

# Rose Bruford Access and Participation Plan 2025-26 to 2028-29

## 1. Introduction and Strategic Aim

Rose Bruford College is a prestigious higher education institution based in Sidcup, Kent, specialising in performing arts and production. Established in 1950, the College offers a range of undergraduate and postgraduate degrees, focusing on Acting, Design, Production, and various Performing Arts disciplines. The College has a diverse student body, comprising approximately 1,110 students. The majority of these students (over 900) are from the UK, while the remainder are from EU and other international countries. This diversity is reflected in the college's commitment to creating an inclusive and supportive environment for all students, offering extensive support services, including those tailored for care-experienced students and international students. Our demographic composition and supportive framework contribute to a vibrant and collaborative community at the College, enriching the overall educational and social experience for our students.

As such, we provide an inclusive and stimulating environment where all students can develop their artistic talents to their fullest potential. We aim to be a global leader in the performing arts, fostering innovation and creativity. Strategic priorities include enhancing student experience through world-class facilities and professional training, expanding research initiatives, and strengthening industry connections to ensure graduates are well-prepared for successful careers.

Our Strategic Plan 2024-2027, 'Adventure and Be Bold', centres student success transformation as one of the six strategic pillars. Our mission is to cultivate a community of scholars, artists and innovators dedicated to excellence, inclusivity, and societal impact. Our values, rooted in our tradition of quality and innovation, push at the boundaries of artistic craft to explore new horizons, and commit us to inclusivity to ensure that all voices are heard and valued, and that we create a diverse and vibrant community where everyone can thrive.

These commitments are reflected in our achievements, which include winning the *Whatuni* Student Choice Awards for Outstanding Lecturers and Teaching Quality in 2024, voted by students and highlighting the college's exceptional education and innovative teaching methods. The College also boasts a strong track record of alumni success, with graduates such as Gary Oldman<sup>1</sup>, Hayley Squires<sup>2</sup>, and Tom Hopper<sup>3</sup> making significant impacts in the industry and ambassadors for the high-calibre training and talent emerging from the College. Our dedication to excellence in training and education has solidified our reputation as a leading provider of higher education in our discipline and industry area.

Inclusion and diversity are core values at Rose Bruford College. We are committed to creating a supportive and equitable environment for all students, staff, and faculty. The College actively works to ensure that its community reflects the rich diversity of the broader society, fostering an environment where everyone can thrive. As such, we are proud to note that a third (33.3%) of our enrolments over the last 4-year aggregate data (2018-19 to 2021-22) are students with declared disabilities. This is double the average sector enrolments over the same period. We are also pleased to note our success in providing access for mature learners (21 and over), with an intake of 37.2% in 2021-22 (again above the sector average at 29% in the same year).

The College's student union plays a crucial role in fostering a welcoming atmosphere, with a focus on respect, equity, and inclusivity. The union organises various events and initiatives to ensure all students feel included, comfortable and heard across their academic and broader (social, personal and professional) experience at the College. This, along with our dedicated student care and support, outstanding teaching and learning, and access to industry, are reflected in our overall student on-course outcomes in student continuation, completion and attainment which are all above sector averages over the latest 4-year data aggregates.

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<sup>1</sup> Acclaimed British actor and filmmaker known for his versatility and intense performances. He has had a prolific career spanning over four decades, with roles in a variety of genres. Films include *Dracula* (1992) and *The Dark Knight Trilogy* (Batman) (2005-2012).

<sup>2</sup> British actress and playwright known for her powerful and socially conscious performances. Appearances include *I, Daniel Blake* (2016), *Collateral* (2018).

<sup>3</sup> British actor recognized for his work in television and film, particularly in roles requiring a strong physical presence. Work includes *Merlin* (2010-2012), *Game of Thrones* (2017) and *The Umbrella Academy* (2019).

That said, we wish to build on these successes and ensure that we are addressing priority areas identified for improvement. We recognise the national risks to equality of opportunity<sup>4</sup> and wish to contribute to addressing these for target students, as well as improving performance in our own context. As such, our aims in this Plan are to:

- Increase diversity and address areas of under-representation in our enrolment cohorts, seeking to attract and enrol more students from Black, Asian, mixed ethnicities and other non-white heritage, as well as students from the most disadvantaged backgrounds.
- Address identified differential on-course outcomes (continuation, completion and attainment of a First or 2:1 degree award) specifically for disabled learners

The Plan has the full support of our broad range of stakeholders, is aligned with our mission and values, and we are confident of its success. In recent years, the College has worked to understand and meet the needs and expectations of students and staff from backgrounds underrepresented in its community. This activity has included close liaison with a range of specialists and organisations to help us become actively inclusive in our policies, practices, teaching and student support. In 2024, at the time of drafting this new Plan, the College is under new leadership and has just launched the Rose Bruford Strategic Plan 2024-27. It is an exciting time, a moment of moving forward with innovation, creativity and confidence. We are energized by the prospect of building on our strong commitment to an inclusive learning environment, by embedding diversity and inclusion training for students and staff; incorporating inclusive teaching practices and diverse perspectives into curricula; fostering student belonging initiatives in dialogue with underrepresented student communities; and by working ceaselessly to ensure the success of the AP interventions as articulated below.

## 2. Risks to Equality of Opportunity

In order to understand where risks to equality of opportunity may be present at Rose Bruford College, we completed an assessment of performance (see Annex A), which explores enrolment, continuation, completion, degree outcomes (achievement of a First or 2:1 award) and progression to employment or post-graduate study for our students over the last 6 years. We have used the Office for Students (OfS) Access and Participation dataset as our primary data source, supplemented with internal data and other external datasets and evidence where appropriate. We have considered information and data from our student body as well as the OfS Equality of Opportunity Risk Register (EORR).

We have identified two primary risk areas. As a small, specialist provider, we have considered which risks are likely to be most relevant to our student body and which we can reasonably seek to mitigate, making a positive impact at an institutional and contributing positively to sector performance. Our intervention strategies seek to address the risks we have identified as a priority for us.

### 2.1 Access

**2.1.1. Risk Area 1 – There is a risk that learners from the most disadvantaged backgrounds and learners from the global majority are experiencing inequitable access to pre-entry provision, advice and guidance relating to higher education pathways in theatre and performing arts.**

Learners from the most disadvantaged backgrounds may also be disproportionately impacted by cost pressures, while learners from the global majority may be impacted by perceptions of HE and in particular pathways in the arts.

We have identified two indicators of risk that suggest the risks noted above may be occurring:

#### Indicator 1

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<sup>4</sup> Office for Students (OfS) Equality of Opportunity Risk Register (EORR). <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/>

There is a 4-year aggregate (2018-19 to 2021-22) gap of 13 percentage points (pp) in enrolment of students from IMD Quintile 1 (most disadvantaged areas) compared to IMD Quintile 5 (most affluent areas).

- We are pleased to note that this gap appears to be narrowing over the last 6 years (21.6pp in 2016-17 compared to 11.5pp in 2021-22).
- We are also pleased to note a general growth in the proportions of IMD Quintile 1 students enrolled over this time (6.5% in 2016-17 compared to 13.5% in 2021-22).
- However, we consider that we have further to go to address the remaining gap and the inequalities of opportunity that students from the most disadvantaged backgrounds are more likely to experience in access to theatre and performing arts higher education.

## Indicator 2

Over the last 4-year aggregate (2018-19 to 2021-22), the College has attracted a relatively low proportion of students (17.2%) from the global majority (Black, Asian, mixed heritage and other non-white backgrounds). This contrasts with sector average participation over the same period, at 33.3%.

- While we have further to go in diversifying enrolments, we are pleased that our intake of students from the global majority appears to be growing over the last 6-years (10.3% in 2016-17 compared to 23.8% in 2021-22).
- Annual data for some specific ethnic groups is suppressed due to the small cohort numbers and therefore granular analysis is difficult and not reportable.
- However, over the 4-year aggregates we note particularly low intakes for Asian students (1.5%) and other non-white backgrounds (1.5%).
- We also note the relative homogeneity of the industry and the lack of diverse role models, which is a broader area of concern and one we wish to address via the production of diverse cohorts of excellent graduates who go on to positively influence the industry.
- Again, we therefore consider that we have further to go to build our intake of students from the global majority (with a focus on Asian and other ethnicities) and help to address inequalities of opportunity that these students are more likely to experience in access to theatre and performing arts higher education. These include cultural perceptions of the value of performing arts as well as access to pre-enrolment arts provision, information and guidance.
- We recognise the value of taking a whole-lifecycle approach to addressing this area, acknowledging that on-course provision (such as a diverse workforce and an inclusive curriculum) can have impact on students' sense of belonging and fit at the pre-enrolment stage and subsequently their choices of study.

To address these areas, we have provided for a range of outreach work that includes stronger collaboration with targeted schools, colleges and community groups to support discipline-specific knowledge and skills acquisition, as well as provision of careers and education information and advice. Addressing the value of arts, theatre and performance in secondary education as well as in the families and communities to which our target student groups belong is also a critical factor in our approach. In addition, we recognise that cost pressures may be impacting access and we have provided support to help address this issue. See Section 4, Intervention Strategies.

### 2.1.2 Links to the Equality of Opportunity Risk Register (EORR)

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential enrolment rates may be a result of EORR Risks 1 to 3, and Risk 10 (applied here in the pre-enrolment phase).

- **Risk 1, access to knowledge and skills.** We are concerned that target students may not have equal opportunities to develop the knowledge and skills required to access higher education and more specifically, theatre and performing arts pathways such as those offered at Rose Bruford. Opportunities to develop the requisite knowledge and skills for university pathways may be limited for target groups due to home, school, or geographical context. Research by Ashton and Ashton (2023) discusses the disparity that exists in the quality and variety of culture and arts opportunities learners get to experience dependent on their

enrolment at a state or privately funded education setting, which goes to support findings from Reay (2017) and Whitty (2001) on the varying experiences of learners from lower socioeconomic groups and regions. Our experience suggests that students from disadvantaged backgrounds are less likely to have visited the theatre regularly during the school years, and/or have ‘cultural capital’ such as familiarity with classical plays, or with innovative staging, lighting or costuming. Students from disadvantaged backgrounds who do become our students often talk about a ‘chance’ inspirational event or encounter that set them on this pathway and they tell us how much they benefit from the cultural opportunities built into their programmes of study. This was acknowledged in our student consultation for this Plan, which saw a student citing attending a summer school at a Rose Bruford campus as being a core reason for deciding to pursue a degree in the theatre and performance arts sector.

- **Risk 2** relates to access to information and guidance about higher education, including higher education choices, study modes, expectations, and access pathways; as well as linked information about careers and employability. Systematic devaluing of the arts in secondary schools, and a lack of understanding about the value of an arts degree and the broader array of opportunities in terms of career and employment outcomes is a concern under this risk which is more likely to affect target groups. Our applicant feedback suggests that students from target AP groups value personal, bespoke information and guidance that helps them navigate the interview/audition process, clearly explains the format of the programme of study they are interested in, and that demonstrates the career success of our alumni. Parents are encouraged to attend open days and to speak with our staff to allay concerns.

Consultation with our students in the development of this Plan highlighted that students felt pressured to pursue a “normal job” by stakeholders in their schools and were dissuaded from furthering their education in the theatre and performing arts sector. In instances where the students’ post-16 learning took place in an arts-specialised institution, students expressed that there was limited information, guidance and application support for non-traditional and alternative art courses. This saw students reporting feeling ill-equipped for their course, not prepared or aware of the primarily practical mode of study embedded within it and unaware of the careers available in their field, with the latter being primarily reported by those enrolled on a newly offered programme. However, students noted that Rose Bruford does address the latter concern, by providing placement opportunities and chances to learn about the roles previous graduates moved into after they completed their course. The suggestion of an offer-holder day for prospective students to gain more of an understanding of what life at Rose Bruford may be like was also warmly welcomed.

- **Risk 3**, perceptions of higher education. Coupled with limited knowledge about the value of studying an arts degree and career outcomes, there are perceptions that a career in the creative industries is the reserve of white middle classes. The Musicians Census (2023) and Arts Council England’s (2021) review of the creative industries workforce shows that the industries are still dominated by white artists from affluent backgrounds. As alluded to by Reay (2017) there is a sense among learners from the Global Majority that they must pursue careers that enable a typical financially stable lifestyle and that can give back to their communities. Our experience resonates with these findings. Learners from the Global Majority tell us how important a sense of belonging is to their choice of subject, course and institution. They appreciate diverse representation on interview/audition panels and crucially expect that same level of diverse representation throughout their learning journey. Findings from the student consultations revealed that students felt that an increased diversity in representation could be achieved by recruiting more staff from the Global Majority to provide students with positive role models and a relatable point of contact during their studies, hosting events celebrating a different cultures and heritages and by diversifying the representation of Global Majority characters within theatre productions.
- **Risk 10** – Cost Pressures is considered as a risk for students, starting at the pre-entry phase. The impact of the cost-of-living crisis is being felt acutely, with students less likely to participate in pre-HE training and development that would support application and enrolment. During study, students on intensive study and training programmes at creative and arts-based providers are disproportionately affected due to limited

availability for part-time work. Our experience suggests that concern about student finances and the high cost of living is an increasing issue for more and more students, and most particularly for those from lower income backgrounds. We are aware of the need to reduce costs for students wherever possible (for example travel costs between campus locations) and to review our timetabling to ensure that students have time to engage in part time work.

The student consultations reveal that despite the cost of commuting, students highly value the opportunity to study on campus. Those who participated in off-campus teaching reported feel detached and disconnected from the broader Rose Bruford College community. A suggestion to complete theory sessions online was not well received, with it being deemed inaccessible by students who find such sessions unengaging and challenging to focus on. Instead, student feedback strongly recommended readjusting the timetable to adopt a more balanced approach featuring 'intensive block teaching'. Students also emphasised the importance of releasing timetables in advance to support student engagement with extracurricular activities and part time work.

## 2.2 On Course

### 2.2.1 Risk Area 2 – There is a risk that a lack of access to a range of appropriate support, and other capacity issues, may be affecting continuation, completion, and good degree outcomes (achievement of a First or 2:1) for disabled students.

In Annex A, we have provided analysis across continuation, completion, attainment and progression outcomes over the last 6 years, focusing on differential outcomes for students with particular characteristics. Due to the size of our cohorts, this data is challenging to analyse and draw conclusions from. Our small cohort sizes mean that there is low levels of statistical certainty and confidence in the data, which is more susceptible to considerable fluctuations in year-on-year data. We have supplemented our assessment with observations on broader sector performance.

We have determined the following indicators of risk that suggest the risks noted above may be occurring. We have determined these as our priority areas, although we commit to closely monitoring and supporting outcomes for all target students.

- There is a 4-year aggregate (2017-18 to 2020-21) 2.6 percentage point (pp) gap in continuation outcomes for disabled students, compared to their non-disabled peers.
  - We are pleased to note that this gap appears to be narrowing over the last 6 years, with the gap for the latest year of data (2020-21) nearly eliminated (0.3pp).
  - However, given the volatility in data and the consistent gap over time, along with our high proportions of disabled learners, we consider this a priority area.
- There is a 4-year aggregate (2014-15 to 2017-18) 4.9 percentage point (pp) gap in completion outcomes for disabled students, compared to their non-disabled peers.
  - While small cohort sizes are impacting the reliability of this data, this gap appears to have widened over the last 6 years, with the gap for the latest year of data (2017-18) at 12.3pp.
  - We therefore consider this a priority area.
  - This data does, however, lag considerably behind the current academic year.
- There is a 4-year aggregate (2018-19 to 2021-22) 2.6 percentage point (pp) gap in attainment outcomes for disabled students, compared to their non-disabled peers.
  - While small cohort sizes are impacting the reliability of this data, this gap appears to be worse than previous years' data and appears to be widening given the last 2-year aggregate is 3.9pp.
  - This is therefore a priority under this Plan.



## 2.2.2 Links to the Equality of Opportunity Risk Register

Along with education sector and industry evidence (see Annex B), our institutional experience and student consultations suggest that these differential student outcomes may be a result of EORR Risks 2 and 6-8.

- **Risk 2**, Information and Guidance, while situated at the pre-enrolment phase on the EORR as noted above, has an onflow effect into on-course outcomes, relating to the level of preparation and understanding about university protocols, academic expectations, and early access to relevant diagnostic and support. It is therefore considered an enduring risk in our context. Our experience suggests that many of our disabled students have conditions that impact their ability to read, assimilate, and/or organise. We are aware of the need to provide information in multiple and accessible formats, to have a strong extra-curricular study support provision, and to recognise that reasonable adjustments across teaching and assessment methods may be required even when a student does not have a formal diagnosis.

Our institutional experience and consultations with students highlight that providing training and workshops on areas such as consent, race, censorship and accountability for behaviour would be beneficial throughout students' tenure at Rose Bruford College. In student consultations, we heard that increasing accountability for student behaviour, clarifying penalties and making the reporting and decision-making procedures more transparent would enhance student understanding of university protocols and contribute and support the creation of an inclusive and welcoming environment for students.. Work has already begun to address this through the 2024 Student Casework Project and will continue throughout the lifetime of the Plan.

- **Risk 6**, Insufficient Academic Support, influences our consideration of the developments required for inclusive and compassionate curriculum approaches, teaching and learning, and assessment design. We are also seeking to improve on the timely diagnosis and provision of academic support and adjustments for disabled learners. Given the high proportion of disabled learners at Rose Bruford, we are aiming for our curriculum to be flexible and inclusive by design, not by exception, and for academic staff to be trained in a wide range of inclusive approaches.

Consultation in the development of this Plan highlighted that students value the alternative courses provided at Rose Bruford, which help students with disabilities become more self-sufficient and foster a wide skillset. The efforts of individual staff members and departments to be supportive were applauded by students, but they also recognised that these practices were not institution-wide, resulting in inconsistencies in the student experiences. Students reported that EDI and disability awareness could also vary, causing differing student experience. This Plan will seek to ensure a high standard of consistent approach.

- **Risk 7**, Insufficient Personal Support, is also considered a risk in our context, particularly with large cohorts of disabled learners, increasing pressures on students regarding costs, mental health and wellbeing; and the institutional capacity and flexibility for support as student needs change. Our internal data shows us that a relatively small number of individual students make up most interactions with our student support services, with these students relying heavily on regular supportive interventions to navigate complex needs, for example at the intersection of poor mental health, self-care, housing, work, study, money, friendships, and relationships.

Our institutional experience and student consultations recognise that there needs to be additional and continuous signposting of support facilities and policy processes, across the student life cycle to reduce barriers to access and ensure students can quickly and efficiently access the support they need. The student consultations also highlighted that personal support provision at Rose Bruford would benefit from being increased, with the Neuro-divergent Officer role only operating on a part-time basis being repeatedly cited as an area for improvement.

- We are particularly concerned about **Risk 8**, Mental Health, which forms part of disability. We already attract a significant proportion of students declaring a disability, and many do so due to a mental health condition. More broadly, the on-flow impact of Risk 10 cost pressures (noted previously) is more likely to affect student mental health and well-being. As mentioned above, our experience suggests that poor mental health may

negatively impact many areas of student experience and students with a mental health disability are likely to require additional support.

An insight from student consultations is that the content of certain courses has the potential to exacerbate existing mental health conditions, as many of the plays covered are reported to include challenging and saddening topics, regularly dealing with trauma. Additionally, students have expressed concerns about typecasting and the unequal distribution of lead roles. These issues have been identified as a source of discomfort for students. However, these experiences were not equal across all courses. Those where students had opportunities to feedback which plays they had an interest in staging reported these areas being less of a concern. These insights are feeding into curriculum development.

## 2.3 Other Challenges

### 2.3.1 Small Datasets

When deciding which risk areas to concentrate on in this APP, we took into account our status as a small provider and our specialisation in theatre and performance. Given our smaller size, the data we utilised comes from a small cohort, limiting our capacity for comprehensive data analysis and statistical significance. This constraint also impacts our ability to make accurate assessments and interpretations, particularly when examining disaggregated data and intersections of various characteristics. Nevertheless, we have conducted evaluations and provided insights where we deemed it meaningful.

### 2.3.2 Systemic Challenges Impacting Equality of Opportunity

- *Pre-HE education.* We recognise systemic challenges in arts education and the creative industries we are connected to, which pose risks to equal opportunities. We observe the ongoing de-prioritisation and under-valuing of creative arts in secondary school curricula. This limits access to and engagement with arts subjects, negatively impacting education and career choices in our specialised fields.
- *Our industry sector.* In industry, we face equality of opportunity risks due to the under-representation of women and individuals from Black, Asian, Mixed, and Global Majority groups. These risks pose challenges for our target demographics.
- *Exceptional external circumstances – Global Pandemic.* Finally, the ongoing impact of the Coronavirus pandemic will persist throughout the lifetime of this Plan. Risks to equal opportunity in accessing higher education, succeeding within it, and progressing to favourable graduate outcomes, which disproportionately affecting underrepresented and disadvantaged students, are not yet fully realised or understood. We will ensure our student support is effective and responsive to evolving needs of students through the pipeline. Understanding the experiences of students will be facilitated through our evaluation and research, as outlined in our Evaluation Strategy and supported in our collaborative efforts through our SEER membership.

## 3. Objectives

From the assessment of performance (Annex A) and consideration of Risks (above, and Annex B), we have identified the following objectives that are our priorities under this Plan:

Target Reference (Annex C, Table 5d)	Objectives	Intervention Strategy
PTA_1	To support access and pathways into higher education and to Rose Bruford for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in enrolments between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q5) by 2032-33.	IS1, IS2

<b>PTA_2</b>	To support access and pathways into higher education and to Rose Bruford for students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), achieving 30% Global Majority enrolments by 2032-33.	IS1, IS2
<b>PTS_1</b> <b>PTS_2</b> <b>PTS_3</b>	To improve on-course outcomes for disabled students, closing the gap in continuation, completion and attainment outcomes for disabled students compared to their non-disabled counterparts by eliminating gaps for continuation and attainment, and achieving a gap no greater than 3 percentage points (pp) for completion, by 2032-33.	IS3 (IS2)

## 4. Intervention Strategies

We have developed strategies to address risks to equality of opportunity and achieve our objectives. These strategies:

- Outline activities to mitigate risks and meet objectives and targets.
- Identify who will design, deliver, and evaluate the activities, along with an estimated cost.
- Include an evaluation plan.
- Are based on evidence from sector best practices and local insights from students.

We are dedicated to sharing the evaluation findings. Publication plans are indicative and will expand as dissemination opportunities arise. Relevant evaluation outcomes will inform ongoing practice improvements.

### 4.1 Intervention Strategy 1 – Enhanced Access and Targeted Outreach Programme

This strategy focuses on a renewed and enhanced outreach provision, supported by broader commitments to widen our course portfolio with reference to attracting a diverse student population; a strategic framework to provide cohesion; and strengthening data and targeting. With these underpinnings in place, we consider there is an opportunity to refresh our school, college and community partnerships, and deliver a comprehensive programme of activities focused on attainment and skills-raising, provision of careers and education information, advice and guidance, and teacher development. This strategy also includes a focus on more accessible and supported auditions, to ensure our activity is enabling access on the journey through secondary education, to application and enrolment in higher education.

#### 4.1.1 Objectives and Targets

To support access and pathways into higher education and to Rose Bruford for:

- Students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in enrolments between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q5) by 2032-33.
- Students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), achieving 30% Global Majority enrolments by 2032-33.

**Targets:** PTA\_1, PTA\_2 – Annex C, Table 5d.

#### 4.1.2 Risks to Equality of Opportunity

Knowledge and Skills; Information and Guidance; Perceptions of Higher Education; Cost Pressures.

#### 4.1.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2025, with publication and sharing of findings as per the publication plan below (Table 2).

#### 4.1.4 Publication Plan



Format of Findings	When findings will be shared
<p>We will produce an annual summary progress and review report, which will:</p> <ul style="list-style-type: none"> <li>• Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.</li> <li>• Capture learning and insights that inform practice improvements and any appropriate changes and developments.</li> <li>• Highlights and themes from this report will be shared online, for example through our website / SEER website.</li> </ul>	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and our local UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

#### 4.1.5 Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references.

Empirical research of the impact of active engagement with music and drama (as well as creative subjects more broadly) on school-and pre-university level students (14-19-year-olds) has revealed positive effects on the students' language development, literacy, numeracy, measures of intelligence, general attainment, creativity, motor-coordination, spatial orientation, concentration, confidence, social skills, teamwork, self-discipline, and mental health (e.g., Hallam, 2010; Hampshire & Matthijsse, 2010). Most of those positive effects have been reported specifically for learners from disadvantaged backgrounds (Winner et al., 2013). Yet, opportunities for young people to study creative subjects at school have been diminishing over the past decade, primarily due to policy and funding changes in compulsory education (Ashton & Ashton, 2023; Broadhead, 2022). Lack of opportunities to engage with and learn about/in creative subjects is a highly likely contributing factor to the persistent outcomes gap between disadvantaged young people and their more advantaged peers (EPI, 2020).

Evidence suggests that linking current academic studies with an individual's future career ambitions can increase student motivation and engagement with academic work (EEF, 2016). This underlines the importance of effective careers education, information advice and guidance (CEIAG), as well as its value in making informed choices. We also draw on the evidence that teaching young people academic skills such as metacognition, and self-regulation can improve their attainment outcomes by encouraging them to self-reflect on how they learn best (Hattie, Biggs, Purdie 1996; Mannion & Mercer, 2016; EEF, 2018). Our literature review also highlights that providing careers education, information, advice and guidance (CEIAG) helps students make more informed decisions (TASO, 2024) and provides students with guidance that may not otherwise have been available to them (Thomas & Quinn, 2007). This is even more the case for specialist subjects such as creative arts (PEC, 2020). See Annex B for further information and references.

