

LIPA

THE LIVERPOOL INSTITUTE FOR PERFORMING ARTS

Access Agreement for 2018/19

Section 1: Purpose

This agreement is between the Office for Fair Access (OFFA), a regulatory body established as a result of the Higher Education Act 2004, and The Liverpool Institute for Performing Arts (LIPA).

The purpose of this agreement is to demonstrate how we, in charging fees above the basic rate of £6,165 for new entrants to full-time fee-regulated higher education courses for 2018/19, will continue to improve access to our degree programmes for those from groups traditionally under-represented at higher education level, as well as to support the current high levels of retention and the success of students from these backgrounds.

We are a small specialist higher education institution. Co-founded by Paul McCartney (our Lead Patron) and Mark Featherstone-Witty (our Principal and CEO), we opened in 1996 to provide learning that replicated the actuality of working in the creative and the performing arts. The key purpose to our training is in helping to prepare our students for gaining sustained future employment within the performing arts industry and understanding how best to do this.

The strength of performing arts-related training in the UK depends upon our ability to identify and develop those with the most potential to benefit from this training regardless of personal circumstances. We value the diversity of backgrounds and experiences of our students and are committed to admitting applicants fairly and transparently.

This Access Agreement covers the teaching year 2018/19 and has been structured and compiled taking into consideration the guidance issued by OFFA in February 2017. As a new agreement is required for each year of student entry, this agreement runs concurrently with our previous access agreements approved by OFFA.

Section 2: Context relating to our course specialisms, admissions policies and scope of outreach

Since opening in 1996, we have been fully committed to ensuring that our courses are open to students from a wide range of backgrounds.

Access to performing arts and making performance possible:

Widening participation within the field of professional theatre and music training has always been difficult. There are challenges around perceptions of the arts as elitist and narrow. Similarly, the interpretation can be that employment opportunities within this field are limited, low-paying and precarious (despite

employment opportunities in this sector growing faster than the UK workforce as a whole¹). This opinion can act as a barrier for students from under-represented groups when balanced against the cost of higher education study. Indeed, vocational training in these areas, like all disciplines of study, is a lifestyle choice and requires full commitment. In addition, interest in the performing arts needs to be nurtured early and sustained over a long period (which is one of reasons why we opened our primary free school).

Our learning culture is based upon the findings of a team led by Anders Ericsson in the early 90s that, broadly, 10,000 hours of deliberate practice are needed to become world-class. This means that, for some disciplines, it is impossible to gain entry to a small and specialist institution, such as ours, without significant practice, often starting from a young age. This also means that, on leaving, world-class performance will not have yet been achieved and significant further post-graduation practice is required, which can be unappealing for those lacking commitment and unwilling to practice delayed gratification. This fundamental reality presents us (and many like us) with challenges that inhibit entry standards being achieved, which may particularly affect those from disadvantaged backgrounds.

Practical application and critical reflection upon taught skills are integral. Our widening participation activity pushes to the forefront participation in the arts and in engaging with this way of learning, but the full responsibility for this process is not, and cannot, be solely ours. Our continued collaboration with schools and other arts/cultural organisations is vital if there are to be applicants with sufficient technical skills to benefit from our training. A key example, is in the case of music education where we have developed links with the Accent Music Hub in Warrington and Halton to complement music education programmes in these boroughs. We are also engaged with the Liverpool Cultural Educational Partnership to support their agenda ensuring that all young people in the Liverpool City Region are able to access, and benefit, from a range of arts and cultural opportunities.

We have concerns that emerging evidence about recent changes to the school curriculum, including the encouragement of students to take the English Baccalaureate, which does not include an art subject and has led to some schools withdrawing alternate subjects from their curriculum, has continued to widen the gap for learners (particularly those from under-achieving schools) to access the arts. The IPSOS Mori survey (2012) reported that at key stage 4 drama and performing arts had been dropped in nearly a quarter of schools, 17% had withdrawn art courses and 14% design technology.² Over the period 2010 to 2015, there was a decline of 25% taking GCSE, 24% AS and 17% A Level Dance.³ Both Performing Arts and Expressive Arts GCSE courses were withdrawn from teaching in 2016.⁴

¹ According to Department for Culture, Media and Sport (2016), 'Creative Industry Statistics June 2016', employment in the Creative Industries grew by 3.2% between 2014 and 2015. This is a 19.5% increase since 2011. By contrast the wider UK workforce grew by 2% (2014-15) and 6.3% (since 2011) respectively. The fastest growing areas of creative industry employment since 2011 have been in Music, Performing and Visual Arts.

² DFE Research Report DFE-RR249 (2012), 'The effects of the English Baccalaureate', Helen Greevy, Anastasia Knox, Fay Nunney and Julia Pye, Ipsos Mori, p.5

³ Cultural Learning Alliance Briefing: August 2015. 'GCSE stats: What's the real picture for arts in schools?'

⁴ Ofqual, 'Decisions for Completing GCSE, AS level and A level Reform', March 2015 (updated November 2015)

In many of the schools we work with, performing arts teams are small and their capacities stretched. As engagement with the arts is not an OFSTED assessed outcome, organising workshops with universities in these subject areas is not one of their required priorities. Where activity is arranged, it is often directed towards supporting extra-curricular offerings where attendance is less consistent and impact therefore more varied.

All of these factors have added difficulty to engaging and targeting students for our outreach programmes.

Further challenges exist with engaging students who are interested in our Making Performance Possible provision,⁵ particularly at pre-16 level. This subject area covers our Theatre and Performance Design, Theatre and Performance Technology, Management and Sound Technology courses. Our making performance possible courses may be the ones that those from under-represented groups are least able to access, through limited extra curricular opportunities and facilities or by not recognising the link between their current studies and performance (such as how an interest in Art and Design could be applied TO costume making or set design). These are also the degree programmes for which we, and other similar providers nationally, receive the lowest number of applications compared to performance-based courses. Extra promotion is needed to ensure WP opportunities within these subjects have sufficient participant numbers to run. As part of our spending on access, we are particularly keen to provide learners with access to these subjects – in some cases for the first time – to demonstrate these opportunities and allow them to make informed decisions.

Applying to LIPA:

We are a small, selective HE provider with approximately 20 to 40 places across each of our degree programmes. We typically receive over 3,000 applications for the 230 home places on our degree programmes. This level of competition can vary from a typical ratio of 40 applicants per place for our Acting degree, to lower levels of competition for our making performance possible degree programmes.

Educational requirements for our courses are relatively low. We take a holistic approach to considering UCAS applications at the first stage of selection. We audition/interview a high proportion of applicants for our courses and we intend to continue to do so. This process ensures that those with the greatest potential to benefit from our training are successful, rather than those with the advantage of a good traditional education. We also devote considerable resources to ensuring that auditions and interviews are themselves a learning experience for applicants.

We think it is imperative that widening participation students understand the nature of our teaching and the support on offer, and see this as a preferred and accessible option that meets their needs effectively. We will therefore continue to integrate that communication into our most intensive outreach initiatives with targeted students.

⁵ We sometimes refer to this as 'Backstage' for some of our outreach programmes as we feel pre-16 students are better able to understand this term.

The high level of competition, however, against small course numbers provides annual challenges for our recruitment of WP students. Where we manage to grow and support a larger pool of WP applicants, we concurrently grow the level of competition for these students and recognise that each year many talented students, from a range of backgrounds, will be unsuccessful at the end of the admissions process.

We are unable to automatically reduce our entry expectations for students from disadvantaged groups, because of industry requirements. Our policy, however, is to ensure that those making selection decisions take contextual information into account and where there may be two equal applicants for places to prioritise the person we feel hasn't had access to the same level of opportunity to develop their skills.

Over the past four years, supported by our fair access initiatives, the percentage of WP students (those from POLAR3 Quintile 1) applying to our degree programmes has continued to increase.⁶ This nonetheless did not translate into a pattern of increased enrolments in 2015. Therefore, we have identified that one of the main challenges for these students is progression through our selection process, in particular through the audition/interview stage. Extra focus within our outreach activity investment will, firstly, continue to go into activities aimed at helping to demystify the audition/interview process, raising confidence and assisting with understanding how to self-prepare. This aims to ensure that students are able to demonstrate what they can do to the best of their abilities at our audition/interview stage, and have a better chance of coming out of this process successfully. In addition, we will also continue to ensure that staff involved in our admissions process are sufficiently trained to recognise WP flags on applications and take contextual information into account when making decisions.

