

ROSE BRUFORD COLLEGE OF THEATRE AND PERFORMANCE (RBC) ACCESS AND PARTICIPATION PLAN 2020/21 TO 2024/25

1. ASSESSMENT OF PERFORMANCE

RBC is striving to be a centre of excellence and model of good practice in access and participation – particularly within the small specialist creative sector.

The relatively small numbers of students at Rose Bruford College mean that many of the differences around access and participation between the College and the HEI sector as a whole for the target groups are not statistically significant (*OfS dataset*).

1.1 Higher education participation, household income or socio-economic status students (*OfS dataset*)

Access

<u>IMDQ1</u>	RBC %	SECTOR %	Gap %	POP%	GAP %
2013/14	10.9%	19.0%	-8.1%	21.8%	-10.9%
2014/15	11.3%	20.4%	-9.1%	21.9%	-10.6%
2015/16	12.3%	20.9%	-8.6%	22.2%	-9.9%
2016/17	7.8%	21.2%	-13.4%	22%	-14.2%
2017/18	12.4%	21.6%	-9.2%	22.1%	-9.7%
<u>IMDQ2</u>					
2013/14	21.3%	18.8%	+2.5%	20.1%	+1.2%
2014/15	15.8%	19.6%	-3.8%	20.4%	-4.6%
2015/16	15.3%	19.7%	-4.4%	20.3%	-5%
2016/17	19.6%	19.9%	-0.3%	20.3%	-0.7%
2017/18	16.6%	20%	-3.4%	20.3%	-3.7%
<u>IMDQ3</u>					
2013/14	19%	18.7%	+0.3%	19%	0%
2014/15	23.7%	18.6%	+5.1%	18.8%	+4.9%
2015/16	19%	18.6%	+0.4%	18.9%	+0.1%
2016/17	18.3%	18.4%	-0.1%	18.9%	-0.6%
2017/18	19.5%	18.5%	+1%	18.8%	+0.7%
<u>IMDQ4</u>					
2013/14	19.5%	20.1%	-0.6%	19%	+0.5%
2014/15	23.7%	19.5%	+4.2%	19%	+4.7%
2015/16	30.1%	19.2%	+10.9%	18.8%	+11.3%
2016/17	22.9%	19%	+3.9%	18.9%	+4%
2017/18	24.3%	18.9%	+5.4%	18.9%	+5.4%
<u>IMDQ5</u>					
2013/14	29.3%	23.3%	+6%	20%	+9.3%
2014/15	25.4%	22%	+3.4%	19.8%	+5.6%
2015/16	23.3%	21.7%	+1.6%	19.8%	+3.5%
2016/17	31.4%	21.5%	+9.9%	19.8%	+11.6%
2017/18	27.2%	21%	+6.2%	19.9%	+7.3%

For IMDQ1 RBC has consistently fallen below the sector and population averages. 2016/17 shows a gap of -13.4% with the sector and of -14.2% with the population as a whole. 2017/18 has seen

these gaps reduce to -9.2% and -9.7% respectively. For IMDQs2,3 and 4 RBC has performed within the sector and population averages.

IMDQ5 shows persistent differences between RBC and the sector and the population as a whole. In 2016/17 these gaps are +9.9% and +11.6% respectively. Again 2017/18 has seen these gaps reduce to +6.2% and +7.3% respectively.

<u>POLAR4Q1</u>	RBC %	SECTOR %	GAP%	POP %	GAP%
2013/14	9%	11.1%	-2.1%	18.5%	-9.5%
2014/15	8.9%	11.6%	-2.7%	18.5%	-9.6%
2015/16	11.7%	11.7%	0%	18.5%	-6.8%
2016/17	10.1%	11.8%	-1.7%	18.2%	-8.1%
2017/18	8.8%	12%	-3.2%	18.1%	-9.3%
<u>POLAR4Q2</u>					
2013/14	14.8%	15.5%	-0.7%	19.2%	-4.4%
2014/15	17.7%	15.7%	+2%	19.1%	-1.4%
2015/16	14.3%	15.7%	-1.4%	19.1%	-4.8%
2016/17	18.7%	15.7%	+3%	19%	-0.3%
2017/18	20.3%	15.7%	+4.6%	18.8%	+1.5%
<u>POLAR4Q3</u>					
2013/14	21.3%	19.1%	+2.2%	19.7%	+1.6%
2014/15	20.3%	19.1%	+1.2%	19.7%	+0.6%
2015/16	20.8%	19.1%	+1.7%	19.7%	+1.1%
2016/17	20.1%	19.1%	+1%	19.7%	+0.4%
2017/18	20.3%	19%	+1.3%	19.7%	+0.6%
<u>POLAR4Q4</u>					
2013/14	23.2%	23.2%	0%	20%	+3.2%
2014/15	22.8%	23.2%	-0.5%	19.9%	+2.9%
2015/16	22.7%	23.1%	-0.4%	19.8%	+2.9%
2016/17	19.4%	23%	-3.6%	19.9%	-0.5%
2017/18	21.6%	23%	-1.4%	20%	+1.6%
<u>POLAR4Q5</u>					
2013/14	31.6%	31%	+0.6%	22.7%	+8.9%
2014/15	30.4%	30.5%	-0.1%	22.8%	+7.6%
2015/16	30.5%	30.4%	+0.1%	22.8%	+7.7%
2016/17	31.7%	30.4%	+1.3%	23.2%	+8.5%
2017/18	29.1%	30.3%	-1.2%	23.3%	+5.8%

RBC has performed very much in line with the sector across all POLAR4 quintiles. However, POLAR4Q1 also shows a persistent gap (-9.3% in 2017/18) in relation to the population as a whole, and it is clear that RBC has ground to make up in its recruitment of students from this group.

<u>Access - OfS data (KPMs 1 & 2)</u>	2013/14	2014/15	2015/16	2016/17	2017/18
POLAR4Q1	9%	8.9%	11.7%	10.1%	8.8%
POLAR4Q5	31.6%	30.4%	30.5%	31.7%	29.1%
GAP 1/5	-22.6%	-21.5%	-18.8%	-21.6%	-20.3%

<u>Access – OfS data</u>	2013/14	2014/15	2015/16	2016/17	2017/18
IMDQ1	10.9%	11.3%	12.3%	7.8%	12.4%
IMDQ5	29.3%	25.4%	23.3%	31.4%	27.2%
GAP 1/5	-18.4%	-14.1%	-11%	-23.6%	-14.8%

During the life of this plan the College will move towards a student intake from POLAR4Q1/IMDQ1 (target of 25% in 2024/25) that reflects the population as a whole and eradicates the gaps in access between Q1 and Q5 (-20.3% and -14.8% respectively).

Success

Continuation

<u>IMDQ1 (OfS data)</u>	2012/13	2013/14	2014/15	2015/16	2016/17
RBC Q1	100%	89.5%	75%	95%	N
RBC Q5	95.2%	90.2%	93.3%	97.4%	95.8%
GAP Q1/Q5	+4.8%	-0.7%	-18.3%	-2.4%	N

<u>POLAR4Q1 (OfS data)</u>	2012/13	2013/14	2014/15	2015/16	2016/17
KPM 3					
RBC Q1	100%	92.9%	78.6%	94.4%	85.7%
RBC Q5	95.9%	91.8%	93.8%	97.9%	93.2%
GAP Q1/Q5	+4.1%	+1.1%	-15.2%	-3.5%	-7.5%

Apart from 2014/15 the continuation rates between IMDQ1/POLAR4Q1 compared with IMDQ5/POLAR4Q5 have been relatively equal. However, there is still a (-7.5%) gap between the continuation of POLAR4Q1 and POLAR4Q5 that needs to be closed.

Attainment

<u>IMDQ1 (OfS data)</u>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC Q1	58.8%	72.2%	69.2%	N	57.9%
RBC Q5	77.8%	84.2%	86.4%	78.9%	88.9%
GAP Q1/Q5	-18%	-12%	-17.2%	N	-31%

<u>POLAR4Q1 (OfS data)</u>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC Q1	66.7%	88.9%	N	N	58.8%
RBC Q5	86%	80.9%	95.3%	86.7%	95.5%
GAP Q1/Q5	-19.3%	+8%	N	N	-36.7%

There has been a persistent significant gap in attainment between IMDQ1/POLAR4Q1 and IMDQ5/POLAR4Q5. In 2017/18 this gap was -31% and -36.7% respectively. RBC will reduce this gap to 8% by 2024/25.

Progression

RBC has very limited data on the progression of POLAR4 Q1/IMDQ1 students in comparison with their Q5 peers. We will put in place mechanisms to capture this data from 2019/20 through

processes being instigated by our Student Records Manager and our new Industry and Alumni Liaison role. It is anticipated that 3 years will give a reasonable data set and that we will be able to set targets from 2022/23.

<u>OfS data - RBC</u>	2012/13	2013/14	2014/15	2015/16	2016/17
IMDQ1	R	R	62.5%	N	N
IMDQ5	73.3%	55%	43.8%	68.4%	68.8%
GAP Q1/Q5	R	R	+18.7%	N	N
POLAR4Q1	R	N	62.5%	N	N
POLAR4Q5	60.9%	67.5%	52.5%	70.3%	50%
GAP Q1/Q5	R	N	+10%	N	N

We aim to increase our level 4 intake of POLAR4Q1/IMDQ1 students to a minimum of 25% by 2024/25 and close the continuation gap between (-7.5%) between POLAR4Q1 and POLAR4Q5 students, whilst also substantially closing (to 8%) the attainment gaps (2017/18) between IMDQ1/POLAR4Q1 and IMDQ5/POLAR4Q5 students (-31% and -36.7% respectively).

