

Access Agreement 2012

The Guildhall School of Music & Drama is distinctive in being the only major European conservatoire which is both a music and drama school and which is pre-eminent in technical theatre, professional development and music therapy. It trains and educates outstanding young professional musicians, actors and theatre technicians to the highest international standards and prepares them for careers in the performing arts.

The School values the diversity of cultures and backgrounds of its students and operates an open admissions policy: we audition or interview everyone who applies. We select students on talent alone, regardless of family background, race, disability or ethnic origin, and we assess them for both attainment and potential. The School has mechanisms for considering non-standard entries; we will consider applicants without the minimum entry requirements for audition and/or interview, and we have special schemes of study available to support talented new entrants via this route where appropriate.

The School's previous Access Agreement consolidated our long-standing commitment to outreach and gave additional financial support to students from the poorest backgrounds. With outreach now firmly embedded as a joint activity with the Barbican Centre, this new Access Agreement has a more targeted approach. In this phase our aim is to encourage young people from the local neighbourhood to engage with the School, aspire to participate in higher education at 18+ and be active in the performing arts throughout their lives. The School's neighbourhood area - *the City, Fringe and London Gateway Boroughs* – contains some of the most economically deprived wards in the country.

1. Assessment of our access and retention record

As noted above, the School has an open admissions policy. However, whilst seeking to encourage all those with talent to apply to the School, the technical prerequisites for the School's undergraduate music programme (requiring musical instrument lessons from an early age) can limit the number of applicants and reduce entrants from some disadvantaged backgrounds. The School, therefore, performs below its benchmarks in respect of entrants from *low participation neighbourhoods* (POLAR2) and *entrants from state schools and colleges*.¹ In absolute terms it performs better in attracting entrants from low participation neighbourhoods than comparator specialist English HEIs,² but its performance for state school entrants falls within the middle to lower range of this group. However, if state-supported students³ who

¹ Applicants apply directly to the School and not via UCAS. Therefore, no data is collected on NS-SEC classes 4, 5, 6 & 7 for the School's students and the School does not have a benchmark.

² See T1a 2009/10 <http://www.hesa.ac.uk/index.php/content/view/2072/141/> - comparator institutions are Central School of Speech and Drama, Conservatoire for Dance and Drama, Leeds College of Music, Royal Academy of Music, Royal College of Music, Royal Northern College of Music, and Trinity Laban Conservatoire of Music and Dance.

³ Students in receipt of a Music & Dance Scheme Award for an assisted place at a specialist music school see <http://www.education.gov.uk/b0068711/mds>

progress from the independent specialist music schools are also included in these figures, the School's performance moves a little closer to its benchmark.

The School's supportive environment, with its excellent welfare services, ensures that those students who are admitted are retained, and the School performs well in absolute terms and against its benchmark (non-continuation after year of entry). The School attracts a high proportion of students who are in receipt of the Disabled Students Allowance, performing above its benchmark, and there is no difference in retention for these students compared with the rest of the cohort (see section 5).

It is not known how potential applicants will react to the new student funding arrangements although it is known that different sectors of the population have different attitudes to, and experience of, debt. Whilst the School does not anticipate that the new funding arrangements will have a significant impact on its overall ability to recruit, it does anticipate that they may have a small effect on retention [see 5(vi) to 5(vii) below] and also on applications and new entrants from Black & Minority Ethnic (BME) communities [see 5(ii) and 5(iv) below] as "individuals living in households headed by a member from an ethnic minority were more likely to live in low-income households"⁴ and might be deterred by the prospect of debt.

2. Fees for new Home/EU students from September 2012 onwards

The School will charge the maximum fee permitted for all its undergraduate programmes starting from September 2012. For 2012/13 this will be £9,000 and for 2013-14 onwards this will be £9,000 plus any government permitted inflationary increases.

