

Access and Participation Plan

2022-23 to 2026-27



INTRODUCTION

Central School of Ballet (CSB) is a world-leading centre for professional dance training based in the South Bank arts community in London's Southwark. CSB offers education and training, including vocational masters and undergraduate degree programmes and professional and community dance courses and training, for individuals to realise their potential for excellence as dancers. CSB is a small institution, with approximately 125 undergraduate students studying Professional Dance and Performance. This means that learning and the student experience is highly personalised, providing an excellent and focused teaching and learning environment as well as a personal approach to student wellbeing. CSB supports an increasingly diverse and innovative, internationally recognised culture of dance in the UK.

Until 2022-23, CSB has been a member School of Conservatoire for Dance and Drama (CDD). 2022-23 will be the first year CSB operates independently with full registration with the Office for Students (OfS), and accordingly this is its first independent Access and Participation Plan (APP). However, this APP builds upon the experience and expertise CSB has in this field. CSB remains validated by the University of Kent for its undergraduate and postgraduate degree programmes. This new APP represents an exciting opportunity for CSB to refresh, nuance and direct its approach to access and participation and make a unique contribution through the very specialised discipline of ballet. CSB's mission sets access and participation as a core priority, and CSB is committed to supporting an increasingly diverse culture of dance in the UK, and to addressing barriers for under-represented groups. Through our outreach programmes, applications from individuals with the talent, potential and dedication to develop the skills required for a professional career in dance are supported and encouraged, regardless of background. Our highly personalised approach to teaching and learning, vocational curriculum which provides access to the industry, along with proactive, tailored student support, ensures that all students are cared for and supported throughout their degree programme and secure excellent outcomes in attainment and progression.

CSB recognise our unique opportunity to increase diversity in the dance industry, and particularly in Ballet, by providing access for, welcoming and supporting a more diverse student body of highly accomplished, confident dancers going into the profession.

Complementing these ambitions, CSB's mission also anchors CSB as a participant in its local community, through significant broader community outreach which is designed to encourage and provide access to dance and ballet for a diverse community base. At its new premises in Southwark, Central will become a thriving hub for the dance industry, with a range of programmes for children as well as adult dance classes which support physical health and wellbeing. This includes a Junior School with classes in ballet for children after school, and an Associate Programme for young people aiming for professional dance training.

CSB will build an international reputation for producing versatile and highly accomplished dancers while championing broad engagement with the joys of dance.

1. Assessment of Performance

A note on the dataset – Analysis is drawn from the available OfS dataset. Data was provided via the Conservatoire for Dance and Drama which, at the time of writing, held central records for its Schools. CSB has also drawn on comparator datasets for other similar providers. As a very small provider, CSB's data relating to access, participation and success deal with extremely small cohorts of students, which leads to significant volatility in percentage data analyses and makes it challenging to assess trends and determine targets over time. Where appropriate, CSB has therefore applied multi-year

averages and cohort groupings to mitigate the effect of small cohorts. CSB has not been able to provide data where data protection principles apply.

1.1 Higher education participation and socioeconomic status

Access by POLAR4

Analysis from the OfS Access and Participation dataset shows that Central School of Ballet (CSB) consistently attracts more students from POLAR4 Quintiles 4 and 5. Access for Quintiles 1 and 2 remains relatively low over time, with significant fluctuations in percentage data due to the small overall cohorts. This makes trends very difficult to assess and therefore aggregates have been applied to allocating targets in participation between POLAR4 Q1 and Q5 groups.

Proportion of FT, UG, Young Entrants					
POLAR4 Quintile	2015-16	2016-17	2017-18	2018-19	2019-20
POLAR4Q1	10%	DP	DP	5%	5%
POLAR4Q2	DP	15%	DP	15%	13%
POLAR4Q3	20%	15%	N	20%	16%
POLAR4Q4	35%	25%	N	15%	25%
POLAR4Q5	30%	45%	N	45%	41%
Gap Q5-Q1	20pp	DP	DP	40pp	36pp
POLAR4 Q5-Q1 Gap, 5-year aggregate (2015-16 to 2019-20)	-	-	-	-	34pp

In 2019-20, CSB's gap for POLAR4 Q1 – Q5 was 36%, compared to the average sector gap at 18.2%. However, given the small, specialist nature of CSB, and its location in London which is a cold spot for POLAR Q1 postcodes (making recruitment from these target areas extremely difficult¹), a more relevant comparator group of providers has been considered:

HE provider	% Students from POLAR4 Quintile 1 (2018-19)
Royal College of Music	1.7
Royal Academy of Music	2.9
Royal Northern College of Music	3.2
Guildhall School of Music and Drama	4.5
Conservatoire for Dance and Drama	7.6
Trinity Laban Conservatoire of Music and Dance	8
The Royal Central School of Speech and Drama	11.1
Rose Bruford College of Theatre and Performance	11.3

(HESA²)

Against the more comparable specialist London-based institutions, CSB's performance (5% in 2018-19, rounded data) is at a lower level of deviation from the group's average performance.

Nevertheless, CSB recognises it needs to improve its performance, and is committed to doing so, particularly in terms of contributing to the national Key Performance Measure (KPM) of reducing the gap in participation between students from the most and least represented groups at high-tariff providers.

¹ Atherton and Mazhari 2019a; Atherton and Mazhari 2019b; Harrison and McCaig 2015

² <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/chart-4>

Access by IMD

CSB has consistently recruited higher proportions of students from IMD Quintiles 3-5. Participation of IMD Q1 and Q2 combined is lower in 2019-20 (10.2%), when compared to the sector average for IMD Q1 only, at 22.1%. The 3-year average trend shows a decreasing percentage intake of IMD Q1 students over time, however this is significantly impacted by the anomaly of 2014-15, where CSB observed a 17.9% intake of IMD Q1 students.

While the impact of small cohorts makes analysis difficult, the 3-year average gap in participation between IMD Quintile 1 and Quintile 5 has closed by 2.3 percentage points between 18-19 and 19-20.

FT, UG, Proportion of all entrants						
English IMD quintile	2015-16	2016-17	2017-18	2018-19	2019-20	
IMDQ1	DP	DP	DP	DP	DP	DP
IMDQ2	15%	15%	N	10%	10%	
IMDQ3	30%	15%	N	10%	30%	
IMDQ4	20%	25%	N	30%	25%	
IMDQ5	35%	45%	N	45%	35%	
IMDQ5-Q1 Gap	DP	DP	DP	DP	DP	DP
IMD Q5-Q1 Gap, 5-year aggregate (2015-16 to 2019-20)	-	-	-	-	-	36pp

Considering comparison to the sector average (-1.4%), the gap in the 5-year aggregate participation rates between IMD Q1 compared to Q5 at CSB (36 percentage points) is a concern under this Plan.

Continuation by POLAR4 and IMD

It is particularly difficult to make assessment here due to the size of cohorts and data available. Even when analysed using 3-year averages and with aggregate groups of Q1+Q2 and Q3,4+5, the percentage data is still very susceptible to small base cohorts. Whilst data is too small to report here, CSB has determined it performs well in continuation for POLAR4 Quintile 1 and Quintile 2 students, as well as for IMD Quintile 1 and quintile 2 students, with no observable significant gaps between outcomes for these target groups.

This is in comparison to the sector, which observes a 4.6% gap between students from POLAR4 Q1 and Q5 areas; and an 8.1% gap between students from IMD Q1 and Q5.

Attainment by POLAR4 and IMD

Again, assessment is difficult due to very small cohort sizes and the same difficulties as seen in Continuation analysis arise. However, while data is too small to specifically report, CSB has found no gaps in attainment rates between POLAR4 Q1 and Q5 students and IMD Q1 and Q5 students.

Progression by POLAR4 and IMD

Again, assessment is difficult due to extremely small cohort sizes. However, while data is too small to specifically report, CSB has found no gaps in attainment rates between POLAR4 Q1 and Q5 students and IMD Q1 and Q5 students.

1.2 Black, Asian and minority ethnic students

Access by BAME students

CSB has consistently attracted very low numbers of BAME students. This is in comparison to average sector performance for 2018-19, at 31.3%.

FT Undergraduate entrants	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage BAME	5%	DP	10%	5%	11%

Data by ethnicity is too small to report here and does not provide any ability for analysis, given the extremely small cohorts. Therefore, analysis must be made on the BAME grouping. Considering CSB's performance in this area, access for BAME students is a priority under this Plan.

Continuation by BAME students

Again, assessment is difficult due to extremely small cohort sizes and the same difficulties as seen in the POLAR4 and IMD analyses arise. However, while data is too small to specifically report, CSB notes consistently better continuation rates for BAME students when compared to white, with 100% continuation of BAME students for the last five years. This is in comparison to the broader sector average, where gaps for all ethnic groups are observed, with the gap for Black students being most prominent at 6.6% (2017-18).

Attainment by BAME students

In the context of strong overall performance, CSB has determined no material gaps in attainment between White and BAME students. While data is too small to report, BAME attainment in 2018-19 was 100%, with 3-year averages showing no material gaps in attainment between BAME and white students. CSB outperforms the sector, where again gaps for all ethnic groups are observed, with the sector average gap for Black students being again most concerning at 22.1% (2018-19).

Progression by BAME students

Available data, in the context of strong overall performance, indicate no statistically significant gaps in terms of progression to employment or further study for BAME students. Data is too small to report here.

1.3 Mature students

Access by Mature Learners

CSB has historically recruited very small numbers of mature learners, with no mature entrants in 2018-19 or 2019-20. This is a particularly difficult group for CSB to attract, given the nature of our courses in ballet, which require students to be engaged in ballet training continuously from a young age. Given these structural constraints, CSB does not intend to focus on this target group as part of this Plan. However, intake will continue to be monitored and any emerging opportunities to further explore the possibility of attracting mature learners will be considered.

