Court Theatre Training Company (CTTC)
Access and Participation Plan 2019

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1.   Introduction: Summary of Access and Participation Context and Strategy

1.1   The Court Theatre Training Company (CTTC) is a drama school based in the Shoreditch area of London. Its mission statement is 'train for a life in the theatre by working in the theatre' and it aims to offer vocational training, open to all, through an undergraduate degree, which has a performance bias and is located in a professional working environment. Our vision is to be an accessible and leading provider of drama training for a diverse range of students that equips our graduates to be competent and confident individuals who can succeed in the challenging environment of performance art.

1.2   CTTC offers only one programme, a two-year accelerated BA (Hons) in Acting. The programme has been validated by Buckinghamshire New University (the University) since 2014. Recruitment in recent years has been stable at approximately 22 students per cohort and there are currently 41 students enrolled.

1.3   The Court Theatre Training Company has had an Equality, Diversity and Inclusivity policy in place since its inception in 1989 and has always had a diverse student intake. It has traditionally encouraged widening participation and access via scholarships, outreach and community activities. As a Higher Education Institution partner of Buckinghamshire New University, it also follows their Equality, Diversity and Inclusivity policy[1] and is aligned with their Access and Participation agenda[2]. It is also compliant with all aspects of the Equality Act 2010.

1.4   CTTC highly values student and staff engagement and feedback and their views have been considered and incorporated as part of the development of this plan. Views have been obtained both informally, via feedback, questionnaires and personal tutor/individual contact, and more formally via the Student -Staff Committee and the Staff Development Meetings. These views have influenced certain aspects of this Plan. For example a selection of students expressed enthusiasm for extending our workshop programme to their local schools and areas and this is being developed as part of our outreach programme.

1.5   Due to the very small numbers of students enrolled with CTTC, it is not possible to publish all data on assessment of performance, and other parts of this Plan, as students may be identifiable. Publication of this data would therefore be a breach of GDPR. Therefore some numbers in this plan have been redacted, as per HESA anonymisation recommendations, and submitted separately to OfS.

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[1] https://bucks.ac.uk/about-us/governance-and-policies/equality-and-diversity
[2] https://bucks.ac.uk/about-us/governance-and-policies/public-information/access-agreement

2.   Assessment of Current Performance

2a.   Data Collection

2.1   The Court Theatre Training Company (CTTC) currently collects data and analyses its student population in terms of the following categories:

- gender
- age
- ethnic background
- refugee status
- disability

Figure 1 and **Table 1** show our overall student population over the last three years broken down into these categories.

Figure 1. Percentages of Student Population per Category 2016 -17 (As at 14th of Feb 2019).
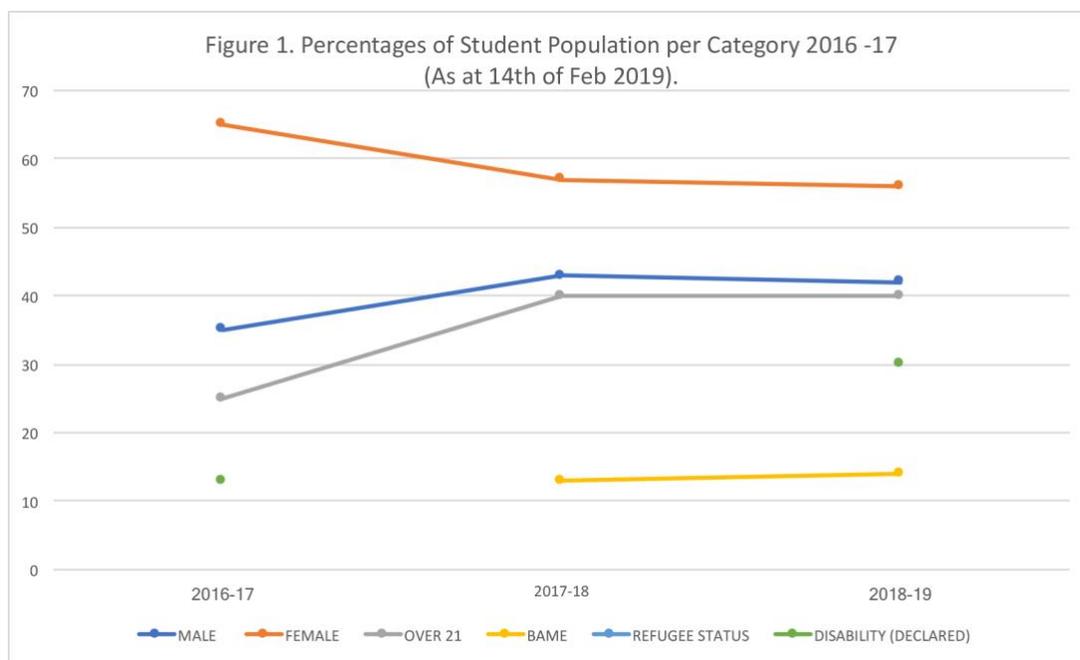
Because of our small student population, it is important to note that currently 1 student represents 2.4% of overall population (*Please note: Some percentages have been omitted in the above figure, in accordance with HESA recommendations*, *as the numbers are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'*).

Table 1. Percentages of Student Population per Category 2016 -19 (As at 14th of Feb 2019).

