



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by The Royal Central School of Speech and Drama against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

The Royal Central School of Speech and Drama's ambition and strategy as detailed in the 2019-20 access and participation plan:

The overall ambition and strategy described in our 2019-20 access and participation plan focussed on those specific areas where we identified our performance as below baseline:

- Students from state schools;
- Students from POLAR 3 (quintiles 1&2);
- Students from BAME backgrounds;
- Non-continuation rates (for the first time).

We included the five aims of the School's widening access and participation strategy:

- To increase and maintain participation from diverse backgrounds, locally and nationally, in particular, to prioritise those disadvantaged groups identified as under-represented both institutionally and in the wider arts sector;
- To remove the range of barriers impacting on access to Central and to the field of theatre and performing arts;
- To continue to build upon student success and retention for students of all backgrounds;
- To continue to build upon student progression into employment, entrepreneurship and postgraduate study;
- To develop new initiatives that encourage and sustain diversity in the student and staff population.

Since submission of the 2019-20 access and participation plan in 2018, the five year 2020/21 to 2024/25 access and participation plan has been approved and we swiftly intensified our focus to the following target areas (where we identified our widest gaps in performance):

Target 1 To reduce the gap in participation between most and least represented groups (POLAR4 quintiles and 1 respectively);

Target 2 To reduce the gap in participation for students from IMD q1;

Target 3 To reduce the gap in participation for students from BAME (ABMO) backgrounds;

Target 4 To reduce the gap in progression to employment or further study between students from white backgrounds and students from BAME (ABMO) backgrounds.

It should be noted that entry qualifications are not the only 'offer' measure on any of our courses. Auditions and interviews are equally, and in some cases, a more significant mechanism for successful entry on to a course with little, if any attention paid to tariff points.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by The Royal Central School of Speech and Drama of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The Royal Central School of Speech and Drama’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To maintain the number of young, full-time first degree entrants from state schools (including academies) to within 2% of the 2014/15 position of 91.3% in order to make progress towards the national benchmark by 2020.	2014-15	91.3%	92.8%	93.8%	Percentage	2019-20	91.2	Limited progress
T16a_02 (Access)	To increase the number of young, full-time first degree entrants from POLAR3, low participation neighbourhoods to achieve a percentage increase to +2% of the 2014/15 position of 9.7% in order to make progress towards the national benchmark by 2020.	2014-15	9.7%	10.5%	11%	Percentage	2019-20	9.6	Limited progress
T16a_03 (Access)	To increase the number of young full-time first degree entrants from BME backgrounds to +5% of the 2014/15 position of 14% by 2020.	2014-15	14%	16%	17%	Percentage	2019-20	18	Expected progress
T16a_04 (Student success)	To maintain our levels of those students with a disability to within +/-2% of the 2014/15 position of 25%. Due to its specialist provision of creative courses, the level of students with a disability is within the highest in the sector.	2014-15	25%	25%	25%	Percentage	2019-20	20.9	Expected progress

T16a_05 (Progression)	To maintain our DLHE employment indicators (graduate employment, UK domicile) to within +/- 2% of the HESA defined specific to Central benchmark, For 2014/15 our score was 95.1% against HESA's benchmark of 92.6% graduate employment.	2014-15	96.2%	96.2%	96.2%	Percentage	2017-18	0	No progress
T16a_06 (Student success)	To maintain our 2014/15 non-completion rate of 4% in line with performance indicators.	2014-15	4%	4%	4%	Percentage	2018-19	4.3	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Continue to develop and deliver a joint LAC Summer School in collaboration with the Universities of Hertfordshire and Oxford.	2013-14	2014-15 - work in progress.	15	15	Headcount	2019-20	0	No progress
T16b_02 (Access)	To continue to develop collaborative working in the widening participation and arts sector through operational groups such as Linking London, the University of London collegiate group, GuildHE, UKADIA, CUK, UUK, Cultural Camden, CIF and What Next?/Young Vic.	2013-14	2014-15 - work in progress.	3	4	Other	2019-20	4	Expected progress
T16b_03 (Access)	To further develop a series of workshops aimed specifically at male student cohorts from BME backgrounds (through our collaborative outreach on the Drama, Applied Theatre and Education course)	2017-18	2017-18 work in progress	20	30	Headcount	2019-20	0	No progress
T16b_04 (Access)	To develop regional outreach activity in order to improve the number of young, full-time first degree white male and/or female entrants from socio-economically disadvantaged backgrounds, in particular, in the East Midlands.	2017-18	Not yet known	325	350	Headcount	2019-20	468	Expected progress
T16b_05 (Student success)	To continue to develop our care leaver programme from entry point to employment.	2016-17	1	2	2	Headcount	2019-20	3	Expected progress
T16b_06 (Access)	To continue to monitor and track the number of young full-time applications from further education colleges and community groups into HE with whom we work closely.	2015-16	182	190	190	Headcount	2019-20	394	Expected progress