#### 4.1.6 Intervention Strategy 1: Enhanced Access and Targeted Outreach Programme

Activity	Inputs	Outcomes	Evaluation Standards of evidence denoted as (T1), (T2), (T3).	Cross Intervention
<p><b>Development of an institutional and targeted approach to provision, outreach and partnerships</b> We will continue to develop and strengthen institutional practices to support our ambitions in outreach and commitments in this Plan. A critical underpinning of this work is continuing to advance our understanding of our target groups, their pre-enrolment and transition experiences, and the challenges and barriers faced. This will be coupled with continued improvements to understanding industry needs, to create alignment between aspiration and career success. This will be achieved through improvements to data collection and reporting, research and insight projects, and analysis of evidence from across the sector.</p> <p>Based on our current context and understanding, this activity includes, for example:</p> <ul style="list-style-type: none"> <li>• Advancing new programme offerings (e.g. allied disciplines), focused on attracting more diverse cohorts of learners.</li> <li>• Building a new institutional strategic framework for outreach and partnerships work (including with employers). Incorporating activity in this Plan.</li> <li>• Significantly strengthening our data, data capture, and application through the outreach-to-enrolment journey through an enhanced student data system; and in respect of effective targeting.</li> </ul> <p>New activity, continuing developments from 2023-24.</p>	<p>Staff time</p>	<p><b>Intermediate outcomes:</b></p> <ul style="list-style-type: none"> <li>• Data, research and insights plan with a focus on understanding target groups.</li> <li>• Development of new programmes.</li> <li>• Development of new strategic framework for outreach.</li> <li>• Mapping data points across applicant journey, identification of improvements to data capture and utility.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• New programmes offered from 2025-26 onwards.</li> <li>• Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve and develop practice.</li> <li>• New strategy for outreach and partnerships leads to increased partnerships and delivery to schools, colleges and work with employers.</li> </ul>	<p><b>Process Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Staff reflections on new programmes development. (T1)</li> <li>• Review of data availability, utilisation and value to practices. (T1)</li> <li>• Data Analysis: Number and % of students with target characteristics reached through effective outreach partnerships / activity (T1)</li> </ul> <p><b>Impact Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students with target characteristics enrolling on new programmes (T1)</li> <li>• Record of changes to practices based on research, insights and data. (T1)</li> <li>• Data analysis: Number and % of students with target characteristics applying and enrolling to Rose Bruford with experience of outreach activity. (T2)</li> </ul>	<p>IS2</p>

		<ul style="list-style-type: none"> <li>• Data capture and monitoring plan (outreach to enrolment) set out, with appropriate analyses and mechanisms for feeding into improving practice.</li> </ul>		
<p><b>School, College and Community Partnerships</b></p> <p>With a strategic refresh of our outreach and partnerships work, we envision an improved partnerships agenda, which:</p> <ul style="list-style-type: none"> <li>• Is based on effective targeting of partners to ensure maximum reach of target learners (IMD Q1, and students from the Global Majority).</li> <li>• Considers leverage of, and delivers, renewed partnerships and relationships with key identified networks, community and sector organisations, such as UniConnect partnerships.</li> <li>• Targets and establishes effective relationships with c.10-15 schools and colleges by 2028-29.</li> <li>• Targets and establishes effective relationships with c.5 community organisations in target areas / cold spots by 2028-29.</li> <li>• Collaboratively develops and provides aligned activity to address and support mutual goals in respect of access to higher education (HE) and HE experiences, raising attainment and provision of CEIAG for target learners.</li> <li>• Provides a clear offer from Rose Bruford with explicit benefits to target students.</li> <li>• Sets foundations for developing relationships over time, which include data sharing to support understanding of what works and target learner progression pathways / access to HE.</li> </ul>	<p>Staff time</p> <p>Marketing and event Promotion</p> <p>Resources costs</p> <p>Travel costs</p>	<p><b>Intermediate outcomes:</b></p> <ul style="list-style-type: none"> <li>• Effective (targeted, positive, structural, sustainable) relationships and partnerships.</li> <li>• Identification of mutual goals and expectations.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Collaboration to design and agree effective outreach activities.</li> <li>• Deepening understanding and insights of the challenges, barriers and what works for target groups, to improve practice.</li> <li>• Increased enrolment in HE for (target) students from partner schools/colleges.</li> </ul>	<p><b>Process Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of pupils at partner schools and colleges with target characteristics. (T1)</li> <li>• Output analysis: the number of schools /colleges and community organisations in a relationship. (T1)</li> </ul> <p><b>Impact Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Surveys and focus groups or interviews with partners to: <ul style="list-style-type: none"> <li>○ Understand the effectiveness of the relationship and whether agreed goals/expectations were met. (T1, T2)</li> <li>○ Identify further opportunities. (T2)</li> <li>○ Draw out deeper understanding about challenges and what works. (T1, T2)</li> </ul> </li> <li>• Surveys include a baseline survey and thereafter surveys each academic year to measure changes and development of the partnerships. Comparative analysis of data over the surveys will determine how the activity has met</li> </ul>	

			<p>the intended outcomes over time. (T2)</p> <ul style="list-style-type: none"> <li>• Up to 5 semi-structured interviews or focus groups will be held every two years (from 2026-27) to explore key themes. (T1, T2)</li> <li>• Development of 2-3 school/college partner case studies. (T1, T2)</li> </ul>	
<p><b>The World's A Stage!</b></p> <p>Development and Education through Theatre and Performance (targeted outreach programme). This scaffolded outreach programme is designed to:</p> <ol style="list-style-type: none"> <li>1. Harness and engage target learners in the wide and transferrable benefits of performance activities, with a view to supporting skills and attainment across secondary and further education.</li> <li>2. Provide targeted development and support activity to learners wishing to pursue a pathway in the performing arts, enhancing knowledge and skills required for study as well as for the HE application / audition / interview process.</li> </ol> <p>While the exact nature of activities will be designed in collaboration with partners, activities are anticipated to include skills development and practice; linkage to school / college curricula; and, development of cognitive and metacognitive skills, through for example:</p> <ul style="list-style-type: none"> <li>• In-school/ college/ community and on-campus practical workshops, presentations, and other activity focused on supporting skills and attainment, delivered in a programme of work throughout the academic year. We aim to involve 5 partners in this activity per annum. Students who complete the</li> </ul>	<p>Staff time</p> <p>Student ambassadors</p> <p>Resources</p> <p>Marketing and event Promotion</p> <p>Travel costs</p>	<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved cognitive and metacognitive outcomes.</li> <li>• Improved motivation and engagement in learning.</li> <li>• Improved self-perceptions about academic abilities and confidence.</li> <li>• Improved sense of belonging in HE /pathways to HE.</li> <li>• Increased knowledge and awareness of HE.</li> <li>• Increased knowledge of HE pathways and the HE application process</li> <li>• Increased knowledge of financial support and student loans.</li> <li>• Improved confidence and preparation for HE admissions and selection processes.</li> </ul> <p><b>Longer-term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Sustained engagement in arts education</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data analysis: Number and % of pupils attending activities with target characteristics (T1).</li> <li>• Output analysis: the number of activities delivered (T1).</li> <li>• End-of-year Teacher/Staff/Practitioner Survey exploring whether content was appropriately designed and well aligned to School curriculum LOs and Gatsby Benchmarks, for example (T1).</li> <li>• Post-activity polls gathering stakeholder (practitioner and students) experiences and perceptions (T2).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Baseline and annual student survey exploring interim outcomes and perceptions of improved creative skills outcome (T2).</li> </ul>	

<p>programme are provided with 'Rising Star' Certificates at year end.</p> <ul style="list-style-type: none"> <li>• Preparatory activities for entry to higher education in theatre and performing arts, including: <ul style="list-style-type: none"> <li>○ Auditions and admissions preparation and support</li> <li>○ Developing auditions tapes/ practice and portfolios</li> <li>○ Interview skills</li> <li>○ Preparation for HE activity sessions, delivered through workshop programme</li> <li>○ Understudy: HE Buddies (current student mentorship and role models)</li> </ul> </li> </ul> <p>New activity, delivered to min. 5 partners per annum.</p> <p>Targeted at disadvantaged students and students from the global majority.</p>		<ul style="list-style-type: none"> <li>• Improved creative skills.</li> <li>• Applications to HE.</li> <li>• Offers from HE providers.</li> <li>• Enrolments in HE.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual end-of-year Teacher/Staff/ Practitioner Survey exploring: (a) perceptions of achievement of interim outcomes for students.</li> <li>• 2-3 student focus groups per annum from 2025-26, to explore themes from surveys (T2).</li> <li>• (Y12-13 cohorts) Data Analysis: Number and % of participants: <ul style="list-style-type: none"> <li>○ Applying to HE</li> <li>○ Receiving offers from HE providers</li> </ul> </li> </ul> <p>At present, we do not have a mechanism for tracking student enrolments into HE, particularly due to the associated costs. We will explore this collaboratively with our SEER partners in 2024-25.</p>	
<p><b>Showtime! Summer Theatre and Performance Academy.</b></p> <p>Intensive summer school for potential applicants (Y12-Y13), focused on providing experiences of life and learning as a student at Rose Bruford, alongside development and appreciation of performance and theatre knowledge and skills.</p> <p>Includes a range of supplementary information and advice, from finance, student loans and bursaries; student support and disability support; career progression and the value of the degree; social and extra-curricular opportunities; and community / belonging-building.</p> <p>Students have opportunity to meet a range of academic and professional staff, student ambassadors and industry / artist professionals.</p>	<p>Staff time</p> <p>Student ambassadors</p> <p>Marketing and event Promotion</p> <p>Resources and accommodation</p> <p>Travel costs</p>			

<p>Students completing the course may receive an award and subsequent contextual offer to Rose Bruford (e.g. UCAS point reduction)</p> <p>New activity, targeting up to 15-25 students per annum. To run from the 2026-27 academic year.</p>				
<p><b>Scripting the Future</b></p> <p>Targeted in-school/ college/ community sessions focused on careers education, information, advice &amp; guidance (CEIAG). Sessions include information on:</p> <ul style="list-style-type: none"> <li>• HE knowledge, awareness and nurturing aspirations (linked to career pathways). Visits to approximately 8-10 schools and colleges across the academic year.</li> <li>• HE pathways, application and selection processes, and finance. Visits to approximately 8-10 schools and colleges across the academic year.</li> <li>• Addressing perceptions of pathways in theatre and performance, including information on the range of career options.</li> </ul> <p>Delivered via engaging and interactive sessions and, where possible, personalised support. New activity, targeting disadvantaged students and students from the global majority.</p>	<p>Staff time</p> <p>Student ambassadors</p> <p>Marketing and event Promotion</p> <p>Resources</p> <p>Travel costs</p>	<p><b>Intermediate outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge and awareness of HE.</li> <li>• Increased knowledge and awareness of job opportunities in the creative industries.</li> <li>• Increased knowledge of HE pathways and the HE application process</li> <li>• Increased knowledge of financial support and student loans</li> <li>• Improved confidence and preparation for HE selection process</li> <li>• Improved motivation and engagement in learning</li> <li>• Improved self-perceptions about academic abilities and confidence</li> <li>• Improved sense of belonging in HE / pathways to HE</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Applications to HE.</li> <li>• Offers from HE providers.</li> <li>• Enrolments in HE.</li> </ul>	<p><b>Process Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data analysis: Number and % of pupils attending activities with target characteristics. (T1)</li> <li>• Output analysis: the number of activities delivered per school/college. (T1)</li> <li>• Annual end-of-year Teacher/Staff Survey exploring whether content was appropriately aligned to Gatsby Benchmarks. (T1)</li> <li>• Post-activity polls gathering stakeholder experience and perceptions (students and staff). (T2)</li> </ul> <p><b>Impact Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Baseline and annual student survey exploring interim outcomes. (T2)</li> <li>• Annual end-of-year Teacher/Staff Survey exploring perceptions of achievement of interim outcomes for students. (T2)</li> <li>• (Y12-13 cohorts) Data Analysis: Number and % of participants: <ul style="list-style-type: none"> <li>○ Applying to HE</li> <li>○ Receiving offers from HE providers</li> </ul> </li> </ul>	



			<p><i>At present, we do not have a mechanism for tracking student enrolments into HE. We will explore this (particularly associated costs) collaboratively with our SEER partners in 2024-25, with a view to establishing a tracking mechanism.</i></p>	
<p><b>Accessible Auditions</b></p> <p>Addressing cost pressures and other potential barriers to audition, through:</p> <ul style="list-style-type: none"> <li>• Establishment of targeted regional auditions, meeting students where they are.</li> <li>• Provision of a targeted travel and expense bursary to attend auditions in London.</li> <li>• Wrap-around support and advice for students pre-during and post-audition (including allocation of buddy, provision of advisory information and what to expect, and resources to support preparation and understanding expectations.</li> <li>• Provision of unconscious bias training and awareness of equality of opportunity concerns for staff involved in selection processes.</li> </ul> <p>Re-establishing activity at an enhanced and targeted level.</p>	<p>Bursary monies</p> <p>Staff time</p> <p>Travel and expenses</p> <p>Resources</p> <p>Student Ambassadors</p> <p>Training costs</p>	<p><b>Intermediate outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved confidence and preparation for HE selection process by audition.</li> <li>• Improved self-perceptions about academic abilities and confidence.</li> <li>• Improved sense of belonging in HE / pathways to HE.</li> <li>• Target students can attend on-campus auditions.</li> <li>• Reduced financial pressures/ anxiety.</li> <li>• (Staff) increased confidence and awareness of EDI issues and mitigating unconscious bias.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased enrolments from target groups.</li> </ul>	<p><b>Process Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data analysis: Number and % of students with target characteristics attending auditions (T1)</li> <li>• Output analysis: number and locations (targeted areas) of auditions delivered regionally. (T1)</li> <li>• Data Analysis: Number and % of learners claiming travel bursaries, analysed by student characteristics (where possible). (T1).</li> <li>• Post-activity polls gathering stakeholder experience and perceptions. (T2)</li> </ul> <p><b>Impact Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of participants receiving offers and enrolling.</li> </ul>	IS2
<p><b>Teacher CPD programme</b></p> <p>Range of sessions offered to teachers to support professional development, including sharing best practice in teaching theatre and performance as well as linkage to English Language and Literature, and</p>	<p>Staff time</p> <p>Travel and expenses</p>	<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved motivation and enthusiasm for subject area.</li> <li>• Teachers feel supported in their arts education.</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Output analysis: the number of activities delivered (T1).</li> <li>• End-of-year Teacher/Staff/Practitioner Survey</li> </ul>	

promoting broader communications and presentation skills in students.	Resources	<ul style="list-style-type: none"> <li>• Use of theatre and performance learning outcomes in school curricula.</li> <li>• Increased knowledge and awareness of HE and pathways in the arts.</li> <li>• Teachers feel able to better support students in theatre and performance pathways.</li> </ul> <p><b>Longer-term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Sustained engagement in arts education.</li> <li>• Applications to HE.</li> <li>• Offers from HE providers.</li> <li>• Enrolments in HE.</li> </ul>	<p>exploring whether content was appropriately designed and well aligned to School curriculum LOs (T1).</p> <ul style="list-style-type: none"> <li>• Post-activity polls gathering teacher experiences and perceptions (T2).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Annual end-of-year Teacher survey exploring perceptions of impact on achievement for students.</li> <li>• Data Analysis: Number and % of participants from participating schools: <ul style="list-style-type: none"> <li>○ Applying to HE</li> <li>○ Receiving offers from HE providers</li> </ul> </li> </ul>	
<p><b>On Tour!</b></p> <p>Free places to schools, colleges and community partners to see our student performances on tour, with supplementary workshops on performance and theatre skills, and higher education pathways.</p>	<p>Staff time</p> <p>Ambassadors</p> <p>Travel and expenses</p> <p>Resources</p>	<p><b>Intermediate outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved awareness of practice of theatre and performance.</li> <li>• Improved self-perceptions about academic abilities and confidence.</li> <li>• Improved sense of belonging in HE / pathways to HE.</li> </ul> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Increased enrolments from target groups.</li> </ul>	<p><b>Process Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data analysis: Number and % of schools, colleges and students with target characteristics attending performances and workshops (T1)</li> <li>• Output analysis: number and locations (targeted areas) of performances. (T1)</li> <li>• Post-activity polls gathering stakeholder experience and perceptions. (T2)</li> </ul> <p><b>Impact Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students with target characteristics applying and enrolling.</li> </ul>	

#### 4.1.7 Investment

Total approximate cost of Intervention Strategy 1 (2025-26 to 2028-29): £1,078,000

## 4.2 Intervention Strategy 2 – Conversion, Transition and Belonging: A whole-of-first-year approach

This strategy focuses on the critical transitions stage through conversion and transition (application to enrolment), and throughout the first year, acknowledging in-year transitional points related to academic and wider student experience. IN this work we have taken a ‘belonging’ focus approach, recognising this is crucial for fostering an inclusive and supportive learning environment, where students are more likely to engage actively in their studies, participate in campus activities, and seek out academic support. A sense of belonging can significantly enhance their overall educational experience, leading to higher levels of motivation, better academic performance, and reduced dropout rates. Activities in this strategy are accordingly aligned to enable belonging-building, including offer-holder days and support, welcome week activity, and a scaffolded programme of supportive and developmental workshops throughout first year. Curriculum is also considered as a site for enabling belonging, through inclusive and intentional design. We have also recognised the impact of the cost-of-living crisis and cost pressures on student participation in such belonging-building activity, and as such we have placed our financial support offer as a key component of this strategy.

### 4.2.1 Objectives and Targets

To support access and pathways into higher education and to Rose Bruford for:

- Students from the lowest socioeconomic backgrounds (IMD 2019 Quintiles 1 & 2), achieving a reduction in the gap in enrolments between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q5) by 2032-33.
- Students from Global Majority backgrounds (Black, Asian, Mixed and Other Ethnicities), achieving 30% Global Majority enrolments by 2032-33.

*Secondary linked objective:* To improve on-course outcomes for disabled students, closing the gap in continuation, completion and attainment outcomes for disabled students compared to their non-disabled counterparts by eliminating gaps for continuation and attainment, and achieving a gap no greater than 3 percentage points (pp) for completion, by 2032-33.

**Targets:** PTA\_1, PTA\_2 (and secondary targets PTS\_1, PTS\_2, PTS\_3) – Annex C, Table 5d.

### 4.2.2 Risks to Equality of Opportunity

Knowledge and Skills; Information and Guidance; Perceptions of Higher Education; Cost Pressures; Insufficient Academic Support; Mental Health.

### 4.2.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. The strategy will commence from September 2025, with publication and sharing of findings as per the Intervention Strategy below (Table 4).

### 4.2.4 Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: <ul style="list-style-type: none"><li>▪ Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.</li><li>▪ Capture learning and insights that inform practice improvements and any appropriate changes and developments.</li><li>▪ Highlights and themes from this report will be shared online, for example through our website / SEER website.</li></ul>	Progress ‘highlights’ will be shared annually
We will produce an ‘Evaluation To Date’ or an ‘End of Project’ Report (whichever is relevant) capturing all evaluation and findings, disseminated	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.

online via our website and the SEER website, and via channels mentioned below where appropriate.	
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER and London UniConnect partnerships.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

#### 4.1.5 Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references. Students' sense of belonging to their HE institution is a determining factor for the continuation (Thomas, 2012) and success (Meehan & Howells, 2019) of many of at-risk characteristics (from students from low-income families and Global Majority students to mature students, students with disability, and care experienced students). Commuter students and IMD Quintile 1 students often are least likely to feel they belong, and most likely to drop out (Ahn & Davis, 2023). Feeling they belong to the course, subject, and HE provider can demonstrably affect students' ability to undergo a successful transition into higher education, attainment, and confidence (Hurtado et al., 2007); engagement with coursework (Wlison et al., 2015); self-efficacy (Freeman et al., 2011); satisfaction (Zumbrunn et al., 2014); and, rates of continuation, completion, and attainment (Peddler et al., 2022; Ahn & Davis, 2023).

Providing support during application, pre-enrolment, and through a structured induction have a known positive effect on student continuation and attainment in the first year (Gorrard, 2006), even if the effect size can be rather small, e.g., less than 1% attainment uplift (Perrin & Spain, 2008). Orientation and induction programmes can also boost the development peer capital and self-advocacy skills by students who are first-in-the-family and/or disadvantaged socio-economically (Beard et al., 2023). See Annex B for further information and references.

#### 4.2.6 Intervention Strategy 2: Conversion, Transition and Belonging: a whole-of-first-year approach

Activity	Inputs	Outcomes	Evaluation	Cross Intervention
<p><b>Offer to end-of-first year: a transitions pedagogy approach to supporting student onboarding</b></p> <p>A structured programme of 'induction and transition' support and development is provided from the point of offer, to end of first year, to ensure target students make successful journeys through enrolment and their first year experience. This recognises the interplay between outreach and the admissions journey. Activities include:</p> <ul style="list-style-type: none"> <li>• Offer holder days, providing support, information and a taster of life at Rose Bruford, and linking with current students and staff</li> <li>• Offer holder 1-2-1 support, where meetings and support from key staff can be arranged prior to offer acceptance. This activity is exiting but will be developed to include proactive reaching out to target students (rather than relying on student self-selection). It has a focus on mental health and academic support.</li> <li>• Welcome week, including social, development and information sessions, life skills, resilience and wellbeing activity, academic welcome, induction to learning resources and library, community building sessions, etc.</li> <li>• First Year Track, a scaffolded programme of workshops, information and advice, support and student development and self-reflection supporting success through first year. Delivered in-curriculum and as extra-curricular activity.</li> <li>• Consideration of curriculum and assessment to ensure intentional design via the 'transitions pedagogy' lens, to assist first year students to become independent learners and navigate academic, cultural, social and bureaucratic challenges that form part of first year experience. Transition pedagogy provides a vehicle for dealing with</li> </ul>	<p>staff time</p> <p>Resources</p>	<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge and awareness about HE and expectations of study.</li> <li>• Improved sense of belonging in HE.</li> <li>• Improved self-perceptions about academic abilities and confidence.</li> <li>• Improved confidence and preparation for HE life and learning.</li> <li>• Improved connections and engagement as between students and with Rose Bruford, amongst diverse groups.</li> <li>• Improved mental health and wellbeing.</li> </ul> <p><b>Longer-term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved continuation rates for target students.</li> <li>• Improved attainment across first year for target groups.</li> <li>• (institution) Improvements in inclusivity and compassion in curriculum and pedagogy.</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students with target characteristics receiving support (T1).</li> <li>• Output analysis: Number of sessions run (T1).</li> <li>• Some post-activity polls gathering student experience and perceptions (T2).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: on-course engagement monitoring (T2).</li> <li>• Student survey exploring outcomes (T2).</li> <li>• Data Analysis: continuation rates by target groups (T2).</li> <li>• Data Analysis: module/assessment outcomes in first year by target groups (T2).</li> </ul>	IS3



increasingly diverse cohorts by facilitating a sense of engagement, support and belonging and addressing the 'hidden curriculum'.				
<p><b>Rose Bruford Communities: Building Belonging</b></p> <p>Communities amongst students and staff will be built via a series of events and activities that promote belonging, mattering and fit, as well as offer spaces for connection, friendship and peer support. May include:</p> <ul style="list-style-type: none"> <li>• SU events focused on connecting students, celebrating and recognising diversity and inclusion</li> <li>• Buddy programme, connecting current and new students across courses</li> <li>• Professional networking events between students and staff, e.g. speed networking, 'meet and greet' spotlights, etc.</li> <li>• Opportunities for students to partner to create social / community events to promote social engagement and celebrate creative arts specialism and diversity</li> <li>• Creative / 'Mood' boards on campus for student questions, reflections, introductions, etc.</li> <li>• Increased core diversity, equality and inclusivity student training.</li> <li>• DEI industry-specific 'masterclasses', offered across programmes.</li> <li>• Improved student social spaces, including networking, group working, and quiet, spaces.</li> </ul> <p>The academic curriculum will also be considered in line with inclusivity and diversity principles, with a particular focus on ensuring representation of diversity and the potential for materials and pedagogy to connect with students' identities and lived experiences. In parallel to this, HR policies reflect the ambition to recruit a more diverse staff base, as well as ensuring engagement and training of staff with a range of EDI topics to support inclusive practices.</p>		<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• In collaboration with students, identification and roll-out of a range of campaigns and activity.</li> <li>• Improved connections and engagement as between students and with Rose Bruford, particularly amongst diverse groups.</li> </ul> <p><b>Longer-term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased student sense of belonging.</li> <li>• Improved student emotional and mental wellbeing.</li> <li>• Increased continuation rates for target students.</li> <li>• <b>(Institutional)</b> Rose Bruford is a safe, inclusive environment that supports good mental health and wellbeing of its communities.</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Output analysis: the number of campaigns (T1).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Survey (drawing on, for example, the Warwick-Edinburgh Mental Wellbeing Scale) and/or creative focus groups with engaged students to understand the effectiveness of campaigns in promoting increases in sense of belonging and emotional and mental wellbeing (T1, T2).</li> <li>• Data analysis: continuation rates by target groups (T2).</li> </ul>	IS3

<p><b>Addressing cost pressures through early allocation of financial support</b></p> <p>Includes provision of bursaries to support students with lower household incomes; a hardship fund for students experiencing periods of hardship and financial difficulty; and, specific scholarships targeted at students from socio-economically disadvantaged backgrounds.</p> <p>Communications and support to apply for and access funds, to ensure students are supported in a timely manner.</p> <p>See Section 8 for full details.</p>	<p>Financial support monies</p> <p>Staff administration time</p>	<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved student emotional and mental wellbeing, linked to financial security.</li> <li>• Student's financial needs are supported.</li> <li>• Students able to participate in various access, academic and social facets of university life (positively impacting sense of belonging).</li> <li>• Job/ income pressure is decreased.</li> </ul> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Increased participation in auditions / applicant activity for target groups, leading to increased enrolments.</li> <li>• Increased continuation and completion rates for target students.</li> <li>• Increased attainment rates for target students.</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students receiving bursaries and other financial support (T1), analysed by student characteristics.</li> <li>• Output Analysis: Total spend on bursaries and other financial support, including by student characteristics. (T1)</li> <li>• Poll gathering bursary and financial support experience and perceptions (students and staff) of the process / allocation. (T2)</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• As per relevant parts of the OfS <i>Evaluating the Impact of Financial Support</i> toolkit, every two years.</li> <li>• Data analysis: enrolment and continuation rates by target groups (T2).</li> </ul>	

#### 4.2.7 Investment

Total approximate cost of Intervention Strategy 2 (2025-26 to 2028-29): £1,259,000

## 4.3 Intervention Strategy 3 – A whole lifecycle approach to supporting disabled learners

Focusing on our identified gaps in on-course outcomes specifically for disabled learners, this strategy conceptualises key support and development across the whole lifecycle for disabled learners, to improve outcomes in continuation, completion and attainment. A holistic package of support is provided, encompassing activity across academic support, wellbeing, disability and student experience, as well as pre-enrolment (outreach, linking to Intervention Strategy 1) and considerations for progression to employment. We offer a comprehensive student support service, comprising a number of teams working in parallel and with a strong focus on our large population of disabled learners. We host a range of supporting therapies, allowing us to bridge the gap between disability support, wellbeing and mental health counselling, and provide support options for students to engage with.

### 4.3.1 Objectives and Targets

To improve on-course outcomes for disabled students, closing the gap in continuation, completion and attainment outcomes for disabled students compared to their non-disabled counterparts by eliminating gaps for continuation and attainment, and achieving a gap no greater than 3 percentage points (pp) for completion, by 2032-33.

**Targets:** PTS\_1, PTS\_2, PTS\_3 – Annex C, Table 5d.

### 4.3.2 Risks to Equality of Opportunity

Information and Guidance, Insufficient Personal Support, Insufficient Academic Support; Mental Health.

