

Provider's name: The Academy of Contemporary Music

Provider's UKPRN:10067853

Legal Address: Rodboro Buildings, Bridge Street, Guildford, GU1 4SB

# 2019-20 ACCESS AND PARTICIPATION PLAN

|           |   |           |
|-----------|---|-----------|
| <b>1.</b> | <b>INTRODUCTION .....</b>   | <b>4</b>  |
| 1.1.      | Background.....   | 4         |
| 1.2.      | Preparation for Access and Participation Plan 2019/20.....                  | 5         |
| 1.3.      | Plan Strategy .....   | 6         |
| <b>2.</b> | <b>ASSESSMENT OF CURRENT PERFORMANCE.....</b>                               | <b>8</b>  |
| 2.1.      | ACM Guildford.....  | 8         |
| 2.1.1.    | <i>Access .....</i>   | <i>8</i>  |
| 2.1.2.    | <i>Success.....</i>   | <i>9</i>  |
| 2.1.3.    | <i>Progression.....</i>   | <i>10</i> |
| 2.2.      | ACM Birmingham .....  | 10        |
| <b>3.</b> | <b>AMBITION AND STRATEGY.....</b>   | <b>11</b> |
| 3.1.      | Background.....   | 11        |
| 3.2.      | ACM Guildford.....  | 11        |
| 3.2.1.    | <i>Access .....</i>   | <i>11</i> |
| 3.2.2.    | <i>Success.....</i>   | <i>12</i> |
| 3.2.3.    | <i>Progression.....</i>   | <i>12</i> |
| 3.3.      | ACM Birmingham .....  | 12        |
| 3.4.      | Other underrepresented groups and assessment of intersectional performance. | 13        |
| 3.5.      | Collaborative Working.....  | 13        |
| 3.5.1.    | <i>Schools and college outreach .....</i>                                   | <i>13</i> |
| 3.5.2.    | <i>Community outreach .....</i>   | <i>14</i> |
| 3.5.3.    | <i>Employer engagement .....</i>  | <i>14</i> |
| 3.6.      | Evaluation.....   | 16        |
| 3.6.1.    | <i>Evaluative Tools.....</i>  | <i>16</i> |
| 3.6.2.    | <i>Institutional Embedding .....</i>  | <i>17</i> |
| 3.6.3.    | <i>Widening Participation Co-ordinator.....</i>                             | <i>18</i> |
| 3.7.      | Equality and Diversity.....   | 19        |
| 3.8.      | Student Involvement.....  | 19        |
| <b>4.</b> | <b>TARGETS.....</b>   | <b>21</b> |
| 4.1.      | ACM Guildford and ACM Birmingham.....                                       | 21        |
| 4.1.1.    | <i>Access .....</i>   | <i>21</i> |
| 4.1.2.    | <i>Success.....</i>   | <i>21</i> |
| 4.1.3.    | <i>Progression.....</i>   | <i>22</i> |

|           |   |           |
|-----------|---|-----------|
| 4.1.4.    | <i>Collaborative Activity</i> .....                           | 22        |
| <b>5.</b> | <b>ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES .....</b> | <b>23</b> |
| 5.1.1.    | <i>Access</i> .....   | 23        |
| 5.1.2.    | <i>Success</i> .....  | 26        |
| 5.1.3.    | <i>Progression</i> .....                                      | 28        |
| 5.2.      | Evidence to support measures .....                            | 29        |
| 5.2.1.    | <i>Collaborative working and raising attainment</i> .....     | 30        |
| 5.2.2.    | <i>Reducing attainment gaps</i> .....                         | 30        |
| <b>6.</b> | <b>INVESTMENT .....</b>                                       | <b>32</b> |
| 6.1.      | Overview .....  | 32        |
| 6.2.      | Bursaries and scholarships .....                              | 32        |
| 6.2.1.    | <i>ACM Bursary Scheme</i> .....                               | 33        |
| 6.2.2.    | <i>Audition fee waivers</i> .....                             | 33        |
| 6.2.3.    | <i>Hardship fund</i> .....                                    | 33        |
| 6.2.4.    | <i>Travel bursaries</i> .....                                 | 33        |
| <b>7.</b> | <b>PROVISION OF INFORMATION TO STUDENTS.....</b>              | <b>35</b> |

# 1. INTRODUCTION

## 1.1. Background

This Access and Participation Plan sets out the Academy of Contemporary Music's (ACM's) plans and targets to support access, student success and progression for the year 2019-20.

ACM is a private provider based in Guildford, Surrey with c.1300 students on full-time further and higher education programmes in music and the wider creative industries. The majority of students are enrolled on BA(Hons) programmes and typically hold low/medium tariff entry qualifications. Just over 90% are from the UK, with c.90% identified as POLAR 3 Q2-Q5, with c.15% categorised as local students.<sup>1</sup>

In September 2018 ACM will commence delivery of its FE and HE programmes at a site in Birmingham. We expect to have c.200 students on full-time programmes. Where discussion in this plan relates to a specific site (i.e. Guildford or Birmingham) this is identified, all other commentary should be considered applicable to both sites. The decision to open a campus in Birmingham was influenced strongly by the strategic aim of providing increased access to ACM programmes to a more diverse student body, and to further widen participation.

ACM's education is rooted in an industry-centred, learning-by-doing approach with a live and immersive learning ethos. The creative industries are agile and fast-paced so ACM needs to be cognisant of any changes which need reflected back into up-to-the-minute classes, supported by a virtual learning environment which is used to guide students through their learning journey.

A key aspect of ACM's commitment to industry engagement is the work of the 'Industry Link'<sup>2</sup> and 'Business Link' teams. Staffed by full-time industry professionals, they provide students with direct access to professional guidance, opportunities and experience, through the provision of tutorials, masterclasses, work placements, networking events, and other valuable experiences, to help prepare them for sustainable careers in the music and wider creative industries.

ACM is committed to providing the highest standards of teaching and learning and an unparalleled student experience to those with a talent and enthusiasm for the music and wider creative industries, regardless of their economic or social background<sup>3</sup>.

To achieve this, ACM operates a range of activities and initiatives to support and guide students at all stages of the student life cycle; prior to application, during the application process, whilst on programme and after graduation. This is important not just to uncover talent in unexpected places, but also to ensure that students are retained and graduate, before ultimately succeeding in their career aspirations.

---

<sup>1</sup> ACM TEF (Year 3) contextual data

<sup>2</sup> <https://www.acm.ac.uk/industry-link/>

<sup>3</sup> ACM Vision and Values (<https://www.acm.ac.uk/acm-vision-and-mission/>)

A key institutional objective for ACM is to reach out to students who feel that higher education is not for them, through creative and practical applied learning which aims to address the students differentiated learning needs within the classroom, supporting student who may have not previously responded to traditional education paradigms. This is a key message promoted within open days and outreach activities, and supported through the audition process.

Current access and participation activity, as outlined in our published Access and Participation Statement<sup>4</sup>, includes:

- Outreach activity that promotes entry to further and higher education
- A programme portfolio that supports entry points for low entry tariffs
- A recruitment process that allows applicants to demonstrate suitability beyond purely academic achievement
- ‘Access all areas’ pass that allows applicants to engage with higher education experience before commencing their programme
- Financial support and tuition fees policy that reduce financial burden of study
- Experience, induction and transition events, and academic support tutorials to help manage expectations and better prepare prospective students for study
- Inclusive practice through use of a wide range of learning methodologies to support individual learning preferences, including use of digital learning methodologies.
- Provision of wellbeing, mental health and student support services
- Use of technology to monitor engagement, and respond to support needs
- Education guidance provision to support students with learning support needs
- Employability and Industry Link and Business Link teams to support students journey into employment
- Community projects to support engagement with music and the arts for disadvantaged groups.

ACM believes that these activities and initiatives should be available to all and is therefore committed to an inclusive widening participation provision, founded on a culture that recognises mutual respect and individuality. ACM’s statement on inclusivity is outlined in our Equality and Diversity policy. (<https://www.acm.ac.uk/policies/>)

## 1.2.Preparation for Access and Participation Plan 2019/20

Whilst ACM has engaged in substantial widening participation activity in the past and continued activity is planned for 2018/19 as outlined above, this activity has not necessarily been part of a strategic plan to specifically target underrepresented groups although it is evident that it has had some success in improving outcomes for certain underrepresented groups (as outlined below). A key objective of this Access and Participation Plan therefore has been to consider enhancements to existing activity through a better understanding of

---

<sup>4</sup> ACM 2017-18 Access and Participation Statement (<https://www.acm.ac.uk/access-statement/>)

performance within underrepresented groups, and to consider additional activity where needed.

ACM has not previously had, and does not currently have, an access agreement with the Office for Fair Access (OFFA) and is therefore relatively new to the requirements of a formal access plan. Despite the fact the students have had to self-fund a component of their studies, which itself provides a barrier to certain underrepresented groups, ACM has performed reasonably well against sector benchmarks when considering ACM students have an additional financial barrier to entry. The availability of student loan to cover the full tuition fee is therefore expected to have a positive impact on widening participation.

ACM has also only recently been subject to certain data requirements of the regulatory framework including an individualised HESA AP Student return and the DLHE survey, and consequently does not have a comprehensive set of data (historical or otherwise) with which to measure performance and set targets in the broadest way possible. Assessment of performance, identification of measures and targets is therefore based on the data currently available to the institution. Where it has not been possible to reference specific data or benchmarks, reference has been made to comparison with performance of non-underrepresented groups at the institution, or to national benchmarks or other sector indicators.

