



COURT
THEATRE TRAINING
COMPANY

Court Theatre Training Company (CTTC)

Access and Participation Plan 2020/21 to 2024/25

Provider's name: Court Theatre Training Company (CTTC)

Provider's UKPRN: 10034324

Legal address: Boundary House, Cricket Field Road, Uxbridge, UB8 1QG.

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1. Introduction

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.

CTTC currently offers just one programme, a two-year accelerated BA (Hons) in Acting. The programme has been validated by Buckinghamshire New University (the University) since 2014 and the contract for this was extended for a further 6 years in January 2020, following the periodic Academic Partner Review held in December 2019. Recruitment in recent years has been stable and there are currently 43 students enrolled.

The Court Theatre Training Company is committed to widening participation. It has had an Equality, Diversity and Inclusivity policy in place since its inception in 1989 and has always had a diverse student intake. Traditionally, and in line with its Access and Participation Targets identified last year, CTTC encourages access and widening participation via outreach and community activities, publicity promotions including social media, bursaries, and other types of financial support. We also support student engagement progression and attainment by means of pastoral, academic, mental health and well-being support. As a Higher Education Institution partner of Buckinghamshire New University, we also follow their Equality, Diversity and Inclusivity policy¹ and are aligned with their Access and Participation agenda². CTTC is also compliant with all aspects of the Equality Act 2010.

CTTC highly values student and staff engagement and their views and feedback 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 Staff Development Meetings as well as a specially convened APP meeting with the entire student body and follow-up with student representatives (known as 'Company Managers' at CTTC). Examples of how students' views have influenced aspects of this Plan include various ideas put forward at the student APP meeting for achieving specific APP targets, such as: a proposal for student participation at career events in local schools and colleges, which will now be explored as part of our outreach programme, student involvement in a social media campaign targeted at widening participation and short videos made by students from different underrepresented backgrounds talking about their experiences to encourage others to apply.

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

Due to the small numbers of students enrolled with CTTC, 43 currently enrolled in total, on our two-year accelerated BA (Hons) in Acting, it is not possible to publish all data on assessment of performance. In line with Office for Students (OfS) and HESA guidance³ on suppression of data to protect anonymisation, any percentages (such as percentage of students who have declared a disability) have not been published where they represent groups of less than 22.5 students. Averages (such as average age) of groups of students of seven or less have also been withheld.

Our assessment of performance, across each stage of the student lifecycle, has been based predominantly on analysis of internal data over the last two to four years, i.e. internally collected data from 2016/17 to 2019/20. However, for certain assessments we only have 2019/20 data available, since this was the first academic year in which that particular dataset was recorded. We are committed to continuing to build our data analysis capabilities, for example from 2020/21 we will be recording POLAR4 instead of POLAR3 data as well as Index of Multiple Deprivation (IMD) data. We will be recording this POLAR4 and IMD data for applicants every year from now on in order to determine any changes in our performance, based on the targets in this Plan. We will also be better able to assess progress over time once more longitudinal data becomes available. To enable this data collection and subsequent analysis, we shall employ the use of certain software and other associated technology. For each student group, we have assessed performance in terms of each stage of the student lifecycle, namely access, continuation and completion, attainment and progression to employment or further study.

Data for all UK undergraduate students, plus EU students funded by the Student Loans Company (SLC), has been included. Where available, data from the HESA (Higher Education Statistics Agency) Experimental Statistics: UK Performance indicators 2017/18 data dashboard⁴ has also been utilised. No data for CTTC is yet available on the OfS Data Dashboard⁵.

2.1 Socioeconomic status and higher education participation

A. Access

2.1.1 POLAR Analysis

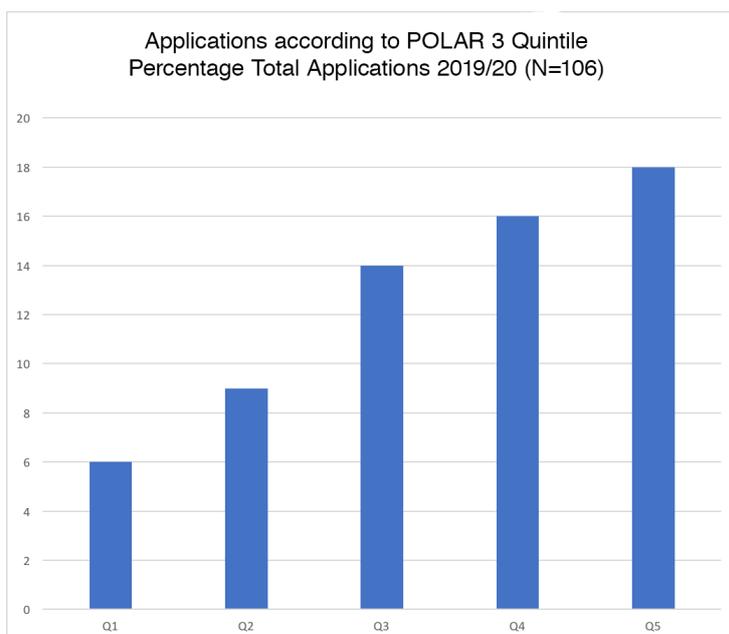
In 2019, we started recording POLAR3 (Participation Of Local ARea) data from UCAS application data. Out of 106 applications received for 2019/20, 15% came from POLAR Quintiles 1 and 2 (the lowest participation areas), while the number of applications increased with each quintile (Figure 1). This is in line with national data which shows that young people from LPNs are far less likely to apply to enter higher education than those from higher participation neighbourhoods.