### 4.3.3 Evaluation

Evaluation for this intervention strategy will generate OfS Type 1 (T1) and Type 2 (T2) standards of evaluation, which will establish whether the intended outcomes are being achieved. We will also consider the strategy as a whole and seek to bring evaluation together to understand how the activities work together. The strategy will commence from September 2025, with publication and sharing of findings as per the Intervention Strategy below (Table 6).

### 4.3.4 Publication Plan

Format of Findings	When findings will be shared
We will produce an annual summary progress and review report, which will: <ul style="list-style-type: none"><li>■ Provide insights on the effectiveness and progress of relevant activities in this Strategy based on the achievement of intended outcomes.</li><li>■ Capture learning and insights that inform practice improvements and any appropriate changes and developments.</li><li>■ Highlights and themes from this report will be shared online, for example through our website / SEER website.</li></ul>	Progress 'highlights' will be shared annually
We will produce an 'Evaluation To Date' or an 'End of Project' Report (whichever is relevant) capturing all evaluation and findings, disseminated online via our website and the SEER website, and via channels mentioned below where appropriate.	4 years on from Plan commencement (Autumn/Winter 2028) and/or at the conclusion of projects.
We will also contribute at conferences and through workshops and events hosted by networks such as, but not limited to, SEER.	At a minimum every 2 years, starting from 2025-26.
We will contribute to other calls for evidence, such as through TASO, GuildHE.	As they arise, anticipated contributions at minimum every 2 years.

### 4.3.5 Summary of Evidence Base and Rationale

We have conducted a literature review, which includes specific references to the range of materials OfS has identified in its guidance, plus a range of other research and best practice references. Inclusivity appears to intersect with and influence strongly student retention – the continuation of study, persistence – the students' attitudes and behaviours to attainment (Arshad-Snyder, 2017; Hall et al, 2021), and attainment. A number of factors may affect

negatively students' sense of belonging and inclusion, from perceived lack of representation in the curriculum, needing to be in in-term employment for financial reasons and/or having care responsibilities, and living away from campus (many BME students are commuter students), to heightened sense of isolation due to perceived discrimination, lower self-efficacy, and lack of positive role-models (Seuwou et al., 2023).

Representation and role-modelling, including among the teaching staff, likely enhances Black and other ethnic minority students' senses of belonging and persistence (Rana et al., 2022). And although research in the higher education context does not exist, teacher-student racial congruence (i.e., being taught by a teacher of the same ethnicity/race) has been shown to have up to a moderate effect on attainment in early and secondary education in the US (e.g., Penney, 2017). Curriculum inclusivity encompasses teaching, learning, and assessment dimensions, and boils down to ensuring quality of access and participation for all students in a university course (Morgan & Houghton, 2011). Widely used approaches to implementing, enhancing, and evaluating the inclusivity of curricula include the models of inclusive pedagogy and universal design for learning (Sanger, 2020), the inclusive curriculum framework (McDuff et al., 2020), and the connected curriculum model (Fung, 2017). Inclusivity does extend however beyond the curriculum, to incorporate institutional policy, resources and funding, staff development, and leadership (Schuelka, 2018).

Thomas (2012) suggests that students who have a clear understanding of the support available to them and how to access it, are more likely to develop a sense of belonging and therefore continue with their studies. Given that students with disabilities are at the centre of our inclusivity agenda and have been enrolling in HE (OfS, 2021) and at Rose Bruford at increasing rates, it is notable that such students are still less likely to be awarded a first class or 2:1 degree compared to students without disabilities and are more likely to consider dropping out (OfS, 2020). Allocating targeted, disability-specific support increases the rates of continuation of disabled students (Newman et al., 2019). See Annex B for further information and references.

#### 4.3.6 Intervention Strategy 3: A whole lifecycle approach to supporting disabled learners

Activity	Inputs	Outcomes	Evaluation	Cross Intervention
<p><b>Pre-enrolment and Transitions Care</b>  Programme of development and promotion of access to services, to ensure timely provision of support, adjustments and other considerations from commencement of study. Includes:</p> <ul style="list-style-type: none"> <li>• Promotion and information on disability support and development services across outreach, admissions and induction</li> <li>• Positive campaigning for declaration, using role models and strengths-based communications to encourage early self-reflection, presentation and declaration amongst students</li> <li>• Specific introduction to Study Support sessions during Induction Week. Students introduced to disability support service, complete a Normal Way of Working checklist and a study skills task to support diagnostics and subsequent access to support.</li> </ul> <p>Some existing components; new activity to bring elements together.</p>	<p>Staff Resources Ambassadors</p>	<p><b>Intermediate outcomes</b></p> <ul style="list-style-type: none"> <li>• Early disability declaration, assessment and access to support where required.</li> <li>• Increased applications for DSA</li> <li>• Improved student emotional and mental wellbeing, linked to ability to obtain DSA support.</li> <li>• Improved motivation and engagement in learning and community.</li> <li>• Improved self-perceptions about academic abilities, confidence and belonging.</li> <li>• Improved mental health and wellbeing.</li> </ul> <p><b>Longer-term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved continuation rates for target students.</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students engaging with services pre- and during enrolment, transition (T1)</li> <li>• Polls gathering student experience /perceptions (T2).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students declared, with assessments, and accessing support.</li> <li>• Data Analysis: continuation rates by target groups (T2).</li> </ul>	<p>IS1 IS2</p>
<b>Multi-team, case managed approach to disability support</b>	Staff	<b>Intermediate outcomes:</b>	<b>Process Evaluation</b>	

<p>A range of support is provided via our dedicated student support teams as well as external partners, providing a holistic, managed approach to supporting disabled learners. This includes:</p> <ul style="list-style-type: none"> <li>• 1-2-1 disability support, providing tailored support, advice and signposting. Includes specialist advice and the creation of Learning Agreements for students with input from their academic team.</li> <li>• Targeted organisation, time management and study skills support for students who have a Specific Learning Difficulty (SpLD) or any other neurodiversity.</li> <li>• Referrals for external diagnostic assessments for students who demonstrate signs of SpLD through the college screening process.</li> <li>• Issuing in-house Neurodiversity Certificates for students with diagnosis of SpLD or any other neurodiversity. This supports recognition, and alerts markers of assignments that students have a SpLD or other neurodiversity. This ensures fairness and is considered a reasonable adjustment for disabled students.</li> <li>• Mental health and wellbeing promotion and dedicated support, including: <ul style="list-style-type: none"> <li>○ Dedicated 1-2-1 support (freelance or an inhouse counsellor). Students can self-refer to Student Services or could be sign-posted by staff to Student Services.</li> <li>○ Animal therapy: Termly sessions held on-site with a licensed animal therapy organisation.</li> <li>○ Mindfulness sessions: Quarterly mindfulness workshops provided on site by a trained counsellor.</li> <li>○ Counsellor Mentoring Programme: Monthly mentoring to support students with long-term wellbeing or neurodiversity needs.</li> <li>○ Out-of-hours support line (Spectrum): Dedicated support from counsellors and advisors, provided 5pm to 8am and 24/7 on weekends/bank holidays. Available by phone and WhatsApp message</li> </ul> </li> </ul>	<p>Resources</p> <p>Ambassadors</p> <p>Spectrum</p> <p>subscription</p> <p>fees</p>	<ul style="list-style-type: none"> <li>• Increased assessments for a range of diagnoses.</li> <li>• Improved student emotional and mental wellbeing, linked to ability to obtain DSA support.</li> <li>• Student needs are supported.</li> <li>• Improved cognitive and metacognitive outcomes.</li> <li>• Improved motivation and engagement in learning.</li> <li>• Improved self-perceptions about academic abilities and confidence.</li> <li>• Improved student emotional and mental wellbeing.</li> <li>• Improved module / assessment grades.</li> </ul> <p><b>Longer-term Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Improved module / assessment grades.</li> <li>• Improved continuation rates for target students.</li> <li>• Improved attainment rates for target students.</li> <li>• Improved completion and attainment rates for target students.</li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis: Number and % of students with target characteristics receiving support and/or accessing DSA (T1).</li> <li>• Output analysis: Number of sessions / assessments / case management (T1).</li> <li>• Polls gathering student experience and perceptions (T2).</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• 2-3 student focus groups at minimum every two years from 2024-25, to explore student experiences and outcomes in respect of support activities (T2).</li> <li>• Data Analysis: continuation and completion rates by target groups (T2).</li> <li>• Data Analysis: attainment rates by target students (T2).</li> </ul>	
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<ul style="list-style-type: none"> <li>• Group student courses on study support and student belonging, delivered by our Counselling and Mental Health Manager (new activity)</li> <li>• Further development of a case-managed, 'one stop' support approach, integrating services and support to provide students with seamless and effective support and development and minimise the need for signposting out / multiple transition points that may act as barriers (new activity)</li> </ul> <p>Some existing components; new activity to bring elements together.</p>				
<p><b>Inclusive and Compassionate Academic Environment</b> This activity considers all facets of the academic experience, providing for a range of development and support for students in study, as well as institutional enabling to support student success. Areas are:</p> <p><b>Curriculum.</b> Establishing reflective and developmental frameworks to deliver an Inclusive, Compassionate Curriculum. Inclusive practices include:</p> <ul style="list-style-type: none"> <li>• Staff training reintroduced from 2023-24, e.g., EDI, Unconscious Bias</li> <li>• Reasonable adjustments/tailored learning agreements (drawn up with Student Services.</li> <li>• Optionality in assessments.</li> <li>• Valuing, incorporating, and recognising individual differences; reflecting student diversity.</li> <li>• Ensuring students can fully participate to achieve their full potential.</li> <li>• Subject areas and practice-based methodologies reflecting diverse student cohorts and the teaching material itself reflect and engages in that diversity.</li> <li>• We will implement an Equality Impact Assessment tool as part of curriculum (re)design / validation and annual review (new activity).</li> </ul>	<p>Staff Resources Training portal/ workshops Materials</p>	<p><b>Intermediate Outcomes</b></p> <ul style="list-style-type: none"> <li>• EDI training delivered; staff attendance</li> <li>• Inclusivity impact assessments completed for curriculum areas.</li> <li>• Improved student motivation and engagement in learning.</li> <li>• Improved student self-perceptions about academic abilities, confidence and belonging.</li> <li>• (Tutors) Improved understanding of student experiences and challenges affecting student outcomes; and in-curricula strategies for effective support.</li> <li>• Establishment of quiet spaces on campus</li> <li>• (Tutors) Improved confidence in</li> </ul>	<p><b>Process Evaluation</b></p> <ul style="list-style-type: none"> <li>• Output analysis: Number of staff attending EDI training (T1).</li> <li>• Output analysis: Number of tailored learning agreements in place, against % of those with declared disability (T1).</li> <li>• Number of modules incorporating assessment options</li> <li>• Review of teaching and learning, assessment intensity and modifications to practices</li> </ul> <p><b>Impact Evaluation</b></p> <ul style="list-style-type: none"> <li>• Enhanced module evaluation questionnaires (termly) exploring student experiences and feedback. (T2)</li> </ul>	

<ul style="list-style-type: none"> <li>Compassionate curriculum principles, ensuring that our teaching and interactions with students and colleagues are based on kindness, and followed through by actions and practices that alleviate suffering and promote wellbeing, will also be developed and implemented over the life of this Plan (new activity).</li> </ul> <p><b>Teaching and learning.</b> Consideration and development of a range of practices related to teaching and learning, to ensure that mode and form are inclusive and support good student outcomes. For example:</p> <ul style="list-style-type: none"> <li>Review and implement methods of alleviation of taught provision considering extremely intensive, high contact hours, with identified pressure points (performance and technical support), to minimise student stress, pressure and overload.</li> <li>Understanding and acting with compassion in relation to the adjustment required, particularly in Term 1, and accommodating this through approaches to teaching and learning.</li> <li>Recognising high pressure points, particularly in Term 3 performance cycles and adjusting teaching and learning to support students with overload, managing work-life balance, and performance pressure / anxiety.</li> <li>Leveraging the benefits of our very small cohorts and intensive teaching, to ensure students are well known to all the teaching team and target students are effectively supported.</li> </ul> <p><b>Study spaces and environment.</b> Ensuring an environment is conducive to good mental health. From student feedback, this includes, for example, the establishment of dedicated quiet spaces for reflection and study and alternative social spaces / events focused on personal and professional development and community.</p> <p>Some existing components; new activity to bring elements together.</p>		<p>understanding and addressing EDI areas and supporting students</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Improved continuation rates for target students.</li> <li>Improved completion and attainment rates for target students.</li> </ul>	<ul style="list-style-type: none"> <li>Data Analysis: continuation rates for target students. (T2)</li> <li>Data Analysis: completion and attainment rates for target students. (T2)</li> </ul>	
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#### 4.3.7 Investment

Total approximate cost of Intervention Strategy 3 (2025-26 to 2028-29): £1,631,000

## 5. Whole Provider Approach

We are committed to equality of opportunity and particularly to reducing barriers to entry associated with arts-based higher education for students from disadvantaged backgrounds and students from backgrounds that are under-represented both in our study context and the industries we serve, including students from the global majority.

We take a whole provider approach (WPA) to access and participation, which we have considered under this Plan via participation in emerging research on the WPA, led by Professor Liz Thomas<sup>5</sup>. We have evaluated our current WPA context and identified areas where we can go further, as part of the commitments in this Plan. We have therefore structured this section against the key domains in the research that are considered as part of an effective whole provider approach.

### 5.1 Our institutional journey

Rose Bruford is proud of our institutional journey in relation to widening access and student success. Over the course of the previous plan, 2020/21 to 2024/25, the College invested in several key strategic staff appointments that established access and participation activities. This resulted in significant outreach work within our local community, in a refreshed emphasis on inclusivity within marketing, recruitment and admissions' communications and within our policies, and in improved student support with an emphasis on inclusivity within student experience.

Our priorities as an institution now relate to improvements in at least three distinct areas. Firstly, our whole-provider approach means that all students and all staff are stakeholders in access and participation activities, and recipients of relevant training (for example student DEI training, or staff inclusive teaching design training), networking opportunities (student societies, staff organisational membership across the HE sector); secondly, the intervention strategies articulated in this Plan are targeted, precise and will be evaluated; and thirdly, related to evaluation, we have identified a lack of internal institutional data as a weakness in our previous approach that is remedied within this Plan (see Section 5.5). As we prepare for the effective implementation of this new Plan, with a strong focus on evaluation and ensuring inclusivity, we are excited about this next phase of work.

### 5.2 Our institutional and senior leadership commitment

Commitment to access and participation is explicit in Rose Bruford's Strategic Plan. Senior leadership at Rose Bruford College is fully committed to our whole provider approach to access and participation and to ensuring the plan is successfully implemented. Progress against access and participation is embedded within the regularised reporting into College Executive Group and our Board of Governors receives annual assurance that progress is on track. With this new Access and Participation Plan comes an opportunity to review and refresh our approach, and we have been preparing for its implementation, including for example strengthening our capacity in evaluation, research and data to underpin our activity, through joining the Specialist Evidence, Evaluation and research (SEER) service.

Academic Quality and Standards Committee is responsible for monitoring the implementation of this Plan, monitoring under-represented groups in our student population, ensuring commitments are delivered, and embedding access and participation across the institution. As part of the monitoring and reporting process we have Access and Participation Implementation Group reporting to the Academic Quality and Standards Committee, which in turn reports to the Academic Board. Membership of the Access and Participation Implementation Group includes Director of Academic Affairs, Director of Corporate Affairs, the Dean, SU President and colleagues from finance, marketing, recruitment, admissions, events, student services, careers and employability, academic, and student representatives. The group oversees the implementation, monitoring, review, and evaluation of the APP, advise on research, and make reports and recommendations to the Academic Quality and Standards Committee including highlighting risk and making any necessary changes to the APP. If the group finds that progress towards objectives set out in the APP is not being achieved or is going backwards, it may recommend to the College Executive Group to increase investment levels.

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<sup>5</sup> Thomas, L. (2024) Higher Education Provider *enabling environment review tool (version 1)*. WPA support programme. CRESJ, University of York.

We enjoy mature leadership at Rose Bruford. The Principal is a serving member of the AdvanceHE Equality, Diversity and Inclusion Committee and frequently writes and presents on the topic of representation. The College Executive and department managers comprise experienced HE professionals with skills in delivering access and participation initiatives gained from across the UK sector. In addition, Rose Bruford is strongly supported by membership of SEER (see Section 5.5) and networked with other HE sector organisations such as GuildHE, London Higher, AMOSSHE (The Student Services Organisation), and ARC (the Academic Registrar's Council).

### 5.3 Our WPA student experience: Working across the student lifecycle and experience for all students

Our approach to access and participation spans works across the whole lifecycle and is embedded horizontally across our normal operating institutional practices. Our commitments and priorities in access and participation remain key considerations in the design and development of broader institutional activity. Our organisational structure and role expectations support and enable the embedding widening access and student success. Access and Participation is not confined to a role or an organisational area, but is embedded across all departments, and across the whole student journey, from recruitment and admissions to graduation and the support of graduate outcomes.

For example, our marketing, recruitment and admissions teams already share responsibility for outreach work and will be working closely together to deliver the interventions within this Plan. Access and inclusivity are at the centre of our current communications refresh and the thinking behind plans for enhancements to open days and offer holder days. Our Student Services facility is a hub positioned at the centre of Rose Bruford College, both physically and organisationally. Student support works across the college, with an emphasis on providing individualised, wrap-around care so that students can be helped through joined-up plans that span study support, wellbeing, administration, assessments and their programmes of study. Accessibility and inclusive learning are at the forefront of learning and teaching. For example, our recent undergraduate programme revalidations emphasise optionality and alternative assessments. In performance and technical courses, tutors share best practice for inclusive teaching and inclusive careers guidance through regular undergraduate staff forums chaired by the Dean.

### 5.4 Institutional strategies and policy that prioritise and facilitate widening access and student success

Existing strategies, plans and approaches implemented at Rose Bruford demonstrate our whole provider approach and are aligned to the ambitions in this Plan. Areas of vertical and horizontal alignment (Thomas, 2020) of our access and participation initiatives, highlighting the structures, policies and processes that facilitate ownership and communication<sup>6</sup>, are briefly summarised as follows:

- Institutional Strategic Plan 2024-2027 Student success transformation: fostering inclusive learning environments, enhancing student experience, implementing innovative teaching and learning, integrating career readiness, measuring and improving student outcomes, with a commitment to equality of opportunity and equality of outcomes.
- EDI Statement: commitment to an anti-discriminatory, anti-racist and inclusive community, having due regard for our obligations under the Equality Act 2010 and aligning with this Plan.
- Teaching and Learning Statement: commitment to creating social and cultural as well as artistic and economic value, commitment to distinctiveness and diversity, equality and inclusivity.
- Admissions Policy: commitment to a policy of equal opportunities that welcomes applications from all community backgrounds/religious beliefs, genders, age, racial/ethnic groups, political opinions, marital status, sexual orientation, dependant responsibility or disability. We particularly welcome applicants from the Black, Asian and minority ethnic, and from the D/deaf and disabled communities who are currently underrepresented

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<sup>6</sup> Thomas, L (2020), Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England, Student Success Journey Vol. 11, 1.

- Anti-bullying policy; anti-harassment and sexual misconduct policy; student complaints policy and procedures; and student disciplinary policy and procedures: protect students' rights under the Equality Act 2010 and related legislation.

## 5.5 Our use of data and evidence

As a smaller and specialist provider, data is challenging due to capacities for analysis in terms of resource and the impact of small cohort sizes. Our small size lends itself to qualitative, individualised data which is drawn from daily staff-student interactions in teaching and learning, and the broader student experience. That said, we are on a journey to strengthening our data and evidence generally, where data relating to access and participation outcomes will be a key focus. As such, our ambitions over this Plan are to:

- Develop and implement more formal and regular data and monitoring schedules that relate to access and participation outcomes (for example, interim outcome measures, student engagement, analysis by characteristics, etc).
- Ensure such analyses and findings are widely used across the institution and are aligned with institutional priorities, to improve practice and inform strategic decisions.
- Develop our data capture, processing and analysis capability, with specific reference to access and participation metrics.
- Ensure appropriate staff resource and training and development in relation to evaluation, data analysis and monitoring. To this end, we have joined the SEER service from 2024-25. SEER provides evaluation, research and data analysis as well as training to staff.
- Develop and implement an effective dissemination and communications plan for findings.

Over time, we will develop a much clearer, data informed picture of our student outcomes, underpinned by an evidence base for practice. Access to a range of resources from SEER will significantly expediate this process, and we are looking forward to being part of a network that specialises in the challenges for smaller and specialist institutions and offers collaborative opportunities in evaluation and research which allows for benchmarking and collective analyses to mitigate the challenges of small cohorts.

## 6. Student Consultation

Rose Bruford College centres student voice as a tool to inform and align our programmes, policies and procedures with the needs and aspirations of our community. Actively listening and responding to our students is crucial in the creation of a vibrant, creative and inclusive educational environment. We encourage our learners with a collaborative approach and provide a range of spaces and opportunities, at programme and institutional level, to empower student ownership of their education and experience. The college is wholly committed to creating an atmosphere where every student feels heard, seen, valued and inspired to contribute to their own and others success.

Students were consulted in the development and drafting of this Plan. In student consultations, students were very positive about their time at Rose Bruford College, and valued commitment from staff in creating an inclusive and supportive learning environment. They recognised the creation of the new Access and Participation Plan and the activities proposed within it as an opportunity to foster an institution-wide commitment to areas they are actively engaged in, such as decolonising and diversifying the curriculum. The plan was also welcomed as a chance to improve staff training on EDI and disabilities, eliminate discrepancies in provision and standardise processes for requesting, reviewing and distributing of student feedback across different courses and campuses. There was also an interest expressed in ensuring that activities were targeted, specific and subject to an annual evaluation to review its effectiveness, highlighting student commitment to access and participation at Rose Bruford College.

Students noted the value of various informal channels of communication for students to provide feedback on their course. Students also have access to a range of options in which they are able to provide feedback directly or indirectly via their Student Representatives. Examples of Student Voice opportunities, include:

- Student-Staff Forums (SSF) take place termly throughout the academic calendar. Student Representatives collate feedback from their cohorts and meet formally with the Programme Director and other key staff to provide feedback, discuss and resolve issues, and thereby influence all aspects of their course. Minutes from



these meetings, together with a cross-programme high level summary, are standing items on the agenda of our College Executive Group meetings and Academic Quality and Standards Committee. Where possible feedback on actions taken are given to students directly during, or as soon as possible after, each SSF. Feedback of actions taken from the previous forum are confirmed by the Programme Director as a standing agenda item for each meeting. SSF feedback considered at Academic Quality and Standards Committee is further reported to Academic Board, the College's senior Committee for ensuring the standard of academic activities of the College. Our Student Engagement Coordinator takes responsibility for closing the feedback loop and communicating actions taken against high-level cross-programme issues to the broader student community, in liaison with the SU.

- Individual student feedback is collected through surveys, planned through the academic year. These include module evaluation, and Student Services wellbeing surveys. These surveys give every student a platform to provide feedback specific to their own experience, education and wellbeing. Additionally, the National Student Survey (NSS) is completed by eligible final year undergraduate students each year. Internal and national survey outcomes are analysed and reported to College Executive Group, and in the case of the NSS, through our committee structure up to Board level. Actions are taken and tracked to address any areas of risk or concern and strive for continuous improvement across our services.
- Programme Annual Monitoring uses data gathered from Student-Staff Forums and other surveys to plan enhancements and improvements for programmes year-on-year.
- Students are partners in Programme Validation processes when new programmes and programme amendments are proposed by academic teams.
- 'Report a Concern' is a new facility being launched in 2024, providing a college-wide platform for feedback and concerns to be raised, 24/7. Reports provided anonymously are analysed for patterns and hot-spots, reports provided with contact details trigger bespoke support from our student casework team.
- Students are able to raise a complaint or appeal through a dedicated email in box, which feeds directly to our Quality Team, feedback collected through this process is collated and reported to other appropriate staff members for actions to be taken. Surveys are taken at close of procedure to measure effectiveness and experience and feed into policy and process improvement.
- There is student representation embedded within our governance structure. Student representatives are full members of the following committees: Health and Safety; Diversity, Equality and Inclusivity; Academic Quality and Standards; and Academic Board. The Student Union President is a member of the Board of Governors.

## 6.1 Student Representation

Student Representatives are elected annually by their peers. They are trained through our Quality Team. Their role is to collate student feedback, discussed with staff both on an ad-hoc basis at point of concern and within specific meetings such as SSF. Student reps provide feedback on actions or responses to their programme peers.

Rose Bruford Student Union represents the student body; students vote for the Student Union President and union officers. SU representation is embedded throughout our committee structure and the SU is included in student processes around complaints, disciplinarys and appeals, as well as in college-wide planning. The SU President is supported by a team of elected student officers, with roles including a Diversity, Inclusion, Culture and Equality (DICE) Officer.

## 6.2 Continuous improvement

Rose Bruford College is committed to strengthening student collaboration and involvement. The College recognises that growing student engagement is pivotal to creating a dynamic and supportive academic community. Our ambitions are focused on the following key areas:

1. **Strengthening Student Representation:** We are committed to empowering student representatives and are improving our student rep training in line with sector best practice to ensure they are provided with resources and support to effectively advocate for their peers.
2. **Enhancing Communication Channels:** Professionalisation of our Corporate Affairs function is establishing more robust and transparent communication channels between students, academics and professional services.
3. **Expanding Collaborative Opportunities:** Students across programmes work collaboratively on productions. We are introducing yet more social and skills-based cross college opportunities, to encourage students from across our community to work together, share ideas, and develop solutions. This knowledge and experience will add to student belonging and provide improved preparation for progression of all students into collaborative professional environments.
4. **Promoting Co-Curricular Activities:** We will work with the Student Union and Student Representative to provide support to expand a wider range of co-curricular activities, including clubs, societies, and events, that encourage student engagement and foster a sense of community.
5. **Developing Opportunities** for students to be partners, for example by being active and equal members of working groups convened to support the review and development of policies and procedures that support both the student experience and the development of the College.

As part of our Quality Improvement Plan (QIP) we are also extending our regularised surveys, focus groups, and open forums to gather student feedback on all aspects of college life. This continuous feedback loop will help us further identify areas for improvement and implement changes that enhance the student experience, in particular for those students that may currently be under-represented, and in alignment with the APP.