The challenge we also faced alongside this is improving the conversion rate of offer holders from WP groups. We have experienced an increasing trend in the proportion of students rejecting our offers or selecting us as their insurance choice, including those from the lowest participation neighbourhoods.

In 2016/17 we have been piloting a range of new initiatives to boost overall conversion rates which include: changes to the timing and structure of auditions/interviews, earlier decisions on offers (where possible), and a new suite of e-shot communications sent to potential students at key stages in the admissions cycle.

From our internal data for 2016 entry it looks like our entrants from POLAR3 Quintile 1 have improved. For 2016 entry, 16.3% of our applications were from POLAR3 Quintile 1 and 14.15% of the applicants to whom we offered places were from POLAR3 Quintile 1. Furthermore, it looks like over 13% of enrolled students were from POLAR3 Quintile 1. We continue to experience fluctuations in our POLAR3 Quintile 1 entrants, but feel that our 2015 entrant figure is not representative of the overall progress we are making.

⁶ For 2013 entry, 11.8% from POLAR Q1. For 2014 entry, 15.31% from POLAR Q1. For 2015 entry, 15.9% from POLAR Q1. For 2016 entry, 16.3% from POLAR Q1.

Regional and wider context of our outreach:

We are committed to raising aspiration, awareness and attainment within the local region and indeed the majority of our outreach activity at pre-16 level involves pupils from across the Greater Liverpool area. We target areas of most disadvantage: working with targeted individuals and with schools and colleges containing higher than average numbers of pupils in receipt of free school meals pupils and/or GCSE attainment below the national average. We recognise that students from these backgrounds are likely to have some form of barriers in the way of progression.

Demographically the Liverpool City Region 15-19 population is experiencing one of the most significant declines in England.⁷ Attainment is below the national state-funded sector average; 27 of the 300 secondary schools that failed to meet the government's minimum standard at GCSE level in 2016 were based in Merseyside and Halton. In 2015, only 50.3% of all 19 year olds gained a level 3 qualification in Liverpool, compared with 57.4% of similarly aged pupils across England.⁸ Knowsley has the lowest level of GCSE attainment in the whole country, with all six secondary schools in this borough failing to achieve this minimum standard.

Both Liverpool and Knowsley have appeared in the ten most economically deprived Local Authorities in England since 1999. The level of income and employment deprivation is highest in Knowsley where around 20% of working age people are receiving some form of out-of-work benefit while Liverpool is ranked fifth.⁹

According to the census for Knowsley, around 97% of its population are white. In other words, it is the most white working-class place in the country. From September 2016 there will be no A-Level provision within this borough. 43% of Knowsley's children leave to be educated in Liverpool or the neighbouring boroughs to the east, St Helens and Halton, when they are 11 years old.

In addition, 43.7% of secondary school pupils in the Liverpool City Region are eligible for the Deprivation Pupil Premium (those who are currently eligible for free school meals or have been eligible for the past six years). This compares to a national average of 29.2%.¹⁰ Research has shown that currently fewer than one in five young people from the most disadvantaged areas enter higher education compared to more than one in two for the most advantaged areas. Within the Liverpool City Region, whilst young participation is increasing, four out of the six Local Authorities are still below the national average.¹¹ We work closely within these areas and hope to inspire those who are interested in pursuing futures within the performing arts.

Our ability to network with schools locally has however been challenged by our own unique commitment to education within the city. Our higher education provision is part of the wider 'LIPA Learning', a group committed to performing arts education, which, as well as our higher education provision, also currently encompasses a primary school, a sixth form college and LIPA 4-19, a part time performing arts academy for 4-19 year olds. The opening of our sixth form in September 2016 has led to a weakening of relationships with some schools and colleges who felt engagement

⁷ ONS 2010

⁸ DFE 16 to 19 attainment statistics

⁹ Local Government Indices of Deprivation 2015

¹⁰ www.gov.uk, Pupil Premium allocations 2016/17

¹¹ HEFCE, Trends in young participation in higher education 2014

with LIPA, even under a remit of exclusively promoting higher education progression, might be a threat to their own sixth form numbers. As a response to this, we are continually having to rebuild relationships and assess the appetite from local schools with sixth form provision for engaging and promoting our outreach. We have repeatedly written to OFFA about this situation and in some cases, despite our best efforts, this means that sadly we are not able to engage with some partners whom we would normally wish to target and with whom we believe would benefit most from the programmes that we offer. This challenge has informed the direction of our outreach strategy looking forward.

In section 7, we will cover our own performance but we similarly recognise that widening participation is about encouraging students to apply to HE and that work across the sector can impact upon applications to HE at other institutions. This shared attitude within the sector will continue to grow the proportions of students entering higher education. Each year we conduct an annual survey to seek information about the destinations of participants from our WP projects who are higher education ready. Each year we have found that the proportion of our project participants studying at higher education to be well above the national average. In our latest survey conducted in December 2016 (looking at those eligible for 2016 HE entry), we found that 54% of participants had progressed onto university level study (of a circa 40% response rate from 256 project participants). This should be put against the context above - many of our participants are amongst the groups with the lowest statistical chances of educational progression. We see the value in helping students to find out more about the performing arts as a possible career pathway and to make informed decisions about their futures – which may include study elsewhere or progression routes outside of higher education. Regular studies have also shown that integrating arts with other subjects can help raise achievement levels.¹²

We recruit most of our students nationally (and internationally). As such, the majority of our applications from WP students come from outside of Merseyside.¹³ Naturally, the resource connotations and scope of reaching vast numbers of students outside the local area is restricting, but we are keen to ensure that our work with students from WP backgrounds impacts, where possible, on those who are most likely to apply to us and benefit from our teaching. This includes some schools/colleges in deprived areas outside of the local area with specialist course provision similar to our own. It is this that we believe will make the most difference in terms of working towards meeting our intake targets for WP groups and as such, we will continue to focus significant activity here. This is additionally a response to some weakened college relationships experienced as a result of our LIPA Sixth Form College. Two of the ways that we have tried to address this are by:

- a) expanding our post-16 work to a wider pool of colleges with large numbers of under-represented groups. This is partly in response to reduced appetite from some local sixth form colleges due to competition with our LIPA Sixth Form college and for the same students who might study on their own HE courses, and

¹² Such as 2011 'Reinvesting in Arts Education' and 2002 'Arts Education Partnership report'. This is something we may be able to evidence using student data collected by HEAT in the future.

¹³ For 2017 applications, only 28 of the 255 travel grants awarded to P3Q1 applicants went to students travelling from local postcodes. This can be compared to the 69 received by students travelling from the furthest postcodes, who qualify for the largest travel grant sum.

- b) by making our Year 12 Summer School residential from 2016, in effect opening it up to students who could not previously attend without arranging overnight accommodation in Liverpool. We also increased the number of participants on this summer school from 50 to 70 for summer 2017 and beyond.

We will be continuously reviewing the success of these initiatives and are looking to maintain these into 2018/19.

Section 3: Student numbers

For all new UK/EU¹⁴ entrants in to Level 1 (the first year) of our full-time undergraduate degree programmes in 2018/19, we will charge the maximum tuition fee permitted, which is currently £9,250. We will also charge all returning UK/EU entrants in to Level 2 and Level 3 of our full-time undergraduate degree programmes in 2018/19 the maximum tuition fee permitted, which is currently £9,250.

We reserve the right to raise our fees for both new entrants and returners in line with any permitted inflationary or other increase. 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. We desire to protect the quality of our student experience, whilst not undermining our commitment towards widening participation and outreach work.

We anticipate, in total, 640 UK/EU students on our undergraduate programmes in 2018/19 under the terms of this Access Agreement (see Table 1a of the resource plan).

Section 4: Fee income and expenditure on additional access and retention measures

We have reviewed our plans for access, student success and progression measures within the context of a whole student lifecycle approach.

We propose to commit a predicted 24.5% of the proportion of fee income above the basic fee during 2018/19 on a combination of outreach/fair access activity, investment in student support, retention strategies and initiatives that improve the employability and success of our graduates, and expenditure on financial support. In total, this equates to £484,600.