³ <https://www.hesa.ac.uk/about/regulation/data-protection/rounding-and-suppression-anonymise-statistics>

⁴ <https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators>

⁵ <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

Figure 1. Percentage applications 2019/20 according to socio-economic status (POLAR3 data) (Source: Internal data)



Enrolment data from 2016/17 to 2019/20 has been analysed according to POLAR3 classification. Numbers are too small to be published. However, comparison of percentage enrolment of underrepresented groups (POLAR Q1 and 2) up to 2017/18 with national data from HESA⁶ statistics showed our average LPN intake to be below the national average. Analysis of 2019/20 enrolment showed that our POLAR Q1 enrolment was 16% lower than intake from POLAR Q5.

We have therefore set targets for increasing our LPN enrolment targets for the next five years to close this gap (See Section 3) and our long-term objective is to ensure that these students have successful continuation, attainment and progression and no performance gaps with students from higher POLAR quintiles.

Over the lifetime of this plan we will continue to benchmark our performance against sector and national averages in order to measure our progress in terms of the Office for Student's (OfS) Key Performance Measure 1⁷, to reduce the participation gap for the least represented groups.

Intersections of analysis between POLAR and other characteristics are not meaningful due to our very small numbers, many of which are less than 10 or even less than 5 students.

From 2020/21 we are committed to recording POLAR4 and also Index of Multiple Deprivation (IMD) data each year in order to more accurately analyse our application and enrolment profile according to socioeconomic status.

⁶ <https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators>

⁷ <https://www.officeforstudents.org.uk/media/a6ad6ef0-fdaf-49cd-b1fd-18d33e01871a/kpm-1-and-2-main-documentation.pdf>

2.1.2 Highest educational qualification on entry and state school background

A. Access

We have started analysing LPN access in terms of intersection with applicants' previous highest educational qualification and state school background. From 2020/21 we are committed to also recording 'first in family' data for applicants and to encouraging those from non-standard educational backgrounds to apply via Bucks University Accreditation of Prior Learning (APL) procedures.

Analysis showed that the majority of our applicants have a standard Level 3 Certificate/Diploma background, while a small number have a non-standard background or already have a prior degree. The majority of our students have state school backgrounds. Due to our small numbers this data cannot be published. However, compared to HESA sector percentages, our state school student intake is above the percentages for London and the South East although just below the national percentage.

The percentage enrolment of students from state schools has already exceeded the five-year target in our 2019/20 APP. Therefore, we have not included a state school target in this Plan.

B. Continuation and completion

Continuation statistics according to POLAR data are not available on the HESA⁸ dashboard due to our small numbers, and are also not available on the OfS Access and Participation Data Dashboard. Our internal continuation and completion data has not yet been analysed according to POLAR quintiles or school and qualification background but we are committed to making this analysis from 2020/21. However, our continuation data over the last three years shows that our continuation rate averages over 90%.

Internal data on completion rates for second year students for 2017/18 and 2018/19 showed that almost all our second-year students complete their programme of study (actual percentages have been withheld due to small numbers) Therefore, we have not identified any gap in completion according to LPN or POLAR quintile or school and qualification background.

In relation to the OfS KPM3, aimed at narrowing the gap in non-continuation between the most and least represented groups, we have also not identified any continuation gap in terms of LPN or school and qualification background. However, our very small numbers (many less than 10 or even 5 students) make meaningful analysis difficult. We will continue to monitor any potential gaps, particularly on an individual basis i.e. if any student is identified as struggling they will always be offered additional personal, pastoral or academic support, as appropriate. This is also followed up via their Individual Learning Plans that are updated either annually or termly, depending on their needs.

⁸ <https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators>

C. Attainment

Analysis of attainment data (achievement of 2:1 or First-Class degree) for all students over the last two years suggests there may be an attainment gap between students from POLAR Q1 and 2 and Q3-5. However, the numbers of students are so small that they cannot be regarded as significant. In line with OfS guidance, we will continue to monitor attainment rates to determine any potential gap, in terms of LPN and socio-economic status, or school and qualification background, over time.

D. Progression to employment or further study

Graduate Outcomes Data is not yet available and will be analysed when it is made available later this year. The last DLHE (Destinations of Leavers from Higher Education) 2017 survey showed that a very high overall percentage of CTTC graduates were in employment. No progression gaps have been identified according to POLAR quintile or prior educational background, although our numbers are extremely small any attempt determine such a gap would not be meaningful.

The overall progression to employment for CTTC students compares well with industry norms in the performing arts as well as the national average percentage of employment reported by HESA in their 2016/17 summary of Leaver Statistics for Alternative Providers.⁹

We have set a target of continuing to boost progression rates for students from all underrepresented groups over the next five years. We support employment of students in many ways including: the incorporation of non-assessed performance skills training into the course, such as fight skills and voice coaching; guidance on how to set up your own theatre company; showcases for agents; etc. plus a new career festival for second year students is being established in 2020. Dependent on results from the Graduate Outcomes Survey this spring we will do further evaluation of outcomes and identify relevant targets for enhancing progression.

2.2 Black, Asian and minority ethnic students

A. Access

Around 20% of applications in 2018/19 and 2019/20 came from BAME individuals and under 5% from those of mixed ethnicity, with no significant difference between the two years. BAME enrolments have increased from 15% in 2017/18 to 23% in 2018/19 and mixed ethnicity enrolments from 7% to 13%. We attribute this increase to our BAME and mixed ethnicity students featuring more prominently in our website and promotional materials and participating in our auditions as role models as well as outreach activities. Our current percentage is above sector averages and close to the national average as shown in the OfS data dashboard.

