

# LIPA

THE LIVERPOOL INSTITUTE FOR PERFORMING ARTS

## Access agreement for 2012-13

### **Section One: Fee limits and fee income above £6,000**

We intend to charge all UK/EU entrants into Level 1 (the first year) of our full-time undergraduate degree programmes in 2012-13 a tuition fee of £9,000.

This is necessary because our public funding is being significantly reduced, so increasing fee income is the one option to maintain our high standards of course delivery. It is our intention to continue to offer excellent education and training for students from a wide range of backgrounds.

Delivering practical vocational disciplines is achieved by doing, with restricted lecture-based learning. This is resource intensive. This learning involves concentrated staff input, high quality facilities and industry-standard equipment.

The estimated number of UK/EU entrants in to Level 1 (i.e. the first year) of our undergraduate programmes in 2012-13 is 185.

Our predicted numbers of students in Academic Year 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16 are shown in Annex B, table 2.

In Annex B, tables 2 and tables 3 we have not added inflation. It is our intention to apply annual increases in line with the amount set by the Government each year to the tuition fees.

### **Section Two: Expenditure on additional access and retention measures**

#### **Our assessment of our access record**

As we recruit students to our undergraduate programmes both nationally and internationally, we have chosen to measure our relative performance with reference to national statistical data and sector average benchmarks (i.e. not location adjusted).

#### **1.1 Recruitment of students from under-represented groups - absolute performance**

Measurement of our performance is based on the following (HESA) data;

% of young entrants from state schools

% of young entrants from SEC 4-7

% of young students from low participation neighbourhoods (POLAR 2 Q1)

% of mature entrants with no prior HE from low participation neighbourhoods (POLAR 2 Q1)

% of student population in receipt of DSA

Assessment is based on the three years of data between 2007 – 2010, as this allows an assessment of both absolute performance and performance relative to HESA PIs. In all cases, figures quoted are percentages of those student records where the data is known for the area of interest.

Year	% young entrants from state schools or colleges	% of young entrants from SEC 4-7	% of young entrants from low participation neighbourhoods	% of mature entrants with no prior HE from low participation neighbourhoods	% of student population in receipt of DSA
2007-8	94.3	24.8	7.9	0	3.7
2008-9	90.0	24.8	9.0	0	1.8
2009-10	90.7	28.3	11.2	12.5	16.2
<i>3 year average</i>	<i>91.6</i>	<i>26.0</i>	<i>9.4</i>	<i>4.2</i>	<i>7.2</i>

Viewed in isolation, there is a clear upwards trend in the recruitment of young entrants from SEC 4-7 and from low participation neighbourhoods. The percentage of young entrants from state schools and colleges has dipped slightly from 2007-8 levels, but still remains high.

The percentage of the entire student population in receipt of the Disabled Students' Allowance (DSA) jumps significantly in 2009-10. Further investigation has revealed that this was due to gaps in our own data not migrating to the HESA returns in 2007-8 and 2008-9. The figures for 2009-10 are in fact representative of past performance in all three of the years reported.

The percentage of mature entrants from low participation neighbourhoods also demonstrates a marked jump in 2009-10 from a previously zero baseline. In this case the data is representative, but also illustrates one of the issues we must consider as a small, specialist institution (see 1.2)

## 1.2 Recruitment of students from under-represented groups - relative performance

Comparing the data in 1.1 with both UK-wide statistics and sector-adjusted benchmarks shows the following:

	2007-8	2008-9	2009-10
% young entrants from state schools or colleges	94.3 ↑	90.0	90.7
Sector adjusted benchmark	91.4	92.0	93.9
UK Total	88.0	88.5	88.8
% of young entrants from SEC 4-7	24.8 ↓	24.8 ↓	28.3
Sector adjusted benchmark	30.9	34.0	31.5
UK Total	29.5	32.3	30.0
% of young entrants from low participation neighbourhoods	7.9 ↓	9.0 ↓	11.2 ↓
Sector adjusted benchmark	10.0	10.3	12.5
UK Total	9.7	10.1	10.3
% of mature entrants with no prior HE from low participation neighbourhoods	0	0	12.5 ↓
Sector adjusted benchmark	-	-	16.5
UK Total	-	-	11.9
% of student population in receipt of DSA	3.7	1.8	16.2 ↑
Sector adjusted benchmark	7.0	6.9	7.4
UK Total	4.5	4.7	4.9

In this context, we perform well in terms of the percentage of young entrants from state schools and colleges, and in terms of the percentage of the student population in receipt of the DSA. In comparison with both sector adjusted benchmarks and national statistics, we perform less well in the other three areas listed. Although the trend is upwards, the indicators here are still below benchmarks.