### ACM Birmingham

As this is a new provision commencing in September 2018 we do not have specific data on which to assess current performance at this time. However, we have undertaken an assessment of current enrolment profiles, and referencing data from comparable institutions in the same geographical area to provide a basis on which to provide some information on where a different approach might be needed.

## 1.3. Plan Strategy

This Access and Participation Plan builds on ACM's published Access and Participation Statement<sup>5</sup> for 2017-18 to align it with the specific requirements for registration with the OfS for the Approved (fee cap) category. The primary focus has been to consider the following five underrepresented groups as outlined in the OfS Regulatory notice<sup>6</sup>.

- students from areas of low higher education participation, low household income and/or low socioeconomic status
- students of particular ethnicities
- mature students
- disabled students
- care leavers

---

<sup>5</sup> <https://www.acm.ac.uk/access-statement/>

<sup>6</sup> P.8 Regulatory Notice 1 Access and participation plan guidance for 2019-20

Where data has been available to consider sub-group and intersectional performance this has been assessed with the plan. ACM recognise that at this stage we are not able to draw upon a comprehensive set of data to support a full assessment of performance, in particular for sub-groups and intersections of groups. A commitment therefore is made to ensure improved use of data in future years as outlined in this document (Sections 3.4, 3.6)

## 2. ASSESSMENT OF CURRENT PERFORMANCE

### 2.1.ACM Guildford

As part of our assessment process good performance for underrepresented groups in the following areas was noted and activity will seek to maintain this.

- a) Access for those with a declared disability  
17.6% of entrants compared to 13% average for Full-time degrees in England (2016/17 HESA Student Statistics)<sup>7</sup>
- b) Degree award achievement for BME ethnic groups.  
80.4% achievement of a Degree award<sup>8</sup> compared to 78.4% for non-BME groups (ACM HESA Data 2016/17). Achievement for students of Black ethnicity (sub-group of BME group) is 87.5% (ACM HESA Data 2016/17).
- c) Degree award achievement for Mature students with no previous HE is 79.8% (Awards detailed in ACM HESA Data 2016/17) which is 0.6% above the equivalent measure of achievement for students under the age of 21 (79.2%)
- d) High grade classifications<sup>9</sup> for mature students with no previous HE  
63% high grade classifications compared with 59.7% for non-mature students (ACM HESA Data 2016/17)
- e) High grade classifications<sup>10</sup> for mixed ethnicity groups  
70% high grade classifications compared with 60% for non-BME students (ACM HESA Data 2016/17)
- f) High grade classifications for DSA students  
63.64% high grade classifications compared with 61.5% for non-DSA students (ACM HESA Data 2016/17)
- g) Progression into work/further study for students from BME groups  
85.3% progression into work/further study compared to 85% for non-BME groups (ACM HESA Data 2016/17)
- h) Progression into work/further study for students from low-participation postcodes POLAR 4 (Q1) 89.66% progression into work/further study compared to 83.57% for POLAR 4 (Q2-5). (ACM HESA Data 2016/17)

#### 2.1.1. Access

Good performance with regards progression has been identified for those with disabilities as indicated above. The following underrepresented groups have been identified as gaps in equality of opportunity in relation to access to ACM higher education programmes.

<sup>7</sup> <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/numbers>

<sup>8</sup> Degree award – students that achieved full honours compared with lesser exit awards

<sup>9</sup> High classification – students that achieved 1<sup>st</sup> or 2.1 classification compared with those that achieved 2.2, 3<sup>rd</sup>, or alternative exit award.

<sup>10</sup> High classification – students that achieved 1<sup>st</sup> or 2.1 classification compared with those that achieved 2.2, 3<sup>rd</sup>, or alternative exit award.



- a) Students (mature) from a low participation neighbourhood (POLAR Quintile 1) account for 7.4% of our student entrants (ACM HESA Experimental Data 2016/17) which is 5.9% below the location adjusted benchmark of 13.3%.
- b) Students (young) from a low participation neighbourhood (POLAR Quintile 1) account for 10% of our student entrants (ACM HESA Experimental Data 2016/17) which is 3.6% below the location adjusted benchmark of 13.6%.
- c) Students from Ethnicity groups (BME) account for 18.2% of our student entrants (ACM HESA Experimental Data 2016/17) which is 6.8% below the location adjusted benchmark of 25%.
- d) Students in receipt of DSA account for 5% of our student entrants (ACM HESA Data 2016/17) which is 6% below the location adjusted benchmark of 11%. N.B. Students with a known disability account for 17.6% of our student population (ACM HESA data 2016/17) which is 4.6% above the average for HE providers in England (13%)<sup>11</sup>
- e) Mature students (aged 21 and over) account for 19% of our student entrants (ACM HESA Data 2016/17) which is 17% below the average for HE providers in England (36%)<sup>12</sup>

#### 2.1.2. Success

Good performance with regards success has been identified for BME groups and mature students (Degree achievement), and Mature, Mixed ethnicities and DSA students (High classification achievement) as indicated above. The following underrepresented groups have been identified as gaps in equality of opportunity in relation to success within ACM higher education programmes. Success has been considered with regards to continuation, degree award achievement, and degree classification (1<sup>st</sup>/2.1)

- a) Non-continuation for students (young) from a low participation neighbourhood (POLAR Quintile 1) is 13.3% (ACM HESA Data 2016/17) which is 1.3 % above the sector benchmark of 12%.
- b) Non-continuation for mature students is 22.1% (ACM HESA Data 2016/17) which is 7.6% above the sector benchmark of 14.5%.
- c) Non-continuation for mature students with no previous HE is 21.5% (ACM HESA Data 2016/17) which is 7.6% above the sector benchmark of 14.4%.
- d) Achievement of Degree award for Mature students is 78.3% (Awards detailed in ACM HESA Data 2016/17) which is 0.9% below the equivalent measure of achievement for students under the age of 21 (79.2%).
- e) Achievement of Degree award for DSA students is 72.7% (ACM HESA Data 2016/17) which is 7.6% below the equivalent measure of achievement for students without DSA (80.3%).
- f) Achievement of Degree award for students with a known disability is 69% (Awards detailed in ACM HESA Data 2016/17) which is 11.3% below the equivalent measure of achievement for students without DSA (80.3%).

<sup>11</sup> <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he> 2016/17 entrants First Degree, Full-time, England with a known disability.

<sup>12</sup> <https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he> 2016/17 entrants First Degree, Full-time, England aged 21 and over.

- g) Achievement of Degree high classifications for BME students is 56.5% (Awards detailed in ACM HESA Data 2016/17) which is 3.5% below the equivalent measure of achievement for non-BME students (60%).
- h) Achievement of Degree high classifications for students of black ethnicity (BME subgroup) is 50% (Awards detailed in ACM HESA Data 2016/17) which is 10% below the equivalent measure of achievement for non-BME students (60%).
- i) Achievement of Degree high classifications for mature students is 58.5% (Awards detailed in ACM HESA Data 2016/17) which is 1.2% below the equivalent measure of achievement for students under the age of 21 at enrolment (59.7%).
- j) Achievement of Degree high classifications for students with a known disability is 46% (Awards detailed in ACM HESA Data 2016/17) which is 15.5% below the equivalent measure of achievement for students with no known disability (61.5%).

### 2.1.3. Progression

Good performance with regards progression has been identified for BME groups, and those from low-participation postcodes as indicated above. The following underrepresented groups have been identified as having gaps in equality of opportunity in relation to progression from ACM higher education programmes. Progression has been considered with regards to work (full-time/part-time) and further study status as provided by DLHE survey data for 2016/17.

- a) Progression to work/further study for mature students is 79.4% (DLHE 2016/17) which is 6.7% below the figure for students under the age of 21 (86.1%)
- b) Progression to work/further study for students with a known disability is 72.7% (DLHE 2016/17) which is 13.6% below the figure for those with no known disability (86.3%)

## 2.2.ACM Birmingham

Delivery of ACM Degree programmes at ACM Birmingham commences in September 2018/19. An assessment of performance will be considered during 2018/19 to further inform strategy where differences occur.

### 3. AMBITION AND STRATEGY

#### 3.1. Background

ACM has been re-evaluating its priorities with regards to access and participation and has identified the following key areas for strategic development over the next academic year.

- promoting an institution wide approach to access and participation through the involvement of senior staff in its ambitions for access and participation. Led by members of the Executive team this will include academic staff, student services and professional services, marketing and outreach, Industry and Business Link, and finance teams.
- developing and refining systems to capture qualitative and quantitative data, and other evidence, to support effective access and participation planning, especially with regards to sub-groups, and groups not currently covered by existing data returns (e.g. care leavers)
- having a robust, structured and continuous evaluation of work undertaken, examining access, success and progression in relation to targets and investment
- further develop collaborations, and develop new collaborations to support GCSE attainment, and access to HE for under-represented students.
- to consider how existing access and participation measures can be targeted more effectively for under-represented groups.

The assessment of performance identified the following underrepresented groups which we will specifically be targeting in our access and participation work, and at which stage in the student life cycle in order to reduce gaps in equality of opportunity. Ambition and strategy will primarily relate to access, success and progression for persons from low-participation post codes, mature persons, those with known disability including DSA, and those from a BME ethnicity background.