	2016-17		2017-18		2018-19	
	Year 1 intake (%)	Overall Population (Year 1 + Year 2 %)	Year 1 intake (%)	Overall Population (Year 1 + Year 2 %)	Year 1 intake (%)	Overall Population (Year 1 + Year 2 %)
MALE	30	35	48	43	36	44
FEMALE	70	65	52	57	64	56
OVER 21	35	25	56	43	41	46
BAME	--	--	15	13	--	12
REFUGEE STATUS	--	--	--	--	--	--
DISABILITY (DECLARED)	13	13	--	--	36	34

Please note: Some percentages have been omitted in the above figure, in accordance with HESA recommendations, as the numbers are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'.

2.2 Additionally, in line with the underrepresented groups identified by the Office for Students (OfS), we have now also analysed existing data of recent cohorts in terms of:

- Students and applicants from neighbourhoods with low levels of HE participation (POLAR data) (**Figure 2 and Table 2**)

- Students and applicants from the UK state-maintained school/FE sector (**Table 3**)

Figure 2. Student Population In Terms Of POLAR Data (As at 14 February 2019)

- POLAR4 young participation quintile = 2 or less
- Adult HE qualification quintile = 2 or less
- Participation gap (by ethnicity and GCSE) quintile = 2 or less
- Participation gap (by GCSE) quintile = 2 or less
- POLAR3 young participation quintile = 2 or less

Please note: Some percentages have been omitted in the above figure, in accordance with HESA recommendations, as the numbers are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'.
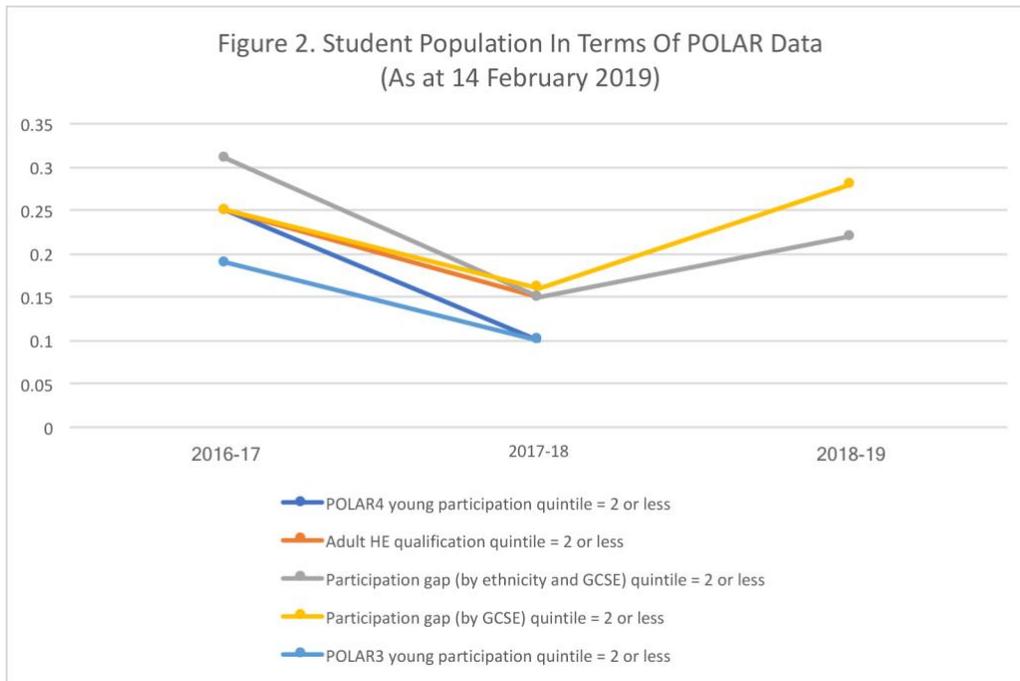
Table 2. Student Population In Terms Of POLAR Data
(As at 14 February 2019)

Year	2016-17	2017-18	2018-19
POLAR4 young participation quintile = 2 or less	25%	10%	--
Adult HE qualification quintile = 2 or less	25%	15%	--
Participation gap (by ethnicity and GCSE) quintile = 2 or less	31%	15%	22%
Participation gap (by GCSE) quintile = 2 or less	25%	16%	28%
POLAR3 young participation quintile = 2 or less	19%	10%	--

Please note: Some percentages have been omitted in the above table, in accordance with HESA recommendations, as the numbers are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'.

Table 3. Student Population In Terms Of School Background
(As at 14 February 2019)

Year	2017-18	2018-19
State School	57%	64%
Private School	--	--
Undetermined	39%	27%

Please note: Some percentages have been omitted in the above table, in accordance with HESA recommendations, as the numbers are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'.

This has been done in order to help us better understand our existing student population and to determine our widening participation targets.

2.3   We do not hold current data on the following underrepresented group:

- Students and applicants from low income households and lower socio-economic groups, but are introducing a mechanism for collecting this data in future recruitment cycles (from September 19/20 onwards).

2b.   Analysis of trends

2.4   As a small provider it is important to note that 1 student represents 2.4% of overall student population. In addition, due to our size, we have not been involved in the TEF process so have no TEF Metrics. Therefore, we have used HESA data and internal data to analyse trends.

2.5   Gender: Historically more females than males apply for performing arts courses and this has been reflected in our past intakes. More recently, as societal conditions have changed and the stigma associated with this kind of training for males has been reduced, we have noticed an increase in male applicants. In 2017 our intake of males increased to 48% and, although this slightly dipped in 2018 at 36%, the overall

population of male students has increased from 2016 - 2017 at 35% to a current percentage of 44% (**Figure 1 and Table 1**). Our strategy is to support and increase recruitment of male students, especially underrepresented white males from deprived economic backgrounds, by featuring males more prominently in our marketing and on our website video testimonials by graduates (see section 5.1.1). A more balanced gender intake can facilitate training and productions.