¹⁴ Alongside the rest of the sector, we are uncertain about the full picture regarding EU students for 2018/19 following the UK's decision to leave the EU. Any future changes in this area may impact upon our predicted numbers.

Our planned breakdown of our higher fee income is as follows:

<i>Total</i>	<i>£484,600</i>	<i>24.5%</i>
Access	£290,000	14.7%
Student Success	£63,000	3.2%
Progression	£21,000	1.1%
Financial support	£110,600	5.6%

ACCESS

We plan to spend the highest proportion of our additional fee income on outreach and fair access related activity. We recognise that we have further progress still to make in meeting one of our targets relating to raising our intake of students from some under-represented groups. This ongoing commitment to access work mirrors continued government guidance.

Further details of planned access measures are described in section 5.

In addition to a number of projects detailed in our previous Access Agreements that we will be continuing into 2018/19, we also plan to deliver newer projects relating to work with under-represented groups which have been traditionally mainstreamed within our outreach activity. These include:

- Disabled learners
- Black and minority ethnic (BME) students
- Mature learners, with particular focus around our Management degree as there are more relevant Access to HE courses and we think it might appeal to people in their twenties who have some experience in the performing arts industry and are interested in returning to learning
- White working class boys (through a Boys into Dance project)
- Girls into STEM subjects (through a Girls into Sound Technology project)

In accordance with these additional projects, we have added two new targets relating to enrolment of students from BME backgrounds, and enrolment of white working class males onto our degree programmes.

Some spend committed to access will go towards activity supporting the LIPA Primary School and LIPA Sixth Form College, which are sponsored and run within our LIPA Learning governance structure.

Finally, we are also proposing to invest more in outreach activities with regional schools and colleges by spending less on a fee waiver system for our Foundation Certificate courses.

STUDENT SUCCESS

Whilst our greatest spend will be upon access and making further steps to address our intake targets against under-represented groups, it is crucial for us to ensure that students are prepared for HE study and supported effectively throughout and beyond their time studying with us.

Our retention of WP students (both young and mature entrants from LPNs) has been at almost 100% for the past 5 years. We are very proud of these retention rates which

highlight the successful practices of our Student Support service and additional measures that we have put in place to enable students from the most disadvantaged backgrounds to successfully complete their degrees with us. With this in mind, we do not plan to make drastic changes to our support provision but are also keen to ensure that the same mechanisms remain to ensure the low to non-existent rate of withdrawals amongst students from these groups. Our overall institutional non-continuation rate is also strong, however in the last two years it has increased. Some of the measures that we will be undertaking to support reducing this are included within this section.

We have a high proportion of students with disabilities and requiring additional needs, which is common amongst participants in the performing arts. As shown by our current recruitment statistics in section 8, we have been recruiting at nearly twice the sector-adjusted benchmark and over twice the UK total for students in receipt of DSA, which has implications for the amount of support we need to continue to offer in these areas. For 2015/16, a higher proportion of students with a declared disability either achieved a 2:1 or above - 86.15% - compared to 83.16% for non-disabled students, and we are keen to ensure that students with disabilities here continue to successfully complete and achieve in their studies. We are also finding a growing demand for help with mental health issues.

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. A new part-time Student Support Manager was appointed in 2015-16 and our salaries expenditure in this area is expected to increase in future years so we can invest more in preventative measures. We are therefore allocating a proportion of these salary costs within our OFFA-accountable funding.

We are committed to meeting our legal requirements with regard to reasonable adjustments both on an individual level and on an anticipatory basis. We, therefore, continuously look at inclusive course design and teaching. In 2018/19 we intend to allocate some OFFA-countable funding into researching and developing ways in which LIPA can better deliver our teaching for disabled students and embedding this research into our practice.

We employ a range of approaches to ensure that students are engaged with their studies. 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 full potential. Therefore, a proportion of estimated costs for the following student success measures - based on the forecast percentage of our HEFCE students that will be in receipt of the full maintenance loan - will be funded as part of our Access Agreement commitments during 2018/19:

- Student Support:
We have a high proportion of dyslexic students so we need to ensure that we continue to provide appropriate support for them so they can achieve success on our courses.

- Peer mentoring:
In 2017/18, LIPA will be piloting a peer mentoring project. The intention is that selected and trained continuing students will provide some informal support to new students if they need it. This is expected to continue into 2018/19.
- Welfare services from Liverpool John Moores University:
We buy in specialist counselling services from Liverpool John Moores University that are aimed at supporting and retaining students.
- Attendance monitoring:
We aim to be proactive in ensuring student retention and 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. During 2016-17 we have also piloted individual meetings between the CEO and students with low attendance records to reinforce the need for high attendance to get the most out of the study experience here.

In addition, we plan to account for the estimated cost of the staff time involved in administering our bursary schemes, 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.

PROGRESSION

Supporting the progression of all students remains a strategic priority for the institution and an area of continual investment. Our vocational training courses are directed at helping our students achieve sustained employment within the performing arts industry. Progression for students on our making performance possible courses is assisted by them undertaking placements/client-based projects and creating portfolios, whereas progression for the performers is assisted by our final year showcase opportunities. All students also undertake professional development modules. As such, we will allocate a proportion of higher fee income for these activities and the administration of them based on the forecast percentage of our HEFCE students that will be in receipt of the full maintenance loan.

Each year we conduct our own survey monitoring the destinations of our graduates, 4 years post-graduation. For 2012 graduates, of those traced,¹⁵ 88% were in work and 75% were still working in the performing arts industry four years after graduation. These outcomes demonstrate high numbers of our graduates are continuing in successful careers in the performing arts.

We offer funds to support students with business set-up – whether that is supporting specific performances that will enable significant career development or setting up a new enterprise such as a theatre company. These can provide recipients with access to money, facilities use and staff expertise to support progression. A high proportion

¹⁵ 170 of 200 BA (Hons) graduates were traced (85%).

of our graduates progress into either freelance employment or set up their own businesses so this support is particularly valued.¹⁶

It is important that we continue to make these funds accessible to all students regardless of circumstance, and in particular those for whom financial barriers may restrict opportunities the most. As such, we will allocate a proportion of higher fee income for these graduate funds and the administration of them based on the forecast percentage of our HEFCE students that will be in receipt of the full maintenance loan.

Section 5: Additional access measures

Introduction to our outreach activity

A clear starting point for the ambition of our outreach and fair access activity is that we desire to operate in the areas where we add the most value. As such our outreach with local schools and colleges is almost entirely focused on promoting higher education in our areas of specialist training, performing arts and making performance possible, and helping participants to understand what this type of study, especially at a specialist provider like ourselves, might be like.

The key premise of all of our widening participation outreach work is that it aims to address one, or more, of the following strands for participants:

1. Encouraging increased or more in-depth participation with performing arts or making performance possible disciplines;
2. Providing a greater understanding of what it's really like to study a performing arts or making performance possible discipline at higher education level, and more particularly at a specialist provider;
3. Developing generic and discipline specific skills which will help participants to progress in their study of these disciplines, including building confidence;
4. Removing barriers to HE study, in particular to studying performing arts and making performance possible subjects;
5. Helping students to better understand the application processes, including auditions and interviews, for these courses at HE level, and how to prepare themselves effectively.

Our most intensive programmes are designed to cover all five of these areas.

The emphasis of our outreach activity 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 low household incomes and/or from neighbourhoods where HE participation is low.

At Key Stage 3 level, we intend to work with a wider net of schools, including partners, who meet these criteria, in order to encourage an interest in our subjects and outreach activities, and to help students to make informed options choices within their schools. From Year 10 onwards, on our key projects (such as the Year 10/11 Progression Framework and our Get Set Summer School) we will recruit

¹⁶ According to recent DLHE surveys: of those sourced, 49% of our 2015 graduates and 41% of our 2014 graduates were either employed on a freelance basis or had set up their own business.

targeted individuals rather than schools. On these, we plan to work exclusively with students who demonstrate eligibility across one of the following categories on our registration form:

- Reside in low participation neighbourhoods (POLAR3 quintile 1)
- From a low socio-economic background
- Those from low household incomes, measured by being in receipt of free school meals/pupil premium
- Those in care or care leavers

For our Year 10 and 11 programme, we also accept students whose parents have no experience of university level study (first generation HE).

