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## Board of Governors

Meeting held on 17 February 2020



## Access Agreement Monitoring Return 2018/19

*It is a requirement that the School reports annually on its access activities in respect of the preceding academic year. The deadline for submission is 28 February 2020. This reporting cycle is transitional and the OfS is only asking for institutions to report on spend (by various categories). However, given the very stretching targets in the 2020/21 to 2024/25 Access & Participation Plan, the School and the Board of Governors need to keep an eye on the direction of travel.*

### Background

The School's Access Agreement 2018/19 had the following elements:

#### Access & Outreach

- Assisted places in GYA Division
- Projects delivered by Creative Learning
- Projects delivered by the Access & Participation Officer
- Assisted places at summer schools
- Application fee waivers

#### Student Success

- Disability support
- Student Funding support

#### Financial support to students:

- Access (Maintenance) Bursary for care leavers, estranged and independent students on low incomes

#### Targets and Milestone

- Admissions
- Enrolment
- Retention

During the year we were fortunate to recruit a new Access & Participation Officer, Ashleigh Hope, who has had a very productive year. Unfortunately, we did not have an Access Workshop leader as the role holder took up other duties within the Acting Department. The Secretary & Dean of Students continues to support this work with help from Registry and a HE experienced Head of Access & Participation is being recruited to lead this work for 2020 onwards.

During 2018/19 a significant amount of time and energy was spent preparing for and drafting the new five-year Access & Participation Plan for 2020/21 to 2024/25; mapping previous activity to the various strands and targets groups, reviewing the success or otherwise of past activity, challenging assumptions, and consulting with staff and students. The new Access & Participation Plan provides the School with some significant challenges, not least having to find ways to mitigate against the current short comings in the arts and music education (the latter specifically) within state school primary and secondary education.

## Overview

The Office for Students is looking for outputs and impact not inputs. Despite the School's best efforts and some successes, some access activities have not had the desired impact in respect of state school and state-supported applicants and entrants, or in entrants from low participation neighbourhoods or in BAME applicants and entrants. The new five-year plan is more focused and targeted at specific under-represented groups (eg new entrants from POLAR4 postcodes).

## Assisted Places

**Assisted places at CYM and Junior Guildhall [available to young people from target boroughs and area from low incomes who just fail to meet MDA requirements (London) and to those who are deemed at audition to be able to benefit from a sustained music education]**

The purpose of the scheme is to provide long-term sustained teaching to improve technical and performance musical skills, and progression to higher education generally and the Guildhall School in particular.

The assisted places in the regional CYM centres support the centres' overall sustainability by improving the economy of scale. There is, therefore, a wider benefit from these assisted places.

Assisted places provided in 2018/19

Centre	No of recipients	Target recipients	% of recipients progressing to next year of study (excl yr 13s & 14s)*	Total bursary spend (full and partial)†	Notes	
CYM London	22	50	88% (15/17)	£79,668	Five Year 13s, four going to higher education including one conservatoire and fifth doing and internship in artic	
CYM Norwich	28		63% (17/27)	£16,373	One Year 13, still studying but not in higher education	
CYM Taunton	19		79% (15/19)	£16,999		
<i>CYM Summer</i>	3					
CYM Saffron Waldon	4		33% (1/3)	£3,381	One Year 13 going on to higher education	
CYM Peterborough	10		100% (10/10)	£4,673		
Junior Guildhall	8		100 (8/8)	£11,981		
<i>Travel bursaries (Taunton )</i>	3	5	33% (1/3)	£455		
<b>TOTALS</b>	<b>94</b> 😊 (excludes travel)	<b>51</b>	<b>78.5% (66/84)</b> 😞 [last year 77.5]*	<b>£133,074</b>		

† Fee structures and content and length of programme differ at each centre

**Participant characteristics:** all participants were financially disadvantaged in some way, 22.5% were from POLAR4 quintiles 1 and 2, 3% declared a disability, and (where stated) 27.8% were from BAME backgrounds.

The **progression target** is 80% (excluding Year 13 leavers and summer school) but with significant drop out in Norwich we have fallen short. Of the 18 participants across all centres who dropped out reasons were:

- A level commitments or too much school work = 6
- Distance to travel = 2
- Changed school = 3
- Moved to Juniors = 1
- Not committed = 3
- Misc = 3

The Access & Participation Officer is working with the regional centres to look at ways to support students thinking of dropping out due to A level commitments. Progression to higher education was pleasingly strong.

### **Assisted places at Easter and summer schools 2018/19 [available to young people from target boroughs from low incomes]**

Short courses offer a taster of what the School has to offer, provide opportunities for improving technical and confidence skills, and can start a relationship to support progression to higher education and the Guildhall School in particular.