## 7. Evaluation of the Plan

### 7.1 Strategic Context for Evaluation

Evaluation and research are part of our 'whole institution' approach to access and participation. Our academic, professional and leadership teams contribute to the monitoring and evaluation of targets, intervention strategies and activities in this plan through supporting and inputting on the range of evaluation measures. Our data team have skills in ensuring data capture is appropriate for the required monitoring and evaluation outputs, including designing new reports and processes to capture, collate and extract data for various evaluation and research questions. We also draw on the skills of staff responsible for the delivery of the Activities in this Plan, and our student representatives, to effectively incorporate evaluation.

In our assessment of our current context for evaluation, using the OfS evaluation self-assessment tool, we are 'emerging' across all areas. We have some foundations in place, but need to develop our practices, including embedding evaluation into activity design and delivery and ensuring feedback cycles into improving practice. Therefore, as we continue to build our cross-institution capacities for effective evaluation and the application of findings to improve practice, staff and student representatives will be supported with relevant training in Theory of Change and evaluation methods, provided through our SEER membership. Students are important in this work, and we will work in partnership with students on the design and implementation of evaluation and research, particularly where this pertains to current students.

SEER provides us with the evaluation and research expertise we need to deliver our commitments in these areas. We will actively participate in this network, which provides us with opportunities to be part of collaborative research and evaluation projects and learn and share practice with other members and external stakeholders. SEER host an annual Symposium and regular workshops, roundtables and 'learning lunches' throughout the year, as well as providing us with opportunities to showcase our practice and insights. We will also engage with TASO and other relevant organisations in calls for evidence, conferences, events, and training.

## 7.2 Activity design

As detailed in the Strategic Measures section of this Plan, evaluation has been established at the start. We have built effective evaluation practice into our Strategies by establishing a range of evaluation attached to the individual activities that contribute towards the overall objective of each Strategy. We can therefore build up an understanding of which activities are 'working' and which are not.

We have taken a Theory of Change approach to the development of our Intervention Strategies, identifying clear intended outcomes (intermediate and end) and a supporting evidence base that has informed our activity development and challenged assumptions. With the help of SEER, we will continue to review, develop and strengthen our Theories of Change (ToC), adding to our evidence base as our evaluation findings emerge and developing enhanced activity-level ToCs where required.

## 7.3 Evaluation design

We have collaborated with SEER and drawn from OfS and TASO toolkits and guidance on effective evaluation approaches. We have considered how the outcomes of activities can be evaluated credibly, particularly as our context as a small and specialist provider means that we are likely to be dealing with small cohorts.

Employing mixed method approaches is particularly important, as we will need to rely on qualitative data to support our understanding, or fill gaps, in quantitative data. We will triangulate findings where possible and seek to deepen our insights through qualitative methods. Given the developmental stage of our evaluation practice, the majority of our evaluations are type 1 (narrative), and type 2 (empirical enquiry) of the OfS 'Standards of Evidence'. We have however noted that we will explore and consider where type 3 evaluation could be implemented in future.

Our evaluation approach has also considered the context and scale of the activities and, as we have proposed working with strategic partners (schools, colleges, community groups, specialist service providers) in our Intervention Strategies, we wish to note that some flexibility and development may be required as our collaborations take shape, allowing for input and advice from partners.

We have also considered our context and, where appropriate, will trial more creative evaluation instruments (as methods in surveying, focus groups and interviews). This may help to mitigate the issue of survey fatigue, which is a significant issue for effective evaluation and is compounded in small cohorts where the same students are more likely to be subjects of multiple evaluation and research projects. We will continue to be cognisant of this in the collection of feedback and have aligned our evaluation and measures across our activities to enable us to minimise the number of collection points, where possible and appropriate.

Our evaluation approach, data collection and analysis have been formulated on the intended outcomes and objectives of our activities. Where appropriate and possible, we will consider and employ validated scales to our evaluation practices. We have also considered evaluation that spans (a) process and (b) impact, to provide a comprehensive understanding of how our activities are working. We will explore, with SEER, further research projects in relation to our activities and our ambition to better understand the experiences and challenges of target students and issues of equality of opportunity. For example, consultation with students as part of the development of this Plan supports the identification of risks relating to insufficient to personalised academic and non-academic support; however, we consider that there is further research, supported by our learning analytics activity, that would add insight to this area.

## 7.4 Implementing our Evaluation Plan

We will collaborate internally across our team and with our strategic partners to deliver our evaluation plan. We will be guided by our school, college and community partners, and our students in respect of effective implementation of the plan. Our evaluation process will comply with institutional policies and complies with all legal requirements relating to data protection, following ethical, safeguarding, legal and risk considerations.

As noted above, we are members of the Specialist Evidence, Evaluation and Research (SEER) service, with whom we will work in partnership to deliver our evaluation plan. A Data Sharing Agreement has also been established. SEER provides us with opportunities to collaborate on various evaluation and research items, including for example the evaluation of the impact of financial support, using the OfS toolkit.

The design of our evaluation has also been heavily informed by intended and projected standardised outcomes being adopted by SEER across its membership base, which not only increases efficiencies but provides opportunities to increase the sample size and evaluation, helping to mitigate the issue of small datasets. SEER incorporate and draw on TASO guidance on best practices for evaluations with small cohorts (small n). Further, such collaborations may provide us access to tools that would otherwise be unaffordable. For example, concerning our access activity, we have noted the possibility of implementing tracking, which will be explored via SEER. As a practice network, we are also able to participate in peer review of practice and evaluation and share practice and findings.

As a smaller provider, we are also well-placed to respond with agility to interim findings and emerging data. We are able to be responsive in flexing our activity accordingly to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

## 7.5 Learning from and Disseminating Findings

We are committed to sharing our learning and findings internally, with our partners, within our close networks and with the broader sector, to develop a stronger and increased volume of evidence about what works and what can be improved. We are pleased to help to grow the evidence base for equality of opportunity in higher education and we will submit evaluation outputs to OfS' repository of evidence as appropriate. In Section 4, we have set out our publishing plan, which includes publishing findings on interim and longer-term outcomes through a range of channels. In developing the format of our communications, we will consider creative and visual methods, and different audiences/purposes. We will ensure that our findings are open access.

Our SEER membership provides us access to academic experts in evaluation, including in access and participation and the broader teaching and learning arena. These staff are involved in design, delivery and analysis. We are also a member of GuildHE, London Higher, AMOSSHE (The Student Services Organisation), and ARC (the Academic Registrar's Council) at which we can share and present findings. It is anticipated that we will actively contribute to conferences, network events and publications. Where appropriate we will draw on existing networks to collaborate and engage with similar organisations. We also look forward to sharing our findings and our thinking with other small specialist institutions and SEER members and collaborating on the development of effective practice for this particular part of the sector.

Internally, developing a community of practice (staff and students) regarding access and participation will help to facilitate improvements to sharing of findings from evaluation, and subsequent improvements to practice. Shared practice across the institution 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. We will publish the findings of our evaluation activities on our website and with sector bodies as appropriate. Further details about how we will evaluate our intervention strategies is included in Section 4.

## 8. Provision of Information to Students

We are dedicated to ensuring that all prospective and current students, as well as their families and support networks, have access to clear, comprehensive, and accessible information regarding our programs, services, and resources. This commitment is a cornerstone of our Access and Participation Plan and reflects our belief in the importance of transparency, inclusivity, and equity in higher education.

We provide detailed information about our academic programmes, admission requirements, financial aid options, student support services, and campus facilities. This information is available through multiple channels, including our website, Open Days, social media channels, information webinars, prospectus and direct communications with our admissions and student services teams via the offer pack and international student guide. Our goal is to ensure that every student can make informed decisions about their education and choosing the right path for them.

Navigating higher education information can be challenging, we provide personalised support to help applicants, students and their families understand their options and what support is available to them. We have a dedicated

disability support officer available to support applicants understand what resources will be available to them at the point of offer so that they can make an informed decision and feel confident to start their journey at enrolment. Our admissions and student services teams are available to answer questions, provide guidance, and assist with any concerns. We are dedicated to offering empathetic, knowledgeable, and responsive support to all individuals seeking information about access needs or support from application through to audition/interview to enrolment.

Our commitment to providing clear and accessible information is rooted in our broader mission to promote equity in higher education. We aim to create an inclusive and supportive environment where every student will succeed.

The following types of information are essential for applicants:

What	For whom	Where provided
<b>Program Descriptions:</b> Detailed descriptions of courses, including curriculum entry requirements and learning outcomes	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website content and Programme Specifications on each course page Information Webinars Open Days
<b>Teaching staff:</b> Profiles of staff members, their qualifications, research interests, and teaching methodologies.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Information Webinars Open Days
<b>Accreditation:</b> Information on the accreditation status of courses delivered by the College	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Information Webinars Open Days
<b>Application Process:</b> Step-by-step guidance on how to apply, including important deadlines, required documents, and submission procedures.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Email communication student recruitment/admissions Information Webinars Open Days
<b>Eligibility Criteria:</b> Specific entry criteria including academic qualifications any other criteria for admission.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Email communication student recruitment/admissions Information Webinars Open Days
<b>Auditions, Workshop, Portfolios and Interviews:</b> Information on additional requirements such as auditions, workshops portfolios and interviews for certain programs.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Email communication student recruitment/admissions Information Webinars Open Days
<b>Tuition and Fees:</b> Detailed breakdown of tuition costs, fees, and other expenses.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Email communication student recruitment/admissions Information Webinars Open Days
<b>Tuition fee loans:</b> Information on how to apply for Student Finance	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Prospectus Email communication student recruitment/admissions Information Webinars Open Days Offer Pack

<b>Payment Plans:</b> Options for tuition payment plans and deadlines.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Email communication student recruitment/admissions/Finance Open Days Information Webinars Welcome Pack
<b>Academic Support:</b> Availability of tutoring, advising, mentorship programs, and academic workshops.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Open Days Student Services Information Webinars Open Days
<b>Disability Services:</b> Resources and accommodations for students with disabilities.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Student Services website Email communication student recruitment/admissions/Finance Prospectus Information Webinars Offer Packs
<b>Counselling and Wellness:</b> Access to mental health services, counselling, and wellness programs.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Student Services website Email communication student recruitment/admissions/Finance Prospectus Information Webinars Offer Packs Welcome Pack
<b>Accommodation:</b> On-campus and off-campus housing options, including costs, amenities, and application procedures.	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Student Services website Email communication student recruitment/admissions/Finance Prospectus Information Webinars Offer Packs
<b>Extracurricular Activities:</b> Information on student organizations, clubs, sports, and cultural events.	Incoming and current Students	Welcome Pack Freshers week Student Union website Student Union social media
<b>Campus Safety:</b> Security measures, emergency procedures, and campus safety resources.	Incoming and current Students	Welcome Pack
<b>IT Services:</b> <b>Access to campus technology, software, and technical support.</b>	Incoming and current Students	Email communication from Admissions VLE
<b>Library Services:</b> Information on library resources, online databases, and research assistance.	Incoming and current Students	Student Services website Welcome Pack Student Handbook VLE
<b>Code of Conduct:</b> University policies on student behaviour, academic integrity, and disciplinary procedures.	Incoming and current Students	Website Student Handbook Student Contract
<b>Grievance Procedures: Processes for addressing complaints and grievances.</b>	Prospective students, Parents, School Advisors, Social Worker Partner institutions	Website Student Handbook Student Contract

We ensure information is clear, accessible, and provided in alternative formats. We aim to use straightforward, direct language in all communications to ensure understanding by individuals from diverse backgrounds and educational levels. Providing thorough and precise descriptions of our academic programmes, admission requirements, financial support options, and campus resources is also a priority.

We understand that financial concerns are at the forefront of applicants minds and in the current economic climate, financial considerations are crucial for many students, but particularly those from target groups in this Plan. We provide information about the financial support options available on our website, in our prospectus, at Open Days, information webinars and in the Offer Packs. Detailed information on Student Finance England, including eligibility criteria, application processes, and deadlines are available on our website with links to the Student Loan Company website. Information on student finance instalment plans and how to pay fees are also available on our website. Our Student Services Department provide bespoke money advice to enrolled students.

Our financial support model (bursaries) is provided below.



Financial Support Scheme	Purpose	Criteria for Eligibility	Number of Awards	Level of Support	Level of Support in Subsequent Years of Study
<b>Hardship Fund</b>	To support students who come into unexpected financial difficulty to continue and thrive in their study.	Student Services assesses students on a case-by-case basis. Students need to submit 3 months bank statements, SLC information and a supporting statement explaining their unexpected financial hardship to be considered.	Variable per award, needs-basis.	Grant up to £500 per year.	One-off grant, awarded as per application. Applications open at Feb and Nov annually.
<b>Low Income Bursary</b>	To support students from low-income households to continue and thrive in study.	This bursary is awarded automatically to all home undergraduate students disclosing a household income below £32,400.	Variable. All eligible students are granted bursaries.	£600	Every year of study if household income qualifies as low income.
<b>The Andrew Lloyd Webber Foundation Scholarship</b>	To support access for disadvantaged students on the Actor Musicianship BA (Hons) programme.	It is awarded on the combined basis of merit and financial need. Students are means-tested for scholarship eligibility. Students are assessed on a case-by-case basis.	One per year	Tuition Fees for study. Maintenance grant of £750.	Full tuition fees paid for three years. £750 maintenance award in the first year only (£250 per term).

## Appendices

### Annex A: Assessment of Performance

We have conducted a thorough performance assessment based on the latest OfS APP data release (July 2023) which covers up to the 2021-22 monitoring year. We have supplemented this with internal data where relevant, to provide additional insights particularly where datasets are small. From this analysis, we have determined our key Indicators of Risk, which we have explored further using supplementary information, data and evidence from internal and local sources; and, from the wider sector and sector bodies (e.g. UCAS).

We considered performance across all APP measures, at each stage of the lifecycle:

- Access – enrolment
- Continuation – continuing students measured at 1 year and 15 days post initial enrolment
- Completion – students completing their course, up to 6 years after beginning their studies
- Attainment – achievement of a First or 2:1 degree outcome
- Progression – progression into highly skilled employment or further post-graduate study

This assessment presents the identified indicators of risk areas from our full analysis.

#### ANALYSIS PROCESS

1. The first layer of analysis explores the OfS APP dataset, identifying the Indicators of Risk for further consideration.
2. For Continuation **only**, a second layer of analysis was applied to explore splits for Care leavers / Care experienced students.
3. Supplementary data (internal and external) and questions are then added to further understand the context for the indicator of risk and the possible occurrence of risks to equality of opportunity.

#### SUMMARY OF INDICATORS OF RISK AND TARGET AREAS

The following table highlights all the indicators of risk we have identified from the full initial data analysis.

Table 1: Summary

<b>Metric /Student Group</b>	<b>IMD Quintile 1</b>	<b>TUNDRA</b>	<b>Global Majority (Black and Asian learners)</b>	<b>Disabled</b>	<b>Mature learners (21 &amp; over)</b>	<b>ABCS</b>	<b>FSM-eligible learners</b>
Access	<b>Priority PTA_1</b>		<b>Priority PTA_2 (Black and Asian learners)</b>			Gap is present. Small cohorts. Recommend monitoring.	Gap is present. Small cohorts. Recommend monitoring.
Continuation	Small gap and very small cohorts. Recommend monitoring.			<b>Priority PTS_1</b>			
Completion		Small gap and very small cohorts. Recommend monitoring.		<b>Priority PTS_2</b>		Gap is present. Small cohorts. Recommend monitoring.	Gap is present. Small cohorts. Recommend monitoring.
Attainment	Small gap and very small cohorts. Recommend monitoring.	Small gap and very small cohorts. Recommend monitoring.	Very small gap and very small cohorts, making analysis difficult.	<b>Priority PTS_3</b>			
Progression	Gap is present. Small cohorts. Recommend monitoring.	Gap is present. Small cohorts. Recommend monitoring.			Gap is present. Small cohorts. Recommend monitoring.		

## PRIORITY TARGET AREAS

We have determined that the following priority areas will be of concern under our APP, with associated targets and milestones.

1. Enrolment of students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1).
2. Enrolment of students from the Global Majority (Black and Asian students in particular).
3. Continuation of students with disability.
4. Attainment (achievement of a 1st or 2:1 degree outcome) for students with disability.
5. Completion for students with disability.

## ANALYSIS - ACCESS

We have identified some risks to equality of opportunity at Rose Bruford at the Access phase of the student lifecycle. A multitude of factors may be involved in these risks, including perceptions of our specialist subject area – acting and the theatre – as elitist and precarious in terms of career prospects, and our campus area as ‘white’.

Overall, our entrant numbers more than doubled between 2016-17 (170 entrants) and 2021-22 (380 entrants). Our cohorts remained small, under 300 students, except in 2021-22. For that reason, we have used aggregate data over the last four years (2018-19 to 2021-22) and last two years (2020-21 to 2021-22) of the six-year period covered by the OfS data.

### Index of Multiple Deprivation (IMD) 2019

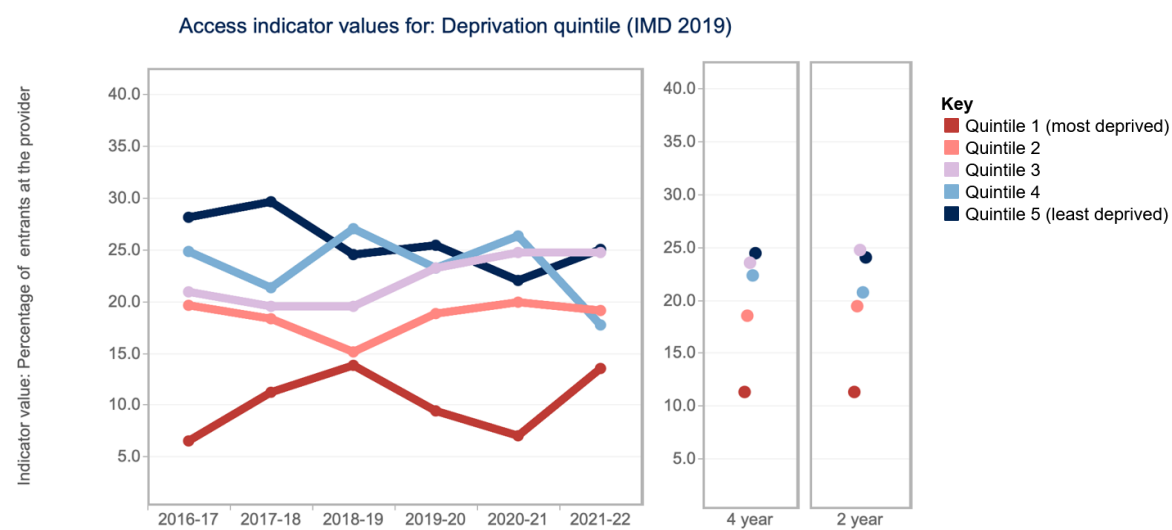
In the six years between 2016-17 and 2021-22, Rose Bruford enrolment of students from the most disadvantaged backgrounds (IMD Quintile 1) remained below the population (20%) and sector (21.8%) levels, averaging 11.3% in our 4- and 2-year data aggregates (Fig.1).

The difference in percentage enrolment rates between IMD Quintile 1 students and their comparator group – the IMD Quintile 5 students who are the least disadvantaged, reveals that we have an enrolment gap in favour of Quintile 5 students.

The gap (Fig.2) was 13pp (4-year aggregate), reducing to 12.7pp (2-year aggregate). In contrast, the sector gap is inverse, indicating higher enrolment rates for IMD Quintile 1 students: -1.6pp (4-year aggregate), reducing to -2.6pp (2-year aggregate).

Given that we lag in our enrolment of students from the most disadvantaged Quintiles, the IMD risk indicator forms one of our priority targets for Access.

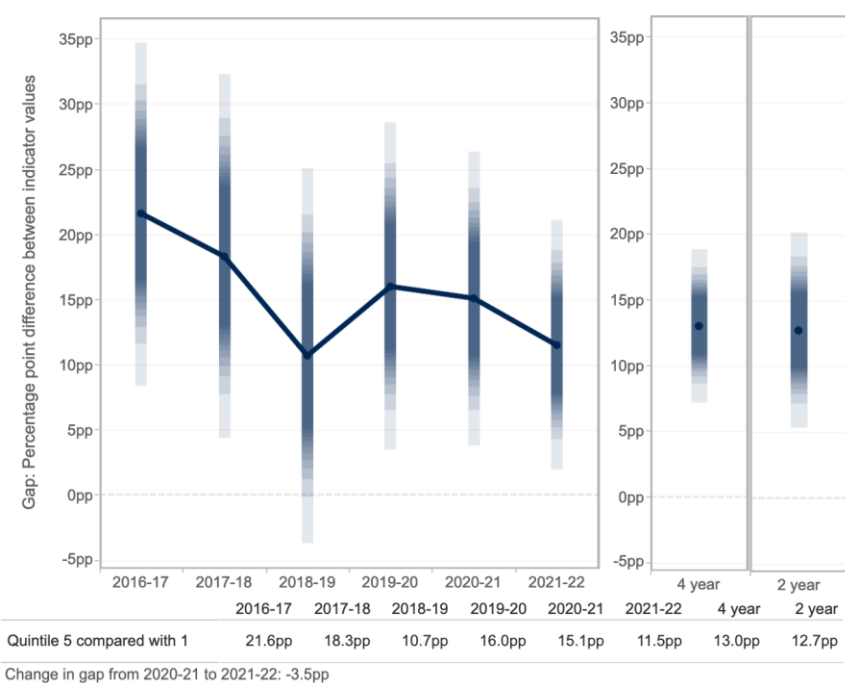
Fig.1



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Quintile 1 (most deprived)	6.5%	11.2%	13.8%	9.4%	7.0%	13.5%	11.3%	11.3%
Quintile 2	19.6%	18.3%	15.1%	18.8%	19.9%	19.1%	18.5%	19.4%
Quintile 3	20.9%	19.5%	19.5%	23.2%	24.7%	24.7%	23.5%	24.7%
Quintile 4	24.8%	21.3%	27.0%	23.2%	26.3%	17.7%	22.3%	20.7%
Quintile 5 (least deprived)	28.1%	29.6%	24.5%	25.4%	22.0%	25.0%	24.4%	24.0%

Fig.2

Access gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1



## TUNDRA (Low Participation Neighbourhoods)

Rose Bruford has performed comparably to the sector on this Quintile-based risk indicator of participation in higher education by geographical area, where Quintiles 1 and 5 include students from areas with respectively the lowest and highest participation.

Our average enrolment rate of Quintile 1 students is 9% (4-year aggregate) and 7% for 2021-22, the latest aggregate year (Fig.3). For comparison, the sector rate of enrolment of TUNDRA Quintile 1 students is 12% (4-year aggregate).

The Rose Bruford enrolment gap between Quintile 1 and 5 students is 17pp (4-year aggregate), in favour of Quintile 5 students, and rose to 19pp in 2021-22 (Fig.4). The sector gap is similar – 18.4pp (4-year aggregate).

The size of our TUNDRA-based enrolment gap is not surprising, given that most of our students are London based, and London lacks Quintile 1 postcodes because of the generally high participation in higher education in all areas of the capital.

We have not set a priority target for this risk indicator but will continue to monitor our performance on it.

Fig.3

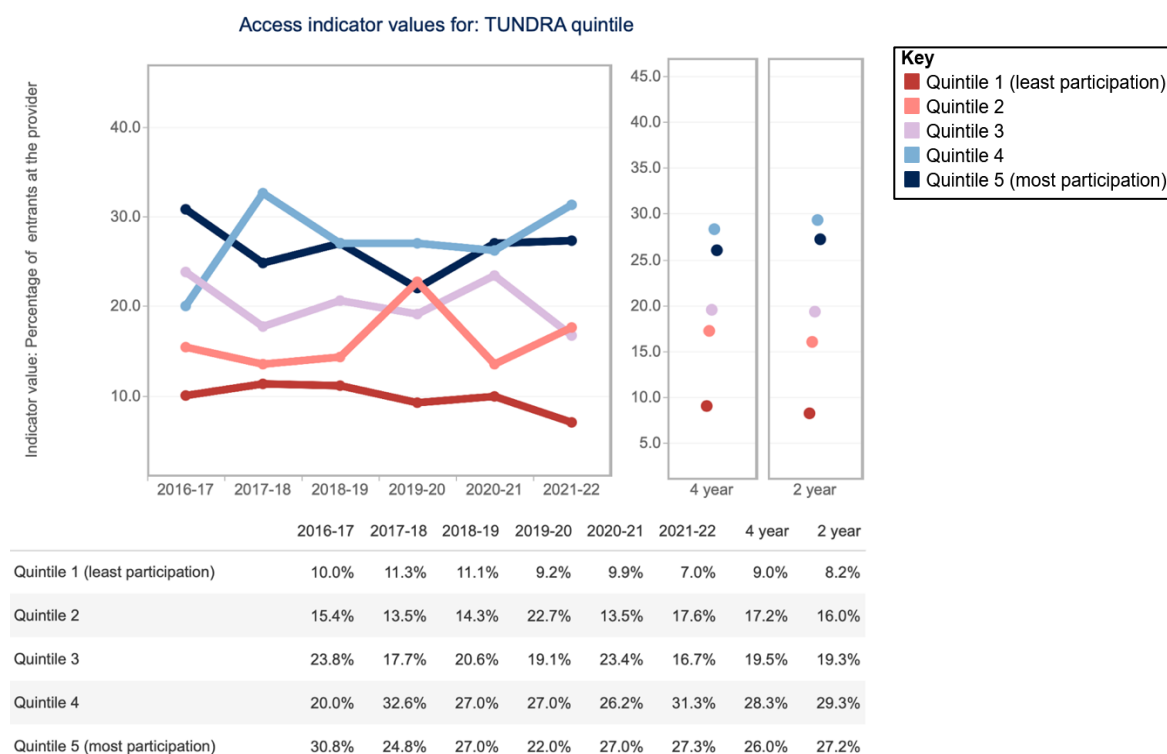
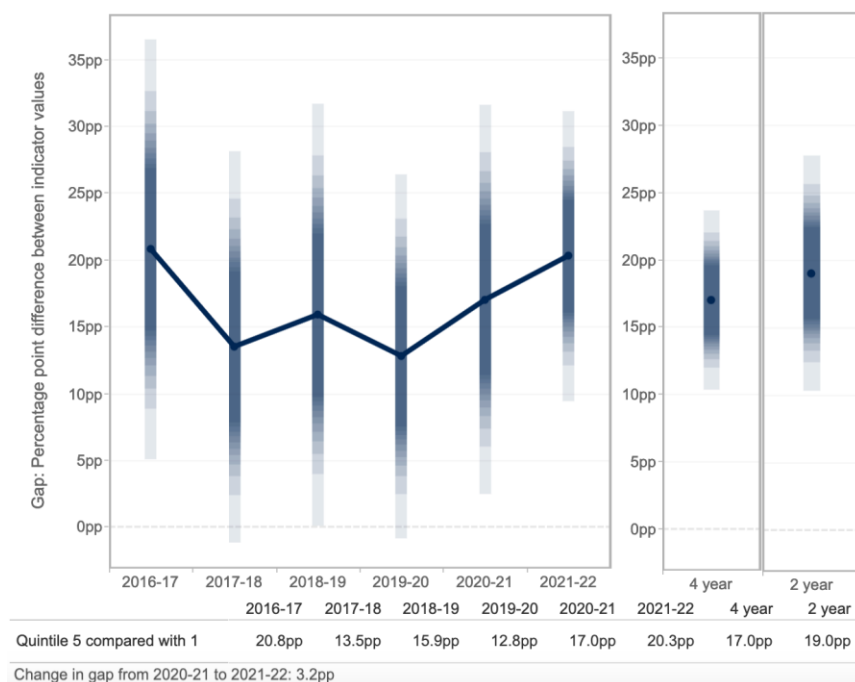


Fig.4

Access gap: TUNDRA quintile – Quintile 5 compared with 1



### Students from the Global Majority

Rose Bruford has lower enrolment rates for Global Majority students compared to the sector with, respectively, 17.2% vs. 33.3% (4-year aggregate) (Fig.5).