	2012/13	2013/14	2014/15	2015/16
Fee (new entrants from September 2012)	£9,000	£9,000*	£9,000*	£9,000*
Total Home/EU students (new system)	135	260	383	447
Additional fee income (new system)	£405,000	£780,000	£1,149,000	£1,341,000
Additional fee income (old system)	£720,650	£416,150	£129,920	
Total additional fee income	£1,125,650	£1,196,150	£1,278,920	£1,341,000

*permitted inflationary increase unknown at this time

3. Expenditure on additional access and retention measures

Commitment to Access Bursaries (<i>phasing out</i>)	£158,113	£101,446	£51,737	
Matched funding commitment to NSP	£21,000	£42,000	£63,000	£63,000
Additional student support as fee waivers		£14,000	£42,000	£84,000
Commitment to Outreach	£169,056	£193,251	£221,120	£249,036
Total Access Commitment*	£348,169	£350,697	£377,857	£396,036

*Representing a commitment of between 25% and 30% of additional fee income.

⁴ "See Chapter 3 *Households Below Average Income (HBAI) 1994/95-2009/10* a DWP publication available at <http://research.dwp.gov.uk/asd/hbai/hbai2010/pdf_files/chapters/chapter_3_hbai11.pdf>

4. Access measures

4.1 Outreach

This Access Agreement makes specific outreach provision to raise the aspirations of young people in the School's local neighbourhood, the *City, Fringe and London Gateway Boroughs*, comprising:

- The City of London
- Bexley
- Hackney
- Newham
- Islington
- Camden
- Havering
- Tower Hamlets
- Barking & Dagenham
- Greenwich
- Lewisham
- Waltham Forest

For the purposes of assisted places to students in the Guildhall Young Artist division (which organises and manages the School's under-18 provision, see 2 (i) below) the definition of 'local' will be extended to include the boroughs of:

- Southwark *and*
- Lambeth.

Raising aspirations for the Guildhall School has two purposes: to encourage a life-long interest and participation in the arts, and to assist talented individuals by nurturing their talent. By giving direct access to the type of training on offer in the School it is hoped that the Guildhall School will be their first choice when applying to university.

The School's outreach provision falls under two headings:

(1) Projects offered across a number of art-forms (music, dance, poetry, film) led by *Creative Learning*, a joint division of the School and the Barbican Centre. The projects develop the artistic and social skills of young people from disadvantaged backgrounds by providing opportunities to be a member of a group or ensemble and engage with artists and leaders from both the Guildhall School and the Barbican Centre.⁵

Each year, the School will engage with 6,000 participants of all ages from across the *City, Fringe and London Gateway Boroughs*, including projects specifically targeted at around 750 participants in the 8 to 18 age range. A number of projects directly involve named primary and secondary schools in these boroughs; other projects have open access across London. Where there is open access, promotional and recruitment work will be undertaken through the School's networks in the neighbourhood boroughs.

(2) Assisted places for the most talented but least able to pay

The School's assisted places scheme represents a sustained commitment to develop potential, with the specific aim of helping students to meet the technical pre-requisites for entry to a university-level music or drama programme.

⁵ The accountable expenditure will reflect the Guildhall School's direct financial commitment only.

(i) Assisted places: Guildhall Young Artist Division

Between six and eight new assisted places per year⁶ will be offered to promising students in the Guildhall Young Artist Division who otherwise would not be able to continue with their studies due to financial reasons. Assisted places will normally be available for students in Year 9 or above; experience shows that Year 9 is a key point in a young person's life when they are making choices about their future studies. An assisted place will be offered on a recurrent basis provided that the student continues to be eligible under the conditions below, has an excellent participation record, and shows progression in their studies. If the number of eligible participants were low in a given year, students in Years 7 and 8 would also be considered.

The assisted places scheme will build over a period of four years, up to a maximum of 27 assisted places for new and continuing students for 2015/16 onwards.

To be eligible for consideration a student must:

- (a) be a Guildhall Young Artist student,
- (b) be resident in one of the target boroughs,
- (c) be in care or come from a family with a declared household residual income of less than £30,000 per year,⁷
- (d) have exceptional potential but fall just outside eligibility for a grant via the Music & Dance Scheme.

Exceptional potential will be judged via the normal Guildhall Young Artist audition and examination process.

(ii) Assisted places: Jazz & Rock Summer School

Up to four assisted places each year will be offered for the School's Jazz & Rock Summer School.⁸ Similar considerations to the Guildhall Young Artist scheme apply; the assisted places will encourage and enthuse disadvantaged young people who have made a commitment to music, and help them to improve their technical skills.

