background and are enhancing the mentor scheme with additional current students and alumni from this target group to be present at Open Days and on outreach activities.</p>

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
<p>We have discovered a data miscalculation for this target in the approved submission. The 2017/18 baseline figure should be 11% and the 2019/20 milestone revised to 13%. We have submitted the relevant documents to the OfS to request a variation to the Plan. We have still not made progress against the revised milestone 2019/20 milestone of 13% and will be reviewing our initiatives and prioritising this target within all AP and college action plans and initiatives. However, we have met the commitments in our plan related to this target. Our commitments on outreach to communities have been revised and taken online where appropriate during the pandemic. This has meant we have been able to reach a broader target in terms of schools and colleges. The Fair Access Fund, which included a category for</p>

Black, Asian and minority ethnic students, received applications from over 450 students, of which 15% were from a Black, Asian or minority ethnic background. The mentoring scheme has had a positive impact on this targeted student group with feedback from mentees stating that this has been an invaluable initiative and matching mentees with a peer from a similar ethnic background has increased the sense of belonging. The scholarship programme piloted in our London college for 2019/20 has been successful and will be rolled out to other colleges this academic year.

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

We have added focused financial support packages, considering the pandemic, to further support Black, Asian and minority ethnic students. These have had focused marketing and support from the BIMM Colleges to ensure uptake and that funds are rolled out smoothly and are fit for purpose. We have consulted with students on this approach, and they have deemed it positive in student groups. We have worked with our Student Association to diversify our student communities and societies to ensure all students feel they belong and are represented. We have increased our mentoring support throughout the pandemic. We have increased the amount of masterclass guests from Black, Asian or ethnic minority backgrounds and reviewed our marketing and promotional materials to ensure they are inclusive and represent our diverse community of students and staff. We have implemented focus groups and surveys by college, and this has provided insightful feedback that has informed the continuing development of our activities. These actions have been focused on enrolled students with the aim of fostering a strong sense of identity and community and increasing a sense of belonging which in turn should also project positively to potential applicants and should help to increase participation.

Target reference number: T16b_02

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

The BIMM Academies in Brighton and Worthing have been suspended since February 2020 but the intention is to relaunch these as soon as possible. Therefore, we have not met our commitments to the plan this academic year.

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

We will revisit our original aim of rolling out more Academies as outlined in the Plan, but the pandemic is leading us to review this initiative Summer 2021 and seek additional alternative ways to engage with and support younger musicians and performing arts students. The outcome of this review will be a revised strategy for the Academies and the roll out will form part of individual college actions and targets. This will ensure activities are appropriate for each college by being more bespoke and in line with local needs and target groups.

Target reference number: T16b_03

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

The actual performance data provided is from AY 2018, as this is the most recent data we can confirm, abiding by HESA standard for progression calculation of 2 cycles maximum. It is important to note that this is only internal progression data. We do not have the data of BIMM

FE students progressing to other institutions. The commitments to this target have been met and we will be ensuring that FE student progression is a priority moving forward.

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

We have revised our strategic FE partnerships and are no longer working with the Brighton Aldridge Academy in Brighton. All our FE provision is now delivered in partnership with New College Swindon. This has enabled us to streamline our offer and work more closely with one partner across all of our colleges to enhance equality of experience and opportunity for our FE students. We are confident that we increase progression rates on our FE courses with the delivery being in house in the Brighton college. We have introduced the AP Coordinator roles to the UK5 colleges to promote and provide support for our FE learners transitioning onto our HE courses.

Target reference number: T16b_04

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

Despite revising our Summer School and Experience Day offer to online during the pandemic, we have not exclusively targeted these events at female students. We felt that our offer should be as inclusive and diverse as possible and targeted at all our underrepresented students. Therefore, this commitment has not been met but females have attended these events.

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

We are considerate of our target for female students as an institution and have requested colleges include soft actions and targets in their college AP action plans to address the disparity in genders. This gives colleges the option to decide specifically how and where they should target an increase in females. Colleges have been collecting feedback from female students via focus groups and surveys to help them create a revised action plan. We will continue to monitor this data and include it in the annual AP action plan.

Target reference number: T16b_05

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

Despite meeting the commitments in our plan relating to this target we did not meet the progression target this academic year. This was a new relationship with an FE provider in Brighton and the offer was significantly different as the course was delivered within a local school. This had a substantial impact on success statistics. We have since relocated the FE provision back to BIMM premises and are confident this will have a significant impact on statistics and bring the FE progression rates more in line with other colleges again.

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

We have revised our strategic FE partnerships and are no longer working with the Brighton Aldridge Academy in Brighton. All our FE provision is now delivered in partnership with New College Swindon. This has enabled us to streamline our offer and work more closely with one partner across all of our colleges to enhance equality of experience and opportunity for our FE

students. We are confident that we increase progression rates on our FE courses with the delivery being in house.

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	Baseline year incorrect - submission states 2016-17
T16a_02	In work or further study. Baseline year incorrect - submission states 2016-17
T16a_03	POLAR 4, not POLAR 3
T16a_04	
T16a_05	Error in original submission data. Baseline year incorrect - submission states 2016-17
T16a_06	
T16a_07	
T16a_08	In work or further study. Baseline year incorrect - submission states 2016-17
T16a_09	
T16a_10	In work or further study. Baseline year incorrect - submission states 2016-17
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	