ACM's strategic ambitions for access and participation and the contribution we will make to the priorities identified are as follows:

#### 3.2. ACM Guildford

##### 3.2.1. Access

#### **A. To increase the proportion of new students from the following underrepresented groups to higher education:**

1. young and mature students from low-participation postcodes.
2. students from BME ethnicity groups
3. students in receipt of DSA.
4. mature persons (those aged 21 and over)

Various strategies will be used to help close gaps in access identified in our assessment of performance. These will include schools and colleges outreach, community projects,

transition and experience events, and financial support and scholarships. Whilst some of these activities are already established, the primary focus here will be to consider how they can be better targeted to support access for under-represented groups, and to develop collaborative partnerships.

### 3.2.2. Success

#### **B. To improve the non-continuation rates of students for the following underrepresented groups:**

1. young students from low-participation postcodes
2. mature students
3. mature students with no previous HE

#### **C. To reduce the attainment gaps between students from the following underrepresented groups, and other students:**

1. mature students - degree achievement rates
2. DSA students and those with a known disability - degree achievement rates
3. BME ethnicity groups - high classifications
4. Black ethnicity – high classifications
5. mature students - high classifications
6. students with a known disability - high classifications

Various strategies will be used to help close gaps in success identified in our assessment of performance. These will include transition and induction activity, academic tutorial support, wellbeing and mental health initiatives, student mentors, extra-curricular support, accessible learning methods ('learning by doing'), and financial support. As many of these activities are already established the primary focus here will be to consider how they can be better targeted to support attainment and continuation rates for under-represented groups.

### 3.2.3. Progression

#### **D. To improve the rates of progression of students from the following underrepresented groups, into graduate level employment or further study, and to reduce the gaps between these groups and other students:**

1. mature students
2. students with a known disability

Various strategies will be used to help close gaps in progression as identified in our assessment of performance. These will include Industry Link and Business Link support activity, extra-curricular support and upskilling activities, and development of post-graduate provision. As many of these activities are already established the primary focus here will be to consider how they can be better targeted to support progress opportunities for under-represented groups.

## 3.3.ACM Birmingham

Evaluation of data from higher education providers in the same geographical region, and assessment of profile of applications received for 2018/19 entry have indicated that similar

challenges with regards to access for young and mature students from low-participation post codes, students with known disabilities, BME ethnic groups are likely to be encountered. Strategies to help close potential future gaps in access, success and progression as identified for ACM Guildford will be planned for ACM Birmingham. Initial indications are that the number of mature applications will be above sector benchmark.

Evaluation strategy will consider performance specific to each site and address gaps for individual sites as necessary.

### 3.4. Other underrepresented groups and assessment of intersectional performance.

We recognise that current data frameworks do not support a robust performance assessment of certain underrepresented groups and sub-groups including low-income groups (not identified within low-participation post codes), carers, care leavers, people estranged from their families, refugees, children from military families, and consideration of intersections with the more general underrepresented groups including white males from low income areas.

A commitment has therefore been made to record this information through enhancement of various profiling mechanisms including changes to the application form, the IT induction registration process, and database systems. This will be implemented for the 2018/19 academic year to ensure a more comprehensive set of data by which to assess performance of all underrepresented groups in preparation for 2019/20.

### 3.5. Collaborative Working

As mentioned above ACM already has in place a number of activities that support access, success and progression, which are financed without an Access Agreement. The majority of these activities, which are aligned with our equality and diversity policy, have been made available to all students, and applicants (where applicable) rather than specifically targeted at underrepresented groups although they are likely to have had a positive impact. Certain activity, for example, community projects with engagement in the arts, and work with certain schools within our outreach activity will by association have been targeted activity. However, assessment of impact on these groups has not necessarily been formally considered nor how specifically allocated budget can further support or enhance activity. A key commitment going forward will be to consider ways in which this activity can be targeted.

#### 3.5.1. Schools and college outreach

ACM currently work closely with a number of schools and colleges within our outreach and recruitment strategy. As a development of this activity ACM (Guildford) will commit to building a collaborative partnership with a local school, both directly, and through joint activity with a local university. This work will be focussed within a school that has above the national average number of pupils who are eligible for free school meals, special

educational needs, and/or disabilities. The ambition will be to use practical music opportunities, that will complement university strategy, to help engage disengaged pupils and improve overall attainment, and to provide support and learning opportunities to pupils beginning to demonstrate an aptitude for contemporary music performance, songwriting, music production and business. Initial conversations have taken place with the school and the university and ACM (Guildford) is committed to having a clear set of collaborative widening participation activities and target outcome agreed for implementation in 2019/20.

With regards to ACM Birmingham a similar outreach project is being developed with a local school with a higher than national average percentage of pupils with disabilities and special educational need, and a partner university. ACM is committed to developing a collaborative project with this school to raise L2/L3 attainment through practical musical activities and development of musical skills to support access to higher education.

### 3.5.2. Community outreach

ACM (Guildford) currently partners with Surrey Arts, Surrey Music Hub, The Electric Theatre, and a number of community groups and charities to support the disadvantaged. These events promote access to music for those that typically might not easily be able to, and provide excellent learning and volunteer experience opportunities for students. Details regarding types of community outreach projects are detailed in Measures section.

Access to the community outreach activities listed above are promoted in class, via email, and through targeted promotions including posters.

ACM will commit to continuing and enhancing these activities and work closely with specialist organisations and charities to further engage those within underrepresented groups. A further commitment is made to develop similar arrangements with community groups in Birmingham.

### 3.5.3. Employer engagement

#### Industry Link and Business Link

Through our 'Industry Link' and 'Business Link' teams ACM has sustained engagement with a number of employers and organisations. The teams work across both sites to provide similar level of experience and opportunity. In 2018 ACM received the coveted Industry Partnerships award from the prestigious Independent Higher Education awards. The 'use of extensive engagement and links with industry which informs effective programme development and enhances graduate employment' was identified as good practice in ACM's QAA Higher Education Review 2017.

The Business Link team was established in 2017 to complement the work that Industry Link has been doing, with a greater focus on the industry facing opportunities for all students, including work experience (short-term and long-term) and full-time opportunities post-graduation.

Access to the Industry Link and Business Link opportunities listed above are promoted in class, via weekly update email, and targeted promotions including campus posters.

A key collaboration is with Metropolis Studios in London<sup>13</sup>, one of the largest recording complexes in the world and a significant presence in the music and wider creative industries. The collaboration provides a range of benefits and services to students including access to masterclasses, opportunities to record through ‘downtime’ studio use, and an internship programme offering unique opportunities in music recording, mastering, event management and production, and music marketing and publishing.

An initiative, in April 2018, with Metropolis Studios has been the launch of ‘Metropolis Blue’, a record label run by students. As part of this ACM students will receive guidance from industry professionals whilst gaining valuable experiences as artists, producers and managers. Students will be involved at all levels of the business, from organising PR and marketing events, to learning to mix and master in a professional studio. This will run as an ongoing ‘business’ to provide opportunity and experiences for new students in successive years. Multiple masterclasses have been arranged with top industry figures for Freshers week for all students to learn about the label.

The teams also work with a number of music industry organisations to provide career workshops, seminars, and masterclasses for students and alumni. Annual activities are scheduled with various music and creative industry bodies including PRS, MCPS, PPL, MPA, BASCA, UK Music, Tileyard and AIM.

As part of its commitment to support work opportunities for students and alumni ACM works closely throughout the year with a number of businesses including BBC Introducing, Music Gateway, DK Management, Tailored Entertainment, Entertainment Nation. These businesses provide opportunities to earn from regular gigs, performances, song writing and music production projects, and help build their careers in music.

Industry Link work with a number of local venues, festival organisers (e.g. The Great Escape<sup>14</sup>, Threshold<sup>15</sup>, The Seventh Wave<sup>16</sup>) to arrange regular performance and experience opportunities for students and alumni. In 2017/18 over 150 events per term were hosted by Industry Link, including up to 12 performance opportunities for students every month at venues across the UK, with students from the Technical Services Degree pathway providing technical support. In Summer 2018 students, across all disciplines, will be involved in 12 festivals, from playing on stage to working behind the scenes.

The Business Link team work with a number of employers and organisations to provide ongoing work experience, employment, mentorships and other opportunities for students. Through sustained relationships, ACM students have been placed with numerous music businesses including: Music Management Forum (MMF), Tribe Management, Big Life

---

<sup>13</sup> <https://www.acm.ac.uk/metropolis/>

<sup>14</sup> <https://www.acm.ac.uk/great-escape-festival-2017/>

<sup>15</sup> <https://www.acm.ac.uk/threshold-festival-2017/>

<sup>16</sup> <https://www.acm.ac.uk/seventhwave/>

Management, Peer Music, Broken Note Records, Kobalt, AWAL, The Great Escape, Autonomy, Audio Tube, Soundcloud, ASCAP, and Hart Media.

### Eagle Radio, and Vibe107.6 Radio

ACM has partnered with a local radio station, Eagle Radio (part of the UK wide multi-media company UKRD Group). The partnership provides weekly air-time on their digital channel Eagle 3 with live sessions and interviews from ACM students<sup>17</sup>. The partnership also provides work experience opportunities and graded elective module courses for students in radio production and radio presentation. A similar joint venture has been setup with Vibe107.6 Radio in London to provide air time for students and alumni, including interviews and live acoustic performances.

### Electric Theatre

In addition to the community outreach activity which takes place in collaboration with the Electric Theatre, ACM also uses this space for student gigs, tradeshow, masterclasses and induction events. Students are also employed to work at the Electric Theatre, for example in the café, or operating the mixing desk during live performances.