2.6 Age: Traditionally the majority of our students have been in the 18-21 years age group. However, for our 2017-18 intake the percentage of students over 21 rose to 56% and the overall student population for the last two years has had 40% over 21 (**Figure 1 and Table 1**). The increase in 2016-17 was mainly due to the fact that we had a larger cohort, with more males, the majority of whom were over 21. However, we are also aware that our accelerated degree programme may be particularly attractive to older students as they can graduate faster with lower student loans and lower living costs and get into employment a year earlier. Our widening participation strategy is to increase recruitment of mature students by targeting them more specifically in our marketing and open events (see section 5.1.2).

2.7 Ethnic background: Over the last three intakes an average of 11% of our students have been from black, Asian, minority and ethnic (BAME) backgrounds. The current overall proportion is 12% (**Figure 1 and Table 1**). CTTC's strategic aim is to increase recruitment of BAME students in order to maintain the diversity of our intake by specifically targeting these groups in our recruitment strategy (see section 5.1.3).

2.8 Refugee status: We have no specific strategy in relation to refugee recruitment. However Court Theatre Training Company is open to, and has historically trained, students with refugee status and we aim to welcome and support students from this underrepresented group.

2.9 Disability: A significant proportion of our students have learning difficulties, such as dyslexia, and/or mental health issues, currently an overall 34% of the student population have now declared a disability (**Figure 1 and Table 1**). Further students declared a disability in the early stages of their training, We believe this was in response to the strong individual and pastoral support that we offer. This means that the overall percentage is even higher. We currently have no students with physical disabilities but have catered for them in the past. We welcome students of all abilities and disabilities and have robust 'buddy' and support' systems, Individual Learning Plans and a personal tutor system to enable all students to maximize their potential. We aim to maintain the strong representation of students with disabilities in our cohorts (see section 5.1.4)

2.10 Military: We have had multiple applications from ex-service men and women over the years, several of which have been successful. We have no current ex-military students but one has already been accepted for next year's intake. We are working to develop a policy for attracting an increased number of ex-military students in discussion with military personnel and support organisations for ex-servicemen and women

2.11 POLAR Data: We have analysed our POLAR data (excluding EU students) in terms of various categories (**Figure 2**). We are aware that we could increase recruitment from Low Participation Neighbourhoods (LPN). We aim to increase this by means of increased community outreach activities and targeted recruitment (see section 5.1.5)

and will continue to monitor our POLAR data over time.

2.12   **School Background:** The majority of our students are recruited from state school (57% and 64% in the current two cohorts), with 2 students altogether having attended a private school. For some students, such as EU students and mature students, we have not been able to determine the type of school that they attended from our data. (new mechanisms for collecting this data are being introduced at which point we hope to maintain a 74% state school background which is reflected in our APP Form, APP1920_10034324 - Table 8: Targets and Milestones) (**Table 3**). CTTC aims to maintain its strong percentage of State School students (see section 5.1.5).

2c.   Student success and progression to employment

2.13   Our retention rates for the current two cohorts are 90% and 75% and were 94% and 91% for the last academic year (Table 4). We monitor overall retention rates closely but have not historically, analysed the retention data in terms of categories or characteristics. We have not observed any significant differences in retention rates according to individual characteristics. We provide all students with learning and pastoral support, as well as Individual Learning Plans (ILPs), in order to maintain high progression rates.

Table 4. Retention Rates 2016 - 2018

Year	2016-17		2017-18	
Year Group	**C27**	**C28**	**C28**	**C29**
Retention Data	94%	91%	90%	75%
Average Percentage	93%		83%	

2.14   The reasons for students not continuing on the programme, and the change in retention to 75% for the September 2017 cohort, were mainly due to family, health or financial reasons rather than academic issues. We use UNISTATS to compare and contrast completion rates for similar courses and this analysis reveals that the CTTC non-completion rates are on a par with courses of a similar nature.

2.15   Our pass rate for the last set of graduates in 2018 was 95% with one student exiting with a certificate rather than completing their degree. The previous year was 94% (Table 5). A significant number achieved firsts (4 out 17 graduates) and upper second-class degrees (11 out 17 graduates) while two achieved lower second class degrees. We believe that these results compare favourably with other drama programmes.

Table 5. Pass Rates Graduating Cohorts 2017 + 18

Year	2017	2018
Year Group	C27	C28
Retention Data	94%	95%

2.16 The most recent DLHE data for CTTC (See **Table 6**) showed that, of the 14 DLHE returns from the graduating cohort of 17 students, 7 students were in full-time employment, 4 in part-time employment and -- due to commence employment. – students had gone on to further study and just – were unemployed. (*Please note: These numbers have been omitted, in accordance with HESA recommendations, as they are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication').*This represents an employability rate amongst our graduates of almost 86%, which is extremely good within our industry. To enhance employability CTTC utilise renowned visiting directors for second year performance modules and also provide opportunities for our students to work with professional companies.