Continuation by Mature Learners

In the context of strong overall performance and the difficulties of assessment and reporting of specific data due to extremely small cohort sizes, CSB has found no material gaps in continuation rates between Young and Mature Learners. CSB outperforms the sector, where gaps for Mature Learner continuation are observed, with the sector average gap being 8.2% (2017-18).

Attainment by Mature Learners

In the context of strong overall performance, CSB has determined no material gaps in attainment between Young and Mature Learners, although specific data is too small to report. CSB outperforms the sector, where again gaps for Mature Learner attainment are observed, with the sector average gap being 9.9% (2018-19).

Progression by Mature Learners

Inline with broader sector averages, CSB has a positive gap in progression outcomes for Mature Learners, with 100% progression rates in 2015-16 and 2016-17(DLHE data).

1.4 Disabled students

Access by Disabled Students

The number of disabled students at CSB has increased over the last two years. Following a dip in participation between 2015-16 and 2016-17, the proportion of disabled students has again increased in the last three years, to its highest total over the last six years in 2019-20, at 25%.

CSB significantly and consistently outperforms sector averages for intake of disabled students, with the sector average for 2018-19 being 15.8%.

% Disabled FT UG entrants					
	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage Disabled	15%	10%	20%	25%	25%

While fully disaggregated data is too small to report, CSB note the majority of disabled students fall into the category of Cognitive and Learning Disabilities. This analysis informs the types of support measures required and provided.

This is also perhaps reflective of structural barriers with regards to the category of Sensory, Medical and Physical disability, which has been traditionally, and remains, challenging for ballet programmes. We are therefore particularly pleased to note our overall performance in this area, and we are committed to continuing to provide improved access to all courses for students with a range of disability types, challenging traditional perceptions in the industry.

Continuation by Disabled Students

In the context of strong overall performance and the difficulties of assessment and reporting of specific data due to extremely small cohort sizes, CSB has found no material gaps in continuation rates between Disabled and Non-disabled learners.

Attainment by Disabled Students

CSB has identified no material gaps in attainment between Disabled and Non-disabled students. Whilst the disaggregated data is too small to include and small data makes percentages fluctuate widely over time, in 2018-19 and 2019-20 Disabled student attainment was 100%.

Progression by Disabled Students

Again the CSB has identified no material gaps in progression between Disabled and Non-disabled students, although data is too small to specifically report.

1.5 Care leavers

CSB does not currently have any UK-domiciled care leaver students and this is consistent over the last 5 years. While this is a concern, CSB does not propose to set any targets at this stage given the significant structural barriers to access here and a need to further explore this area to determine what positive action could be taken and what appropriate targets may be set in the future.

1.6 Intersections of disadvantage

CSB does not propose to provide further analysis here, as analysis and meaningful assessment of multivariable intersections is either prohibited or significantly compromised by the extremely small cohort sizes.

1.7 Other groups who experience barriers in higher education

Given very small cohorts, we do not propose to provide any further analysis here at this stage but will monitor intake and access activity and seek to conduct further exploration following the development of this Plan into the future.

2. Strategic Aims and Objectives

The Central School of Ballet (CSB) is committed to promoting and ensuring equality of opportunity for all prospective learners to participate and succeed at the CSB, regardless of background. CSB aims to ensure it supports and facilitates access and success for all learners who meet admissions criteria and wish to study at the CSB, and to do so in ways that promote equality and overcome potential barriers caused by disadvantage.

2.1 Target Groups

As we move towards the first year of CSB's exit from the Conservatoire for Dance and Drama, CSB is in a state of change and development. This, along with limited data relating to access and participation due to a very small cohort, makes it difficult to determine targets over the longer term. Therefore in the short term, CSB is focusing expressly on the key gaps it has identified in the Performance Assessment section of the Plan, and contextualising target-setting based on our emerging context. Even where specific targets are not set as part of this Plan, CSB will remain vigilant of, and will continue to monitor, national priorities in relation to access and participation, and test our own data against relevant sector benchmarks and priorities. This is to ensure that equality of opportunity is maintained and further gaps do not emerge across the whole lifecycle.

The Central Ballet School (CSB) is committed to a whole of life-cycle approach to access, success and progression. However, based on assessment of its performance, CSB's targets will continue to focus on Access, as the priority area for improvement. The following table provides key target groups across the lifecycle, based on the assessment of performance:

Target group	Access	Success (continuation)	Success (attainment)	Progression
POLAR4 Q1	X			
IMD Q1	X			
BAME	X			

Over the longer term, in the next 20 years CSB is committed to eliminating the unexplained gaps in equality of opportunity and access for our target POLAR4 and IMD groups, and to continuous progression in line with sector averages for BAME participation.

2.2 Aims and Objectives

Access Targets

As determined by its performance assessment, CSB's targets are:

1. **Aim:** To close the gap in the proportion of undergraduate young (under 21) entrants who are from lowest participation neighbourhoods, compared to those from the highest. **Objective:** decrease the gap in participation between POLAR4 Quintile 1 and POLAR4 Quintile 5 entrants, from 5-year aggregate of 34 percentage points (2015-16 to 2019-20) to 20 percentage points (2022-23 to 2026-27).

Baseline (Aggregate 2015-16 to 2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
34%	33%	31%	27.5%	24%	20%

Longer-term, CSB's objective is to eliminate the gap between POLAR4 Q1&2 (aggregate) and Q5 by 2038-39, reflecting the OfS KPM. However, to set such a target performance needs be monitored, and progress better understood as we see the trends emerge over the life of this Plan.

2. **Aim:** To close the gap in the proportion of undergraduate entrants who are from the most deprived neighbourhoods, compared to those from the least. **Objective:** decrease the gap in participation between IMD Quintile 1 and IMD Quintile 5 entrants, from 5-year aggregate 36 percentage points (2015-16 to 2019-20) to 20 percentage points (2022-23 to 2026-27).

Baseline (Aggregate 2015-16 to 2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
36%	33%	31%	27.5%	24%	20%

Longer term, the College's objective is to ensure further improvement in relation to access for students from the most deprived backgrounds (IMD Quintiles 1 and 2) eliminating the gap between IMD Q1&2 (aggregate) and Q5 by 2038-39.

In setting this target, we have considered the significant structural challenges to participation of disadvantaged students, including the young age at which ballet practice and performance needs to start, and the costs associated with ongoing tuition and performance; provision of which is often not covered in schools learning and therefore must be extra-curricular activity. Given this challenging context, and the early intervention required before impact is seen 8-10 years later, CSB consider these targets ambitious.

3. **Aim:** To increase the proportion of undergraduate entrants who are from BAME backgrounds. **Objective:** increase the proportion of BAME entrants, from 3-year average 8.6% (2017-18 to 2019-20) to 20% (2024-25 to 2026-27).

Baseline (Average 2017-18 to 2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
8.6%	11.5%	13%	15.5%	17.5%	20%

In setting this target, we have considered the significant structural challenges to participation of BAME students, in particular the context of the industry, which has been historically discriminatory and continues to be largely homogenous, with a lack of acknowledged BAME role models. This is a key concern for CSB and therefore, notwithstanding these identified issues, we are strongly committed to the ambition set in these targets, allowing us to make a real and positive difference by delivering graduates who will transform the ballet industry in its diversity and inclusivity.

Success and Progression Targets

The CSB has not identified any statistically significant gaps in performance in the areas of continuation, attainment or progression for target groups and therefore does not propose to set targets in these areas at this time. However, data will be monitored through the life of this Plan and should gaps emerge, CSB will seek to set additional targets in agreement with the OfS.

3. Strategic Measures

3.1 Whole Provider Strategic Approach

The Central School of Ballet (CSB) is committed to improving access and maintaining excellent standards in success and progression outcomes for an increasingly diverse student body. CSB's mission and related strategies demonstrate a commitment to increasing the diversity of its student (and staff) base, as a valued component of educational excellence and more broadly as a commitment to social mobility.

Drawing on our Performance Assessment, CSB's access and participation work will necessarily focus on increasing access for students from the most underrepresented and disadvantaged backgrounds (POLAR4 Quintiles 1 and 2; IMD Quintile 1) and from BAME students. Engagement with these target groups is proposed to be through continued targeted development of school, community and other key stakeholder relationships and partnerships, and particularly targeted, collaborative approaches to help to mitigate structural issues associated with access to our ballet courses.

