

LIPA

THE LIVERPOOL INSTITUTE FOR PERFORMING ARTS

Access Agreement for 2016-17

Section One: Fees, student numbers, fee income and fee rises in subsequent years

We will charge all UK/EU entrants in to Level 1 (the first year) of our full-time undergraduate degree programmes in 2016-17 a tuition fee of £9,000. We will also charge all returning UK/EU entrants in to Level 2 and Level 3 of our full-time undergraduate degree programmes in 2016-17 a tuition fee of £9,000.

The increase in fee income to £9,000 enables us to maintain course delivery. We want to continue to offer excellent learning 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 of our undergraduate programmes in 2016-17 is 213. The estimated number of UK/EU returning students in to Level 2 of our undergraduate programmes in 2016-17 is 182. The estimated number of UK/EU returning students in to Level 3 of our undergraduate programmes is 158.

Our predicted numbers of UK/EU students in Academic Years 2015-16, 2016-17, 2017-18, 2018-19 and 2019-20 are shown in the Resource Plan, table 1. In the Resource Plan, we have not added inflation. It is our intention to apply annual increases (in line with the amount set by the Government) to the tuition fees. Fee income is shown in the Resource Plan, table 3. In 2016-17, the estimated fee income above the basic fee is £1,659,000.

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).

2.1 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 or colleges
 % of young entrants from SEC 4-7
 % of young students from low participation neighbourhoods (POLAR2 Q1)
 % of mature entrants with no prior HE from low participation neighbourhoods (POLAR2 Q1)
 % of student population in receipt of DSA

Assessment is based on the seven years of data between 2007 and 2013, as this allows an assessment of both absolute performance and performance relative to HESA Performance Indicators. 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 (POLAR2)	% 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
2010-11	95.8	19.3	7.1	9.1	23.9
2011-12	88.3	24.5	10.2	13	24.2
2012-13	87.4	26.10	14.50	10*	24.5
2013-14	89.3	27.8	14.2	8.3*	19.8
<i>7 year average</i>	<i>90.8</i>	<i>25.1</i>	<i>10.6</i>	<i>7.6</i>	<i>16.3</i>

In some cases, percentages have increased for 2013/14 entrants. There was a slight decrease in % of young entrants from low participation neighbourhoods. There was also a drop in % of student population in receipt of DSA and a slight decrease in % of mature entrants with no prior HE from low participation neighbourhoods.

It is also worth noting that % of young entrants from state schools and colleges does not include the school type of students enrolling from our own Foundation Certificate courses, which are Level 3 non-credit bearing courses and therefore, not part of HESA measures. In 2011-12, 2012-13 and 2013-14, LIPA was inputted as their school/college and so appears to have skewed the data. In 2013-14, if these students' original school/college was considered, the figure would rise to 91%, which is 1% below our target.

*As far as mature students are concerned, as with 2012-13, because populations which contain fewer than 22.5 individuals are suppressed in the official HESA Performance Indicators, our percentage of mature entrants with no prior HE from

low participation neighbourhoods is not represented. However, our internal records show that for 2013-14 entry we have 24 mature students, of these 2 were from low participation neighbourhoods, therefore the actual percentage is 8.3.

Our assessment of our access record

2.2 Recruitment of students from under-represented groups - relative performance

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

	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	Target in access agreement
% young entrants from state schools or colleges	94.3 ↑	90.0 ↓	90.7 ↓	95.8 ↑	88.3 ↓	87.4 ↓	89.3 ↓	92
Sector adjusted benchmark	91.4	92.0	93.9	94.3	92.3	94.2	94.5	
UK Total	88.0	88.5	88.8	88.7	88.9	89.3	89.7	
% of young entrants from SEC 4-7	24.8 ↓	24.8 ↓	28.3 ↓	19.3 ↓	24.5 ↑	26.8 ↓	27.8 ↓	30
Sector adjusted benchmark	30.9	34.0	31.5	30.6	30.6	33.9	35.6	
UK Total	29.5	32.3	30.0	30.6	30.7	32.3	32.6	
% of young entrants from low participation neighbourhoods (POLAR2)	7.9 ↓	9.0 ↓	11.2 ↓	7.1 ↓	10.2 ↓	14.5 ↑	14.2 ↑	12
Sector adjusted benchmark	10.0	10.3	12.5	13.2	10.5	12.8	12.9	
UK Total	9.7	10.1	10.3	10.5	10.6	11.5	11.5	
% of mature entrants with no prior HE from low participation neighbourhoods (POLAR2)	0	0	12.5 ↓	9.1 ↓	13 ↑	10	8.3	13
Sector adjusted benchmark	-	-	16.5	12.3	9.2	-	-	
UK Total	-	-	11.9	11.7	11.6	12.3	11.4	
% of student population in receipt of DSA	3.7	1.8	16.2 ↑	23.9 ↑	24.2 ↑	24.5 ↑	19.8 ↑	NA
Sector adjusted benchmark	7.0	6.9	7.4	7.9	9.4	10.8	10.6	

UK Total	4.5	4.7	4.9	5.3	5.9	6.5	6.8	
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Arrows denote whether we are above or below the sector adjusted benchmark.

While improvements have been made in most areas, in some we are still below our agreed target.

We have continued to perform well in terms of % of the student population in receipt of DSA, surpassing the sector adjusted benchmark and the UK total by a significant margin. We have also performed well in terms of % of young entrants from low participation neighbourhoods, surpassing both the sector benchmark and the UK total.

