

The Royal Central School of Speech and Drama (Central) 2019-20 Access and Participation Plan

This agreement explains target areas on which we will focus, to improve diversity, inclusion and social mobility in accordance with national higher education policy.

Introduction

Central's mission is to develop practitioners and researchers who shape the future of theatre and performance across the UK and beyond. Our objective is to remain a world-leading institution of the theatrical and performing arts.

Central is a specialist institution, but it does not specialise in just one thing. On the one hand we are distinctive within the higher education sector because of the intensively taught and professionally-modelled conservatoire and technical arts disciplines we offer. On the other hand, we are also distinctive in the drama school sector, because of the breadth of our specialist provision, which includes applied theatre (theatre practices which tackle areas of social and cultural policy) and design. We also stand apart from drama schools because around a third of our Faculty is research-productive - REF2014 recognised 39% of our research at 4* and 31% at 3* - and show us to be the UK's leading research conservatoire.

Central received a Teaching Excellence Framework (TEF) Gold award in June 2017, the statement of findings from the TEF Panel drawing attention to the very high proportions of students at the School *from all backgrounds* (emphasis added) who continue with their studies and progress to employment, highly skilled employment or further study, notably exceeding benchmarks. Central's TEF Year Three metrics, published in autumn 2017, provide a similar picture, with positive flags for employment or further study, highly skilled employment or further study, and continuation (where the School is marked within the top 10% of absolute performance).

Central's student body is comprised of approximately 1100 students, one third of which are studying on postgraduate courses. Alumni are to be found in all departments of theatre, film and television, in the music industry, in education and in community arts organisations.

1. Assessment of current performance

Overall the level of progress made is consistent against our targets. However, it should be noted that, despite a growing creative economy (creative industries GVA contribution at £81.4 billion (5.2%) of the whole economy, The Geography of Creativity in the UK, July 2016, www.nesta.org.uk), England has a declining national arts curriculum, which will inevitably lead to a gap in qualified arts graduates, in particular, from low socio-economic backgrounds. Central's position in the HE sector is unique and some of the challenges for

improving social mobility are specific to the theatre and performance as a vocational career choice within some communities and socio-economic groups. These cultural barriers cannot be overcome within the HE sector alone. Central will work more with industry and with regional schools and colleges in order to achieve and ultimately exceed access milestones and targets. The School has received a significant increase in applications from those students who have engaged in our regional outreach programme.

Central's latest annual monitoring return (2016/17) illustrates that student success, progression and employment statistics are largely in line with performance indicators. However, performance is less than anticipated as regards those students from state school classification and POLAR 3, quintiles 1 and 2 backgrounds. There is also further work to be done for those students from a BAME background.

Our non-completion rate increased from a steady 4% to 6% for the first time with a simultaneous increase in students presenting with mental health issues. It is currently unknown whether both of these are growing trends or one-off occurrences. However we continue to keep a watchful eye on student success and have implemented staff training and extra counselling support to address the spike in declared student mental health conditions.

Key factors which have contributed to successful outcomes include reviewing target groups and implementing change when required. For example, the outreach programme is continually looking for new ways (or enhancing existing ways) of engaging young people and ensuring that what we are offering matches their requirements to access HE. This is essential due to the small and specialist nature of the courses we offer and thus the process for evaluating applications for courses of study on the basis of auditions, interviews and portfolios rather than solely on academic qualifications. Central continues to provide excellent support for students as demonstrated in the student feedback. Also, the disability and dyslexia service fully met the requirements of the DSA quality assurance framework in 2017 achieving a 92.4% rating.

Progression spend has historically been low due to the nature of our courses, a large number of student placement programmes and industry access continue to be a significant part of the curriculum. Central's Care Leaver support programme now includes Carers and is led by a member of staff in the outreach team. Evidence suggests that this personal level of support has proven invaluable to the recipients.