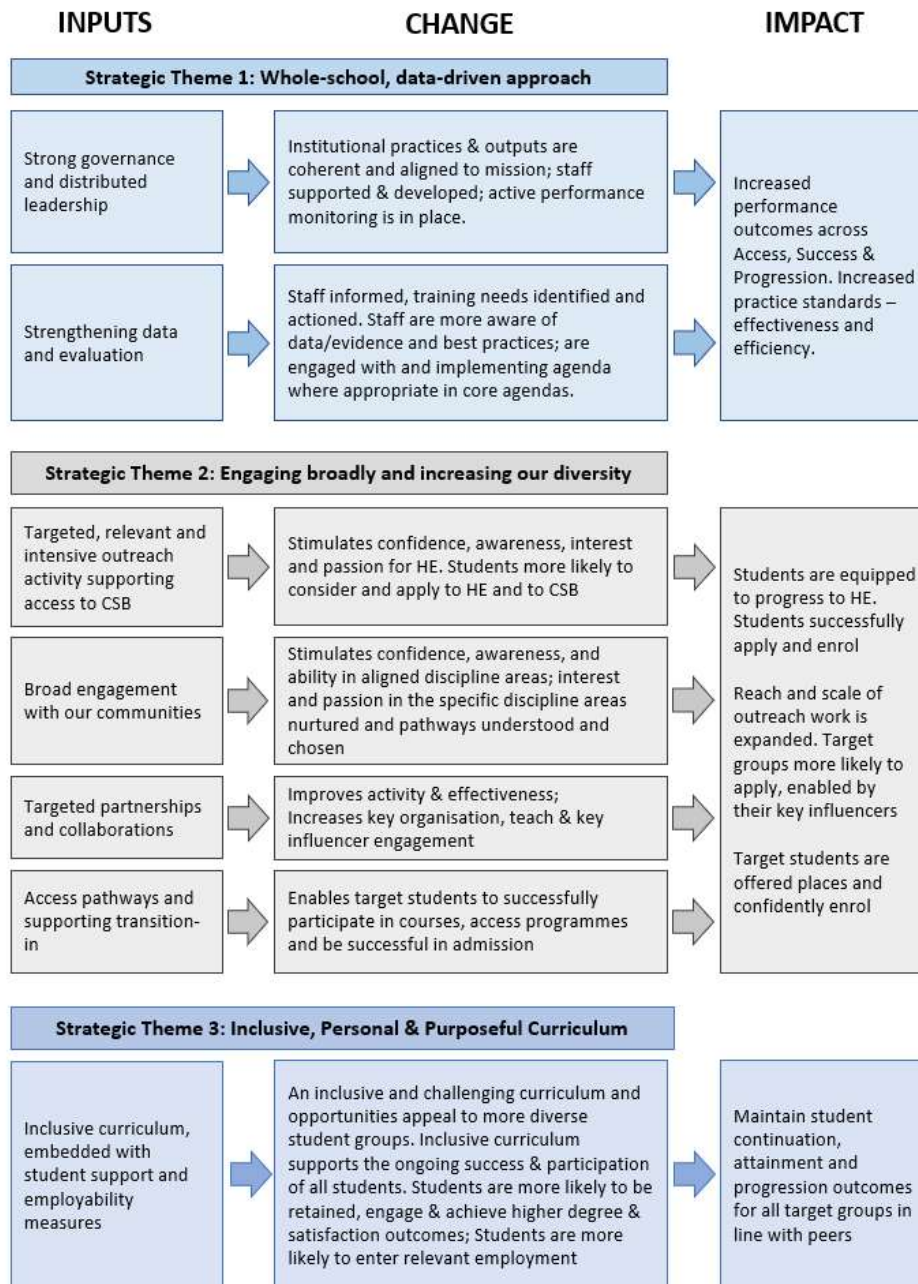
CSB will also maintain a focus on continuation, attainment and progression outcomes, ensuring that excellent outcomes continue and gaps between target cohorts do not emerge. Excellence in teaching and learning, and practice-based curricula together with personalised support for student well-being and access to the profession, underpin the pedagogical approach.

Given our development stage, to facilitate continuous improvement and an increasingly evidence-based, data-driven approach, CSB also commits to institution-wide capacity-building, which will build from our core institutional commitment to this agenda and effect further improvements in strategy, distributed leadership and governance; data and evaluation; and continually building a culture of awareness and understanding³ in respect of fair access and participation, presenting ourselves and raising our profile as such.

Our whole-school Theory of Change sets a framework for achieving our stated aims, objectives and targets.

³ OfS Regulatory Advice 6 – re engagement of staff across the institution.

Theory of Change



In developing this framework CSB has set an agenda across, and beyond, the lifetime of this Plan. This includes collaboration and engagement of key stakeholders across the whole School, ensuring a whole School, embedded approach. From 2020-21, CSB has been redesigning and configuring its leadership for this agenda, setting the necessary infrastructures in preparation for the start of this 2022-23 to 2026-27 Plan. Leadership is positioned from the executive and distributed across the School, setting expectations for the access and participation agenda going forward as a whole-institution, embedded effort. Building capacities in data management and analysis, and in evaluation and research, is also a key founding feature that will continue to develop into and beyond this Plan.

Alignment with other strategies

Vision and Strategic Priorities (2021-26)

Supporting and facilitating an increasingly diverse student and staff body is a key element of CSB's vision. Our move to The Countess of Wessex Studios in Southwark is a strategic positioning and signifies the

start of a renewed effort to become embedded in our community, as a thriving dance hub with a reputation for producing versatile and highly accomplished dancers while championing broad engagement with the joys of dance.

The ambitions of this Plan are integral to the achievement of this vision and are as such paid attention in CSB's renewed strategic priorities (2021-26). The Access and Participation Plan is explicitly referenced in these priorities, as well as being aligned to broader priorities relating to developing relationships and engaging with communities (local and national); addressing inclusion and diversity to address gaps at CSB and in the industry; developing student engagement and voice; ensuring an inclusive, caring and integrated curriculum and experience; and building research interests and evidence-based practice.

Strategic Priorities include items relating to access and outreach, and embedded practices and attention to access targets in broader recruitment, promotional, community engagement and admissions activity, aligned to the access focus in this Plan. CSB currently also have an Admissions Policy (part of CDD core policies), which after 2022-23 will be developed and embedded into CSB's policies and priorities. This Policy contains references to the "values and principles that CDD schools apply during the admissions process to identify, acknowledge, and mitigate barriers and disadvantages that applicants may not only face at the time they apply to us, and subsequently, to ensure that when studying with a Conservatoire School students can have the appropriate support to reach their fullest potential". It also references specific commitments to widening participation. Such commitments are aligned to the objectives in this Plan and will be considered and applied in the development of new CSB-specific documentation going forward.

Equal Opportunities Policy

CSB's Equal Opportunities Policy sets out our approach to ensuring equality for underrepresented cohorts. Our access and participation agenda aligns with these aims, recognising the potential equality challenges related to support for specific groups. Given our small size, the two areas are overseen by the same leadership team. The Student Voice Forum also informs both agendas and will be an ongoing collaborator in the delivery and monitoring of this Plan.

This provides for an integrated approach; for example, consideration of protected characteristics in relation to success and progression outcomes may help to inform our access and participation monitoring going forward in relation to intersections of disadvantage⁴. We also note, drawing on the principles of inclusive curriculum referenced in this Plan, the aligned commitment in our Equal Opportunities Policy in respect of creating a workforce which is representative of our society and providing equality of opportunity for staff with protected characteristics. In this Plan, we recognise the importance of a diverse staff body in relation to maintaining our excellent student success outcomes.

In respect of access, CSB's Equal Opportunities Policy clearly establishes a recognition that certain communities experience unfair disadvantage in relation to access to higher education and particularly dance, and sets our commitment to addressing these barriers. In alignment with the commitments under this Plan, the Equal Opportunities Policy sets our vision to, "*support an increasingly diverse and innovative, internationally recognised culture of dance in the UK*". As such and acknowledging the gaps in access as determined under this Plan, the Policy encourages applications to our Higher Education courses from individuals with the talent and potential to develop the skills required for a professional career in dance regardless of their background.

⁴ The Equality Challenge Unit (2018) Equality in higher education: statistical report

Teaching, Learning and Assessment Strategy

In alignment to the Strategic Measures in this Plan and evidence-based practice for supporting student success and progression outcomes through effective teaching and learning strategies, CSB's Teaching, Learning and Assessment Strategy (TLAS) champions at its fore an "*inclusive approach to the design, delivery and assessment of the learning experience.*" This includes equality and diversity training for staff, inclusive approaches to curriculum and assessment design, and provision of alternative assessments, particularly targeting students with cognitive or learning disabilities (acknowledging this disability type as CSB's highest proportion of disabled students).

The TLAS and this Access and Participation Plan also detail aligned approaches to curriculum-embedded student support, where the site of teaching and learning provides the space for a highly personalised programme of integrated support addressing the academic, pastoral, physical and emotional needs of all students.

In relation to progression outcomes, a similar embedded-in-curriculum approach is followed. In the TLAS this strand of work is set as, "Inspiring a Purposeful Curriculum". It includes a range of core work to engage with higher education and industry relevant agendas; produce graduates with strong critical and reflective skills; meet the needs of industry through engagement with employability agendas; and provide curricular and extra-curricular activities to embrace opportunities for collaboration with industry, professionals and other organisations. The TLAS also explicitly recognises and supports increased student engagement, voice and feedback into the curriculum and on teaching, learning and assessment practices.

These TLAS principles help to facilitate CSB's excellent outcomes in success and progression measures as assessed in this Plan, and therefore align into the Strategic Measures under this Plan.

Strategic Measures

In the context of our Performance Assessment in Section 1, and in alignment with our institutional priorities and context, CSB has identified seven (7) Strategic Measures across three (3) Key Strategic Areas to improve its performance. These are aligned to the Whole-Institution Theory of Change framework, detailed above.

Strategic Area 1: Whole School, data-driven approach

The first two strategic measures are whole-institution measures to support the effective leadership, delivery and monitoring of fair access and participation outcomes. They support all Access Targets, as well as our broader commitments in relation to maintaining and monitoring success and progression outcomes.

Strategic Measure 1: Strong governance and distributed leadership

In 2020-21, CSB started to prepare for its 2022-23 exit from the Conservatoire for Dance and Drama (CDD). Until 2022-23 central leadership, governance and administration for the access and participation agenda was provided by CDD. Ensuring an effective internal governance, leadership and monitoring model, and a whole-School distributed leadership approach for access and participation was therefore a critical consideration along with other strategic priorities for CSB at this time. In 2020-21, CSB introduced its new Access and Participation Steering Group (APSG), detailed later in this Plan, as well as launching a Diversity and Inclusion Forum.

The development of this Plan in 2021 marked the start of a refocusing of minds on access and participation, with strengthened leadership to carry the agenda throughout the School. Along with the Executive Director, the appointment of a new Director of Higher Education was a strategic move to bring additional expertise to CSB in the field of inclusive pedagogies. A strengthening of engagement between the Head of Widening Participation and Access and the Executive and rest of the Senior Management team along with the broader engagement of a range of key staff across the School has provided a platform for building awareness, engagement and distributed leadership that is being developed across and beyond the life of this Plan.