Although our % of young entrants from SEC 4-7 has increased each year since 2011/12, we are still under our access agreement target and the sector benchmark and UK total. In the 2015-16 Access Agreement we expressed a belief that our initial milestone target was set at an unrealistically high level and proposed a more realistic aim for a 0.5% increase from the baseline data collected in 2008-09 each year. If we were to use this adjusted milestone (set as 25.8% by 2015-16) then we would actually be performing slightly above target on this measure.

In comparison with both the sector adjusted benchmark and UK total, we have performed less well in % entrants from state school or colleges, as was highlighted previously.

For % of mature entrants with no prior HE from low participation neighbourhoods our small population does not permit a comparable HESA indicator, although if we assess our internal data we are performing below the UK average. We recognise that there is more to do to encourage further applications from mature students.

In assessing our performance, we always take account of the significance of differences, as outlined in the HESA technical notes. Given our relatively small student population, coupled with a 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 error), we have not been flagged as significantly underperforming or overperforming in any area.

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.

n.b.

As explained on the HESA website in the Performance Indicator section, in 2011-12, the method used to produce the low participation indicator has changed from using POLAR2 to the more up to date POLAR3 method. The POLAR3 method has been run back to 2009-10 to allow some comparisons.

We are therefore showing our data for POLAR3 for 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14 below:

	2009-10	2010-11	2011-12	2012-13	2013-14	Five year average
% of young entrants from low participation neighbourhoods	11.7	7.1	8.3	10.3	12.3	9.9
Sector adjusted benchmark	11.9	11.1	10.5	12.7	12.5	11.7
UK Total	9.6	10.0	10.2	10.9	10.9	10.3
% of mature entrants with no prior HE from low participation neighbourhoods	12.5	-	12.5	-	-	12.5
Sector adjusted benchmark	14.7	-	9.5	-	-	-
UK total	10.6	-	10.9	12.2	11.8	

In our 2014-15 Access Agreement, we first felt we had enough data to establish a clearer trend relating to POLAR3 which enabled us to set targets up to 2015-16. Within this we proposed to increase the % of young entrants from low participation neighbourhoods by 0.5 % each year until 2015-16 (with a target of 10.85). This year we have performed well above this proposal, although still marginally below the sector adjusted benchmark. We will consider whether this proposed target should be adjusted in 2017-18.

2.3 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 good – 100% in some areas and consistently exceeding our already good institutional performance. However, in 2012-13 we had a slight decrease as far as retention is concerned in our overall % of young entrants.

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/Benchmark*
2006/7	89.4	6.4	8.1	100	0	9.8	100	0	15.1
2007/8	92	6.8	8.6	100	0	9.6	100	0	14.6
2008/9	95.6	3.8	7.7	100	0	8.7	90	5	13.4
2009/10	90.9	7.1	10.6	100 [†]	0 [†]	9.9	88.9	7.4	13.4
2010/11	97.5	1.3	8.4	100 [†]	0 [†]	8.9	91.7	8.3	11.7
2011/12	96.4	3.0	6.2	100 [†]	0 [†]	8.0	100	0	11.1

2012/13	94.3	4.0	7.0	100 [†]	0 [†]	8.0	100	0	12.7
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*No sector-adjusted benchmark for 2007-10 available due to small population size.

[†] Due to data rounding and small sample size, these figures are extrapolated from HESA Performance Indicators

2.4 Applications from under-represented groups

Much of our WP strategy and outreach work in the period 2007-10 had 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.

In 2014/15 we have seen an increase in our applications from POLAR2 Q1 but at the same time applications from SEC 4-7 remained similar to the previous year.

After piloting various fair access initiatives in 2011-12, 2012-13 was the first year in which our widening access strategies changed to include more focus on entrants.

Year	% Applicants POLAR2 Q1	% Applicants POLAR2 Q2	% Applicants 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
2010/11	12.8	16.8	23.8
2011/12	13.2	16.2	24.7
2012/13	14.3	16.6	25
2013/14	11.8	13.4	25.8
2014/15	15.31	15.69	25.22

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

Year	% Accepts POLAR2 Q1	% Accepts POLAR2 Q2	% Accepts SEC 4-7*
2007/8	6.9	16.8	16
2008/9	10.1	14.9	18
2009/10	9.8	10.9	20
2010/11	6.7	12.5	14.4
2011/12	7	13.3	17.9
2012/13	14.2	12.3	18.3
2013/14	9.39	13.62	23.27
2014/15	12.11	13.68	22.11

Our conversion of applications to acceptances continues to experience fluctuations.

nb. the above statistics are supplied to us via UCAS, which continues to use POLAR2 data rather than POLAR3 data.

2.5 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	Currently slightly below average	The figure is in reality slightly higher if the entrants from our own FC courses are considered according to original school/college profile. In this case, we would be performing marginally below our Access Agreement target
% of young entrants from SEC 4-7	Below average	
% of young entrants from low participation neighbourhoods	Above average	
% of mature entrants with no prior HE from low participation neighbourhoods	Below average (although population size below HESA PI minimum threshold)	
% of student population in receipt of DSA	Good	
Retention of students from under-represented groups	Good, particularly in comparison with sector and UK benchmark	
Applications from under-represented groups	Good from POLAR2, no movement from SEC 4-7 so average	
Acceptances from under-represented groups	Average for POLAR2 Q1, slightly below average for SEC 4-7	

As a result, and in accordance with OFFA guidance, we would assess our performance overall as average and therefore we need to spend 22.5% of the fee above £6,000 during 2016-17.

