

LIPA

THE LIVERPOOL INSTITUTE FOR PERFORMING ARTS

Access Agreement for 2017-18

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

We will charge all UK/EU entrants in to Level 1 (the first year) of our full-time undergraduate degree programmes in 2017-18 a tuition fee of £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 2017-18 a tuition fee of £9,250.

We will charge UK/EU students £9,250 yearly tuition fees for 2017-18. This includes inflationary increases in line with the amount set by the Government. Our practical courses are, of necessity, high cost and resource intensive (human and facilities) and designed so students can start professional work promptly. If we are allowed to increase our fees further, we would want them to meet the, so far, unmet cost of delivery.

The estimated number of UK/EU entrants in to Level 1 of our undergraduate programmes in 2017-18 is 215. The estimated number of UK/EU returning students in to Level 2 of our undergraduate programmes in 2017-18 is 198. The estimated number of UK/EU returning students in to Level 3 of our undergraduate programmes is 207.

Our predicted numbers of UK/EU students in Academic Years 2016-17, 2017-18, 2018-19, 2019-20 and 2020-21 are shown in the Resource Plan, table 1.

Fee income is shown in the Resource Plan, table 3. In 2017-18, the estimated fee income above the basic fee is £1,912,700.

Section Two: Expenditure on additional access and retention measures

Our assessment of our access record

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

2.1 Recruitment of students from under-represented groups - absolute performance

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

% of young entrants from state schools or colleges

% of young entrants from NS-SEC 4-7

% of young entrants from low participation neighbourhoods (POLAR3 Q1)

% of mature entrants with no prior HE from low participation neighbourhoods (POLAR3 Q1)

% of student population in receipt of DSA

In most cases, assessment is based on the eight years of data between 2007 and 2014, as this allows an assessment of both absolute performance and performance relative to HESA Performance Indicators.

The exception to this is for percentages of both young and mature entrants from low participation neighbourhoods where we have reported our performance in previous Access Agreements using the POLAR2 indicator. As from 2014-15 the sole data provided by HESA is based on POLAR3, we have now shifted from using the POLAR2 indicator to POLAR3. For POLAR3, we have data records that only account for six years (between 2009 and 2014), but we feel this is sufficient from which to draw strong enough conclusions about our performance. A milestone/target for % young entrants from low participation neighbourhoods using POLAR3 was added in table 7a of the resource plan in 2015-16 intended to replace our previous milestone/target using POLAR2 from this year.

In all cases, figures quoted are percentages of those student records where the data is known for the area of interest.

Year	% young entrants from state schools or colleges	% of young entrants from NS-SEC 4-7	% of young entrants from low participation neighbourhoods (POLAR3)	% of mature entrants with no prior HE from low participation neighbourhoods (POLAR3)	% of student population in receipt of DSA
2007-8	94.3	24.8	-	-	3.7
2008-9	90.0	24.8	-	-	1.8
2009-10	90.7	28.3	11.7	12.5	16.2
2010-11	95.8	19.3	7.1	-	23.9
2011-12	88.3	24.5	8.3	12.5	24.2
2012-13	87.4	26.1	10.3	-	24.5
2013-14	89.3	27.8	12.3	30.0*	19.8
2014-15	90.4	26.6	11.7	22.7*	18.4
<i>8 year average</i>	<i>90.8</i>	<i>25.3</i>	<i>10.2 (6 year average)</i>	<i>19.4 (6 year average)</i>	<i>16.6</i>

For 2014/15 entrants, the percentages of students from under-represented groups have experienced a small decrease in three of the four categories in comparison with the previous year. There was also a 1.4% drop in the student population in receipt of DSA.

Our percentage of young entrants from state schools or colleges did increase though from 89.3% to 90.4%.

As far as mature students are concerned, because populations which contain fewer than 22.5 individuals are suppressed in the official HESA Performance Indicators, for some years our percentages of mature entrants with no prior HE from low participation neighbourhoods are not represented within those published by HESA. For 2013-14 and 2014-15 entrants, we have reported back the actual percentages from our internal records and marked the data with an asterisk. Our internal records show that for 2013-14 entry we had 20 mature students, of these 6 were from low participation neighbourhoods, therefore the actual percentage is 30. For 2014-15 entry we had 22 mature students, of these 5 were from low participation neighbourhoods, therefore the actual percentage is 22.7.

Our assessment of our access record

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

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

	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Target in access agreement
% young entrants from state schools or colleges	94.3 ↑	90.0↓	90.7↓	95.8 ↑	88.3 ↓	87.4 ↓	89.3 ↓	90.4 ↓	93
Sector adjusted benchmark	91.4	92.0	93.9	94.3	92.3	94.2	94.5	94.8	
UK Total	88.0	88.5	88.8	88.7	88.9	89.3	89.7	89.8	
% of young entrants from NS-SEC 4-7	24.8 ↓	24.8 ↓	28.3↓	19.3 ↓	24.5 ↓	26.8 ↓	27.8 ↓	26.6 ↓	31
Sector adjusted benchmark	30.9	34.0	31.5	30.6	30.6	33.9	35.6	35.8	
UK Total	29.5	32.3	30.0	30.6	30.7	32.3	32.6	33.0	
% of young entrants from low participation	-	-	11.7↓	7.1↓	8.3↓	10.3 ↓	12.3 ↓	11.7↓	Target of 10.85 was suggested