In particular, these are groups that are currently under-represented at LIPA. Staff time and marketing resources are required to promote these activities and recruit students. These projects will be supplemented by supporting ad-hoc requests from priority schools and colleges.

An exception for this targeting is for those interested in Backstage disciplines where those meeting one of the eligibility criteria will be prioritised rather than exclusively applied. In previous years, we have struggled to recruit significant numbers of students interested in subject areas such as Theatre Design, Theatre and Performance Technology, Sound Technology and Management to our widening participation projects, and we therefore need to ensure that we are able to maintain a viable cohort size in order to run subject-based activities in these areas.

Whilst we recognise that aspiration raising begins at the earliest stages, we have made a decision based upon capacity to commence all of our activities at secondary school level with the exception of our commitment to working closely with the LIPA Primary School. We are well aware that a number of local primary schools already access generic aspiration-raising activity from other HEIs in the city, who are better placed to deliver these, having larger capacity and a wider portfolio of courses.

We do not currently have any part-time study options and therefore our outreach activity focuses upon raising awareness of our full-time degree programmes.

We are currently reviewing our provision with a view to adding to our portfolio of courses at undergraduate level and at postgraduate level. As part of this we are also considering whether we can deliver any of the courses via distance learning or part-time learning. If this was the case, then this may help to increase our numbers of mature learners.

If we do choose to introduce postgraduate provision, we will consider ways in which we can promote this and make it an accessible option for students from key WP groups.

Trained LIPA graduates primarily deliver our outreach work as the intensive nature of our courses means that current students and LIPA teaching staff are regularly unavailable for this type of work. This provides a very high quality of experience as not only can our ambassadors and session teachers share their experiences of being a student with us, they can also draw from their experiences and realities of working within the performing arts industry post-graduation. However, the use of graduates

can have some associated operational challenges as staff can commonly withdraw from our activity to pursue other work and expertise is lost along the way.

Pre-16 activity

At Key Stage 3 level, we aim to engage more fully with whole year groups and class groups to raise awareness of the opportunities that the performing arts offers and encourage 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.

LIPA Tasters: We have historically engaged with a series of partner schools. These schools are 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. In 2018/19, we are proposing between eight and eleven schools as partners, a similar number to recent years in line with our target in Table 7b.

As part of the LIPA Taster initiative, we liaise with school coordinators to deliver a flexible and bespoke package of activities to meet the needs of each partner. This may be, for example, in-school subject taster days, or support/delivery of an after-school performing arts club. The aim of LIPA Tasters has traditionally been to encourage further participation in performing arts and making performance possible. In 2018/19, in line with government directives, we will look to enact a shift for this in-school activity towards more attainment focused sessions. We anticipate such activities will include:

- Teaching/mentoring support for GCSE project work;
- Skills workshops in associated disciplines;
- Delivery of after school clubs with greater attainment focus.

We plan to conduct a scoping exercise with partner schools during Summer/Autumn terms 2017 in order to identify exactly how these amended activities can best be delivered and utilised.

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 progress 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.

Year 10/11 Progression Framework: From Year 10 onwards, we will then work with smaller groups of students who meet at least one of a number of WP criteria and who have an aptitude for the performing arts. 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, three 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. The majority of participants engage in the full programme, although if necessary, we recruit throughout the whole year.

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 2019 (three-day LIPA XTRA)
- Free tickets to attend shows here (if there is a suitable production between October 2018 and May 2019)
- Non-residential intensive five day summer school including a performance at the end of Year 10 (August 2019)¹⁷

Year 11 initiatives

- An evening skills workshop in December, designed to improve skills and confidence in their chosen discipline. This session also covers revision and project skills, aimed at supporting overall attainment with this cohort
- The opportunity to attend an audition/interview preparation event for joining the LIPA Sixth Form College, if this is a progression route that they are considering
- Free tickets to attend shows here (if there is a suitable production between October 2018 and May 2019)
- Non-residential three-day summer school including a careers focus day workshop to evaluate their progress and to help them plan their futures (July 2019)

Studio and Sound, Explore Backstage and additional activities designed to raise awareness of our making performance possible courses: Historically, we have been able to gain sufficient levels of interest from students keen on progressing towards 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. For participants in our Year 10/11 Progression Framework, we provide additional 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. '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. Collaborating with a potential employer on the 'Explore Backstage' project is valuable in helping

¹⁷ Because of the financial year dates, our 2018-19 Access Agreement spend will account for this same activity in August 2018. The 2018/19 Year 10 cohort will participate in this activity in August 2019, within our 2019-20 spend.

participants to recognise the range of career options available for graduates from our degree programmes. We will offer two days of each in 2018/19. We are also currently developing a further activity relating to Management, which we will be delivering from 2017/18 onwards. These activities require intensive marketing to attract appropriate numbers of students from widening participation target groups.

Miscellaneous work with schools and colleges (Years 7 – 11): Each year, we receive requests from schools and colleges to either arrange one-off visits to explore here or for us to deliver in-school workshops or be representatives at their own careers fairs. In cases where the schools and colleges appear to have higher than average proportions of under-represented students we endeavour to accommodate these requests. We have a target of attending 30 external fairs, delivering 10 half-day workshops, and hosting 10 school visits.

In addition, during 2018/19 we will deliver:

- A project with local schools aimed at encouraging more males to participate in dance. This will be aimed primarily at school groups with large numbers of white working class boys.
- A Sound Technology based project with local schools aimed at encouraging more females to engage with STEM.
- Pursue Your Passion: An information evening for students from BME communities to find out more about opportunities within performing arts and making performance possible. We will work with a number of local community organisations to promote this event
- Accessing Creative Education (ACE): Workshops that use a creative approach to improve performance amongst students with a range of disabilities.

These are projects which are being piloted in 2016/17 and that we plan to continue to develop and deliver across future years.

Post-16 outreach

Since 2016, we have placed a greater focus on our WP activities at post-16 level. This is in order to address our inconsistent progress in increasing the intake of WP students to our degree programmes.

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 to give participants the best chance of being successful in their applications, to LIPA and other higher education institutions which offer performing arts courses. A key focus with this age group is demystifying the audition process and helping participants to understand how to prepare effectively for these selection events (or in the case of our making performance possible courses helping students to think about how to best showcase their previous work and experiences). We aim to help raise confidence for auditions/interviews and provide the clear information and opportunity for gaining greater experience that they might not ordinarily be able to access easily.

Our pre-application post-16 activities fall into three categories:

- 1) An intensive three-day residential summer school here (LIPA Get Set) which includes practical sessions and workshops on audition and interview preparation in July 2019.

- 2) A sustained programme of activities across the year with a series of partner colleges. This can include a combination of workshops, visits and talks designed to best suit their needs. Groups from these colleges can also access free tickets to our public performances to see what our students can do. Our partner colleges are based both within Merseyside and outside the local region. The demographics of these colleges' intakes indicate a high percentage of students from under-represented groups and the profile of courses that they offer is a good match for the degrees that we wish to promote.
- 3) Ad-hoc activities, such as one-off workshops and visits, with a broader range of regional schools/colleges. Like our pre-16 activities, we will use publicly-available contextual information to prioritise appropriate providers for these. It is expected that the timing of these will match up with appropriate stages of the UCAS cycle and the offer periods for auditions/interviews.

For those interested in applying to our Music degree courses, we will offer two Music theory workshops in October to help elucidate this for students from under-represented groups and support the qualifications needed to progress onto some Music degree courses, including here.

We also plan to deliver activities to encourage mature learners into higher education, with particular focus on our Management degree for students who might have some previous experience in industry. This includes Insight Evenings, targeted at students studying Business related Access to HE courses, and adults already working within lower-level roles at arts organisations or those who have been passionate performers but are now working in a non-arts related job.

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 and colleges as most of our partner schools do not have sixth forms.

Other associated outreach work

HE teaching staff activity fund: An 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. For example, the project selected in 2015/16, involved using art and design as a method to help learning across other subjects in groups of disabled students. The current 2016/17 funded project provides a series of sessions exploring the use of drama techniques to enhance attainment within a specialist college for students with disabilities and complex needs.¹⁸ 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.

¹⁸ This college was also targeted because it is in a POLAR3 Quintile 1 neighbourhood.