At present we are aiming to spend around 23.4% of the fee income above £6,000 during 2016-17 (although we reserve the right to reduce this to 22.5%). This amounts to £388,164.

The balance between widening participation, fair access and retention expenditure

The overall institutional spend in 2016-17 as a proportion of fee income above the basic fee for 2016-17 is predicted to be 23.4%. The proportion being spent on financial support is 5.8%, the proportion being spent on outreach and fair access activities is 12.7%, the proportion being spent on student success is 4.1% and the proportion being spent on progression is 0.8% (See table 6b in the Resource Plan).

We reserve the right to alter the balance of expenditure and therefore to change any related targets and milestones should our Student Opportunity funding be reduced during 2016-17. We may also need to revisit the balance of expenditure and may need to alter our activities in light of proposed changes to the DSA. If major changes take place then we are most likely to consider reducing the number of Foundation Certificate fee waivers on offer and to allocate this money towards student support.

How the expenditure on outreach and student success is broken down in 2016-17

OUTREACH

Staffing and administration costs = £93,481

This includes the majority of the salary of the Access and Schools/Colleges Liaison Manager and the full salary of the Widening Participation Co-ordinator, administration costs, costs for purchasing data from UCAS, subscription to HEAT, continued emphasis on marketing activities (continuing with the production of marketing collateral), providing DBS checks for our widening participation casual staff, plus staff time for managing and administering contextual data and audition fee waivers and travel grants.

We have also included the cost of providing staff training for our students and graduates who we employ to deliver widening participation outreach activities.

Outreach activities:

Primary school work aimed at ensuring a high ratio of under-represented groups at LIPA Primary School and embedding awareness of HE at a very early age = £2,563

Activities aimed at pre-16, Years 7 – 11 = £35,748

Activities aimed at encouraging students from under-represented groups to attend the new LIPA Sixth Form College = £2,281

Activities aimed at post-16, Years 12 – 13 and mature learners = £17,139

Bursaries for participants in LIPA 4:19 summer schools = £1,212

Foundation Certificate fee waivers and cost of living bursaries = £47,800

Audition fee waivers and travel grants = £10,437

Teaching staff fund for projects = £500

STUDENT SUCCESS

We are committed to providing appropriate support systems and services to identify and help those experiencing difficulties with study, so that all students achieve and reach their potential.

Student support = £12,165

We provide an in-house open-referral student support service. This is led by a dedicated Student Support Manager who offers advice and information about a wide range of issues related to student support needs, health and welfare, plus referrals to members of the student support team. This figure represent a proportion of the estimated expenditure on some of the specialist tutors, counselling and mentoring which would not be covered by the Disabled Students Allowance. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance grant.

Student Support for disabled students = £15,733

This represents

- 1) The estimated cost for paying for dyslexia testing for our HEFCE-funded students.
- 2) The estimated cost of the specialist tutors who support some of our music students (only a proportion of the total cost is included here based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance grant).
- 3) Contribution of £200 towards computer equipment needed by incoming first years who are diagnosed as dyslexic and are in receipt of the full maintenance grant (assumes this would be applied to 14 students).

Welfare Services from Liverpool John Moores University = £9,345

We buy in specialist counselling services from Liverpool John Moores University that are aimed at supporting and retaining students. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance grant.

Cost of attendance monitoring = £8,068

We monitor student attendance closely. If a student's attendance falls below a certain level, this can be a warning flag that a student may not achieve student success. If we have cases of low attendance, relevant staff contact the individual student to encourage them to improve attendance and to identify any steps that we can take to further support the student so that they can progress with their course and achieve success. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance grant.

Cost of administering our bursary schemes = £2,010

This is the estimated cost of the staff time involved in administering the LIPA bursary and the Care Leaver bursary, in addition to a proportion of the fee charged to us by the SLC, which enables us to determine to whom we should award the bursaries.

Cost of works to the Central Core = £20,352

The figure of £20,352 is equivalent to the annual depreciation charge of the estimated cost of the work to make our new building No. 68 Hope Street accessible to all students.

STUDENT PROGRESSION

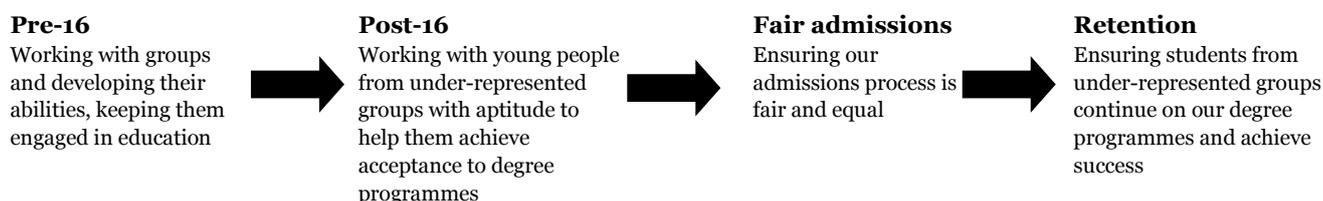
Supporting Graduate Enterprise = £12,831

LIPA has a range of funds available to support graduate enterprise. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance grant.