1.2 BAME students (OfS dataset/RBC data)

Access

<u>OfS data – RBC Access</u>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC-Black	4.3%	4.8%	5.8%	4.8%	6.6%
Pop-Black 18	3.6%	3.6%	3.6%	3.6%	3.6%
GAP RBC/Pop	+0.7%	+1.2%	+2.2%	+1.2%	+3%
Sector-Black	8.6%	9.8%	10.2%	10.4%	10.5%
GAP RBC/Sector	-4.3%	-5%	-4.4%	-5.6%	-3.9%
RBC-Asian	0%	1.6%	0.6%	1.2%	0.6%
Pop-Asian 18	8.2%	8.2%	8.2%	8.2%	8.2%
GAP RBC/Pop	-8.2%	-6.6%	-7.6%	-7%	-7.6%
Sector-Asian	11.9%	12.5%	12.9%	13.3%	13.7%
GAP RBC/Sector	-11.9%	-10.9%	-12.3%	-12.1%	-13.1%
RBC-Mixed	4.9%	3.7%	4%	3.6%	4.4%
Pop-Mixed 18	3.2%	3.2%	3.2%	3.2%	3.2%
GAP RBC/Pop	+1.7%	+0.5%	+0.8%	+0.4%	+1.2%
Sector - Mixed	4.1%	4.4%	4.6%	4.7%	4.8%
GAP RBC/Sector	+0.8%	-0.7%	-0.6%	-1.1%	-0.4%
RBC-Other	0%	0.5%	0.6%	0.6%	1.7%

Pop-Other 18	1.1%	1.1%	1.1%	1.1%	1.1%
GAP RBC/Pop	-1.1%	-0.6%	-0.5%	-0.5%	+0.6%
Sector - Other	1.5%	1.7%	1.8%	1.9%	2.2%
GAP RBC/Sector	-1.5%	-1.2%	-1.2%	-1.3%	-0.5%
Total RBC BAME access	9.2%	10.6%	11%	10.2%	13.3%
Total Pop 18 BAME	16.1%	16.1%	16.1%	16.1%	16.1%
Total Sector BAME	26.1%	28.4%	29.5%	30.3%	31.2%
GAP BAME RBC/Pop 18	-6.9%	-5.5%	-5.1%	-5.9%	-2.8%
GAP BAME RBC/Sector	-16.9%	-17.8%	-18.5%	-20.1%	-17.9%
RBC-White	90.8%	89.4%	89%	89.7%	86.7%
Pop-White 18	84%	84%	84%	84%	84%
Sector - White	73.8%	71.6%	70.5%	69.6%	68.9%

Overall RBC's recruitment of BAME students is in line with the BAME population aged 18. There is a -17.9% gap (2017/18) with the total BAME recruitment in the sector. Black students are slightly in excess of the Black population aged 18 but slightly below the sector level. The recruitment gap is widest in respect of Asian students (-7.6% population aged 18 and -13.1% sector). Mixed and other student recruitment is very much in line with the population and the sector.

RBC will increase its recruitment of BAME students to 25% by 2024/25 and look in particular to recruiting more Asian (total 4%) and Black (total 10%) students.

Success Continuation

The RBC TEF data covering the years 2014/15 to 2016/17 indicate retention of BAME students to be 92.9%. This is comparable with their non BAME counterparts where the retention rate was 92.2%. This gives a gap of +0.7% and is above the sector norm. RBC does not have disaggregated data for this percentage. We will collect and report on such data from 2019/20.

<i>OfS data – sector continuation</i>	2014/15	2015/16	2016/17
Black	86%	85.4%	85%
Asian	90.7%	90.8%	90.3%
Mixed	89.2%	89.1%	88.8%
Other	88.8%	88.3%	88.5%
White	91.4%	91.3%	91.3%

Attainment

<u>RBC data/OfS dataset</u>	2014/15	2015/16	2016/17	2017/18
RBC BAME students	70%	80%	68.4%	73.7%
RBC Non BAME students	77.2%	81.8%	84.8%	78.8%
GAP	-7.2%	-1.8%	-20.4%	-5.1%

We do not have disaggregated data for these percentages. RBC will collect and report on such data from 2019/20. RBC will close the attainment gap (-5.1%) between BAME students and their non BAME peers by 2024/25.

Progression

RBC has no data on the progression of BAME students in comparison with their non BAME peers. We will put in place mechanisms to capture this data from 2019/20. Three years will give us a reasonable data set and we will begin setting targets in this respect from 2022/23.

	2012/13	2013/14	2014/15	2015/16	2016/17
OfS RBC data – non BAME	60.9%	60%	50%	71.7%	60%
OfS sector data - Black	58.3%	60.7%	65.4%	65.9%	69.3%
OfS sector data - Asian	59.3%	63.1%	66.7%	67.3%	70.3%
OfS sector data - Mixed	63.4%	64.2%	69.2%	69%	71%
OfS sector data - Other	60.7%	63.4%	67.5%	67.6%	70.5%
OfS sector data – BAME average	60.4%	62.9%	67.2%	67.5%	70.3%
GAP BAME/non BAME	-0.5%	+2.9%	+17.2%	-4.2%	+10.3%

BAME students progress into employment at a higher rate than RBC non BAME students (+10.3% 2016/17).

1.3 Mature Students (OfS dataset)

Access

<u>OfS mature student data</u>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC – over 21	15.2%	16%	10.4%	16.3%	18.1%
Sector – over 21	24.7%	26.4%	26.9%	27.4%	27.8%
GAP	-9.5%	-10.4%	-16.5%	-11.1%	-9.7%
RBC –under 21	84.8%	84%	89.6%	83.7%	81.9%

Sector – under 21	75.3%	73.6%	73.1%	72.6%	72.2%
GAP	+9.5%	+10.4%	+16.5%	+11.1%	+9.7%
GAP RBC under21/over 21	-69.6%	-68%	-79.2%	-67.4%	-63.8%
GAP SECTOR under 21/over 21	-50.6%	-47.2%	-46.2%	-45.2%	-44.4%

RBC has regularly fewer mature students than the sector as a whole and there was a -9.7% gap in this respect in 2017/18. The College will recruit 22% mature students annually by 2024/25, thereby reducing this gap to -5.8%.

Success

Continuation

<i>OfS data - continuation</i>	2012/13	2013/14	2014/15	2015/16	2016/17
RBC under 21	93.3%	92.3%	90.5%	96.8%	92.1%
RBC mature	89.7%	82.1%	86.7%	94.4%	96.3%
GAP	-3.6%	-11.2%	-3.8%	-2.4%	+4.2%

There is no significant gap between the continuation of mature students and that of their younger counterparts.

Attainment

<i>OfS data - attainment</i>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC –mature	77.8%	76.9%	83.3%	95.7%	80%
RBC - under 21	77.8%	77.6%	82%	83.2%	79.2%
GAP	0%	-0.7%	+1.3%	+12.5%	+0.8%

There is no significant gap between the attainment of mature students and that of their younger counterparts.

Progression

<i>OfS data - progression</i>	2012/13	2013/14	2014/15	2015/16	2016/17
RBC under 21	60.9%	58.4%	47.2%	71.1%	51.1%
RBC Mature	N	70%	56.5%	73.7%	84.2%
GAP	N/A	+11.6%	+9.3%	+2.6%	+33.1%

RBC mature students have consistently done better in progression than their younger counterparts (+33.1% in 2016/17).

1.4 D/deaf and disabled students (OfS dataset)

Access

<i>OfS data set</i>	2013/14	2014/15	2015/16	2016/17	2017/18
RBC - total	31%	33.5%	40.5%	33.7%	44.5%

Sector - total	11.8%	12.3%	12.9%	13.7%	14.6%
GAP	+19.2	+21.2	+27.6%	+20%	+29.9%
RBC/Sector					
RBC - Cognitive or learning difficulties	16.5%	17.6%	20.2%	12%	13.2%
Sector – cognitive or learning difficulties	6.2%	6%	5.9%	5.7%	5.5%
GAP	+10.3%	+11.6%	+14.3%	+6.3%	+7.7%
RBC - Mental health condition	2.2%	2.1%	3.5%	3%	11%
Sector – Mental health condition	1.4%	1.8%	2.3%	2.9%	3.5%
GAP	+0.8%	+0.3%	+1.2%	+0.1%	+7.5%
RBC - Sensory, physical or medical impairment	6.5%	5.3%	5.8%	7.8%	3.3%
Sector – Sensory, physical or medical impairment	1.9%	2%	2.1%	2.2%	2.3%
GAP	+4.6%	+3.3%	+3.7%	+5.6%	+1%
RBC - Multiple impairments	5.4%	8%	9.2%	10.2%	14.3%
Sector – multiple impairments	1.8%	2%	1.9%	2.1%	2.3%
GAP	+3.6%	+6%	+7.3%	+8.1%	+12%
RBC - Social and communication	0.5%	0.5%	1.7%	0.6%	2.7%
Sector – Social and communication	0.4%	0.5%	0.7%	0.7%	0.8%
GAP	+0.1%	0%	+1%	-0.1%	+1.9%

RBC has been consistently ahead of the sector in its recruitment of D/deaf and disabled students (+29.9% 2017/18). This is due in part to the higher than average for the sector recruitment of students with cognitive and learning difficulties (+7.7% 2017/18), mental health issues (+7.5% 2017/18) and students with multiple impairments (+12% 2017/18). A high intake of students with

cognitive and learning difficulties is common in the creative sector. RBC's intake of students with sensory, physical and medical impairments has been declining over the last number of years (only 3.3% 2017/18) and the College will increase this percentage over the life of this plan.