The enrolment rate of Asian students is particularly low, at 1.5% (4-year aggregate), which is below population parity<sup>7</sup> (9.3%) and significantly below the sector enrolment rate of 15% (4-year aggregate).

Black student enrolments, at 6.1% (4-year aggregate) of all Rose Bruford entrants, are above the population parity (4%), but below the sector enrolment rate of 10.4% (4-year aggregate).

Only Mixed heritage students, with 8.1% enrolment rate (4-year aggregate), have higher rates at Rose Bruford than both the population parity (2.9%) and the 5.3% sector rate (4-year aggregate).

The Rose Bruford enrolment gap between Global Majority students and their comparator group, White students is 65.6pp – almost double the sector gap of 33.4pp.

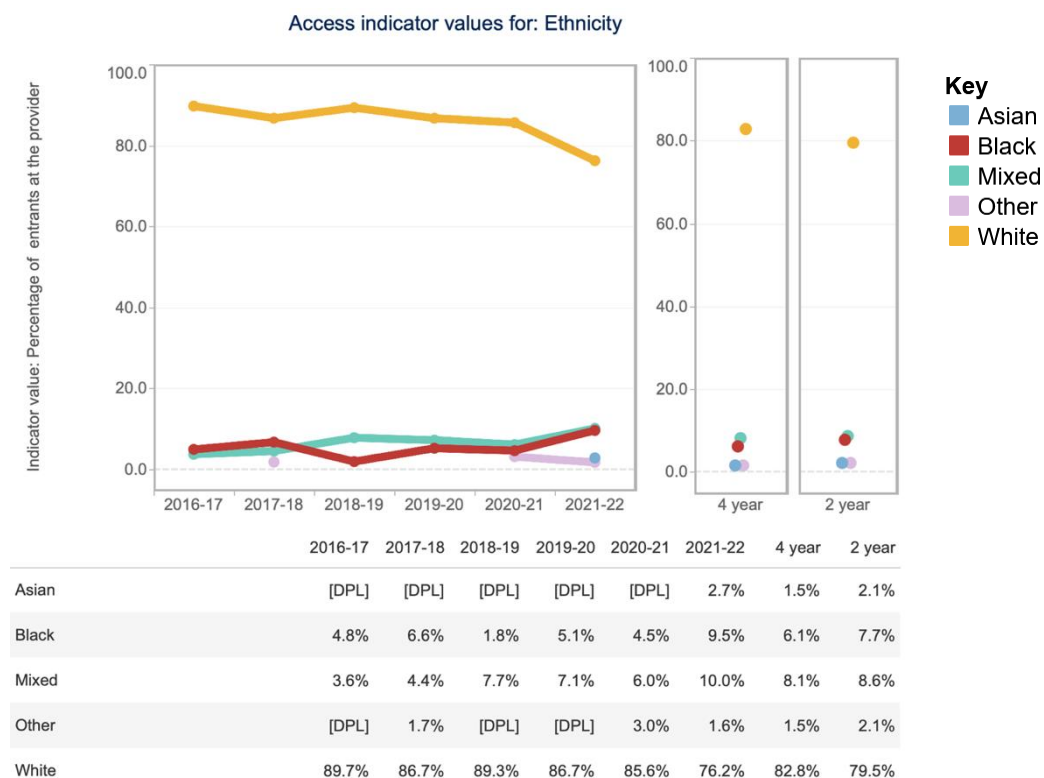
Given our low intake of such students, we have included Ethnicity as a priority target area for Access.

<sup>7</sup> Population figures as per 2021 census data:

<https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/bulletins/ethnicgroupenglandandwales/census2021>



Fig.5



## Disabled Students

Disabled students enrol at Rose Bruford at double the sector rate (33.3% vs. 16.7%) and their share in our annual intake has fluctuated around that figure since 2016-17 (Fig.6).

Disabled students' enrolment gap with their comparator group – students with no reported disability, is 33.4pp at Rose Bruford – half the size of the sector gap of 66.6pp.

Data disaggregated by type of disability are very small, fewer than 50 students per type in any given year, which make analysis difficult. That said, the two most enrolled disability types at Rose Bruford are cognitive and learning difficulties (11.6%, 4-year average) and mental health conditions (11%, 4-year aggregate) (Fig.7). This is in line with the national picture of increasing disclosure and instances of students reporting cognitive and mental health concerns.

Mental health is a national risk area in the Equality of Opportunity Risk Register (EORR, OfS), so we will continue to monitor our performance on it but have not included disabled students as a priority target for Access.

Fig.6

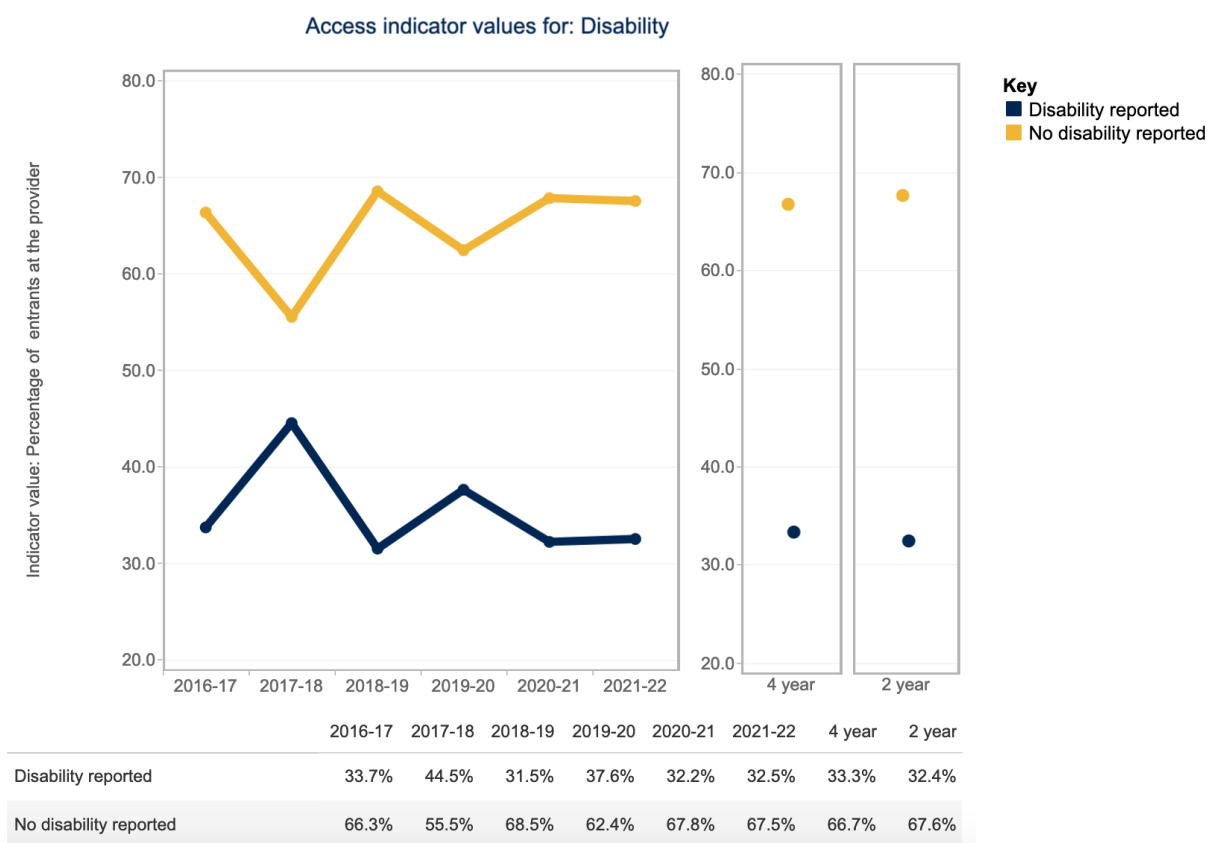
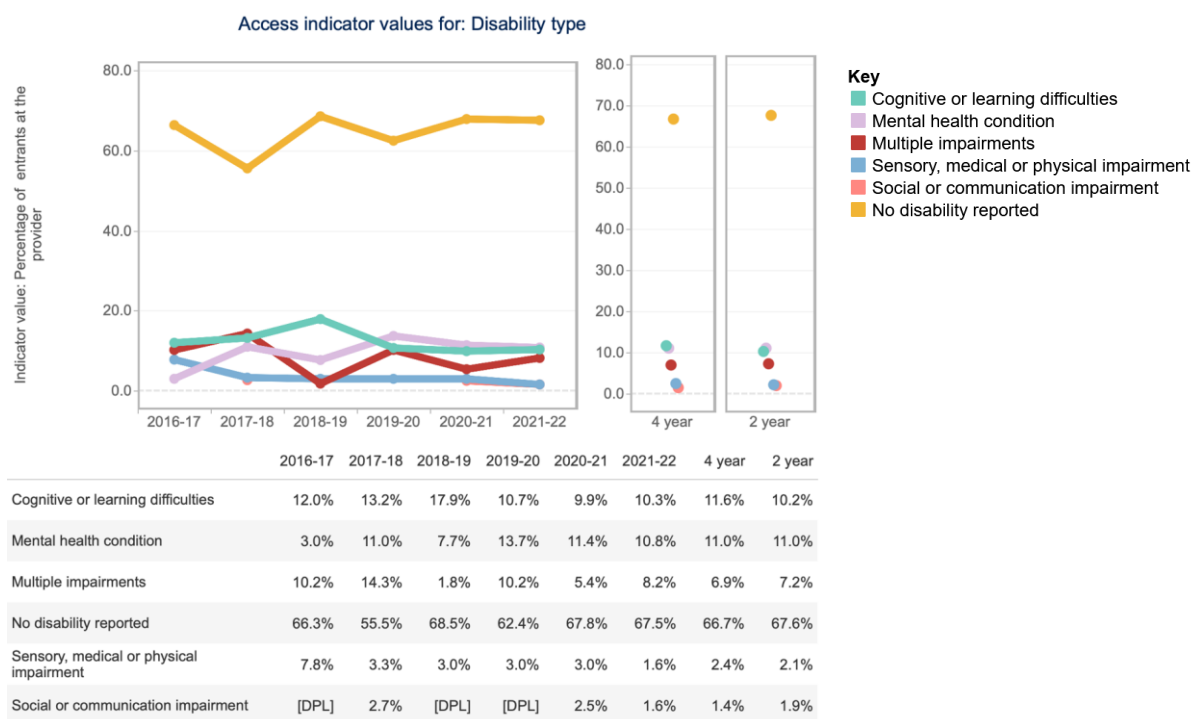


Fig.7

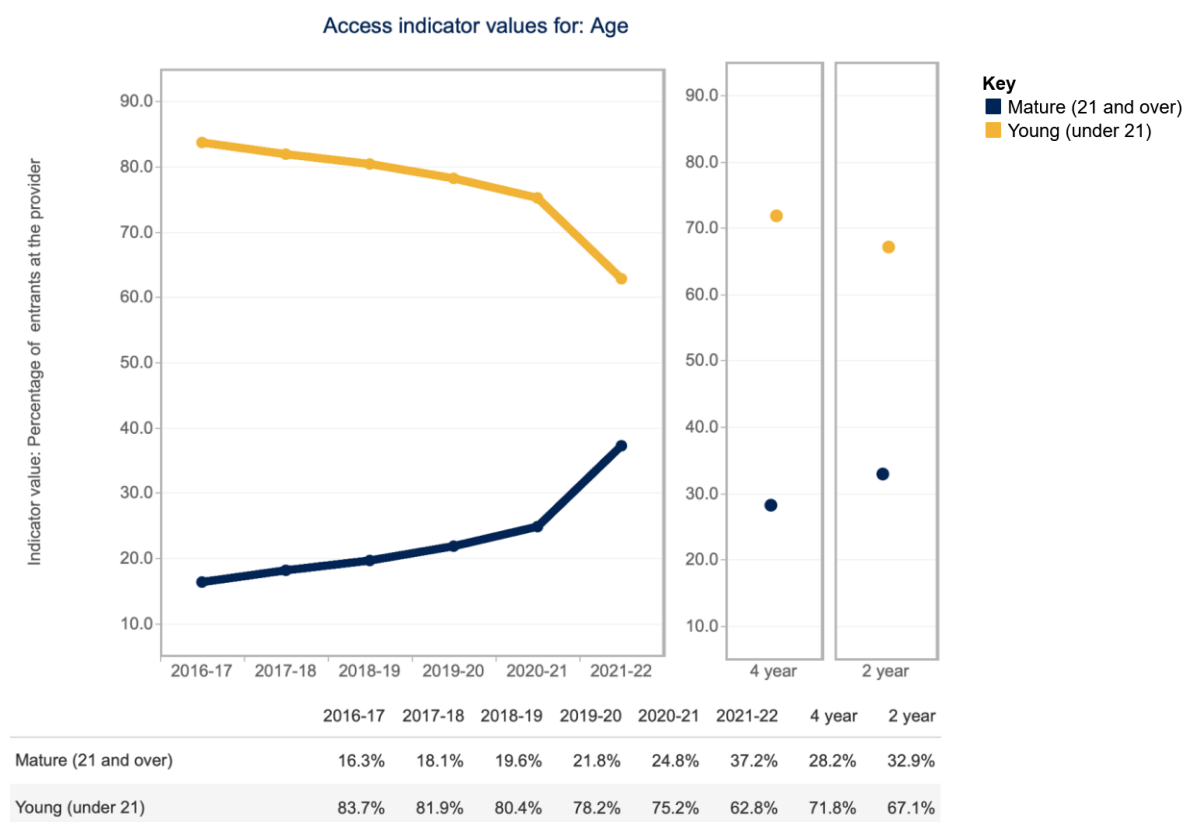


## Mature Learners (21 Years and over)

We have consistently enrolled more young learners between 2016-17 and 2021-22. Our intake of mature learners averages 28.2% in the 4-year aggregate and peaks at 37.2% in 2021-22 (Fig.8). For comparison, the sector average enrolment of mature learners over the same 4-year aggregate is 27.7%.

This risk indicator is not of concern. We will continue to monitor the enrolment of mature students but will not be including them as a priority target area for Access.

Fig.8



## Care Leavers

Rose Bruford enrolled 16 students categorised or self-declaring as care leavers and care experienced between 2019-20 and 2022-23. This is 1.3% of the total student intake over the 4-year aggregate, compared to an average enrolment rate of 19.2% in the sector.

In 2023-24 alone, we enrolled 14 care leaver students, which demonstrates the effect of our targeted approach to recruiting and supporting learners with that background through application.

While this risk indicator is not included in our priority target areas for Access just yet, we will continue to monitor our internal data on care leaver enrolment.

**We have also considered the two new measures highlighted by OfS in the APP dataset from 2021-22, being students with prior Free School Meal (FSM) status, and the ABCS measure, as follows.**

## ABCS

The new ABCS (Associations between characteristics of students) measure considers multiple student characteristics including ethnicity, free school meal (FSM) eligibility, gender, income deprivation affecting children index (IDACI)

index of multiple deprivation (IMD) and TUNDRA. It is a quintile measure, with ABCS Quintile 1 representing the most disadvantaged.

Rose Bruford enrolled 6.5% of students from ABC Quintile 1 in 2021-22 – a decline from the previous year, 2020-21, when 13.7% enrolled. Still, our average enrolment rate over the 4-year aggregate is 9% - above the sector rate of 7.6% for the same period (Fig.9).

The Rose Bruford gap in enrolment between ABCS Quintile 1 and Quintile 5 is 15.9pp (4-year aggregate), compared to a 26.4pp gap (4-year aggregate) in the sector (Fig.10).

Based on our performance, the newness of the measure, and our small datasets (a total of 37 ABCS Quintile 1 students between 2018-19 and 2021-22), we will not be designating this risk indicator a priority target area for Access, although we will continue to monitor it closely.

Fig.9

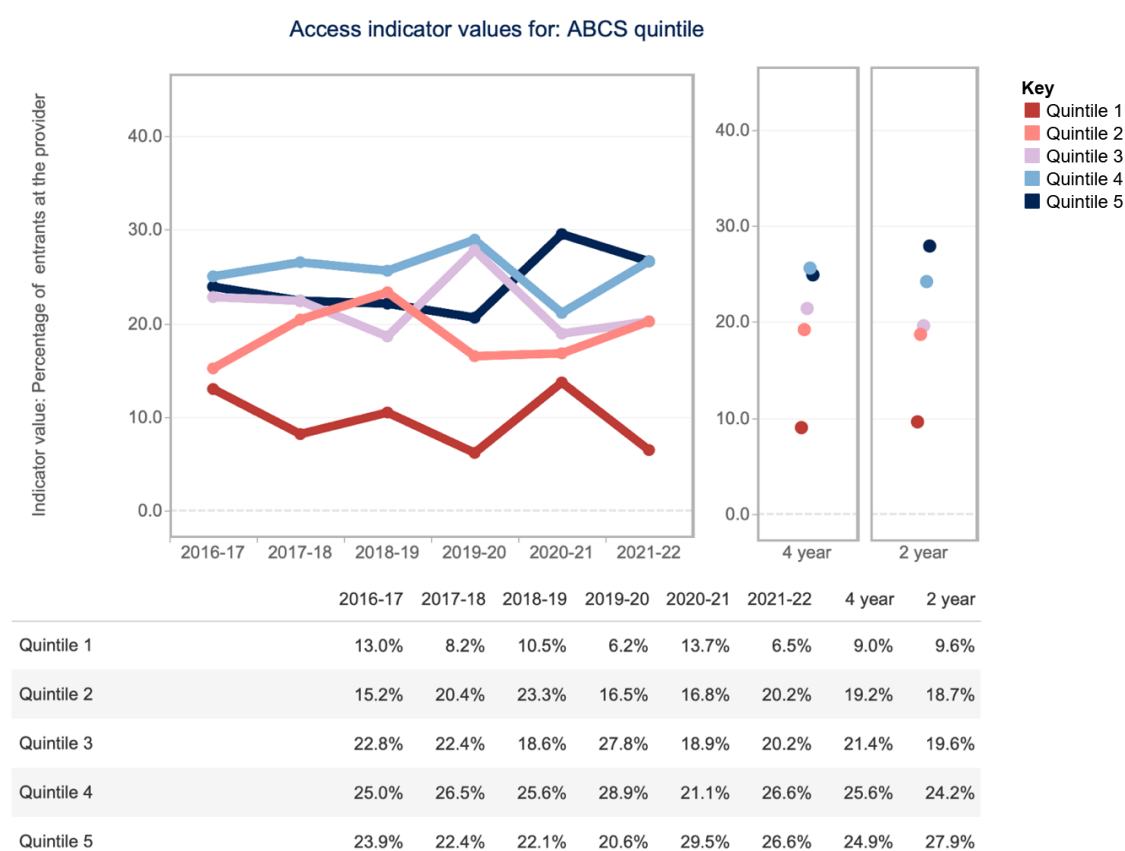
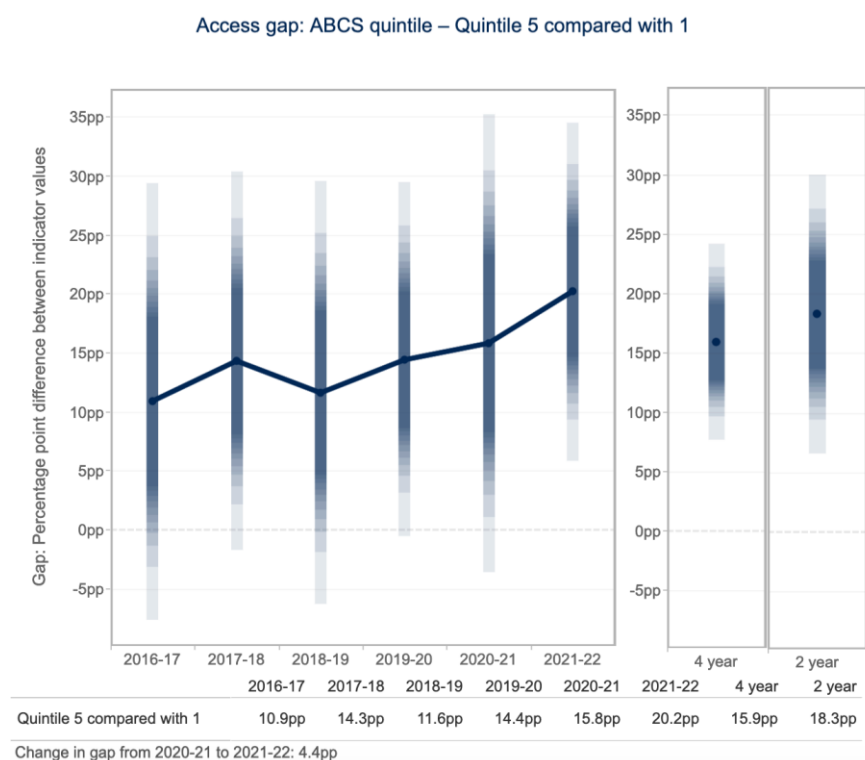


Fig.10



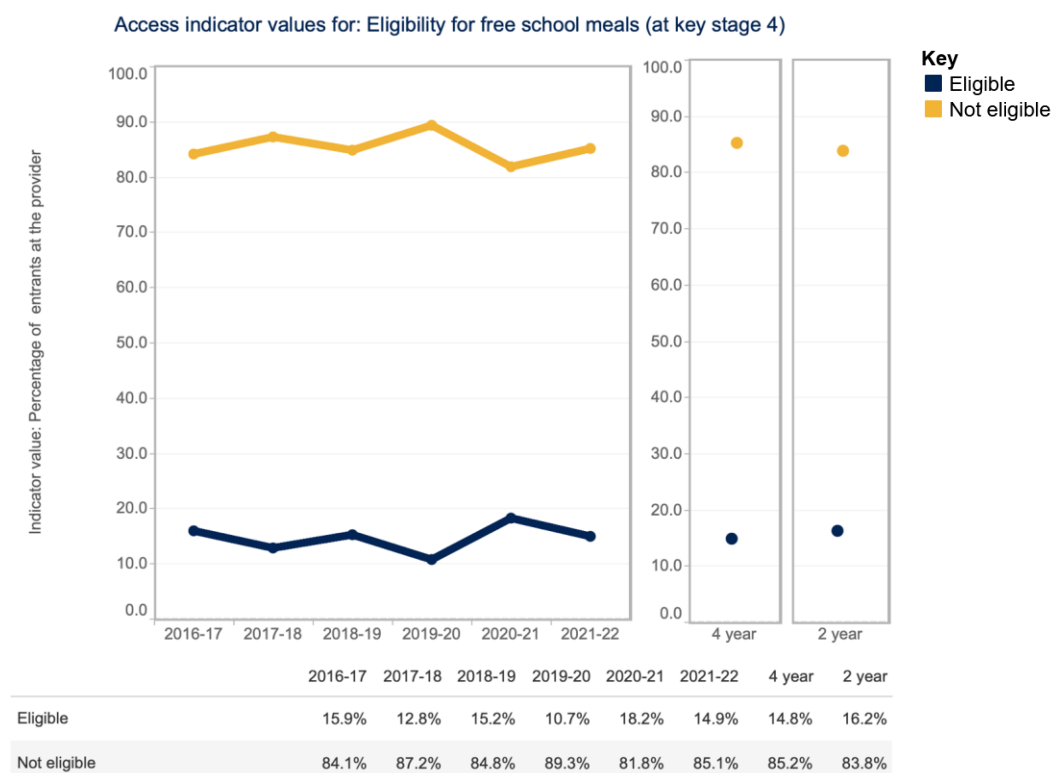
### Students Eligible for Free School Meals (FSM) at Key Stage 4

This measure explores access rates for students who have been eligible for Free School Meals (FSM) at Key Stage 4. Enrolment of FSM eligible learners at Rose Bruford falls below the sector average: 14.8% vs. 19.2% (4-year aggregate). The 2021-22 figure for this measure is 14.9% - lower than the sector rate of 18.4% for that year. Our highest enrolment rate of FSM-eligible learners, 18.2%, was in 2020-21 (Fig.11). The population of FSM learners was at 17.3% in 2020-21 and has risen year-on-year to 23.8% in 2023-24.

The enrolment gap with non-FSM-eligible learners at Rose Bruford is 70.4pp (4-year aggregate) – higher than the sector gap of 61.6pp over the same period.

However, our data sets for the measure are small (fewer than 30 FSM-eligible enrolments per year), so we will continue to monitor our data but will not assign this risk indicator a priority target area for Access.

Fig.11



## ANALYSIS - CONTINUATION

This section provides our performance on student continuation against the key risk indicators. Continuation is measured as the proportion of enrolled students continuing into a second year of higher education study 1 year and 15 days post-enrolment or completing study and leaving with a higher education qualification.

Overall, continuation in 2020-21 was 91% at Rose Bruford, above the sector rate of 89%. Over the 4-year aggregate, our continuation rate is 92.5%, also above the sector rate of 90% for the same period.

### Index of Multiple Deprivation (IMD) 2019

The continuation of students from the most disadvantaged backgrounds (IMD Quintile 1) at Rose Bruford is 90.1% (4-year aggregate) – higher than the sector rate of 85.9% (Fig.12).

We have also a smaller continuation gap, 3pp, between IMD Quintile 1 students and their IMD Quintile 5 comparator, the students from the least disadvantaged backgrounds (Fig.13). The sector gap over the 4-year aggregate is 8pp.

We will not therefore be designating this risk indicator a priority target area for Success in this plan but will continue to monitor our data on continuation outcomes for this measure.