Access

Those living in areas of low higher education participation, household income, or socioeconomic status

In 2017, the offer rate of young, full-time first degree entrants was 5.6% from POLAR 3, Quintiles 1 and 2 and 10.4% from Quintile 3. Quintiles 4 and 5 were 9.7% and 9.2% respectively. Since 2016, Central has been actively engaging with year groups 10-13 from targeted schools and colleges in the East Midlands, a designated cold spot and, in 2017, with similar groups in Essex (funded through NCOP), in order to raise our regional profile and to engage with harder-to-reach groups from quintiles 1 and 2. Further targeted regional projects such as audition and interview programmes in Leicester and Oldham continue our drive to increase application rates from the lowest quintiles.

Students of particular ethnicities

In 2017, the offer rate of young, full-time first degree students from BAME backgrounds was comprised as follows; 17.9% from Asian backgrounds, 11.2% from Black backgrounds and 8.8% from white backgrounds. Although Central has numerically fewer BAME applicants than white applicants, BAME applicants have a better chance of gaining a place (source: UCAS application and acceptance data 2017/19). Through its outreach programme, Central continues to target cohorts which consist of at least 50% of individuals from a BAME background.

Central continues to evaluate its access programme, and whilst we have made progress against targets, it is less than anticipated for state school entrants, those from the most deprived POLAR 3 categories and those from BAME backgrounds. Therefore, regional projects and direct targeting to BAME and white working class groups from the most disadvantaged POLAR 3 groups continues.

Student Success

After enrolment, Central supports the retention and achievement of its own diverse undergraduate student body and provides routes into the industry through showcases and work-based placements as well as providing a robust curriculum for continuation onto postgraduate courses.

Progression

The School provides close industry connectedness, and a high proportion of our students are employed with a company that they will have met through work placement or through curriculum work undertaken with, or performed to, industry employers. For example, industry professionals such as agents, casting directors and industry professionals are invited to stage performances and exhibitions to showcase student acting, design and production. Students attend showcase festivals such as The Edinburgh Fringe and the International Student Puppetry festival.

As a specialist Centre of Excellence in Theatre Training, Central is pre-eminent in the UK with regard to the industry-specific facilities which support research through practice and greatly enrich the curriculum experience. These specialist facilities are at the forefront of what is available in the university sector. Central's DLHE employment indicator is consistently above its benchmark.

Whilst entry levels for students from BAME backgrounds require improvement, the attainment levels against students from a white background are equitable. For example, 25.8% of BAME students received a first class honours degree and 67.7% received an upper second class honours compared to 31.9% and 51.4% of those from a white background respectively.

Employments levels record a marginal gap rather than a significant one; 82% from BAME backgrounds were working, studying or both 6 months after completion against 84% of white students respectively.

Mature students

Central's undergraduate curriculum is replicated at postgraduate level and that is where we find mature students typically applying and studying at Central. However, based on the TEF metrics for 2017, 26% of Central's undergraduate student body is comprised of students aged 21 and over. Further, the mature non-continuation rate of 3.1% is significantly below the benchmark of 12%.

Again, employments levels record a marginal gap rather than a significant one; 79% from mature backgrounds were working, studying or both 6 months after completion against 84% of young students respectively.

Care leavers

Central's policy for care leavers and carer students is recognition that a considerable level of additional support is required to enable those students an equal platform in which to thrive and flourish in their studies and to enter further study and/or employment alongside their peer group. The programme includes a mentoring programme to provide practical support and academic guidance from the point of application until the end of undergraduate study. Central provides a bespoke programme that recognises the need for an intersectional approach to support students on a case-by-case basis including financial, academic and pastoral support through to the point of employment. The School works closely with Drive Forward, a charitable organisation which supports the career pathways for care leavers.

Again, employments levels record a marginal gap rather than a significant one; 83% from care leaver backgrounds were working, studying or both 6 months after completion.

Students with a disability

In 2016-17 a whole-institution theme on reviewing and enhancing inclusive practice took place. This included a focus on inclusivity within the curriculum, in particular for those learners who do not meet the threshold of 'complex needs' and are therefore not able to access DSA funding. A rolling staff training programme and the implementation of the submission of work through format options (essay, visual essay, aural and presentation) was also introduced.