Success
Continuation

<i>OfS data -RBC</i>	2012/13	2013/14	2014/15	2015/16	2016/17
D/deaf&disabled students	86.7%	86%	93.7%	97.1%	91.1%
Not known to be disabled	94.6%	92.9%	88%	96.1%	93.6%
GAP	-7.9%	-6.9%	+5.7%	+1%	-2.5%
Cognitive/learning difficulties	85.7%	90%	100%	97.1%	90%
Mental health	N	N	N	N	N
Sensory, physical, medical	N	N	N	N	92.3%
Multiple impairments	N	N	86.7%	93.8%	88.2%
Social and communication	N	N	N	N	N

On the whole D/deaf and disabled students at RBC continue at RBC at the same rate as their non-disabled peers. There is a gap (-2.5% 2016/17) to make up. Disaggregated data for continuation in this group is patchy and RBC will put in place systems to improve this from 2020/21.

Attainment

<i>OfS data – RBC (KPM5)</i>	2013/14	2014/15	2015/16	2016/17	2017/18
D/deaf&disabled students	63%	73.1%	66%	77.6%	78.6%
Not known to be disabled	84.6%	80.2%	89.7%	90.8%	80%
GAP	-21.6%	-7.1%	-23.7%	-13.2%	-1.4%
Cognitive/learning difficulties	62.5%	58.6%	53.8%	77.5%	77.1%
Mental health	N	N	N	N	71.4%
Sensory, physical, medical	N	92.3%	N	N	N
Multiple impairments	N	69.2%	N	N	80%
Social and communication	N	N/A	N/A	N	N

To date, equality of attainment by D/deaf and disabled students in comparison with their non-disabled peers has been difficult to achieve. There is currently a gap to be made up (-1.4% 2016/17). Students with cognitive and learning difficulties have consistently achieved below their non-disabled peers. As with continuation, disaggregated data for attainment in this group is patchy and RBC will put in place systems to improve this from 2020/21.

Progression

<u>OfS data - RBC</u>	2012/13	2013/14	2014/15	2015/16	2016/17
D/deaf&disabled students	45.7%	53.8%	50%	74.4%	50.9%
Not known to be disabled	71.2%	62.8%	47.8%	70%	66.2%
GAP	-25.5%	-9%	+2.2%	+4.4%	-15.3%

RBC has little data (and no disaggregated data) on the progression of D/deaf and disabled students in comparison with their non-disabled peers. We will put in place mechanisms to capture this data from 2020/21. There is a -15.3% gap in progression (2016/17) between D/deaf and disabled students and their non-disabled peers. RBC will close this gap over the life of this plan.

1.5 Care Leavers (RBC data/national data)

Access

We currently have very few care leavers joining the College - although recent HESA data (*HESA Data 2018 presented at the Care Leavers and Estranged Student Forum*) shows that the creative arts are a leading choice of courses for care leavers. In the five years from 2014/15 to 2018/19 there have been only 11 students in total who have identified as care leavers (RBC internal data). If we take 2018/19 as our baseline year only 0.18% of our full-time undergraduates have identified as care leavers.

External national data does not paint a consistent picture of care leavers' engagement with HE. For example, the 2015 Department for Education data says that only 6% of care leavers in England enter HE; whereas the 2017/18 HESA/UCAS data has this figure at 12%. The *Moving On Up* report (2017) tells us that 12% of care leavers enter HE by the age of 23: *"In summary, the best information available suggests that, at present, around 650 care leavers enter HE each year (of all ages), leading to a total in any given academic year of around 2,500 across the various undergraduate years. There are an additional 3,500 care-experienced students who either left care before the age of 16 or who entered HE later after the responsibility of their local authority ended ... these figures are likely to be underestimates, but the scale of the underestimate is not currently known."*

English domiciled care leavers and care experienced students in HE in 2015/16

	Care Leavers	Other care experienced students
First degree		
- Full time	1,900	3,230
- Part time	450	100
Other undergraduate study		
- Full time	110	150
- Part time	110	50
TOTAL	2,570	3,530

Source: HESA (2017) – note that numbers are rounded to the nearest ten and that the care leaver column also includes small numbers of students still deemed to be in care.

Continuation, Attainment and Progression

We have no data on the continuation, attainment or progression of care leaver students because of the very small dataset. We will collect this data from 2020/21. The *Moving On Up* report highlights that many of these students will declare a disability and/or have special educational needs. Many will be from Black/Mixed backgrounds and come from low HE participation

neighbourhoods. 38% leave their courses before completion. However, those that sit their degrees are as likely to achieve a first or upper second class degree as their peers. The report concludes:

“Any firm conclusions about which students are likely to be successful are inevitably hostages to fortune, but this study has highlighted six recurring factors that are likely to predispose care-experienced students towards success:

- 1. **Strong KS4 attainment**, although it is currently unclear whether it is the qualifications and/or the underlying knowledge and skills that are important, or whether these form a wider proxy for positive dispositions (e.g. intrinsic motivation) or situational factors (e.g. supportive home environment);*
- 2. A planned and **managed transition from care to HE**, including liaison between local authority and HEI and dedicated ‘settling-in’ support from the HEI;*
- 3. **Membership of the HE community**, both in terms of the mutual support and human connection provided by social networks and respect and recognition from academic and administrative staff;*
- 4. **Resilience and determination** – these were notable features of many accounts of care-experienced students who had overcome adversity;*
- 5. **Strong disability support**, especially for SEN and long-term mental health issues, as these emerge as key risk factors in both parts of this study;*
- 6. Recognition and support for **alternative educational pathways** from both HEIs and local authorities, including before HE (i.e. to accumulate Level 3 qualifications) and within HE (e.g. pauses in study or switches in mode).”*

RBC recognises the need to address the small number of care leavers it recruits and will work to bring our numbers of care leavers over levels 4, 5 and 6 to 6% by 2024/25. We will use the *Moving On Up* report as the starting point for our support of these students. This work, beginning in 2019/20, will impact on the 2020/21 intake of students.

RBC has no data on the progression of care leavers and will begin collecting this data from 2019/20. Because of the very small numbers involved four years will give us a reasonable data set and we can set targets for this group from 2023/24.

1.6 Intersections of disadvantage

Over a third (34.5%) of BAME students enrolled at level 4 over the five years 2014/15 to 2016/17 53 declared a disability. From 2019/20 RBC will undertake considerably enhanced monitoring of students from disadvantaged groups to enable us to much better analyse intersections of disadvantage.

1.7 Other groups who experience barriers in higher education

We do not have data to analyse our performance in respect of other under-represented groups such as carers, estranged young people, refugees, Gypsy/Roma/Traveller communities, or young people from military families. Over the life of this plan we will work with partners and begin to better engage with these communities.

2. STRATEGIC AIMS AND OBJECTIVES

Throughout the life of this plan RBC will change the culture of the institution to make it inclusive by design across the whole College community. We will remove elements that might make under-represented groups feel “othered” and integrate inclusion into all of our existing systems

and practices in order to move from a reactive to an anticipatory environment.

2.1 Target groups

- Students from BAME communities
- D/deaf and disabled students
- Higher education participation, household income or socio-economic status students
- Mature students
- Care leavers

We will engage with these groups at all stages of the student journey. Please see below under 2.2 Aims and Objectives for the details of this engagement and specific targets across access, retention, attainment and progression.

2.2 Aims and objectives

Students from BAME communities

London has a far higher total percentage of BAME communities (38.24%) within its population than the country as a whole (14%), (2011 Census). BAME populations are now spread equally between inner London and outer London boroughs. RBC's recruitment of BAME students is very much in line with the population of 18 year old BAME young people. We believe that RBC's current percentages in respect of BAME students need to be increased to represent the BAME communities within London.

BAME communities make up only 23% of the creative and cultural workers in London (2016) (*Culture Club: Social Mobility in the Creative and Cultural Industries*, Pinoncelly and Washington-Ihime). The College will work with the creative and cultural industries towards increasing the percentage of workers in these industries and thus increase the employability of our BAME graduates and better reflect the population of London.

Targets for BAME students to 2024/25:

- **Increase representation from the BAME communities in the College student cohort to a minimum of 25% (inc 4% Asian students and 15% Black students) of students across levels 4, 5 and 6.**
- **Eradicate the attainment gap (5.1%) between BAME students and their non BAME peers**
- **Retain the parity of retention between BAME students and their non BAME peers**
- **Work with the theatre and performance industry to try to ensure that 85% of these students leave the College and enter employment and/or obtain an agent within 15 months of their leaving.**

D/deaf and disabled students

Statistics for 2016/17 (*gov.uk*) show that 22% of the population (13.9 million) and 19% of working age adults have a declared disability. London has the lowest percentage of declared disability with 15% (1.3 million). Declared mental health conditions are increasing.

RBC already has a large percentage of its students who declare a disability. The large percentage of students with declared neuro-diversity within this group is a common factor amongst small specialist arts institutions. RBC has a larger percentage of students with a declared disability in 2017/18 (44.5%) than its peer group (average 22%) (*TEF comparative data*).

The large percentage of students declaring a mental health condition at level 4 is symptomatic of the growing mental health issue across the HE sector.

Targets for D/deaf and disabled students (in collaboration with Graeae Theatre Company – please see Strategic Measures) to 2024/25:

- Maintain recruitment and life-cycle support of students with neuro-diversity and/or mental health issues
- Recruit and support larger numbers of students with sensory, medical or physical impairments (these students specifically experience considerable barriers to creative and performing arts training – Graeae Theatre Company) to 6% across levels 4, 5 and 6
- Eradicate the attainment gap (1.4%) between D/deaf and disabled students and their non disabled peers
- Eradicate the gap in retention (2.5%) between D/deaf and disabled students and their non disabled peers
- Work with the theatre and performance industry to try to ensure that 85% (eradicate 15.3% progression gap) of these students to leave the College and enter employment and/or obtain an agent within 15 months of their leaving.