Through clear and ongoing communication and engagement, we are building whole-School awareness of the particular challenges and gaps at CSB for access and participation and the measures to address them, in context. A coherent and communicated narrative, based on this Plan, will be continually developed and strengthened through ongoing leadership, planning and monitoring, with clear expectations of staff contribution. Communications will ensure access and participation is recognised as a journey for CSB, with opportunities to deepen engagement and recognise and celebrate achievements along the way. Evidencing our story and understanding our small-to-larger stepped impact is important for cross-School ownership.

Staff training in topics related to access and participation is embedded in the annual cycle of professional development. As such, CSB has strengthened its strategic approach in this area, and is providing training such as unconscious bias; theory of change and evaluation; barriers and challenges for target groups; supporting disabled students; and effective communication with students. Training in unconscious bias is also now part of the students' teaching and learning as a mandatory component. Furthermore, long-standing contextual modules include teaching and learning in the area of outreach and participation, widening participation and diversity and inclusivity in dance and ballet. Staff teaching these modules are particularly attuned to the intent and issues under this Plan, acting as champions and leaders as well as communicating these principles and knowledge to our student base.

The Governing Board has been engaged with and has provided input to the development and approval of this Plan. Ongoing governance will be informed by opportunities for Governors to receive advice and training in issues relating to fair access and participation, and reporting, monitoring and recommendations from the Access and Participation Steering Group.

Outcomes under this measure include:

- Effective embedding and whole-School drive of the fair access and participation agenda and the measures under this Plan
- Effective governance and central leadership provides informed strategic direction and maintains focus on fair access and participation as a core CSB priority
- Effective planning and monitoring of access and participation Targets, timely delivery and progress of Strategic Measures and required decision-making in respect of monitoring outcomes
- Increased capacity and understanding (through appropriate training), awareness, confidence and engagement of staff across the School.

This measure will be evaluated by CSB's ability to progress the access and participation agenda, achieve milestones and 5-year Targets, and by staff feedback and consultation.

Strategic Measure 2: Strengthening data and evaluation

As highlighted in the Performance Assessment section of this Plan, CSB has significant limitations in its data, which primarily arise from our small cohorts and limited datasets. CSB recognises these limitations and commits to continuous improvement in terms of exploring and developing data collection, collation and analysis over and beyond the life of this Plan. Increased capacity in this area has been developing since 2020-21, as CSB prepares to exit the Conservatoire for Dance and Drama and brings our data infrastructure internal. This measure relates to all aims and objectives.

In particular under this measure, CSB will explore and implement ways to develop and strengthen evaluation processes, practice and capacity, and the mechanisms via which evaluation and data findings can inform and direct continuous improvements in practice. As detailed in the Evaluation Strategy section (below), this includes activity-level evaluation as well as a framework and tools for evaluation across the lifecycle of access and participation. Due to our small cohorts, a focus on qualitative evaluation will be required to dive deeper into and triangulate with quantitative findings in target student experiences and outcomes.

The current evaluation and research base will improve over and beyond the life of this Plan, and will focus particularly in areas where our gaps are widest. Findings will inform increasingly targeted, effective practices. CSB will draw on external and sector expertise and evidence as well as building internal capacities. In 2020-21, CSB became a member of the Specialist Evidence, Evaluation and Research (SEER) collaborative service, which supports small, specialist and newly-registering higher education providers to provide expert services in data, evaluation, monitoring and research in the area of fair access and participation. This will provide critical internal development whilst also participation in an external network to share practice and contribute to wider sector knowledge.

Outcomes under this measure include:

- Increasingly data-driven approaches to access and participation
- Effective monitoring and tracking of under-represented student groups in terms of outcomes across the lifecycle (access, continuation, attainment and progression), and over time, further development of additional indicators such as engagement, satisfaction and experience and across intersections of disadvantage across the lifecycle.
- Increased understanding of the experiences of under-represented students, including particularly the challenges and barriers to access
- Implementation of high quality, consistent and evidence-informed evaluation framework, practices and tools
- Production of research projects in targeted key areas, with findings informing and driving practice

Evaluation of activities under this measure will be through evaluation and research outputs generated and staff feedback.

Strategic Area 2: Engaging broadly and increasing our diversity

This Area reflects a strong focus on the Access part of the access and participation agenda, where CSB has identified its performance gaps. Strategic Measures in this Area relate to the provision of a range of outreach and access activity, engaging with target students, community and industry to support application and enrolment to CSB, and to inspire, engage and stimulate broader interest in dance and ballet. Critically, work includes collaboration and partnerships with regional dance and ballet schools and organisations. Given this is an essential part of “what works” at CSB in terms of diversifying our student body, there is a strategic focus on nurturing and further developing our targeted partners, relationships and communities, and a need to review these regularly to ensure investment is consistently targeted.

CSB also note the significant structural issues that we are trying to overcome in this Access area. As has been researched and reported through multiple research projects and the wider press, access to the arts is unequal across the UK. The combined threat of reductions in compulsory secondary education funding and public policy, which emphasises STEM subjects at the expense of the arts⁵, has a direct impact upon the development of a talent pool on which CSB relies and a subsequent impact on our strategies. For girls particularly, professional dance training in ballet also needs to start very early, otherwise physical development is prohibitive. Early dance and ballet tuition is costly on both parent/ carer finances and time. While these are not issues CSB can surmount alone, we aim not only to deliver this Plan but help to address some of the structural long-term issues affecting access to careers in dance, with our partners and collaborators. Our broader community engagement work, which continues to develop as we extend our civic mission and responsibility particularly in Southwark but also more broadly, means that the scope of and investment in our outreach work is much wider than this Plan.

There are also challenges to note regarding parental/carer and school pressures relating to target talented students following more traditional A-level and other further and higher education routes. The general necessity to start higher education at CSB at 16 years old means that students do not complete A-levels or other FE qualifications at this time which can be of concern to their families. The alternative CSB pathway needs to be communicated and supported effectively, and understanding of the benefits needs to be raised amongst these key stakeholders.

A key feature of our outreach work in this Area is the engagement and participation of current CSB students as helpers, teaching and practice assistants and supporters in activities. They work directly with young people on these programmes and activities, as influential role models, advisors and confidence-builders. Students are supported and encouraged to assist in leading class exercises classes and be active deliverers of content, supporting their own experiences and employability skills, and their academic success. Students in first year with lower household income are prioritised for paid Teaching Assistant roles. Student feedback and evaluation informs the ongoing improvement and development of our activities.

Strategic Measure 3: Targeted, relevant and intensive outreach activity supporting access to CSB

Given CSB's exceptionally niche subject offer and high entry standards, there is need to place significant focus on effective targeting of under-represented learners with the (developing) talent to access our provision. Outreach activity under this Strategic Measure relates to targeted, more intensive work to identify, reach and support access for POLAR4 Quintiles 1 and 2 students; IMD Quintiles 1 and 2 students; and BAME students. Building from our strong base, CSB will further develop this work to increasingly strengthen our identification and targeting of under-represented students; provision of experiential, discipline-focused outreach activity; and personalised experiences with which students can identify and feel part of CSB's pre-HE community.

Activity and outcomes in this Measure include:

- *Associate Programme*

This provides 11-16-year-olds with opportunities to engage in intensive, pre-vocational practice and learning every Saturday during term time. An audition is required, and therefore our outreach work supports target students in access and preparation for entry. In this programme, learners develop the skills required for application and enrolment on CSB's degree programmes, which

⁵ See, for example, the report by the Education Policy Institute, Jones (2017) 'Entries to Arts Subjects at Key Stage 4' which noted that the average number of arts entries at KS4 fell from 0.8 in 2013 to 0.7 in 2016.

typically students start at 16 years old. Opportunities to connect to students and provide the necessary information and advice relating to higher education access, life and learning are provided through this programme.

Over the life of this Plan, outreach work will be strengthened to ensure increasing representation of target POLAR4 Q1&2, IMD Q1&2 and BAME learners on this Associates Programme, providing a direct route through to CSB's degree programmes. In recognition that our targeted work needs to start early, we have also identified an opportunity to explore the introduction of a "Junior Associates" programme. With a direct route onto the Associates Programme, the Junior scheme would expand our provision to learners aged 8-11 years old, meaning that we have more opportunity to support the development of required skills for entry to CSB. This may help to mitigate the high costs to target parents and carers in providing the necessary dance training. This will be considered during the first year of this Plan.

- *Annual Programme of Courses for 4–18-year-olds*

To support broad engagement with dance, CSB provides an annual programme of courses. These intensive courses are either 'open' or have an ability requirement.

Programmes for students in the earlier age groups can identify talent and provide the experiential learning and familiarising experiences (with dance programmes, with tutors and with current CSB higher education students) for potential higher education students. As intensive practice and exceptional skill are both key to entry to CSB higher education programmes; and the key feature of teaching and learning at CSB, these early experiences are critical.

Students with more experience (5yrs+) who may decide to pursue dance ambitions other than ballet are provided with weekly classes through our Junior School programme.

Working with older students expands our potential reach and provides opportunities to support the broader access agenda in dance, as many of these students go on to enrol at other higher education institutions on broader dance programmes.

Again, over the life of this Plan, outreach work will be increasingly strengthened to promote access for target POLAR4 Q1&2, IMD Q1&2 and BAME learners on these courses. We also note that currently CSB does not systematically capture tracking of these students into higher education, so it is currently difficult to assess long-term impact. Exploration of how these tracking and evaluation measures can be implemented will be explored and developed over the life of this Plan, and findings will be monitored and recorded.

- *Intensive outreach activity with regional Dance Schools and organisations*

A range of experiential, masterclass and subject enrichment activity as well as information and awareness raising regarding life and learning in higher education is provided at our collaborating dance schools and organisations.

Recognising the need to engage with more Dance Schools and organisations earlier, during 2020-21 CSB started to explore possible further developments in this area in respect of making faster progress in access and participation outcomes and to particularly support the achievement of our Access targets under this Plan. Developing these practices is expected to continue throughout and beyond the life of this Plan, as CSB continue to broaden and strengthen its

relationships with these target organisations (see Strategic Measure 5), and further understand ‘what works’ via more effective evaluation practices.