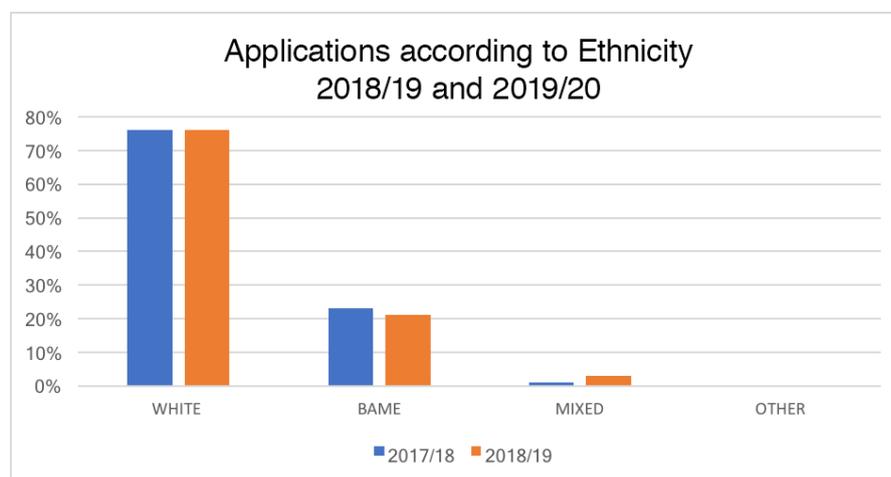
The percentage BAME enrolment for 2019/20 goes beyond our five-year target percentage from last year's APP but our very small numbers mean that the percentage can still vary widely from

⁹ <https://www.hesa.ac.uk/news/12-07-2018/sfr251-higher-education-leaver-statistics-ap>

year to year based on just a change in one or two students. Furthermore, BAME students are still underrepresented on HE drama programmes and in the arts overall based on national data. We have therefore retained a target to increase BAME and mixed student enrolment over the next five years, as detailed in Section 3.

Due to our small numbers, we have been unable to do any meaningful analysis, or identify any gaps, in BAME access intersected with LPN data.

Figure 3. Applications according to ethnicity 2018/19 and 2019/20
(Source: Internal dataset)



B. Continuation and completion

Internal data on completion rates for all second-year students for the last two years showed that a consistently high percentage of second year students completed in those years. Due to small numbers of BAME students it is not meaningful to do a separate analysis but there was no identifiable gap in completion rates according to ethnicity.

C. Attainment

No attainment gap (achievement of 2:1 or First-Class degree) has been found for BAME or mixed ethnicity students in 2017/18 and 2018/19, the numbers are too small to publish. Numbers are also too small to disaggregate into ethnicity type.

In line with OfS guidance, we will continue to monitor attainment rates to identify any potential gaps in terms of ethnicity, over time.

In line with OfS KPM3, aimed at closing the gap in degree outcomes (1sts or 2:1s) between white students and black students, we will continue to monitor levels of attainment of these two groups but have no attainment target in this Plan due to the fact that no gap currently exists.

D. Progression to employment or further study

Data for the analysis of progression to employment or further study based on ethnicity has not been recorded internally and is not available on the OfS Data Dashboard. We intend to evaluate this from 2020/21 onwards, based on the Graduate Outcomes data that will be made available, in order to identify any gaps on the basis of ethnicity.

2.3 Mature students

A. Access

We have not analysed numbers of applications according to age but our analysis of enrolments by age show that our percentages of mature students for 2017/18, 2018/19 and 2019/20 are well above most other UK drama college providers and above national HE enrolment averages. The actual numbers are too small to publish but we have achieved our mature students target from last year's APP and have now set targets for a continued enrolment increase over the next 5 years.

B. Continuation and completion

Continuation data for CTTC students according to age remains strong as advised by the most recent internal data, however, these numbers are too small to publish as is the case on the OfS dashboard. We intend to conduct further analysis from 2020/21 onwards.

Internal data on completion rates for second year students showed that a very high percentage completed successfully. The numbers are too small to publish but no targets have been set as no gap in completion rates compared with students under 21 years of age has been identified.

C. Attainment

No attainment gap (achievement of 2:1 or First-Class degree) has been found for mature students in 2017/18 and 2018/19. We will continue to monitor attainment rates each year to identify any potential gap in terms of age, over time.

D. Progression to employment or further study

Data for the analysis of progression to employment or further study based on age has not been recorded internally and is not available on the OfS Data Dashboard. We plan to evaluate this from 2020/21 onwards based on the Graduate Outcomes data that will be made available, in order to identify any potential gap on the basis of age.

2.4 Disabled students

A. Access

We have not analysed numbers of applications in terms of disability but our analysis of enrolments in terms of declared disabilities from 2016/17 to 2019/20 shows that the numbers of students declaring disabilities has generally increased year on year, in line with the rest of the HE sector. On average, a small but increasing percentage of our enrolled students declared a specific learning disability, such as dyslexia, while a slightly reduced but consistent percentage on average declared a mental health disability, such as depression, anxiety or bipolar disorder. Very few students with physical disabilities have applied, or been enrolled, although we have disabled access available (ramps and lift). This may be linked to the physical demands of the programme including dance, combat training, long periods of standing, etc.

Our numbers of students with declared disabilities are too small to publish or to identify any gaps in terms of intersections.

We ensure that any students with disabilities are informed about how to apply for Disabled Students' Allowance (DSA) but the numbers have been so small that, to date, we have not recorded data on those in receipt of it. However, we are committed to recording this data from 2020/21 onwards.