Table 6 . DLHE Data 2017

Year of Graduation	2017
Total Number of Students	17
Number of DLHE Returns	14

DLHE Analysis	
Full Time Employment	7
Part Time Employment	4
Due To Commence Employment	--
Further Study	--
Unemployed	--
Total	14
Employability Rate	86%

Please note: Some numbers have been omitted in the above table, in accordance with HESA recommendations, as they are too small to ensure anonymisation. Instead they have been submitted separately to OfS as 'Not for publication'

2.17 We do not have access to any TEF split metrics and do not currently analyse our DLHE data in terms of categories or characteristic of students. However, our student feedback across all students is very positive in terms of the student experience and we have not observed any significant difference in terms of retention, achievement or employment in terms of any of our categories.

2.18 Consideration of performance for underrepresented groups in the success and progression stages of the lifecycle: From 2019-20 we will also be breaking down our success and progression data in terms of each of the underrepresented groups that we

have now identified and are supporting, including but not limited to, care leavers. We will consider the evidence of our ability to support these students to participate in higher education (access), their outcomes whilst studying with us (success), and the evidence of them securing highly skilled employment after graduation (progression).

2.19   Intersectional characteristics: From 2019-20 we will capture data on more characteristics and we will analyse gaps in access, success and progression for particular groups of students by combining data on these different characteristics such as income, ethnicity, disability and POLAR data. As we have very small numbers of students we are only able to do a limited amount of meaningful intersectional analysis.

2d.   Summary

2.20   Overall, we are confident about the diversity of our intake but have identified the need to enhance our recruitment of males, especially white males from economically disadvantaged backgrounds, and BAME students as well as more students from our local community. To achieve this, we aim to increase our outreach to local secondary schools and local mature learners as well as to encourage male and BAME applications via targeted marketing.

3.   Ambitions and Strategy

3a.   Overall strategic aims

3.1   Our ambition is to deliver actor training without any barriers to entry for a diverse range of students from all backgrounds. We want to provide the industry with actors that represent a cross-section of society.

3.2   CTTC aims to widen participation by focusing outreach and marketing activities on underrepresented groups as outlined in the next section.

3.3   We aim to increase access by providing free workshops, short course options and a foundation course that will also increase progression opportunities. In addition, we intend to increase our access initiatives by supporting applicants with completing paperwork, finance and living arrangements.

3.4   We want to offer excellent student support through the entire lifecycle of the student experience through to progression to their chosen employment and aim to evidence the success and impact of this support.

3b.   Working with underrepresented groups

3.5   We will specifically target, maintain and increase access and participation, for the following underrepresented groups, especially at recruitment stage:

- Male students and applicants, in particular White, economically disadvantaged males that are underrepresented in HE.
- Mature students and applicants

- BAME students and applicants
- Students and applicants with disabilities
- Current and ex-servicemen and women
- Students and applicants from neighbourhoods with low levels of HE participation (POLAR data)
- Students and applicants from the UK state-maintained school/FE sector

3.6   We will achieve this via activities such as: promotional videos featuring current students who are members of unrepresented groups; contact with BAME focused youth theatre groups; informational materials on the support that we provide for students with disabilities; outreach to local schools and communities; offering workshops in-house for school students and their teachers and members of local communities (including mature students). We are also in the process of joining ELCAS, the Ministry of Defence's Enhanced Learning Credits Administration Service that promotes lifelong learning amongst members of the Armed Forces.

3.7   We believe sustained engagement with key stakeholders, including our students via the student committees, and access to specific underrepresented communities and group will enhance our broader equality and diversity strategy.

3c.   **Consultation, monitoring and evaluation**

3.8   We have consulted with students, staff and our university partner, on our strategy and ambitions and the compilation of this APP. As a small provider we consult a variety of students in a ubiquitous manner and more formally with the Student Representatives/ Company Managers, throughout the cycle of course start to completion. The Student Representative roles involve around 20% of the overall institutional student population, ensuring that students from a varied range of backgrounds are included.

3.9   Before the APP was submitted for approval we spoke with current Student Representatives/ Company Managers and recent CTTC alumni regarding the main elements of the plan. Subjects addressed included: our monitoring process and their opinions on feedback mechanisms and data capture, which were modified to take account of their views, for example in terms of content and timing. We also consulted students on the Hardship Fund denominations, amounts and eligibility criteria, incorporating their suggestions for this new fund, and discussed with them avenues that will increase potential for success and progression.

3.10   New initiatives outlined in this Plan will be monitored via: the College's student and staff committees; our Annual Monitoring Reviews (AMR) both internally and for our validating partner university; student and staff feedback; and also analysis of our enrolment, progression, achievement and graduate outcomes. Iterations of the Plan will also be discussed at Student and Staff committee meetings to enable students and staff to consult on, and input to, the Plan going forward. Comments and suggestions will be fed to the Senior Management Team (SMT) and Advisory Board (AB) meetings. The AB and SMT will have overall responsibility for monitoring performance against the provisions of this plan and will also be responsible for taking appropriate action where it appears that the intentions of the plan may not be delivered.

3.11   For 2019-20 we will implement an expanded evaluation programme building on previous evaluation of whole cohort data. We have instituted a new data management system, which will allow us to evaluate outcomes and impact according to each characteristic as well as intersections. We are developing a new 'Theory of Change', based on evidence for this tool in the field of HE, for CTTC to clarify intended outcomes and impact and on which to base future planning and resources. In terms of our ambitions (section 3.1), we aim to evaluate:

- The increased diversity of our cohort and representation of underrepresented groups, by calculating the numbers of students of different characteristics and percentage increases
- Widened participation via our outreach activities, which will be evaluated in terms of their results in terms of applications and successful recruitment
- The success of our support strategy for new applicants, in terms of the numbers of applications received, especially from those from underrepresented groups as well as the opinions of students via feedback, survey and interview evaluation
- The impact in terms of improved continuation, degree attainment and progression to graduate employment for each underrepresented group and in terms of intersected characteristics.