However, in assessing our performance we have also taken account of the significance of these differences, as outlined in the HESA technical notes. Given our relatively small student population, coupled with a very narrow focus of provision (in terms of JACS classifications), the significance of these differences could be argued to be small. HESA data suggests that the standard deviation [standard error] in every case is high. By the HESA performance measure (+/-3% from benchmark and +/- 3 x the standard deviation) we have not been flagged as significantly underperforming (or indeed over-performing) in these areas.

Whilst we appreciate the importance of continuing to work towards benchmarks rather than the UK national statistics and this has informed our own target setting, we will continue to adopt the methodology above in assessing our performance against targets.

### 1.3 Retention of students from under-represented groups

Our retention of students as a whole is good, exceeding all benchmarks. Retention of students from under-represented groups is very good – 100% in some areas and consistently exceeding our already good institutional performance.

Year	% Young entrants studying at same HEI	% Young entrants no longer in HE	Benchmark	% POLAR 2 studying at same HEI	% POLAR 2 no longer in HE	UK Wide*	% Mature entrants with no prior HE studying at same HEI	% Mature entrants with no prior HE no longer in HE	UK Wide*
2007/8	89.4	6.4	8.1	100	0	9.8	100	0	15.1
2008/9	92	6.8	8.6	100	0	9.6	100	0	14.6
2009/10	95.6	3.8	7.7	100	0	8.7	90	5	13.4

\*No sector-adjusted benchmark available due to small population size

Whilst our performance here is good, we acknowledge that this is based around retention after the first year of an undergraduate programme, and not a student's whole period of study. It is our intention to expand our internal monitoring in this area to include students at all levels of study.

### 1.4 Applications from under-represented groups

Much of our WP strategy and outreach work to date has concentrated on raising aspirations and encouraging applications from under-represented groups, particularly those from POLAR2 Q1 postcode areas and SEC 4-7 backgrounds. This has resulted in a small, but steady increase in applications from these areas, especially when viewed in the context of approximately 25% of applications having unknown data for SEC.

Year	% Applicants POLAR2 Q1	% Applications POLAR2 Q2	% Applications SEC 4-7*
2007/8	12.7	15.6	25.3
2008/9	13.7	15.7	26.4
2009/10	13.6	16.8	24.0

\*Approximately 25% of applications year on year are missing any SEC data

This translates to the following pattern in terms of acceptances of places on our undergraduate programmes:

Year	% Accepts POLAR2 Q1	% Accepts POLAR2 Q2	% Accepts SEC 4-7*
2007/8	13	35	16
2008/9	16	33	18
2009/10	17	19	20

\*Approximately 16% of accepts year on year are missing any SEC data

This suggests the following issues:

Conversion of applications to acceptances is significantly higher for POLAR2 Q2 than POLAR 2 Q1.

Conversion of applications to acceptances for SEC 4-7 is consistently low.

Added to this is a current data gap between applications, offers and acceptances that we intend to address in order to be able to monitor conversion rates in these groups from offers to accepts. Our targets and milestones seek to address all of these issues.

### 1.5 Summary

Assessment of our access performance as detailed above can be summarised as follows:

Area	Performance	Notes
% of young entrants from state schools or colleges	Good	
% of young entrants from SEC 4-7	Below average	
% of young entrants from low participation neighbourhoods	Below average	
% of mature entrants with no prior HE from low participation neighbourhoods	Average	High variability – 2009/10 very good
% of student population in receipt of DSA	Very good	Note 2007/8 and 2008/9 data flawed
Retention of students from under-represented groups	Very good	
Applications from under-represented groups	Good	
Acceptances from under-represented groups	Below average	

As a result, and in accordance with OFFA guidance, we would assess our performance overall as average and therefore intend to spend around 22.5% of the fee above £6,000 during 2012-13.