neighbourhoods (POLAR3)									for 2015-16
Sector adjusted benchmark			11.9	11.1	10.5	12.7	12.5	13.7	
UK Total			9.6	10.0	10.2	10.9	10.9	11.4	
% of mature entrants with no prior HE from low participation neighbourhoods (POLAR3)	-	-	12.5 ↓	-	12.5 ↑	-	30.0*	22.7*	Target of 13 - but previously set based on POLAR2
Sector adjusted benchmark			14.7	-	9.5	-	-	-	
UK Total			10.6	10.9	10.9	11.6	11.9	12.8	
% of student population in receipt of DSA	3.7	1.8	16.2 ↑	23.9 ↑	24.2 ↑	24.5 ↑	19.8 ↑	18.4 ↑	N/A
Sector adjusted benchmark	7.0	6.9	7.4	7.9	9.4	10.8	10.6	10.9	
UK Total	4.5	4.7	4.9	5.3	5.9	6.5	6.8	7.0	

Arrows denote whether we are above or below the sector adjusted benchmark.

For 2014/15 entrants we have performed above the UK total (as well as our own institutional target for that year) in terms of % of young entrants from low participation neighbourhoods, but are currently below the sector adjusted benchmark for POLAR3 Quintile 1 entrants.

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

In comparison with the sector adjusted benchmark, we have performed less well in % entrants from state school or colleges. We have, however, performed above the UK average in 2014-15.

We have continued to perform well in terms of % of the student population in receipt of DSA, surpassing the sector adjusted benchmark and the UK total by a significant margin.

For % of mature entrants with no prior HE from low participation neighbourhoods our small population does not permit a comparable HESA indicator, although if we assess

our internal data we are performing above the UK average. We recognise that there is more to do to encourage further applications from mature students (although have noted some of the challenges we have experienced in doing this on page 18).

In assessing our performance, we always take account of the significance of differences, as outlined in the HESA technical notes. Given our relatively small student population, coupled with a narrow focus of provision (in terms of JACS classifications), the significance of these differences could be argued to be small. HESA data suggests that the standard deviation [standard error] in every case is high. By the HESA performance measure (+/-3% from benchmark and +/- 3 x the standard error), we have not been flagged as significantly underperforming or overperforming in any area apart from the NS-SEC entrant benchmark.

Whilst we appreciate the importance of continuing to work towards benchmarks, rather than the UK national statistics (and this has informed our own target setting), given the point made in the above paragraph, we don't believe that we need to rethink our targets significantly for 2017-18.

2.3 Retention of students from under-represented groups

Our retention of students as a whole is good, exceeding all benchmarks. Retention of students from under-represented groups is good – 100% in some areas and consistently exceeding our already good institutional performance. In 2012-13 we had a slight decrease as far as retention is concerned in our overall % of young entrants. However, this improved again in 2013-14.

It is also worth highlighting that because of our small student population, withdrawals from just one or two students due to circumstances beyond our control can have a significant impact upon our retention rates as percentages, which can make a small decrease appear more worrying than in reality. This furthermore showcases our excellent current performance in supporting students from under-represented groups in completing their course with us.

Year	% Young entrants studying at same HEI	% Young entrants no longer in HE	Benchmark	% POLAR 2 studying at same HEI	% POLAR 2 no longer in HE	UK Wide*	% Mature entrants with no prior HE studying at same HEI	% Mature entrants with no prior HE no longer in HE	UK Wide/Benchmark*
2006/7	89.4	6.4	8.1	100	0	9.8	100	0	15.1
2007/8	92	6.8	8.6	100	0	9.6	100	0	14.6
2008/9	95.6	3.8	7.7	100	0	8.7	90	5	13.4
2009/10	90.9	7.1	10.6	100 [†]	0 [†]	9.9	88.9	7.4	13.4
2010/11	97.5	1.3	8.4	100 [†]	0 [†]	8.9	91.7	8.3	11.7
2011/12	96.4	3.0	6.2	100 [†]	0 [†]	8.0	100	0	11.1
2012/13	94.3	4.0	7.0	100 [†]	0 [†]	8.0	100	0	12.7
2013/14	95.9	4.1	7.7	100 [†]	0 [†]	8.2	100	0	11.8

*No sector-adjusted benchmark for mature entrants available in most years due to small population size.

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

2.4 Applications from under-represented groups

Much of our WP strategy and outreach work in the period 2007-10 had concentrated on raising aspirations and encouraging applications from under-represented groups, particularly those from POLAR Q1 postcode areas and NS-SEC 4-7 backgrounds. This has resulted in a small, but steady increase in applications from these areas, especially when viewed in the context of approximately 25% of applications having unknown data for NS-SEC.

After piloting various fair access initiatives in 2011-12, 2012-13 was the first year in which our widening access strategies changed to include more focus on entrants. This has been further integrated by our Access and Schools/Colleges Liaison Manager, who started with us in March 2015.

In 2015/16 we have seen an increase in our applications from POLAR Q1, POLAR Q2 and from NS-SEC 4-7. This builds upon improvements in 2014/15 to the percentages of applicants from the lowest two POLAR quintiles.

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.