3.12   To ensure the effective evaluation of activities set out in this plan, the senior management team will be carrying out a set of institution-wide evaluation techniques, specifically incorporating the suggested mechanism of the "theory of change". To populate the theory model, and to assist in accurate computations, we will incorporate a number of specific techniques, this will include but not be limited to: institution-wide surveys, staff feedback forms, additional mechanisms of data capture by personal tutors, assessment of degree attainment, student retention, overall success and progression statistics and targeted surveys for those who have applied for, or are in receipt of, hardship funding. As part of our new data management system we will incorporate the provision of the above data sets and a review of findings will be conducted as part of our annual monitoring & evaluation review.

3.13   Each evaluation outcome will be measured against our specific ambitions and goals (Section 3.1) and results used to plan future initiatives. As this is the first time we have engaged as an approved fee cap provider we have no quantifiable evidence to use and have instead relied on best practice and industry standards for the design and implementation of our activities. We have consulted members of our validating partner university staff and senior management and have used peer-to-peer networks and knowledge- sharing hubs to help design a robust, comparable set of guidelines in the design of our own ratio-based approach. Research publications and findings from organisations such as the Society for Research in Higher Education, the British Educational Research Association and the Centre for Global Higher Education have also been utilised in the creation of our plan.

3.14   We will evaluate the impact of our newly established hardship funding by analysing progression and achievement data for funded vs non- funded students and by looking at

intersectional characteristics. We will also use the OfS Survey and Interview toolkits to determine how recipients used the financial support and the perceived value to them of that support.

3.15 We will analyse all of our evaluation data as a team at our Annual Monitoring review (attended by all senior management team and teaching staff representatives) in order to determine best practice and plan new initiatives for the coming academic year.

3.16 We will also share evaluation outcomes with other providers that we are in contact with via our membership of Independent Higher Education (IHE), in order to enhance practice both internally and across the sector.

3.17 CTTC students and staff will be involved in the implementation, monitoring and evaluation of this Plan via discussion of aspects of the Plan at the Student-Staff Committee and Staff Development Meetings and at the Annual Monitoring Review (AMR) where evaluation outcomes are analysed and future planning decided. Students from a range of backgrounds have the opportunity to be actively involved in the consultation and delivery of the Plan as our cohorts are very small and many students get the opportunity to serve directly as Student representatives/Company Managers on the Student-Staff Committee during their time of study. All also get the opportunity to contribute to the Student Staff Meetings, to provide feedback via questionnaire and can also contribute by speaking directly to their tutors, the Director of Studies or the Principal.

3.18 From 2019/20, this expanded monitoring and evaluation of data will be used to enable us to move towards developing evidence-based strategic planning and interventions.

3d.   Equality and diversity

3.19 As stated in paragraph 1.3 this Plan is informed by the CTTC Equality, Diversity and Inclusivity policy, the Equality and Diversity Policy of our partner, Buckinghamshire New University[3] and the Equality Act 2010. As such we work together actively with our students, staff and partner to promote equality and inclusivity and the treating of all with respect whoever they are, however they identify and whatever their characteristics.

3.20 The approach to, and objectives for, equality, diversity and inclusion outlined in this Plan are overseen by the CTTC Advisory Board and Senior Management Team (SMT) and are discussed at, and informed by, students and staff via the relevant committees.

3.21 CTTC have now adopted a framework for conducting an annual Equalities Impact Assessment (EIA), based on Acas guidelines, which will be conducted annually as part of our Annual Monitoring Review (AMR).

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[3] https://bucks.ac.uk/about-us/governance-and-policies/equality-and-diversity

4. Targets

4.1 The CTTC Senior Management and Advisory Board have reviewed and agreed our Access & Participation targets for 2019-20.

4.2 Our targets reflect the fact that CTTC is a small provider with currently only 41 students on one single BA (Hons), two-year accelerated degree programme. Therefore, one student represents 2.4% of our population and so our target numbers in our APP Form are proportionate (please see document: APP1920_10034324 - Table 8: Targets and Milestones). In addition, since we already have good representation of some nationally underrepresented groups, such as state school students and students with disabilities, some of our targets are to maintain, rather than increase, existing levels of representation.

4.3 Our principal targets are to (i) Increase the representation of BAME students and (ii) Appropriately expand our outreach to non-participating areas as outlined in our POLAR data (iii) Provide additional resources and support for students with support needs to ensure their academic success (iv) Support increased employability/further study options for our students (v) Establish a hardship fund to support any students in financial difficulty or those unable to attain SLC funding, or those who require additional resources or support.

4.4 Our underlying aim is to improve access, success and progression for identified underrepresented students and to achieve balanced cohorts that represent society.

5. Access, Success and Progression Measures and Targets

5.1 CTTC have used the three stages of the student lifecycle - Access, Student Success and Progression – to classify its Access and Participation targets, as outlined in the sub-sections listed in Table 7, and will use a variety of measures to evaluate the successful achievement and impact of each. In addition, we are actively promoting our **Fair Access Support Initiative** for all applicants, including to all members of underrepresented groups, to create a level playing field for entry and remove barriers. This initiative involves one-to-one, customised levels of support for potential applicants, including financial planning, advice on accommodation and living arrangements and assistance in the completion of application forms.

