



CENTRAL SCHOOL OF SPEECH AND DRAMA

ACCESS AGREEMENT

1 Summary

- 1.1 Central School of Speech and Drama (hereafter referred to as 'The School' or 'Central') intends to charge the full £3,000 per annum fee to all home/EU students. It intends to sign up to the model bursary scheme as devised by the UUK/SCOP advisory group on bursary schemes and pay the minimum level of bursary support to students on full state support. In line with the School's Widening Participation strategy it intends to invest 34% of the additional funding from increased student fees on bursaries and outreach activity and 35% on maintaining student: staff ratios in keeping with the commitment to student retention. Initial investment in outreach activity and bursaries (in addition to the minimum bursary) will take the form of the development of Audition/interview preparation workshops taken out into the community; development of a model for mapping the pathways taken by school students into the study of drama and theatre in Higher Education, enabling measurement of success of outreach activities in attracting applicants to HE and to the School; and a voucher system to offset audition costs.
- 1.2 This access plan represents the School's position for the introduction of increased fees from 2006/07. It will continue to review the plan annually from 2006/07, in the light of actual recruitment and the effect of increased fee levels on its student profile.

2 Introduction

- 2.1 Central School of Speech & Drama is one of the nation's leading specialist institutions. The cost of maintaining the vocational educational standards that it provides is acknowledged to be very high. These are supported formally through the premium funds that are awarded by HEFCE.
- 2.2 As well as being an international brand, and therefore benefiting from a considerable prestige as one of the UK's foremost centres for the study of drama, the School meets all public measurements of excellence in teaching quality and in outputs. These are inter alia QAA Subject Review scores of 23, 24 and 23 across its subject range, a consistently high level of graduate employment in its industries (the recently published HESA employment performance indicator for 2002/03 was 93.6% against a bench-mark of 91.7%) and, in 2004, designation by the Privy Council as an institution able to award its own taught degrees (TDAPS).
- 2.3 As a consequence the School benefits from very high demand for places. In 2003/04 the application ratio for undergraduate programmes was 17.25:1.
- 2.4 Notwithstanding this advantaged position the School, along with many other institutions in the sector, needs to improve its income in order to invest in its infrastructure, to improve capacity, to continue to meet the high costs endemic to the teaching of its subjects, and to embrace fully the demands inherent in widening its applicant base and ensuring an equitable educational experience for all who are auditioned/interviewed and accepted.
- 2.5 The School maintains that a fit for purpose environment is part of the makeup of an organisation that supports and enhances the educational experience of every kind of student. As a vocational, pre-professional HEI, Central has made considerable advances in ensuring that its learning infrastructures will help the academic and vocational trajectories of all of its students.
- 2.6 The characteristics of the School are those of advantageous staff/ student teaching ratios to ensure close individual attention to all students; proto-industrial workshops, studios and theatre spaces that secure a learning experience that assures preparation for the world of work; and a single [not yet!!] campus that provides for a holistic learning community.

- 2.7 These are all important characteristics of an organisation that seeks to engage the sustained interest of the educationally and socially disadvantaged, as well those traditionally inclined to a career in the performing arts, inasmuch as they protect the less (academically) able from inappropriate exposure whilst ensuring a high probability that the advanced skills necessary for a successful career are being catered for.