Fig.12

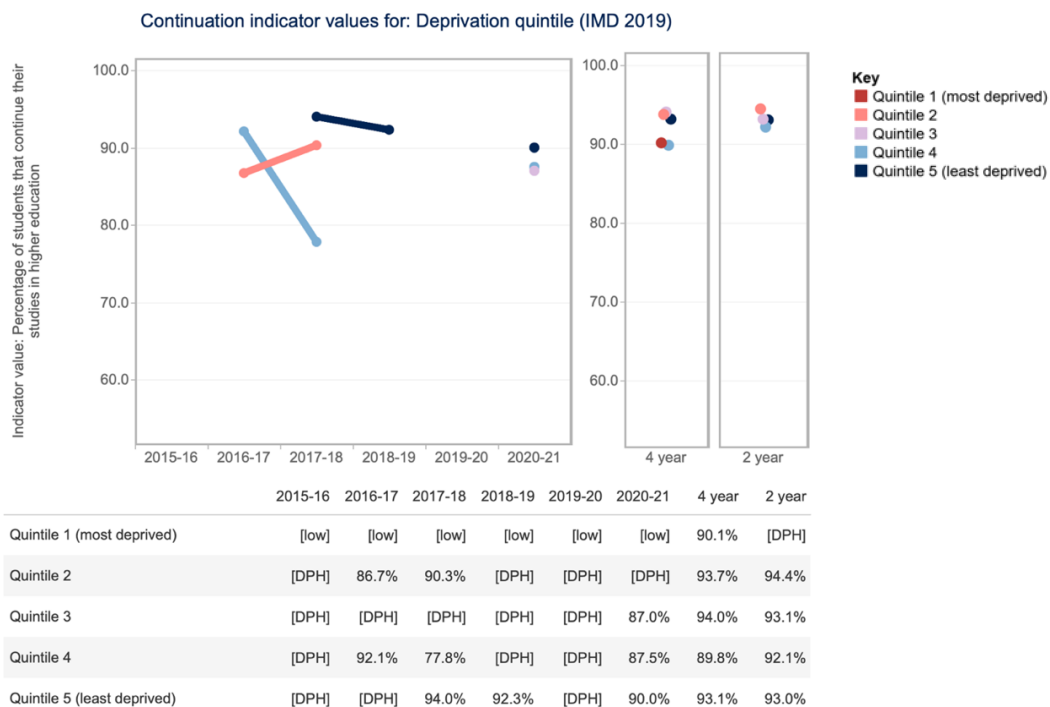
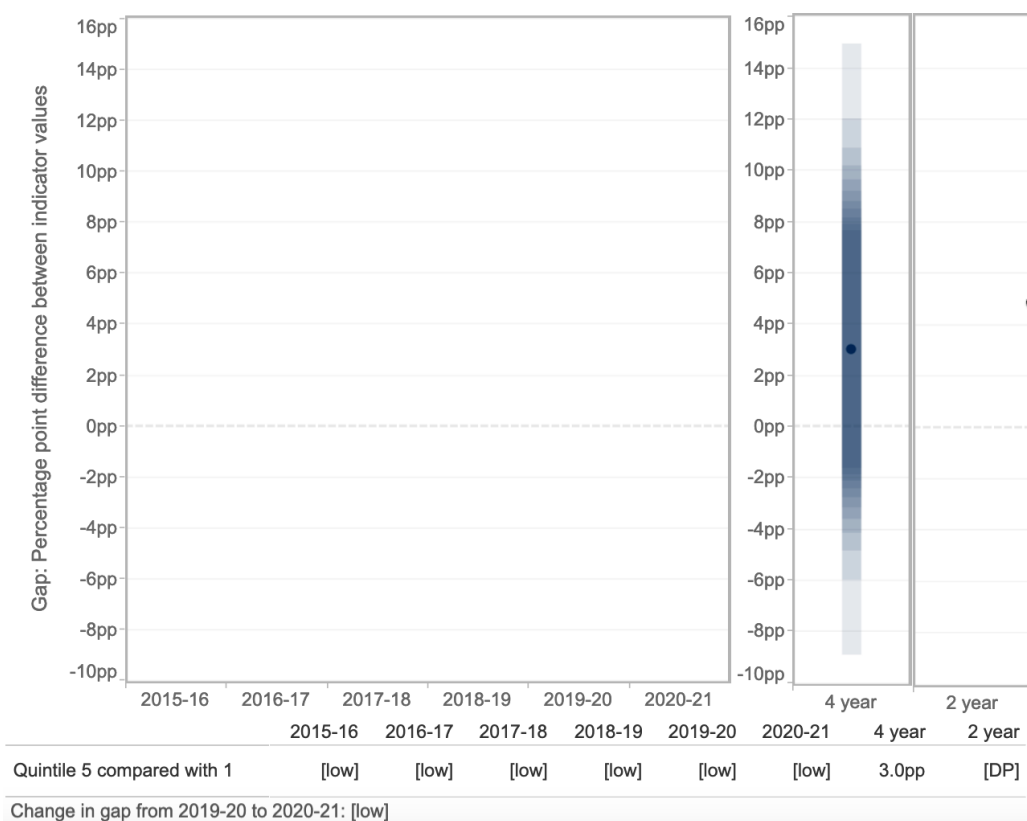


Fig.13

Continuation gap: Deprivation quintile (IMD 2019) – Quintile 5 compared with 1





## TUNDRA (Low Participation Neighbourhoods)

Our data by TUNDRA quintiles are very small and therefore suppressed for annual performance across TUNDRA Quintiles 1-2. However, considering the 4-year aggregate data, we note that students from TUNDRA Quintile 1 have lower continuation outcomes (93.0%) than their Quintile 5 comparator group (94.9%) (Fig.14). The resultant gap, at 1.9pp, is smaller than the 3.4 pp sector gap (4-year aggregate) (Fig.15).

We will not be using this risk indicator as a priority target area for Success.

Fig.14

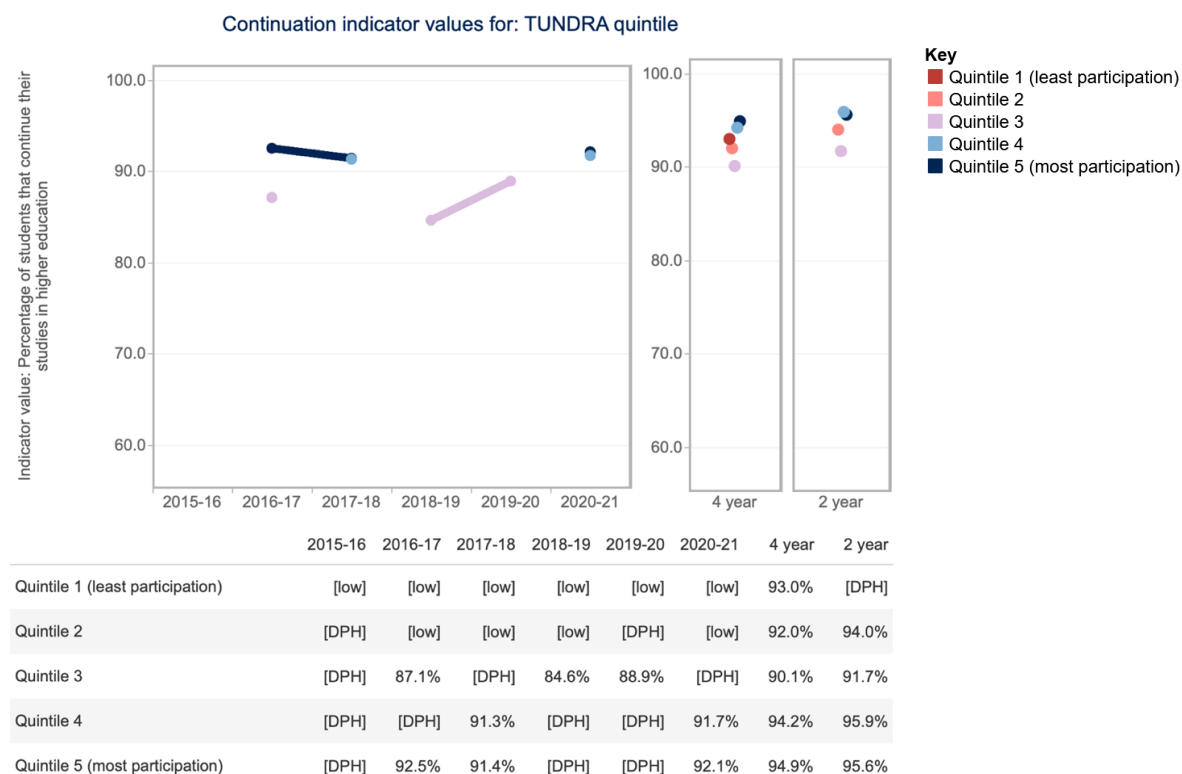
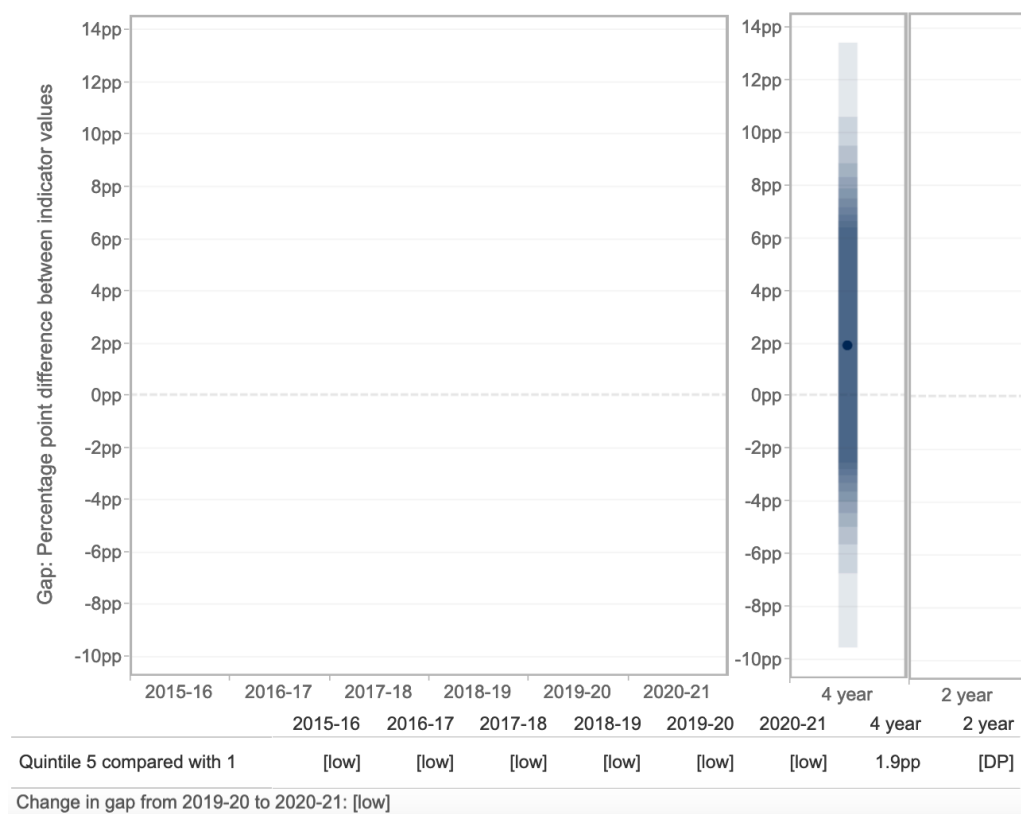


Fig.15

Continuation gap: TUNDRA quintile – Quintile 5 compared with 1



## Disabled Students

Disabled students continue in their higher education studies at Rose Bruford at a rate of 90.8% (4-year aggregate) - virtually the same as the sector rate, 89.4% (Fig.16).

Our gap in continuation with the comparator group, students without disability, stands at 2.6pp – higher than the 0.8pp sector gap over the same 4-year aggregate.

Much of our data by disability type are suppressed due to small numbers for many of the types. From the available data, we note that students with multiple impairments have had the lowest continuation rate, 86.7% (4-year aggregate), equating to a gap of 6.7pp. The gaps for other disability types are smaller (<6pp), and for students with cognitive or learning difficulties specifically, the gap is positive (-3.4pp) (Fig.17). However, the numbers of students with each of the disability types in our data are extremely small, which contributes to the significant volatility of the associated continuation rates over the 4-year aggregate.

We are designating continuation of disabled students as a priority target area in our plan. This is not only because of the larger gap compared to the sector, but also the fact that disabled students make a third of our student intake.

Fig.16

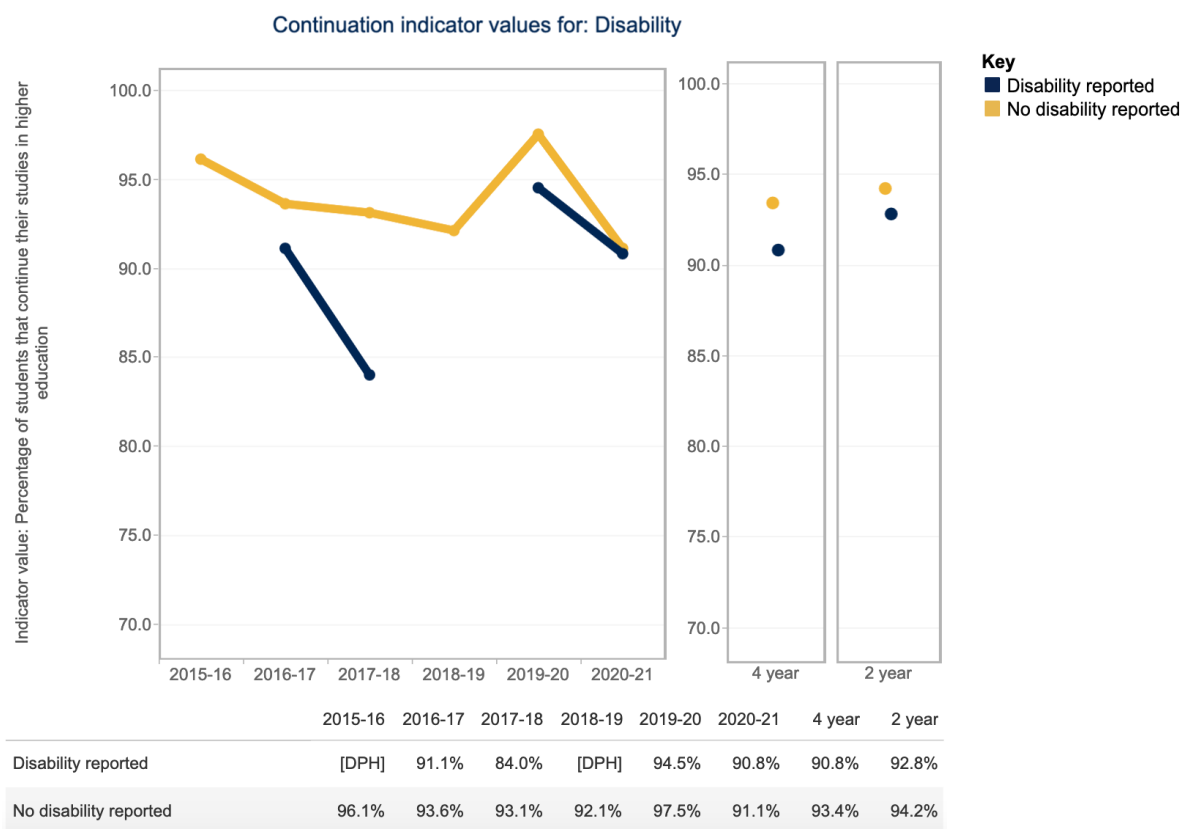
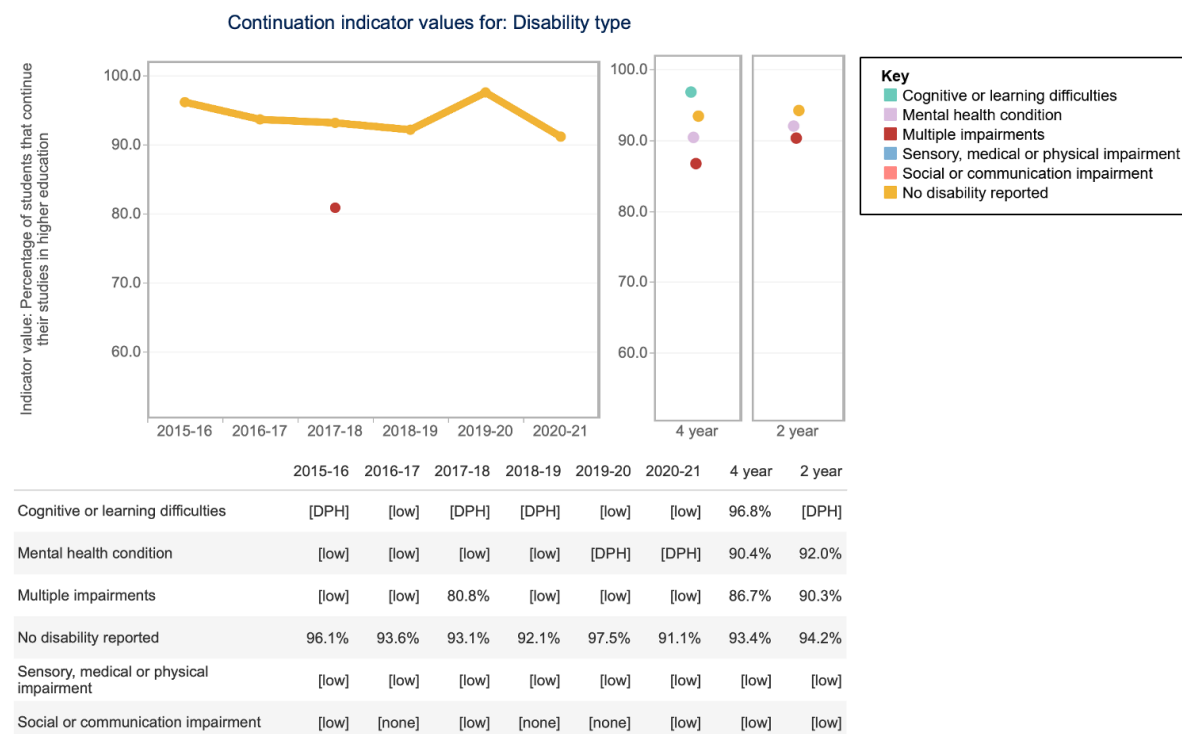


Fig.17

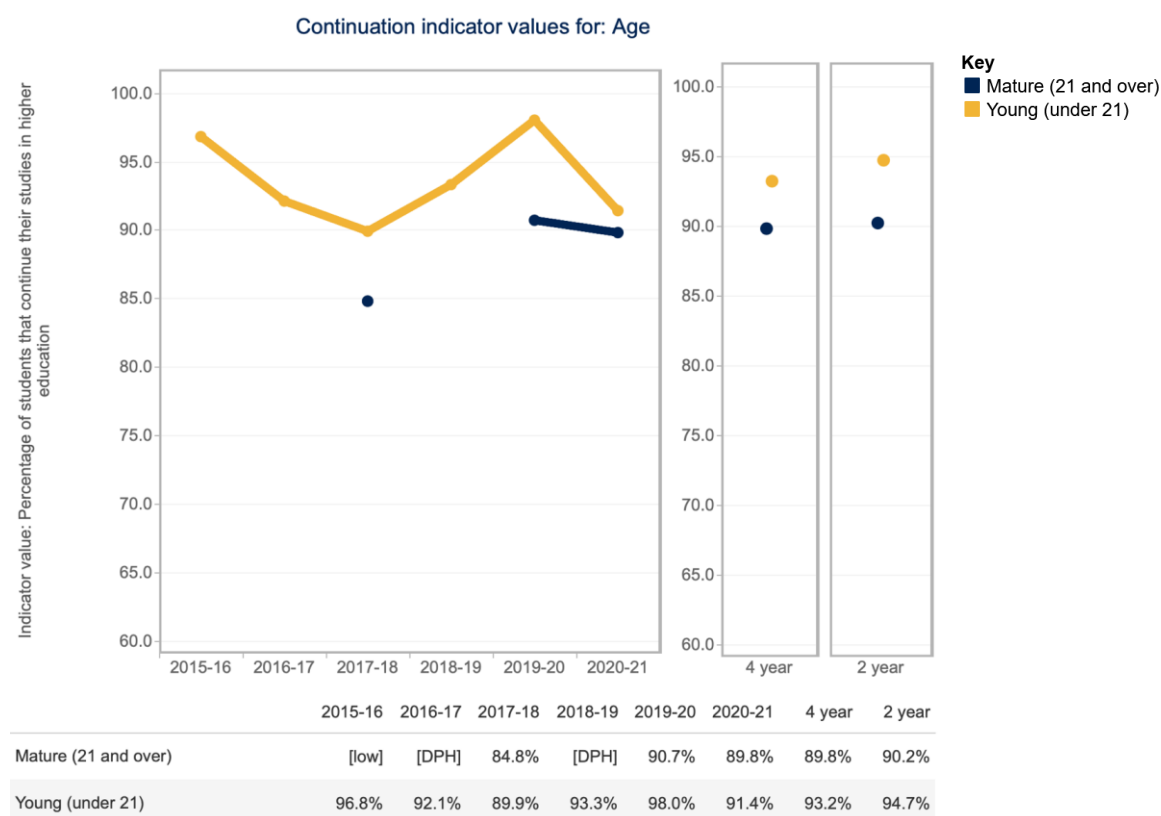


## Mature Students (21 years and over)

Our young learners (under 21 y.o.) have better continuation rates compared to mature learners (21 y.o. and over), creating a gap in continuation of 3.4pp (4-year aggregate), which is about a 1/3<sup>rd</sup> of the size of the sector gap of 8.7pp over the same period (Fig.18).

While we will not be designating mature students as a priority target area for Success, we will continue to monitor their continuation closely and explore how best to support their transition into higher education study at Rose Bruford.

Fig.18



## Care Leavers

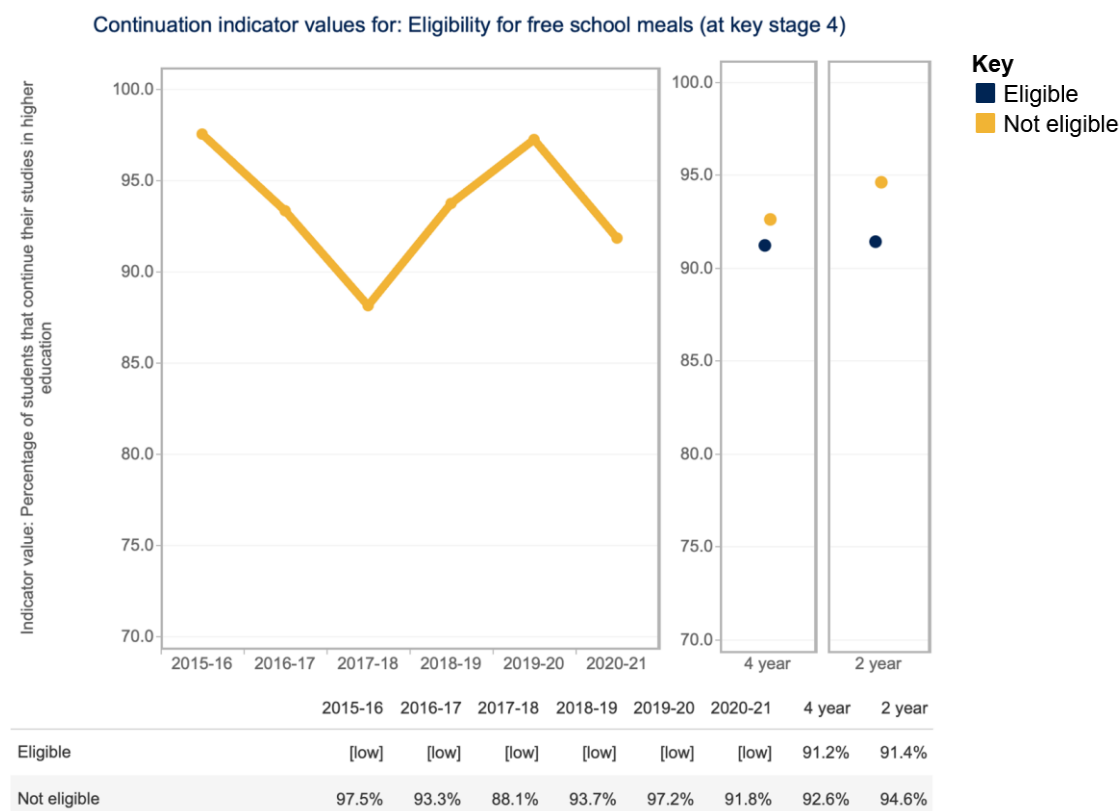
According to our internal data, care leaver students have had a 100% continuation rate since 2019-20. We will continue to monitor our data for this target group.

## Students Eligible for Free School Meals (FSM) at Key Stage 4

Our data sets for FSM eligible students are very small, which complicates interpretation of the data. We note that these students have had a 91.2% continuation rate (4-year aggregate), which exceeds the sector rate of 88% (Fig.19). The gap with their non-FSM eligible comparator is 1.4 pp (4-year aggregate) – more than three times smaller than the sector gap, 5pp.

We therefore will not be assigning this risk indicator as a priority target area for Success but will continue to monitor our data for any emergent trends over the longer term.

Fig.19



## ANALYSIS - COMPLETION

This section provides our performance in student completion for the OfS key risk indicators and target groups. Completion is measured by as the proportion of students completing their course within 6-years from enrolment.

Overall, Rose Bruford students complete their studies at a rate of 91.8% (4-year aggregate), which is higher than the sector average completion rate of 87.6% in the same period.