B. Continuation and completion

Continuation data for CTTC students with a disability has not been analysed separately internally due to the small numbers, and is not available on the OfS dashboard for the same reason. Nevertheless, we commit to recording this data from 2020/21 onwards.

Internal data on completion rates for all final year (the second-year cohort of our two-year accelerated course) students for 2017/18 and 2018/19 showed a very high completion rate across all students. The numbers are too small to publish but there was no gap for students with disabilities so no target has been created for this.

C. Attainment

Analysis of attainment data (achievement of 2:1 or First-Class degree) has not been done separately according to disability due to the extremely small numbers and the fact that our students with disabilities performed as well as those without. We will continue to monitor attainment rates in relation to disability according to OfS KPM5 which has highlighted a national attainment gap between disabled and non-disabled students.

D. Progression to employment or further study

Data on progression to employment or further study based on disability has not been recorded internally due to the very small numbers. We will record and evaluate this from 2020/21 onwards, based on the Graduate Outcomes data that will be made available, in order to identify any potential gaps based on disability.

2.5 Intersections of disadvantage

No analysis of intersections of disadvantage has yet been carried out at CTTC and our very small numbers of students would mean that it would be difficult to make such analysis meaningful. We will keep informed of measures of intersections of disadvantage across the sector, and reported by the OfS, and take actions where appropriate to minimise any such possible disadvantages for our students.

2.6 Other groups who experience barriers in higher education

We are aware of national data and research findings on the underrepresentation, and subsequent attainment gaps, of other groups such as refugees, children from military families, estranged students, or those from Gypsy, Roma and Traveller communities. However, amongst our current cohorts we only have one student from one of these specific groups enrolled. Therefore, no form of internal performance analysis is meaningful and subsequently no performance gaps are identifiable. Furthermore, on the basis of our very small student population, any numbers of individuals recruited from such groups are likely to be only one or two students annually.

However, we are committed to identifying new ways to encourage participation from such groups, for example via outreach work, specific promotions and targeted financial support, or by linking with organisations that support such groups directly. In particular, we have decided to focus on care leavers as an underrepresented group as this is the most relevant to our provision.

2.7 Care leavers

As part of our commitment to widening participation for other groups who experience barriers in higher education, we have chosen to focus on care leavers. The National Network for the Education of Care Leavers' (NNECL) 'Moving on Up' report, the Leverhulme Trust 'Pathways to Success' report and the Office for Students have all identified that the participation rate of care leavers in higher education is substantially lower (around 12%) than that of other young people (42%) and that reasons for this include disrupted schooling limited their opportunities, low confidence and lack of support.

It has also been identified that care leavers are more likely to return to education as mature students and that involvement in arts and drama in particular has been shown to contribute to increased levels of confidence, resilience and a sense of self-worth.¹⁰

We feel it is particularly appropriate for us to include this underrepresented group in our strategic objectives as we offer a single drama programme in an environment that provides a high level of personalised, individual support and we currently do not have any care leavers identified. Furthermore, care leavers have reported nationally that a major participation concern is financial support and we are addressing this through mechanisms such as the hardship fund (see Sections 3 and 4.2). However, we have not included care leavers in our specific targets due to our small numbers as any increase is likely to represent only one or two students.

¹⁰ Young Futures (www.Youngfutures.org.uk) and the Scottish Mental Health Foundation (www.mentalhealth.org.uk)

National data suggests that care leavers are underrepresented throughout the student life cycle.

A. Access

We will begin to collect data on care leavers from academic year 2020/21 in order to monitor access of students from this underrepresented group.

B. Continuation and completion

We will begin to collect data on care leavers from academic year 2020/21 in order to monitor continuation and completion rates of students from this underrepresented group.

C. Attainment

We will begin to collect data on care leavers from academic year 2020/21 in order to monitor attainment of students from this underrepresented group.

D. Progression to employment or further study

We will begin to collect data on care leavers from academic year 2020/21 in order to monitor progression and outcomes for students from this underrepresented group.

3. Strategic aims and objectives

3.1 Aims and Objectives

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

The Access & Participation strategic aims and objectives for 2020/21 to 2024/25 have been discussed and agreed with members of the Governing Body, students and staff and have been summarised in this document by the Senior Management Team.

Our aims and objectives reflect the fact that CTTC is a small provider with currently only 43 students on one single BA (Hons), two-year accelerated degree programme. Therefore, one student represents 2.3% of our population and so our analysis, and the target numbers in our Targets and Investment Plan reflect this. Furthermore, although we already have good representation of some nationally underrepresented groups, such as BAME students, we are ambitiously aiming to increase these still further (see Targets).

Our overarching strategic aim is to deliver equality of opportunity and outcomes for all students by providing extensive academic and pastoral support, both onsite and in conjunction with our university partner's student support services and Student Union. This will also be achieved by means of the financial support that we are now able to offer via our Hardship Fund and targeted grants (see Section 4.2).

Section 3.2 details our specific targets in terms of underrepresented groups at different stages of the student lifecycle and in line with OfS Key Performance Measures (KPMs). We also outline our measurable objectives relating to each of the target groups and stage of the lifecycle and the timescale over which we hope to deliver these aims and objectives.

3.1.1. Care leavers

CTTC currently has no students who have declared themselves as care leavers. We are aware that such students are underrepresented in HE and they are a key part of our strategic aims and objectives in that we are aiming to encourage enrolment of care leaver students by means of: (i) targeted promotion and recruitment (ii) a new page on our website aimed specifically at students from such underrepresented groups, including care leavers (ii) a new bursary of £1k per year targeted specifically at care leavers (iii) actively promoting our Fair Access Support Initiative, that aims to assist students with the application and enrolment process.