Widening Participation

- 2.8 An important element of the School's mission is its historic commitment to outreach into a wider community in order to raise awareness of the disciplines of theatre and to inculcate an appreciation that the theatre-related industries are both burgeoning and available as career pathways for all segments of society.
- 2.9 This principle informs the School's Widening Participation Strategy wherein engagements with Aim Higher, local outreach activity (including Clean Break, Cardboard Citizens, Coulsden College and the Princes Trust), attendance at HE fairs, Open Days and Information Days (actively marketed in low participation areas), along with a variety of short courses and summer schools, stimulates interest in the potential that theatre has as a career pathway. Recurrent enrolment on these programmes is in the order of 430 per year. Central perceives this initiative as one that will widen the applicant pool for HE nationally and over time.
- 2.10 Whilst these do not necessarily lead to wider student enrolment at Central, such engagements avow the School's openness to all social groups, and its capability to interact with those traditionally excluded from drama as a discipline. The School perceives this activity as one of public good as well as an ongoing message to the sector that Central is socially inclusive in its operation. The School will be utilising some of the additional income generated through fees to ensure the continuance of this programme.
- 2.11 Both the School's applicant profile and its student profile differ in some regards from sector-wide averages (as is the case for many individual institutions) but they are, in most cases, broadly in line with the averages for the relevant HESA subject categories. Student entry profiles (2003-04 data) show the following characteristics:
- Ethnicity:** 10% (as % of declarations)
- Gender:** 65% female
- Age:** 7% mature
- Disability:** 15% have a declared disability
- 2.12 In earlier national publications in the arena of 'participation of under-represented groups/low participation neighbourhoods' the School performed marginally below its benchmark. However, over the last three years the percentage of students who receive full state support has increased steadily from 27 to 35%. The School is not able to evaluate its performance among its peer drama schools as there are no published data available.
- 2.13 The School is actively engaged in seeking to remove all barriers to access to its courses. In 2000/01 Central placed all of its undergraduate programmes into UCAS and is now looking to remove from the 'closed system' operated among some of the HE performing arts schools.
- 2.14 This strategy has in itself improved the volume and range of applications to the School. Additionally Central auditions/interviews the majority of applicants, and will continue to do so. This process not only ensures that the most talented are successful, rather than just those with the advantage of a good traditional education, but also equity at the first stage of application wherein the 'whole person' can be evaluated for likelihood to succeed, rather than those with the best academic profile.
- 2.15 As with other centres for HE performing arts, the School currently charges an audition fee. Auditioning is an expensive procedure that in many cases involves applicants being seen 3 times by an audition panel (first audition, first recall, second recall).

3 Fee levels

- 3.1 The School intends to charge the full £3,000 per annum to all new home/EU undergraduate students from 2006/2007, irrespective of the programme of study/year of course. The School

has assumed that PGCE students will be included. This accounts for 70 students each year throughout the 5-year period.

- 3.2 The fee cap is expected to rise with inflation, in accordance with regulations published by the government each year and our financial data includes this assumption.
- 3.3 Allowing for inflation, the total 3-year cost to all home/EU undergraduate students starting in 2006/07 will be £9,250 and to PGCE students £3,000.

4 Minimum level of bursary support to students on full state support

- 4.1 In order to meet the minimum level of bursary support to students on full state support (ie, to meet the £300 difference between the Higher Education Maintenance Grant of £2,700 and the fee), the School intends to sign up to the model bursary scheme as devised by the UUK/SCOP advisory group on bursary schemes.
- 4.2 The minimum bursary will be raised each year to ensure that any inflationary rises in the fee limit do not create a gap between the fee charged and the support available.
- 4.3 The additional fee income from Undergraduate students will be £313,200 in year 1; £643,685 in Year 2; £998,400 in Year 3; £1,027,000 in Year 4; and £1,066,000 in Year 5. The additional fee income from PGCE students will be £126,000 in year 1; £129,850 in Year 2; £134,400 in Year 3; £138,250 in Year 4; and £143,500 in Year 5.
- 4.4 Over the last three years the percentage of students who receive full state support has increased steadily from 27 to 35%. If this trend continues the School may expect to provide minimum bursaries to 40% or more of its students by 2006/07. This would amount to approximately 6.7% of additional income.