LIPA 4-19 summer school bursaries: We plan to provide fee remission for up to one student 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. This is in order to support further identification of eligible students to join our WP programmes and to encourage their engagement with us. Having participated in this summer school, they will then be invited onto our WP programme at the appropriate level for their year group.

Collaborative working between institutions: We will continue to explore ways to work closely with 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. We also plan to use these collaborative activities to encourage students to join onto our other established WP activities such as our Year 10/11 Progression Framework (as well as those offered by other HEIs).

We are a member of the consortia supporting the Merseyside Collaborative Outreach Programme (MCOP). This network has been established through HEFCE and targets local electoral wards where progression to higher education is less than expected. The initial two years of funding will work with 26 wards and through the core and bespoke activity aims to improve the outcomes for disadvantaged groups, with particular focus on young white males from lower socio-economic groups and doubling the progression of students from a BME background, compared to a 2009 benchmark. Within this, we expect to be heavily involved in supporting a strand of opportunities raising aspiration, awareness and attainment relating to the creative arts.

Fair Access: Post-16, post-application

Furthermore we intend to provide a range of activities related to fair access for students at the post-16 stage. Our plans for this will continue to include:

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 furthermore 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. Since 2011/12, we have offered audition fee waivers and travel grants to applicants invited to audition/interview, who we identified as being from POLAR Q1 (this was based on postcode data on the applicants' UCAS form, so now using POLAR3). 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. 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 may drop. Audition fee waivers in particular is a practice that is becoming more common amongst specialist performing arts providers and therefore, again there is a risk that removal may affect our ability to attract students from these backgrounds to our auditions/interviews. We intend to continue to offer the audition fee waivers and travel grants during 2018/19, for 2019 entry. The cost of the staff time for managing and administering this process has been included in this access agreement.

Audition preparation phone calls: All degree applicants from a POLAR3 Quintile 1 postcode (lowest 20% participation in higher education) who are invited to audition/interview will receive a phone call from a LIPA student or graduate prior to their selection event. This is intended to help demystify the selection process, raise confidence and provide an opportunity for them to ask questions. Research undertaken in 2015 amongst decliners indicated that 44% were unaware that they would receive a travel grant. This initiative also aims to rectify this by reminding applicants of their eligibility for this travel grant to recipients. Prior to this initiative, we set an arbitrary target in our Access Agreement of 75% attendance from POLAR Q1 students at auditions and interviews but on average only 55% were attending each year. During the pilot year of the audition preparation phone calls, 79.1% of students eligible for a travel grant attended auditions or interviews (for 2016 entry) and as such, we will maintain this initiative into 2018/19.

External auditions: During 2018/19 we plan to trial running auditions for our BA (Hons) Acting degree at an appropriate location outside of LIPA. For example, this might be at the Stephen Josef Theatre in Scarborough, a catchment area identified by The Index of Multiple Deprivation 2015 as having a high proportion of neighbourhoods in the most deprived deciles. This is another way we are attempting to ensure that applicants feel comfortable engaging with auditions for our Acting course, and that extensive/expensive travel is not a barrier for audition attendance. As a pilot for external auditions to our courses this will allow us to explore whether this is something we may want to do elsewhere, targeted in WP areas.

Guaranteed audition/interview for participants on intensive projects: Any participant who completes a minimum of three of the five core activities from our Year 10/11 Progression Framework, or who attends our Get Set residential summer school and demonstrates the necessary commitment to studying one of our disciplines, will be eligible for a guaranteed audition/interview should they choose to apply for one of our degree courses. This arrangement shows how highly we value the commitment of students taking part in these programmes and how important we feel it is to provide them with an opportunity to demonstrate their ability and potential at the application stage.

Foundation Certificate Fee Waivers: We currently offer two Foundation Certificates in Commercial Dance and Popular Music and Music Technology, which are private courses. 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, like ours, which receives many more applications than

places. The tuition fee is in the region of £9,000 for each Foundation Certificate and students need to self-fund this and their living costs. For 2018/19, we plan to offer two free places overall for students studying one of our Foundation Certificates and more than likely this will be limited to the Foundation Certificate in Dance.¹⁹ This will consist of a fee waiver, plus a bursary of £3,000 as a contribution towards living costs. This will only be available to students from a neighbourhood identified as POLAR3 quintile 1 and a household income below the threshold for full student loan support (currently £25,000). If there are more applicants for this bursary than the two bursaries available, candidates will be prioritised according to those who have demonstrated the greatest aptitude and potential to benefit from the course and progress onto one of our degree programmes during audition/interview.

Sponsorship of schools/colleges

LIPA has a deep-seated commitment to education centred around a collaborative approach to the creative arts. As part of our wider LIPA Learning group, we have not only sponsored and established both our LIPA Primary School, which opened in September 2014, and our LIPA Sixth Form College, which opened in September 2016, but also run them as well. As far as we know, we are the only HEI in the UK to have incorporated two free schools into existing governance and organisational structure. In addition, we are currently preparing an application to start a LIPA High School.

We plan to utilise approximately £5,000 of our higher fee income for work with these two bodies during 2018/19. We believe that close working with these puts us in a unique position for benefiting learner performance and progression outcomes and can simultaneously help us to improve our performance regarding the intake of HE students from under-represented groups. We have a strong expectation that many students who enter study with LIPA Learning's non-HE provision will have or develop an interest in applying to one of our degree programmes (or similar courses elsewhere). The LIPA Primary School provides us with very long-term ambitions in this area whereas with the new Sixth Form College the opportunity for influencing decisions about future option choices is more immediate. With both education providers, our intentions to ensure more WP students come to LIPA, and higher education in general, are two fold. Firstly, we must assist, where we can, in ensuring that there are groups of WP students within these schools who we can work with: we aim to do this with initiatives which make these two education providers accessible to all young people and their parents and support recruitment of learners from disadvantaged groups. Additionally we will assist with the transition process from

¹⁹ This is a reduction from our original target of two FC free places per course. We have made this adjustment for a number of reasons. Firstly and most crucially, we have identified this as a high cost initiative with variable returns. Due to the challenges experienced with working with college partners within Merseyside because of the opening of our LIPA Sixth Form College, we have, needed, to a greater extent, to move more of our post-16 WP work outside of our local region. This reduction in Foundation Certificate free places has provided the resources needed to staff and deliver such activity. In addition, from 2016 entry we have begun to offer the option of an additional foundation year within two of our Music degree courses. We don't have the evidence at this stage (because this change is too recent) but we anticipate that this will be a more popular route for WP students to follow onto one of our Music degrees (compared to studying our one-year private Foundation Certificate) as the full funding is available through government loans. The entry criteria that we have set for the four-year option of the Music courses is identical to that for the one-year Foundation Certificate in Popular Music and Music Technology.

nursery to primary school or secondary school to sixth form college. This includes strategies such as providing resources to help primary pupils from disadvantaged groups improve their reading age prior to starting with the primary school. Secondly, we will provide a series of age-appropriate outreach opportunities, with further description below.

For LIPA Primary School, 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 and encourage them to enrol in reception, in this case for 2019. New children and their parents will also be invited to an induction day in July based at our HE site, to assist with the transition process and emphasise the links between the primary school and our higher education provision. Research carried out by our Access and Schools/Colleges Liaison Manager in December 2015 into the composition of the first two years of primary school classes showed that 49.5% of these pupils would meet at least one criteria for eligibility onto our selective widening participation initiatives at secondary level. We also evaluate the primary school population against proportion of free school meals, which is currently 0.1% above the national average.

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 providing a number of interventions for current pupils designed to raise awareness and aspiration. These include inspirational assemblies, support with school shows and annual workshop days at our HE campus. We hope to continue to work closely with these pupils after they have left LIPA Primary School such as through our progression framework programme from Year 10. 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.

Similarly, we will continue to support recruitment activities for the Sixth Form College during 2018/19 in order to encourage people from under-represented groups to apply. We will also support a summer transition event for successful applicants, which aims to ensure pupils are prepared and comfortable to enrol the following September.

With LIPA Sixth Form College pupils, we have developed a structured programme of bi-monthly workshops which examine the process of applying to higher education with learners. These cover: researching higher education courses (and other progression options), personal statement writing, and preparing for auditions and interviews. Whilst there is no guarantee of progression, there is an expectation that many pupils from our Sixth Form, who wish to continue to study locally, will apply for LIPA HE and we are committed to assisting them with preparing for this process. Sixth form students are also able to access LIPA performances and some industry talks from working professionals (masterclasses) alongside our HE students. Furthermore, we will ensure that we publicise all additional 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.