From Academic year 20/21, we shall introduce a new set of targets specifically dealing with success and progression for identified under-represented groups. We shall use data collated in the academic year 19/20 as the basis to identify gaps and form these targets.

The targets established will be specific to each of the underrepresented groups and not the cohort as a whole or underrepresented groups as a whole.

The data collection mechanisms and the collation of results will be carried out in terms of targets for success and separate targets for progression for each of the under-represented groups.

Table 7: Access and Participation Targets According to the Three Stages of the Student Lifecycle

Sub-section	Stage of Lifecycle	Main Target	Aim	Commentary
5.1.1	Access Target 1	Gender	Increase % males, including white males from economically disadvantaged backgrounds to achieve gender balance and better representation of this underrepresented group.	We want to maintain our focus on recruiting males to ensure our cohorts are as balanced as possible in terms of gender
5.1.2	Access Target 2	Mature	Balanced % Mature Students (Over 21)	Our aim is to achieve a balance of ages within each cohort. Currently 46% are over 21.
5.1.3	Access Target 3	Ethnicity	Increase % UK BAME Students.	We aim to actively recruit more BAME students so that they are represented in each cohort.
5.1.4	Access Target 4	Disabled	Maintain % Disabled Students	This category includes students with dyslexia and mental health issues; we aim to maintain our representation of students with a range of disabilities, currently 34% of students overall.
5.1.5	Access Target 5	Low Participation Neighbourhoods (LPN)	Increase outreach to, and involvement of, non-participants in local communities including libraries, Youth Theatre Groups	To appropriately expand our outreach to local non-participating areas as outlined in our POLAR data (Table 2 in our Access and Participation Plan)
	Access Target 6	State school	Maintain % State School entrants	To continue to recruit strongly from state school applicants (currently 64%)

5.1.6				including more targeted outreach in local schools
5.1.7	Success Target 1	(Multiple) – Ensure equivalent progression and attainment by students from all under-represented groups compared to other groups	Maintain % of students from underrepresented groups having equivalent attainment and successfully completing the programme	To provide additional resources and support for students from underrepresented groups with support needs to ensure their academic success
5.1.8	Progression Target 1	(Multiple) – Increase the percentage of students from all under-represented groups going into employment / further study	Increase % of progression into employment and progression onto further study programmes.	Continue to support progression into employment and progression onto further study programmes for all our students via, for example, a targeted showcase and professional practice sessions and the establishment of a new Masters Degree. To innovate existing networks.
5.1.9	Multiple Target	(Multiple Target): Ensure that students from all under-represented groups are aware of, and can apply for, our financial support funding	Financial Support Fund	We are establishing a financial support fund for students in financial difficulty or those unable to attain SLC funding, or those who require additional resources or support.

5.1.1 Access Target 1: Gender. Gender balance is one of our key priorities and, whilst historically this has been hard to achieve, our strategy now includes specific recruitment of males as outlined in Table 8(i) below. We will monitor the number of male applicants and recruits to the programme as well as the effectiveness of our strategies and the overall institutional impact via our feedback and committee processes.

Table 8(i): Summary of Access Target 1: Gender and underrepresented white males from economically disadvantaged backgrounds	
Overall Target	Increase % males, including white males from economically disadvantaged backgrounds to achieve gender balance and better representation of this underrepresented group.
To achieve this target we will	• Increase prominence of male students in promotional materials and on website • Continually innovate our Fair Access Support Initiative • Feature our successful male alumni and their achievements
The success and impact will be measured by:	Monitoring the number of male applicants and successful male recruitment to the programme, particularly white males from economically disadvantaged backgrounds

5.1.2   Access Target 2: Mature Students. Our aim is to maintain a balance of ages within each cohort. Currently 46% of our students are over 21. Our strategy is to take additional steps to recruit mature students to the programmed as outlined in Table 8(ii) below. We will monitor the number of mature applicants and recruits to the programme as well as the effectiveness of these strategies and the overall institutional impact via our feedback and committee processes.

Table 8(ii): Summary of Access Target 2: Mature Students	
Overall Target	To maintain a balance of ages within each cohort.
To achieve this target we will	• Increase prominence of mature students in promotional materials and on website • Promote our programme on specific websites aimed at mature individuals. • Include mature applicants in our Fair Access Support Initiative • Provide access to our financial support fund • Send promotional materials to amateur dramatic companies in the UK • Working in partnership with other providers, such as City Academy, who provide short course in drama for mature individuals
The success and impact will be measured by:	Monitoring the number of mature applicants and students successfully recruited to the programme

5.1.3   Access Target 3: Ethnicity. CTTC has traditionally been successful in recruiting BAME

students. However, we aim to increase the proportion of these students as outlined in Table 8(iii) below. We will measure the success of this strategy in terms of the number of BAME applicants and recruits to the programme as well as their feedback.

Table 8(iii): Summary of Access Target 3: Ethnicity	
Overall Target	To actively recruit more BAME students so that they are well represented in each cohort.
To achieve this target we will	- Increase prominence of BAME students in promotional materials and on our website - Working in partnership with youth and other organisations that focus on BAME individuals - Continually innovate our Fair Access Support Initiative - Feature our successful BAME alumni and their achievements - Provide access to our financial support fund
The success and impact will be measured by:	Monitoring the number of BAME applicants and successful BAME recruitment and achievement on the programme

5.1.4 **Access Target 4: Students with Disabilities**. CTTC has always welcomed and included students with a range of disabilities. Currently 34% of students have now declared a disability. We intend to maintain and enhance this by increasing our resources and support for these students as outlined in Table 8(iv) below. We will monitor the effectiveness of our strategies and the overall institutional impact via our feedback and committee processes.