5 Other targeted bursary or financial support to be provided from additional fee income, including the type and level of bursaries that will be offered, as well as target groups

- 5.1 As mentioned in 1.15, the School currently charges an audition fee of £30. This may represent a deterrent to applicants from low-income groups and consequently the School intends to run a voucher scheme whereby participants in outreach activities will be provided with a voucher to cover the cost of the audition, which they will return in lieu of payment when invited to attend for audition.
- 5.2 We would estimate that 25 applicants would come through this route, representing a loss of income of £750. We would expect to recoup these costs from additional income through variable fees.
- 5.3 The financial plan allows for the following amounts for additional financial support, assuming that the number of students eligible for full state support remains constant: £58,428 in Year 1; £127,042 in Year 2; £242,877 in year 3; £248,446 in Year 4; and £257,857 in Year 5. These funds will be ring-fenced for student support and will initially be added to Access to Learning Funds for which an established mechanism and criteria are in place to administer distribution to students in need. However, the School will keep this under review and as the funding available increases an additional bursary scheme may be set up. The School will consider examples of good practice in setting up and administering additional bursary schemes from other institutions and in any flexibility introduced into the UUK/SCOP model bursary scheme.

6 How information about the support available will be provided to prospective students

- 6.1 Basic information will be provided in the School's prospectus (and any other publicity materials) with references to the School's website where full details will be available. Handouts will also be distributed at Open Days, outreach activities and on request. The details will include the aggregate cost of tuition and the financial support on offer to eligible students through the bursary schemes offered by the School and other sources of financial support known to the School.

7 Outreach activities that will be provided through additional fee income, including a description and estimated number or reach of the outreach activities, as well as the target groups

- 7.1 The School's Widening Participation Strategy identifies two major areas of activity: awareness and aspiration-raising with relation to the subject area and HE; and methods of ensuring student retention and success, through provision of enhanced support schemes (including financial advice and student mentoring). These plans are more fully detailed in the WP Strategy document together with targets and milestones over a three-year period from 2003-04 onwards.
- 7.2 In keeping with the Widening Participation Strategy aim to ensure student retention and success, 35% of additional funding will be spent on maintaining student: staff ratios (see 2.6).
- 7.3 The School's existing awareness and aspiration-raising activities are outlined below:

P4P / Aimhigher

- 7.3.1 The School is actively engaged in Arts AimHigher. The Head of Professional Development and Lifelong Learning (PDLL) is chair of the CADISE WP working party and sits on the Arts AimHigher management group as their representative.
- 7.3.2 The School provides workshops attached to in-house productions and offers free tickets to schools. One outreach project is run annually as part of this scheme. In 2003-04 the School worked with the Norwood Partnership to raise awareness of Applied Theatre through a series of workshops. In 2004-05 the School has worked with St Augustine's, Westminster, in developing EAL student achievement in science through the use of puppetry.
- 7.3.3 The School has run master classes for Central London Aimhigher, hosting and organising a one-day event for Central London Aimhigher whereby students in Year 12 came to Central to experience a range of active learning workshops that raised understanding about opportunities in HE to study the performing arts as well as examining the type of practical and written work done at degree level.

Gifted and Talented

- 7.3.4 The School has run a summer school for Kensington and Chelsea and Westminster for several years. Each year 30 pupils from across the boroughs attend. Pupils are drawn from Years 6 and 7. In the week they mount a production, do design work and undertake research as well as skill building classes.
- 7.3.5 In 2003-04 the School established a relationship with St Helens Education authority and was invited to run their drama pathway in the summer school. There were 30 students involved and summer school students performed *Iranian Nights*. The project proved to be a success and the School has been invited back again for 2004-05. In addition the School has been requested to undertake the training of primary teachers in drama techniques and to organise a two-day master class/ conference for students from St Helens in partnership with the Globe Theatre.
- 7.3.6 The School also hosted London Talent this summer. All applicants were auditioned at Central and the North London group rehearsed at Central for the duration of the project.

Camden Young People's Theatre.

- 7.3.7 Central has provided youth theatre activity for Camden for several years. The current focus is on Years 6 and 7 and involves developing the understanding of and skill in design and construction. This is an area rarely delivered in state schools.