It should however be noted that the opening of the Sixth Form College has posed some challenges for our widening participation outreach delivery. Some secondary schools with sixth forms and local FE colleges are now unwilling or less willing to engage with our widening participation activities as they now view our Sixth Form College as a competitor. This concern encouraged us to change some of our partner schools during 2014/15 and every year we now review the schools and colleges that we work with. We also need to ensure that communications with staff at schools and college with whom we wish to engage with are managed effectively so that recipients are aware of the distinction between our widening participation outreach and any LIPA Sixth Form College related activity.

Section 6: Financial support

We are keen to ensure that the cost of university does not act as a barrier for students wishing to partake in study with us. This can also be seen from our audition fee waiver and travel grant support as described in section 5.

In 2018/19, we intend to offer a LIPA bursary of £540 (annual, cash award) to all of our students from England, Wales, Scotland and Northern Ireland who can demonstrate to us that they are in receipt of the full maintenance loan allowance. We anticipate that about 29.38% of our UK students will be eligible for this bursary package in 2018/19 and anyone who can demonstrate this will receive this bursary in February of each year of their studies provided they are still in attendance.

Students on our courses are at certain periods involved in evening work to support performances and major projects; this bursary assists lower income students in not needing to get part-time jobs during term time, which for this reason (as well as others) may restrict their ability to participate in all elements of their course. We also offer an annual £1,000 Care Leaver bursary (cash award) 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.

We will also be introducing bursaries to support the cost of the three month placement undertaken by final year students on our Management degree. These will be available to students whose home postcode is from POLAR3 quintile 1 and who demonstrate the need for additional financial support in order to access their preferred placement. Awards will be valued at up to £1000, with up to two in total. The aim of this bursary is to support the additional costs of the placement (in particular rent if they chose to carry out the placement outside of Liverpool) to ensure that this does not restrict students into taking less beneficial placement opportunities, which can impact upon future progression opportunities.

Our decision to award bursaries at this level is informed by a bi-annual feedback survey from our learners, as well as continued review of cost as a reason for students who withdraw from study with us. The LIPA bursary was increased from £500 to £525 in 2017/2018 as a response to inflationary increases to fees and we are intending to increase it again slightly in 2018/19 and again in 2019/20 subject to

further evaluation: we felt it was appropriate to provide a corresponding rise to our student funding in this circumstance. We will continue to evaluate the impact of our financial support.

Section 7: 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 low participation neighbourhoods. We are now using POLAR3 for all of our targets related to low participation neighbourhoods and all relevant targets have been updated as such.

We have added some additional targets from 2018/19 to measure our performance against BME students and white working class males. We have also added a progression target.

Whilst we have elected to discontinue our monitoring against the NS-SEC indicator, for the time being we still plan to use this as an eligibility criteria for some of our outreach programmes.

Table 7b includes targets for outreach work and fair access initiatives (which have been described in detail in Section 5).

Section 8: Our assessment of our access record

Below is a summary of our current performance against our Access Agreement targets. Appendix 1 includes additional detail from our 2015-16 monitoring return of previous performance against targets and milestones.

Recruitment of students from under-represented groups

Our percentage of young entrants from state schools or colleges (for 2015/16) was 94.9%.

- This is higher than the sector adjusted benchmark²⁰ of 94.4% and our Access Agreement target for this year, 94%. Our overall target was to meet or exceed the sector-adjusted benchmark.
- It also represents a growing increase in our proportion of entrants from state schools and colleges across each of the past 4 years.

We would therefore assess ourselves as performing above average against this key performance indicator.

Our percentage of young entrants from low participation neighbourhoods (POLAR3 Q1) for 2015/16 was 7.7%.

²⁰ 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).

- This is lower than the sector adjusted benchmark of 12.7% and our baseline data which was 9.35%. (We did not have a target for this in 2015-16 as our target previously had been for POLAR2 Quintile 1).

We would therefore assess ourselves as performing below average on this key performance indicator. We would like to repeat here though that our internal data for 2016/17 suggests this figure will be over 13% so it looks like 2015/16 is a temporary blip against an otherwise increasing trend for entrants from LPNs.

Our percentage of mature entrants with no prior HE from low participation neighbourhoods (POLAR3 Q1) for 2015/16 was 10.3%.

- This is lower than the sector adjusted benchmark of 12.7% and our Access Agreement target of 14%.

We would therefore assess ourselves as performing below average on this performance indicator.

Finally, the percentage of our student population in receipt of DSA was 18.4% in 2014/15 before changes to the DSA and reporting. For 2015/16, our percentage of students in receipt of DSA was 17.03%.²¹ This was much higher than the sector average, with dyslexia and associated needs high amongst our cohorts.

Retention of students from under-represented groups

LIPA's supportive environment, in particular a high quality support service, ensures we have a strong track record on retention from under-represented groups. Our Access Agreement contains milestones related to these groups to confirm our continuing commitment to retention.

In 2014/15 we experienced a higher withdrawal rate from our courses than we have over the past nine years, with 8.4% of young entrants no longer in HE. This is not a WP performance indicator but provides useful contextual information to take into consideration when we look at our retention of young entrants from POLAR3 Quintile 1. We have reviewed the reasons for non-continuation for the students concerned. None of the students gave financial support or difficulties with completing the course as the reason. Apart from personal reasons, some of the reasons include injuries, and moving straight into employment.

Against this, our retention of students from under-represented groups has however remained excellent and continues to consistently exceed our institutional performance.

The percentage of young, full-time, first degree entrants from low participation neighbourhoods (POLAR3 Q1) no longer in HE after one year for 2014/15 is 0%.

- This continues a trend of 100% retention for these students from the lowest participation neighbourhoods for the past nine years.

We would therefore assess ourselves as performing above average against this key performance indicator.

The percentage of mature, full-time, first degree entrants no longer in HE after one year for 2014/15 is also 0%.

²¹ HESA data not yet published. Figure taken from internal data reported to HESA.

- We have had a 100% retention of mature students with no prior HE experience for the past four years now, although our mature population is small.

We would therefore assess ourselves as performing above average against this key performance indicator.

Applications from under-represented groups

Our initiatives have assisted in growing our percentages of applications from POLAR Q1, POLAR Q2 and from NS-SEC 4-7 for 2016 entry. This builds upon improvements in 2014/15 and 2015/16 to the percentages of applicants from the lowest two POLAR quintiles.

Year	% Applicants POLAR Q1 ²²	% Applicants POLAR Q2	% Applicants NS-SEC 4-7 ²³
2013 entry (POLAR2)	11.8	13.4	25.8
2014 entry (POLAR2)	15.31	15.69	25.22
2015 entry (POLAR3)	15.91	18.83	27.6
2016 entry (POLAR3)	16.38	19.01	29.48

The percentage of applicants from these groups given an offer from us also increased for those from POLAR3 Quintile 1 and NS-SEC 4-7 for 2016 entry.

Year	% Accepts POLAR Q1	% Accepts POLAR Q2	% Accepts NS-SEC 4-7
2013 entry (POLAR2)	9.39	13.62	23.27
2014 entry (POLAR2)	12.11	13.68	22.11
2015 entry (POLAR3)	9.39	15.49	21.6
2016 entry (POLAR3)	14.15	14.62	22.64

Disappointingly though, the percentage of entrants from POLAR3 quintile 1 was only 7.7%, indicating that a higher than average proportion of these students chose to accept HE places elsewhere (or other options). As previously noted, there is a need to ensure that widening participation students feel comfortable and understand the nature of our teaching and the support on offer, aiding greater overall conversion of students from these backgrounds onto our degree programmes.

²² For applicants/accepts from 2007- 2015 we have used POLAR2 data, but for 2015/16 we have used POLAR3 data as this is the indicator that UCAS has now adopted. We had previously stated our intention to make this change to reporting once our UCAS statistics were received in this way. Therefore there is a chance that the shift from POLAR2 to POLAR3 may not provide a fully accurate comparison for 2015/16 applicants/accepts against previous years.

²³ Approximately 25% of applications year on year are missing NS-SEC data.

