

The Supported Application Scheme

ASHLEIGH HOPE

HEAD OF ACCESS AND PARTICIPATION

What we'll cover

Background

Setting out the evaluation

The pandemic

Results

Successes/challenges



Introduction - context

Conservatoire and Drama School based in City of London

Historically struggled to meet Access targets

Application Fee Waivers

Very London-centric

Inspired by sustained work in London

Some resistance to the Scheme internally

Launched in September 2019

Introduction - detail

Offers eligible undergraduate applicants, UK-wide:

- Free application
- Advice and Guidance
- Invitations to workshop, events, performances, consultation lessons
- Travel Bursary for on-site auditions/interview
- Support with decision making and transition
- Access Equipment Fund upon enrolment.

Applicants apply to the Scheme before they apply to the School, and can apply directly or be referred by a teacher or youth group worker

Theory of Change – Sept 2019

Impact

To increase the likelihood of an 'Access' applicant progressing through auditions and interviews, receiving an offer and enrolling at the School by extending the current Fee Waiver provision.

Outcomes

Extended reach, outside of London

Implement appropriate eligibility criteria to support APP targets

Double the number of applicants to Music courses

Increased likelihood of Acting applicants progressing to second and final round auditions

Getting first time applicants through the doors pre-audition

Greater variation in where successful Acting applicants are applying from

To have at least one successful Production Arts applicant

Increased awareness of the provision both in the School and externally

How this links to NERUPI framework

Approach to evaluation

- Monitoring – data collection is essential as they are applicants to the School
- Tracking – clearly defined progression through application/audition process; observations; engagement monitoring
- Process evaluation – participant feedback via surveys, emails and anecdotally; application outcomes
- Evaluation of outcomes – measuring and comparing results year on year
- Evaluation of impact – as above, but harder to quantify

Covid-19 – a challenge or an opportunity?

In-person vs. online

Lockdown fatigue

Young people building networks

Careers in the arts

Challenging circumstances for
everyone



A reactive programme

Changes 2019/20 -> 2020/21

- Introduction of self-referral route
- Ethnicity and household benefits eligibility criteria added
- Removal of application limits
- Increase in sessions, and commitment to online sessions
- Changes to auditions and applications
- Formalised travel bursary policy

Changes 2020/21 -> 2021/22

- Increased staffing capacity
- Introduction of Access Equipment Fund
- Significantly increased promotion – video!
- New application form

Potential changes for the future...

Removal of some eligibility criteria?

Streamlined application process?

On-demand activity?

Enhanced networking opportunities?

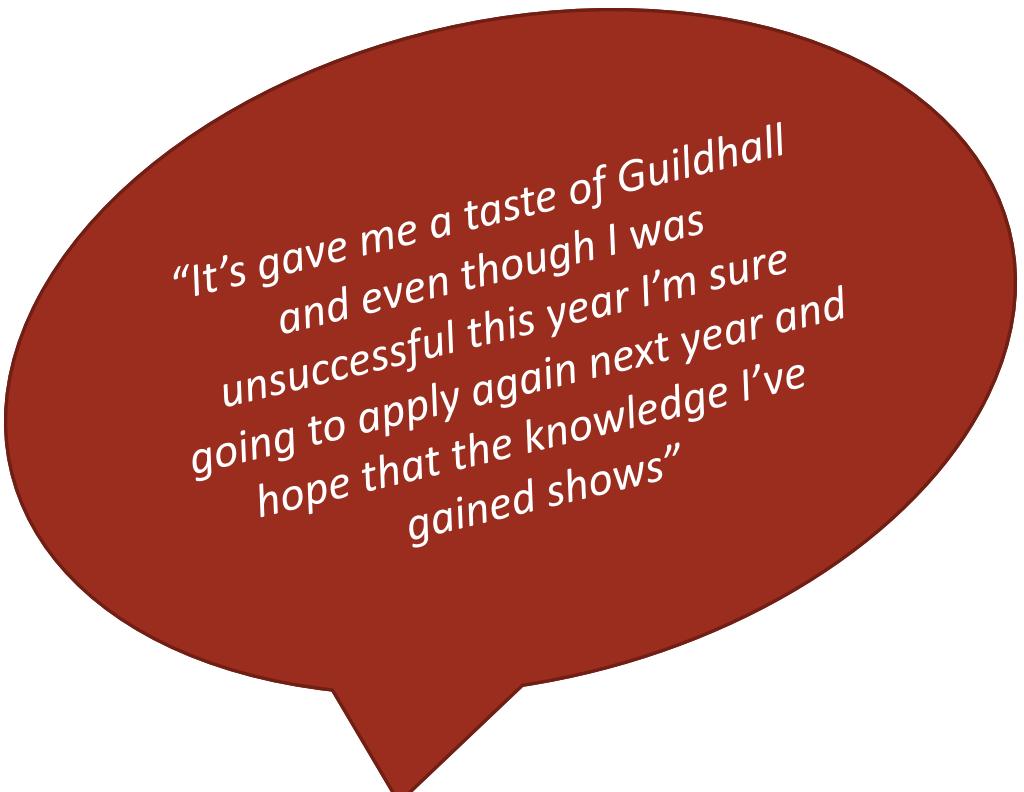
Results so far...

	Number of participants	IMD or POLAR4 eligible	Participants based outside of London	Black, Asian or ethnically diverse	FSM, 16-19 bursary or means tested benefits	Activities offered	Offers	Enrolments
2019/20	122	62.3%	36.9%	48.4%	28.7%	28	19	11
2020/21	183	66.1%	45.9%	50.3%	44.3%	55	26	14
2021/22	126	65.9%	42.1%	61.1%		TBC		

The project cost £10,124 in 2019/20 and £12,200 in 2020/21

“It’s allowed me to see shows, hear from students and come to the school on multiple occasions. It’s bridged the barrier that I once saw between myself and Guildhall, which has now allowed me to approach my auditions with so much more confidence, knowing that I’ve attended and been given these sessions.”

Evaluation - success



“It's gave me a taste of Guildhall and even though I was unsuccessful this year I'm sure going to apply again next year and hope that the knowledge I've gained shows”

ALSO

Clear impact on decision making for offer holders

Statistics tell a positive story in all areas

Continued engagement with participants no matter the outcome

Overcame the challenges of the pandemic

Evaluation - challenges

Understanding causal impact

Participants are at very different stages

Completion of qualitative feedback

Tracking students through years of the Scheme

Size of the Scheme

Capacity to undertake a thorough evaluation

Departmental engagement

Working with three academic departments – consistency is impossible

Reliant on audition outcomes

Application numbers are changeable – but always small numbers

Any questions?

Find out more

- www.gsmd.ac.uk/supportedapp
- www.gsmd.ac.uk/access

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