## 3.6. Evaluation

### 3.6.1. Evaluative Tools

ACM uses a bespoke management information database called 'Insight' to record student information, including profiles and achievement data, and to provide management reports for internal and external purposes. For assessment of current performance within this plan HESA and TEF data have been used together with information from the database to identify gaps in access, success and progress for certain underrepresented groups. We recognise that the internal frameworks for evaluation of performance will need to be enhanced and expanded to ensure a suitably robust system is in place to measure the impact of activities and support measures. We are therefore committed to ensuring the following is implemented in 2018/19 to facilitate effective evaluation of performance against the measures set out in the plan in 2019/20.

- ACM's Management Information System ('Insight') will be enhanced to ensure a comprehensive set of entry profile data is recorded for all students to provide the broadest set of information with which to evaluate performance. The current data set meets the specification set out by way of HESA AP record return. We are actively engaged in the upgrade of the data set to include extra data fields as will be required by HESA's data futures programme. A further system will be developed to enable monitoring of quantitative and qualitative feedback on all access and participation work, and to provide a clearer understanding of trends in the areas in which it is working, and the outcomes and overall impact. This will enable ACM to review spend

---

<sup>17</sup> <https://www.eagleradio.co.uk/eagle3/acm-weekly-show.php>



against each project to assess where budget is most usefully allocated, creating an evaluation framework responsive to ongoing data analysis.

- ACM is now a subscriber to HEIDI Plus environment and is beginning to integrate the availability of sector data into its performance evaluation strategy. In addition to this ACM is using the environment as a way of visualising its own data.
- ACM has been a subscriber to Tableau for the last two years, Tableau being the visualisation platform on which HEIDI Plus is based, and has already used the software to evaluate performance.
- ACM is very interested in the Evidence and Impact Exchange being developed by the OfS<sup>18</sup>, and what can be learned from wider sector best practice. Other models for evaluation including ‘theory of change’<sup>19</sup> and ‘logic model’<sup>20</sup> will be considered as part of the development of an evaluation framework.
- ACM currently uses various feedback mechanisms, including questionnaires, both paper, and online, and video blogs to assess impact of activity. These will be expanded to facilitate targeted feedback on access and participation projects to help highlight where positive experiences are being acquired and to feed directly back into future projects, and in the strategic monitoring of the access and participation plan.
- A key development will be the use of evaluation tools to inform how financial support has helped improve outcomes for those from underrepresented groups. As part of the evaluation strategy we will explore how OfS tools<sup>21</sup> for statistical analysis, surveys, and interviews could be used, alongside alternative models, to ensure financial support is informed by robust evidence. The surveys and interviews will be used to explore how and why financial support helps academic, personal and social outcomes.

### 3.6.2. Institutional Embedding

To demonstrate a strategic approach to improving access, success and progression, ACM recognise the need to adopt an approach to access and participation that is embedded at all levels of the organisation, and that extends across all areas of work and engages senior management. Existing governance frameworks, including committee structures and operational meetings are already well placed to help create an inclusive culture to enable and sustain effective practice. We acknowledge that enhancement to these frameworks is required to ensure a robust strategic approach to improving access, success and progression, and the effective evaluation of activities and support measures.

<sup>18</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/using-evidence-to-improve-access-and-participation-outcomes/evidence-and-impact-exchange/>

<sup>19</sup> <https://www.nesta.org.uk/toolkit/theory-change/>

<sup>20</sup> <https://ahrc.ukri.org/documents/guides/logic-models-for-programme-planning-and-evaluation/>

<sup>21</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/using-evidence-to-improve-access-and-participation-outcomes/financial-support-evaluation-toolkit/>

We are therefore committed to introducing necessary changes to governance framework in 2018/19 to support a strategic approach. The framework will be based on supporting the following core features:

- A whole lifecycle approach to access and participation is adopted that starts with primary school outreach, through to progression into employment and further study
- Staff from departments and services from across the organisation, are involved in access and participation. Engaging colleagues from across the organisation, including those who are not specialists, and crucially students, is integral to the whole provider approach.
- There is clear and explicit organisational commitment to access and participation, defining target groups and expected outcomes

Changes to ACM Institutional Governance document, and committee Terms of References will be made to reflect:

- a. Overall strategy for Access and Participation will be led by the Education Executive, supported by the Executive Council.
- b. Establishment of a Widening Participation and Access Working Group, reporting to the Education Executive. The group will consist of staff from programme teams, student services, systems development, registry, finance, schools outreach, strategy and planning, and representatives for student body to monitor and evaluate performance of measures and activities. The group, led by the Head of Quality and Student Experience (a member of Education Executive), will analyse quantitative and qualitative feedback on a termly basis, and review progress against targets and milestones and report on outcomes to the Education Executive.
- c. Integration of access and participation into the weekly operational 'Cube'<sup>22</sup> meetings to ensure strategy is embedded across the organisation.
- d. Issues that arise from monitoring will be managed by the Widening Participation and Access Working Group, with support from the weekly operational 'cube' meetings.
- e. To co-ordinate targeted activity, and act as liaison between students, ACM departments and external stakeholders, a Widening Participation Co-ordinator role will be developed and in place for 2019/20.
- f. An annual signoff of access allocations and strategy will be the responsibility of the Executive Council.

### 3.6.3. Widening Participation Co-ordinator

This role will work across all aspects of the student life-cycle and will support the Access and Participation agenda. The position will be part of the Strategic Planning team, either as a new appointment or extension of existing position, and will work closely with the Student

---

<sup>22</sup> 'Cube' meetings – weekly operational meetings involving staff from across the organisation to ensure embedded approach. Cube refers to 3D aspect of ensuring activity is viewed from many different perspectives.

Services, Industry Link and Business Link teams, Education team, Student Finance Manager, Registry Manager, and marketing, events and outreach teams.

### 3.7. Equality and Diversity

ACM's Equality and Diversity policy<sup>23</sup> already sets out our approach with regards to ensuring equality for underrepresented groups including 'ensuring and promoting equality through teaching and learning, and also in the selection, enrolment, assessment and progression of students'. Our access and participation plan ambition and strategy will continue to support and benefit these aims whilst recognising the potential equality challenges related to targeted support for specific groups. Our strategy will endeavour to ensure that where additional financial support or other activity is made available there will be a clear rationale as to why the support is being offered to a particular group. We will also seek to ensure that a sufficient framework is in place to assess suitability for support on basis of meeting certain criteria in a fair and transparent manner. For example: use of UCAS bursary data to identify where financial support for low income groups can be given.

In consideration of our strategy we will view the benefit of measures that are available to all students as well as activity that is specifically targeted. This will ensure that certain underrepresented groups do not feel isolated and that we are sensitive to how provision of measures might be perceived by students. However, where it is clear a specific targeted measure is needed this will be provisioned. For example, bursary support for disabled students.

In accordance with ACM's published Equality and Diversity Policy the Access and Participation Plan will pay due regard to the Equality Act.

### 3.8. Student Involvement

As part of the plan drafting process a group of student representatives were consulted to get their thoughts and ideas on the types of measures that could be employed as well as their views on our proposals. Students were supportive of the plan and the measures proposed. As an extension of the plan they suggested that more work could be done to consider the support students, through student mentors, student ambassadors, and student union societies, could provide to underrepresented groups. This has informed both the student engagement strategy (as outlined below), and measures relating to success.

We are committed to ensuring student engagement within the access and participation strategy is further enhanced, and that this reflects students from a wide range of backgrounds. To support this, the following will be implemented for 2018/19

1. Enhancements to management information systems to improve identification of certain underrepresented groups for purposes of representation and performance evaluation

---

<sup>23</sup> <https://www.acm.ac.uk/policies/>

2. Students will be engaged formally in the monitoring and development of the Access and Participation Plan through membership of the Widening Participation and Access Working Group.
3. To undertake a review of remuneration package for student representatives to help encourage greater involvement from underrepresented students.
4. As part of the Induction process all students will undertake a 'Becoming ACM' module. This module will help students understand their and ACMs responsibilities with regards to mutual respect and dignity, and provide information on safeguarding and Prevent legislation.
5. Student Ambassador and Student Mentoring schemes will be expanded further to enable greater involvement in access and participation activity including outreach and volunteering.
6. Feedback from underrepresented groups will be sought through the use of interviews and questionnaires, for evaluation by the Widening Participation and Access Working Group.
7. Students, reflecting a diverse range of underrepresented groups, will be consulted formally on an annual basis in the review and preparation of the Access and Participation Plan. This will be managed through the activities of the Widening Participation and Access Working Group.

## 4. TARGETS

Targets have been closely aligned to areas where we have identified significant gaps within our student population. There are targets for each stage of the student lifecycle.

The main objective will be to see performance in the identified gaps attain the location adjusted benchmarks, and/or equivalent figure for non-underrepresented groups within our student body, in a five-year period. Where a substantial gap has been identified for an underrepresented group a specific short-term target will be set to support prioritised need for improvement. Targets will be reviewed each year and adjusted as applicable to the most recently published applicable benchmarks and/or equivalent performance within our student body.