In line with the Department of Education Policy Paper¹¹ (March 2019) on improving access for care leavers, we also plan to sign up to the care leavers Covenant and liaise with the IMO website for care leavers to promote the financial support we are offering for care leavers to study with us. We will also invite any care leaver so recruited to post a blog of their experience of studying and training with us to encourage other care leavers to apply.

As we are a small provider with a single 2-year accelerated BA programme, one student represents 2.3% of our population. We have therefore not created a specific target for care leavers as our small numbers mean that any additional student from this underrepresented group would be likely to only represent one or two students per year. However, our strategic aim is to enrol at least one care leaver per cohort from 2021/22 onwards.

To monitor the success and impact of our objectives targeted at care leavers we will (i) monitor the number of care leaver enrolments from 2020/21 onwards (ii) evaluate the performance of such students to identify any potential gaps and (iii) analyse feedback from such students.

3.2 Targets

Based on our Assessment of Performance we have decided to focus on two stages of the student lifecycle – Access and Progression – for our Access and Participation targets. These are summarised in Table 3. We will use a variety of measures to evaluate the successful achievement and impact of each over time (see Section 4.4).

Our principal targets are (i) to improve access by increasing our enrolment of mature, BAME and disabled students as well as those from Low Participation Neighbourhoods (LPNs) and (ii) to improve the rate of progression to employment or further study for students from all underrepresented groups.

In terms of access targets, we aim to increase access and enrolment for students from the following underrepresented groups:

1. Access Target 1: Increase enrolment of mature students
2. Access Target 2: Increase enrolment of BAME students
3. Access Target 3: Increase enrolment of students with disabilities
4. Access Target 4: Increase enrolment of students from neighbourhoods with low levels of HE participation (POLAR Q1 and Q2 LPNs)

¹¹ <https://www.gov.uk/government/publications/principles-to-guide-he-providers-on-improving-care-leavers-access-and-participation-in-he>

We aim to achieve these enrolment increases by various means including:

- Targeting marketing and promotion initiatives more specifically at under- represented groups e.g. featuring more BAME students in different ways on our website and in promotional videos; creating a dedicated section on the website for Care Leavers; creating informational materials on support provided for students with disabilities;
- Actively promoting our **Fair Access Support Initiative** for all applicants, including 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 assistance in the completion of application forms, help with financial planning and advice on accommodation and living arrangements;
- Providing free workshops, short course options and developing outreach activities that focus on, or encompass, underrepresented groups. This will include contact with BAME-focused youth theatre groups and outreach to local schools and communities; offering workshops in-house for school students and their teachers and members of local communities (including mature students);
- Developing a Foundation Course to increase access and progression opportunities.

We have not included a **success target** since we currently have no identified gaps in the completion and attainment of students from underrepresented groups. We will continue to monitor and evaluate this to ensure that all students have appropriate support to ensure their success.

For our **progression target** we aim to increase the percentage of students from all the underrepresented groups cited above, going on to employment or further study. We have aimed this target at all these groups due to our very small numbers. To ensure that we achieve equality of opportunity for students from each of these groups we will also monitor each groups progress individually, as some of these groups only represent one or two students. Although the small numbers render statistical comparisons between the groups meaningless we will use qualitative data, such as analysis of graduate feedback, to identify any potential inequality of opportunity or progress.

Our previous DHLE (Destinations of Leavers from Higher Education survey) data showed an overall rate of 86% progression on to employment or further study. We are analysing the new Graduate Outcomes data to identify any ways in which we might improve this rate and aim to increase it year on year. We will also evaluate progression data in terms of disaggregated data for specific underrepresented groups where possible.

To promote equality of opportunity for students from all underrepresented groups in our cohorts we aim to offer high levels of personal support throughout the student lifecycle including academic and pastoral support as well as careers advice and the provision of vocational opportunities, such as showcases and film reels, to facilitate progression for students to their chosen employment or further study. Such support is offered to all our students, but we will be mindful of any specific support requirements for individual students within underrepresented groups based on their feedback as well as academic and pastoral staff assessments. We will evaluate the success and impact of this support in terms of progression outcomes.

We have ensured that students from all the underrepresented groups cited in this Plan currently enrolled have been fully informed about our new, expanded financial support initiatives and able to access them as appropriate. We intend to add a new page to our website outlining the support funding available to students from specific underrepresented groups, including care leavers, to facilitate their access and progressions through the entire student life cycle.

Our targets are summarised in Table 3 below and then detailed individually in subsequent tables. The targets are all directly linked to our overarching strategic aims of:

- delivering actor training without any barriers to entry for a diverse range of students from all backgrounds;
- delivering equality of opportunity and outcomes for all students, including those from underrepresented groups;
- providing the industry with actors that represent a cross-section of society.