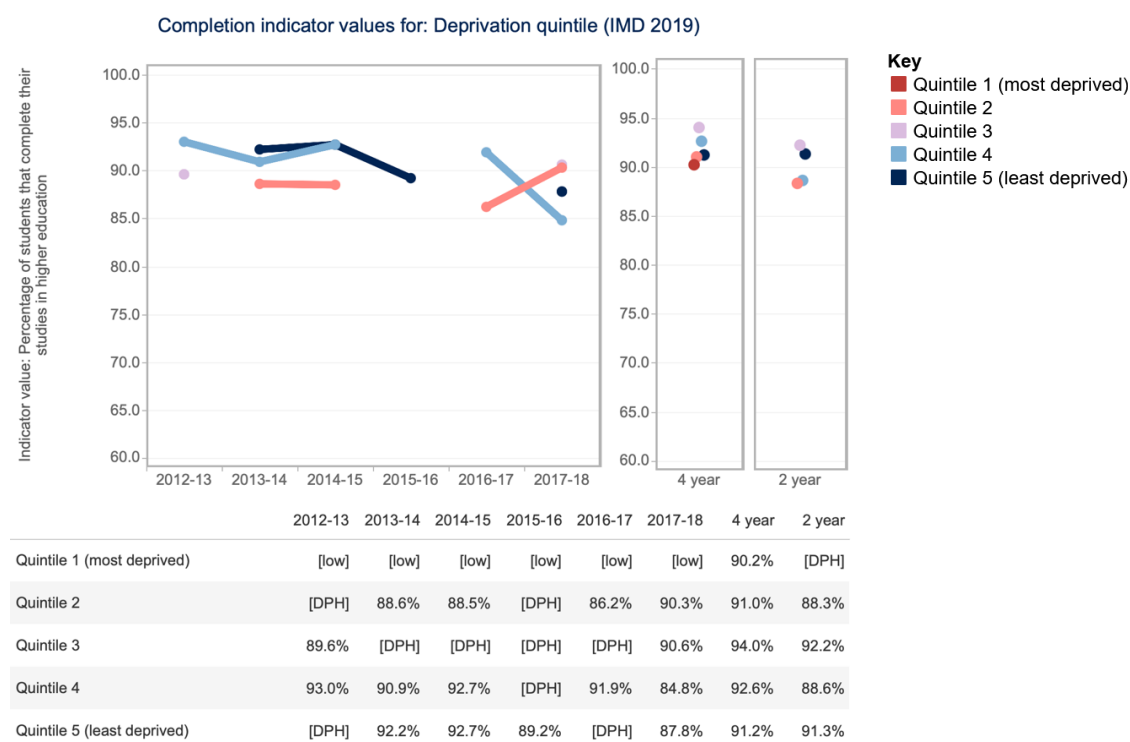
### Index of Multiple Deprivation (IMD) 2019

Due to small numbers, our data for completion and IMD Quintile 1, students from the most disadvantaged backgrounds, are suppressed over the entire six-year period of OfS data.

The rate of completion in the 4-year aggregate is 90.2% (Fig.20); the gap with the comparator, IMD Quintile 5 students, is 1pp – less than a tenth of the sector gap, 10.5pp.

We will not therefore be designating this risk indicator a priority target area for Success in our plan.

Fig.20



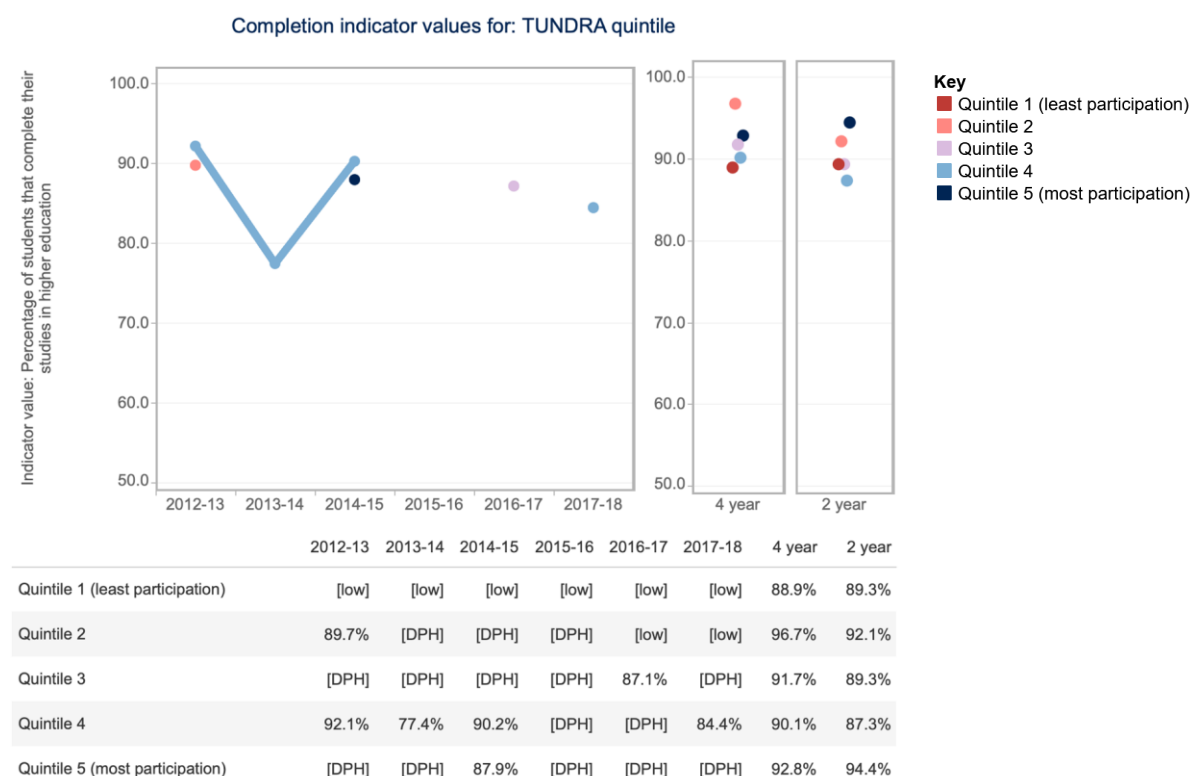
### TUNDRA (Low Participation Neighbourhoods)

Small student numbers per TUNDRA Quintile mean much of our annual performance data are suppressed. Considering the 4-year aggregate data, we note that students from TUNDRA Quintile 1 have completion rate of 88.9% - higher than the sector rate of 86.7% (Fig.21). Notably, our Quintile 2 students have completion rate of 96.7% (88.5% in the sector).

The gap in completion with the comparator group, students from TUNDRA Quintile 5, is 3.9pp – below the sector gap of 4.9pp in the same 4-year aggregate. Our gap increases to 5.1pp in the 2-year aggregate, compared to a 4.9pp gap in the sector.

For Quintile 2 students, the gap is positive, - 3.9pp, compared to the negative gap of 3pp in the sector. Given our comparable performance to the sector and the small numbers of students in Quintiles 1 (N=[19,25] in the 4-year aggregate) and 2 (N=[25,37] in the 4-year aggregate), we will not be assigning this risk indicator as a priority target area for Success in our plan. We will continue to monitor our performance data across Quintiles 1 and 2.

Fig.21



## Disabled Students

Completion of disabled learners at Rose Bruford is 88.7% (4-year aggregate), compared to the 85.7% in the sector (Fig.22).

The completion gap with the comparator group of students without declared disability is 4.9pp, which is more than double the sector gap of 2.2pp.

Our data by disability type are very small, with fewer than 10 students per type and academic year and are therefore largely suppressed.

Disaggregating the data by type of disability over the 4-year aggregate reveals that students with multiple impairments and those with sensory, medical, or physical impairment have had much lower completion rates (82.6% and 83.8%, respectively) than the combined average (Fig.23). Their completion gaps with students without a declared disability are 9.8pp and 11pp, both higher than our combined average gap, and significantly higher than the sector gap.

We will assign continuation of disabled students as a priority target area for Success in our plan and continue to monitor in the long-term continuation by type of disability.



Fig.22

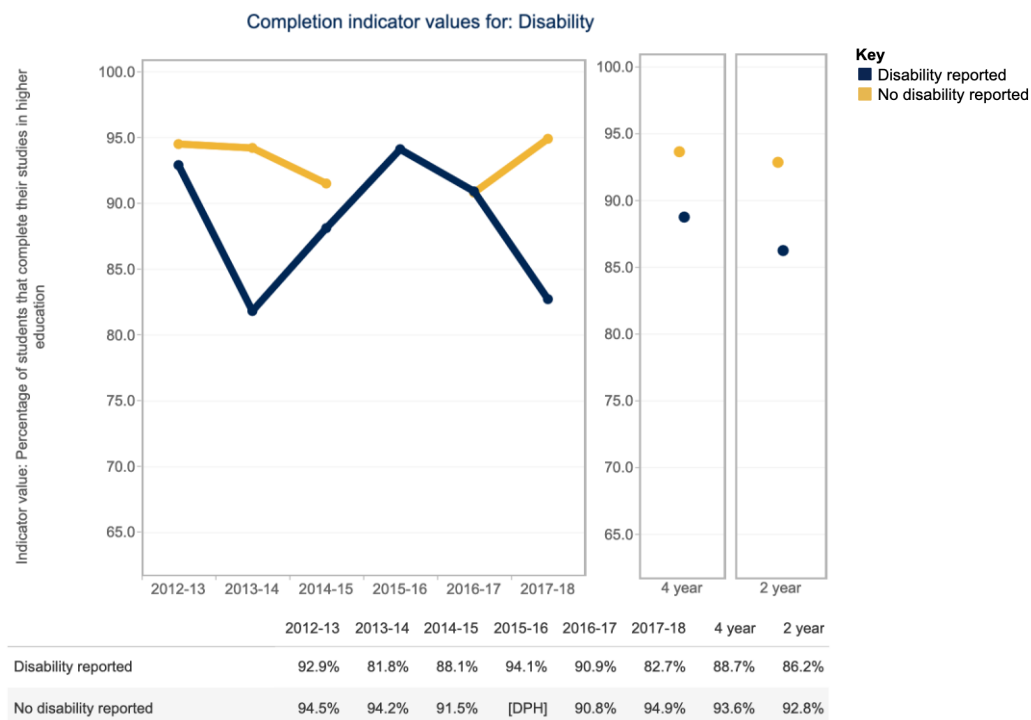
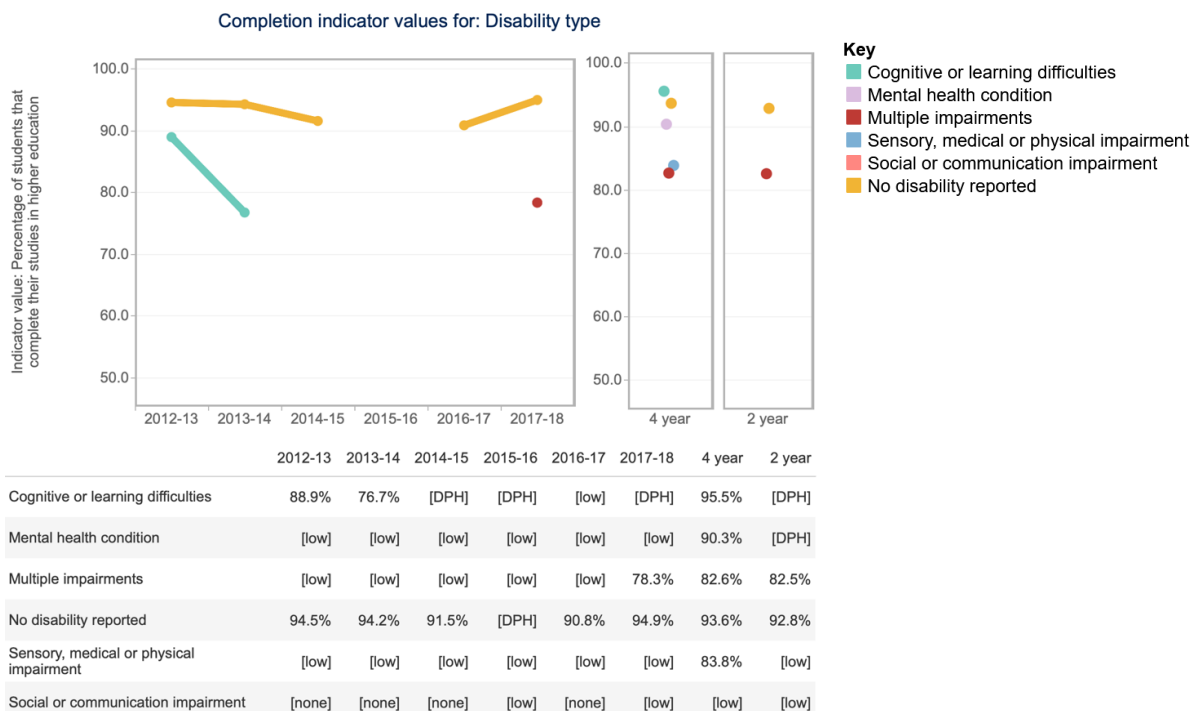


Fig.23



## ABCs

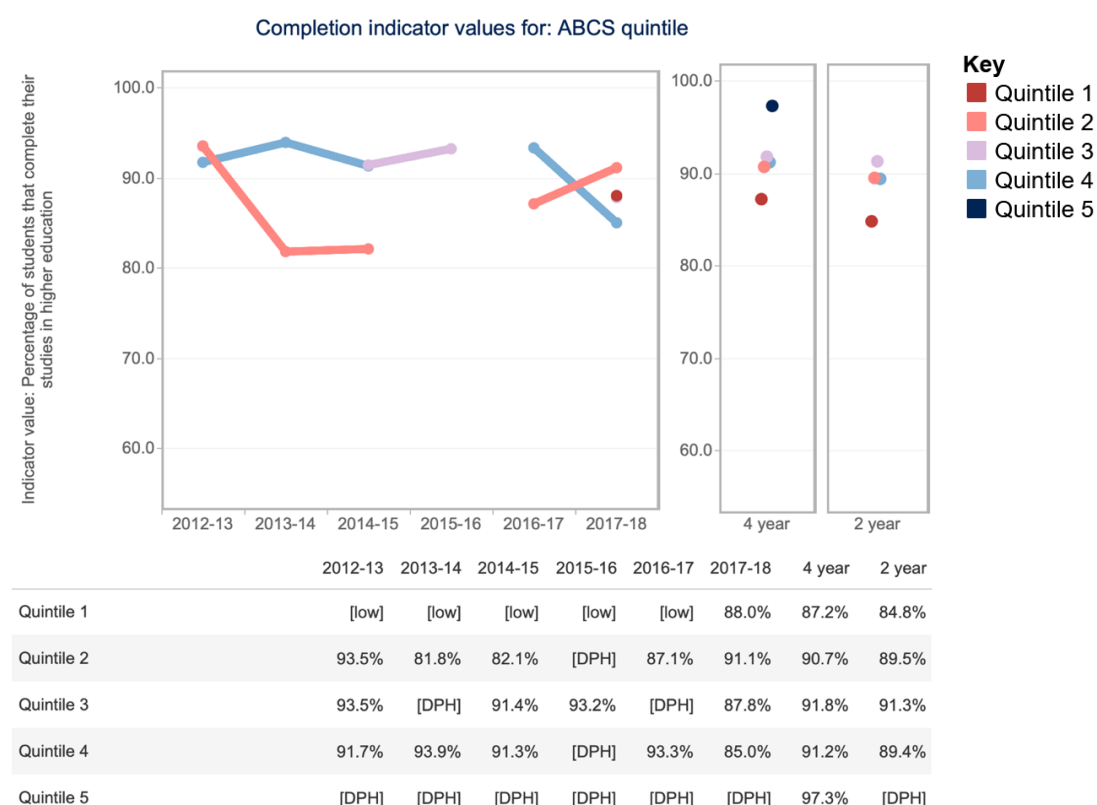
Much of our completion data for individual ABCs quintiles are very small and therefore suppressed on annual basis. This affects particularly the target Quintile 1 – most disadvantaged learners.

(N=[1,931] in the 4-year aggregate) and the comparator Quintile 5 – least disadvantaged learners (N=[2,331] in the 4-year aggregate).

The completion rate of Quintile 1 students at Rose Bruford is 87.2% (4-year aggregate), reducing to 84.8% across the most recent two years of data (2-year aggregate) (Fig.24). This is still well above the sector rate of 72.8% (4-year aggregate).

The gap in completion with Quintile 5 students is 10.1pp – less than half of the sector gap of 23.2pp. Given our very small data sets, the newness of the measure, and our performance relative to the sector, we will not be assigning this risk indicator as a priority target area for Success but will continue to monitor our performance.

Fig.24



### Students Eligible for Free School Meals (FSM) at Key Stage 4

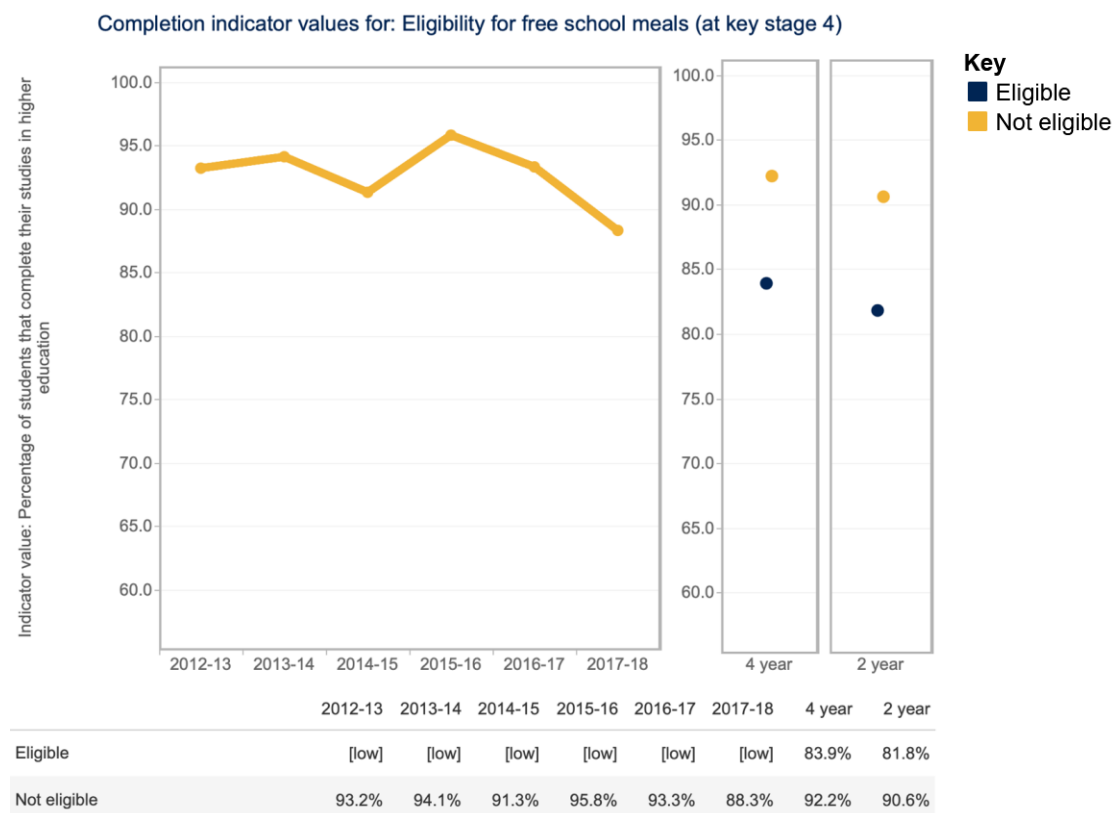
FSM eligible students at Rose Bruford complete studies at a rate of 83.9% (4-year aggregate), which almost exactly matches the sector completion rate of 83.1% (Fig.25).

The gap in completion with the comparator, non-FSM eligible students, is 8.3pp (4-year aggregate) – bigger than the sector gap, 7.7pp.

We note that our data sets for FSM eligible students are extremely small (N=[10,19] in the 4-year aggregate) and have therefore been suppressed annually.

Given that, we will not be designating this risk indicator a priority target area for Success in this plan. We will continue to monitor completion of the target group in the long term.

Fig.25



## ANALYSIS - ATTAINMENT

This section provides our performance with respect to the attainment of our students from key target groups. Attainment is measured as the proportion of students who achieve a 'good degree', i.e., a First (1<sup>st</sup>) or a 2:1 degree outcome.

Overall, attainment at Rose Bruford stands at 91.9% (4-year aggregate) - much higher than the sector rate of 80.5% in the same period.

### Index of Multiple Deprivation (IMD) 2019

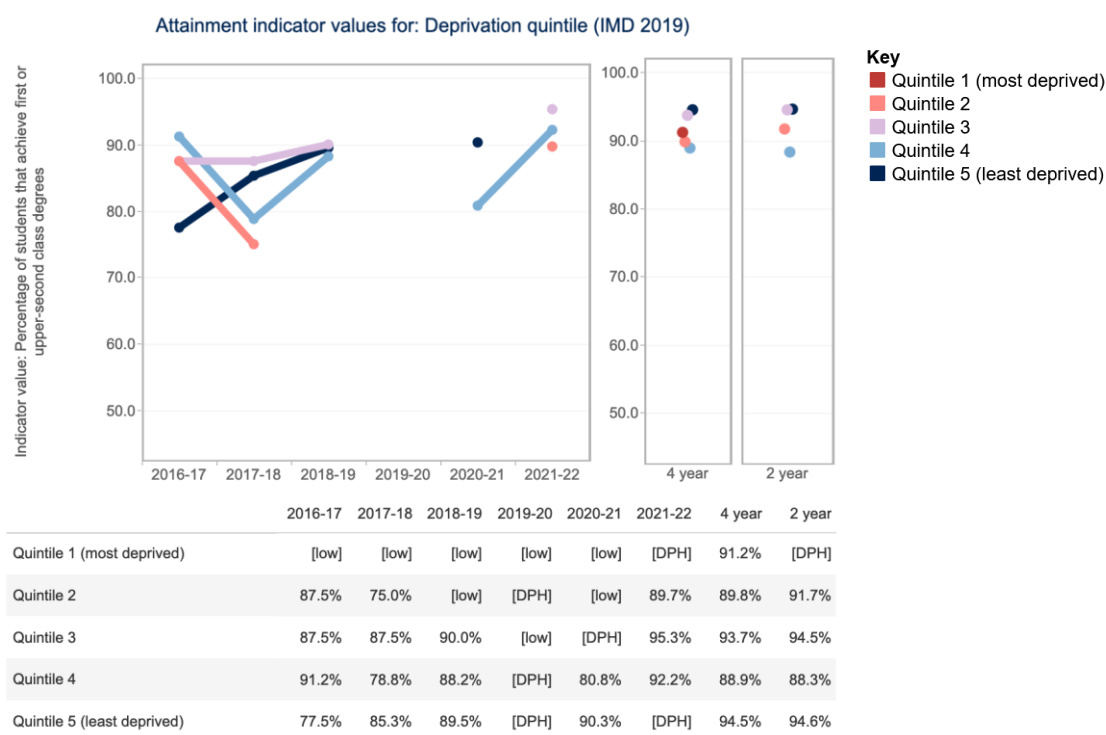
Students from IMD Quintile 1 have consistently lower attainment outcomes (First or 2:1 degree awards) than their Quintile 5 peers over the latest 4-year aggregate period (2018-19 to 2021-22).

The attainment rate for IMD Quintile 1 is 91.2% (4-year aggregate) - significantly better than the sector gap of 70.4% (Fig.26). The attainment gap with the comparator, students from IMD Quintile 5, is 3.3pp, compared to the 16.9pp in the sector.

We note that our data sets are very small for Quintile 1 (N=[11,29] in the 4-year aggregate) and relatively small for Quintile 5 (N=[36,69] in the 4-year aggregate), resulting in suppression for some or all of the qualifying years in the aggregate.

Given the performance comparison to the sector and our small data, we will not be designating this risk indicator a priority target area for Success in our plan. We will however continue to monitor our performance in the area over the long term.

Fig.26



### TUNDRA (Low Participation Neighbourhoods)

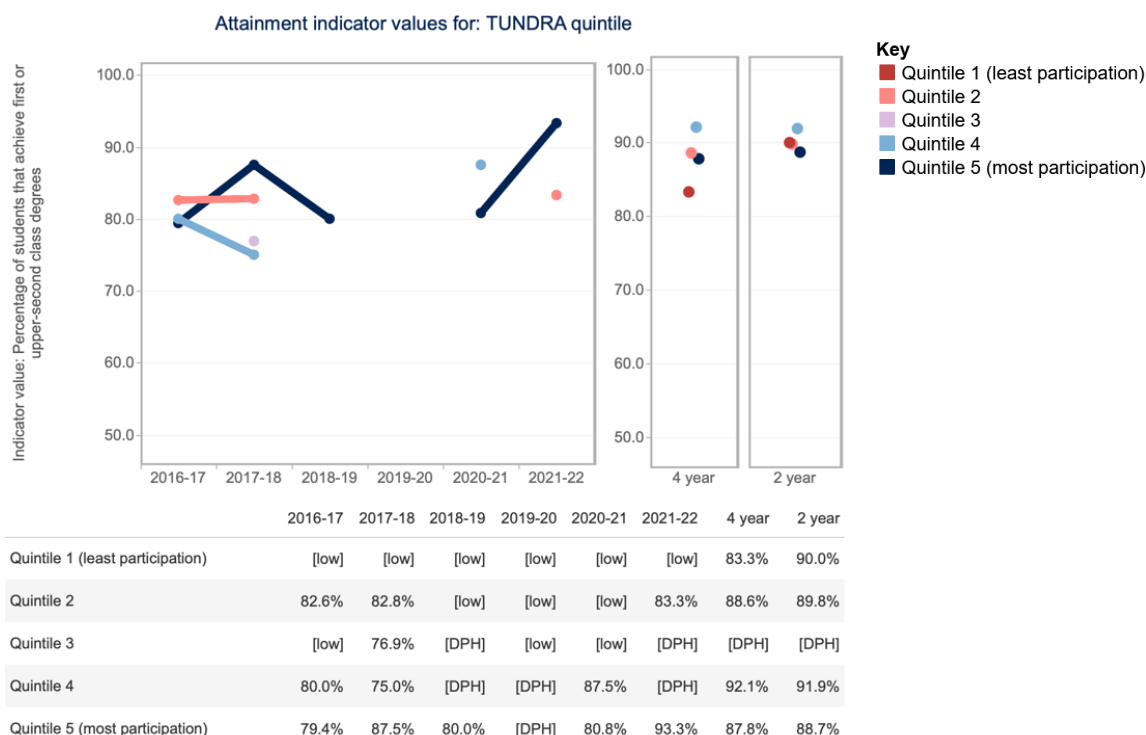
Data by TUNDRA quintiles are very small and have been suppressed for Quintile 1 (N=[13,27] in the 4-year aggregate) across all years, as well as for some years for Quintile 5 (N=[34,74] in the 4-year aggregate).

The attainment rate of our students from Quintile 1 is 83.3% (4-year aggregate) – higher than the sector rate of 78.3% over the same period (Fig.27).

The gap in attainment with the comparator group, our students from Quintile 5, is 4.5pp (the gap widens to 8.8pp when comparing Quintile 1 student attainment outcomes to those of Quintile 4 students). The sector gap with Quintile 5 students, 5.8pp, is larger than ours.

With our small data sets in mind, and our comparable performance to the sector, we will not be including this risk indicator as a priority target area for Success. We will continue to monitor our performance on this measure.