Higher education participation, household income or socio-economic status students

Targets for POLAR4Q1 and IMDQ1 students to 2024/25:

- Increase the number of students from POLAR4Q1/IMDQ1 areas across levels 4, 5 and 6 to a minimum of 25% - eradicate current gaps with POLAR4Q5/IMDQ5 students (20.3% and 14.8% respectively 2017/18)
- Reduce the attainment gaps (POLAR4 36.7% and IMD 31% 2017/18) between students from POLAR4Q1/IMDQ1 areas and those from POLAR4Q5/IMDQ5 to 8%
- Eradicate the continuation gap (7.5% 2016/17) between POLAR4Q1 and POLAR4Q5
- Work with the theatre and performance industry to try to ensure that 85% of these students to leave the College and enter employment and/or obtain an agent within 15 months of their leaving.

Care leavers

Targets for care leaver students to 2024/25:

- Increase the number of students who are care leavers across levels 4, 5 and 6 to a minimum of 6%
- Avoid any attainment gap between students who are care leavers and the cohort as a whole
- Avoid any retention gap between students who are care leavers and the cohort as a whole
- Work with the theatre and performance industry to try to ensure that 85% of these students to leave the College and enter employment and/or obtain an agent within 15 months of their leaving.

Mature Students

Targets for mature students to 2024/25:

- Increase the number of mature students across levels 4, 5 and 6 to a minimum of 22% and reduce the gap with the sector to -5.8%
- Maintain the continuation parity (2016/17) between mature students and the younger student cohort
- Eradicate the (0.8% 2017/18) attainment gap (2017/18) between mature students and the younger student cohort

- Work with the theatre and performance industry to try to ensure that 85% (maintaining current achievement of mature students) of these students to leave the College and enter employment and/or obtain an agent within 15 months of their leaving.

3. STRATEGIC MEASURES

3.2 Whole provider strategic approach

Overview

Organisational culture - An inclusive approach

Target groups: all

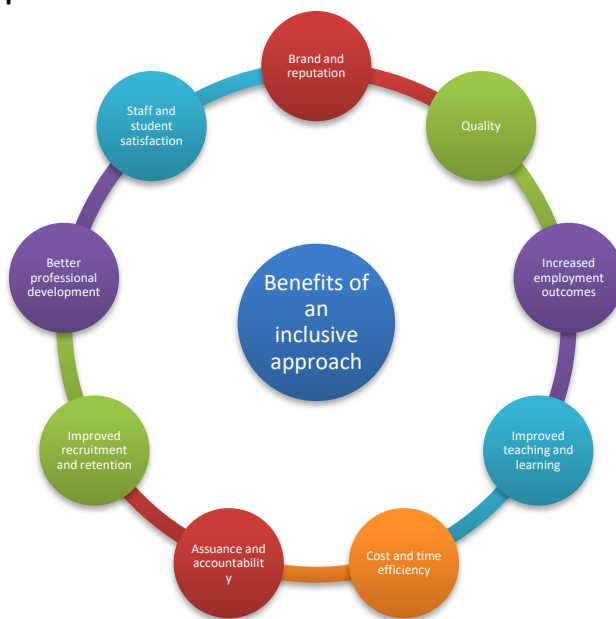
Life cycle target areas: access, continuation, attainment

Dates: ongoing from 2020/21

RBC will change the culture of the institution to make it inclusive by design across the whole College community. We will remove elements that might make under-represented groups feel “othered” and seek to integrate inclusion into all of our existing systems and practices in order to move from a reactive to an anticipatory environment.

In undertaking this organisational culture change we will draw on (proportionally to RBC’s scale and resources) examples such as the OPERA (Opportunity, Productivity, Engagement, Reducing barriers, Achievement) Project at the University of Kent in partnership with Jisc, and work done by HEIs such as Brunel, York St John and University of the West of England in order to evolve a model of good practice practicable for small specialist practice based institutions.

Evidence base and impact:



Maureen J. Lage, Glenn J. Platt & Michael Treglia (2000) Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment, *The Journal of Economic Education*, 31:1, 30-43, DOI: [10.1080/00220480009596759](https://doi.org/10.1080/00220480009596759)
 Inclusive teaching and learning in HE as a route to excellence, January 2017

Staffing and staff development

Target groups: BAME students, D/deaf and disabled students, higher education participation/socio-economic status students, care leavers

Evidence base: focus groups with BAME and D/deaf and disabled students, OfS data, Move On Up report

Life cycle target areas: *access, continuation, attainment*

Dates: *ongoing from 2018/19*

The vast majority of RBC's permanent workforce does not reflect the communities that are currently under-represented in our student body. There is more representation within the College's cohort of Visiting Lecturers – particularly within the American Theatre Arts programme where approximately one third of the Visiting Lecturers are BAME practitioners. It is clearly extremely difficult to attract students from disadvantaged groups if they cannot see themselves reflected in the academic and professional services workforce of the College; and this has been highlighted in our focus groups consultation with students – particularly with BAME and D/deaf and disabled students.

To rectify this RBC has begun a pro-active recruitment campaign to diversify staff in all sections of the institution and at all levels. This strategy is supported by the curriculum development plan outlined below and will continue for the duration of this plan with the ambition that by 2024/25 a minimum of 35% of our permanent and visiting workforce will reflect the under-represented communities that we wish to attract to the College as students. This change in our workforce will be incremental over the five-year period. To achieve this we will, for example, work with specialist recruitment agencies such as BAME Recruitment and develop pro-active strategies to recruit D/deaf and disabled practitioners to both our academic and professional services workforce.

We will put a CPD programme in place to train existing and new staff to ensure they have the skills to teach inclusively, such as how to teach and support the neuro-diverse student, care leavers or a D/deaf student. The latter has already begun in the 2019/20 academic staff development schedule with training in teaching D/deaf students.

RBC has identified a potential role model in the work that Universal Music UK has commissioned from Flamingo (a global strategy insight consultancy) to explore how the creative industries could adapt themselves to better accommodate neuro-divergent personnel. Flamingo undertook a rigorous process including a review of existing research reports in this field, 42 in-depth interviews with neuro-divergent individuals, employers and experts (interviewees could choose to be spoken to in person, over the phone or via webcam and excessive language and confusing colour combinations were avoided to prevent overwhelm), and a survey of 50 creative organisations. The finalised recommendations include a handbook with advice for the complete employment journey – from recruitment and onboarding to management and mentorship to retention and progression. Universal will be publishing a report in Autumn 2019, with the hope that other organisations across the creative industries will be able to learn from it and create better working environments for neuro-divergent individuals.

RBC will adapt this handbook and report for use within the small specialist creative HE sector for the recruitment and further support of neuro-divergent students across their whole journey towards employment. These measures will come into play from the 2021/22 recruitment cycle.

We will specifically increase our staffing with direct operational responsibility for access and participation:

Head of Student Experience (a new role from July 2019 and part of the Senior Management Team) who is from a BAME and working class background, has a lived experience of social mobility and a background in equality, diversity and inclusion. Her brief is to create a whole College holistic approach to the Student Experience and to place access and participation at the heart of this experience

Access and Participation Manager (2020/21 – enhancement of current role) – line managed by the Head of Student Experience and leading on all aspects of schools and partnership liaison, community engagement and WP activities. This will involve liaison and co-ordination across various functions within admissions, recruitment, marketing, academic development and all aspects of the student experience, and focusing on attracting and supporting under-represented groups to join RBC. This role will lead on the operational delivery of programmes including, as appropriate, design, promotion, recruitment, delivery, monitoring, and accountability to access and participation plans

Outreach Officer (2021/22 – new role) – project management of community programmes, events and activities to enable grass roots engagement, plus support of curriculum related access and participation projects. Recruitment and employment of facilitators. Employment and training of student/alumni brand ambassadors

Inreach Officer (2021/22 – new role) – support for all departments in the support and tracking/evaluation of all RBC widening participation students. Liaising with academic staff, admissions, student services and student study support.

IMPACT: Focus groups with BAME and D/deaf and disabled students have told us that RBC's current overall very low representation from these groups amongst academic and professional staff works against access by these groups. They do not see themselves reflected across any aspects of the College. Rectifying this issue will make the College more accessible and attractive to these students by creating an environment where they feel part of a supportive and diverse community and be able to thrive.

The addition of further staffing to the RBC access and participation activity is particularly aimed at increasing access and success by students from the lower IMD and POLAR4 quintiles as there will be regional activity specifically aimed at these groups and where the data shows RBC has gaps to close. Please see below under Partnerships for details of this activity.

Enhancement of the overall student experience

Target groups: *all*

Life cycle target areas: *access, continuation, attainment, progression*

Evidence base: *OfS data, RBC data*

Dates: *ongoing from 2020/21*

Access and participation are at the heart of our ambitions for the Student Experience. This is evidenced by the RBC strategic plan for the period from 2019/20 to 2024/25 aims to:

Provide an inclusive, collaborative and supportive student experience which empowers, equips and transforms their personal and professional growth in the wider creative industries.

Two key elements of the Student Experience are:

The Student Hub will develop as a physical and/or virtual space - a one stop shop - where student support is focussed: study support, non-academic support, counselling and advice, learning materials, assistive technology etc.

The Well Campus initiative will create a supportive environment that is proactive around both student and staff well-being within all areas of the College; and one in which they have a positive experience and are able to thrive – as well as knowing that they can ask for help if they need it.

This will draw on the example (proportionally to RBC's scale and resources) of the Mental Wealth Strategy being undertaken by the University of the West of England.

Students from under-represented groups will be actively encouraged, led by the Head of Student Experience, to participate in the Students Union, take on roles as course representatives and act as ambassadors for RBC in numerous ways. The SU itself will be encouraged to undertake internal and external campaigns around access and participation. In addition RBC will instigate an Equality Code of Practice and encourage forum discussion groups for students.