ESF/HEFCE Aimhigher Summer Schools.

- 7.3.8 The School has run a Year 11 summer school since the advent of the initiative. In 2004-05 provision has been extended to Year 10 and involves 40 Year 11 and 40 Year 10 pupils from targeted WP backgrounds in a residential summer school.

- 7.3.9 The scheme is very successful and we have received applicants from the summer schools onto undergraduate provision at Central.
- 7.3.10 Our work is of recognised quality and thus has been featured in the two promotional videos.
- 7.3.11 Participation on Short courses in 2004 is indicated below. The limiting factor in the number of events is accommodation so that numbers are unlikely to increase significantly in the foreseeable future:

Short Courses in Acting	Students Registered		
	Spring 2004:	Summer 2004:	Autumn 2004:
Fundamentals	32	44	
Introduction to Acting			69
Introduction to Acting For Camera			15
Introduction to Text	37	27	14
Introduction to Voice	7	8	6
Singing	8	6	9
Working Text	17	10	16
Working Shakespeare	9	15	12
Directed Scenes		10	8
Youth Theatre	121	111	143
Summer Schools			
Easter Scenes		13	
Musical Theatre		15	
Summer Shakespeare		14	
Voice & Text		12	
Actors' Audition Pieces		41	
Youth Theatre		50	
Singology		3	
Directed Scenes		12	
Dance Taster		4	
HEFCE Summer Schools			
Year 10		40	
Year 11		41	
Kensington & Chelsea School			
Years 6 & 7		30	

7.4 Future Developments - not included in additional funding

- 7.4.1 In addition to continuing with the activities described above, the School anticipates that it will be a key player in the GATEA summer school activity and this may also include e-learning aimed at Years 8 & 9. Again the focus is likely to be on design and text realisation.
- 7.4.2 As part of Arts Aimhigher the School will be involved in Portfolio Days. The Head of PDL will manage one of the six designated projects from the most recent stream of funding. This project will focus on performance. In addition Central is involved in Tony Sewell's work with young men of African Caribbean descent. This project aims to use the arts to develop skills in science and the project will culminate in the young men going to the University of The West Indies to have a taste of studying medicine. This work is in the initial planning stage.

7.5 Future Developments - included in additional funding

Mapping of career pathways into the study of drama and theatre in Higher Education

- 7.5.1 The School is already closely involved with several agencies that deal with pupils at different stages. From experience of this work it is conscious that it has no meta-model of how pupils who express an early interest in drama move through to HE application and entry. Indeed it is not aware of any such modelling for any subject studied at HE. To that end, and as a crucial instrument in the work of aspiration raising, the School wishes to invest in developing a model of mapping career pathways into the study of drama and theatre in Higher Education. This ambitious exercise will enable a series of different agencies in the London region, led by an HEI, to understand how school pupils turn into drama students. Of course the project will then provide insight into how such pathways into HE might be improved through coordination and facilitation across a region. It will monitor the success of outreach activities in meeting the aims to attract entrants to HE generally and to the School in particular. Such a large-scale project will necessitate the appointment of a Schools & Community Liaison Officer to work with partner institutions in identifying and tracking participants in outreach activities beyond school.
- 7.5.2 The School would aim to establish its mapping model over five years and then present the findings to other institutions and agencies in the sector. A key aim would be to identify which activities are most effective in attracting under-represented groups in HE in order to target funding more effectively and to invest in the most effective strategies.