Year	% Applicants POLAR Q1	% Applicants POLAR Q2	% Applicants NS-SEC 4-7*
2007/8	12.7	15.6	25.3
2008/9	13.7	15.7	26.4
2009/10	13.6	16.8	24.0
2010/11	12.8	16.8	23.8
2011/12	13.2	16.2	24.7
2012/13	14.3	16.6	25
2013/14	11.8	13.4	25.8
2014/15	15.31	15.69	25.22
2015/16 Using POLAR3	15.91	18.83	27.6

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

Year	% Accepts POLAR Q1	% Accepts POLAR Q2	% Accepts NS-SEC 4-7*
2007/8	6.9	16.8	16
2008/9	10.1	14.9	18
2009/10	9.8	10.9	20
2010/11	6.7	12.5	14.4
2011/12	7	13.3	17.9
2012/13	14.2	12.3	18.3
2013/14	9.39	13.62	23.27
2014/15	12.11	13.68	22.11
2015/16 Using POLAR3	9.39	15.49	21.6

Our conversion of applications to acceptances continues to experience fluctuations. Despite our highest percentages of POLAR quintile 1 and NS-SEC 4-7 applicants on record in 2015/16, this has not yet translated directly to a higher percentage of accepts (or indeed entrants) in these groups. The share of successful applicants from POLAR Quintile 2 backgrounds has however increased, with a much more proportional percentage of accepts from this group when compared to the equivalent percentage of applicants.

2.5 Summary

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

Area	Performance
% of young entrants from state schools or colleges	Currently slightly below average
% of young entrants from NS-SEC 4-7	Below average
% of young entrants from low participation neighbourhoods	Marginally above average
% of mature entrants with no prior HE from low participation neighbourhoods	Above average (although population size below HESA PI minimum threshold)
% of student population in receipt of DSA	Good
Retention of students from under-represented groups	Good, particularly in comparison with sector and UK benchmark
Applications from under-represented groups	Good for POLAR Q1 and Q2, limited movement from NS-SEC 4-7 so average
Acceptances from under-represented groups	Average for POLAR Q1, slightly below average for NS-SEC 4-7

As a result, and in accordance with OFFA guidance, we would assess our performance as average overall, but with a slightly below average performance in relation to our percentages of entrants from some target under-represented groups.

For this reason we are proposing to spend around 24% of the fee income above £6,000 during 2017-18, with a particular focus on outreach and fair access initiatives to increase our proportion of target entrants. This amounts to £459,888.

The balance between widening participation, fair access and retention expenditure

The overall institutional spend in 2017-18 as a proportion of fee income above the basic fee for 2017-18 is predicted to be 24%. The proportion being spent on financial support is 5.4%, the proportion being spent on outreach and fair access activities is 14.5%, the proportion being spent on student success is 3.1% and the proportion being spent on progression is 1.1% (See table 6b in the Resource Plan).

We reserve the right to alter the balance of expenditure and therefore to change any related targets and milestones should our Student Opportunity funding be reduced during 2017-18. Extra allocation may, in this circumstance, need to be directed towards ensuring that we are able to continue to offer a similar level of student support services, to ensure that we maintain our strong record of student retention and success for students with disabilities. As shown by our current recruitment statistics in 2.2, we have been recruiting at nearly twice our 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 offer in these areas.

If major changes do take place then the way we are most likely to readjust our spend is by reducing the number of Foundation Certificate fee waivers that we offer and to reallocate this money towards student support.

How the expenditure on outreach and student success is broken down in 2017-18

OUTREACH

Staffing and administration costs = £127,642

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

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

Almost all of our previous outreach has been with schools and colleges within the Greater Merseyside area for a mixture of priority and capacity reasons. For 2017/18 we have included costing for extra staffing to deliver outreach with targeted colleges further afield, as well as acknowledgement that there will be increased travel, accommodation and marketing collateral spend associated with this new activity.

Outreach activities:

Primary school work aimed at ensuring a high ratio of under-represented groups at LIPA Primary School and embedding awareness of HE at a very early age = £2,693

Activities aimed at pre-16, Years 7 – 11 = £43,239

Activities with LIPA Sixth Form College students aimed at raising aspiration towards Higher Education progression and supporting increased confidence and understanding in the Higher Education application process, including application to LIPA = £2,397

Activities aimed at post-16, Years 12 – 13 and mature learners = £26,179

Bursaries for participants in LIPA 4:19 summer schools = £640

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

Audition fee waivers and travel grants = £19,757

Teaching staff fund for projects = £500

Evaluation support by external provider intended to ensure that we have strong evidence base for developing our activities = £6,000

STUDENT SUCCESS

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

Student support = £8,207

We provide an in-house open-referral student support service. This is led by a dedicated Student Support Manager who offers advice and information about a wide range of issues related to student support needs, health and welfare, plus referrals to members of the student support team. This figure represent a proportion of the estimated expenditure on some of the specialist tutors, counselling and mentoring which would not be covered by the Disabled Students Allowance. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance loan allowance in 2017-18.

Student Support for disabled students = £19,862

This represents

- 1) The estimated cost for paying for dyslexia testing for our HEFCE-funded students.
- 2) The estimated cost of the specialist tutors who support some of our music students (only a proportion of the total cost is included here based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance loan allowance).
- 3) Contribution of £200 towards computer equipment needed by incoming first years who are diagnosed as dyslexic and are in receipt of the full maintenance grant (assumes this would be applied to 14 students)
- 4) Assistance with research and development costs into ways in which LIPA can better deliver our teaching for disabled students and embedding this research into our practice, in light of changes to DSA.

Welfare Services from Liverpool John Moores University = £3,085

We buy in specialist counselling services from Liverpool John Moores University that are aimed at supporting and retaining students. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance loan allowance in 2017-18.