New targets

From 2018/19 – in line with development of bespoke outreach activity in these areas - we have added additional targets for % of BME students and white working class males. Supported by HEFCE guidance, we have decided to account for white working class males using the following characteristics: male,²⁴ from a POLAR3 quintile 1 neighbourhood and white ethnic background.

We have taken a three-year average as the baseline for the BME target. Given the need to look at a cluster of characteristics for the white working class males, which was only confirmed recently, we have used our 2016/17 student population as the baseline for this target.

We have also added a target to identify the progression of WP students into employment or further study. This consists of analysis of the DLHE responses (where known) for students who applied to us from POLAR3 quintile 1 postcodes and using this to report on the percentage of graduates in employment or further study (positive outcomes) six months after graduating.²⁵ We have set a progression target against this measure on the resource plan. We have chosen to set our baseline as an average of the past 3 years (90% in employment or further study). This percentage for graduates from low participation neighbourhoods can also be compared against our overall institutional performance in the DLHE survey.

We have decided not to assign targets at this stage for 2020-21 and 2021-22. As we have altered elements of our post-16 strategy and piloted some new initiatives during 2016/17 – primarily in response to the challenges faced since opening our LIPA Sixth Form College – we would like to give sufficient time to assess the impacts of these. This will then inform our planning for these years and allow us to set our stretching targets accordingly.

In summary,

- We have not met our overall Access Agreement targets regarding entrants from under-represented groups in two areas (despite significant investment in access). We have, however, met our target regarding entrants from state schools or colleges.
- We have a high proportion of disabled students studying here so need to continue to provide appropriate support to them.
- Our retention of WP students is excellent. We need to ensure this is maintained.

Therefore, we would, in accordance with OFFA guidance, assess our performance overall as average but marginally below average in terms of entrants from POLAR3 Q1. Instead of simply spending 22.5% of the fee above £6,165 during 2018/19, we

²⁴ We typically have an approximate 50/50 split between male and females across our degree provision.

²⁵ It should however be noted that this data is likely to be derived from a small numbers of graduate DLHE responses, and we are unlikely in any given year to receive responses from all graduates from LPNs despite our best efforts. As such, the conclusions that we are able to draw can only be made in cases where responses to the DLHE survey are received. For example, we had 18 2015 graduates from POLAR3 quintile 1; of these, DLHE responses were received from 10, and thus our analysis is based upon these 55% of responses received.

therefore propose to spend around 24.5% of the fee income above £6,165. This amounts to £484,600.

Section 8: 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.

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 2018 entry, we expect this data will be available in January 2019). This data enables us to gain early soundings on actual performance against the milestones in table 7a.

The Access and Schools/Colleges Liaison Manager produces an annual monitoring and evaluation summary to the Teaching and Learning Board reporting on milestones and targets (tables 7a and 7b).

With regard to our outreach, we have compiled an evaluation matrix which plots the evaluation strategy across all of our projects. For the majority of activities it is appropriate for evaluation to take place at the completion of a specific event or intervention, but, for more sustained interventions where there is the opportunity for longitudinal measures of evaluation, we will also endeavour to capture and record attitudes to HE at the point of registration with our WP team which could be compared in the longer term to later attitudes and/or outcomes.

Throughout our outreach activities, we will look to provide three levels of evaluation depending upon the type of activity:

- 1) Quantitative data will be collected for all activities related to the number of participants, as well as year groups and schools involved. For less-intensive, one-off activities, such as in-school talks, careers fairs and campus tours, this will be the sole evaluation data provided. This allows us to identify both the number of participants benefitting from particular activities, and the numbers participating overall. Where we will be working in the same schools regularly, registers are taken in order to avoid double counting of participants.

Quantitative datasets will additionally be produced to show the number of students in receipt of audition fee waivers and travel grants and the proportion reached through our audition/interview preparation phone call initiative. This data can be cross referenced against enrolments to identify the proportions of recipients who were successful at the end of the application process.

For our LIPA Tasters, which from 2018/19 will be redesigned with the primary goal of helping to raise pupil attainment in these schools, we will need to finalise agreements with partner schools for data sharing in relation to the pupils who will be participating. We anticipate that this will involve comparison of certain in-school achievement targets, which are not publicly available, such as predicted GCSE grades

for Drama against actual attainment. Whilst we may be able to compare the performance of groups and individuals that we work with regularly through publicly available measures (such as the comparison of GCSE 5A*-Cs) to performances against national and local level, because our activities are directed at one particular subject area we will choose to prioritise evidence that supports attainment in these subjects directly in the cases where this is most appropriate.

2) For more intensive activities, qualitative data is also collected directly from participants to review their experience and how they feel it has impacted on the aspiration and understanding. This will happen at all stages of our main key stage 4 and 5 programmes here where we collect baseline information about each person at the point at which they first register. The questionnaires that we have instituted have a focus on assessing long-term impact, as well as evaluating how we might improve interventions for future participants in the future. Each individual project of our Year 10/11 Progression Framework programme has a distinct survey question which scrutinises the key aim of that particular project, as well as asking a number of similar questions so we can see if there is a point for individuals and groups across the wider question where marked changes occur.

For our sustained work with partner schools, coordinators are asked to complete an annual survey with room for open text comments. This helps us to assess whether we are meeting our mutual aims and to propose improvements for the following year. These honest testimonies from school staff will be particularly important in planning our shift towards more achievement raising activities as part of this provision. We also meet with these staff at least twice throughout the year to discuss the effects of our activity.

Perhaps most crucially for identifying impact:

3) For participants engaged in sustained outreach activity with us – in particular our Year 10/11 Progression Framework programme and our Year 12 Get Set summer school – we will ask for their permission to use their data for both monitoring and long-term tracking purposes, which we have been doing since 2015/16.

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, if they are in receipt of free school meals, care leaver status, which school/college is attended, and information on the chief wage earner in order to assign NS-SEC status.

As these projects (with the exception of students interested in taking part in the Backstage strand) are for students from certain WP groups, collection of this information about WP criteria allows us to confirm if a pupil looking to engage with us meets one of the necessary criteria or not. This also allows us to monitor the percentage of participants and applicants to our outreach programmes against key characteristics.

In 2015, we subscribed to the Higher Education Access Tracker Service (HEAT), which assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. Once we have created an

individualised record for each person in our participant database, we will utilise the HEAT service and transfer the participant data. This will allow us to record and show the number of interventions that individuals have engaged in.

By sharing this information with HEAT, we are able to track pupil achievement and progression over time in a manageable and proportionate manner. It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in HE as well as their retention and success rates. In the meantime the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford us a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to both our own and the sector's understanding of outcomes for different under represented groups and recognising that widening participation students are not a homogenous group.

In particular, this service allows longitudinal tracking of the outcomes of all students who have come through our key WP programmes allowing us to use this information to establish whether our participants progress onto higher education or not, and whether this is within performing arts related areas. We had previously been doing this tracking annually by manual survey and in this manner typically only received responses from about one third of participants. Our annual destinations report also allows cross-referencing against applications to LIPA, allowing us to identify how many of our key project participants chose to apply to study with us and how many were successful in gaining a place. This report is crucial to us monitoring the impact of our activities upon application patterns and in upcoming years, identifying whether our recent shift towards additional post-16 WP activities with increased partner colleges has assisted with increasing (successful) applications from these WP pupils. Furthermore, as this data further matures, we will be able to build a picture of the retention and degree classification of our outreach participants, as well as seeing destination and postgraduate enrolment data where permission is given.

We are also committed to evaluating the impacts of our financial support. Returning Level 5 and 6 students in receipt of the LIPA bursaries will be asked to complete a survey in November/December 2017 to help us to evaluate the effects of this financial support programme. This will be based on the "Closing the gap: understanding the impact of institutional financial support on student success" report published in December 2016. We will carry out a similar survey in 2018/19. 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.

In our 2017/18 Access Agreement we have included an allocation to enable us to commission an external provider to undertake further evaluation work for us to support us in achieving a strong evidence-base about our activities. Unlike many universities, we do not have academic staff with relevant areas of research expertise who can support us with this. It is expected that this will further inform our evaluation practice in 2018/19.

We feel this degree of monitoring and evaluation will be achievable given our funding and staff capacity and will allow us to review the success of our activities against meeting our milestones and targets.