As it is expected that there will be heavy competition for these places, applications will be invited from:

- (a) students in Year 9 to Year 13,
- (b) students resident in the target boroughs⁹, *and*
- (d) those in care or individuals from families with a declared household residual income of less than £30,000 per year.

Where there are more than four eligible applicants, assisted places will be awarded to the four applicants who demonstrate, by way of their personal statement, that they have the potential to gain the most from the experience on offer.

⁶ £3,577 each in 2012/13.

⁷ £29,340 is the 2010 family income limit under the Music & Dance Scheme.

⁸ Worth £440 each in 2011/12.

⁹ Whilst the assisted places will be advertised on the School's website, secondary schools working with the Creative Learning Division will be asked to encourage applications from their pupils.

(iii) Assisted places: Drama Summer School

Two free places will be offered to students from disadvantaged backgrounds on the School's Drama Summer School¹⁰ each year. University-level acting programmes are heavily subscribed and as there is stiff competition for places, there is a high incidence of repeat applications. The scheme will help students prepare for audition by giving them an insight into the drama training process.

As the Summer Schools are aimed at students who are aged 18+ and there will be heavy competition for these places, applications will be invited from:

- (a) students who will be aged eighteen by the first day of the summer school,
- (b) students who have applied for a place at drama school and have been declined or are thinking of applying for drama school the following year,
- (c) students resident in the target boroughs⁸, *and*
- (d) those in care or recent care leavers,¹¹ or individuals from a family with a declared household residual income of less than £30,000 per year.

Where there are more than two eligible applicants, assisted places will be awarded to the two applicants who demonstrate, by way of their personal statement, that they have the potential to gain the most from the experience on offer.

4.2 To sustain and improve student retention and success

The School's *Widening Participation Strategic Assessment* articulates the School's aim to have a clear and integrated strategy in respect of student support. As part of this support package it lists a number of specific activities to support student retention and success, including:

- the provision of a **Study Skills & Disability Co-ordinator** to complement and enhance the teaching provision within each programme of study by offering bespoke support to students with disabilities and those in need of general English Language and academic study skills assistance;
- the provision of a **Student Funding Officer** in the Registry to provide higher education funding advice, and an information service to applicants and students, to facilitate students taking responsibility for their own finances and being proactive in seeking funding from alternative sources before and during their studies;
- providing a '**money-doctor**' service for students in financial hardship linked to the government's Access to Learning Fund and the School's Hardship Fund;
- a commitment to increasing, via fundraising, the general availability of **scholarships** for all, noting that approximately 30% of scholarships awarded to UK students are likely to be to students from economically disadvantaged backgrounds.

These activities will continue but do not form part of the School's expenditure under the Access Agreement.

¹⁰ Worth £1,700 each in 2011/12

¹¹ Within the previous 36 months.

4.3 Financial support for students

4.3.1 National Scholarship Programme (NSP) and School Access Scholarships

The School has been granted 7 National Scholarships for 2012/13 worth £3,000 each and it is anticipated that the number of available scholarships will triple by 2014/15.

The School will offer the National Scholarship as a fee-waiver in the first year of study and will match fund the National Scholarships by offering a further 7 fee-waivers in the first year of study at £3,000 per student. Therefore, in the first year of operation 2012/13, there will be a total of 14 National and School Access Scholarships, in the second year of operation 2013/14, 28 National and School Access Scholarships and in the third year of operation 2014/15, 42 National and School Access Scholarships.

The National and School Access Scholarships will be offered across all three undergraduate programmes as follows, to students with exceptional talent from disadvantaged backgrounds:

BA in Acting programme - one seventh of available scholarships

BA in Technical Theatre Arts – one seventh of available scholarships

BMus – five sevenths of available scholarships.

Eligibility criteria

To be considered for a National or School Access Scholarship, a student must:

- (a) be identified by the audition panel as exceptionally talented,
- (b) have Home/EU fee status,*
- (c) be a new entrant to higher education,
- (d) have a declared household residual income of £25,000 or less per year.