Section Three: Additional access measures

The emphasis of our widening participation outreach is on ensuring that we are working with the most eligible young people from under-represented groups. Our intention is (and remains) to target schools and colleges, which could give us access to students, who are from lower socio-economic backgrounds or from neighbourhoods where HE participation is low.

As per HEFCE guidance, our outreach plans are structured to follow a model of the student life cycle (as below).



At Key Stage 3 level, we have chosen to engage more fully with whole year groups and class groups. These activities are designed to introduce pupils to the concept of Higher Education and raise aspiration to progress further in education. Given that we are a specialist institution, there is also an underlying focus upon developing skills and interest related to continued participation in performing arts and making performance possible disciplines. This is necessary to help identify and encourage participants to engage further in more targeted activities later on.

From Year 10 onwards, we will then work with smaller groups of students that meet at least one of a number of WP criteria and who have an aptitude for the performing arts. In most cases, these students come from partner schools and have engaged with us in previous years also. These Year 10 pupils enter a two year progression framework where they take part in a number of activities here. The activities within this period concentrate on practical workshops to show what a course might be like within the classroom environment, in particular our teaching approach to performing arts and making performing possible. There is also an additional focus in Year 11 upon participants thinking about the range of careers for which a degree in these subjects could provide. We believe that participants are more likely to benefit from activities where they form part of a sequential and incremental framework over time and that this allows them to build upon the skills, knowledge and experience that they have gained in previous interventions. While we provide some shorter activities, most of our activities for this age group are at least three days long as evidence has shown that these intensive opportunities are more effective in engaging students and helping them to develop their skills and raise aspirations.

In Year 12 and 13, we will work again with groups of students that meet at least one of a number of WP criteria and who have an aptitude for the performing arts. The Year 12 and 13 element of our outreach programme is designed to support students in the process of selection and application to Higher Education and give participants the best chance of being successful in their applications, to LIPA and other Higher Education institutions which offer performing arts courses. Pupils will be targeted from schools and colleges who have high proportions of students from under-represented groups. Some of the same pupils who participated in our Year 10/11 programme are likely to take part in our post-16 outreach, although this provision is opened up to a wider range of schools as most of our partner schools do not have sixth forms.

We also provide a range of activities related to fair access for students at the post-16 stage and continue with our actions that provide support to students once they have enrolled here to ensure they are retained and achieve success.

We will continue to follow this model in 2016-17.

Following a review of school partners in 2013-14, relationships were formed initially with eight partner schools in 2014-15 (some of these were new to us). These schools were chosen by assessing information available in the public domain, including indices of school GCSE (and in some cases A-level) results and the percentage of students in receipt of free school meals. Three additional schools were taken on board because of challenges with engaging some of the initial eight schools. We are proposing to work with a combination of these 11 schools in 2016-17.

Challenges in engaging with some target schools, coupled with our nature as a specialist institution whose outreach activity is likely to appeal to a smaller percentage of students, has made it harder for us to recruit students from under-represented groups to attend our activities here from Year 10 onwards from these schools alone. We have therefore needed to spend time and budget on profile raising within the partner schools. We have also been committing more time and budget to marketing campaigns aimed at a wider pool of local schools and colleges to

encourage their students who match the HESA WP Performance Indicators to join our programme of WP activities based here aimed at Year 10 and upwards.

To ensure that we are working with pupils from the most under-represented groups all applicants who are in Year 10 and above who we want to engage in outreach activities here complete a registration process. The registration process enables us to ensure that all the people who we are inviting on to these projects match Widening Participation Performance Indicator criteria of either being from a low participation neighbourhood or from a family background where the main earner is in an occupation classed as SEC 4 – 7. Applicants who are in receipt of Free School Meals and applicants who are care leavers are also eligible.

We are also involved in two additional educational ventures which have a significant impact on our widening access work.

The first of these is the opening of our LIPA Primary School in September 2014. Given our location, we expect that some of the children attending will be from under-represented groups. To ensure we have a good proportion of applicants from these groups, each year we will be working in partnership with local children's centres and state funded nurseries in the local area to reach parents with children from under-represented groups. The primary school provides us with an excellent opportunity to encourage the students to consider going onto study at a Higher Education institution such as ours when they are 18; our WP team will be involved closely with LIPA Primary School in providing a number of interventions for current pupils designed to raise awareness and aspiration. However, the first cohort of students, who joined the LIPA Primary School in 2014, will not be eligible to enrol into HE until 2028, so this initiative is very long term.

In September 2016 we are opening our own Sixth Form College. During 2016-17, we will continue to support recruitment activities to encourage people from under-represented groups to apply to the LIPA Sixth Form College. We will also ensure that we publicise all widening participation activities aimed at post-16 students to the students in the LIPA Sixth Form College who are from under-represented groups, so that they feel encouraged to apply to our degrees and take part in opportunities assisting them in doing so successfully.

We expect that in some cases the opening of the Sixth Form College may have a detrimental effect on us engaging with secondary schools with sixth forms and local FE colleges, who will now view us as a competitor. This encouraged us to change some of our partner schools during 2014-15. Every year we review the schools and colleges that we work with and work closely with these partner schools to ensure that what we are delivering for them is effective and meets the needs of their cohorts.

We still intend to target four to five local FE colleges to offer their first year students awareness raising workshops about our HE degree programmes, including how to apply and tips for preparing for auditions/interviews.