Table 3: Access and Participation Targets According to Stage of the Student Lifecycle

Stage of Lifecycle	Main Target/ under-represented group	Aim	Commentary/ Aim
Access Target 1	Mature	Increase the % enrolment of mature students (Over 21)	To increase the enrolment of mature students supporting a balance of ages within each cohort. Currently almost 60% are under 21.
Access Target 2	Ethnicity	Increase the % enrolment of BAME and mixed ethnicity students.	To increase enrolment of BAME and mixed ethnicity students to each cohort.
Access Target 3	Disabled	Increase the % enrolment of disabled students	To increase the enrolment of students with a range of disabilities, including learning difficulties, physical and mental health issues

Access Target 4	Low Participation Neighbourhoods (LPN)	Increase the % enrolment of students from LPNs (POLAR Q1 + Q2)	To increase the enrolment of students from low-participation areas as categorised by POLAR4 data in order to close the gap between Q5 and Q1 enrolment.
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Stage of Lifecycle	Main Target/ under-represented group	Aim	Commentary/ Aim
Success Target 1	N/A	N/A	No success target has been included since we currently have no identified gaps in the completion and attainment of students from underrepresented groups compared to other students. We will continue to monitor and evaluate this to ensure that all students have appropriate support to ensure their continued success.
Progression Target 1	(Other) – Increase the percentage of students from all the under-represented groups identified above progressing on to employment / further study	Increase % progression to employment or further study for students from under-represented groups identified in this Plan	We await new Graduate Outcomes data and aim to build on our previous DHLE rate of 86% progression to employment or further study and to evaluate data for each underrepresented group identified in this Plan to ensure their equivalent progression

Access Target 1: Increase enrolment of mature students. Our aim is to increase the enrolment of mature students. Currently 41% of our students are over 21 but we aim to support a balance of ages within each cohort. Our strategy is to take additional steps to recruit mature students to the programme as outlined in Table 4(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 4(i): Summary of Access Target 1:	
Overall Target	To increase the intake of mature students
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 funds
The success and impact will be measured by:	Monitoring the number of mature applicants and the numbers of mature students enrolled Analysis of feedback from mature students

Access Target 2: Increase enrolment of BAME students. CTTC has been quite successful in recruiting BAME students to date. However, we now aim to increase enrolment of this underrepresented group as outlined in Table 4(ii) 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 4(ii): Summary of Access Target 2:	
Overall Target	To increase the number of BAME students enrolled in each cohort.
To achieve this target, we will	Increase the prominence of current BAME students in promotional materials and on our website Actively target BAME students in our recruitment initiatives so that they are encouraged to apply Work in partnership with youth and other organisations that focus on BAME individuals Apply our Fair Access Support Initiative to support BAME students in making applications Feature our successful BAME alumni and their achievements in promotional material and on our website Promote and provide access to our financial support funds

The success and impact will be measured by:	<p>Monitoring the number of BAME applicants and the number of BAME students enrolled on the programme</p> <p>Analysis of feedback from BAME students</p> <p>We will also continue to monitor achievement of BAME students on the programme. Currently there are no gaps in their performance compared to white students, but we will continue to monitor this to ensure it continues.</p> <p>As numbers increase, we will disaggregate data for the BAME student group to evaluate any gaps e.g. for Black, Chinese, or other ethnic group of students. Currently our numbers are too small for such disaggregation to be meaningful.</p>
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Access Target 3: Increase enrolment of students with disabilities. CTTC has always welcomed and included students with a range of disabilities. Currently 31% of our students have declared a disability. We intend to increase the numbers of students with disabilities still further by increasing our promotion and marketing to such students and increasing our resources and support internally, as outlined in Table 4(iii) below. We will monitor the effectiveness of our strategies and the overall institutional impact via our feedback and committee processes.

Table 4(iii): Summary of Access Target 3:	
Overall Target	Increase the enrolment of students with disabilities
To achieve this target, we will	<p>Increase the prominence of students with disabilities in our promotional materials.</p> <p>Highlight our support for students with disabilities in promotional materials and on the CTTC website</p> <p>Create an inclusive environment through support and awareness, including mental health initiatives</p> <p>Provide access to our financial support funds</p> <p>Continually apply and innovate our Fair Access Support Initiative</p>

The success and impact will be measured by:	<p>Monitoring the number of applicants and enrolment of students with disabilities</p> <p>Analysis of feedback from students with disabilities</p> <p>We will also continue to monitor attainment rates in relation to disability</p>
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Access Target 4: Increase enrolment from Low Participation Neighbourhoods (LPN).

Currently only 13% of enrolled CTTC students are from POLAR Q1 and Q2 Low Participation Neighbourhoods (LPNs). We aim to further increase recruitment from these LPNs. (Table 4v)

Table 4(iv): Summary of Access Target 4	
Overall Target	Increase the enrolment of students from LPN's to close the gap between Q1 and Q5 enrolment.
To achieve this target, we will	<p>Increase our outreach activities in LPNs</p> <p>Review our promotional and recruitment activities to ensure that potential students from LPNs are targeted</p> <p>Continually apply and innovate our Fair Access Support Initiative</p> <p>Increase awareness of CTTC activities to 2,400 schools in London, including LPNs</p> <p>Arrange multiple free, 'discovery' workshops for secondary school students from LPNs</p> <p>Providing discounted access for secondary school students from LPNs to performances by CTTC</p> <p>Provide access to our financial support funds and publicise these in our outreach activities.</p>

Table 4(iv): Summary of Access Target 4	
The success and impact will be measured by:	<p>Measuring the engagement, and feedback from, LPN secondary school students and their teachers in CTTC activities</p> <p>Monitoring the number of applications from LPNs and the numbers of students from POLAR Q1 and Q2 LPNs successfully enrolled</p> <p>Analysis of feedback from students from LPNs</p> <p>We will continue to benchmark our performance</p>

	<p>against sector averages in order to measure our progress in terms of OfS Key Performance Measure 1 (KPM1),¹² which measures the overall difference in participation rates between those living in areas with lowest participation and areas with highest participation.</p> <p>We will also aim to incorporate IMD (Index of Multiple Deprivation) data from 2020/21 onwards for further evaluation and to move to classification according to POLAR4.</p> <p>Our long-term objective is to close the enrolment gap between students from Q1 and Q5 neighbourhoods and ensure LPN students have successful continuation, attainment and progression and no performance gaps with students from higher POLAR quintiles.</p>
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Progression Target 1: (Other) – Increase the percentage of students from all under-represented groups identified in the above targets for this Plan 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. We also provide information on further study progression routes. Our aim is to ensure that there is no gap in progression between our students from the underrepresented groups targeted in this Plan and those not from underrepresented groups.