Cost of attendance monitoring = £6,342

We monitor student attendance closely. If a student's attendance falls below a certain level, this can be a warning flag that a student may not achieve student success. If we have cases of low attendance, relevant staff contact the individual student to encourage them to improve attendance and to identify any steps that we can take to further support the student so that they can progress with their course and achieve success. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance loan allowance in 2017-18.

Cost of administering our bursary schemes = £1,598

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

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

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

STUDENT PROGRESSION

Supporting Graduate Enterprise = £21,095

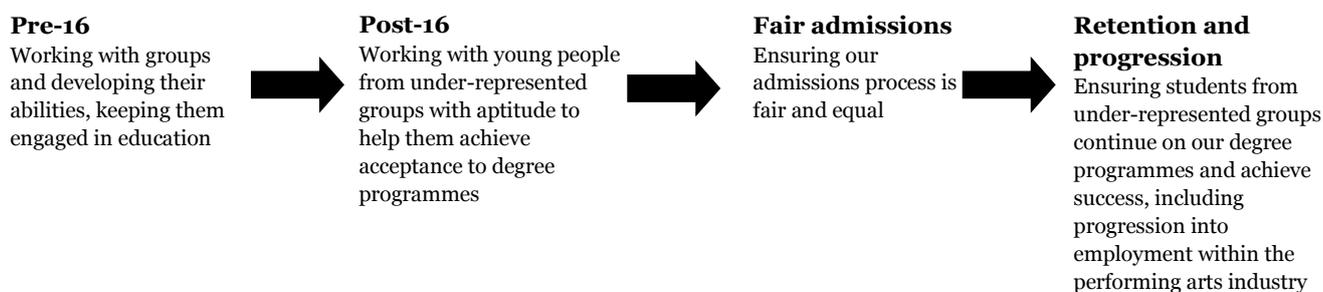
A significant proportion of our graduates progress into employment in the performing arts industry, a key goal of our institution. Of our 2011 students, four years after graduating, of the 86% we were able to trace, 92% were in work and 77% were working within performing arts. We are keen to continue to support our students, including those from under-represented groups, in obtaining successful progression outcomes.

LIPA has a range of funds available to support graduate enterprise. This figure represents a proportion of the estimated expenditure on this area. The proportion is based on the forecast percentage of HEFCE students that will be in receipt of the full maintenance loan allowance in 2017-18.

Section Three: Additional access measures

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

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



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

From Year 10 onwards, we will then work with smaller groups of students that meet at least one of a number of WP criteria and who have an aptitude for the performing arts. In most cases, these students come from partner schools and have engaged with us in previous years also. These Year 10 pupils enter a two year progression framework where they take part in a number of activities here. The activities within

this period concentrate on practical workshops to show what a course might be like within the classroom environment, in particular our teaching approach to performing arts and making performing possible. There is also an additional focus in Year 11 upon participants thinking about the range of careers for which a degree in these subjects could provide. We believe that participants are more likely to benefit from activities where they form part of a sequential and incremental framework over time and that this allows them to build upon the skills, knowledge and experience that they have gained in previous interventions. While we provide some shorter activities, most of our activities for this age group are at least three days long as evidence has shown that these intensive opportunities are more effective in engaging students and helping them to develop their skills and raise aspirations.

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

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

This is the model that we will continue to follow in 2017-18.

Following a review of school partners in 2013-14 and 2014-15, formal relationships were formed initially with nine partner schools in 2015-16 (out of the eleven schools approached). Some of these partners were new to working with us. These schools were chosen by assessing information available in the public domain, including indices of school GCSE (and in some cases A-level) results and the percentage of students in receipt of free school meals. We are proposing to work with between eight and eleven schools in 2017-18.

Challenges in engaging with some target schools, coupled with our nature as a specialist institution whose outreach activity is likely to appeal to a smaller percentage of students, has made it harder for us to recruit students from under-represented groups to attend our activities here from Year 10 onwards from these schools alone. We have therefore needed to spend time and budget as well on profile raising within the partner schools, which we expect will require continued effort in order to attract target numbers to our activities. We have also been committing more time and budget to marketing campaigns aimed at a wider pool of local schools and colleges to encourage their students who match the HESA WP Performance Indicators to join our programme of WP activities based here aimed at Year 10 and upwards. Our main Year 12 summer school (Get Set) has been opened up as a residential opportunity from 2015-16 to allow us the capability to work with targeted

students from a wider geographical area. This will again continue to require us to direct some capacity at raising awareness of this summer school in schools and colleges where we haven't traditionally engaged. In doing this, we plan to use HEFCE interactive maps to identify areas with lower than expected participation rates for targeting, as well as targeted schools and colleges which from our own intelligence tells us there are likely to be students, including those who meet our eligibility criteria, studying relevant subjects at Level 3.

To ensure that we are working with pupils from the most under-represented groups all applicants who are in Year 10 and above who we want to engage in outreach activities here complete a registration process. The registration process enables us to ensure that all the people who we are inviting on to these projects match Widening Participation Performance Indicator criteria of either being from a low participation neighbourhood or from a family background where the main earner is in an occupation classed as NS-SEC 4 – 7 (although this criteria may be reviewed in light of the non-publication by HESA of statistics related to NS-SEC categories after 2016). Applicants who are in receipt of Free School Meals and applicants who are care leavers are also eligible. We may choose to consider other criteria based on possible new UKPIs as experimental statistics in this year also. Extra consideration can also be given for groups from which there is a traditionally low intake on our courses, for example, male dancers or actors from BME backgrounds, and we are keen to ensure that these activities are promoted to these groups and attract students from these backgrounds accordingly.