**However, a student will not be eligible for a National Scholarship if they are ordinarily resident in Scotland, Wales and Northern Ireland.*

It is anticipated that there may be more eligible students than available scholarships, therefore candidates will be ranked in accordance with criterion (a) above.

4.3.2 Additional student support: School Access Scholarships for continuing students

Each National and School Access Scholarship award holder will receive a further £1,000 fee waiver in each continuing year of undergraduate study, provided that they remain eligible under the declared household residual income requirements, have an excellent participation record, and show progression in their studies. Fee waivers will not be available for repeat years.

5. Targets and milestones

Applications: *(i) State schools and colleges and state-supported (Music & Dance Scheme Award holders) applicants*

To increase the number of undergraduate applicants from state schools and colleges, and applicants with an assisted place at a specialist music school under the Music & Dance Scheme.

	Reporting year				
Baseline	2012/13	2013/14	2014/15	2015/16	2016/17
77.5%*	79%	81%	83%	85%	87%

* derived from sample undertaken of 2010 entrants. The School currently does not collect School status at applicant stage but will do so for 2012 entry onwards.

(ii) Applicants from UK Black & Minority Ethnic communities

To ensure that by 2014/15 undergraduate applications from BME communities have recovered from the initial adverse impact anticipated as a result of the introduction of the new funding arrangements in 2012.

	Reporting year				
Baseline	2012/13	2013/14	2014/15	2015/16	2016/17
10.7%*	10.5%	10.6%	10.7%	10.8%	10.8%

* UK BME applications for 2010 entry (School data).

Enrolment: *(iii) State schools and colleges and state-supported (Music & Dance Scheme award holders) enrolled students*

To increase the number of new entrants from state schools and colleges and entrants from specialist music schools who have had an assisted place under the Music & Dance Scheme.

	Reporting year				
Baseline	2012/13	2013/14	2014/15	2015/16	2016/17
67.1%*	69%	71%	73%	75%	77%

* derived by combining state-school entrants in 2010 with those students self-declaring that they had been in receipt of an assisted place under the Music & Dance Scheme. This information currently is not routinely collected but will be included in the applicant data collection for 2012 entry onwards.

(iv) New entrants from UK Black & Minority Ethnic communities

To ensure that by 2014/15 undergraduate new entrants from BME communities have recovered from the initial adverse impact anticipated as a result of the introduction of the new funding arrangements in 2012.

	Reporting year				
Baseline	2012/13	2013/14	2014/15	2015/16	2016/17
7.6%*	7.4%	7.5%	7.6%	7.8%	7.8%

* UK BME new entrants 2010/11 (School data).

(v) New entrants from low participation neighbourhoods

To meet or exceed the location adjusted benchmark for new young undergraduate entrants from low participation neighbourhoods

Baseline	Reporting year				
	2012/13	2013/14	2014/15	2015/16	2016/17
9.8%*	9.9%	10.1%	10.2%	10.3%	10.4%

* 2009/10 performance against the location adjusted benchmark of 9.9% (table T1a).

(vi) Students in receipt of Disabled Student Allowance (DSA)

To maintain or exceed benchmark for the participation of students in receipt of DSA.

Baseline	Reporting year				
	2012/13	2013/14	2014/15	2015/16	2016/17
8.8%*	8.8%	8.8%	8.8%	8.8%	8.8%

* Full-time all undergraduate benchmark 2009/10 for students in receipt of DSA.

Retention

(vii) All new students

To maintain the retention of new entrants into year 2 at 92% or above. The School has a good retention rate but anticipates that maintaining retention at these rates may be more difficult in light of the front loading of the National Scholarship Programme to year 1. The School is not in a position to match-fund this provision for continuing students.

Baseline	Reporting year				
	2012/13	2013/14	2014/15	2015/16	2016/17
92%*	92%	92%	92%	92%	92%

* Due to the School's small numbers, HESA's rounding strategy for publication can skew the published (adjusted) percentages. Therefore, the School will use the unadjusted figures. The benchmark for 2009/10, based on full-time first degree entrants 2008/09, was 91%.