## The balance between widening participation, fair access and retention expenditure

In our 2011/12 Access Agreement we previously committed the following expenditure on widening participation (outreach activities) and bursaries, which at the time assumed that there was no introduction of an increase in the tuition fee:

	2009-10	2010-11	2011-12	2012-13	2013-14
Estimated spend on OFFA-countable bursaries and scholarships for students in receipt of full state support	£69,402	£73,566	£78,396	£84,100	£89,400
Estimated spend on OFFA-countable bursaries and scholarships for other students	£22,864	£24,750	£26,790	£29,189	£31,376
Estimated spend on additional outreach (£)	£69,795	£72,644	£74,605	£76,619	£78,687

The weighting was originally towards the bursaries, rather than the outreach so in 2011-12, 12.4% of additional fee income was expected to be spent on bursaries and 7% of additional fee income was expected to be spent on outreach. We were supplementing our outreach expenditure with HEFCE match funded summer school income and additional Aimhigher income for discrete projects.

In 2012-13, we intend to increase the proportion of our expenditure on access measures and to decrease the proportion spent on financial support.

So as summarised in Annex B, table 3, 16.7% of additional fee income will be spent on additional outreach activities, whilst 6.7% will be spent on financial support (bursaries, national scholarship match funding)

	2012-13
Estimated spend on old system OFFA-countable bursaries and scholarships for students in receipt of full state support	£56,840
Estimated spend on old system OFFA-countable bursaries and scholarships for other students	£5,202
Spend on National Scholarships Programme (match funding)	£24,000
Estimated spend on outreach	£214,355

## **How the expenditure on outreach is broken down in 2012-13:**

**Staffing and administration costs** = £52,441.80

This includes a Widening Participation Manager and the cost of paying for staff to provide administration and evaluation, plus some costs connected with accessing data.

### **Outreach activities:**

Primary school outreach, aimed at Yrs 1 – 6 = £3,159.20

Secondary school outreach aimed at pre 16, Yrs 7 – 11 = £42,638.66

Summer school for Yr 10 students = £8,638

Post 16 outreach (aimed at Yrs 12 – 13 and mature students) = £16,302.62

**Foundation Certificate fee waivers** = £71,600

**Audition fee waivers and travel grant** = £19,575.

## **Section Three: Additional access measures**

We have conducted a large-scale review of our outreach activities to date in light of our access and retention record. Our widening participation strategy for 2008-2011 focused on profile raising, partnerships and includes a progression programme.

Profile raising activities have been focused on raising aspirations to progress to Higher Education. Our outreach initiatives and activities have included projects with young disabled students, students at risk of exclusion and students who are NEETS (not in employment, education or training).

Partnerships have involved engaging with local partner schools and colleges who have wp students studying Level 3 qualifications and who are interested in progressing on to Higher Education to study a Performing Arts or Making Performance Possible subject. Outreach activities have included LIPAXtra (an intensive week of workshops here for Yrs 11 and 12 students) and audition workshops. Young people who participated in LIPAXtra in 2010 went on to apply to degrees here for 2011 entry.

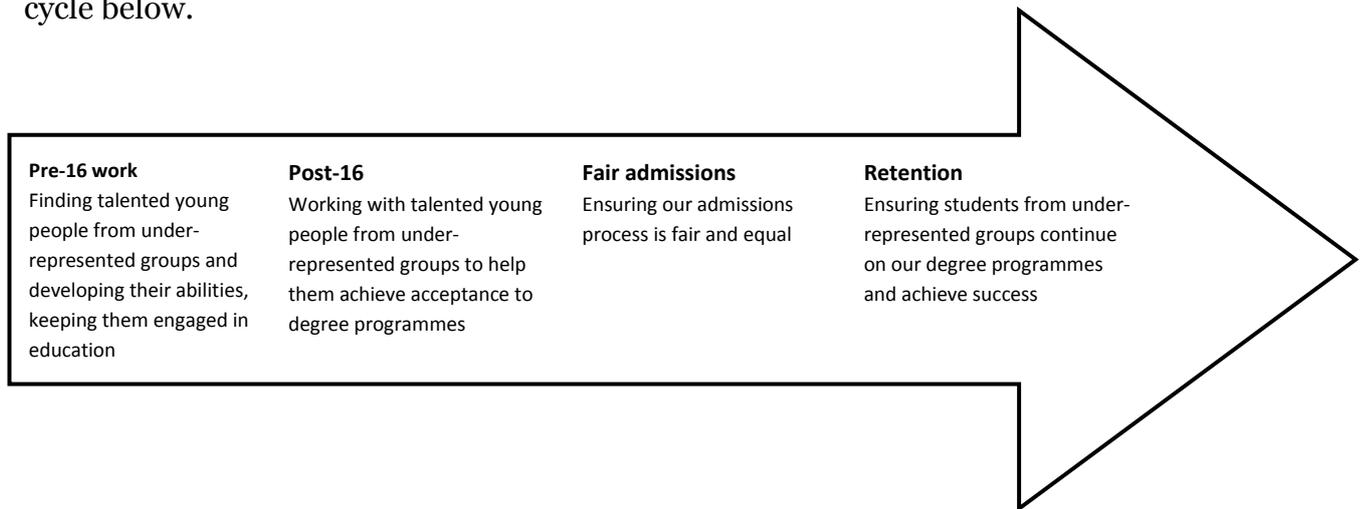
The progression programme has been our largest-scale project to date. It involves working with students in 9 schools in the North West that were selected on the basis of having performing arts status and also because they had large cohorts of wp students. The students on the progression programme have a number of interventions such as regular after school sessions and opportunities to join summer schools and subject-based workshops.