Further teaching space

Target groups: *all, but particularly BAME and higher education participation/socio-economic status students, and care leavers*

Life cycle target areas: *access, retention, attainment, progression*

Evidence base: *focus groups with BAME students; demographic of Brixton; experience of Oval House, RBC own space audit*

Dates: *ongoing from late 2020/21*

RBC is already at capacity on its Sidcup campus. The Grade II listed Lamorbey House does not allow any addition or adaptation. The buildings are surrounded by listed parkland and the small de-regulated part of the parkland has no further space for development. We need further teaching space in order to grow our portfolio of courses and to attract new, different and under-represented communities of learners. We believe this space should be in a more urban and culturally diverse setting.

We are in discussions with Lambeth Council around the lease of approximately 1,500 square metres of space in Brixton as part of the new development of Oval House Theatre. These premises are at early building stages and RBC would ensure that they are fully physically accessible using specific expertise in the sector. There are accessible transport links close to the venues. The links with Oval House will embed the new courses taught there in the industry and assist with student progression. The aim is to begin work in the new additional teaching space in the latter part of 2020/21, subject to delivery of our financial plans, affordability, due process and Board approval.

Should the initial planning around the move to dedicated new teaching space in 2020/21 not come to fruition, we will utilise our relationships with leading arts and cultural venues in South and East London. Some undergraduate and taught postgraduate courses will initially be taught in rented studios and practice/classrooms at, for example, Oval House Theatre itself, Battersea Arts Centre, Hoxton Hall, and Stratford Circus. All of these venues are within the more urban and culturally diverse setting that we are seeking as well as embedding the courses within the industry. We will then continue to source further dedicated new teaching space for the following year.

IMPACT: the change in organisational culture, enhancement of the student experience and the development of further new teaching space will create an environment in which students from disadvantaged and under-represented groups can thrive and will, therefore, directly impact on all aspects of the student life cycle.

Alignment with other strategies

This Access and Participation Plan links to a range of the College's strategies and policies which are informed by issues relating to equality, diversity and widening access. The College's equality of opportunity statement notes that the institution is 'committed to promoting equality of opportunity in all areas of employment and study. We work towards an environment where all

employees and students can develop to their full potential regardless of gender, disability, race, colour, marital status, ethnic origin, sexual orientation, age and religious or political affiliation.'

The College's Strategic Plan commits us to becoming: 'a diverse, equal and inclusive institution, with a diverse student and staff body, offering ladders of opportunity through partnerships with schools, colleges and other organisations, and a curriculum with diversity as an organising principle.' This will continue to be prioritised in subsequent plans.

Sitting alongside the College's Strategic Plan, the College's Learning, Teaching and Student Support Strategy targets the support of an increasingly diverse student body drawn from all backgrounds and equality groups on its educational and vocational journey. A cross-cutting priority articulated within the strategy is embedding a culture of diversity and inclusivity. The College's curriculum development initiatives prioritise the development of an inclusive, more diverse curriculum. This in part is responsive to student feedback.

Key student-facing policies within the College which are informed by equality and diversity related issues include the following: Student Admissions Policy; Disclosure Policy, Including Support for Disabled Students; Student Complaints Policy; Anti-bullying and Anti-harassment policy; Fitness to Study Policy; and the College's Code of Practice on Freedom of Speech.

RBC has paid due and conscious regard to the Equalities Act 2010 in the preparation of this plan. This is evidenced in our strategic measures (below) which are targeting, for example:

- change to eliminate unlawful discrimination and foster good relations
- reasonable adjustments to our learning, teaching and assessment processes to advance equality of opportunity
- reasonable adjustments to our physical environment to advance equality of opportunity
- specific training for staff in delivering these adjustments.

RBC focusses solely on vocational training with employability as its ultimate aim. All courses have modules that prepare students to enter the industry and/or to run their own companies. All of the students on Design, Management and Technical UG courses and the majority of students on the European Theatre Arts UG course benefit from major placements with key industry players in the UK or internationally. RBC has engaged an Industry Liaison Manager to ensure that, for example, all showings by performance students are as well attended as possible by agents and casting directors.

Strategic measures

Develop new industry facing courses that are attractive to new/different communities of learners

Target groups: *all, particularly BAME, D/deaf and disabled, and higher education participation/socio-economic status students, care leavers*

Life cycle target areas: *access, continuation, attainment, progression*

Evidence base: *focus groups with BAME students, consultation with the industry, commissioned research by The Knowledge Partnership, consultation with Graeae Theatre Company and Clean Break Theatre Company*

Dates: *various - see below*

BA (Hons) programmes (industry focussed will include, subject to validation):

Theatre and Social Change	2020/21
Creative Producing	2021/22
Digital Content Design for theatre and live events	2020/21
Virtual Theatre and Digital Experiences	2020/21
Spoken Word and Urban Performance	2021/22
Music Creation and Production	2023/24
Digital/film Creation and Production	2023/24

Access to HE programmes

Over the last year RBC has been partnering with London and South East Colleges to deliver a pilot Access to HE (technical theatre) course. Both partners have shared in the teaching of eight students on this level 3 course and two students have now enrolled for a BA (Hons) degree. We are currently considering how best to develop this course moving forward from 2020/21 as it has the potential to be an attractive access route for students from disadvantaged groups.

HE Certificates at level 4

In 2019/20 we are piloting (subject to validation) a new and specifically targeted HE Certificate in Theatre Making and Leadership (one year/120 credits) in partnership with Graeae Theatre Company and in collaboration with LAMDA, RADA, and RCSSD. The course will establish HE accredited training specifically tailored for young D/deaf and disabled artists in partnership with an industry partner with a world-leading reputation.

This programme meets an identified need and addresses the problem of alienation by creating a high-quality training that is shaped by the needs of the cohort. Providing an environment where D/deaf and disabled students can gain confidence and a sense of belonging, supported by a D/deaf and disabled-led staff team and a curriculum that celebrates the work and role of D/deaf and disabled artists within the profession. Importantly, the course includes integrated project work with students from a range of programmes within the RBC portfolio, and offering important opportunities for institutional development in terms of inclusive teaching and learning.

The certificate will have a cohort of 8 to 10 students, all of whom will have their own specific access and study support needs. It will be taught on the College's Sidcup campus and at Graeae's studio in London. There will be four modules (each of 30 credits): **Skills of the Theatre Maker, Approaches to Performance, Platform** (a project/performance based module) and **Think, Share, Reflect**. Recruitment will be through contextual admissions linked to a workshop process. Assessment will be mainly formative with some summative elements, plus through a flexible mixed-mode portfolio that evidences critical thinking and reflection.

For some students this level 4 programme will be a gateway into further training or study, for others its connectivity to industry may enable entry directly into the workplace.

This certificate will be offered annually and will also be adapted as an offer to other target groups. Each of these courses will be progressed in partnership with an appropriate partner in the industry.

We are also exploring a general technical course as an HE Certificate at level 4 with Clean Break Theatre Company who work with women who have experience of using the criminal justice system.

IMPACT: The introduction of these new industry facing courses will attract new and different communities of learners to RBC including the under-represented groups that we wish to attract and encourage retention, success and progression. Other courses are designed specifically for

targeted groups who are currently under-represented at RBC. The specific Graeae course is tailored to D/deaf and disabled young people in delivery and support in order to remove barriers. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student focus groups at each stage of the student life cycle, specific questions on module evaluation forms and student surveys.

Explore flexible modes of delivery for all programmes to enhance access and success for our target groups

Target groups: *all, particularly mature students, D/deaf and disabled students, higher education participation/socio-economic status students, care leavers*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *focus groups with students, consultation with the industry, consultation with Graeae and Clean Break*

Dates: *various - see below*

The specific targeted HE Certificates (level 4) in partnership with Graeae (from 2019/20) and other industry organisations leading in access and inclusion will have flexible and tailored modes of delivery (potential from 2021/22).

RBC will explore whether its undergraduate portfolio can be taught more flexibly (potential from 2021/22) – possibly over a longer (flexible) or shorter (intensive) time frame, at different times of the day, or over weekends/holiday periods to facilitate participation by, for example, mature students who are carers and/or need to work to support their studies.

RBC has a strong reputation of delivering online learning (Theatre Studies and Opera Studies). Currently the majority of the students on these courses are mature learners. These courses are taken incrementally module by module over a number of years to achieve the 360 credits for an honours degree. We will explore making more of our existing programmes available online or in a blended learning format and to market them to learners who cannot attend the College in person for whatever reason or need a more flexible mode of learning. Many of these will be mature learners, carers, from low income households, from low participation neighbourhoods, or those who need to work to support their learning. The target date for initiating this flexibility is 2022/23.

RBC staff will be given training to facilitate these developments.

IMPACT: Flexibility of delivery will open up our courses to communities currently excluded from provision organized along the traditional three year degree pattern. These communities include mature student and carers, and young people from low socio-economic background who may have to work to support their studies. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student focus groups at each stage of the student life cycle, specific questions on module evaluation forms and student surveys.

Inclusive learning materials and pedagogy

Target groups: *all, particularly BAME students, D/deaf and disabled students, higher education participation/socio-economic status students, care leavers*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *focus groups with students, Move On Up report*

Dates: *various - see below*

RBC's existing programmes are being assessed and revised to ensure inclusivity. This exercise will address what is taught and how it is taught. For example, the artists and practitioners studied across the courses need, as far as is possible, to be representative of all communities. These changes will be developed as a continuing series of small adjustments to academics' practice and changes in the ways in which we support and scaffold students through their studies. These adjustments were requested in the student consultation process.

We will instigate an annual College commission (from 2020/21) of a new piece of theatre/performance work from artists from our target communities for performance by our students. This piece will form an integral part of the College's year-round performance schedule and offer themes and roles specifically for students from the relevant communities. This will increase awareness of inclusivity across the College by giving the themes greater prominence. Students will also work with the writer/creator on the development of the piece and this will form part of a module for their assessment. This commissioning project is a direct response to student consultation where the lack of culturally diverse performance material was criticised.