Table 4vii: Progression Target 1: (Other)	
Overall Target	Increase the percentage of students from all the underrepresented groups identified in the targets above of this Plan, progressing into employment or on to further study.

¹² <https://www.officeforstudents.org.uk/media/a6ad6ef0-fdaf-49cd-b1fd-18d33e01871a/kpm-1-and-2-main-documentation.pdf>

<p>To achieve this target, we will:</p>	<p>Continue to support progression into employment and progression onto further study programmes for all students from the underrepresented groups identified in the targets of this Plan, via:</p> <ul style="list-style-type: none"> • a targeted showcase for students to agents; professional practice sessions; • non-assessed skills modules; • digital show reels; • master classes; • access to Equity and Spotlight membership; • free access to over 200 shows and events; • training in transferable skills and employment opportunities, • organisation of a new careers festival in 2021 • establish a new Graduate Theatre Festival, open to all students and run by them • provide information on further study opportunities
<p>The success and impact will be measured by:</p>	<p>Monitoring of new Graduate Outcomes data, including disaggregation according to under-represented group if and when possible, due to our very small numbers.</p> <p>Analysis of feedback from underrepresented group students and via the Student-Staff committee</p>

Time scale: All of these targets will be monitored and evaluated over the coming 5-year period and new strategic aims and objectives developed for the following five years in 2025.

4. Strategic Measures

4.1 Whole provider strategic approach

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. We work with our Governing Body, our Tutors, the wider sector and national statistics. We want to be inclusive and involve all stakeholders in the monitoring and evaluation of our activities relating to access and participation.

4.2 Financial support

CTTC's financial support is targeted in two areas:

1. Grants to support access from underrepresented groups
2. A Hardship fund to support continuation

4.2.1. Grants to support access from underrepresented groups

We have established a new grant solely for care leavers of £1,000 per annum for both years of the course, towards fees or maintenance, to support their enrolment onto the course as well as their continuation to completion.

Full details of this new grant being applied for the 2020/21 intake will be posted on our website, included in marketing and promotional materials and added to the Student Handbook. This grant funding will also be mentioned at interview/audition stage as well as at Induction.

Eligibility is in terms of underrepresented group status i.e. being a care leaver.

Evaluation will be in terms of interview with, and feedback from, the recipients as well as analysis of performance at each stage of the student life-cycle, i.e. number enrolled, continuation, completion and progression.

4.2.2. A Hardship fund to support continuation

CTTC have established a new Hardship Fund offering financial support to students in need and designed primarily to support their continuation on the programme. The Fund commenced in 2019/20 with an investment of £12,000 and with maximum awards for full-time students of up to £1500 per student. Eligibility is based on income and personal circumstances and priority is given to undergraduate students in their final year to support their continuation to completion. Full details of the Fund are posted on our intranet and outlined to students at induction and in the Student Handbook.

Evaluation of the Hardship Funds success will be measured using several variables including; a student questionnaire, amount of applications received and amounts requested, amount of payments processed, student staff committee meetings and feedback from all applicants to the process. We will also look at the performance of the fund for each stage of the student life cycle i.e. access, continuation, completion and progression.

4.3 Student consultation

Students are at the heart of all that CTTC does and are consulted on all aspects of our provision. A consultation meeting was held with the entire student body in early 2020 to discuss the aims and objectives for this APP and to solicit ideas from students on initiatives for achieving objectives and targets. Consultation has also taken place on an ongoing basis with the Student Representatives/Company Managers via the termly Student/Staff Committee meetings that they lead. These meetings include feedback and discussion, ongoing monitoring and evaluation of targets as appropriate. As a small organisation, student input and feedback is also obtained in a ubiquitous manner and informally via daily contact between students, tutors and the senior management team. It should be noted that, due to our small numbers the Student Representative roles involve around 20% of the overall institutional student population; this ensures that the views of students from a wide range of backgrounds are well represented.

The student consultations have led to specific student-led initiatives aimed at achieving targets incorporated in this Plan including:

- Outreach to specific state schools and schools in LPNs, with which particular students have been associated, including shows and participation in careers events, in order to attract students from LPNs and state schools (Targets 5 & 6);

- The creation of vlogs by students from specific underrepresented groups to be featured on the website and in other promotional materials, outlining their experiences and encouraging others with similar backgrounds to apply, such as mature students, students with disabilities and BAME students (Targets 2, 3 & 4);
- A student-led social media campaign highlighting key features of CTTC training and student life targeted at specific underrepresented groups such as BAME students and students with disabilities (Targets 3 & 4).

4.4 Evaluation strategy

Targets outlined in this Plan will be monitored via: The College's Student and Staff Committees; our Annual Monitoring Reviews (AMR); our Senior Management Team Meetings and meetings of the Governing Body. The SMT and the Governing Body have overall responsibility for monitoring performance against the provisions of this Plan and for initiating action when targets are not being achieved. The AMR will allow annual monitoring of progress against all targets and impact of the financial support funding.