Table 8(iv): Summary of Access Target 4: Students with Disabilities	
Overall Target	Maintain the %age of students with disabilities in CTTC cohorts.
To achieve this target we will	- Increase prominence of students with disabilities in our promotional materials - Increase prominence of our support for students with disabilities in promotional materials and on the CTTC website - Create an inclusive environment through support and awareness - Provide access to our financial support fund - Continually innovate our Fair Access Support Initiative
The success and impact will be measured by:	Monitoring the number of applicants and recruits with disabilities and their feedback

5.1.5 Access Target 5: Low Participation Neighbourhoods (LPN).

- CTTC applicants come from all over the UK but we now aim to target potential applicants in local LPNs more specifically to increase their engagement with CTTC. The training company has always had multiple links with the local community. For example, for many years CTTC students have given performances for local primary school children in nearby borough libraries and have hosted performances or workshops for secondary school pupils in-house. This year information on CTTC courses and the BA programme have also been provided to careers advisors in all local secondary schools.
- We now plan to increase our outreach to local communities, including East London LPNs, by arranging a series of free, 'discovery' workshops for secondary school students that are being promoted to 2,400 schools in the London area and Home Counties as outlined in Table 8(v) below.
- We will monitor the impact of these workshops in terms of the level of involvement of, and feedback from, local secondary school students and their teachers and the number who go on to apply to study at CTTC full-time, who otherwise might not have considered continuing on to Higher Education.

Table 8(v): Summary of Access Target 5: Low Participation Neighbourhoods (LPN).	
Overall Target	Increase outreach to, and involvement of, non-participants in local communities
To achieve this target we will	- Continually innovate our Fair Access Support Initiative - Increase awareness of CTTC activities to 2,400 schools in the London area - Arrange multiple free, 'discovery' workshops for secondary school students - Providing discounted access for secondary school students to performances by CTTC - Provide access to our financial support fund
The success and impact will be measured by:	- Measuring the engagement, and feedback from, LPN secondary school students and their teachers in CTTC activities - Monitor the number of school leavers who go on to apply to study at CTTC full-time

5.1.6 **Access Target 6: State School Students.** CTTC has a good record of recruiting from the state school sector, with 64% of current students coming from this background. We aim to maintain this representation as shown in Table 8(vi) below. We will continue to monitor the educational background of our cohorts.

Table 8(vi): Summary of Access Target 6: State School Students	
Overall Target	To continue to recruit strongly from state school sector
To achieve this target we will	• Continue to promote CTTC activities in schools • Continue to engage with students from a wide range of educational backgrounds • Continually innovate our Fair Access Support Initiative • Provide access to our financial support fund
The success and impact will be measured by:	Continue monitoring the educational background of our cohorts.

5.1.7 **Success Target 1: (Multiple) Ensure equivalent progression and attainment by students from all under-represented groups compared to other groups**

- We are aware that nationally there is an attainment gap in students from underrepresented groups compared to other groups. We have not been able to confirm this in our student data due to our small numbers and also believe that the vocational nature of our programme helps to equalise attainment levels.
- We aim to ensure that any students from under-represented groups have the same attainment and achievement opportunities as any other student, via access to our support services as outlined in Table 8(vii) below.
- We will monitor progress in terms of the continuation and attainment rates of students from under-represented groups.

Table 8(vii): Success Target 1: (Multiple) Ensure equivalent progression and attainment by students from all under-represented groups compared to other groups	
Overall Target	Maintain % of students from underrepresented groups having equivalent attainment and successfully completing the programme
To achieve this target we will	• Ensure access for underrepresented students to all our resources and academic and pastoral support services such as: dyslexia support, mental health support, academic writing and employability training and professional practice guidance. • Continuously monitor, review and innovate procedures and support mechanisms for students • Provide access to our financial support fund

The success and impact will be measured by:	Monitoring the continuation and attainment rates of students from under-represented groups compared to those of other groups

5.1.8 Progression Target 1: (Multiple) – Increase the percentage of students from all under-represented groups going into employment or on to further study.

CTTC has a long tradition of supporting employability due to the vocational nature of our course and our extensive industry links. We are constantly striving to increase employability opportunities for all our students as outlined in Table 8(viii) below. We have secured initial agreement with our university partner to establish a Masters degree as a progression route for our own and other drama graduates. We also provide information on other further study progression routes.

Table 8(viii): Progression Target 1: (Multiple) – Increase the percentage of students from all under-represented groups going into employment or on to further study.	
Overall Target	Increase the percentage of students from all under-represented groups going into employment or on to further study.
To achieve this target we will:	• Continue to support progression into employment and progression onto further study programmes for all our students via: a targeted showcase for student to agents; professional practice sessions; non-assessed modules; digital showreels; master classes; access to Equity and Spotlight membership; free access to over 200 shows and events; transferable skills and employment opportunities • Establish a new graduate Theatre Festival, open to all students and run by them • Establish a new Masters Degree as a progression route for any of our graduates • Provide information on other further study opportunities
The success and impact will be measured by:	Monitoring of graduate outcomes data and feedback from relevant committees

5.1.9 Multiple Target: Ensure that students from all under-represented groups are aware of, and can apply for, our financial support funding.