### 4.1. ACM Guildford and ACM Birmingham

#### 4.1.1. Access

#### **a) To increase entry rates of students of the following underrepresented groups to higher education:**

1. Young and mature students from low-participation postcodes.  
*Target rate (young): 11% by year 1, 12% by year 2, 14% by Year 5*  
*Target rate (mature): 9% by year 1, 11% by year 2, 13% by Year 5*
2. Students from BME ethnicity groups  
*Target rate: 20% by year 1, 22% by year 2, 25% by year 5*
3. Students in receipt of DSA.  
*Target rate: 7.5% by year 1, 9% by year 2, 11% by year 5*
4. Mature persons (those aged 21 and over)  
*Target rate: 22% by year 1, 24% by year 2, 30% by year 5*

#### 4.1.2. Success

#### **b) To improve the non-continuation rates of students for the following underrepresented groups:**

1. Young students from low-participation postcodes  
*Target rate: 12% by year 1, 11% by year 2, 9% by year 5*
2. Mature students  
*Target rate: 18% by year 1, 15% by year 2, 12% by year 5*
3. Mature students with no previous HE  
*Target rate: 17.5% by year 1, 15% by year 2, 12% by year 5*

**c) To reduce the attainment gaps between students from the following underrepresented groups, and other students:**

1. mature students - degree achievement rates  
*Target rate:79% by year 1, 79.5% by year 2, 82% by year 5*
2. DSA students and those with a known disability - degree achievement rates  
*Target rate:74% by year 1, 76% by year 2, 81% by year 5*
3. BME ethnicity groups - high classifications  
*Target rate:58% by year 1, 59% by year 2, 62% by year 5*
4. BME (Black) ethnicity groups - high classifications  
*Target rate:58% by year 1, 59% by year 2, 62% by year 5*
5. Mature students - high classifications  
*Target rate:59% by year 1, 60% by year 2, 62% by year 5*
6. Students with a known disability - high classifications  
*Target rate:50% by year 1, 54% by year 2, 62% by year 5*

4.1.3. Progression

**d) To improve the rates of progression of students from the following underrepresented groups, into graduate level employment or further study, and to reduce the gaps between these groups and other students:**

1. Mature students  
*Target rate:82% by year 1, 84% by year 2, 87% by year 5*
2. Students with a known disability  
*Target rate:77% by year 1, 81% by year 2, 87% by year 5*

4.1.4. Collaborative Activity

Work with local school will seek to achieve the following:

1. close the attainment gap between disadvantaged groups (e.g. those in receipt of free school meals) and the general school population.
2. improve access and outcomes in specialist area of music

Details including specific targets relating to the above will be agreed with school during 2018/19.

## 5. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

The following provides an overview of the activities and support we will undertake in 2019-20 to achieve our goals and contribute to the priorities identified. Measures are outlined with regards to access, student success and progression. Unless indicated otherwise measures are considered applicable to both ACM Guildford and ACM Birmingham.

### 5.1.1. Access

The following measures will be undertaken to increase entry rates to higher education for

- students from low-participation postcodes,
- students from BME ethnicity groups
- students in receipt of DSA
- mature students

#### **1. Schools outreach**

ACM visit, each year, around 50 schools (including primary, secondary, community schools, and academies), to promote music and creative industries education, and entry to further and higher education. The visits are overseen by the ACM Schools Outreach Co-ordinator, and in addition to providing information and guidance on further study, ACM also run a scheme to provide a range of services and benefits for schools and colleges including; investing in music equipment, providing GCSE support classes and music industry career guidance classes.

The Schools Outreach Co-ordinator also arranges for individuals, families, community groups, and a large number of schools to visit ACM. In addition to providing tours and talks additional learning activities can be arranged. Visits normally taking place every week throughout the year. Further provision for visits and talks takes place during the regular open days and experience days that take place throughout the year. Information regarding disabilities is tracked within the booking process so appropriate support and advice can be given.

#### **2. Community outreach**

Community projects include a 'Music to my Ears' activity week in 2017 for children with mental health problems through a partnership with Surrey Arts<sup>24</sup>, part of Surrey County Council, and a second is planned for 2018 called 'Message in a song'. Further events will be planned for future years.

Another project led by Surrey County Council is the 'I Speak Music' project<sup>25</sup> where ACM, The Electric Theatre and Surrey Arts are delivering 15 workshops providing in total 52 hours of music making to support vulnerable and 'newly arrived' (i.e. refugees) people through songwriting activities and music workshops.

---

<sup>24</sup> <https://www.surreymusichub.com/news/music-to-my-ears/>

<sup>25</sup> <https://www.surreymusichub.com/students/play-and-perform/i-speak-music/>

For a number of years ACM has worked with the ‘Music for All’ charity to support annual ‘Learn to play days’<sup>26</sup> to provide free taster music lessons. In 2018 ACM hosted an event for gender equality in music with an International Women’s Day event<sup>27</sup>.

ACM (Guildford) have recently been in discussions with a local charity ‘Hallow’<sup>28</sup> to support young people with a learning disability on their journey into and through adult life and will be exploring potential collaborative work with them.

### **3. Industry outreach**

ACM currently works with a number of industry organisations including PRS Foundation, and BASCA Trust<sup>29</sup> as well as commercial organisations such as Metropolis Studios in London to provide access to scholarships, and experience activity. We will continue to support these types of activity as they promote access to music and the arts for those that typically might not be able to easily access them. We will seek to enhance this activity and work closely with specialist organisations and charities to further engage those within underrepresented groups.

### **4. FE college partnerships**

As part of our outreach activity a relationship has been formed with ELAM, a 16-19 Academy in ‘one of the most deprived areas of the UK’<sup>30</sup> and Walsall Studio School, a school with above the national average for pupils with disabilities and special educational needs. We will be seeking to refocus our existing work and relationship with these institutions to support access and enhance teaching and learning outcomes, with aim of improving access to higher education, in particular for those from BME ethnic groups and those from low participation areas.

### **5. Local school partnerships**

Through planned collaboration with a local school and university we will be seeking to provide various outreach activities to support attainment and access. Activity will be focussed on improving attainment and access to Higher Education for pupils from low income families, and those with special educational needs.

### **6. Transition and experience events**

ACM currently provide a number of transition and experience events including experience days on campus and with our industry partner, Metropolis Studios. We will seek to maintain these activities and explore ways in which they might be specifically targeted for underrepresented groups, in particular for mature students and those from low-participation postcodes.

---

<sup>26</sup> <https://musicforall.org.uk/learntoplayday/>

<sup>27</sup> <https://www.acm.ac.uk/acm-international-womens-day/>

<sup>28</sup> <http://www.halowproject.org.uk/>

<sup>29</sup> <https://www.songwritingmagazine.co.uk/news/first-major-uk-fund-for-songwriters-and-writer-producers/37039>

<sup>30</sup> <https://www.elam.co.uk/about/>



All applicants to ACM programmes are provided with an ‘Access All Areas’ card<sup>31</sup> that gives them access to various benefits and services, similar to those available to students. This includes access to masterclasses, tutorials, and other experience opportunities to help prepare them for further and higher education study.

Through the Access All Areas card applicants are able to access a number of online ‘primer modules’ in music theory, music software, and other relevant subjects, designed to give students a solid footing in the skills required to succeed on the degree. These are particularly useful for those that might feel concerned about their confidence and knowledge in certain areas.

## **7. Summer School**

Each year ACM run a week-long summer school<sup>32</sup> for those aged 12 to 18. These provide opportunity to experience music industry education in a relaxed and fun environment. We also run a number of ‘boot camps’<sup>33</sup> that provide opportunity to upskill in specific areas prior to commencing study in September. We will seek to maintain these activities and improve access for underrepresented groups especially those from low-participation households.

## **8. Student Ambassadors**

We have in place a Student Ambassador scheme with 12 students currently involved in various outreach activity including open days, experience days, audition days, schools outreach. We will be enhancing this scheme aligned with our enhancement of outreach activity for underrepresented groups.

## **9. Admissions and Student Finance support**

Admissions, applicant engagement, and student finance teams currently provide a range of support for applicants in applying through UCAS. Further guidance and support will be provided for those that do not typically have access to these through schools. For example, mature students.

## **10. Financial support**

This will include scholarship and bursary provision for; students in receipt of DSA and those with a known disability, students from low-participation postcodes and low-income families, students from BME ethnicity groups, and mature students. Audition fee waivers will be introduced for low income households.

## **11. Foundation Entry Year – Level ‘0’, and FE provision**

Where an applicant does not meet the entry requirements for BA(Hons) programme, or needs additional technical skills development, a Foundation Entry Year degree pathway is available. ACM is able to provide access to Degree programmes, via this pathway, to over 150 students each year, where higher education might not normally be an option

---

<sup>31</sup> <https://www.acm.ac.uk/aaa/>

<sup>32</sup> <https://www.acm.ac.uk/summer-school/>

<sup>33</sup> <https://www.acm.ac.uk/music-theory-bootcamp/>

for them, supporting widest possible participation. ACM also provide provision of Level 2 and Level 3 programmes at both sites, providing further opportunity for access to higher education. Typically, around 70% of students on ACM Level 3 programmes progress to higher education at ACM.

## **12. Audition process**

All applicants can access the audition and interview process providing opportunity for those without formal technical skills certification (i.e. graded syllabus exams), and low tariff achievement to demonstrate programme suitability.

## **13. Post-graduate provision**

We are currently exploring provision of a Masters Degree programme. This will be promoted to graduates from our undergraduate provision, as well as to mature entrants seeking a return to formal education and to support work based learning.

### 5.1.2. Success

The following measures will be undertaken to increase success rates for:

- students from low-participation postcodes,
- students from BME ethnicity groups
- students in receipt of DSA and those with a known disability
- mature students

### **1. Attendance monitoring**

ACM has in place a system for monitoring activity attendance. Engagement and any resulting actions is monitored by the Student Engagement Team on a weekly basis. The team comprises representation from Student Services, Education, Finance and Education Guidance.

### **2. MyACM App.**

All students have access to a MyACM app that provides timetable, booking and other functionality via their smart phone. It also provides a 'help button' that students can use to access specific types of support and alert support teams.