Section 9: Provision of information to prospective students

LIPA is committed to publishing clear, accessible and timely information for applicants and students on the fees that it intends to charge and the financial support that it offers.

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 2019 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 2019 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 10: Consulting with students

We do not have a student union, therefore we have chosen to consult with our Student Events Board (SEB) Officer who is the key representative for students across a number of our main institutional boards. This consultation exercise was undertaken by the Access and Schools/Colleges Liaison Manager. The SEB Officer understood and welcomed our access agreement proposals.

Students and graduates deliver our outreach activities. We anticipate 50 students and graduates will be similarly engaged in 2018/19.

Section 11: 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. This can be found at: <http://lipa.ac.uk/more-about-us/about-lipa/equality-diversity>

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.

In 2015 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.

During the 2015-2016 teaching year, on-line training packages on equality, diversity and inclusiveness were made compulsory for all staff.

Appendix 1: Targets and milestones from 2015/16 monitoring return

Number	Lifecycle stage	Main target category	Statistical milestone/target type	Description (500 characters maximum)	Is this a collaborative target?	Baseline data	Baseline year (please use from 20XX-XX)	Target (number or percentage)	Target year (please use from 20XX-XX)	Progress to date, by academic year (numeric where possible, however you may use text)					Performance summary (please select from drop-down menu)	
										2011-12	2012-13	2013-14	2014-15	2015-16		
1	Access	State school	HESA T1a - State School (Young full-time, first degree entrants)	Percentage of young entrants from state schools or colleges. Baseline year: 7. Baseline year: 2009/10	No	90.7	2009/10	96.5	2019-20	88.3	87.4	89.3	90.4	94.9	Yearly milestone met - on course to meet overall target	
2	Access	Socio-economic	HESA T1a - HESA SEC classes 4-7 (Young full-time, first degree entrants)	Percentage of young entrants from SEC 4-7. Baseline year: 2009/10	No	28.3	2009/10	33.5	2019-20	24.5	26.8	27.8	28.6	27.0	No progress made against baseline data to date	
3	Access	Low participation neighbourhood (LPI)	HESA T1a - Low participation neighbourhood (POLA2) (Young full-time, full-time, full-time, first degree entrants)	Percentage of young entrants from LPI. Baseline year: 2009/10	No	11.2	2009/10	15	2019-20	10.2	14.5	14.5	10.4	-	Target discontinued	
4	Student Success	Other	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non continuation rates - Young entrants from LPI (Panel 2). Baseline year: 2009/10	No	3.8	2009/10	2.5	2019-20	2.2	6.3	6.3	1.6	5.19	7.45	Long-term trend shows negative performance
5	Student Success	Low participation neighbourhood (LPI)	HESA T3a - No longer in HE after 1 year & in low participation neighbourhoods (POLA 2) (Young, full-time, first degree entrants)	Non continuation rates - Young entrants from LPI (Panel 2). Baseline year: 2009/10	No	0	2009/10	0	2019-20	0	8.33	0	0	0	0	Yearly milestone met - on course to meet overall target
6	Student Success	Nature	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Non continuation rates - Nature entrants. Baseline year: 2009/10	No	12.5	2009/10	15.5	2019-20	9.1	10	10	20	13.6	10.3	Overall target met/exceeded (target data to date)
7	Access	Multiple	HESA T2a - (Nature, full-time, first degree entrants)	Conversion rate of applications to acceptances. Baseline year: 2009/10	No	LPA data	2009/10	6.5%	2019-20	2.54	5.29	4.26	4.25	4.31	Yearly milestone met - on course to meet overall target	
8	Access	Low participation neighbourhood (LPI)	Other statistic - Applications (please give details in the next column)	Conversion rate of applications to acceptances. Baseline year: 2009/10	No	LPA data	2009/10	6.5%	2019-20	3.45	3.8	4.68	4.71	5.71	Yearly milestone met - on course to meet overall target	
9	Access	Socio-economic	Other statistic - Applications (please give details in the next column)	Conversion rate of applications to acceptances. Baseline year: 2009/10	No	LPA data	2009/10	6.5%	2019-20	3.45	3.8	4.68	4.71	5.71	Yearly milestone met - on course to meet overall target	
10	Access	Low participation neighbourhood (LPI)	HESA T1a - Low participation neighbourhood (POLA3) (Young, full-time, first degree entrants)	Percentage of young entrants from LPI. Four year average	No	9.35	Four year average	13.35	2019-20	8.3	10.3	12.3	11.7	7.7	No progress made against baseline data to date	

Number	Lifecycle stage	Main target type	Milestone/target type	Description (500 characters maximum)	Is this a collaborative target?	Baseline data	Baseline year (please use from 20XX-XX)	Target (number or percentage)	Target year (please use from 20XX-XX)	Progress to date, by academic year (numeric where possible, however you may use text)					Performance summary (please select from drop-down menu)	
										2011-12	2012-13	2013-14	2014-15	2015-16		
1	Access	Multiple	Outreach / VP activity (summer schools)	Yr 10 and 11 progression framework	No	70	Other (please give details in Description column)	75	2018-20	65	32	64	85	82	No progress made against baseline data to date	
2	Access	Multiple	Outreach / VP activity (collaborative - please give details in the next column)	VA will be engaging collaborative working with other HEIs and local theatres. Working in partnership with the LPA. Primary School to ensure the number of students eligible for free school meals or exceed the national average on free school meals.	Yes	n/a	2014-15 when school opened	National average for FSM relevant free groups	2018-20	n/a	1	1	1	2	Overall target met/exceeded (target achieved earlier than anticipated)	
3	Access	Other	Outreach / VP activity (other - please give details in the next column)	Primary School to ensure the number of students eligible for free school meals or exceed the national average on free school meals.	No	n/a	2014-15 when school opened	National average for FSM relevant free groups	2018-20	n/a	n/a	n/a	20.4	14.8	Overall target met/exceeded (target achieved earlier than anticipated)	
4	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of partner secondary schools. Baseline: 200/11	No	9	Other (please give details in Description column)	8-11	2019-20	8	10	9	9	9	Overall target met/exceeded (target achieved earlier than anticipated)	
5	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of local FE College partners. Baseline year: 20/11	No	3	Other (please give details in Description column)	4	2018-20	3	5	4	4	3	Progress made - but less than anticipated	
6	Access	Multiple	Contextual data	VA will continue to explore the use of contextual data	No	n/a	2013-14	Contextual data used within admissions	2018-20	n/a	Contextual data training provided for admissions staff	Contextual data beginning to be utilised within admissions	Contextual data is an embedded practice within admissions	Contextual data is an embedded practice within admissions	Contextual data is an embedded practice within admissions	Yearly milestones met - on course to meet overall target
7	Access	Low participation neighbourhood (LPI)	Other (please give details in the next column)	Audition fee waivers and travel grants. Foundation Certificate fee waivers (in line with specially 2 awards per FC course). From 2015/14 to 2015/16 we offered 3 FC courses. From 2016/17 we are offering 2 FC courses - Foundation Certificate fee waivers and cost of living contributions, if reductions in SO funding or DSA for disabled students	No	62.5%	2011-12	55%+ take up	2018-20	62.5	69.8	51.5	59.5	79.1	Overall target met/exceeded (target achieved earlier than anticipated)	
8	Access	Multiple	Other (please give details in the next column)	Other (please give details in the next column)	No	6	2015-14	4	2018-20	4	7	6	5	5	Yearly milestones met - on course to meet overall target	
9	Access	Multiple	Other (please give details in the next column)	Other (please give details in the next column)	No	6	2015-14	2	2018-20	4	7	6	5	5	Target discontinued	
10	Access	Multiple	Outreach / VP activity (other - please give details in the next column)	Number of students engaged over all VP activities	No	850	Other (please give details in Description column)	1830	2018-20	1844	2027	2386	3880	2395	Overall target met/exceeded (target achieved earlier than anticipated)	
11	Access	Multiple	Outreach / VP activity (other - please give details in the next column)	Number of VP activities each year	No	50	Other (please give details in Description column)	160	2019-20	55	78	110	174	123	Yearly milestones met - on course to meet overall target	
12	Access	Multiple	Outreach / VP activity (summer schools)	V12 summer school	No	n/a	Other (please give details in Description column)	65	2019-20	n/a	n/a	n/a	41	48	Progress made - but less than anticipated	