Disabled Students' Allowances (DSA)

Students with complex needs will be supported and will continue to have access to funded provision as agreed through their needs assessment. However, in response to continuing changes to DSA funding, we remain concerned about some aspects. In particular:

- the potential for these measures to be seen as an additional disincentive to disabled students, given the existing impact on students' perceptions of support available to them as a result of the widely published reduction in DSA funding;
- the likely cost of continuing weekly 1:1 support for students with specific learning difference in an institution that, like many specialist arts institutions, sees a high (24%) rate of self-declared dyslexia. Given that no alternative funding stream is proposed, we will need to identify new revenue to deliver support with no guarantee that this will be sufficient to maintain our current high standards.

The most recent employment levels for those students with a declared disability who were working, studying or both 6 months after completion was 89%.

Trans, non-binary and gender diverse students

Staff are supported to attend annual in-house CPD sessions delivered by Gendered Intelligence to support them to better-understand trans people's experiences of HE and how they could develop their own working practices to be more mindful and inclusive of trans students. Central continues to provide a mentoring scheme for trans, non-binary or gender

diverse students (as well as to those who are questioning their gender identity or who have a trans history). The scheme provides up to 6 one-to-one sessions with a trans mentor as well as 2 meetings with course staff where relevant and appropriate. The mentoring package can support a student with the practical aspects of student life as a trans person including name change, communicating with peers and staff etc.

Several academic staff engage in practice and research that specifically focuses on trans and gender diverse identities in theatre and performance. The TransActing project explores the issue of performer training for people who identify as trans and/or non-binary. It is led by Dr Catherine McNamara (Pro-Dean/ Director of Learning, Teaching and Student Experience). Beginning in August 2015, over 200 participants have now attended workshops in acting techniques, voice, movement, acting for screen, working with text, audition and casting workshops etc.

The project's aims are:

- To develop and disseminate good practice in performer training with trans and/or non-binary people
- To nurture the creativity and talent of participants, all of whom identify as trans and/or non-binary
- To give producers, directors and others involved in making TV, film, radio, theatre and other media, access to that talent.

2. Ambition and strategy

The School's widening access and participation strategy has five main aims:

- 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.

In response to the latest data sets, Central is committed to focussing on those specific areas where we have identified our performance is below baseline; students from state schools, POLAR 3 (quintiles 1&2), BAME backgrounds and non-continuation rates (for the first time). Plans to address all of these areas are mentioned in section 1.

The School continues to embed outreach, student success and progression into the core curriculum, for example, through its theatre in education tours that form part of the undergraduate Drama and Applied Theatre in Education programme.

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. Raising attainment, therefore takes on a wholly different approach to the more traditional measure of prior educational attainment and subject/qualification choice and, as such, requires interventions of specialist preparation through audition and interview workshops for pupils to progress to drama schools and/or conservatoires in higher education. We do have ambitious plans to raise attainment in schools and colleges through our preparation programme and to simultaneously prioritise the specific challenges of breaking down cultural barriers and improving diversity in the higher education arts sector.

Our preparation programme specifically targets 16-19 year olds including those from City and Islington College, London South East Colleges and Generation Arts, in particular those from BAME backgrounds and from white working class groups. The programme includes a series of curriculum-linked workshops and a significant level of preparation techniques for auditions and interviews - essential practice to enable these students to progress into higher education (high entry academic qualifications are not a measure). Currently, the preparation programme is London centric, however, Central is developing close links in the East Midlands area where we would replicate the programme and widen the geographical reach from 2019/20. The criteria for success is to track and monitor students from these identified cohorts and to record conversion rates in higher education.

Central's core outreach activity programme is designed to raise aspiration and attainment and break down cultural barriers through its specialist delivery to targeted individuals and to groups from local and national institutions (including work with schools, colleges, community groups and youth theatres). To stimulate interest in the potential of theatre and theatre-related skills as a career pathway, we offer Open Days (including a member of staff on hand to discuss disability support), course-specific curriculum projects in a variety of settings and a number of bursaries on to our diploma short courses, and a Saturday youth theatre programme.

To further enhance our commitment to widen access and participation, staff members are governors and trustees at numerous institutions including primary and secondary schools, community theatre groups and in supporting arts in the criminal justice system. Our outreach programme is extended to all of these groups.