LIPA has also engaged in two additional educational ventures which have a significant impact on our widening access work.

The first of these is our LIPA Primary School, which opened in September 2014. Given our location, we expect that some of the children attending will be from under-represented groups. To ensure we have a good proportion of applicants from these groups, each year we will be working in partnership with local children's centres and state funded nurseries in the local area to reach parents with children from under-represented groups. The primary school provides us with an excellent opportunity to encourage the students to consider going onto study at a Higher Education institution such as ours when they are 18; our WP team will be involved closely with LIPA Primary School in providing a number of interventions for current pupils designed to raise awareness and aspiration. 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 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.

Secondly, in September 2016 we are opening our own Sixth Form College. During 2016-17, we will continue to support recruitment activities to encourage people from under-represented groups to apply to the LIPA Sixth Form College. A range of information sessions, led by our WP team, will be offered to these students to help raise their awareness and aspiration towards Higher Education. 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.

The impact of opening 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 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 and work closely with these partner schools to ensure that what we are delivering for them is effective and meets the needs of their cohorts. We also need to manage effective communications to ensure that staff at schools and college with whom we wish to engage with are aware of the distinction between our widening participation outreach, and any LIPA Sixth Form College related activity.

From 2017-18, we plan to continue to work with local FE colleges but also extend our partnership working to include additional targeted FE colleges beyond Greater Merseyside. We feel that this is necessary to ensure we are identifying and engaging with a greater pool of post-16 students from under-represented groups who are engaged with Level 3 study in courses related to our own provision. We intend to work closely with a minimum of eight FE colleges to offer their first year students awareness raising **activities** on progression options within performing arts and making performance possible, including the opportunities available at vocational and specialised institutions like our own. In addition, these activities will help them to understand the application processes for these courses and how to prepare themselves effectively for auditions/interviews.

We do not currently have any part time study options. If we do choose to reintroduce our postgraduate provision (including with part time option), we will consider ways in which we can promote this and make it an accessible option for students from key WP groups.

Pre-16 Outreach

Primary school work, School Reception to Year 6

Research continues to support the truism that the earlier you start the better – if you want to affect life opportunities. In September 2017, LIPA Primary School will be taking its fourth intake of pupils, which will result in approximately 208 children in classes from Reception to Year 3. During 2017-18, a greater proportion of our widening participation emphasis than in previous years will be focused on activities to make sure that the pupils of the primary school visit us and have an experience of the HE side of LIPA. At the same time, we will be working with local children's centres and state funded nurseries in trying to encourage people from under-represented groups to enrol in reception for 2018. As the children eventually move into Year 5 and Year 6, the widening participation team will undertake structured activities designed to raise the aspirations of any of the children in the primary school who are from under-represented groups to encourage them to study a

performing arts or making performance possible subject at Higher Education when they leave Year 13. This will come into effect in our 2019-20 access agreement.

Secondary school outreach

In 2017-18, we intend to work with between 8 and 11 partner schools* (mostly without sixth forms) in the Merseyside and Greater Merseyside area. These have previously been selected on the basis of contextual data to ensure good targeting principles are being applied. The vast majority of our pre-16 outreach will be with pupils from these partner schools.

*Challenges still remain for us in working with a number of current partner schools, particularly as a result of us offering our own sixth form provision. We review our relationships with our partner schools annually, hence the reservations over final partner numbers at this stage.

School Years 7, 8 and 9

Outreach work within the schools

The vast majority of our outreach work with Year 7, 8 and 9 pupils is with groups from our partner schools. This initiative we refer to as LIPA Tasters, and these are designed to develop a further interest in the subjects that we offer and make participants feel more comfortable in working closely with our student/graduate teachers. A crucial identification of our engagement with schools at KS3 level is the need to be flexible in the way that we deliver outreach in our partner schools. Depending upon their cohorts and their subject options, partner schools may require differing programmes of activities and focus upon particular disciplines, although our intention is to promote a wide spectrum of performing arts and making performance possible disciplines to raise awareness of opportunities. Some partner schools wish for us to run workshops activities in curriculum time whereas others would rather these were delivered after-school. We will allocate a similar budget for outreach activities to each school*, but will determine with each school on an individual basis the best way to deliver our outreach activities to meet our mutual objectives. Assembly talks will be offered to Year 7 or 8 students to introduce the idea of Higher Education progression. In each school, we will continue to focus on engaging students in Years 7, 8 and 9 in workshop activities to raise their awareness of higher level study in performing arts and making performance possible courses. In the course of running these activities, it is anticipated that we will identify enthusiastic and hard-working young people from under-represented groups, who we will seek to interest in progressing onto our next set of activities (called the progression framework) that works with smaller groups of students in Years 10 and 11, and furthermore in Years 12 and 13.

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

Years 10 and 11

Progression framework

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

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

The programme is made up of the following activities:

Year 10 initiatives

- A welcome event held here in January to explain the programme and introduce the students to us (also attended by parents)
- An intensive skills project for Year 10 students held here during Easter holidays 2018 (three-day LIPA XTRA)
- Free tickets to attend shows here (if there is a suitable production between October 2017 and May 2018)
- Non-residential intensive five day summer school including a performance at the end of Year 10 (August 2018)

Year 11 initiatives

- An evening skills workshop in December, designed to improve skills and confidence in their chosen discipline
- The opportunity to attend an audition/interview preparation event for joining the LIPA Sixth Form College, if this is a progression route that they are considering
- Free tickets to attend shows here (if there is a suitable production between October 2017 and May 2018)
- Non-residential three-day summer school including a careers focus day workshop to evaluate their progress and to help them plan their futures (July 2018)

Any participant who completes a minimum of three of the five core activities from our Year 10/11 Progression Framework, 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 shows how highly we value the commitment of students taking part in this programme and how important we feel it is to provide them with an opportunity to demonstrate their ability and potential at the application stage.