Whilst lecture capture and the like are not especially appropriate to practice-based learning and teaching, RBC will explore ways in which students with particular needs may be supported in their learning outside of the "classroom".

All staff will receive annual race equity and disability awareness training from 2019/20 which will include an assessment of, and training around, the inclusivity of their pedagogy.

IMPACT: These changes in pedagogy and learning materials will allow under-represented communities to thrive in their learning; and this will boost continuation and attainment.

Introduce innovative and flexible modes of assessment

Target groups: all, particularly BAME students, D/deaf and disabled students, higher education participation/socio-economic status students, care leavers

Life cycle target areas: continuation, attainment

Evidence base: focus groups with students, external examiner reports, module feedback

Dates: various - see below

In the same way as a contextual admissions policy is necessary to ensure the maximum accessibility of RBC programmes, so innovative and flexible modes of assessment are vital to ensure maximum attainment by "non-traditional" communities. Examples of this include the formative assessment outlined above in respect of the Certificate of HE partnership with Graeae. We will also explore further ways in which student learning can be demonstrated outside of a formal written project. As a small practice-based creative vocational college we are agile enough to consider practical and multifaceted ways in which students can demonstrate their learning and achievement of learning outcomes.

These new modes of assessment will be part of the pilot Graeae project in 2019/20 and then applied strategically to all RBC undergraduate programmes from 2021/22. Staff will receive specific training in this area.

IMPACT: Flexible approaches to assessment will provide further avenues for success for students from disadvantaged backgrounds. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student

focus groups at each stage of the student life cycle, specific questions on module evaluation forms and student surveys, external examiners' reports.

Provide substantial study support and other scaffolding for under-represented groups

Target groups: *all, particularly BAME students, D/deaf and disabled students, higher education participation/socio-economic status students, care leavers*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *focus groups with students, Move On Up report, consultation with Graeae Theatre Company*

Dates: *ongoing from 2019/20*

RBC will enhance its study support and scaffolding to ensure access, continuation and attainment for its increasing cohorts of students from disadvantaged backgrounds. This will be tailored to individual student/group needs and will require substantial investment even after the application of DSA.

RBC has engaged Cause4 to undertake our fundraising for the next two years. This study support requirement will be a major fundraising priority for RBC over the life of this plan.

IMPACT: Many students in our target groups may not have the traditional study skills needed for HE and/or, if they identify as disabled, they will need other – often non-academic support – in order to study successfully. Thus this strategic measure is vital for student attainment and retention. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student focus groups at each stage of the student life cycle, specific questions on student surveys, interviews with individual students from the target groups.

Create new partnerships with schools, FE and the industry to facilitate pre-16 contact with our target groups – free regional auditions

Target groups: *particularly higher education participation/socio-economic status students, care leavers; but also BAME students, D/deaf and disabled students*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *OfS data, regional demographic data, conversations with FE colleges and regional arts organisations*

Dates: *ongoing from 2019/20*

From 2019/20 we will begin to forge new ongoing partnerships with arts, community and secondary education/FE partners across the UK to better reach higher education participation/socio-economic status communities of young people, and care leavers. These partnerships will respond to the demographic data – for example, a partnership with the Shakespeare North Theatre that is currently under construction in Knowsley on Merseyside - a borough where the majority of postcodes fall into Q1 and Q2 of the IMD index – and involve long-term engagement with young people in KS4 (14-16) and KS5 (16 – 18). All of these programmes will be planned to ensure they are completely inclusive and will be promoted as such.

Specific work will be also undertaken within these partnerships to develop a better understanding across the education sector that D/deaf and disabled students can have a career in the cultural industries with better training and the removal of barriers.

A key element of these partnerships will be our new national TALENT ACCELERATOR Programme. Tailored for young people aged 14 to 18, this will involve 10+ regional theatres/arts centres/community centres by 2021/22. RBC will offer free workshops and audition training. It is anticipated that this programme will deliver 360 workshops/mock auditions to the younger age group and 250 actual free UCAS based auditions for the older age group each year.

Working with 5 partners in London and the South East (secondary schools, FE colleges and theatres) the SEE YOUR POTENTIAL progression programme will work with young people from 16+ who are referred by the partner organisations (or self-refer) and show talent and potential. These young people will have regular workshop and training sessions on the RBC campus.

The SEE YOUR POTENTIAL progression programme will welcome WP defined applicants referred through 5 secondary school/FE/theatre partners as well as independent self-referrals. The aim is to attract applicants aged 16 to 17 with the potential to study at HE level, but who require additional support. Integral to this will be embedding students within the institution by tracking their progress through QLV4 and providing a student card. Participants will be expected to keep a flexible mixed-mode portfolio that evidences critical thinking and reflection throughout their experience to present at interview/audition. It is anticipated that this programme will reach 20 young people in its first year (2021/22) and that this number will have risen to 40 young people each year from 2024/25.

There will be five elements to the programme:

- **Introduction** – 1 day – participants will reflect on their current practice and expectations for the future, and identify the knowledge and experience required for progression. There will be an information session for parents/carers.
- **Extend your arts practice** – 5 days over the Easter holidays – participants will explore performance and explore the technical side of theatre. Participants will then set themselves an artistic challenge partnering with one of their peers.
- **Build your cultural capital** – monthly excursions to see arts practice or to explore/research the work of a practitioner.
- **Develop your specialism** – 10 day summer school – participants will collaborate on a live brief drawing on their own specialism.
- **Progress to HE** – 5 Saturdays in the autumn – participants receive coaching on preparing their UCAS statement, audition/interview technique, preparing a portfolio.

To support conversion from offer to registration of WP students, additional programme elements will be:

- **May School** for young people in receipt of the offer of a place from RBC– student shadowing for 5 days
- **Summer School** for those young people who have accepted an offer of a place from RBC – 10 days (September, prior to induction/freshers' week) - participants will consider how to learn, develop reading and writing skills, learn how to develop a research question and undertake practice-based research.

Existing informal creative providers such as theatres are already offering beneficial and exciting projects to potential under-represented students. However, there is a relatively tenuous link between this provision and progression into HE (often those who are care leavers, for example,

engage with projects for 1 year and move to the next provider until they reach the age of 25 with a plethora of experience, but no formal qualifications).

The RISE programme will remove barriers to HE through a menu of activities and thus adding value to existing provision. It will involve master-classes, taster days, student shadowing and workshops around specific modules and texts. It is expected that these participants can be referred on to the SEE YOUR POTENTIAL progression programme. In addition, this same menu of activities can be offered to teachers in the form of CPD and enables the College to participate in additional activities linked to valuable networks such as the Creative Apply Guide with Access HE.

Further in depth partnerships with FE institutions will be explored. An example here could be working with them to develop and accredit courses.

All of these programmes are designed to introduce young people to theatre/performance making at an early age, to give them confidence in developing their talent, and to motivate them to consider appropriate HE level training. The later workshops will look to easing the transition between school and higher education for those who are successful in gaining a place at RBC.

Work with schools will continue to try to improve intrinsic motivation coupled with underlying knowledge and skills. An example of such an intervention in 2018/19 was a 7 week project, the Literacy Through Theatre Design project in partnership with Brunts Academy School, Mansfield and Nonsuch Theatre Company, Nottingham. The project paired a professional theatre designer with 9 white-working class disadvantaged students around a set school text as part of an initiative towards raising attainment in literacy. It is problematic for RBC to set a measurable target increase in pupil attainment in this area due to the absence of metrics for learning gains derived specifically from these activities.

IMPACT: This work with non-HE partners will enable RBC to better access potential students from our target groups and to work with them to explore their potential from the age of 14 and then give them the skills and confidence to move towards training in the creative industries and at RBC in particular. The later workshops will ease the transition into HE. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student focus groups at each stage of the cycle of workshops and at each stage of the student life cycle, interviews with individual students from the target groups.

Introduce a policy of contextual admissions

Target groups: *all*

Life cycle target areas: *access*

Evidence base: *feedback from students, case studies from other HEIs*

Dates: *ongoing from 2020/21*

A contextual admissions policy is vital to the success of many of these strategic initiatives to increase the numbers of students at RBC from disadvantaged groups. The development of this policy has been endorsed by the RBC Academic Board and will enable us to make offers to a wider range of students who may not have normally have been able to gain access to a degree level programme. A contextual admissions system combines very well with the existing specific admissions processes for small specialist creative practice-based institutions where auditions, workshops and interviews already form part of the process – all of these are considered alongside exam results.

In each of the prospectus's programme pages, a concise statement will be included – *'We offer places based upon your future potential. We may offer you a place based on lower UCAS points than shown here, or an offer that is not linked to UCAS points, if we have evidence of your potential from your application or interview/audition.'*

A longer statement will feature on the application detailed information page of the prospectus, relevant publications and on the College website:

'Rose Bruford College is committed to widening access. We encourage applications from all students with the potential to succeed, regardless of your background, and ensure that no groups are disadvantaged during the application process. We welcome students from all educational backgrounds and we also look at factors that prove to be barriers preventing students from attending higher education. For instance, we look at your age, whether you declare a disability, whether you have spent time in care, the area in which you live and, if appropriate, the relative performance of the school you attend. We offer places based upon your future potential. We may offer you a place based on lower UCAS points than shown here, or an offer that is not linked to UCAS points, if we have evidence of your potential from your application or interview/audition.'

Alongside this policy we are also planning to extend the range of entry qualifications that we accept – for example, BTEC/HNC with merit, Foundation Course, and Access to HE Diploma (not only RBC's own Access to HE programme but also appropriate programmes run by other institutions). This will also extend the range of learners, particularly for our technical arts courses.