In 2018, Central piloted an unconscious bias training programme for staff to ensure that equality and diversity on the audition and interview panels continued to be delivered from a level playing field.

As a specialist federal college of the University of London we will work with each other and the wider group of universities, in particular, those within the performing and production arts sector, in order to share best practice and, where relevant, to make best use of economies of scale. We will continue to subscribe to and/or join other specialist arts, industry and education networks such as GuildHE, CUK, UUK, Cultural Camden, CIF, What Next?/Young Vic, Linking London, NEON and UKADIA to better understand the cultural arts and its models of best practice in these landscapes. Linking London is a unique partnership of thirty nine partners made up of universities, colleges, sixth form colleges, schools, awarding bodies, Jisc Regional Support Centre, the London Councils Young People's Education and Skills team and unionlearn. Through Linking London membership partners work both collaboratively and individually to maximise their contribution to targeted

student engagement and achievement, social mobility and in pursuit of improvements in social justice through education.

Widening Participation leads from the colleges of the University of London meet once a term to share best practice and focus on common issues. The group share project outcome information and data to enable colleagues to benchmark the performance of their suite of activities. This recognises the importance not just of evaluating activity internally, but also of benchmarking across the sector.

Central is part of the National Collaborative Outreach Programme (NCOP) through Linking London. The project includes partnering FE colleges with HE providers to raise the aspirations of students from targeted wards within the M25 location. Central are working with performing arts, creative arts and media students to highlight the opportunities that Conservatoire training can offer.

Central's Executive Management Group and the Head of Outreach and Business Training are responsible for delivery of the Access and Participation Plan, in collaboration with the Deanery, the Access, Participation and Inclusion (API) Committee, the Admissions and Recruitment Group (ARG) and the Student Union (SU), and through regularly engaging with academic and support staff and students. Regular reports on progress are received by the Governing Body.

The development of our access, student success and progression measures will be informed by evaluating what works. Our approach to the evaluation of access and student success will include:

- Monitor increases/decreases in applications from partner colleges and schools with whom Central has regular contact;
- Monitor the ethnicity and deprivation diversity of the Central student intake over time;
- Monitor the retention and achievement of BAME and deprived students once at Central;
- Regularly review targeting of FE colleges, schools and community groups;
- Review questionnaires each year to maximise their potential to capture information about not only delivery but aspiration and attainment;
- Identify student destination data for those targeted students enrolled on short course and diploma courses at Central;
- Streamline all outreach activity from a School-wide perspective and enhance undergraduate outreach programme and placement opportunities.

We will continue to work closely with the national Higher Education Access Tracking (HEAT) service to produce an outreach monitoring and evaluation report each year as well as to draw upon the latest research data. Central does not currently subscribe to HEAT since its subscription fee is prohibitive, however, we would welcome the opportunity to obtain a group membership for small and specialist institutions.

We will target students over a five year period to track student progress into higher education, specifically to Central and, where possible, to other HE institutions and/or employment.

The Single Equality Scheme at Central serves as an umbrella document for all Equality and Diversity Policies; the Scheme, together with Statements on Equality and other relevant guidance, is available on Central's website alongside illustrative case studies and statistical data published in accordance with legal requirement. An annual reporting structure to the Governing Body (one of our Governors is an equality and diversity champion) summarises the outcomes of the themes for the previous year, highlights areas of good practice, provides benchmarking data where possible, provides information on any changes in legislation and planned action and presents the agreed themes for the coming year.

3. Access, student success and progression measures

To increase and maintain participation from diverse backgrounds, in particular, where we have identified a need for institutional improvement such as those from POLAR 3, quintiles 1 and 2 and BAME backgrounds. To prioritise disadvantaged groups identified as under-represented both institutionally and in the wider arts sector, Central has an outreach plan which addresses not only geographic targeting but also the targeting of particular groups of young people.

Examples of core outreach activity includes campus tours, preparation and specialist workshops, master classes, post production workshops and Q&A sessions. A combined delivery model includes academic staff, support staff, student ambassadors, undergraduate and postgraduate students, crew and cast - with a focus on targeted groups aged 16 years and over who may experience barriers to higher education and to entry into the arts. In particular, the following activities are included in a series of up to 10 workshops delivered to those FE colleges with whom we have a sustained relationship:

Audition and Interview/Portfolio workshops - 2 hours

- Aims to give a practical insight into Central's undergraduate courses; how to prepare and what to include for your audition or interview/portfolio workshop.