### **3. Transition and induction activity**

ACM already runs an extensive induction activity for all new students and 'Academic Transition Events' for all continuing students. These are provided to help prepare students for academic study and student life at the start of each academic year, and new term for continuing students. For 2018/19 induction events and networking opportunities have been specifically arranged for Mature students to help them transition back into formal education. We will seek to maintain these activities and consider ways in which it can be enhanced further to specifically address the needs of underrepresented groups.

#### **4. Academic tutorial support**

All students have access to an academic tutorial provision which provides opportunity to speak to tutors on a one-to-one basis. We will look to enhance this service further for underrepresented groups through the availability of additional tutorial credits. The ‘enhancement of student learning opportunities’ was commended in ACM’s recent QAA Higher Education Review report in 2017.

#### **5. Wellbeing and mental health support**

Mindfulness and wellbeing services and information is already integrated into the programme design to support the holistic approach in supporting student development and achievement by giving them tools to become self-aware and build resilience. In 2017 ACM received the coveted Outstanding Support for Student Learning Experience award from the prestigious Independent Higher Education awards. We will seek to maintain this provision and consider ways in which it can be enhanced to provide more effective support for underrepresented groups. For example, provision of a quiet room for autistic students and other learners for whom sensory overload can impact on their learning and wellbeing.

#### **6. Student mentors**

A ‘buddy’ scheme is currently in place specifically for students receiving education guidance support which will include those in receipt of DSA. The scheme will be reviewed to consider ways in which underrepresented groups are sufficiently reflected in the scheme and to explore ways in which student mentors could further support underrepresented groups.

#### **7. Extra-curricular support**

Skill development and extra-curricular activity is supported through provision of ‘pro-workshop’ amongst other schemes. These provide all students with access to a variety of additional workshops and study opportunities that support both skill development as well as having sociological benefits to the students in general (i.e. Ensemble singing). A number of the workshops specifically address areas that traditionally are lacking for students that have not had a specific training in certain skill areas at school and are potentially more likely for disadvantaged groups. For example; music theory, writing skills, research skills etc. We will look to maintain and enhance the provision to ensure that underrepresented groups benefit sufficiently from the provision.

#### **8. Curricular and learning, including teaching and assessment practices**

ACM’s ‘learning by doing’ approach<sup>34</sup> was recognised as good practice within the recent QAA HER report<sup>35</sup>. We will seek to maintain this and further enhance our approach to learning, teaching and assessment specifically for underrepresented groups. A key aspect of this will be the enhancement and development of digital learning methodologies to support differential learning. This will include review of course

---

<sup>34</sup> <https://www.acm.ac.uk/acm-vision-and-mission/>

<sup>35</sup> p. 2

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/The%20Academy%20of%20Contemporary%20Music%20Ltd/The-Academy-of-Contemporary-Music-Ltd-HER-AP-17.pdf>

support material available including use of recorded lectures, the development of innovative approaches to assessment, and flexibility in modes of assessment, and programme design to support the diverse needs of learners.

## 9. Financial support

A Finance Hardship and travel bursary scheme<sup>36</sup> is currently available to students. The scheme will be extended to provide specific targeted support for underrepresented groups including support for DSA assessment costs.

## 10. 'Job Shop'

Scheme to help find students paid work to support continued engagement with study and assist with financial obligations promoted online and via noticeboards. The scheme also provides advice on preparing for interviews, CV advice etc. Between Jan & July 2018 the scheme has responded to 40 requests for help and has placed over half of those in paid positions with external employers. In addition to this, ACM typically offers around 20 students each year paid work opportunities in ACM's hospitality outlets, library resources and as event assistants.

### 5.1.3. Progression

The following measures will be undertaken to increase progression rates for:

- students with a known disability
- mature students

## 1. Industry Link and Business Link support activity

Use of extensive engagement and links with industry, which informs effective programme development and enhances graduate employability was identified as good practice within our recent QAA HER report.<sup>37</sup> We will seek to maintain and develop this provision more effectively for underrepresented groups through a better understanding of how support for specific types of students can be more effective. This will include working with students, businesses, and external organisations to identify specific challenges of relevance to certain groups, as well as provision of work placement schemes.

## 2. ADCO (Artist Development and Creative Output)

The ACM ADCO Team, provide specialist support and guidance, to enable students to make the most from Industry Link and other career development opportunities. Through provision of 'Catalyst' networking events and song writing camps, students gain real world experience in their chosen field collaborating and working collectively with other students. As a supportive activity there is great potential for this to further assist

---

<sup>36</sup> <https://www.acm.ac.uk/policies/>

<sup>37</sup> p. 2

<http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/The%20Academy%20of%20Contemporary%20Music%20Ltd/The-Academy-of-Contemporary-Music-Ltd-HER-AP-17.pdf>

students, and in particular those from underrepresented groups, in progression into industry.

### **3. Extra-curricular support and upskilling activity**

DLHE outcomes and feedback from students have identified need for upskilling in areas that prepare students for freelance work. A number of current extra-curricular activities aim to support this including 'Discovery and Development' workshops, designed to help students gain real-world experience in the chosen field through collaboration and working collectively with students across all disciplines. We will provide improved information, advice and guidance about career pathways, and in particular further study and post-graduate study. This will include embedding postgraduate transition support material within curricula and learning.

### **4. Industry and curriculum integration**

ACM aim to ensure that learning and knowledge absorbed by students through Industry Link and Business Link activities, and ADCO tutorials/projects is linked directly back to degree modules, through assessments, class activities and master classes; thereby ensuring in-class education is directly relatable to Industry education and experience. This will improve music industry employability, improve students' business sense, knowledge and understanding, as well as nurture and enhance their self-management skills.

### **5. Post-graduate provision**

ACM is currently developing a post-graduate provision to complement the undergraduate degree and to provide a progression route for internal and external degree graduates in the area of music and the wider creative industries closely linked to professional practice. Provision will enable us to consider and better understand ways in which we can support entry for graduates and in particular for underrepresented groups.

## **5.2. Evidence to support measures**

Many of the measures outlined above are already in place at ACM and there is evidence, both anecdotal feedback, and outcomes in terms of access, success and progression, to support their value and to inform their continuation as appropriate measures within the access and participation plan. For example, a) enhancements to mechanism for tracking student engagement and initiating appropriate response activity have led to improvements to non-continuation rates. b) Support tutorials for students with an assessed learning support need have seen an increase in Degree award achievement. c) increase in outreach activity, open days and other access related activity have seen increase in recruitment against sector trends.

Further evidence in support of measures outline above is as follows:

5.2.1. Collaborative working and raising attainment

There is a clear link between academic attainment at schools and colleges and access to higher education as highlighted in a TeachFirst report ‘Beyond access: Getting to university and succeeding there’ (2017)<sup>38</sup> ‘No matter how much support is provided to students from disadvantage background, they will not get into university unless they reach the required academic standards’. Further reports by Institute of Fiscal Studies<sup>39</sup>, and UniversitiesUK<sup>40</sup> support the need for collaborative partnerships and raising attainment.

A UCL report further highlights the impact music in schools can have in ‘Boosting achievement, enthusiasm, and participation’<sup>41</sup>.

5.2.2. Reducing attainment gaps

Evidence<sup>42</sup>, provided in a HEFCE, shows that attainment gaps persist for groups of students with certain characteristics, even when taking into account prior attainment. The report highlighted four types of explanatory factors for differential outcomes for students. Each of these has been evaluated with regards to the measures and activities identified by ACM to support access, success and progression for underrepresented students.

**1. Curricula and learning, including teaching and assessment practices**

ACM’s approach to programme offer, ‘learning by doing’ ethos, programme support material, induction and transition activity, the range of student and academic support services all aim to recognise that different student groups have different levels of satisfaction with what they learn and with the user-friendliness of learning, teaching and assessment practices.

**2. Relationships between staff and students and among students**

ACM’s Industry Link, Business Link, and networking activities, academic support tutorials, extra-curricular activities, student mentors, student ambassadors and buddies, wellbeing and mental health support recognise the need for a ‘sense of belonging’ as a key factor that influences student outcomes.

**3. Social, cultural and economic capital**

ACM’s Industry Link, Business Link and networking activities, academic support tutorials, extra-curricular activities, student mentors, student ambassadors and buddies, wellbeing and mental health support aims to help resolve problems associated with differences in how students experience higher education, how they network and how they draw on external support. Financial support, including

<sup>38</sup> [www.teachfirst.org.uk/reports/beyond-access](http://www.teachfirst.org.uk/reports/beyond-access)

<sup>39</sup> [www.ifs.org.uk/publications/8799](http://www.ifs.org.uk/publications/8799)

<sup>40</sup> [www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/Raising-attainment-through-university-school-partnerships.pdf](http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2017/Raising-attainment-through-university-school-partnerships.pdf)

<sup>41</sup> <http://www.ucl.ac.uk/impact/case-study-repository/music-in-schools>

<sup>42</sup> <http://www.hefce.ac.uk/sas/inequality/differential/>

scholarships, bursaries, and hardship funds recognises that financial situations also affect student experience and their engagement with learning.

#### **4. Psychological and identity factors**

ACMs student services provision, including wellbeing and mental health support, academic support tutorials recognises the importance students attach to feeling appropriately supported and encouraged, to support learning and attainment.