Pre-16 Outreach

Primary school work, School Reception to Year 6

Research continues to support the truism that the earlier you start the better – if you want to affect life opportunities. In September 2015, 52 children should be moving in to Year 1 and 52 children will be starting in the two reception classes of the LIPA Primary School. In September 2016 a further 52 students should therefore move in to Year 2, 52 into Year 1 and 52 into reception. During 2016-17, the widening participation emphasis will be on trying to encourage people from under-represented groups to enrol in reception for 2017, although each year we also plan activities to make sure that the pupils of the primary school visit us and have an experience of the HE side of LIPA. As the children eventually move into Year 5 and Year 6, the widening participation team will undertake structured activities designed to raise the aspirations of any of the children in the primary school who are from under-represented groups to encourage them to study a performing arts or making performance possible subject at Higher Education when they leave Year 13. This will come into effect in our 2019-20 access agreement. We are also interested in becoming a provider of free early education for disadvantaged two year olds. If we are given the go-ahead to provide this, it should automatically increase the proportion of people from under-represented groups attending the primary school.

Secondary school outreach

In 2016-17, we intend to work with up to 11 partner schools* (mostly without sixth forms) in the Merseyside and Greater Merseyside area. These have previously been selected on the basis of contextual data to ensure good targeting principles are being applied. The vast majority of our pre-16 outreach will be with pupils from these partner schools.

*Our set of partner schools was adjusted in 2014-15 to take into account the expected challenges of engaging with certain schools once we had confirmed our intention to offer our own sixth form provision. Because links with some of our intended WP schools proved challenging, we established partnership ties with an additional three schools who met the targeting criteria but were outside of our initial geographical targeting radius. In 2015-16 we have decided to offer a LIPA taster programme (KS3) to all 11 schools consisting of the eight original partner schools plus the three additional schools who have engaged effectively. It is expected that a review of this outreach will take place in the summer of 2016 to assess whether there are still challenges with engagement in some schools and decide if we will continue working with all 11 or to reduce the numbers and offer a more concentrated level of activity with the remaining partners.

School Years 7, 8 and 9

Outreach work within the schools

A crucial identification of our engagement with schools at KS3 level is the need to be flexible in the way that we deliver outreach in our partner schools. Depending upon their cohorts and their subject options, partner schools may require differing programmes of activities and focus upon particular disciplines, although our

intention is to promote a wide spectrum of performing arts and making performance possible disciplines to raise awareness of opportunities. Some partner schools wish for us to run workshops activities in curriculum time whereas others would rather these were delivered after-school. We will allocate a similar budget for outreach activities to each school*, but will determine with each school on an individual basis the best way to deliver our outreach activities to meet our mutual objectives.

Assembly talks will be offered to Year 7 or 8 students to introduce the idea of Higher Education progression. In each school, we will continue to focus on engaging students in Years 8 and 9 in workshop activities to raise their awareness of higher level study in performing arts and making performance possible courses. In the course of running these activities, it is anticipated that we will identify enthusiastic and hard-working young people from under-represented groups, who we will seek to interest in progressing onto our next set of activities (called the progression framework) that works with smaller groups of students in Years 10 and 11, and furthermore in Years 12 and 13.

*Partner schools from further afield will have a reduced activity budget to account for additional travel costs for such activity.

Years 10 and 11

Progression framework

Students identified as enthusiastic and hard-working in Year 9 in the partner schools will be invited to join us at audition/interview events in the partner schools or here in Year 10. Other students from non-partner schools will also be given the chance to take part in audition/interview events here.

From these we will select students who are both identified by our audition/interview staff as having the potential and commitment to succeed on the Year 10/11 programme and who match the Widening Participation Performance Indicator criteria of either being from a low participation neighbourhood or from a family background where the main earner is in an occupation classed as SEC 4 – 7. Applicants in receipt of Free School Meals and care leavers are also eligible to join the progression framework. For those who we are unable to accept onto the progression framework we expect that the audition and interview practice and feedback from our staff will prove useful.

The programme is made up of the following activities:

Year 10 initiatives

- A welcome event held here in January to explain the programme and introduce the students to us (also attended by parents)
- An intensive skills project for Year 10 students held here during Easter holidays 2017 (three-day LIPA XTRA)
- Free tickets to attend shows here (if there is a suitable production between October 2016 and May 2017)
- Non-residential intensive five day summer school including a performance at the end of Year 10 (August 2017)

Year 11 initiatives

- An evening skills workshop in December, designed to improve skills and confidence in their chosen discipline
- The opportunity to attend an audition/interview preparation event for joining the LIPA Sixth Form College (held in December and January as Sixth Form College auditions and interviews take place from 23 January 2017, to be completed by the end of Saturday 18 March 2017)
- Free tickets to attend shows here (if there is a suitable production between October 2016 and May 2017)
- Non-residential three-day summer school including a careers focus day workshop to evaluate their progress and to help them plan their futures (July 2017)

Years 10 and 11 Making Performance Possible Profile Raising

Previously, 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 wishing to study one of our making performance possible subjects. This reflects a general trend in applications to these programmes. We therefore provide one day experiences in making performance possible activities for students who have an aptitude in art, business studies, science or technology to ignite their interest in sound technology, theatre design and theatre technology. In 2016-17 we plan to run two 'Studio and Sound' and two 'Explore Backstage' experiences. 'Studio and Sound' provides an opportunity for students to spend time in one of our recording studios and undertake their own piece of sound engineering work. 'Explore Backstage' involves a series of backstage workshops here alongside a trip to a Liverpool theatre to participate in further workshops delivered by practicing backstage theatre professionals. These activities require intensive marketing to attract appropriate numbers of students from widening participation target groups.