Master classes - 2 hours

- A practical and specialist workshop for students studying drama and/or art and design who are interested in applying to Higher Education.

Summer Schools include a continuing collaboration with:

- the University of Hertfordshire and the University of Oxford for looked after children (LAC);
- a three week programme with Generation Arts, who support marginalized and disadvantaged young people transform futures through theatre;
- a Summer school programme with Goldsmiths College and Ravensbourne for the National Collaborative Outreach Programme (NCOP).

Core curriculum outreach projects include a theatre in education (TIE) primary tour performance delivered by Central staff and second year undergraduates to over 200 pupils aged 7-10 in London and Oldham, and a design and crafts exhibition delivered by third year theatre practice students to more than 50 students from targeted local schools and colleges.

Addressing the lack in students from POLAR 3 Building on collaborations in the East Midlands (Derby, Leicester, Nottingham), Central will stage a school-themed regional production by 3rd year BA (Hons) Acting and BA (Hons) Theatre Practice students in November 2018 in

collaboration with the Curve Theatre, Leicester. Pre- and post-specialist workshops including all course areas, a back stage tour and a Q&A with cast and crew will be programmed for over 300 students from socio-economically disadvantaged backgrounds in local schools and colleges, in particular, white males and females.

Working towards the government driver of increasing the number of BAME young people attending university, Central continues to undertake activity which seeks to positively impact on retention and attainment of BAME students such as mentoring for BA Acting (CDT) students through partnerships with Black-led Theatre Company, Talawa, targeted projects with Generation Arts and WacArts and student placements with the Arcola Youth Theatre, Young Lyric and Stratford East. Central also delivers specialist outreach activity (workshops and master classes) to targeted cohorts which consist of at least 50% of individuals from a BAME and/or lower socio-economic background.

To remove the range of barriers impacting on access to Central and to the field of theatre and performing arts, Central offers in excess of 500 free tickets to individuals and groups from targeted colleges, schools and community groups to visit the School's Embassy Theatre and watch public performances by our undergraduate and postgraduate students. These performances are followed by a Q&A session which is delivered by academic staff, support staff and student members of the cast and crew.

Further, Central's continuing policy is to offer free audition vouchers to all eligible applicants (with a household income lower than £25,000) since the audition fee may represent a deterrent to applicants from low-income groups; the School currently charges an audition fee of £55 for non-eligible students applying for the BA Acting courses. There is no charge for all other undergraduate courses. Alongside this, Central recognises the barriers to accessing affordable travel for students outside of London and offers regional auditions and interviews in the East Midlands for all undergraduate courses.

Central's student ambassador programme has dual aims for potential students: to raise aspirations of those from under-represented groups and to raise attainment through a programme of campus tours, Q&A sessions, preparation workshops and supporting applications into higher education.

Student success examples include Central's Learning Centre offering a disability and dyslexia service and a learning skills programme which offers academic support and assistive technology for learning. Its Student Advice Service offers financial advice and health and well-being support for students. Each centre works closely with our academic staff to ensure that students have a positive experience of higher education that meets their particular needs.

Examples include:

- developing the estate to improve access for those with physical impairments (which presents particular challenges for a site that includes an old theatre at its heart), the new North Block building has up to date adjustments;
- Investing in assistive technology for the use of students with disabilities;

- maintaining and improving a library stocked specifically to encourage and enable inclusion (both in terms of the publications available and the formats in which they are made available);
- a rigorous Wellbeing and Fitness to Study programme including an increased counselling provision and working more closely with Course teams to develop more efficient and proactive ways to address mental health concerns, including a continuing training programme for academic and support staff;
- being a member of the #time4change Mental Health Charter;
- Student work-based placements which offer the opportunity to broaden CVs and industry contacts and to strengthen progression for employability and non-academic skills, essential for the workplace.