T16b_07 (Access)	To track and monitor students at Generation Arts (NEET cohort) and record conversion rates of these students into HE.	2015-16	12	12	13	Headcount	2019-20	19	Expected progress
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### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£285,000.00	£231,000.00	-19%
Financial Support	£69,500.00	£135,000.00	94%

### 4. Action plan

Where progress was less than expected The Royal Central School of Speech and Drama has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Due to COVID-19 and the necessity to deliver activities from an online platform, we have embraced the opportunity to increase our geographical reach through delivering online teacher CPD events and online student programmes. These began in Autumn 2020 and will continue throughout 2020/21.
T16a_02	COVID-19 impacted our reach to those students from the hardest groups in 2019/20. However, we have now adapted our outreach activity programme to online learning platforms and embraced the opportunity to increase our geographical reach for both teacher and student programmes. These began in Autumn 2020 and will continue throughout 2020/21.
T16a_05	We are awaiting publication from HESA as regards performance indicators for 2017/18 graduate outcomes.
T16b_01	We shall continue to work with our university partners and look for alternative options with the University of Hertfordshire and the Royal Veterinary College.
T16b_03	We shall continue to deliver targeted activity either onsite and/or online for BAME cohorts.

## 5. Confirmation

The Royal Central School of Speech and Drama confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The Royal Central School of Speech and Drama has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor George Caird
Position	Interim Principal and Accountable Officer

## Annex A: Commentary on progress against targets

The Royal Central School of Speech and Drama's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
We have achieved 91.2% against a forecast of 93.8% and a national benchmark of 92.2%. We remain within our range of achieving +/- 2% of the 2014/15 position of 91.3%
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
No not as regards POLAR4 although Yes if we consider IMD data.. We have achieved 9.6% against a forecast of 11% which reverts to baseline levels and a decrease year on year. However, it should be noted that original forecasts were made against POLAR3 data and we are now using POLAR4 data and thus may not illustrate a true 'like for like' comparison. Further more the five year APP includes IMD data due to the POLAR 'London effect'. Central's IMD has increased from 8% in 2018-19 to 12% for 2019-20.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
HESA UK Performance indicators: Graduate outcomes, 2017/18 was significantly delayed due to the implications of the COVID-19 restrictions. A publication date is expected in early 2021, we are awaiting further announcement.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We are awaiting publication from HESA as regards 2017/18 performance. 2016/17 performance was recorded in the 2018-19 monitoring plan.

<b>Target reference number: T16b_01</b>
How have you met the commitments in your plan related to this target?

No due to COVID-19 restrictions in place during July 2020.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
It is not yet known whether this residential Summer school will take place in Summer 2021. The project involves site visits to 3 universities and includes multiple face to face social events.

<b>Target reference number: T16b_03</b>
How have you met the commitments in your plan related to this target?
This project was unable to take place in the Spring term due to Covid-19 - it was originally set up as a face to face project at Central.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Due to Covid-19 a BAME e-mentoring project started in Autumn 2020 to replace the existing project.

## Annex B: Optional commentary on targets

The Royal Central School of Speech and Drama's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	