Post-16 outreach

At this stage, it is important to be working with the most enthusiastic and hard-working students from under-represented groups and to support them in their progression to HE courses or professional training. We will therefore continue to work with the young people from under-represented groups, who have come through our progression framework, as well as new students who meet the same WP Performance Indicator criteria.

Year 12/1st year of college

- An intensive residential project here (three-day LIPA Get Set) which includes practical sessions and workshops on audition and interview preparation in June/July 2017. We decided to include a residential element to this particular project from 2015-16 as we thought it would be valuable to offer these participants - at an age when they are very much thinking about whether Higher Education is the correct option for them - a more direct experience about what it might be like to be a student on a HE degree here. We also intend to offer all students who have completed this programme an automatic offer of an audition/interview on the degree programmes of their choice here.

- Audition and interview workshops to prepare students for the process of studying performing arts and related subjects at Higher Education level. These will be provided for Year 12 pupils in the summer term, both here and in local FE colleges with a cohort demand of sufficient size.
- Music theory workshops to help demystify this for students from under-represented groups and support the qualifications needed to progress onto some Music degree courses, including here.

Year 13/2nd year of college

- Audition and interview workshops to prepare students for the process of studying performing arts and related subjects at Higher Education level. These will be provided for Year 13 pupils in the Autumn and early Spring term to match up with the UCAS cycle and the offer periods for auditions/interviews, both here and in local FE colleges with a cohort demand of sufficient size.
- Music theory workshops to help demystify this for students from under-represented groups and support the qualifications needed to progress onto some Music degree courses, including here.
- An audition and interview mentoring support service provided by current LIPA students and graduates via phone for students from POLAR3 Quintile 1 postcodes who have applied here.

Mature students workshops

These are aimed at students who will be aged 21 or over on entry here in 2017 and who are studying a performing arts subject, a subject relevant to making performance possible or are on a relevant access course in local colleges. The intention is to provide activities in their colleges that make them aware of relevant courses here and to help raise awareness of the benefits of progressing to HE as a mature student. In addition, we will work closely alongside our student support team to ensure that information about institutional support for mature students is provided. These will need to take place between September and December 2016 to fit in with the UCAS application period for students on one year access courses.

Miscellaneous work with schools and colleges

Each year, we receive requests from schools and colleges to either arrange one-off visits to explore here or for us to be represented at their own careers fairs. In cases where the schools and colleges appear to have quite high proportions of under-represented students we endeavour to accommodate these requests. We have a target of attending 20 external fairs and hosting 10 school visits.

HE teaching staff activity fund

In 2016-17, a small allocation of £500 will be set aside to facilitate new projects with WP cohorts proposed and run by our own teaching staff. This could be a matter of teaching staff sharing their own interests in an intriguing way or establishing further

opportunities for our students to work with these target groups in the local community. This process aims to generate some additional innovative activities alongside raising the profile of widening participation internally through greater engagement of teaching staff in WP activity. Any projects will have to ensure that we are working with groups which meet at least one of our targeting criteria and have measures in place to evaluate impact. Where there are multiple proposals in excess of this allocation, projects will be assessed and selected according to the scope of participants involved and likely impacts. The Access and Schools/Colleges Liaison Manager will work closely with associated teaching staff to provide advice, ensuring they recognise the institution's aims on widening participation.

LIPA 4:19 summer school bursaries

Nearly 500 young people attend our Saturday and Sunday performing arts academy for four to 19 year olds. This is open to people from all abilities and provides weekly classes in acting, dance and singing. We provide fee remission for up to two students aged 13 and over on each of the LIPA 4:19 week-long summer school activities for young people, who come from neighbourhoods where participation in Higher Education is low, and then invite them to engage on our WP progression programme.

Collaborative working between institutions

Working with local schools and colleges to develop partnerships for progression and to identify talent is a central theme in our outreach work. We will continue to explore ways to work closely with the other HEIs locally to develop partnerships. In doing this we hope to better support the progression of young people and ensure there is parity in delivery so that students get the best possible local provision. This includes working on a joint venture targeting a particular student group each year. Our Access and Schools/Colleges Liaison Manager is part of the NORTHCLASS group, a collection of Northern England Universities which work together to support learners from the care system. We are also members of the local Merseyside Care Leavers Association. Moreover, we are an active representative of the Merseyside Network for Collaborative Outreach (established in 2015), working closely with other HEIs in and around Liverpool; we plan to continue to support collaborative practice and work closely with this group of HEIs as part of this network or on continued projects. We will continue to build on partnerships with local theatres, which can engage young people on a different level and demonstrate the progression from Higher Education into the professional world. We will also explore the scope for working collaboratively with other specialist Performing Arts institutions.

Fair Access

Use of contextual data in admissions

We currently invite a high proportion of applicants to audition/interview. We make admissions tutors aware of contextual data during the auditioning/interview process to enable admissions tutors to add context to their decision-making process on an individual basis. In terms of performance at audition/interview, the data may also help us recognise that an applicant may have had fewer 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. This data may therefore be used

to inform borderline decisions and may lead in some cases to offers being made that request a lower level of UCAS tariff points at Level 3 qualifications. It is anticipated that there will be some extra time required in training staff and administering this process. Therefore, this cost is included in this access agreement.