Central continues to partner with world-leading theatre company Complicité to co-produce small scale, devised, regional touring work specifically targeted at young audiences. The intention of this innovation is twofold: to reach out to new audiences for Complicité, and, via accompanying workshops, to engage young people in the collaborative processes of theatre-making and the prospect of undertaking higher education training in the area.

Building on student progression into employment and postgraduate study, we continue to develop collaborative activity through a wide-ranging level of education and industry links which support showcase and student placement activity. The School offers MA, MFA and PG certificate courses to which our undergraduate students are encouraged to apply. Our small and specialised nature enables bespoke promotion of further study at a course/local level. Doctorate applications are considered on a case-by-case basis.

In 2017 Central launched the Central Start-Up & Enterprise scheme. The scheme is designed to fund graduate start-ups (with awards totalling c£5,000) and track their impact whilst developing a culture, awareness and understanding of enterprise amongst Central's students, particularly those about to graduate.

The scheme will continue to develop in line with what our students tell us they need by way of help in the development of their entrepreneurial skills, their business ideas and start-up companies.

To encourage and sustain diversity in the staff population, Central will regularly review its advertisement, recruitment and selection procedures to ensure all areas of potential bias and/or prejudice opinion/judgment is eliminated. Jobs descriptions and advertisements will continue to be assessed in order to ensure inclusivity is fully embedded including those protected characteristics covered by the Equality Act. With regards to occupational groups, where a particular group is significantly underrepresented, Central will include a Positive Action Statement as part of the advertisement, recruitment and selection process.

4. Investment

From 2017-18, Central has charged tuition fees of £9,250. This level of fee must be understood in the context of it costing more than £15,000 per student to provide the exceptional learning experience that the School offers. Central's student body is comprised of approximately 1000 students, one third of which are studying on postgraduate courses.

Central intends to invest a minimum of 6% of its higher fee income to support student success and retention for students of all backgrounds. A principal means of doing this is through protecting and developing the physical and intellectual learning environment so crucial to facilitating access to our specialist subject areas. In 2019, the completion of the North Block building will comprise five double-height studios and a new theatre, enabling us to bring students and staff together on one site as well as offer 'state of the art' facilities.

Central will invest over 26% of its higher fee income on the activities described in this Access Agreement. Of this investment, 14.3% will be spent on access expenditure, 6.3% on student success and retention, and 2.3% on progression (the School provides close industry links through curricular and placement activity) and 3.5% on financial support.

Central will offer cash bursaries totalling £42,500 comprising equally divided awards to first year undergraduate students who are from a widening participation background and with a household income lower than £25,000 and, in particular, those from care leaver and carer backgrounds. In 2015-16, there were a total of 51 students who received an equal amount each.

Central has an annual hardship fund of £27,000 comprised of funding for undergraduate and postgraduate students and including care leavers and carers. Care leavers and carers receive an annual hardship bursary of £1,000, £500 of which will be payable in the Summer term to assist students between graduating and securing employment.

Students with complex needs will be supported and will continue to have access to funded provision as agreed through their needs assessment. However, in response to continuing changes to DSA funding, we remain concerned about some aspects. In particular:

- the potential for these measures to be seen as an additional disincentive to disabled students, given the existing impact on students' perceptions of support available to them as a result of the widely published reduction in DSA funding;
- the likely cost of continuing weekly 1:1 support for dyslexic students in an institution that, like many specialist arts institutions, sees a high (24%) rate of self-declared dyslexia. Given that no alternative funding stream is proposed, we will need to identify new revenue to deliver support with no guarantee that this will be sufficient to maintain our current high standards.

In 2017/18 Central was a recipient of £28,000 from the National Collaborative Outreach Project funding programme in collaboration with Goldsmiths, University of London, Ravensbourne and three targeted further education colleges. This project has been extended until July 2019 and targets learners in electoral wards with low progression into higher education.

Central continues to offer a total of c£20k for acting diploma bursaries (subject to successful audition) for those eligible students who have participated in our outreach programme and who have been unsuccessful in applying to higher education (and wish to re-apply). The diploma programme is a way of enabling eligible young students to hone their acting skills whilst working at the same time for a one year period. This scheme has proven successful and whilst it is not possible to capture student progression into higher education, we do

have evidence of student progression onto ArtsEd and onto Central after completing the diploma course.