It is anticipated that a developed scheme would include expansion of targeted work with regional and local ballet schools across country. Activity would scale into to bigger projects in target areas, to support target student skill acquisition and attainment, and awareness and access higher education, particularly at CSB.

As with other activity under this Strategic Measure, ongoing development needs to be complemented with a strengthened approach to targeting, to ensure that CSB identifies, and engages with, and activity is focused on POLAR4 Q1&2, IMD Q1&2 and BAME students. A review of the locations of Dance Schools and other relevant organisations across the country was undertaken in 2020-21 / 2021-22, set against indicators for disadvantage. Research into target communities against this targeting review was started, which continues over the life of this Plan and informs continuous practice development.

- *Exploration of Young Central Scholarships*

CSB has identified a potential need to provide pre-undergraduate scholarships to students to support ongoing and early access to professional training. Therefore, from 2021-22 and into this Plan, CSB will explore and consider the need, processes, partnerships and resourcing required to potentially introduce a “Young Central” scholarship scheme targeted at young learners from POLAR4 Q1 and Q2 backgrounds and IMD Q1 and Q2 backgrounds. Initial discussions will need to identify potential funding for these scholarships, which are envisaged to provide access to ongoing, local ballet training that would otherwise be inaccessible for these target groups.

The programme would rely on a range of factors such as partnerships with local dance schools and other mechanisms for identifying eligible learners (e.g. via Dance Days, etc.) in target communities, processing mechanisms, funding sources available and additional wrap-around support such as the possibility of mentoring and access to further CSB programmes. Further research is required to explore the viability and set-up of such a scheme, with a view to making decisions on scope and implementation by 2022-23.

Evaluation measures include activity-level evaluations with students, teachers and parents/carers, where appropriate. Evaluation will be conducted through surveys and focus groups. Tracking of individual students may also be implemented where possible and mechanisms for this will be explored in the first two years of this Plan.

Strategic Measure 4: Broad engagement with our communities

This Measure provides for wider outreach work with target communities, aligning to CSB’s civic mission and commitment to promote joy in, engagement with and opportunities for access to dance and ballet. Outreach work is aligned to a broader sector commitment to raise awareness, stimulate and nurture interest, and support participation in higher education amongst under-represented groups. In undertaking outreach work in this area, CSB maintains a focus on providing experiential, practical learning and engagement with dance, and to attainment and skill raising from early years to post-16.

Activity and outcomes in this Measure include:

- *Junior School*

CSB’s Junior School provides a range of classes for 3-18-year-olds, 1-2 times per week in termtime after school. The Junior School is open to all abilities, while more intensive coaching

courses provide skill raising for interested and talented ballet students. As part of this Plan, CSB commit to promoting and supporting access (including free places) to our Junior School for target IMD Q1 and Q2 and BAME students (POLAR4 Q1 and Q2 is not possible as there are no local target areas and the Junior school provides locally). This will require a strengthened approach to targeting and delivery of relevant activity, which is being developed from 2021-22 and will continue into this Plan.

- *Boys Dance programmes*

Since 2016, CSB has led targeted access programmes, creating opportunities for boys to engage with dance at all ability levels. “Boys Move” is CSB’s annual event for boys aged 8 to 18 years, encompassing different dance genres including ballet, and led by all-male tutors and accompanied by male musicians. Undergraduate male students assist throughout all classes and male alumni perform at the end of the event. In 2020, male parents / carers were also invited to take part in a range of free adult dance classes. Following the success of the pilot event in 2016, CSB introduced a number of 'boys only' junior school classes also led by a male tutor and accompanied by a male pianist. As part of this Plan, CSB will seek to leverage these activities to further target male BAME, IMD Q1 and Q2 and POLAR4 Q1 and Q2 learners.

- *School Relationships*

CSB provides dance class experiences, masterclasses and higher education advice and awareness-raising to students in target collaborating schools. For example:

- In Walsall Academy CSB works with primary feeders and sister schools who all have dance GCSE and A-Levels
- Activities with teachers and students in Southwark primary schools to stimulate interest and provide experiences of dance, ballet and higher education.

In 2020-21 / 2021-22, CSB will explore possibilities to expand this work into additional target schools, in target POLAR4 and IMD areas.

- *Engagement and outreach in the local community*

This work aligns with broader CSB participation and engagement in its London Southbank community. Specifically, this work targets disadvantaged young people in the local community, stimulating interest and joy in dance and continued participation in further and higher education. Outreach work here has begun with initial community discussions in 2019, upon which this Measure builds. Targeted activity is currently under development over the life of this Plan, but is expected to include:

- Partnership with Southwark Council (see Strategic Measure 5)
- Developing a network and relationships with smaller community dance schools and companies to engage disadvantaged young people
- Addressing barriers to learning and broader social engagement for disadvantaged communities, for example in relation to travel
- Increasing access to and stimulating interest in dance and the arts, as part of a network of arts providers, in targeted communities.

- *National Ballet Central Tour*

Historically, supplementary work as part of CSB’s Third Year national Ballet Central Tour includes additional outreach activity in some communities, where this is possible based on touring locations and resourcing. Ballet Central students do workshops and provide access to rehearsals for students in local schools and in community. As part of extended access and participation measures in this Plan, CSB will explore opportunities to expand and focus the reach of this Tour and supplementary activities to target POLAR4 Q1&2 and IMD Q1&2 communities in particular. Balancing Tour locations in terms of available and appropriate venues and connections, cost coverage through paying audiences, and access outcomes will be considered. Targeted communications and launch strategies for target communities, such as leveraging media focus relating to dance (e.g. “Strictly Come Dancing”; Britain’s Got Talent; etc.), will also be explored.

- *Outreach through Digital and Media*

Both the move to the new London Southbank campus, and the 2019-20 and 2020-21 years of Covid, have necessitated rapid development in CSB's digital channels, including web and social media. As part of CSB's continued investment in developing online provision, access and participation objectives are also addressed through digital strategy.

CSB's new website development provides new opportunities in terms of digital accessibility. New resources and activities can be provided and accessed online, with remote viewing and online webinar dance practice available as part of engagement with our broader communities of students, young people, adults, professionals and industry. This development commenced in 2020-21 and will continue through and beyond the life of this Plan, building local, national and international community.

Opportunities to provide particular experiences and opportunities to target students under this Plan will be considered going forward, and online resources targeting these groups will be developed and provided. Key messaging around accessibility and our inclusive and increasingly diverse student community increasingly features as part of the website development, building off commitments made in our Equal Opportunities Policy. As such, more explicit and targeted messaging will be developed.

As part of our student consultation in developing this Plan, students were particularly concerned that digital materials are strengthened to ensure they appeal to more diverse student communities. Our students noted the need to update and ensure inclusive representation in our videographed resources, and a need to increase the provision of videos online that provide a range of authentic insights into learning and life as a student at CSB. They felt this critical to the engagement of a diverse learner body and to promote early familiarity and a sense of confidence and belonging. These developments were started in 2021-22 and continue into this Plan, with continuous input and feedback from CSB students.

In terms of outreach through media, CSB students provide information and interviews in local press to talk about their pathways and experiences at CSB. Our under-represented students are particularly targeted to engage in these interviews, however some have been reluctant to provide interviews particularly back in their home community. Ensuring students feel confident and empowered to engage in such activity is an ongoing concern under this Plan, particularly as this links into their academic curriculum which requires learning around dealing with press; and, into progression outcomes in terms of building their profile in the industry and telling their story.

Evaluation measures include activity-level evaluations with students, teachers and parents/carers, where appropriate. A range of feedback forms, surveys and focus groups or interviews (where appropriate) will be used to collect data, and deeper dive case studies may be possible. Output measures relating to scale and reach will also be collected.

Strategic Measure 5: Targeted partnerships and collaborations

While this access and participation agenda specifically relates to higher education, for CSB this agenda is set in a broader context of dance and ballet. It is recognised that the agenda is not realistically achievable without effective partnerships and collaboration with a range of key stakeholders across the country, critically including regional Dance schools, Dance companies and organisations, and the profession. These networks contain the key influencers who work on daily bases with target communities. Partnerships with these organisations will allow CSB to determine aligned goals and to support key influencers and indirectly, target students. Many of these organisations have their own outreach and

support mechanisms, many targeted at increasing participation and diversity in the arts, into which we can align and leverage mutual outcomes.

CSB also recognise its recent partnerships with other dance and drama Schools (HE providers) via the Conservatoire for Dance and Drama (CDD). The partnership has provided opportunities to identify in a positive way, potential structural issues and resourcing constraints as a smaller, specialist provider and recognise how these can be particularly challenging individually. Therefore, CSB and the Northern School of Contemporary Dance (NSCD) have agreed a continued operational partnership to effect common outcomes in the Access area of this Plan.