We have learnt the following from the last three years of running widening participation activities:

- Interventions which are sustained and repeated make the greatest impact on students' aspirations and assist them in building skills to progress on their education journey.
- Week-long activities here are effective in engaging all ages of students and help them to develop their skills and raise aspirations.
- To date we have been working with large groups of students in secondary schools who do not necessarily have the skills to progress on to our degree programmes.

- In our work with some secondary schools and colleges we have not always been able to gain access to the most talented students from under-represented groups.
- Further Education partner colleges have been harder to establish links with than secondary schools in the area.
- We have sought other ways to reach talented students from under-represented groups rather than simply relying on links with schools and colleges.

We have now restructured our outreach plans to follow the model of the student life cycle below.



In this model, we will continue to build on previous outreach activities that focused on raising aspirations amongst student up to the age of 16, then we work with smaller groups of talented students at the post 16 stage. We have designed a new range of activities related to fair access and will continue to provide the types of activities that we currently provide to support students once they have enrolled here to ensure they are retained and achieve success.

### **Pre-16 Outreach**

#### **Primary school work, School Yrs 1 - 6**

By 2012-13, our plan is to have established links with 10 local primary schools, particularly those which feed into our partner secondary schools in order to raise aspirations and help identify talented student at this early age. In 2012-13, we intend to offer workshops in the schools about the journey to Higher Education. Following on from this, we will recruit a smaller group of talented primary schoolchildren to attend a day's workshop here. It is anticipated that we will continue to work with these children in subsequent years, after they have moved into secondary schools with whom we have progression framework agreements.

### **Secondary school outreach**

#### **School Yrs 7 - 11**

By 2012-13, we intend to have developed partnerships with 6 new schools in the Greater Merseyside area, so that in this year we should be working with 15 schools in total. All the secondary schools will be selected on the basis of contextual data to ensure good targeting principles are being applied (see milestones in table 5b).

## **School Yrs 7 – 9**

### **After school workshops**

During 2012-13, for Yrs 7, 8 and 9 in our 15 partner schools we will aim to provide after school sessions in a selection of performing arts and making performance possible subjects. In the course of running these activities it is anticipated that we will identify talented young people from under-represented groups, who will be interested in progressing onto our next set of activities (called the progression framework) that works with smaller groups of students in Yrs 10 and 11.

## **Yrs 10 and 11**

### **Progression framework**

Students identified as talented in Yr 9 in the schools will be invited to apply to join the progression framework where they will be invited to take part in the following:

### **Yr 10 initiatives**

- Workshop days here
- Non-residential summer school at the end of Yr 10 here

### **Yr 11 initiatives**

- Careers focus day
- One to one mentoring sessions
- Free tickets to attend shows here
- One day workshop to evaluate their progress and to help them plan their futures

## **Yrs 10 and 11 Making Performance Possible Profile Raising**

We have been able to gain high levels of interest from students, interested in progressing to Acting, Dance or Music/Singing courses, but have had less interest from students who might wish to study one of our Making Performance Possible subjects. This reflects general trends in applications to these programmes. We are therefore proposing a new range of making performance possible activities for students gifted in art, science, and technology to ignite their interest in Sound Technology, Theatre Design and Theatre Technology. These activities will require intensive marketing to attract appropriate numbers of students from wp target groups.

### **Post 16 outreach:**

At this stage, it is important to be working with the most talented students from under-represented groups and to support them in their progression to HE courses or professional training. In 2012-13, we will link with up to six local colleges and schools with sixth forms who teach subjects similar to ours and will work with them to identify talented young people and mature students, who could progress on to our courses. We will also continue to work with talented young people from under-represented groups who have come through our progression framework.