Target places: 21 across all Easter and summer school

44 bursaries were awarded to 39 individuals and 37 individuals took up the offer (some individuals did more than one course)

- Pre-16: 26 individuals
- 16-18: 12 individuals
- Adult: 1 individuals

Actual spend: £23,729 (bursaries), £121 (incidentals)

**Personal characteristics** of those taking up the offer: all recipients were financially disadvantaged in some way, 56.8% were from BAME backgrounds, and 54% from deciles 1-4 areas of IMD (indices of multiple deprivation).

Participants and their families were supported by the Access & Participation Officer and a full evaluation is included in her separate report to SMT and Academic Board; participants indicated a positive impact on their skills development and how the course had helped to supported their progression and reaffirm their interest in the area of study. It is expected that 7

participants will be applying for undergraduate programmes at the School for 2020 entry and all have been offered a supported application.

## **Outreach projects**

### **Creative Learning**

Participants: 2655

Age range mostly 8-11 (exceptions NOYO and work with Sydney Russell School)

Personal characteristics of participants – not known

Total project spend: £44,150 project spend in Creative Learning, plus circa £11,000 contribution from Music Department

Total salary spend: circa £110,000 – exact figures to be finalised

In 2018/19 there were 7 Creative Learning Access projects including Decoda reaching 2655 participants (or which 2000 were part of Decoda, a mass participation activity involving chamber music ensembles working in primary schools). As discussed in the previous year's report whilst Decoda is a worthwhile activity in respect of promotion of the arts it has no impact on applications or new entrants as the participants are too young and the engagement is short lived. This project is being phased out.

An evaluation of the Creative Learning projects was presented to SMT and the Academic Board.

Going forward for the five-year plan, Creative Learning projects will be more targeted and will operate on a commissioning basis (ie the School will commission projects that meet the needs of the School's Access & Participation Plan and the direction of travel towards meeting the various metrics. As GYA is best suited to providing long-term musical training, Creative Learning will be asked to concentrate on the 14 plus age range. We will be looking at ways to link Creative Learning participants to other activities (eg summer schools and supported applications) to ensure a sustained and supported journey of progression.

### **Acting & Other workshops**

With support from the Access & Participation Officer, workshops were held as part of the supported (or free) application scheme. This was in conjunction with established partnership arrangements with Open Door, and Stratford East (and RADA) as well as other open access and transition events.

Acting and transitional workshop: places taken up 43, individual participants circa 34 (with some participants attending more than one activity), direct project costs £ 394.

Additional workshops at Leyton Sixthform College and London Bubble; direct project costs £268

North East Music Project (a leader of an undergraduate brass ensemble went to the Newcastle area with his ensemble to deliver three workshops) supported by Access & Participation Officer  
Active participants in workshops: 28 (Sage Gateshead and Ellington Colliery Band), 120 pupils at Emmanuel College (plus attendees at the Q&A at Sage Gateshead)

Cost: £2,921

A participant from Sage Gateshead joined the summer School programme on a bursary and applied to the School for 2020 entry, stronger links between Sage Gateshead and Emmanuel College were forged, as too was a stronger link between Sage Gateshead and the School. A greater interest in taking up a brass instrument in Emmanuel College was reported, and positive improvement in breath technique noted by the Ellington Colliery Band.

Other activities of the Access & Participation Officer included visits and talks to GYA centres (London and Regions), Schools and Career/HE fairs, the provision of free tickets to under-represented groups to the School's productions linked with Q&A sessions or meet-and-greet-sessions, supporting teaching departments in school or similar visits (such as workshops at the Durham Lumiere exhibition), and maintaining and building links with creative partners working with under-represented groups. The Access & Participation Officer was also involved in the creation of a promotional video for the School using Beasts of London which it is hoped will have particular resonance with young people not so familiar with conservatoire education.

The Access & Participation Officer provides significant value for money (circa £67K salary with on costs); as well as the projects above she provides the administration and evaluation for Assisted places scheme, the supported applications (fee waivers) scheme, and the Access Bursary scheme as well as running student consultations.

A full valuation is included in the Access & Participation Officer's separate report to SMT and Academic Board.

### **Application fee waivers for 2019 entry**

Application fee waivers were issued following recommendations from partner schools or youth and community arts groups who had already assessed for low income, eg free school meals, 16-19 bursary, and government benefits.

142 application fee waivers were processed in 2018/19 (below target of 220 ☺) and 120 were taken up as full applications.

Total cost: £7,968

**Personal characteristics:** where postcode data available, 55% IMD 1-4, 9.3 POLAR4 quintiles 1 and 2. Where ethnicity data available 47% from BAME backgrounds.