Key partners, activity and outcomes in this Measure include:

- *Partnerships and relationships with regional and local Dance Schools and Companies*
As detailed above, increasing partnerships with targets Dance Schools and Companies at the local and national level is a key priority under this Plan, as a mechanism to reach targeted students and effect access outcomes for our target POLAR4 1&2, IMD Q1&2 and BAME learners. CSB will build off its existing foundation of partnerships to identify additional Schools for engagement and partnership development, as well as increasing activity through existing partners. This will involve collaborative conversations to co-design the best approaches to identify, reach and support our target learners, drawing on the Department for Education collaboration guidelines⁶ and the 2014 School-University Partnership Report⁷.
- *Partnership with the Northern School of Contemporary Dance (NSCD)*
This is a collaborative statement between CSB and NSCD as part of both Access and Participation Plans. Ongoing collaboration with NSCD will provide opportunities for continued sharing of outreach practice between our practitioners, and collaboration in outreach delivery where this makes sense. This collaboration is expected to include the development of appropriate shared resources; sharing good practice and knowledge exchange; signposting to opportunities for outreach to target learners where competition allows for it; sharing relevant contacts and making appropriate introductions to networks and stakeholders; and collaborative delivery of a range of appropriate outreach activity. Planning and development of these shared initiatives will start in 2021-22 and will continue over the life of this Plan.
- *Relationships with CAT centres*
CSB has informal relationships with various CAT schemes across the country including Swindon, Ipswich, Manchester and Leeds. Swindon, Ipswich and Manchester have all hosted Dance Days and Outreach projects as part of CSB's access agenda. CSB also has an ongoing relationship with the CAT scheme at The Place and annually arranges for a ballet tutor from CSB's undergraduate programme to teach ballet masterclasses and to provide further information about training at Central. CSB has identified that CAT schemes regularly identify talented students from low-income households who would benefit from our programmes. CSB welcome these recommendations and offers free places on training programmes to some students to support their attainment and skills. As part of this Plan, CSB commits to further exploring and expanding these relationships with CAT schemes with a view to identifying further students from our target POLAR4 Q1 and Q2, IMD Q1 and Q2 and BAME backgrounds and providing support and activities that enable them to consider and apply to CSB. CAT schemes in Swindon, Leeds and Manchester provide excellent opportunities to target these students.

⁶ <https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-setting-up-partnerships>

⁷ https://www.publicengagement.ac.uk/sites/default/files/publication/supi_project_report_final.pdf

- *Partnerships with other organisations*

CSB have identified other strategic partners with whom we can collaborate to further our progress in access for specific under-represented groups. For example:

- Ballet Black – is a professional ballet company that celebrates dancers of Black and Asian descent. They are making a fundamental change in the diversity of classical ballet in Britain, on stage, behind the scenes, and among audiences and dance students. CSB is in discussions to engage with Ballet Black's West-London based associate school. It is envisaged that collaborative work will include for example, strengthening connections by sending CSB students to assist/run workshops with the school to encourage interest in CSB and identify talent at a young age; and inviting the company's professional dancers and especially our alumni who are dancing in Ballet Black, to stage works on students at CSB for their performance modules.
- Candoco – is an inclusive dance company dedicated to showing audiences what dance can be and who can do it, creating significant opportunities for disabled and non-disabled people. Discussions with Candoco are at early stages and discussions towards collaborative activity will develop over the next few years.

- *Partnerships with targeted schools (secondary and primary)*

As part of the outcomes of this Plan, CSB will strengthen its partnerships with key target secondary schools and their associated primaries, in order to ensure links with key teachers⁸ who can help to identify target students for engagement. CSB will build from its existing base of school relationships and, in the first year of this Plan, review and identify where collaboration can be strengthened. Of particular note, CSB has already identified an opportunity to expand on the work currently provided with Walsall Academy, where CSB works with primary feeders and sister schools who all have dance GCSE and A-Level. This will leverage the broader networks of the teachers at this school to provide access to new targeted Dance Schools and Companies.

- *Partnership with Southwark Council*

As described above, strengthened engagement with the Southwark community will involve a strategic partnership with Southwark Council. While this is a broader initiative, it has targeted access and participation measures in its objectives to engage disadvantaged community members and raise broad awareness and participation in dance. This is a developing relationship since 2019 which is anticipated to continue over and beyond the life of this Plan.

- *Partnership with the Specialist Evidence, Evaluation and Research (SEER) Service*

The SEER service is a collaborative HE service supporting smaller, specialist higher education providers to deliver required regulatory and institutional outcomes in relation to data, evidence building, evaluation and research, in the area of access and participation. In 2020-21, CSB became the fifteenth member of this service, gaining access to a network of similar providers for ongoing shared practices. SEER also has links to TASO and delivers research and evaluation in the wider sector, providing channels via which CSB can participate and add to sector understanding and knowledge more broadly.

Evaluation measures include partnership evaluation with key stakeholders, including assessment of outcomes and indicators of effective partnerships. Stakeholder (including students) surveys and focus groups or interviews (where appropriate) will be used to collect data, and the partnership processes will

⁸ The Sutton Trust report 'What makes great teaching?' (2014) found six teacher characteristics associated with increased attainment, which includes a strong pedagogical knowledge.

be assessed for its effectiveness. Output measures relating to scale and reach of partnerships will also be collected.

Strategic Measure 6: Access pathways and supporting transition-in

This Measure acknowledges the diverse additional barriers target students are more likely to encounter as they access and transition-in to higher education⁹. These include developing a sense of belonging; financial hardship related to affording accommodation and learning materials; difficulties in navigating the unfamiliar higher education system; homesickness; and lack of family support or advice, given these learners are more likely to be first-in-family to go to university. For CSB students, who are embarking on their higher education journey at 16 years old, these barriers and challenges are faced at an even younger age and therefore may be inflated.

CSB seeks to address these challenges and support positive access and transition through its very personalised approach to learning, teaching and the student experience; providing access pathways from its Associate Programme; and building sense of belonging and facilitating access through early outreach and familiarising experiences with opportunities to meet teachers, staff and students. CSB are pleased to recognise excellent 'bridging' work done to ensure as smooth as possible academic transitions between Level 2 (16 years) and Level 4 (degree level). CSB will build further on this work throughout the life of this Plan, in respect of supporting our target groups under this Plan.

Outreach activity includes provision of essential information regarding university life and learning and support at pre-access and transition-in, with opportunities to meet current students and participate in CSB's strong, welcoming community. This work builds student confidence and provides skills for study¹⁰.

'Dance Days', which are held in London, Glasgow and Leeds, also provide opportunities for target students to engage with CSB through practice and skill development and access to university-related information and advice. Alongside Dance Days, students are also provided opportunity to audition for CSB's undergraduate programme. Our audition process provides for a very contextualised approach to admission, which is inline with broader sector good practice¹¹. Current development includes exploring expansion of Dance Days into additional locations, and particularly into targeted communities.

CSB also provide Audition Fee Waivers to target students, to support their participation in auditions. This is an established practice and will continue over the life of this Plan.

As part of the student consultations in the development of this Plan, students highlighted specific issues in this area relating to moving to London and finding appropriate accommodation. They particularly noted that this is often a daunting transition, which can be made more comfortable and positive through early connections and building sense of belonging, along with support for identification and selection of appropriate accommodation. Students reflected that living with fellow CSB students is a key element in building support networks and integrating successfully into the CSB community. They noted that CSB could strengthen its support in this area, providing facilitating links between students and identification of

⁹ Mountford-Zimdars, A, Sabri, D, Moore, J, Sanders, J, Jones, S, Higham, L (2015) *Causes of Differences in Student Outcomes*, Higher Education Funding Council for England, HEFCE; Leese, M. (2010) Bridging the gap: Supporting student transitions into higher education. *Journal of Further and Higher Education*, 29(2), 103-110; Crozier, G. and Reay, D. (2008) *The Socio-Cultural and Learning Experiences of Working Class Students in HE: ESRC Full Research Report*; Meehan, C., & Howells, K. (2018). In search of the feeling of 'belonging' in higher education: Undergraduate students transition into higher education. *Journal of Further and Higher Education*, 1-15.

¹⁰ Krutkowski, S. (2017). A strengths-based approach to widening participation students in higher education. *Reference Services Review*, 45(2), 227-241; French, A. (2013). 'Let the Right Ones In!': Widening Participation, Academic Writing and the Standards Debate in Higher Education. *Power and Education*, 5(3), 236-247.

¹¹ See for example, the Centre for Social Mobility, Exeter University (2018) Research into use of contextual data in admissions.

an accommodation community. This area will be further explored with a view to providing enhanced support to students to access joint accommodation with classmates by 2022.

Evaluation measures include feedback from students, including satisfaction measures, and data analysis relating to auditions, applications, offers, acceptances and enrolments at CSB; and, following transition-in follow-up measures for continuation.

Strategic Area 3: Inclusive, Personal and Purposeful Curriculum

Maintaining excellent outcomes in success and progression for target students is a key priority for CSB as we diversify our intake. This Strategic Measure ensures we maintain a focus on teaching, learning and student experience, ensuring our practices are inclusive and enabling for target cohorts and monitoring outcomes for target groups, to ensure gaps do not arise. Inclusive curriculum, teaching and learning measures in this Area particularly ensure ongoing outcomes for target BAME cohorts, Disabled students and students from more disadvantaged backgrounds. CSB's personalised model and integrated support and employability measures within curriculum provide strong frameworks of support¹² for all target learners, where: support is easily accessible, proactive and embedded in teaching and learning; and a focus on broader professional goals is maintained, ensuring ongoing relevance of the programme and access to professional networks and experiences, which may be less available to target POLAR4 Q1&2 and IMD Q1&2 learners in particular.

Strategic Measure 7: Inclusive curriculum, embedded with student support and employability measures

This Strategic Measure aligns with the principles and practice in CSB's Teaching, Learning and Assessment Strategy (TLAS), and broader work in student support and employability, which is embedded into curriculum, teaching and learning.

Key activity and outcomes in this Measure include:

Teaching, Learning and Curriculum

- Embedding and continuing to strengthen inclusive approaches to curriculum, teaching, learning and assessment. Between 2021 and 2022, CSB is undertaking a review of courses which will include specific focus on inclusivity and relevance. This includes exploring and expanding curriculum, teaching and learning to integrate and reflect broader perspectives and versatility; ensuring ongoing relevance to industry; and exploring flexibility in provision to appeal to a diverse range of learners.
- Development of extended learning resources, including leveraging recent advances in digital and online delivery. CSB have due regard for our Disabled learners and our high proportion of students with cognitive and specific learning disabilities. Resource development and staff training will ensure additional support for this target group. Students will increasingly be key in providing input and feedback into these processes and ongoing development of teaching and learning and associated learning resources.
- Ongoing delivery and continuous improvement of the contextual studies module, which embeds academic and employability skills¹³ required for success and progression directly into the

¹² Andrewartha, L., & Harvey, A. (2017). Employability & student equity in higher education: Role of university careers services. *Australian Journal of Career Development*, 26(2), 71-80

¹³ OfS - Addressing Barriers to Success Programme: Aston University, *Levelling the playing field through work-based learning*. Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/aston-university/>

curriculum. This module facilitates the development of key study skills such as academic writing, research and referencing and employability skills, from CV writing, portfolio and reel creation, application and networking. This module builds skills from Year 1 throughout the whole course.