Years 10 and 11 Making Performance Possible Profile Raising

Previously, we have been able to gain high levels of interest from students interested in progressing to acting, dance or music/singing courses, but have had less interest from students wishing to study one of our making performance possible subjects. This reflects a general trend in applications to these programmes. We therefore provide one day experiences in making performance possible activities for students who have an aptitude in art, business studies, science or technology to ignite their interest in sound technology, theatre design and theatre technology. In 2017-18 we plan to run two 'Studio and Sound' and two 'Explore Backstage' experiences. 'Studio and Sound' provides an opportunity for students to spend time in one of our recording studios and undertake their own piece of sound engineering work. 'Explore Backstage' involves a series of backstage workshops here alongside a trip to a Liverpool theatre to participate in further workshops delivered by practicing backstage theatre professionals. Collaborating with a potential employer on the 'Explore Backstage' project is valuable in helping participants to recognise the range of career options available for graduates from our degree programmes. These activities require intensive marketing to attract appropriate numbers of students from widening participation target groups.

Post-16 outreach

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

Year 12/1st year of college

- An intensive residential project here (three-day LIPA Get Set) which includes practical sessions and workshops on audition and interview preparation in July 2018. We decided to include a residential element to this particular project from 2015-16 as we thought it would be valuable to offer these participants - at an age when they are very much thinking about whether Higher Education is the correct option for them - a more direct experience about what it might be like to be a student on a HE degree here. We also intend to offer all students who have completed this programme an automatic offer of an audition/interview on the degree programmes of their choice here.
- Audition and interview workshops to prepare students for the process of studying performing arts and related subjects at Higher Education level. These will be provided for Year 12 pupils in the summer term, both here and in local FE colleges with a cohort demand of sufficient size.
- Free tickets for partner college groups to attend shows here (if there is a suitable production between October 2017 and May 2018). It is crucial to awareness raising for pupils at this age group to see what our students can do.
- Music theory workshops to help demystify this for students from under-represented groups and support the qualifications needed to progress onto some Music degree courses, including here.

Year 13/2nd year of college

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

Post-16 Making Performance Possible Profile Raising

For 2017-18 we are keen to provide further opportunities at post-16 level for students from under-represented groups to explore what our making performance possible courses can offer. This consists of our four degree programmes in: Management of Music, Entertainment, Theatre and Events; Sound Technology; Theatre and Performance Design; and Theatre and Performance Technology. For these courses we traditionally experience lower applicant numbers than for our performance courses, including from applicants from widening participation target groups.

Some of these disciplines do not have a direct equivalent offer within the school/college syllabus which can impact upon the awareness of students (in contrast to our programmes in Acting, Dance or Music). Students from disadvantaged backgrounds may also have less opportunity to access opportunities (for example, due to associated costs of equipment) which help them to recognise their interest in these possibilities and to gain related experience which admissions tutors at institutions, including LIPA, will look for from applicants.

We therefore intend to offer additional practical-focused projects in these discipline areas in order to help participants to make informed decisions about whether these are subjects they would like to pursue in the future. The projects will also help students to think further about how to prepare successful applications for these courses. It is expected that these opportunities may be taken up by students who have previously participated in our Year 10/11 programme, but also students who haven't previously engaged with us.

For students interested in Sound Technology, it is also crucial to help participants to identify any areas of science relevant to the course where they might need to expand their understanding as many under-represented pupils come from schools with lower than average GCSE performance in Science. Our admissions process for this course includes a written test and lack of demonstrable knowledge can act as a barrier to progressing through this process.

We expect that these activities will require intensive marketing to attract appropriate numbers of students from widening participation target groups. Such promotion is

also intended to raise awareness of these courses with teachers, careers advisers and other key influencers.

Mature students workshops

These are aimed at students who will be aged 21 or over on entry here in 2018 and who are studying a performing arts subject, a subject relevant to making performance possible or are on a relevant access course in local colleges. The intention is to provide activities in their colleges that make them aware of relevant courses here and to help raise awareness of the benefits of progressing to HE as a mature student. As very few Access to HE courses relevant to our degree programmes are actually available in the north west, in the majority of cases, we expect to offer workshop opportunities for mature learners alongside non-mature learners in their college groups. We are also exploring further ways that we can involve community groups in order to attract mature learners to engage with our activities. In addition, we will work closely alongside our student support team to ensure that information about institutional support for mature students is provided. Any visits or talks provided for students on one year access courses will need to take place between September and December 2016 to fit in with the UCAS application period.

Miscellaneous work with schools and colleges

Each year, we receive requests from schools and colleges to either arrange one-off visits to explore here or for us to be represented at their own careers fairs. In cases where the schools and colleges appear to have quite high proportions of under-represented students we endeavour to accommodate these requests. We have a target of attending 30 external fairs and hosting 10 school visits.