Department	Number of applications submitted	2018 entry		Value
		Offers	Acceptances	
Acting	110	9 offers made and 3 reserve	7 accepts (1 from reserve)	£7,150
Music	6	4 offers made	3	£648
Production Arts	3	1 offer made and declined	0	£105
PACE	1			

A full valuation is included in the Access & Participation Officer's separate report to SMT and Academic Board. In 2019/20 for 2020 entry the School has been working towards increasing the number of music applicants in this scheme as it has a strong link to offer and enrolments.

## Impact of under-eighteen activity on admissions and entrants 2017 -2019 entry

### Applications

201 (8.3%) of UK domiciled applicants for 2019 self- declared\* a previous engagement with the School (some in more than one capacity) continuing the upward trajectory.

The Summer Schools are having a big impact on applications as too is Junior Guildhall.

	CPD	Creative Learning	Music Summer School	Drama Summer School (incl PA)			CYM	Junior Guildhall
<b>Previous engagement with the School 2017 entry applicants</b>								
Acting		2	3	59			2	17
PACE								1
Production Arts	2	2	3	9			4	1
BMus		3	36				7	24
<b>Total</b>	<b>2</b>	<b>7</b>	<b>42</b>	<b>68</b>			<b>13</b>	<b>43</b>
<b>Previous engagement with the School 2018 entry</b>								
Acting		2	3	49			2	9
PACE		1						1
Production Arts	1			3				
BMus		2	31	1			17	22
<b>Total</b>	<b>1</b>	<b>5</b>	<b>34</b>	<b>53</b>			<b>19</b>	<b>32</b>
<b>Previous engagement with the School 2019 entry</b>								
	CPD	Creative Learning	Music Summer School	Acting summer	Preliminary Acting	PA summer	CYM	Junior Guildhall
Acting	1	3	3	59	46	0	2	9
Production Arts	1	0	0	0	0	2	1	1
BMus	0	3	30	0	0	0	12	28
<b>Total</b>	<b>2</b>	<b>6</b>	<b>33</b>	<b>59</b>	<b>46</b>	<b>2</b>	<b>15</b>	<b>38</b>

*\*Some applicants involved in more than one activity. Whilst self-declaration is unreliable; applicants can pick the wrong box or forget they attended an activity some years ago, the summer school data is compared to known summer school enrolments. Tracking remains an area for development but will require better data collection at the coal face.*

## **Entrants**

26 (17%) of new UK domiciled entrants in 2019 self-declared a previous engagement with the School (note we can track summer schools and Juniors). This compared favourably with 12.5% for 2018 entry, 17.5% for 2017 entry 15.5% in 2016 and 7.7% in 2015.

The biggest influencer continues to be Junior Guildhall followed by the Music Summer School.

	CPD	Creative Learning	Music Summer School	Drama Summer School (incl PA)			CYM	Junior Guildhall
<b>Previous engagement with the School 2017 entry</b>								
Acting				2 (2*)				1
PACE								
Production Arts		1 (1*)		1(1*)			1 (1*)	
BMus		1	9 (8*)				2(2*)	13 (8*)
<b>Total</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>3</b>			<b>3</b>	<b>14</b>
<b>Previous engagement with the School 2018 entry</b>								
Acting				1				
PACE								
Production Arts								
BMus			11 (7*)	1(1*)			4(2*)	4 (3*)
<b>Total</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>2</b>			<b>2</b>	<b>4</b>
<b>Previous engagement with the School 2019 entry</b>								
	CPD	Creative Learning	Music Summer School	Acting summer	Preliminary Acting	PA summer	CYM	Junior Guildhall
Acting	0	0	0	0	0	0	0	0
Production Arts	0	0	1	0	0	2	0	0
BMus	0	1	11	0	0	0	2	10
<b>Total</b>	<b>0</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>10</b>

*\* number of state school or state supported entrants where known*

## Financial support to students

### Access (Maintenance) bursary

This new bursary is aimed at care-leavers, and estranged and independent students on low incomes to support them with the additional living costs associated with being without family support (eg no family home to go to in vacations). Care leavers are prioritised over other applicants.

	Spend	Recipient target	Recipient actual	Award
<b>2017/18</b>	£30,000	6	8 (2 care leavers & 6 independent)	£3,750 each
<b>2018/19</b>	£28,380	8	7 (1 care leaver, 1 estranged and 5 independent)	£4,050 each

**Participant characteristics 2018/19:** 4 out of 7 had home postcodes within the IMD Deciles 1-4, 5 were mature students on entry.

**Success indicators:** the final year student completed their programme with first class honours and the rest progressed successfully to their next year of study.

An evaluation strategy has been developed by the Access & Participation Officer for 2019/20.

## Targets and Milestones

### Admissions (UK domiciled undergraduate entrants)

#### State and State-supported at independent school (via MDA) 2019 entry

Whilst we are back on an upward trajectory the School is still very behind its target in this area.