We recognise that next year we may have a better sense of how our forecasts post 2020 might be affected by rebalancing of undergraduate home/overseas student numbers post-BREXIT.

5. Provision of information to students

Central will continue to ensure that clear and timely information on our tuition fee levels and financial support for students is provided for UCAS and the Student Loans Company so they can populate their course databases in good time to inform applications.

Central's website provides prospective students with information on the tuition fees that they will pay, together with details of the financial support available to them. Tuition fee details are published 18 months before the commencement of the academic year to which they refer; a statement is included on the relevant webpage that makes it clear that students studying subsequent years of their programme may see their tuition fee rise by a small percentage each year in line with inflation.

We are committed to the clearest possible communication of information to all our students. The School will continue to provide information through its printed prospectuses and more specific details on the website link www.cssd.ac.uk as well as through workshops and Q&A sessions and responding to enquiries.

Fee information will continue to be made clear in offer letters.

Our commitment to widening participation is built into our admissions processes and we continue to audition/interview every eligible applicant and accept a broad range of entry qualifications.

For financial support, Central will automatically allocate cash bursaries comprising equally divided awards to first year undergraduate students who are from a widening participation background and with a household income lower than £25,000 and, in particular, those from care leaver and carer backgrounds. It should be noted that these allocations may vary, year on year, depending upon the number of enrolled eligible students in order to ensure an equal distribution of funds to all students from a widening participation background. However, the eligibility and criteria for funds will be made explicit on our website.

It should be noted that the level of contact hours for all of Central's degree courses is high, in particular, the acting courses are in session from 8am to 6pm with rehearsals often at weekends. Therefore, the cash bursaries are put in place to significantly reduce the need for students to secure part-time work.

Historically, evaluating financial support has been through 1:1 student interviews and capturing anecdotal evidence (verbal not written) since focus groups were unsuccessful due to timetabling clashes and a lack of resource to bring groups of students together at different and numerous points throughout the year (it should be noted that Central has the equivalent of 2 full-time members of WP staff). However, in 2018/19, we will conduct a survey through liaison with course representatives to measure the impact on those students

who receive cash bursaries and to identify whether it alleviates the burden of part-time working and/or any other financial commitments including maintenance (for example, the high cost of living in a central London location).

Central has an annual hardship fund of £27,000 comprised of funding for undergraduate and postgraduate students and including care leavers and carers. Information on the application process is accessible on Central's virtual learning environment (VLE) which students can access upon enrolment. Care leavers and carers receive an annual hardship bursary of £1,000, £500 of which will be payable in the Summer term to assist students between graduating and securing employment.

Central will invest a total of £69,500 in widening participation cash bursaries and hardship funding which comprises 3.5% of the proportion of higher fee income.

All information on all scholarships is accessible on the website link www.cssd.ac.uk/fees-and-funding

Student consultation is embedded within the core administrative function at Central, for example, the Student Union president is a representative member of the Learning, Teaching and Student Experience Committee, the Governing Body and the Access, Participation and Inclusion Committee, all of whom meet termly and where all key documents are considered/approved. There are student course representatives for each year group who meet termly with faculty staff. Also, students are either members of, or invited to, additional termly committees such as the Virtual Learning Environment Committee (VLEC). Further, the 2016/17 Disability and Dyslexia SU representative introduced a video to promote the significant student support on offer at Central. Here is a link to the video: <https://youtu.be/njAQm7xZ2ms>

* 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.