HE teaching staff activity fund

In 2017-18, a small allocation of £500 will be set aside to facilitate new projects with WP cohorts proposed and run by our own teaching staff. This could be a matter of teaching staff sharing their own interests in an intriguing way or establishing further opportunities for our students to work with these target groups in the local community. 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. This process aims to generate some additional innovative activities alongside raising the profile of widening participation internally through greater engagement of teaching staff in WP activity. Any projects will have to ensure that we are working with groups which meet at least one of our targeting criteria and have measures in place to evaluate impact. Where there are multiple proposals in excess of this allocation, projects will be assessed and selected according to the scope of participants involved and likely impacts. The Access and Schools/Colleges Liaison Manager will work closely with associated teaching staff to provide advice, ensuring they recognise the institution's aims on widening participation.

LIPA 4-19 summer school bursaries

Nearly 580 young people attend our Saturday and Sunday performing arts academy for four to 19 year olds. This is open to people from all abilities and provides weekly classes in acting, dance and singing. We 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, and then invite them to engage on our WP progression programme.

Collaborative working between institutions

Working with local schools and colleges to develop partnerships for progression and to identify talent is a central theme in our outreach work. We will continue to explore ways to work closely with the other HEIs locally to develop partnerships. In doing this we hope to better support the progression of young people and ensure there is parity in delivery so that students get the best possible local provision.

We have been an active member of the Merseyside Network for Collaborative Outreach (MNCO). The network was established via HEFCE's NNCO initiative and provides schools and colleges within Greater Merseyside with a Single Point of Contact (SPoC) to signpost teachers and advisors to relevant outreach activities at each of the partner organisations. In addition to developing a web portal (www.mnco.org.uk), the network has developed a series of projects targeted at disadvantaged groups and supporting resources for teachers, parents and carers.

LIPA is committed to continuing to deliver collaborative outreach beyond the initial funding period of December 2016, and will endeavour to work with other providers in the region to ensure schools in identified 'cold spots' are prioritised for outreach projects in order that those groups significantly under-represented in HE are targeted. The network will ensure those groups most in need of Information, Advice and Guidance pertaining to the accessibility, affordability and benefits of HE will be engaged with significantly in an impartial manner. Collaboration between partners will support efficiency of provision from institutions across the region, through development of a shared strategy focusing on key groups such as young white males from lower socio-economic groups, and those from certain black and minority ethnic communities.

We are also part of the NORTHCLASS group, a collection of Northern England Universities which work together to support learners from the care system, as well as members of the local Merseyside Care Leavers Association.

We will continue to build on partnerships with local theatres to deliver our Explore Backstage project, which can engage young people on a different level and demonstrate the progression routes from Higher Education into the professional world.

Fair Access

Use of contextual data in admissions

We currently invite a high proportion of applicants to audition/interview. We make admissions tutors aware of contextual data during the auditioning/interview process to enable admissions tutors to add context to their decision-making process on an individual basis. In terms of performance at audition/interview, the data may also help us recognise that an applicant may have had fewer opportunities to gain experience in the subject they wish to study here, so will add the context of informing the applicant's potential to benefit from the course. This data may therefore be used to inform borderline decisions and may lead in some cases to offers being made that request a lower level of UCAS tariff points at Level 3 qualifications. It is anticipated that there will be some extra time required in training staff and administering this process. Therefore, this cost is included in this access agreement.

Audition fee waivers and travel grants

We hold between 50 and 60 audition/interview events per year on our own premises. 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. Originally, we set an arbitrary target of 75% attendance from POLAR Q1 students at auditions and interviews, however it is around 59% that are attending each year. Consequently we believe that it is important to continue to offer the audition fee waivers and travel grants as we are concerned that if we didn't then our attendance rate would drop even more. As the attendance is much lower than we would like, in 2015 we undertook research amongst decliners to try to determine if there are any other steps we might be able to take to encourage higher attendance levels. 44% of the decliners surveyed indicated that they were unaware that they would receive a travel grant. This has led to us reviewing our communications and highlighting these fair access measures as a priority to all applicants from POLAR3 quintile 1 within our audition preparation phone call activities.

We intend to continue to offer the audition fee waivers and travel grants during 2017-18, for 2018 entry. The cost of the staff time for managing and administering this process has been included in this access agreement.

Foundation Certificate Fee Waivers

We currently offer two Foundation Certificates in Commercial Dance and Popular Music and Music Technology. A third Foundation Certificate in Acting and Musical Theatre is to be discontinued from 2016-17. NB: This is different to our previous expectation in the 2016-17 Access Agreement that it would be the Foundation Certificate in Popular Music and Sound Technology course which would cease as a private course.

Given the high level of competition for places on performing arts degrees, these intensive year-long courses are designed to help talented and hard-working students develop their potential and skills further. This means they may, therefore, be more likely to be able to progress on to degree level study at a performing arts institution, which receives many more applications than places. The tuition fee will be £9,000 for each Foundation Certificate. Students need to self-fund this and their living costs. Previously, we have offered two free places on each course with a bursary of £3,000 as a contribution towards living costs. Selection is based on evidence of their financial situation, whether they are from a Low Participation neighbourhood and/or from a qualifying socio-economic background (NS-SEC 4-7) and on their aptitude and potential to benefit from the course.

We plan to still offer in 2017-18 two free places on each of the remaining Foundation Certificates. However should changes coming into effect from 2016-17 onwards result in a reduction in student opportunity funding, we will consider removing some or all of these free places on the Foundation Certificates and reallocating this money to student support.