CTTC are establishing a new financial support 'Hardship Fund' to support students as outlined in Table 8(ix) below. The Fund will commence in 2019/20 with an investment of £12,000 and with maximum awards for full-time students of £1,000 or £1500 for priority students. Eligibility is based on income, outgoings and personal circumstances and priority is given to students with a disability, care leavers, dependent children and undergraduate students in their final year. Full details of the eligibility criteria and application process are included in our CTTC Hardship Fund

2019-20: Eligibility Criteria and Application Process Document. We plan to carefully monitor uptake and the impact of this new Fund (see section 3c. on Evaluation).

Table 8(ix): Multiple Target: Ensure that students from all under-represented groups are aware of, and can access, our financial support funding	
Overall Target	Ensure that students from all under-represented groups are aware of, and can access, our financial support funding
To achieve this target we will	• Establishing a new financial support fund to support students in financial difficulty or those unable to attain SLC funding, or those who require additional resources or support, including students from all under-represented groups
The success and impact will be measured by:	Monitoring uptake of our financial support funds via our management and student committees and Advisory Board

6. Investment

We plan to invest £35,000 into our Access, Success, Progression and Financial Support Fund in 2019-20. This is based on 23.1% of higher fee income. Our planned investment is to be allocated as follows:

Table 9 APP Investment

CTTC APP Investment

	2019 - 2020	
		proportion of higher fee income (%)
Access Investment	£7,000	4.6%
Success Investment	£6,000	4%
Progression Investment	£10,000	6.6%
Investment in CTTC Financial Support Fund	£12,000	7.9%
Total investment	£35,000	23.1%

7. Provision of information to students

7.1 Public information on our programme and resources is provided to both current and prospective students via: the CTTC website, the Buckinghamshire New University website, public events and workshops, personal enquiry, during the audition and

interview process, during induction and via our policies, Student Handbook and Operations Manual.

7.2 This information is regularly reviewed and updated via our Student, Staff and Quality Committees and by the Senior Management Team and is signed off by our Public Information Officer and the Principal. Staff have regular training to ensure that all information is compliant with CMA regulations and GDPR and benchmarked against the revised QAA Quality Code.

7.3 The information includes details of fees, training programme, support for underrepresented groups and so on. The details of the new Financial Support Fund and our Fair Access Support Initiative have not yet been released but will be made available for the commencement of the new academic year.

7.4 CTTC provides extensive academic and pastoral support in-house via our personal tutors and the creation of Individual Learning Plans (ILPs) for each individual student. There are also close links with our university partner's student services staff and students union to provide additional welfare guidance and support for all our students.

7.5 This Access and Participation Plan (APP) is made available to prospective students via our website and Welcome Pack and additionally to current students during induction and on the intranet.

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants

Institution name: Court Theatre Training Company Ltd
Institution UKPRN: 10034324

Validation checks:
1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The price for the course has been fixed at £10,950 in the past, but will now be fixed at £10,800 from 2019-20 with the new fee structure for accelerated degrees. We confirm we will apply inflationary increases where they are permitted.		

Full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		£10,800
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 - Targets and milestones

Validation checks:

1. All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.

2. All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Gender	Other statistic - Gender (please give details in the next column)	Increase % males to achieve better gender balance.	No	2018-19	36	36	38	40	42	44	Gender balance does vary from year to year. Our highest % to date has been 48% in year 2017-18. We want to maintain our focus on recruiting males to ensure our cohorts are as balanced as possible
T16a_02	Access	Mature	Other statistic - Mature (please give details in the next column)	Balanced % Mature Students (Over 21)	No	2018-19	41	41	45	50	50	50	Our aim is to achieve a balance of ages within each cohort. Currently almost 60% are under 21.
T16a_03	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase % UK BAME Students.	No	2018-19	9	9	12	14	16	18	We aim to actively recruit more BAME students so that they are represented in each cohort.
T16a_04	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Maintain % Disabled Students	No	2018-19	36	36	36	36	36	36	This category includes students with dyslexia and mental health issues; we aim to maintain our representation of students with a range of disabilities
T16a_05	Access	Low participation neighbourhoods (LPN)	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Increase % of students from LPN (Polar 3, Q1 + Q2) enrolled via outreach activities in East London including Libraries, Youth Theatre Groups.	No	2018-19	6 (Table 2)	6	8	10	12	14	To increase the proportion of students enrolled from non-participating areas as outlined in our POLAR data.
T16a_06	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Maintain % State School entrants	No	2018-19	64	64	66	66	70	74	To continue to recruit strongly from state school applicants including more targeted outreach in local schools
T16a_07	Success	Multiple	Other statistic - Other (please give details in the next column)	Maintain % of students successfully completing	No	2018-19	95	95	95	95	95	95	Provide additional resources and support for students with support needs to ensure academic success.
T16a_08	Progression	Multiple	Other statistic - Other (please give details in the next column)	increase % of progression into employment and progression onto further study programmes	No	2018-19	86	86	88	90	92	92	We aim to support progression into employment and progression onto further study programmes via a targeted showcase and professional practice sessions and the establishment of a new Masters Degree.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Multiple	Multiple	Other (please give details in Description column)	Hardship Funding	No	2018-19	0	0	9	9	9	9	We are establishing a hardship fund to support any students in financial difficulty or those unable to attain SLC funding, or those who require additional resources or support.