The monitoring and evaluation of this strategy will take place as part of the annual level 4 registration process. Additional information will be gathered and recorded about new students in respect of their admission criteria and this will be cross-referenced with their membership of target groups.

This policy will be clearly stated in our prospectus, on our website and on other relevant materials. We will draw on models of good practice such as Loughborough University and York St John University.

IMPACT: The use of contextual information about students will allow a fairer and more open admissions system that will make HE an achievable goal for members of communities who would otherwise have excluded themselves/felt excluded. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by student focus groups immediately following admission at level 4, interviews with individual students from the target groups.

Fundraise for substantially increased bursaries and scholarships for our target groups

Target groups: all, particularly care leavers, higher education participation/socio-economic status students

Life cycle target areas: access, continuation

Evidence base: feedback from students

Dates: currently underway

As well as a major campaign to augment our resources for student study support, Cause4 are launching a campaign to raise funds for targeted bursaries and scholarships to enable more students from under-represented communities to accept offers of a place at RBC and/or continue with their studies.

Please see under 4. Provision of Information to Students below for the process used to provide extra financial support for those students whose family income is below the median income level of £29,400. This income level is identified by the Student Finance England based on financial information provided by each student's household on their income. Other bursaries are awarded on an individual basis where need has been demonstrated by the student.

The report to OFFA by Nursaw Associates (2015) highlighted the following key findings:

- Financial support is not the most significant determinant in the decision to apply to HE or the choice between institutions – but there is a sizeable minority of students who feel that financial support does impact on their decision to enter HE and in choice of destination
- Students receiving financial support have comparable non-continuation rates with students who do not receive financial support – but institutional findings show that students in receipt of financial support report that it has enabled them to stay on course and that they consider withdrawing less – the use of internal institutional data with the sector to understand the relationship between retention, academic achievement and financial support is inconsistent.

RBC will undertake more detailed and consistent research in respect of the impact of financial support on access, retention and attainment.

IMPACT: The capacity to offer scholarships and bursaries will help to ensure that students experiencing hardship and/or from low socio-economic backgrounds can access, and succeed at, HE. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be demonstrated by interviews with individual students from the target groups. We will use the relevant OfS evaluation tools to support the evidencing of the impact of the financial support provided.

Further address the physical accessibility of our campus and hall of residence

Target groups: *D/deaf and disabled students*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *focus groups with D/deaf and disabled students, input from Graeae Theatre Company*

Dates: *currently underway*

Lamorbey House (the older part of the College) is an 18th century Grade II listed building to which we cannot make any substantial alterations to assist with access. This makes physical accessibility beyond the ground floor impossible for some students with impaired movement. We have as many teaching and student use rooms as we can on the ground floor but there are still issues around, for example, the Programme Administration offices being on an upper floor.

The newer part of the campus (built in 2002) is primarily all at ground floor level and accessible. There are, however, improvements to be made around level pathways, signage, lift capacity in the Rose Theatre, and more automatic doors. This upgrading of elements of the campus will continue for the life of this plan.

The improvement to the physical accessibility of parts of the Lamorbey Campus was an aspect of our consultation with D/deaf and disabled students.

We will make the new spaces being built for 2019/20 performance courses intake and 2020/21 technical/digital courses intake fully accessible - we will take expert advice from the sector.

The RBC student accommodation, Christopher Court, has nine fully accessible rooms on the ground floor. One is currently fully equipped for use by a wheelchair user and we will begin to equip the further eight rooms over the life of this plan. This year we are equipping six rooms (one flat) with flashing light fire alarms and vibrating pillows for use by hearing impaired students. This upgrading of facilities at Christopher Court will continue over the life of this plan.

Student accommodation will be made available for 365 days per year for students who are care leavers.

IMPACT: Physical accessibility is a vital component for the attainment and confidence of students with physical impairments, or visual or hearing impairments. The measure of the success of this intervention will be the meeting of targets set. The impact of this specific strategic measure will be evidenced by interviews with individual students from the target groups.

Industry links and contact after graduation

Target groups: *all*

Life cycle target areas: *progression*

Evidence base: *feedback from graduates and from the industry*

Dates: *currently underway*

RBC is a vocational training HEI and we are looking at new aspects of the creative industries as well as the traditional ones. This is demonstrated by the new undergraduate courses we will be instigating from 2020/21. All of the initiatives below will be offered to all students on our courses.

All technical arts students have industry placements during their time at RBC and there are events arranged for level 6 students to network with potential employers. This kind of placement activity will be an integral part of all new courses such as Theatre and Social Change. Some European Theatre Arts students spend time in European cultural institutions as part of their degree. Performance students do full productions and showcases each year for casting directors and agents. A substantial majority (90%+) of Acting and Actor Musician graduates leave RBC with a job and/or with an agent.

Professional practice modules are an integral part of all full-time undergraduate courses and sessions across all three years are taught by current industry professionals. During 2019/20 we will instigate a number of employer advisory panels to ensure that our courses are preparing students for the contemporary creative industries workplace.

We also offer recent graduates the use of free studio space to prepare work they are making for themselves to take to the Edinburgh Festival and the like. We will also build up a portfolio of CPD and masterclass activity for recent graduates to enhance their connections and skills. For those who wish to progress to further study we have a strong portfolio of PGT courses.

Develop marketing activity to reflect and attract under-represented groups

Target groups: *all*

Life cycle target areas: *access*

Evidence base: *focus groups with students*

Dates: *ongoing from 2020/21*

Our work with under-represented groups will be prominently featured on our website, together with details of the strategic interventions outlined above. We will ensure that we use appropriate students as ambassadors to schools and other partners.

Website and VLE

Target groups: *D/deaf and disabled students, particularly neuro-diverse students*

Life cycle target areas: *access, continuation, attainment*

Evidence base: *focus groups with D/deaf and disabled students*

Dates: *ongoing from 2020/21*

Our website and VLE will be adapted to ensure the reasonable adjustments required for neuro-diverse students to undertake their work successfully.

3.2 Student consultation

Students were consulted in the preparation of this Plan in the following ways:

- Focus Group with Officers of the Students Union
- Focus Group with BAME and D/deaf and disabled students
- Detailed meeting with the leader of the RBC BAME Society
- Questionnaire to all BAME students
- Discussions at the Equality and Diversity Committee (student and governor representation)

A number of the Strategic Measures above have been devised in response to this consultation with students. These include improvements in the physical accessibility of the campus, staff development and recruitment, changes to learning materials and pedagogy, and the commissioning of work for performance specifically designed to reflect the life experience of the target groups. Student steering groups will monitor the progress of the plan (please see under Monitoring).

Students will also be directly involved themselves in delivering aspects of the Plan – as Student Ambassadors to schools, FE colleges, and as part of College Open Days; as part of WP workshop delivery and the delivery of free regional auditions. They will be asked to evaluate these activities through a structured report.

All students will be kept updated on the overall progress of the Plan in the following ways:

- Senior Management Committee (SMC) will report to the meetings of the Student Union Officers (2 times each year) on the progress of the Plan
- All programme and year student representatives will be updated on the progress of the Plan at every meeting
- Regular reports to the Equality and Diversity Committee (student representation)
- Regular all student emails to communicate major milestones/achievements
- The Plan will have a dedicated space on the RBC website.

Please also see under Evaluation and Monitoring.

3.3 Evaluation strategy

The OfS's Evaluation Self-Assessment Tool was used in the formation of the College's evaluation strategy. The College will employ the tool to develop its approach to evaluation and aims to have achieved best practice by 2025. The strategy will be implemented between 2020 and 2025.

RBC will:

- implement a robust and credible evaluation strategy which demonstrates continuous improvement of its practice for the duration of the Plan.
- evaluate the impact of those areas in which it is investing heavily.
- be using evidence and evaluation findings to inform programme design, targeting under-represented groups for whom the largest gaps in access, success and progression have been identified.
- be employing the toolkit resources that the OfS provides to evaluate the impact of the financial support given to students. (See section below on evaluating financial support)
- demonstrate that the methods by which it evaluates the impact of its access, success and progression activities and financial support are appropriately robust and focused on impact in terms of demonstrable changes in behaviour (including improved access, continuation, attainment and graduate employment).

The self-assessment of the College's approach to evaluation includes the following:

- a strategic context in which evaluation is undertaken;
- identifying how evaluation and evidence shape current programme design;
- how evaluations are designed
- how evaluations are implemented
- how learning from evidence and insight from evaluation shape improvements.

Using the OfS self-assessment tool the category of evaluation practice identified in all five areas was 'emerging'. These scores reflect the College's own view of its position and we are undertaking work to address this situation. We are particularly aware from the application of the OfS self-assessment tool that there is significant work to be undertaken relating to the design and implementation of evaluative processes. Our actions in this regard are detailed here in this section.

Areas that have been identified as requiring particular attention are as follows:

- data collection associated with access and participation activities needs to be more systematic
- more systematic reporting of access and participation projects needs to be undertaken within the College so that good practice can be disseminated effectively
- associated strategy documents, including the College's learning, teaching and student support strategy, need to be reviewed to ensure that there is appropriate alignment vis-a-vis access and participation activities
- an employability strategy needs to be developed in which access and participation issues are highlighted
- access and participation related issues need to be closely monitored as an integral part of the institution's risk register
- systematic consideration needs to be undertaken of staff development needs relating to access and participation and its evaluation.

The College's Access and Participation Plan will be evaluated once each term – i.e. three times a year. These evaluations will look at whether we have achieved our KPIs around access, success and progression. If not, why not? Were these actually the right KPIs? In addition, we will consider:

- What did we do well?
- What challenges did we face/How can we improve on what we did?
- What did we learn in the process?
- What reporting tools should we use?
- How much detail do we need to capture to report effectively?
- Evaluation of progress from the various teams/groups involved – e.g. the Students' Union, the student body as a whole, student support, student ambassadors, teachers on academic programmes, estates.