(viii) Students from Black & Minority Ethnic communities

To maintain the retention of new entrants into year 2 at 92% or above.

Baseline	Reporting year				
	2012/13	2013/14	2014/15	2015/16	2016/17
92%*	92%	92%	92%	92%	92%

* Benchmark as (vii) above. Due to small numbers one student can be as much as 10%. The School had a 100% continuation rate for entrants from BME communities in 2008 and 2009.

(ix) Students in receipt of Disabled Student Allowance

To maintain the retention of new entrants into year 2 at 92% or above.

Baseline	Reporting year				
	2012/13	2013/14	2014/15	2015/16	2016/17
92%*	92%	92%	92%	92%	92%

* Benchmark as (vii) above. Due to small numbers one student can be as much as 10%; the School had a 91% continuation rate for 2008 entrants and a 100% continuation rate for 2009 entrants.

6 Monitoring and evaluation arrangements

The different elements of the School's Access Agreement will be monitored and evaluated as follows:

Projects

Within the financial provision set aside under this Access Agreement for outreach is provision for a part-time Research & Evaluation Co-ordinator. This role holder will ensure that quantitative and qualitative data sets are collected for each outreach project.

- Quantitative data will relate to the number of participants, their age/year group, their schools and boroughs. For larger groups, data relating to the special educational needs of participants, the number in receipt of free-school meals, and the ethnic mix of the group will also be collected.
- Qualitative data will be collected directly from participants on their experience including their view of the level of the work, on their enjoyment, and on the aspects of the project that they found most stimulating etc. Where relevant to the project, instrumental lesson up-take will also be monitored.

An annual report will be made in September/October to the Executive Directorate, the School's senior management group, covering the outreach activity of the preceding academic year.

Applications and enrolment to the senior School from participants in Creative Learning projects will be monitored via the collection of data at the application stage.

Assisted places

The Guildhall Young Artist division will provide the School's Awards Committee in September/October with the details of new and continuing students in receipt of an assisted place, including information about the progression and withdrawal of recipients under the scheme.

The Drama Office will provide the School's Award Committee with the details of the students offered a Drama Summer School assisted place, and confirm in the September/October following whether the students attended the full event. Students will be offered the opportunity to provide feedback on the assisted-place scheme.

The Music Office will provide the School's Award Committee with details of the students offered a Jazz & Rock Summer School assisted place, and confirm in the September/October following whether the students attended the full event. Students will be offered the opportunity to provide feedback on the assisted-place scheme.

Applications and enrolment to the senior School from the Guildhall Young Artist Division and from participants in the summer schools will be monitored via the collection of data at the application stage.

National Scholarship Programme and other fee-waivers

The School's Awards Committee in September/October will receive an annual report at the end of September detailing who has been in receipt of a National Scholarship or School Access Scholarship during the preceding twelve-month period. The internal audit team at the City of London Corporation will be asked to monitor, as part of its normal cycle of audit, the application of the eligibility criteria.

Access Agreement as a whole

The Executive Directorate will ensure that all elements are brought together for the School's annual monitoring Access and WPSA return including progress against the milestones listed in section 5. The Board of Governors, which has student representation, will receive the full return.

7 Provision of information to prospective students

The School publishes on its website a complete schedule of fees for all programmes, usually by no later than the February of the academic year preceding entry. The fee schedule will list the fees for both old and new system students. Headline fees (standard home and overseas, undergraduate and postgraduate) are published earlier, usually in the prospectus available 16-18 months prior to entry (the prospectus will be on-line only for 2012 entry onwards, supplemented by a more generic printed guide).

The School's Access Agreement will be available from the School's website.

The School's website already provides information to prospective students about student fees and the funding advice available to prospective and continuing students. The School offers a broad student support package, including a generous scholarship scheme (separate from the National Scholarships and Access Scholarships in this agreement) and a Hardship Fund. The Student Funding Officer provides a range of advice leaflets which will be updated to include reference to the National and School Access Scholarships. She will also be available to answer direct queries from prospective applicants at open days and via telephone and email.

The assisted places offered under section 4 above will be advertised on the School's website, supplemented by leaflets/email to target schools in the neighbourhood boroughs.

Published July 2011