Subject to statutory guidance Central intends to apply the full inflationary uplift to new Home/EU undergraduate students from the 2019-20 academic year. The level of fee must be understood in the context of it costing more than £15,000 per student to provide the exceptional learning experience the School offers.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
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	State school	HESA T1a - State School (Young, full-time, first degree entrants)	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.	No	2014-15	91.3%	92.8%	93.8%	93.8%	94%	94.5%	To continue to offer an outreach programme including preparation workshops, master classes and course specific sessions to those state schools with whom we are already working and to forge new relationships where appropriate.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	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.	Yes	2014-15	9.7%	10.5%	11%	11.4%	11.4%	11.5%	To continue to offer outreach activities including preparation workshops, master classes and course specific sessions to those state schools with whom we are already working and to build relations with FE schools and colleges in the East Midlands.
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	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.	No	2014-15	14%	16%	17%	18%	19%	19.5%	To continue to offer and develop outreach activities including preparation workshops, master classes and course specific sessions to those specifically targeted individuals and groups.
T16a_04	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	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.	No	2014-15	25%	25%	25%	25%	25%	25%	To continue to develop programmes of support for those students with a disability.
T16a_05	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	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.	No	2014-15	96.2%	96.2%	96.2%	96.2%	96.2%	96.2%	To continue to provide close industry connectedness through work placements and performances and exhibitions to industry employers.
T16a_06	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	To maintain our 2014/15 non-completion rate of 4% in line with performance indicators.	No	2014-15	4%	4%	4%	4%	4%	4%	To continue to provide routes into the industry through showcases and work-based placements as well as providing a robust curriculum for continuation onto postgraduate courses.

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	Access	Care-leavers	Outreach / WP activity (summer schools)	Continue to develop and deliver a joint LAC Summer School in collaboration with the Universities of Hertfordshire and Oxford.	Yes	2013-14	2014-15 - work in progress.	15	15	15	15	15	To work in partnership with the other HEIs to identify a tracking project for the LAC students year on year. A cohort of c15 students in total each year. This target is not about increasing numbers year on year, rather tracking and monitoring to identify whether increased numbers out of the 15 have entered into HE.
T16b_02	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	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, CJK, UUK, Cultural Camden, CIF and What Next?/Young Vic.	Yes	2013-14	2014-15 - work in progress.	3	4	4	5	5	To continue to offer collaborative events and data sharing (where appropriate) through Linking London and the University of London groups. It is not possible to amend the milestones to reflect the number of participants at this time. We have therefore included the number of events.
T16b_03	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	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)	Yes	2017-18	2017-18 work in progress	20	30	30	30	30	To extend and enhance our reach to male student cohorts from BME backgrounds and seek to improve diversity.
T16b_04	Access	White economically disadvantaged males	Outreach / WP activity (other - please give details in the next column)	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.	No	2017-18	Not yet known	325	350	400	400	400	Building on collaborations in the East Midlands, a programme in 2017-18 will target over 300 students from socio-economically disadvantaged backgrounds.
T16b_05	Student success	Care-leavers	Outreach / WP activity (other - please give details in the next column)	To continue to develop our care leaver programme from entry point to employment.	No	2016-17	1	2	2	3	3	3	To continue to offer a wide ranging student success programme including academic, pastoral and financial support. In 2015-16, our first student on this programme graduated. Since then we have worked with this student graduate to develop the programme. We will continue to offer the programme to all care leavers although it is optional. In 2017-18, one student has accepted a place (and declared care leaver status which is not mandatory). We would not anticipate a significant increase in numbers year on year since the undergraduate entry cohort is c200.
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	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.	No	2015-16	182	190	190	195	200	225	To continue to offer outreach activities including preparation workshops, master classes and course specific sessions to those state schools with whom we are already working and to forge new relationships where appropriate, including regional ones. Please note the context of applicants is 4-5000 applicants each year for a total of c200 undergraduate places. Baseline data of 182 applicants in 2015-16 applies to NS-SEC data. From 2016-17 this will no longer exist. From 2016-17 we will be using POLAR3 data. There is no direct correlation between these data sets. We would look to increase the number of applications year on year.
T16b_07	Access	Gender	Outreach / WP activity (collaborative - please give details in the next column)	To track and monitor students at Generation Arts (NEET cohort) and record conversion rates of these students into HE.	Yes	2015-16	12	12	13	13	13	14	To continue to offer the outreach preparation programme to the annual cohort at Generation Arts which comprises up to 15 students and to maintain the excellent progression record of 86% of students progressing into education in 2015-16, of which 12 progressed into HE. Generation Arts continue to demonstrate an excellent progression track record (note: not all students enter into HE).