Audition fee waivers and travel grants

We hold between 50 and 60 audition/interview events per year on our own premises. In 2011-12, 2012-13, 2013-14 we offered audition fee waivers and travel grants to applicants invited to audition/interview, who we identified as being from POLAR2 Q1 (this was based on postcode data on the applicants' UCAS form). In 2014-15 we offered audition fee waivers and travel grants to applicants invited to audition/interview, who we identified as being from POLAR3 Q1 (this was based on postcode data on the applicants' UCAS form). Audition fee waivers and travel grants for applicants from low participation neighbourhoods were introduced to ensure that the costs would not be the barrier to these students attending the audition/interview events. Originally, we set an arbitrary target of 75% attendance from POLAR2 Q1 students at auditions and interviews, however it is around 50% that are attending each year. Consequently we believe that it is important to continue to offer the audition fee waivers and travel grants as we are concerned that if we didn't then our attendance rate would drop even more. As the attendance is much lower than we would like, in 2014-15 we will undertake research amongst decliners to try to determine if there are any other steps we might be able to take to encourage higher attendance levels. Therefore subject to the results of our evaluation, we intend to continue to offer the audition fee waivers and travel grants during 2016-17, for 2017 entry. The cost of the staff time for managing and administering this process has been included in this access agreement.

Foundation Certificate Fee Waivers

We have previously provided three Foundation Certificates in Acting and Musical Theatre, Commercial Dance 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 and hard-working students 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. Students need to self-fund this and their living costs. Previously, we have offered two free places on each course with a bursary of £3,000 as a contribution towards living costs. Selection is based on evidence of their financial situation, whether they are from a Low Participation neighbourhood and/or from a qualifying socio-economic background (SEC 4-7) and on their aptitude and potential to benefit from the course.

In 2016-17 we intend to discontinue the Foundation Certificate in Popular Music and Sound Technology and plan to run a Year Zero Music course. If this goes ahead, it will therefore no longer be a privately funded course, so we would no longer be able to provide the fee waiver and contribution to living costs for this course.

We plan to still offer two free places each on the remaining Foundation Certificates.

We are also mindful that further changes to DSA and the Student Opportunity fund may come into effect in 2016-17. Should these changes result in a reduction in student opportunity funding and/or changes to DSA for students with dyslexia, we will consider reducing the number of free places on these Foundation Certificates to two in total and reallocating this money to student support: this would equate to £23,900. Given the high percentage of dyslexic students here we would want to continue to provide effective support to this group of students to ensure that they achieve success with us.

Financial support for students

LIPA bursaries

We intend to offer a LIPA bursary of £500 to all of our students from England, Wales Scotland and Northern Ireland who can demonstrate to us that they in receipt of the full Maintenance Grant/Special Support Grant. Anyone who can demonstrate this will receive a bursary of £500 in February of each year of their studies provided they are still in attendance.

Other financial support

We also offer an annual £1,000 Care Leaver bursary to students who are under 25 and who can demonstrate that they have been in care prior to their 16th birthday for a period of six months or more. This bursary is offered in recognition that care leavers may need assistance towards their accommodation costs for vacation periods. Bursaries are awarded to qualifying full-time UK undergraduates, for each year of their course of study with us subject to satisfactory academic progress.

Section Four: Targets and milestones

Our Access Agreement includes stretching targets, identified in the Resource Plan, table 7a and table 7b.

Table 7a includes targets for HESA Widening Participation Performance Indicators. These include aspirations to improve our percentage of young entrants from SEC 4 -7 and from Low Participation Neighbourhoods. As flagged in our last access agreement, the targets for young entrants from SEC 4-7 looked overly ambitious. We have previously requested that the target could be reduced but were advised to retain this target at the originally proposed level.

Table 7b includes targets for outreach work 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 Council, which is the governing body here. Council

receives minutes and reports from the Teaching and Learning Board. The Access and Schools/Colleges Liaison Manager produces an annual summary on monitoring and evaluation reporting on milestones and targets (tables 7a and 7b) to the Teaching and Learning Board. In the light of national new requirements for evaluation, in 2012-13 we produced a new plan for both monitoring and evaluation and update this each year.

During 2013-14, our ITC department constructed a new WP participant database that became partially operational at the end of August 2014. Before this period some participant records were incomplete. Although this system will not yet be fully implemented by the end of 2014-15, the use of the participant database has so far improved the accuracy of our data collection and the quantity of data that we are able to collect. The record system is also linked to information about WP criteria such as SEC classifications and a POLAR3 postcode tool and will flag up if a pupil looking to engage with us meets one of the necessary criteria or not, so furthermore it provides us with a more accurate and efficient way of determining student eligibility for our programmes. We will continue to utilise this system and are putting in place processes from 2015-16 onwards to ensure accurate record keeping.

We have redesigned our processes for participants registering on our Key stage 4 and 5 programmes here and now start to collect baseline information about each person at the point at which they first register. We have also instituted new questionnaires for evaluating our activities with a focus on assessing long-term impact, as well as evaluating the activities to assess how we might improve them in the future. This is based upon a newly created evaluation matrix which emphasises the intended evaluation activities for all of our outreach. We have been using paper-based questionnaires and manual systems for reviewing and analysing these, but have recently invested in a number of electronic tablets which should allow us to streamline the collection of this information in a more efficient and effective way.