Audition/interview preparation workshops taken out into the community

- 7.5.3 The School has identified that one of the barriers to applying to its courses, and similar courses in other specialist institutions, is lack of knowledge and experience of auditions and interviews and the costs associated with attending courses, open days, summer schools and workshops at the School's campus in Swiss Cottage. It is also aware that for some prospective students the exposure to a college campus is itself frightening. In order to help address this, the School intends to develop and run a series of audition/interview preparation workshops at a number of locations in areas traditionally under-represented in HE.
- 7.5.4 The Schools & Community Liaison Officer will also be instrumental in organising this new series of outreach activities.
- 7.5.5 The development of the audition/interview preparation workshops will coincide with a review of the audition process and selection criteria within the School.
- 7.5.6 The estimated costs associated with this additional activity to be funded from additional fee income is as follows:
- School and Community Liaison Officer: Yr 1 £28,750; Yr 2 £30263; Yr 3 £31855; Yr 4 £33531; Yr 5 £35296
 - Outreach to Regions Yr 1 £7000; Yr 2 £7195; Yr 3 £7394; Yr 4 £7600; Yr 5 £7810
 - Audition vouchers £750 per annum
 - 1 FTE costs as shown above

8 Milestones/objectives and baseline data to support the milestones

- 8.1 Given the School's low numbers of undergraduate students, it is necessarily the case that statistical data are subject to wide variations from year to year. However, given recent trends the School would like to maintain the trend of entrants who receive full state support and will aim to meet or exceed a target of 40% from this group. In other respects the School would like to at least maintain its current levels of participation from ethnic minorities, mature and disabled students (2.11).
- 8.2 The following milestones have been identified in relation to the implementation of the project of mapping career pathways into the study of drama and theatre in Higher Education:

	2006 – Appoint Schools & Community Liaison officer.
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<p>2006 – Begin tracking of year 10 and 11 from the summer schools. In the first year there would be the need to establish a model and pilot the collection of data.</p>	<p>2006 – Liaise with Aim Higher co-ordinators. Develop relationships with two schools for the pilot study.</p> <p>2007-8 – Develop a prototype with the two schools for information gathering.</p> <p>2008-09 – Pilot scheme completed.</p>
<p>2008-09 Review the pilot and finalise model.</p>	<p>2009-10 – Appraise pilot scheme and extend to eight other schools.</p> <p>2011-12 – Career mapping across the ten schools.</p> <p>2012 – To have established a system for gathering data on progression into study from school to HE for the Central London region focusing on 10 client schools.</p>
<p>2011-12 – Publish a paper based on the work.</p>	<p>2012 – Host an event to present the information from both cells to schools, University drama departments and Drama schools (and officers from LDA, HEFCE, AimHigher).</p>

8.3 The following milestones have been identified in relation to the implementation of the Audition/interview preparation workshops taken out into the community project:

- 2006 – Appoint Schools & Community Liaison officer
- 2006-07 – Work with two partners in Central and North London, establishing awareness of the project and investigating how to provoke interest in specified communities.
- 2007-8 – To have held ten sessions across the two areas.
- 2008-9 – To have held at least 15 sessions held across London.
- 2009-10 – In addition to the previous year’s target, to have trialled two sessions nationally eg, St Helens and Blackpool
- 20011-12 - To have held 10 sessions indicatively in the North East, North West & Midlands and 20 in London.

9 Institutional monitoring arrangements

- 9.1 As part of the new activity related to the access agreement, facilitated by the introduction of a new student records system, the School will set up systems to monitor compliance with the agreement and progress towards milestones.
- 9.2 This activity will be reported upon each year in the PDLL annual report. The School’s Academic Board receives this report.
- 9.3 The measurement for Mapping of career pathways into the study of drama and theatre in Higher Education project will track 80 per year from the summer school provision. The other part of this cell would be focused on fewer numbers but would seek to gain a rich picture of student progression. The detail of this progression is key to our expected outcomes. By Year 2008-9 the partner schools will have identified a minimum of two pupils to track. The event in 2012 will also be a measure of the interest and worth of the project.
- 9.4 The measurement for Audition/interview preparation workshops taken out into the community project will be number of sessions held and feedback from community partners. The translation to interview/audition and offer of place will also be tracked.