Financial support for students

LIPA bursaries

We intend to offer a LIPA bursary of £525 (annual, cash award) to all of our students from England, Wales Scotland and Northern Ireland who can demonstrate to us that they in receipt of the full maintenance loan allowance. Anyone who can demonstrate this will receive a bursary of £525 in February of each year of their studies provided they are still in attendance. This represents an increase to our previous £500 award because as we have opted to raise the tuition fees with inflation, we wanted to ensure that we offered, at the very minimum, a similarly proportional increase to our bursary support.

Our decision to award bursaries at this level is informed by annual feedback from our learners. 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 logistical reason (as well as others) may restrict their ability to participate in all elements of their course. Evaluation in March 2014 of our level 4 learners from Polar3 quintile 1 and NS-SEC 4-7 also informed us that the majority of students from these groups still viewed consideration of the bursaries on offer as important when choosing where to study.

Again this intention is barring significant changes to our student opportunity funding. If our funding is reduced, we reserve the right to revisit the amount or possible numbers awarded of this bursary.

Other financial support

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.

Section Four: Targets and milestones

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

Table 7a includes targets for HESA Widening Participation Performance Indicators. These include aspirations to improve our percentage of young entrants from low participation neighbourhoods. From 2016/17 onwards, we will be using POLAR3 rather than POLAR2 for all of our targets related to low participation neighbourhoods and all relevant targets have been updated as such.

As the UK Performance Indicators Steering Group announced in December 2015 that HESA will not be publishing the NS-SEC indicator as a UK Performance Indicator after 2016 we intend to discontinue our monitoring against the NS-SEC indicator from 2016. We will consider replacing it with an alternative as soon as more information is available on the possible new UKPI 'experimental statistics'.

Table 7b includes targets for outreach work and fair access initiatives (which have been described in detail in Section Three). This includes targets for continuation of some level of collaborative working beyond the original funding period for NNCOs.

Section Five: Monitoring and evaluation arrangements

The Founding Principal/Chief Executive Officer is responsible for the Access Agreement. It will be monitored and evaluated by the Teaching and Learning Board which is a sub-committee of Council, which is the governing body here. Council receives minutes and reports from the Teaching and Learning Board. The Access and Schools/Colleges Liaison Manager produces an annual summary on monitoring and evaluation reporting on milestones and targets (tables 7a and 7b) to the Teaching and Learning Board. In the light of national new requirements for evaluation, in 2012-13 we produced a new plan for both monitoring and evaluation and update this each year.

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

We have redesigned our processes for participants registering on our Key stage 4 and 5 programmes here and now start to collect baseline information about each person at the point at which they first register. We have also instituted new questionnaires for evaluating our activities with a focus on assessing long-term impact, as well as evaluating the activities to assess how we might improve them in the future. This is based upon an evaluation matrix which emphasises the intended evaluation activities for all of our outreach.

In 2015, we subscribed to the collaborative 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. It allows member universities to demonstrate outreach participation in relation to success at key transition points, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets. In particular, this service allows longitudinal tracking of the outcomes of students who have come through our WP programmes so we are more directly able to establish whether our participants progress onto higher education, and whether this is within performing arts related areas.

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

In 2017-18 we have included an allocation of £6,000 to enable us to potentially 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.

Evaluation of milestones and targets as identified in table 7a

In November each year, we produce a report from our own student records system on our enrolments for that year of entry, which gives us a good picture of our WP progress against targets. We also purchase UCAS data at the end of each admission cycle (so for 2016 entry, we expect this data will be available in January 2017). This data enables us to gain early soundings on actual performance against the milestones in table 7a.

Evaluation of outreach milestones and targets identified in table 7b

When we first engage with a new WP participant (excluding large-scale one-off interventions or careers fairs and ad hoc school and college visits), we aim to collect the following information from them (with parental consent as necessary): age, gender, whether they come from a low participation neighbourhood, disability, ethnicity, family background of HE, care leaver status, which school/college is

attended. We will also attempt to collect information on the chief wage earner but sometimes it may be difficult to collect this comprehensively and it may not be possible for us to undertake assessment of this data to assign NS-SEC status.

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

Once we have an individualised record for each person in our participant database, we should be able to record and show the number of interventions that an individual has engaged in. By sharing this information with HEAT, we are also 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.

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

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

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

The destinations of all students who we have worked and who will be Year 13 (or equivalent) in 2016/17, will be sought in Autumn 2017 to identify whether or not they entered HE, here or elsewhere. In all cases, we should have the relevant permissions to use HEAT data to gain this information. If this is not possible, then we will contact participants to gain this information. Furthermore, as 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.

Section Six: Provision of information to prospective students

We will publish our Access Agreement on our website.

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

A detailed fact sheet is likely to be prepared in March 2018 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 2018 and in August before students are due to re-enrol.

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

Section Seven: Consulting with students

We do not have a student union, therefore we have chosen to consult with a panel of our elected student representatives from across our main institutional boards. This consultation exercise was undertaken by the CEO (with the Access and Schools/Colleges Liaison Manager present). Three representatives were invited to review our access agreement proposals. They understood and welcomed our proposals.

Students and graduates deliver our outreach activities. We anticipate 30 students and graduates will be similarly engaged in 2017-18.

Section Eight: Equality and Diversity

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

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

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

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

We have previously conducted Equality Impact Assessments on our Access Agreements, which led us to conclude that they have a positive impact on at least two groups who share a protected characteristic. This is because BME and disabled

people are, statistically, over-represented in target groups involving people from lower socio-economic groups or from neighbourhoods where HE participation is low and people from low income backgrounds. These groups are known to be under-represented in HE.

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

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

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

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. We are currently discussing the proposal for making these packages compulsory for all students in the near future.