A new Access and Schools/Colleges Liaison Manager joined us in March 2015. As part of his remit, he will be conducting a thorough review of how we evaluate and monitor our activities. We hope this process will identify areas for improving efficiency in the ways we collect and analyse data: changes will then be implemented from 2015-16.

We are also committed to evaluating the impacts of our financial support. Level 4 students in receipt of the LIPA bursaries will be asked to complete a survey towards the end of the academic teaching year of 2016-17 to help us to evaluate the effects of this financial support programme. We also monitor student withdrawals, according to LPN and request reasons for withdrawal (financial reasons is one of the options they can tick). This allows us to investigate whether insufficient financial support is a major factor in student retention here and additionally helps us to draw comparisons between retention of students in receipt of bursaries and those who are not.

Evaluation of milestones and targets as identified in table 7a

In November each year, we produce a report from our own student records system on our enrolments for that year of entry, which gives us a good picture of our WP progress against targets. We also purchase UCAS data at the end of each admission

cycle (so for 2016 entry, we expect this data will be available in January 2017). This data enables us to gain early soundings on actual performance against the milestones in table 7a.

Evaluation of outreach milestones and targets identified in table 7b

When we first engage with a new WP participant (excluding large-scale one-off interventions or careers fairs and ad hoc school and college visits), we aim to collect the following information from them (with parental consent as necessary): age, gender, whether they come from a low participation neighbourhood, disability, ethnicity, family background of HE, care leaver status, which school/college is attended. We will also attempt to collect information on the chief wage earner but sometimes it may be difficult to collect this comprehensively and it may not be possible for us to undertake assessment of this data to assign SEC status.

Please note: in some of our outreach work delivered off-site in schools and colleges, it is not always possible to collect the above data. Where students are involved in a regular programme of in-school sessions and extra-curricular interventions we do endeavour to collect information for all participants.

Once we have an individualised record for each person in our newly configured participant database, we should be able to record and show the number of interventions that an individual has engaged in.

With the possibilities afforded by the database redesign, we are also currently working through a plan to identify which students we can track over time in a manageable and proportionate manner.

With some time for familiarisation, review and development of evaluation, it continues to be our intention to try to garner and use data from partnerships with schools which attempts to link data on:

- attainment and progress at school/college and
- changes in perception (measured longitudinally)

For most activities, it is most appropriate for evaluation to take place at the completion of a specific event of intervention, but, with the opportunity for longitudinal measures of evaluation, we will also endeavour to capture and record attitudes to HE at the point of registration with WP here which could be compared in the longer term to later attitudes and/or outcomes.

All Year 13 students, with whom we have worked during 2015/16, will be surveyed in October 2016 to identify whether or not they entered HE, here or elsewhere.

We are also intending to subscribe to the Higher Education Access Tracker database starting in 2014-15 so envisage that this will enhance our monitoring and evaluation of our outreach and fair access activities.

Section Six: Provision of information to prospective students

We will publish our Access Agreement on our website.

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

A detailed fact sheet is likely to be prepared in March 2017 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 2017 and in August before students are due to re-enrol.

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

Section Seven: Consulting with students

We do not have a student union. We have an Independent Student Board (ISB) that puts on student led shows and events. Therefore we have chosen to consult with our ISB about this access agreement. This consultation exercise was undertaken by the CEO (with the new Access and Schools/Colleges Liaison Manager present). Two of the ISB members were invited to review our access agreement proposals. They understood and welcomed our proposals.

Students and graduates deliver our outreach activities. We anticipate 30 students and graduates will be similarly engaged in 2016-17.

Section Eight: Equality and Diversity

Each year, we undertake a detailed review of the arrangements we have in place for meeting our obligations in relation to the Equality Act 2010.

We publish, via our website, detailed information relating to the make-up of our student and staff bodies, together with our equality objectives for the coming year and where responsibility for achieving these objectives lies within the institution (<http://lipa.ac.uk/Content/Footer/EqualityandDiversity.aspx>).

This regular monitoring of applications, enrolments and retention helps us to assess the impact of our policies including progress against targets. This informs future activity.

We believe that our approach is proportionate given the relatively small size of the institution.

We have previously conducted Equality Impact Assessments on our Access Agreements, which led us to conclude that they have a positive impact on at least two groups who share a protected characteristic. This is because BME and disabled people are, statistically, over-represented in target groups involving people from lower socio-economic groups or from neighbourhoods where HE participation is low

and people from low income backgrounds. These groups are known to be under-represented in HE.

The results of our monitoring are also reported to the Directorate, the Equality and Diversity Committee and, in summary form, our governing Council.

It is envisaged that the monitoring of our Access Agreement will ultimately be aligned with the monitoring arrangements already established by the Equality and Diversity Committee. However, we find it difficult to identify appropriate external comparators for some of our student and staff equality data so there are therefore limitations to the conclusions we can draw from the data available to us.

We have an active student support team which each year provides sessions on various aspects of inclusive teaching and making reasonable adjustments. The team has developed a range of materials to support learners.

Last year we reviewed the terms of reference and membership of our Equality and Diversity Committee which has helped us to achieve a more action-oriented approach to equality issues.

By the start of the 2015-2016 teaching year we hope to have in place on-line training packages on equality, diversity and inclusiveness which will be compulsory for all staff and students.