For the duration of this Plan we will evaluate outcomes and impacts according to each under-represented group. We also intend to explore intersections; however, our very small numbers make it difficult to draw significant statistical conclusions.

In terms of our ambitions (section 3.1), we aim to evaluate:

- The, ongoing diversity and representation of identified underrepresented groups in terms our applications, offers and enrolment numbers;
- The continuation, completion, attainment and progression of students from each underrepresented group;
- The impact of our outreach activities in terms of number of applications and successful enrolments from our target groups of underrepresented students;
- The effectiveness and impact of our financial support funding in terms of increased enrolment, continuation, completion and attainment for students from identified underrepresented groups;
- The impact of our employability activities and initiatives in terms of progression to graduate employment or further study for students from each underrepresented group.

4.4.1. Funding to support evaluation and research

We will also use some investment funding to support staff training (in the use of evaluation toolkits and research), develop additional data collection capabilities and on research to ensure the identification of underrepresented groups and any gaps in attainment. This will allow for the effective evaluation of existing mechanisms and the success of the APP targets as a whole.

4.5 Monitoring progress against delivery of the plan

Our evaluation will be done in a variety of way including analysis of: institution-wide surveys, student and staff feedback forms, analysis of application and enrolment data as well as of continuation, completion and progression data and follow-up of individuals awarded financial support.

We will continue to compare our data with sector and national averages, and reference OfS KPMs, HESA data, the Access and Participation dataset and Graduate Outcomes data, and any other relevant data sources. We intend to engage with other providers, via our membership of Independent Higher Education (IHE), in order to enhance practice both internally and across the sector.

We will evaluate the impact of our newly established hardship funding and grants by analysing data on access, continuation, attainment and progression for recipients of financial support. We also aim to use the OfS Survey and Interview toolkits from 2020/21 to determine how recipients used the financial support and the perceived value to them of that support.

Responsibility for monitoring and evaluation of APP targets and financial support will lie with the Senior Management Team and will be overseen by the Principal and approved by the Governing Body. The Access and Participation plan has become a standing agenda item for all Governing Body meetings.

Evaluation data and progress will be reported on at the Governing Body and SMT meetings and will be reviewed annually at the Annual Monitoring Review (AMR) meeting, held each summer and attended by all the Senior Management Team, teaching staff representatives and student representatives. The objective will be to assess progress and monitor achievement of targets, determine best practice and plan modifications or new initiatives for the coming academic year and for beyond the lifetime of the Plan. If progress is worsening rather than improving in terms of targets, then the Governing Body and SMT will recommend modifications

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 University¹³ and the Equality Act 2010. As such we work together actively with our students, staff and partner University to promote equality and inclusivity and ensure that all students and staff are treated with respect, whoever they are, however they identify and whatever their characteristics.

The approach to, and objectives for, equality, diversity and inclusion outlined in this Plan are overseen by the Senior Management Team and the Governing Body and are discussed at, and informed by, students and staff via the relevant committees.

5. Provision of information to students

Public information on our programme and resources is provided to both current and prospective students via: the CTTC website, UCAS, Buckinghamshire New University, public events and workshops, personal enquiry, at auditions and interviews, during induction week and via our policies, Student Handbook and Operations Manual as well as on the student intranet and in hard copy in different formats from the administrator if required.

¹³ <https://bucks.ac.uk/about-us/governance-and-policies/equality-and-diversity>

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 training to ensure that all information is compliant with CMA regulations and GDPR and all our policies and procedures are benchmarked against the revised QAA Quality Code and in line with those of our partner university.

The information provided to students includes details of fees, training programme, support for underrepresented groups and so on. Details of the new financial support funds are outlined as part of the application and audition process, at induction and are provided in hard copy to all students as well as being available on the student intranet. This includes details of eligibility, the amounts of funding available and the timing for the provision of financial support. The CTTC Fair Access Support Initiative is also in place to assist all new applicants with form filling, access to financial support information and other lifestyle information, such as advice on accommodation.

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. Students are also given information about our partner university's Student Support Services, such as counselling support, at induction and in the Student Handbook. Representatives from the Bucks Students Union also attend induction each year and maintain links with our Student Representatives/Company Managers so that students can be kept informed about Bucks Student Union services and initiatives, such as for national Mental Health Day.

This Access and Participation Plan (APP) is made available to prospective students via our website and Welcome Pack and to enrolled students during induction week, via the intranet and is also available as hard copy from the administrator.

6. Appendix

1. Fee Information
2. Targets and Investment Plan

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

We do not intend to raise fees annually

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

Full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	BA (HONS) ACTING	£10,800
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	*	*
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: Court Theatre Training Company Ltd

Provider UKPRN: 10034324

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 (£)	£10,920.00	£15,768.00	£15,768.00	£19,321.60	£19,321.60
Access (pre-16)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (post-16)	£3,120.00	£6,936.00	£6,936.00	£7,923.20	£7,923.20
Access (adults and the community)	£7,800.00	£8,832.00	£8,832.00	£11,398.40	£11,398.40
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£18,000.00	£20,000.00	£20,000.00	£24,000.00	£24,000.00
Research and evaluation (£)	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00

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)	£180,000.00	£216,000.00	£216,000.00	£259,200.00	£259,200.00
Access investment	6.1%	7.3%	7.3%	7.5%	7.5%
Financial support	10.0%	9.3%	9.3%	9.3%	9.3%
Research and evaluation	1.1%	0.9%	0.9%	0.8%	0.8%
Total investment (as %HFI)	17.2%	17.5%	17.5%	17.5%	17.5%