A number of recent reports have highlighted the link between wellbeing and educational attainment. An IPPR report<sup>43</sup> in 2017 highlighted the level of mental illness, mental distress and low wellbeing among students as increasing and high relative to other sections of the population. A HEPI report<sup>44</sup> in 2018 recognised the issues that academics felt with regards to their role in supporting the mental health. A more recent report from HEPI<sup>45</sup> highlighted the need for early interventions for students before a crisis arises. Aligned with this ACM's approach to wellbeing support has been to develop a more holistic and refined understanding of the range of diversity of student mental health and wellbeing issues. Measures identified within the plan reflect the desire to provide support for all students, and a framework that provides early indication of possible problems. The approach also considers the wide range of issues that can potentially influence student wellbeing including accommodation problems, financial issues, and work load.

---

<sup>43</sup> <https://www.ippr.org/files/2017-09/not-by-degrees-summary-sept-2017-1-.pdf>

<sup>44</sup> <https://www.hepi.ac.uk/2018/01/30/whats-role-academics-responding-supporting-student-mental-health/>

<sup>45</sup> <https://www.hepi.ac.uk/2018/06/19/enough-policy-already-lets-get-real-student-mental-health-wellbeing/>

## 6. INVESTMENT

### 6.1. Overview

ACM will direct 24% of the higher fee income into access and participation activities and targeted financial support, details of which are set out above. The overall division of expenditure across financial support, access, success, and progression, have been aligned to the strategic ambitions outlined above. The main area of improvement needed has been identified as access for underrepresented groups and consequently this, together with direct financial support, reflects the majority of the investment to be made.

It is proposed that new cohorts that commence in September will have a tuition fee of £11,100 (accelerated provision) with £9250 for the foundation year '0'. Previous year cohorts, for students contained within the plan, are based on a tuition fee of £9,000.

- £11,100 - £7,398 = £888 per student (24% allocation)
- £9,250 - £6,165 = £740 per student (24% allocation)
- £9,000 - £7,398 = £385 per student (24% allocation)

Table 1: ACM Access and Participation Plan 2019-20: proposed allocation of accountable expenditure (by cash amounts and by % of expenditure)

| Year of entry  | Approximate student numbers | Access countable expenditure | Direct Financial Support | Access     | Student Success | Progression |
|----------------|-----------------------------|------------------------------|--------------------------|------------|-----------------|-------------|
|                | fte                         | £'000                        | £'000                    | £'000      | £'000           | £'000       |
| 2017/18        | 158                         | 23                           | 9                        | 7          | 5               | 2           |
| 2018/19        | 578                         | 222                          | 84                       | 67         | 49              | 22          |
| <b>2019/20</b> | <b>750</b>                  | <b>640</b>                   | <b>243</b>               | <b>192</b> | <b>141</b>      | <b>64</b>   |
| Total          | 1486                        | 885                          | 336                      | 266        | 195             | 88          |

| Year of entry  | Approximate student numbers | Access countable expenditure | Direct Financial Support | Access    | Student Success | Progression |
|----------------|-----------------------------|------------------------------|--------------------------|-----------|-----------------|-------------|
|                | fte                         | %                            | %                        | %         | %               | %           |
| 2017/18        | 158                         | 100%                         | 38                       | 30        | 22              | 10          |
| 2018/19        | 578                         | 100%                         | 38                       | 30        | 22              | 10          |
| <b>2019/20</b> | <b>750</b>                  | <b>100%</b>                  | <b>38</b>                | <b>30</b> | <b>22</b>       | <b>10</b>   |
| Total          | 1486                        | 100%                         | 38                       | 30        | 22              | 10          |

### 6.2. Bursaries and scholarships

In 2018/19 ACM will provide scholarship and fee waivers to students at a level in excess of £1,400,000 per annum. The majority of fee waivers currently relate to reducing the financial



burden incurred through the alternative provider student loan fee cap of £6,000 for all students. From 2019/20 onwards, where students will be expected to access a full tuition fee loan, bursaries will be targeted to underrepresented groups in line with ambitions to increase the number of students from low-participation postcodes and low-income households.

Scholarships worth over £130,000 were made available in 2018/19<sup>46</sup>. We are committed to expanding the scholarship scheme to further support students from underrepresented groups.

#### 6.2.1. ACM Bursary Scheme

Bursaries will be made available for new first year entrants to all full-time undergraduate programmes in 2019/20 who have a household income of £25,000 or less, and those with household incomes of greater than £25,000 but less than £40,000. The bursary amounts will be reviewed as part of the annual financial processes. To assist in the management of the eligibility process ACM will consider participating in HEBSS, administered by the Student Loans Company, or implement a comparable system with which to assess eligibility. Once eligibility is confirmed resources are already in place within the Student Services Team to manage the bursary scheme. Bursary support will be paid to students in termly instalments, and will be reassessed each academic year.

#### 6.2.2. Audition fee waivers

Audition fees will continue to be waived for applicants where it is considered this presents a financial barrier to access, on a discretionary basis. For 2019/20 audition fee waivers will be offered to all applicants in receipt of means-tested state benefits. The provision of audition fee waivers will support ambitions to improve access for those from low-income households, and low-participation areas.

#### 6.2.3. Hardship fund

Hardship funds are available to provide financial assistance to those identified through staff referral or self-referral. The funds are allocated to allow students to meet financial obligations in the event of exceptional and unexpected circumstances to enable them to continue their studies. The fund can also be used to cover DSA assessment costs. Students can apply for up to £1000 within an academic year. Eligibility is assessed through submission of an application form and supporting evidence, and is managed by the Student Services Team.

#### 6.2.4. Travel bursaries

The travel bursary scheme, currently available to further education students, will be extended to higher education students in 2019/20. The scheme will be targeted to support

---

<sup>46</sup> <https://www.acm.ac.uk/scholarships/>

mature students, care leavers, and carers, and will provide up to 25% of individual student travel costs. The scheme is managed by the Student Services Team and engagement monitored through attendance tracking.

## 7. PROVISION OF INFORMATION TO STUDENTS

ACM will ensure that all material is presented in a clear and unambiguous way that is accessible to all. The access and participation plan and any alternative versions will be clearly accessible through our website and paper copies will be made available upon request. In terms of financial support, the student finance team works with communication staff to inform students and applicants in the following ways:

- a) Provision of detailed information on fees and financial support for current and prospective students is outlined, and regularly maintained on the ACM website. A section of the website, 'Fees' provides details on tuition fees, bursaries and other funding sources. A separate section provides details on 'Scholarships'.
- b) Information relating to fees is provided to prospective and current students on regular basis via email, SMS, and telephone. ACM has a schedule for content that is distributed across these channels at the appropriate time according to institutional and individual student timelines.
- c) ACM has invested in a student services oriented module within its VLE, Canvas. The module provides students with interactive content including advice on student loans, bursaries, budgeting and related topics.
- d) Producing a student finance advice booklet, which outlines both Student Finance England funding and financial support offer from ACM
- e) Emailing applicants directly to advise them that Student Finance England is open to applications
- f) Providing students who have indicated a disability with guidance and support on the resources available through DSA and offer support on the DSA application process.
- g) Emailing current students to advise that they need to re-apply for funding for the upcoming academic year
- h) Providing student finance advice at open days, and giving talks and one-to-one advice and information
- i) Running regular drop-in sessions to students and undertaking one-to-one support when necessary persistence to resolve any issues they may have with Student Finance England
- j) Dedicated email advice inbox for funding and bursary enquiries
- k) Direct marketing campaigns to draw attention to new and revised funding opportunities
- l) Details of the bursary scheme sent to all eligible students offered a place, including a bursary application form.
- m) Supplying timely information to UCAS and SLC, such as the award profile for each bursary that ACM is offering in the upcoming academic year and fees information.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

ACM may consider annual increases for continuing students inline with appropriate inflationary measures (within the appropriate maximum fee cap)

| Full-time course type:           | Additional information: | Course fee: |
|----------------------------------|-------------------------|-------------|
| First degree                     |                         | *           |
| Foundation degree                |                         | *           |
| Foundation year / Year 0         |                         | £9,250      |
| HNC / HND                        |                         | *           |
| CertHE / DipHE                   |                         | *           |
| Postgraduate ITT                 |                         | *           |
| Accelerated degree               |                         | £11,100     |
| Sandwich year                    |                         | *           |
| Erasmus and overseas study years |                         | *           |
| Other                            |                         | *           |
| Franchise full-time course type: | Additional information: | Course fee: |
| First degree                     |                         | *           |
| Foundation degree                |                         | *           |
| Foundation year / Year 0         |                         | *           |
| HNC / HND                        |                         | *           |
| CertHE / DipHE                   |                         | *           |
| Postgraduate ITT                 |                         | *           |
| Accelerated degree               |                         | *           |
| Sandwich year                    |                         | *           |
| Erasmus and overseas study years |                         | *           |
| Other                            |                         | *           |
| Part-time course type:           | Additional information: | Course fee: |
| First degree                     |                         | *           |
| Foundation degree                |                         | *           |
| Foundation year / Year 0         |                         | *           |
| HNC / HND                        |                         | *           |
| CertHE / DipHE                   |                         | *           |
| Postgraduate ITT                 |                         | *           |
| Accelerated degree               |                         | *           |
| Sandwich year                    |                         | *           |
| Erasmus and overseas study years |                         | *           |
| Other                            |                         | *           |