### **Yr 12/1<sup>st</sup> year of college**

- one day workshops delivered in the colleges
- an intensive skills project for Yr 12 here

### **Yr 13/2<sup>nd</sup> year of college**

- Week-long audition workshops to prepare students for the process of auditioning to study Acting or Dance at Higher Education level
- Audition workshop weekend for Acting, Dance, Singing and Music
- One to one audition and interview mentoring

### **Mature students workshops**

These are aimed at students undertaking Access courses in relevant subjects in local colleges. The intention is to make them aware of relevant courses here and to help raise awareness of the benefits of progressing to HE in general.

### **Collaborative working between institutions**

Working with local schools and colleges to develop partnerships for progression and to identify talent is a central theme to our outreach work. In the past Aimhigher was instrumental in co-ordinating outreach activity with schools, colleges and communities. We will therefore be exploring ways to work closely with the other HEIs locally to develop partnerships which support the progression of young people and to ensure there is parity over delivery and students get the best possible local provision. We will also build on partnerships that we have started to establish with local theatres, who can engage young people on a different level and demonstrate the progression from Higher Education into the professional world.

### **Fair Access:**

#### **Use of contextual data in admissions**

In 2011-12 for 2012 entry we will be trialling the use of the new contextual data on applicants from UCAS. We currently invite a high proportion of applicants to audition/interview and it is our intention to make admissions tutors aware of contextual data during the auditioning/interview process. This will enable admissions tutors to add context to their decision-making process on an individual basis. It may lead in some cases to offers being made that request a lower level of UCAS tariff points at Level 3 qualifications. In terms of performance at audition/interview the data may also help us recognise that an applicant may have had less opportunities to gain experience in the subject they wish to study here so will add the context of informing the applicant's potential to benefit from the course. It is anticipated that there will be some extra time required on training staff and administering this process but we have not included this cost in the access agreement.

#### **Audition fee waivers and travel grants**

We hold between 50 and 60 audition/interview events per year on our own premises. In 2010-11, we charged students that attended an audition for one of our performing arts programmes an audition fee of £35. There was no fee for attending an interview event. However, there are travel costs associated with attending either an audition or interview event.

In 2010, we surveyed applicants who had declined to attend an audition or interview event for 2010 entry. Around 32% of applicants, who responded to the survey, cited the fee as one of the barriers to attending the auditions/interviews and 39% cited

additional costs associated with attending the auditions/interviews as one of the barriers.

In 2011-12 for 2012 entry, we will, therefore, trial a new system for offering audition fee waivers and travel grants. These will be offered to applicants that we wish to invite to audition /interview, who we identify as being from POLAR2 Q1 (this will be based on postcode data on the applicants' UCAS form). We are making an assumption that we would continue the audition fee waiver and travel grants in 2012-13.

We envisage that there will be some extra time involved in administering this, but we have not included this cost in our access agreement. The access agreement is simply showing the reduction in our income for audition fees and the anticipated cost of travel grants, on the assumption that levels and patterns of applications remain similar to those for 2010 entry.

### **Foundation Certificate Fee Waivers**

We offer four private Foundation Certificate courses in Performing Arts (Acting, Dance, Singing) and Popular Music and Sound Technology. Given the high level of competition for places on performing arts degrees, these intensive year long courses are designed to help talented students to develop their potential and skills further. This means they may, therefore, be more likely to be able to progress on to degree level study at a performing arts institution, which receives many more applications than places. The tuition fee is in the region of £9,000 for each Foundation Certificate. It is our intention to offer eight students from Greater Merseyside who are from under-represented groups the opportunity to gain a free place on the Foundation Certificates in 2012-13. Selection will be based on evidence of their financial situation and a decision will be made by a panel here.

### **Student retention**

As our student retention record is so strong, we do not intend to include additional activities in this area for 2012-13. We will record the activities that we currently provide that contribute to student retention in our WP Strategic Assessment.

### **Financial support for students**

#### **National Scholarship Programme Matching**

We intend to match the National Scholarship Programme (NSP) for new UK entrants in 2012-13 and will be using the detailed guidance issued by the government to formulate the fine details of how we will provide this.