Integrated Student Support

- CSB provides 1-2-1 support sessions (academic and pastoral) for students requiring additional support and coordinates additional support specifically for students with cognitive and specific learning disabilities. In-house testing for DSA at start of year is also provided.
 - CSB's "Support through Studies" Policy ensures students who may be 'at risk' are identified for proactive support (academic, medical, artistic, mental health).
 - Support is highly personalised, sensitive to individual needs and based on promoting and securing success for every learner. Personal Learning Plans are produced with all students.
 - Further development is planned to integrate support for disabled students, including embedded support in curriculum and personal learning plans, and training for staff and tutors. Outcomes include increased awareness in the classroom, increased staff knowledge in supporting disabled students and tools and resources for staff to work with.
- Provision of mental health and wellbeing support, including ongoing awareness raising to promote student confidence in self-reporting and self-referral for support¹⁴. The development of increasingly proactive and preventative support measures will continue over and beyond the life of this Plan. This support recognises the balancing of academic, artistic and physical demands on students, which are time consuming, intensive and can be particularly stressful.
- Provision of physical and medical service and prevention, particularly in relation to dance practice and injury reduction. CSB has an onsite Health and Wellbeing Team providing physiotherapy, Pilates, referrals for medical and psychological/mental health support.

Integrated employability and career development

- Career and employability development is largely embedded in curriculum. CSB recognises the importance of this approach, which ensures students build the necessary skills, practice and connections to promote successful graduate outcomes¹⁵. Embedded practices include:
 - Third Year national Ballet Central Tour, providing experience of rehearsal processes and performance opportunities in professional contexts and delivering complementary outreach activity in community. This is an assessed part of the curriculum and student costs are covered. This Tour also provides students with connections to national performance venues, professionals and key network contacts.
 - The contextual studies module, which includes CV and portfolio writing and filming, and interviews with professional dancers in which students learn about what is required in-between contracts, for example how to sustain finance and also training and fitness. Also includes research into the dance industry to develop students' knowledge of their labour market.
 - Teaching and learning practice where students work as choreographers with each other, developing skills in choreography as well as leadership, organisational and teamwork skills required in the industry.
 - Provision of a range of supplementary qualifications in Third Year, such as yoga/ Pilates instructor courses and fitness coaching.

¹⁴ Universities UK, #Step Change: Mental Health in Higher Education. Available at <https://www.universitiesuk.ac.uk/stepchange>

¹⁵ Turner, N. (2014). Development of self-belief for employability in higher education: Ability, efficacy and control in context. *Teaching in Higher Education*, 19(6), 1-11

- Creation of student Show Reels (portfolio), which are expected by industry in an increasingly online approach.
- Student participation in a range of community and in-house events, such as the Christmas performance at local church; summer performances; experience of working with teachers in creation of performances; and delivery of classes in CSB Junior schools, where students get involved with helping in schools /community classes.
- Extra and co-curricular activity includes:
 - Increased engagement of alumni via zoom to provide insights to students in relation to their professional and career experiences.
 - Industry nights, where Companies and professional organisations are invited to student performances. This engages with new and broader sets of organisations and provides students the opportunities to connect and network with the profession, creating key contacts for the future.
 - Third Year students have interviews with employability leads to discuss and plan career pathways. These are provided by tutors and CSB staff, rather than qualified career advisors, due to staff expertise, connections and expert knowledge of the industry.
 - If students decide not to pursue auditions or a career in professional dance, support is still provided to identify and progress alternative pathways.
- Ongoing engagement with industry to support student outcomes is also a key element of CSB's work in careers and employability. In 2020, CSB launched its Central Artistic Group of Directors and industry professional Governors who now inform teaching, learning and curriculum to ensure CSB produce industry relevant graduates. This group is led by the Artistic Director and actively feeds into the considerations and plans of the Director of Higher Education and Governing Board.

Dance Companies are a part of CSB's community generally and further inform practice and share networks. Progress in forging relationships with companies and organisations around the world is ongoing so that CSB can personally direct students to certain companies based on their skills and interests. Exposure is critical, as it often leads to employment. It is particularly important for target POLAR4 Q1&2 and IMD Q1&2 students, who are less likely to have existing professional and industry networks than their peers. CSB has two existing associate schemes with the English National Ballet and New Adventures and we are seeking to set up additional similar associate schemes into the future. This is an area for ongoing development across and beyond the life of this Plan. CSB intends to build further schemes with UK companies, forging relationship for these connections within the UK (acknowledging the challenges of a post-Brexit economy). It is anticipated that, by the end of 2022-23, CSB will have a firm structure on where to signpost students.

Evaluation measures relating to these activities include feedback from students and industry professionals and Companies, including satisfaction measures. Also data analysis relating to engagement with support, and continuation, attainment and progression at CSB for target groups, will be conducted. Students provide feedback on and input into the development of these activities.

Evaluation is also made via external assessors and advisors who contribute recommendations for improvements, and from CSB Programme Reviews. CSB will also draw from relevant sector practice and evidence to compare data and provide further insight or direction.

Financial Support

CSB will continue to provide a means-tested scholarship to students from target backgrounds, providing most support to students at most disadvantage¹⁶. This follows most recent research (using the OfS toolkit) with CSB and broader Conservatoire for Dance and Drama (CDD) students, which identified the particular importance of financial support for our students, especially in their ability to continue in intensive training. Student respondents felt that financial support was 'very important' to their ability to financially continue with their studies (81% compared to a benchmark of 67% of National respondents). 98% of Conservatoire respondents said that financial support was 'very important' or 'important' (85% National respondents). CSB will provide:

Scholarship	Eligibility	Amount	Bursary or fee discount?
Central Scholarship	UK undergraduate students with household income £0-25,000	£2,000 per year for first two years of training	Student choice of fee discount or cash bursary

A Care Leaver and Estranged Student bursary is provided in addition to the above. This allocates support of up to £1,000 bursary per year of study to care leavers and students estranged from their parents.

In addition, CSB fundraises to the tune of approximately £100k per annum to support students with additional scholarships and bursaries. While some of these have a merit restriction ('the most talented student in the year'), the majority are based on eligibility relating to household income and provide further support for the target groups under this Plan.

A Hardship Fund of approximately £5,000 per annum to support students with specific financial needs is also available and allocated to students through an application and assessment process. This fund is promoted by staff across the School who are supporting students individually.

Evaluation of financial support provision will be conducted annually, using relevant parts of the OfS Evaluating the Impact of Financial Support toolkit. Evaluation will help to ensure it is having the greatest possible impact on students in need of financial support.

3.2 Student consultation

CSB recognises the importance and value of the student voice in informing our development and practices¹⁷. CSB already engages and consults with our students through a range of formal and informal mechanisms. Given our small size, our discipline and the intensity of learning and practice that demands an extremely high level of face-to-face teaching, we benefit from ongoing, regular student engagement and direct feedback which is a feature of our teaching environment.

Over the life of this Plan, CSB will leverage and develop its existing student engagement practices to integrate considerations fair access and participation. This integration will ensure that the mechanisms for student consultation in the planning, monitoring, evaluation and delivery of this Plan are in place. Specifically and initially, this includes our Student Voice Forum, our Student Reps, student Teaching

¹⁶ Hordósy, R., Clark, T., & Vickers, D. (2018). Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying and employability. *Journal of Education and Work*, 31(4), 353-365.

¹⁷ OfS Regulatory Advice 6: Co-designing approaches with students enables them to meaningfully engage in their own higher education experience.

Assistants and student workshop assistants. From 2020-21, a student representative also sits on the Access and Participation Steering Group (APSG).

The Student Voice Forum (previously the Student Liaison Group) consists of Student Reps, the Student Learning Development Manager and Student Liaison Governor (who is a Trustee), and the Executive Director regularly attends. The engagement of the Student Liaison Governor ensures that key discussion points and issues students wish to highlight have a direct route into the Board of Governors via a report. Fair access and participation is integrated as an item on the Student Voice Committee agenda, and training has been provided.

Recognising the need to increase diversity of the Student Voice Forum, in 2020-21 CSB provided a special invitation to target students to become members as additional student representatives. This followed consultation with target students as part of the development of this Plan, which highlighted the need to further strengthen good practices in student engagement and feedback.

CSB Student Representatives provide an additional channel for engagement and formal access to the voices of the broader student body. Representatives work with the student body in their areas to capture student feedback and voice on a range of topics. These are fed back into the Student Voice Forum and then benefit from the processing and reporting structure detailed above.

More broadly, student feedback is gathered via the NSS and additional end-of-year surveys. The University of Kent (our validating partner) also conducts an annual survey of all year groups, asking for feedback across a range of areas. Data is processed and explored by the senior management team and tutors, and used to inform action plans for the following academic year.

Aims for further developing student engagement and voice practice include exploration of ways to engage with students digitally through online platforms, broadening the mechanisms for engagement and transparency of process. For example, the Student Voice Forum now has a 'home' on Moodle which provides learners from across the school with further opportunities to liaise with their Student Reps and learn about the actions arising from meetings.

As detailed above in the Strategic Measures (under Key Area 2), CSB students are also significantly involved in the delivery of access strategies in this Plan, as well as providing input into the development of outreach and community programmes and feedback on what works.