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

| Reference number | Stage of the lifecycle (drop-down menu) | Main target type (drop-down menu)      | Target type (drop-down menu)   | Description (500 characters maximum)   | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | Baseline data | Yearly milestones (numeric where possible, however you may use text) |         |         |         |         | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|--|--|--|--|--------------------------------|---------------|--|---------|---------|---------|---------|--|
|                  |   |  |  |  |  |                                |               | 2018-19  | 2019-20 | 2020-21 | 2021-22 | 2022-23 |  |
| T16a_01          | Access                                  | Low participation neighbourhoods (LPN) | <b>HESA T1c</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants) | Proportion of mature full-time first degree entrants from low-participation postcodes. (HESA experimental release) | No   | 2016-17                        | 7.4%          | n/a  | 9%      | 11%     | 12%     | 13%     | 2018/19 No Access Agreement  |
| T16a_02          | Access                                  | Low participation neighbourhoods (LPN) | <b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)        | Proportion of young full-time first degree entrants from low-participation postcodes. (HESA Experimental release)  | No   | 2016-17                        | 10%           | n/a  | 11%     | 12%     | 13%     | 14%     | 2018/19 No Access Agreement  |
| T16a_03          | Access                                  | Ethnicity                              | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Proportion of first degree entrants from BME ethnicity groups. (HESA experimental release)                         | No   | 2016-17                        | 18.2%         | n/a  | 20%     | 22%     | 23.5%   | 25%     | 2018/19 No Access Agreement  |
| T16a_04          | Access                                  | Disabled                               | <b>HESA T7</b> - Students in receipt of DSA (full-time, first degree entrants)                               | Proportion of first degree entrants in receipt of DSA  | No   | 2016-17                        | 5%            | n/a  | 7.5%    | 9%      | 10%     | 11%     | 2018/19 No Access Agreement  |
| T16a_05          | Access                                  | Mature                                 | <b>HESA T2a</b> - (Mature, full-time, first degree entrants)   | Proportion of mature full-time first degree entrants.  | No   | 2016-17                        | 19%           | n/a  | 22%     | 24%     | 26%     | 30%     | 2018/19 No Access Agreement  |

|         |         |  |  |   |    |         |       |     |       |     |       |     |                             |
|---------|---------|--|--|---|----|---------|-------|-----|-------|-----|-------|-----|-----------------------------|
| T16a_06 | Success | Low participation neighbourhoods (LPN) | <b>HESA T3a</b> - No longer in HE after 1 year (Young, full-time, first degree entrants)                                 | Retention of young full-time first degree entrants - reduce the number leaving HE altogether (ie discounting those who transfer to another HEI) (HESA experimental release)                 | No | 2016-17 | 13.3% | n/a | 12%   | 11% | 10%   | 9%  | 2018/19 No Access Agreement |
| T16a_07 | Success | Mature                                 | <b>HESA T3a</b> - No longer in HE after 1 year (Mature, full-time, first degree entrants)                                | Retention of mature full-time first degree entrants - reduce the number leaving HE altogether (ie discounting those who transfer to another HEI) (HESA experimental release)                | No | 2016-17 | 22.1% | n/a | 18%   | 15% | 13%   | 12% | 2018/19 No Access Agreement |
| T16a_08 | Success | Mature                                 | <b>HESA T3c</b> - No longer in HE after 1 year & no previous HE qualification (Mature, full-time, first degree entrants) | Retention of mature (no previous HE) full-time first degree entrants reduce the number leaving HE altogether (ie discounting those who transfer to another HEI) (HESA experimental release) | No | 2016-17 | 21.5% | n/a | 17.5% | 15% | 13.5% | 12% | 2018/19 No Access Agreement |
| T16a_09 | Success | Mature                                 | <b>Other statistic</b> - Mature (please give details in the next column)   | Proportion of Mature students achieving Degree award (HESA 2016/17)   | No | 2016-17 | 78.3% | n/a | 79%   | 80% | 81%   | 82% | 2018/19 No Access Agreement |
| T16a_10 | Success | Disabled                               | <b>Other statistic</b> - Disabled (please give details in the next column)   | Proportion of DSA students achieving Degree award (HESA 2016/17)  | No | 2016-17 | 72.7% | n/a | 74%   | 76% | 78%   | 81% | 2018/19 No Access Agreement |
| T16a_11 | Success | Disabled                               | <b>Other statistic</b> - Disabled (please give details in the next column)   | Proportion of students with a known disability achieving Degree award (HESA 2016/17)  | No | 2016-17 | 69%   | n/a | 74%   | 59% | 78%   | 81% | 2018/19 No Access Agreement |
| T16a_12 | Success | Ethnicity                              | <b>Other statistic</b> - Ethnicity (please give details in the next column)  | Proportion of BME students achieving a Degree high grade (1st/2.1) classification (HESA 2016/17)  | No | 2016-17 | 56.5% | n/a | 58%   | 60% | 60.5% | 62% | 2018/19 No Access Agreement |

|         |             |           |  |  |    |         |       |     |     |     |       |     |                             |
|---------|-------------|-----------|--|--|----|---------|-------|-----|-----|-----|-------|-----|-----------------------------|
| T16a_13 | Success     | Mature    | <b>Other statistic</b> - Mature (please give details in the next column)                                     | Proportion of mature students achieving a Degree high grade (1st/2.1) classification (HESA 2016/17)                  | No | 2016-17 | 58.5% | n/a | 59% | 54% | 61%   | 62% | 2018/19 No Access Agreement |
| T16a_14 | Success     | Disabled  | <b>Other statistic</b> - Disabled (please give details in the next column)                                   | Proportion of students with a known disability achieving a Degree high grade (1st/2.1) classification (HESA 2016/17) | No | 2016-17 | 46%   | n/a | 50% | 84% | 58%   | 62% | 2018/19 No Access Agreement |
| T16a_15 | Progression | Mature    | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Proportion of mature students progressing to work/further study (DLHE 2016/17)                                       | No | 2016-17 | 79.4% | n/a | 82% | 81% | 85.5% | 87% | 2018/19 No Access Agreement |
| T16a_16 | Progression | Disabled  | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Proportion of students with a known disability progressing to work/further study (DLHE 2016/17)                      | No | 2016-17 | 72.7% | n/a | 77% | 81% | 84%   | 87% | 2018/19 No Access Agreement |
| T16a_17 | Success     | Ethnicity | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Proportion of BME (Black) ethnicity groups achieving Degree high grade (1st/2.1) classification (HESA 2016/17)       | No | 2016-17 | 50%   | n/a | 58% | 59% | 60.5% | 62% | 2018/19 No Access Agreement |

**Table 8b - Other milestones and targets.**

| Reference Number | Select stage of the lifecycle | Main target type (drop-down menu) | Target type (drop-down menu)   | Description (500 characters maximum)  | Is this a collaborative target? | Baseline year                                     | Baseline data | Yearly milestones (numeric where possible, however you may use text) |                |         |         |         | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |  |
|------------------|-------------------------------|-----------------------------------|--|---|---------------------------------|---|---------------|--|----------------|---------|---------|---------|--|--|
|                  |                               |                                   |  |   |                                 |   |               | 2018-19  | 2019-20        | 2020-21 | 2021-22 | 2022-23 |  |  |
| T16b_01          | Multiple                      | Multiple                          | Student support services   | Appointment of widening participation coordinator   | No                              | Other (please give details in Description column) | n/a           | n/a  | Role appointed |         |         |         |  | Appointment of Widening Participation Corodinator to work across teams and liaise with external partners to support access, success and progression for underrepresented groups  |
| T16b_02          | Access                        | Multiple                          | Outreach / WP activity (collaborative - please give details in the next column)  | Sustained outreach project to support entry to higher education for pupils from BME backgrounds and low-income families   | Yes                             | Other (please give details in Description column) | n/a           | n/a  | n/a            |         |         |         |  | ACM is committed to building a strategic relationship with East London based 16-19 Academy to support entry to higher education for pupils from BME backgrounds and low-income families. ACM will be working with the academy during 2018/19 to identify targets and milestones.   |
| T16b_03          | Access                        | Attainment raising                | Strategic partnerships (eg formal relationships with schools/colleges/employers) | Project to engage pupils from low income families at a local state school, with aim of supporting improvements to overall attainment at Level 2/3   | Yes                             | Other (please give details in Description column) | n/a           | n/a  | n/a            |         |         |         |  | ACM is committed to working with a local school to raise attainment for pupils from low-income households, through provision of practical music activities, and skill development to increase access to HE in the area of the Arts. ACM will be working with the school during 2018/19 to identify targets and milestones. |
| T16b_04          | Access                        | Mature                            | Other (please give details in Description column)                                | Project to implement post-graduate level programmes to provide further study option for graduates and mature applicants.  | No                              | 2017-18   | 0             | 0  | 20             | 25      | 30      | 40      |  | Recruitment target   |
| T16b_05          | Multiple                      | Multiple                          | Other (please give details in Description column)                                | Project to develop a range of student led initiatives to support access, success, and progression for underrepresented groups, through student mentors, student ambassadors, and student union societies. | No                              | Other (please give details in Description column) | n/a           | n/a  | n/a            |         |         |         |  | ACM is committed to developing a strategy to be designed and agreed with student body. Pilot activity to be run during 2018/19   |
| T16b_06          | Access                        | Attainment raising                | Outreach / WP activity (collaborative - please give details in the next column)  | Collaborative project with a local university (partner organisation) to raise attainment in a local secondary school through practical musical activities, and targeted skills development                | Yes                             | Other (please give details in Description column) | n/a           | n/a  | n/a            |         |         |         |  | ACM is committed to working with a local university to support projects related to raising attainment in the area of the arts in a local school. ACM will be working with the university and school during 2018/19 to identify targets and milestones.   |