Dept	Applications 2019 entry			Applications 2018 entry			2017 entry
	State and state supported	UK domiciled cohort	%	State and state supported	UK domiciled cohort	%	%
Acting	1401	1834	76.4	1422	1911	74	76
Production Arts	103	129	79.8	92	113	81	80
BMus	335	434	77.2	322	457	70	69
Total	1839	2397	76.7	1785 (incl PACE)	2504 (incl PACE)	71 (incl PACE)	75
		Target	89		Target	88	87

## BAME 2019 entry

UK applicants from Black Minority Ethnic have increased and we are above target. However, on a programme basis Production Arts is the area that requires particular attention.

Dept	Applications 2019 entry			Applications 2018 entry			%
	BAME	UK domiciled cohort*	%	BAME	UK domiciled cohort*	%	
Acting	261	1863	16.3	263	1907	14	15
Production Arts	10	130	7.7	5	113	4	6
BMus	64	436	17.2	68	453	15	14
Total	335	2429	16	352 (incl PACE)	2496 (incl PACE)	14.1 (incl PACE)	14.7
		Target	13.3		Target	13.2	13.1

\* Excludes "information refused"

## Enrolment (UK domiciled undergraduate entrants)

### State and State-supported at independent school (via MDA) 2019 entry

Whilst there has been some improvement, the School is still behind this target. Music is the biggest cohort and this is the difficult area where a decline in music provision in state education most impacts entrants to the School.

Dept	New Entrants			Entrants 2018			2017
	State and state supported*	UK domiciled cohort*	%	State and state supported	UK domiciled cohort	%	%
Acting	16	19	84.2	17	23	74	65
Production Arts	36	44	81.8	29	36	80	84
BMus	65	88	73.9	48+13 (MDA)	85	72	72
Total	117	151	77.5	113 (incl PACE)	151 (incl PACE)	75	75
		Target	80		Target	79	78

\* Excludes entrants with previous HE experience

## BAME 2019 entry

Despite being above target for two years running, in 2019 entry we have fallen behind, possibly due to the loss of the PACE programme which had a diverse enrolment. Productions Arts and Music both need to improve on the proportion of applicants from BAME backgrounds which should help improve their offers and enrolments, with Music needing to look at the proportion of offers made to BAME applicants and any drop out prior to enrolment.

Dept	Entrants 2019			Entrants 2018			2017
	BAME	UK domiciled cohort	%	BAME	UK domiciled cohort	%	%*
Acting	8	19	42.1	9	23	39	35
Production Arts	3	44	6.8	2	36	6	6
BMus	10	89	11.2	7	85	8	16
Total	21	152	13.8	22 (incl PACE)	151 (incl PACE)	14.6 (incl PACE)	18.2
		19	13.9		Target	13.8	13.7

\* Excludes "information refused"

## New entrants from low participation neighbourhoods (POLAR 3)

*The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of the young population that participates in higher education. POLAR classifies local areas into five groups - or quintiles - based on the proportion of 18 year olds who enter higher education aged 18 or 19 years old. Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.*

New UK entrants from low participating neighbourhoods under POLAR 3 methodology improved from 2.5% (2016/17) to 5% for 2017/18 against a target of 9.6% and a benchmark of 10.4.

The School's outreach activity (Creative Learning & Assisted places and application fee waivers) has to date primarily been focussed on East London boroughs. Whilst, the postcodes in these areas often have multiple indices of deprivation, surprisingly they do better for participation in higher education than areas similarly deprived in other areas of the county. Going forward the School is expanding its reach to work with under-represented groups outside of London and it actively monitoring participants in its Access activities by IMD and POLAR4 methodologies where ever possible. From 2020 onwards Creative Learning will also be required to monitor its participants in Access activities in this way.

## Retention into year 2

All UK domiciled entrants from year 1 in 2018/19 progressing to year 2 in 2019/18 target 92% actual **95.4%** 😊 (2017= 96.6%, 2016= 94.9, 2015= 92.5, 2014= 92.5%, 2013=95.3%)

UK domiciled BAME retention target 92%, **actual 92%** 😊 [note just 2 students not progressing]

(2017+ 92.3%)2016 = 94.7, 2015= 100, 2014= 88.9%, 2013=87.5%). However, white progression rate is 95.4% and the OfS requires institutions to be mindful of differentials even when small numbers are involved.

UK domiciled entrants in 2018/19 declaring a disability had a 97.5% retention rate compared with 94.1 for those with no declared disability. (2017 =95.5%, 2016 =90.0, 2015= 92.3, 2014=93.4%, 2013=93.1%)

## **Summary**

There was a mixed performance against milestones and access remains the School's primary concern and focus. However, retention of students (and going forward from 2020 onwards the attainment of students) will need to be monitored and activities adjusted to meet needs and (hopefully) a changing demographic.

KML/February 2020