In specific consideration of this Plan and the development of its measures, student consultations led to a range of outcomes for inclusion which have been appropriately referenced through the Plan. Of note, students:

- Recognised and placed significant value on the exceptional level of training they access because of the expertise of our teaching body
- Valued the highly-personalised experience and integrated approach to curriculum, support and employability
- Urged CSB to ensure maximum use and access to new training studios in the Southwark campus, and a maximised teaching timetable throughout the day; particularly for students who would otherwise have limited access to these spaces
- Reflected the very close community and sense of belonging at CSB
- Encouraged increased opportunity for work and performance experiences in first and second year
- Made suggestions for strengthening outreach by updating and providing informational and inspirational materials via the 'right' media (e.g. Instagram, Youtube, etc.) to encourage more diverse participation at CSB

- Noted the very personal targeted connections they used to become aware of, and then enrol at, CSB, which were specifically related to their younger dance training and schools
- Provided guidance on the challenges of moving to London and urged CSB to consider increased support in respect of accommodation for students as a key component in building student sense of belonging and community
- Noted CSB's good practice in encouraging student voice and feedback, and suggested that this should be further developed.

3.3 Evaluation strategy

Strategic context

Building capacity for evaluation and embedding its role in developing continuous improvement remains a key concern for CSB. Building on previous training and central evaluation practices from our membership in the Conservatoire for Dance and Drama (CDD), CSB will seek to strengthen its evaluation practices, processes, understanding and quality over and beyond the life of this Plan. This will include the (re)development of evaluation tools to align with our renewed Strategic Measures, which will consider activity level theory of change models to drive the creation of evaluation tools that measure the intended objectives and the relationships between interventions and outcomes. Evaluation tools will consider and be appropriate to the context and scale of the work, while development and implementation of an evaluation framework will provide a whole-lifecycle model for our evaluation practices.

In setting this context, we have used the OfS evaluation self-assessment tool to assess our current context for evaluation and findings suggest that we are 'emerging' across all areas. We have foundations in place, but have several areas for continued development, including the need to establish a regular feedback cycle and to fully integrate our evaluation into our activity delivery and design. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), with some type 2 (empirical enquiry) of the OfS 'Standards of Evidence'.

Programme design

In our self-assessment, rationale for programmes, indicators and measures, and research strategy were found to be emerging or in development. We have a broad theory of change or rationale for our activities and use a pre- post- design to measure developmental outcomes across some of our access activity. We still, however, have work to do in further developing and refining our theories of change for our renewed activities and Strategic Measures, to ensure that we can calibrate our evaluation measures to explore relationships between interventions and evaluation outcomes. This work is ongoing between 2020-21 and 2021-22, in preparation for the commencement of this Plan in 2022-23, by which time all activity will have appropriate evaluation mechanisms in place. CSB are also embarking on a renewed research strategy, into which access and participation considerations will feed.

As our evaluation practices grow, a continuous feedback cycle will be established to inform and drive continuous improvements to programme design throughout and beyond the life of this Plan.

Evaluation design and implementation

In our self-assessment, evaluation design and implementation were found to be emerging or in development. CSB recognises its current limitations in evaluation design and implementation, and is therefore engaging with external experts and with sector guidance and best practice to inform and develop our approaches. CSB is drawing on the SEER collaborative service to support development, design, implementation and analysis in the areas of evaluation and research. Approaches draw on the

OfS Standards of Evidence¹⁸, NESTA Guidance on developing theories of change¹⁹, OfS core outcomes for building a culture of evaluation; and OfS research and guidance on the evaluation of outreach interventions for under-16s. Evaluation design will be proportional to a small and specialist provider and the scale and scope of specific activities.

Development of this Plan has driven a review of our student data in respect of our performance in securing outcomes for under-represented groups. Similar assessments will be conducted annually to monitor progress but also to inform our approach and ensure a continually data-driven strategy. This will increasingly be coupled with qualitative evaluation and deeper dive research, which are particularly critical given our small cohorts and the challenges that consequently arise with quantitative methodologies.

In the Access area, it is intended that evaluation development will largely consist of pre-/post-activity questionnaire designs, qualitative data collection via participant interviews and focus groups and stakeholder interviews (e.g. teachers, parents) and practitioner / student ambassador reflections. It will also include partnership evaluation to assess the strengths and intended outcomes of the strategic partnerships upon which CBS's access activity heavily relies. CSB already collects a range of engagement metrics and qualitative feedback from pupils and teachers, upon which we can develop. For example, outreach activity includes feedback surveys from participants.

In the Success and Progression areas, monitoring student outcomes at module level will continue. Given our small size, personalised monitoring of students is available, which provides for a proactive approach to address any emerging issues. CSB will also reflect on student evaluation data with a focus on flagging areas that have implications for disparities in outcomes for students with different characteristics and students who are target groups under this Plan.

It is critical that CSB employs qualitative methods of evaluation and undertakes deeper dive and case study evaluation practices, to triangulate and add understanding to the quantitative data which, due to our small cohorts, is significantly limited. Qualitative evaluation will be undertaken using surveys, discussions, interviews and focus groups with students, and may in the longer term include action learning research and evaluation.

Learning to shape improvements

Again, our self-assessment determined that use of evaluation findings and results was emerging or in development. Ongoing monitoring of access and participation Targets and commitments, and a developing community of practice with a new distributed leadership model will facilitate improvements to sharing of findings from evaluation and implementation of findings into improving practice. Shared practice across the School allows for review and feedback on evaluation findings and reports, and discussion regarding the improvements that could be made. More broadly, evaluation findings related to access and participation work will inform other agendas and practice, such as programme review and revalidation, communications and recruitment strategies and community engagement.

Externally, CSB staff are involved in a range of roles in industry and at other organisations within and beyond the higher education sector, which provide channels for sharing findings more broadly. Other external partners will be considered and communications developed over the first two years of this Plan,

¹⁸ Office for Students (2018) Using Standards of Evidence to Evaluation the Impact of Outreach, Bristol: OfS. Available at <https://www.officeforstudents.org.uk/media/f2424bc6-38d5-446c-881e-f4f54b73c2bc/using-standards-of-evidence-to-evaluate-impact-of-outreach.pdf>

¹⁹ NESTA (2019) Theory of Change, London: NESTA. Available at <https://www.nesta.org.uk/toolkit/theory-change/>

for example via TASO, SEER and GuildHE. These will support national understanding and progress, particularly for similar institutions.

CSB is also a member of Access HE, the National Education Opportunities Network (NEON), the Dance, Learning and Participation Network and the Conservatoires Outreach and WP Network.

3.4 Monitoring progress against delivery of the plan

The newly established (2020-21) Access and Participation Steering Group (APSG) will monitor progress against the targets in this Plan. The APSG will track and evaluate progress and enable sharing of best practice to ensure continuous improvement in strategic measures, processes and activities.

The APSG will report into the Academic Board, who subsequently report to the Board of Governors. The APSG will provide regular updates to these groups, including progress on the Plan and its key projects, and any emerging challenges or risks. The Board of Governors will receive these updates twice per annum.

This group will coordinate and review overall monitoring of institutional data as part of the annual programme monitoring cycle, to ensure continuous monitoring of outcomes for target groups to ensure further gaps do not arise and targets and milestones are progressed. Data capability will improve in the longer-term, which will lead to an enhanced monitoring and evaluation capabilities. This will enable CSB to develop a better understanding of how outcomes students from under-represented backgrounds compare to their peers.

The APSG will maintain oversight of reporting and monitoring. Throughout the life of the Plan, the APSG will meet at least once every quarter, to monitor and input into practice and outcomes. If it is discovered that progress is worsening in any area, the APSG can determine whether to redeploy its resources to targeted improvement in specific areas, accelerating action as per the strategic measures in this Plan. Additional expertise or resource may be deployed if required. The APSG will also monitor expenditure in relation to the plan, and risk.

4. Provision of information to students

CSB will ensure that all material is presented in a clear and unambiguous way that is accessible to all. The full Access and Participation Plan and any alternative versions will be clearly accessible through our website and paper copies will be made available upon request.

Arrangements are in place to ensure that prospective and current students are provided with information about the fees they will be charged for the duration of their course. The fees for regulated programmes and information on financial support is published on CSB's website. There is a 'Fees and Finance' page providing supplementary information. Information on fees for the duration of a student's course are set out in students' offer letter. A set of summary terms and conditions and the relevant school fees policy, containing information relevant to the payment of fees, are provided as attachments to the offer letter.

The CSB website and admissions policies set out information about application fees, scholarships and the audition fee waiver scheme.

A range of information about CSB, academic programmes, entry requirements, fees, financial support, student support, teaching and learning, and total costs are set out in the annually updated prospectus.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

We will not raise fees annually for 2022-23 new entrants

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree	N/A	£9,000
Foundation degree	N/A	£9,000
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2022-23

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 2022-23 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 2022-23

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 2022-23 to 2026-27

Provider name: Central School of Ballet Charitable Trust Limited(the)

Provider UKPRN: 10001264

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 figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. 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				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£26,000.00	£27,000.00	£28,500.00	£28,500.00	£28,500.00
Access (pre-16)	£20,000.00	£22,000.00	£23,000.00	£23,000.00	£23,000.00
Access (post-16)	£2,000.00	£2,000.00	£2,500.00	£2,500.00	£2,500.00
Access (adults and the community)	£2,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
Access (other)	£2,000.00	£2,000.00	£2,000.00	£2,000.00	£2,000.00
Financial support (£)	£30,000.00	£32,100.00	£33,700.00	£35,300.00	£36,400.00
Research and evaluation (£)	£15,000.00	£15,000.00	£15,000.00	£15,000.00	£15,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£273,000.00	£285,000.00	£285,000.00	£285,000.00	£285,000.00
Access investment	9.5%	9.5%	10.0%	10.0%	10.0%
Financial support	11.0%	11.3%	11.8%	12.4%	12.8%
Research and evaluation	5.5%	5.3%	5.3%	5.3%	5.3%
Total investment (as %HFI)	26.0%	26.0%	27.1%	27.6%	28.0%