In the meantime, here are our current proposals, LIPA is planning to award 16 National Scholarships in the 2012/2013 academic year. We know that in order to be considered for a NSP, students must be:

- Ordinarily resident in England or the EU
- Be liable to pay the new proposed £9,000 per year tuition fees
- A new full-time undergraduate student starting university for the first time in 2012
- From a low income household where the declared household residual income is £25,000 or less

Meeting the above four essential eligibility criterion will not equate to an automatic entitlement to a NSP.

LIPA will be awarding up to 16 scholarships based on:

- students who demonstrate they are in the greatest financial need
- students from disadvantaged socio-economic areas
- students who were looked-after children/care leavers

We propose to award the scholarships as follows:

- **Fee-waiver:** The eligible full-time students from England will receive a fee waiver or discount of £2,000, which means their first year tuition fees will be reduced to £7,000.
- **Bursary:** The eligible full-time students from England will also receive a cash bursary of £1,000.
- **EU students:** will only be able to receive the fee waiver element of the NSP award. This means their first year tuition fee will be reduced to £7,000

### **Other financial support**

Given our current high levels of student retention, we are not considering providing additional financial support to new entrants outside of matching the NSP funding.

Financial support for continuing students who started their courses between 2006-07 and 2011-12 will remain on the same arrangements. This is shown in Annex B, table 3.

## **Section Four: Targets and milestones**

Our access agreement includes stretching targets, which are identified in Annex B, table 5a and table 5b.

Table 5a includes targets for HESA Widening Participation Performance Indicators. These include aspirations to improve our percentage of young entrants from SEC 4-7. We have also included targets for applications. This data is available earlier from UCAS for monitoring purposes than HESA WP PI so will help us to get a sense at an earlier stage if our activities are yielding the results that we expect to see. Table 5b includes targets for outreach work in 2012-13 and fair access initiatives (which have been described in detail in section three).

## **Section Five: Monitoring and evaluation arrangements**

The Founding Principal/Chief Executive Officer is responsible for the access agreement.

It will be monitored and evaluated by the Teaching and Learning Board, which is a sub committee of LIPA Council, which is the governing body at LIPA. LIPA Council receives minutes and reports from the Teaching and Learning Board and therefore will be informed accordingly.

### **Evaluation of milestones and targets as identified in table 5a**

We intend to produce a report from our student record system in November 2012 on the 2011 entrants and to purchase UCAS data at the end of each admission cycle (so for example, data on 2012 entrants is expected to be available in November 2012) to enable us to gain early soundings on actual performance against milestones in table 5a.

### **Evaluation of outreach milestones and targets identified in table 5b**

The Widening Participation Manager will produce a report evaluating outreach milestones and targets each year.

We aim to collect the following information on each participant:

- age, gender, socio-economic background (measured by postcode & occupation of chief wage-earner), disability, ethnicity, family background of HE, care leavers, which school/college is attended.
- Number of interventions engaged in
- Attainment and progress at school or college
- Changes in perception – measured through pre- and post- event evaluation forms at events.
- Mid-term impact on applications/acceptances
- Long term impact on entrants
- Long term impact on retention and completion

For most activities, it is most appropriate for evaluation to take place at the point of intervention, by assessing attitudes to HE before and after an aspiration-raising event. We are also endeavouring to measure attitudinal change over time, this will be done by carrying out questionnaires and focus groups with young people at key decision making points such as:

- Beginning of Yr 10 or end of Yr 9
- End of Yr 11
- In Yr 12

We aim to track each of the students' progress through to application and entry into HE. By liaising with our admissions team we are able to flag whether any of the wp students on our database have applied to our degree programmes. This gives another level of contextual data to the decision making process.

These reports will be submitted to the Teaching and Learning Board.

### **Section Six: Provision of information to prospective students**

We will publish our access agreement on the LIPA website.

We will also publish information for applicants and students on the fees that we charge and financial support that we offer on the LIPA website.

A detailed fact sheet is likely to be prepared in March 2012, which will be sent to all students who have accepted places on our degree programmes. Information on fees and financial support will also be provided when we send out enrolment information to new entrants in August each year (after A-level results).

For returning students, information on fee and financial support arrangements will be publicised on our intranet and will be sent out in March/April 2012 and in August before students are due to re-enrol.

We have a group of over 40 trained students who we regularly employ to work on widening access or marketing and student recruitment activities. We will invite members of this group to take part in testing the clarity of our information.

We will also provide such information to UCAS and SLC as they reasonably require it to populate their applicant-facing web-services.