We can then reiterate the plan to celebrate success or to take any necessary corrective action to get the College back on track and better understand whether the goals need to be redefined.

As the evaluation strategy is implemented it is recognised that there may be a need to request a variation to the College's plan. If this is deemed necessary we would envisage requesting such a variation by 2022.

As recommended by the OfS, in order to assess its approach to evaluation, the College will use multiple years of data to inform decisions in maintaining or changing its financial support, and in continuing to evaluate the effects of any changes that the College makes. Through evaluation, the College will be able to demonstrate which interventions work well and will learn from those that are not working so well.

The evaluation strategy adopted by the College is intended to be proportionate and appropriate to the activity and the College. Evaluation will be embedded into programme design and will set out clearly the aims and changes the College wishes to measure.

The College will be collecting both quantitative and qualitative evidence in order to understand fully the impact of its access and participation activities.

The College has a record of evaluating its work with pre-16 students and schools and colleges through the use of a combination of qualitative and quantitative approaches, including the completion of debrief questionnaires, and impact statements generated by the institutions engaged in the activities. Qualitative and anecdotal reports from many partnerships programmes with schools and colleges undertaken by RBC make it clear that our interventions seem to be making a positive impact upon participants and their decision to access higher education; and where appropriate, this data will be used in longitudinal evaluative work. However, as mentioned above, there are issues around setting measurable targets around increases in pupil attainment in this area due to the absence of suitable metrics to measure learning gains and to attribute these unambiguously to specific activities

Programme design relating to the College's access and participation work is influenced by a range of existing evidence, models, the College's own previous practice and from intelligence drawn from the sector and the access networks with which the College is already involved. In the development of future programme design we will be employing the NERUPI Evaluation Framework which is designed to maximise the impact of widening participation interventions. The key elements of the framework are detailed below.

The NERUPI Programme Design Evaluation Framework

SOCIAL AND ACADEMIC CAPITAL		HABITUS	SKILLS CAPITAL	INTELLECTUAL & SUBJECT CAPITAL
PROGRESSION CURRICULUM		STUDENT IDENTITIES	SKILLS CURRICULUM	KNOWLEDGE CURRICULUM
KNOW	CHOOSE	BECOME	UNDERSTAND	PRACTISE
Develop students' knowledge and awareness of the benefits of higher education	Develop students' capacity to navigate Higher Education sector and make informed choices	Develop students' confidence and resilience to negotiate the challenges of university life	Develop students' understanding by contextualising subject knowledge	Develop students' study skills and capacity for academic attainment

The College has a process in place to share findings both internally and externally. This will include regular updates to the College staff and students relating to the evaluation of the Access and Participation plan which will be communicated via the College's internal communication mechanisms, including an update from the Principal. It is intended that the evaluation reports and other associated and appropriate evidence will be submitted to the Centre for Transforming Access and Student Outcomes.

Evaluating financial support

A robust approach will be taken to evaluate the investment in the College's financial support provision. RBC will use the relevant OfS evaluation tools to support the evidencing of the impact of the financial support provided. Given that the College has under 300 bursary recipients annually, we will use the OfS's survey and interview tools and not employ the OfS's statistical tool. The OfS survey tool will help the College understand how recipients used the financial support offered to them and the perceived value to the recipients of the support provided. The OfS interview tool will provide a semi-structured framework so as to facilitate an in-depth understanding of the effectiveness of the financial packages from the students' perspective.

The interview and survey tool will be employed annually from the second year of the plan. The data gathered will comprise:

- The role that outreach activity has played and whether the early interventions (prior to year 12) have increased the impact of financial support
- The effect of financial support on the decision to enter HE and what to study
- The interplay between wellbeing and financial support
- The effects of financial support on different student groups from groups under-represented in HE including mature students, students from BAME communities, students from low socio-economic areas, and D/deaf and disabled students
- The impact of different types of financial support
- The impact of financial support on student outcomes.

Ethical clearance will be obtained for the use of these evaluation mechanisms through the College's ethical approval process.

3.4 Monitoring against the delivery of the plan

The delivery of this plan will be monitored by key groupings within the College who will look at progress/achievement of targets for all stages of the student life cycle:

- SMC, chaired by the Principal and CEO, meets every two weeks and the monitoring of the plan will be a regular agenda item
- SMC will report to each Academic Board (4 times each year) and the Board of Governors (6 times each year) – both boards have student representation
- The Equality and Diversity Committee (student and governor representation) will have the monitoring of the plan as a regular agenda item
- The Access and Participation Working Group (governor representation) will continue to meet at regular intervals to assess progress, receive feedback from Academic Board, Board of Governors and the Students Union, and to recommend any new strategic actions
- Day to day monitoring of the plan will be the responsibility of the Access and Participation Manager.

Student Steering Groups (with membership including representation from the relevant target groups) will be established from early in the 2020/21 academic year, particularly to monitor the progress on the strategic measures that have been instigated as part of the consultation with students. These groups will meet termly (i.e. three times a year) to feed into the regular overall evaluation and monitoring strategies. For example, one such group will evaluate whether the changes to learning materials and pedagogy are considered by the students to be successful in their contribution to target group continuation and attainment. Should progress against the Plan be worsening these groups will form the main strategic mechanism by which our strategic measures are assessed and adapted to rectify this.

Key members of staff will have responsibility for the detailed monitoring of one or more Strategic Measure e.g. the Admissions Manager for Contextual Admissions and the Head of HR for Staffing and Staff Development. They will update all staff and report regularly to SMC.

4. Provision of information to students

There is a page in each RBC prospectus that outlines the fees for the duration of the course. This is accompanied by information on student loans, how they can be accessed and how they are paid to the College. The information covers fees for UK full-time undergraduate students, fees (insofar as they are clear in the Brexit climate) for full-time EU undergraduate students, fees for full-time international undergraduate students, fees for part-time online undergraduate students, and fees for Access to HE students.

All students are referred to the relevant course pages on the RBC website for further information. They are also referred to these pages for details of any additional costs associated with individual courses and for up to date details on scholarships and bursaries available for various courses. We will continue to offer £600 financial support for each year of the course in the form of a bursary students who come from households below the median income level. This median income level is based on the disposable income available to a household after the deduction of direct taxes such as Income Tax and Council Tax but before the deduction of housing costs. This income can come from earnings from employment, private pensions and investments and cash state benefits. The median income is £29,400. Our plan assumes 29% of students will qualify for this financial assistance.

RBC target communities are Getting in, Getting on and Getting out

Access



Success



Progression



Intermediate outcomes

Improved learning and teaching – new staff skills
 Improved student and staff satisfaction
 Thriving new and diverse communities of learners with growing confidence and attainment
 Institution inclusive by design – anticipatory not reactive
 Wider pool of talent available to RBC
 Overall better employment outcomes
 Overall better recruitment and attainment



Enablers

Change in organisational culture to one that is inclusive by design across the whole college community
 Staff diversity and development
 Enhancement of the overall student experience
 Availability of a second campus
 Availability of extra funding sources



Activities

Learning and teaching

Development of new courses attractive to new/different communities of learners.
 Development of flexible modes of learning delivery for all programmes.
 Development of inclusive learning materials and pedagogy
 Introduce innovative and flexible modes of assessment

Study support and scaffolding

Provide substantial study support and other non-academic scaffolding.
 Fundraise for enhanced study and other support provision

Partnerships

Create new partnerships with schools and FE colleges
 Create new partnerships with the theatre and performance industries
 Create new programmes of activity to engage with young people from the age of 14
 Hold free regional auditions and interviews
 Create relationships with key leaders, organisations and projects in the industry

Entry requirements

Introduce a policy of contextual admissions

Financial support

Fundraise for substantially increased bursary and scholarship provision

Physical accessibility

Further address the physical accessibility of our campus and hall of residence

Industry links and contact after graduation

Increase industry placements available to students across a wider range of courses
 Continue to develop range of PGT courses available
 Ensure that the professional practice teaching modules are fit for purpose
 Keep in touch with graduates and become a conduit for professional opportunities
 Draw on the expertise of industry partners and advisory panel

Inputs



Academic and professional staff
Teaching space and facilities
Student accommodation
Budget allocation



Young people from BAME communities, or who declare a disability, or are from low socio-economic backgrounds, or are care leavers, experience greater barriers than their peers to entering Higher Education, succeeding in getting a good degree, and then moving into employment or further study. The same barriers are experienced by mature students and other disadvantaged groups.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£1,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: Rose Bruford College of Theatre and Performance

Provider UKPRN: 10005523

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£328,563.50	£334,340.09	£340,261.09	£346,330.12	£352,550.87
Access (pre-16)	£84,319.05	£86,052.03	£87,828.33	£89,649.04	£91,515.26
Access (post-16)	£153,638.10	£157,104.05	£160,656.65	£164,298.07	£168,030.52
Access (adults and the community)	£29,106.35	£29,684.01	£30,276.11	£30,883.01	£31,505.09
Access (other)	£61,500.00	£61,500.00	£61,500.00	£61,500.00	£61,500.00
Financial support (£)	£129,318.00	£151,164.00	£173,074.00	£183,120.00	£193,230.00
Research and evaluation (£)	£15,000.00	£15,375.00	£15,759.38	£16,153.36	£16,557.19

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£2,026,845.00	£2,347,685.00	£2,625,335.00	£2,714,800.00	£2,761,075.00
Access investment	16.2%	14.2%	13.0%	12.8%	12.8%
Financial support	6.4%	6.4%	6.6%	6.7%	7.0%
Research and evaluation	0.7%	0.7%	0.6%	0.6%	0.6%
Total investment (as %HFI)	23.3%	21.3%	20.2%	20.1%	20.4%