Fig.27



## Students from Global Majority

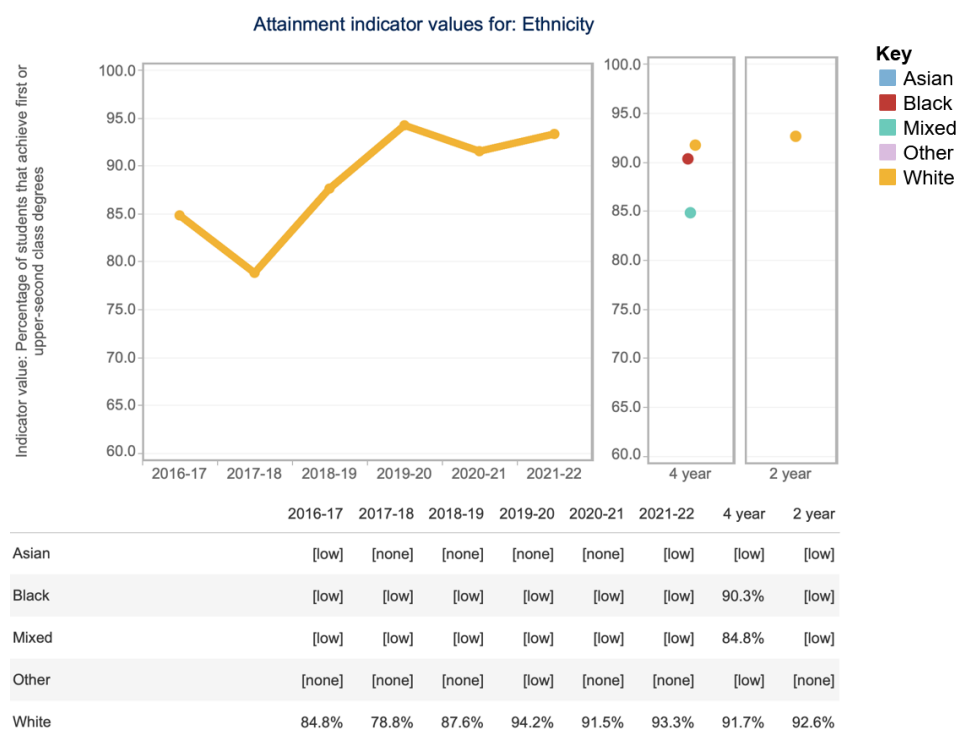
Our ethnicity data are very small (N=[12,31] across all ethnic categories and years in the 4-year aggregate) and suppressed across all non-White ethnicities and for all years.

Still, for example the attainment rate of our Black students is 90.3%, which is significantly higher than the sector rate of 64.1% (Fig.28).

The gap with White students is 1.4pp (4-year aggregate) – much smaller than the sector gap of 20.2 pp.

With that in mind, we will not be assigning this risk indicator as a priority target group for Success in our plan.

Fig.28



## Disabled Students

Overall, 90.1% of our disabled students achieve a good attainment outcome (4-year aggregate). This is significantly better than the sector rate of 79.7% over the same period (Fig.29).

The gap in attainment with the comparator, students with no reported disability, is 2.6pp (rising to 3.9pp over the 2-year aggregate) – much larger than the sector gap of 1pp (0.3pp in the 2-year aggregate).

While our data sets by type of disability are very small (no more than 23 students in any given year across the different types). There, we note that students with multiple impairments have had the lowest attainment rate, at 83.6%, and a gap of 9.2pp (Fig.30). However, the limited data make meaningful assessment based on disability type very difficult.

Looking at the attainment outcomes of our disabled students overall, we consider them an area of concern and will include them as a priority target area for Success in our plan.

Fig.29

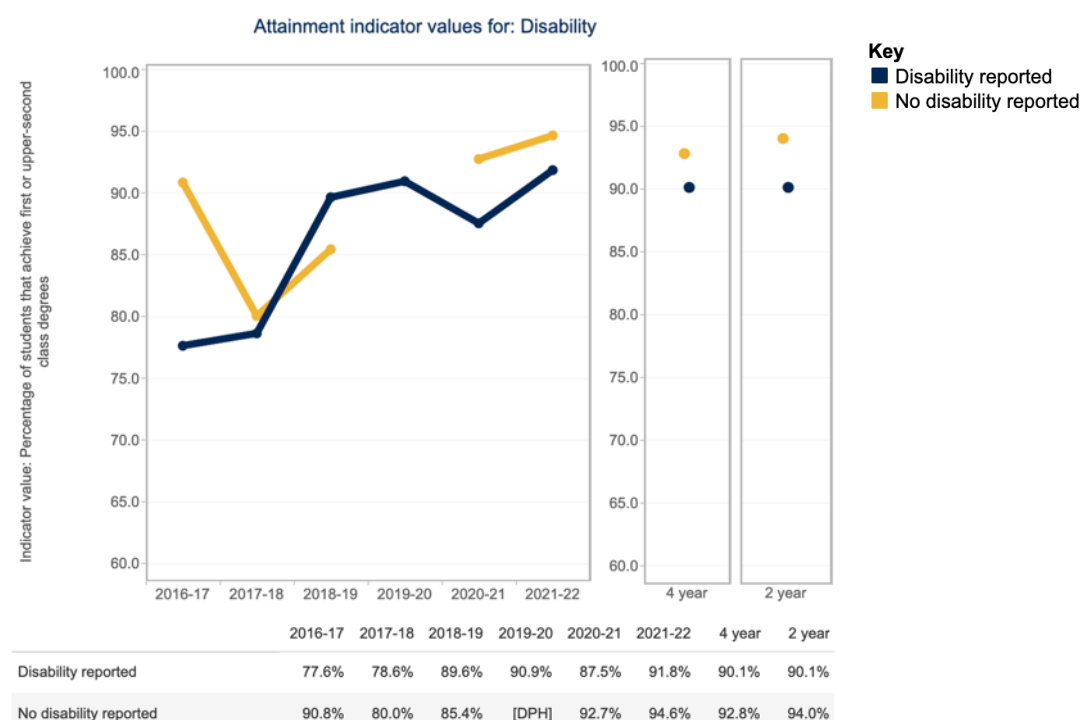
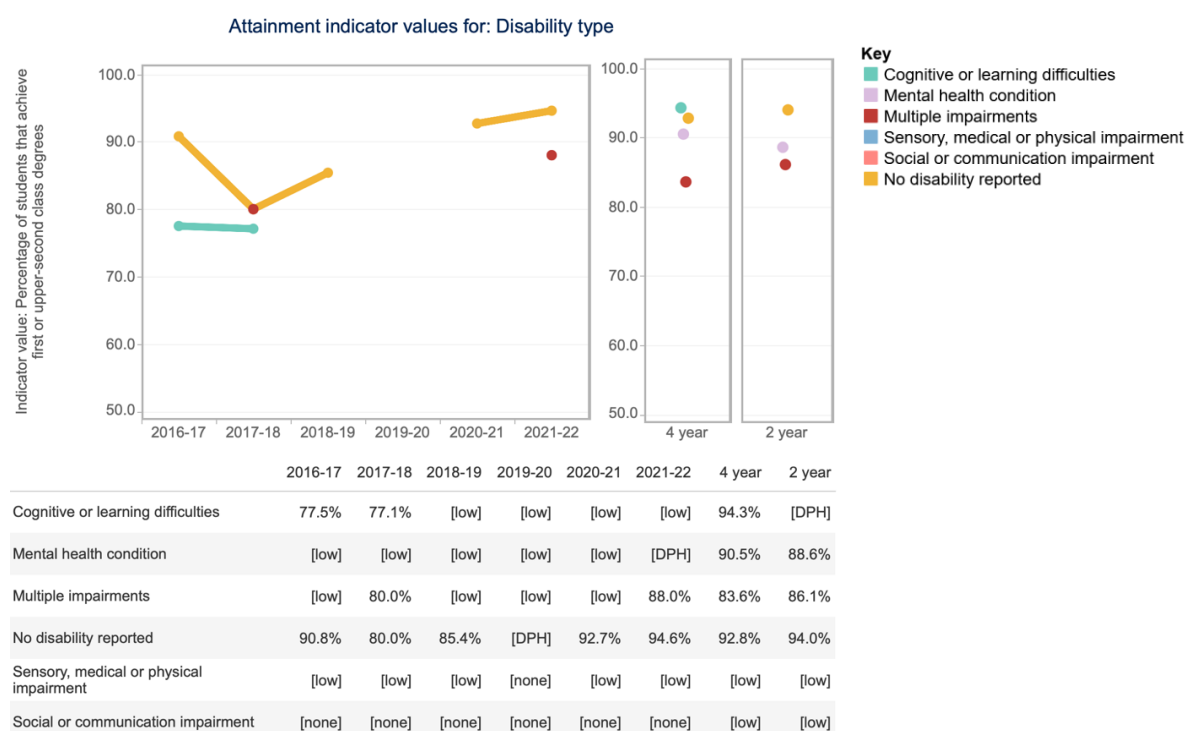


Fig.30



## ANALYSIS - PROGRESSION

This section provides our performance in relation to the progression of students from the OfS key target groups. Progression is measured in terms of graduate destinations into the labour market or elsewhere that include being employed in a highly skilled professional or managerial job, or undertaking further study, or another positive outcome.



At Rose Bruford, progression is 67.9% (4-year aggregate), which lags the sector rate of 72.6%. Due to the nature of the industries in which our students work, Graduate Outcomes data may not be a reliable source to the extent of their success.

Our students leave us as successful artists or technical professionals, and, in line with our ambitions, may pursue a variety of careers whilst carrying performing arts as a valuable and enriching part of their lives. Given this and the limited data we have on progression outcomes, we will endeavour to collaborate with peer institutions to bolster the data and to establish a more helpful definition of graduate success for those pursuing careers in our sector.

### Index of Multiple Deprivation (IMD) 2019

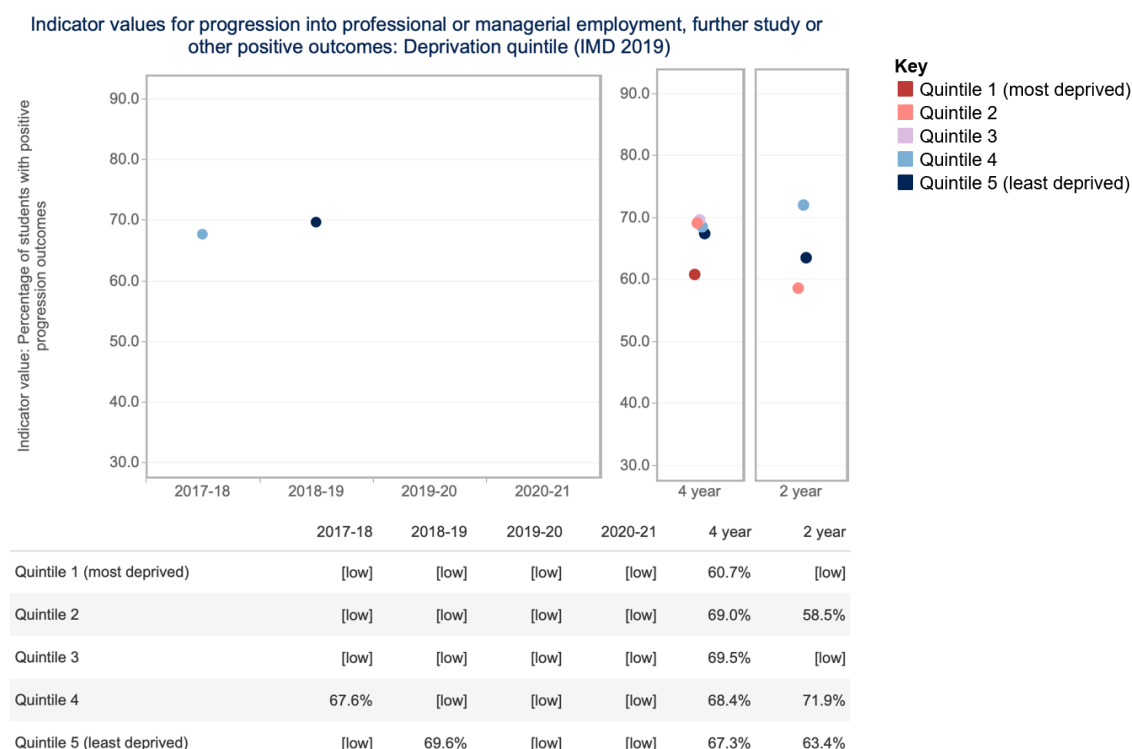
Most of our annual data for this measure are suppressed due to extremely small cohorts (N=[7,23] across IMD Quintiles 1 and 5, and all years in the 4-year aggregate).

The 4-year aggregate data show a progression rate of 60.7% for IMD Quintile 1 students – lower than the sector rate of 66.4% (Fig.31).

The gap in progression with the comparator group, students from IMQ Quintile 5, is 6.6pp – smaller than the sector gap of 10.3pp.

Given our very small data and comparative performance to the sector on this measure, we will not be designating it a priority target area for Progression in our plan. We will continue to monitor our performance on this measure.

Fig.31



### TUNDRA (Low Participation Neighbourhoods)

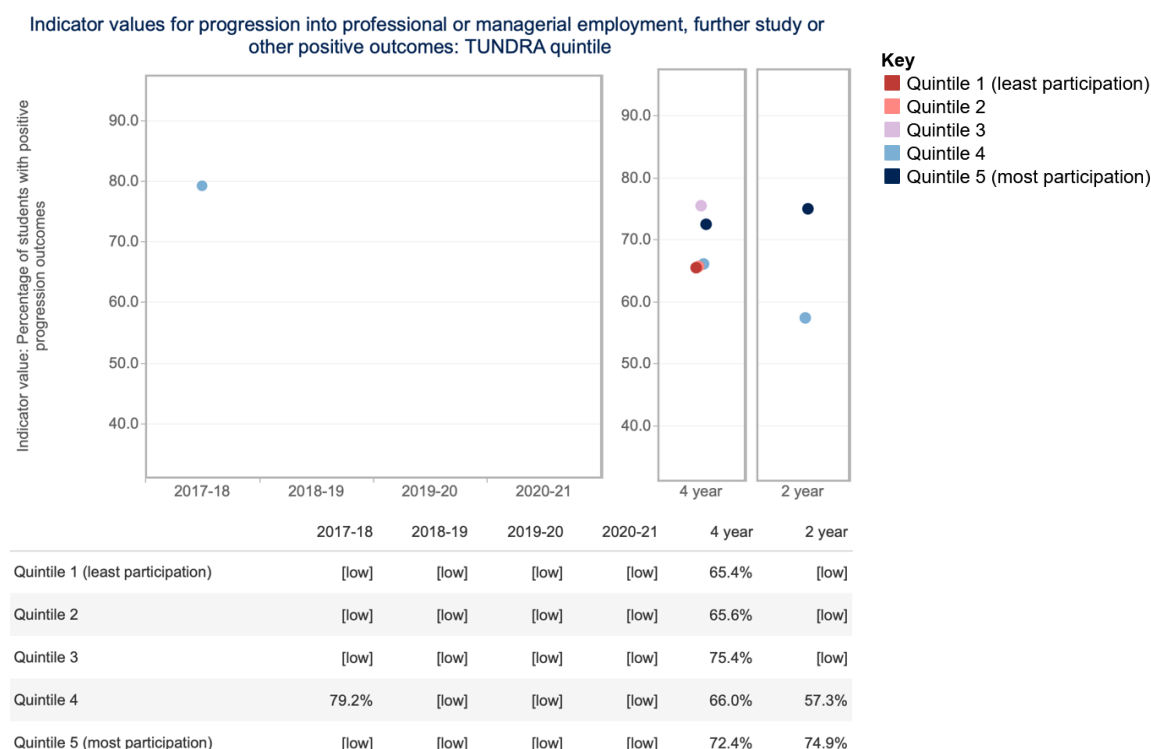
Our data by TUNDRA quintiles are very small and suppressed for annual performance in virtually all quintiles (N=[10,30] across IMD Quintiles 1 and 5, and all years in the 4-year aggregate).

The 4-year aggregate data show a progression rate of 65.4% for TUNDRA Quintile 1 students – lower than the sector rate of 68.1% (Fig.32).

The gap in progression with the comparator group, students from TUNDRA Quintile 5, is 7pp – marginally larger than the sector gap of 6.5pp.

Given our very small data and comparative performance to the sector on this measure, we will not be designating it a priority target area for Progression in our plan. We will continue to monitor our performance on this measure.

Fig.32



### Mature Students (21 years and over)

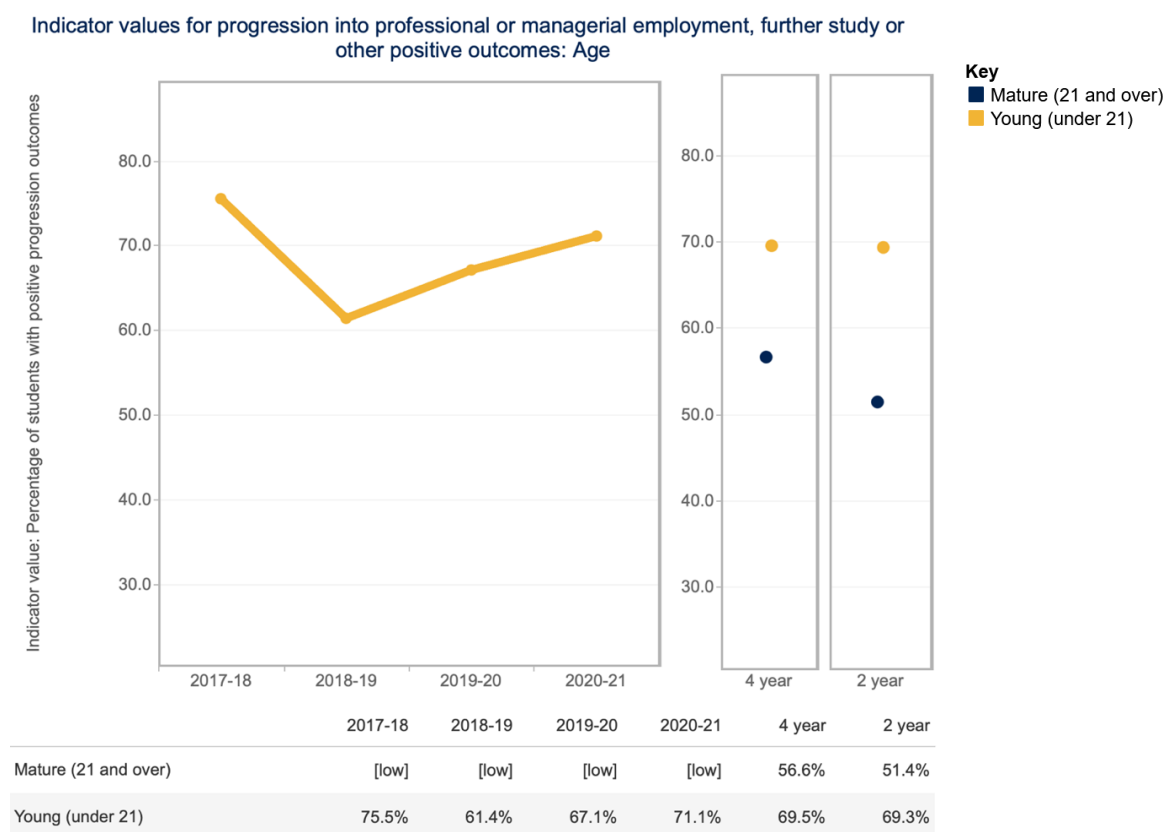
Mature learners at Rose Bruford have progression rate of 56.6% (4-year aggregate), which is significantly smaller than the sector rate of 72.8% (Fig.33).

The gap in progression with the comparator group, young students (<21y.o.) is 12.9pp (4-year aggregate). The gap increases to 17.9pp over the 2-year aggregate (two most recent years of data). In contrast, the sector gap over the 4-year aggregate is only 0.3pp (up to 1.4pp over the 2-year aggregate).

However, our mature student numbers are very small (fewer than 30 students per academic year), and our annual performance data have been suppressed across all years of the 4-year aggregate.

Given the very small intake of mature students, we have decided not to designate the group a priority target area for Progression in this plan. Instead, we will continue to monitor our performance in this area and explore ways to enhancing the career and employability support we provide specifically to mature students.

Fig.33



## SUMMARY OF TARGET AREAS

We have used the initial performance assessment above and the emerging indicators of risk (i.e. measures where our performance is weak) to signpost to the priority areas for further investigation and/or including as target areas in the new Access and Participation Plan (APP). In summary, these areas are:

### Access

- Students from the most disadvantaged backgrounds (IMD Quintiles 1 and 2) compared to their most advantaged peers (IMD Quintile 5).
- Global Majority students (Black and Asian students in particular).

### Continuation

- Disabled students, compared to students without declared disability.

### Completion

- Disabled students, compared to students without declared disability.

### Attainment

- Disabled students, compared to students without declared disability.

### Progression

- No targets are included in this area.

## Areas for Continued Monitoring

The priority areas for continued monitoring are:

- ABCS Quintile 1 student enrolment rate and completion gap (with ABCS Quintile 5).
- FSM eligible student enrolment rate and completion gap (with non-FSM eligible students).
- IMD continuation, attainment, and progression gaps (Quintiles 1 and 2 vs. Quintile 5)
- TUNDRA completion, attainment, and progression gaps (Quintiles 1 and 2 vs. Quintile 5)
- Mature learner progression gap (with young students).

## **RISKS TO EQUALITY OF OPPORTUNITY**

We have considered the identified indicators of risk against the national Equality of Opportunity Risk Register (EORR). This highlights 12 risks that are of national concern, and which are more likely to affect students with particular characteristics.

### **Access (Pre-Enrolment)**

The first four (5) Risks on the EORR relate to the Access (pre-enrolment) area, and we note that all 5 risks are generally more likely to have impact on outcomes for the target groups we have identified in relation to enrolment outcomes (disadvantaged students, measured by IMD, TUNDRA and students from the Global Majority).

We have therefore considered all 5 Risks in relation to our context at Rose Bruford, and in consultation with our community of staff and students. We have also considered Risk 10 – Cost pressures.

The following summarises our context in relation to each risk, considerations of whether it is occurring, and potentially the cause of the indicators of risk (i.e. poor performance) we have identified. Further information can also be found in the main Access and Participation Plan, and in Annex B.

### ***Risk 1 – Knowledge and Skills***

Our review of the literature indicates that applicants from our target groups often have fewer opportunities to develop the necessary skills and knowledge for higher education and specialised performing arts programs in particular. The competitive nature and the experience and expertise required to demonstrate in applications mean that many young people from underrepresented backgrounds face significant challenges stemming from lack of engagement opportunity and support with relevant skills development in the performance arts at school and college.

Literature highlights the systemic undervaluing of creative subjects in state-funded compulsory education and its varying provision of extracurricular opportunities. Students from low socioeconomic backgrounds encounter significantly less exposure to creative subjects before reaching university compared to their more affluent counterparts. Ashton and Ashton (2022)<sup>8</sup> discuss the stark disparity in access to creative subjects between students in private schools and those in state-funded schools.

The Campaign for the Arts (2023)<sup>9</sup> highlights the evidence of a concerning reduction in children's access to music and drama in schools since 2010, with primary schools experiencing a decrease of up to 48% and secondary schools 23%.

The nationally deteriorating education context for the performing arts affects also the acquiring and developing of relevant knowledge and skills in the lead up to higher education. This is particularly pertinent for HE courses in related subjects like Production, Costume Design, Stage Management, and Creative Lighting, which we offer and where exposure to them and opportunities to engage with them for our prospective students vary significantly by school, college, and extracurricular access.

<sup>8</sup> Ashton, H. & D. Ashton. 2022. Creativity and the curriculum: educational apartheid in 21st Century England, a European outlier? *International Journal of Cultural Policy*, 29(4), 484–499. <https://doi.org/10.1080/10286632.2022.2058497>

<sup>9</sup> Campaign for the Arts. 2023. Campaign for the Arts and Cultural Learning Alliance: Joint representation to the Spring Budget 2023. <https://www.campaignforthearts.org/wp-content/uploads/2023/03/CFTA-CLA-Spring-Budget-2023-representation.pdf>

This Risk is an area of concern for us because in our observations students from disadvantaged backgrounds are less likely to have experience of the theatre, e.g., through school visits, and cultural capital related to knowing about dramaturgy, staging, costumes, lighting, etc.

Our own students often claim that their interest in pursuing performing arts at university came about by chance, and that exposure to the theatre at school would be a significant contributor to pursuing it in tertiary education and as a career. In recognition of that, we must dedicate our outreach work to improving access and attainment and aspiration raising through targeted outreach activities, including:

- Developing partnerships with schools and colleges to influence curricular and extracurricular exposure of learners to the performing arts, and
- Supporting learners with information, guidance, and skills development towards studying performance arts in higher education.

### ***Risk 2 – Information and Guidance***

Information, advice, and guidance have diminished in supply and quality since the career education reforms of 2012 and the resultant loss of Career Education, Information, Advice, and Guidance (CEIAG) advisors at many schools (Education Committee, 2023)<sup>10</sup>.

In the context of performing arts and creative industries, this includes also being aware of the various training opportunities, dispelling negative myths about career prospects and earning potential, and understanding of the variety of job roles in the creative industry and of the unique aspects of applying to study performing arts in higher education, and in particular applying to do so at a specialist HE provider like Rose Bruford.

The specific knowledge of what specialist providers look for to demonstrate in auditions is often missing, as compulsory education typically focuses on standard application processes for higher education. While there are exceptions, the disparity in the provision of information, guidance, and support at school with preparation to audition for performance arts university degree is likely to disadvantage the already disadvantaged learners most (Thompson, 2019)<sup>11</sup>.

Young people from disadvantaged backgrounds and underrepresented groups are particularly exposed to negative impacts on their aspirations, awareness, attainment, and decision-making. Providing relevant information to young people before the age of 16 enables them to make informed post-16 choices and to better understand the pathways to higher education and specialised performing arts training.

Providing support with the preparation for auditions and interviews, including by removing associated fees and funding applicant travel to the place of audition and interview, makes the application process more equitable for disadvantaged and underrepresented applicants.

This Risk has implications also for student transition and on-course performance. Lack of opportunities to engage with and learn about creative subjects before university is a highly likely contributing factor to the persistent gaps in outcomes between disadvantaged learners and their more advantaged peers (EPI, 2020)<sup>12</sup>. Disabled learners, for example, may have conditions that impact their ability to read, assimilate, and/or organise, and hence require additional transition and on-going support post-enrolment.

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<sup>10</sup> Education Committee. 2023. Careers Education, Information, Advice and Guidance.

<https://committees.parliament.uk/publications/40610/documents/198034/default/>

<sup>11</sup> Thompson, R. 2019. Education, Inequality and Social Class. Expansion and Stratification in Educational Opportunity. Routledge. <https://doi.org/10.4324/9781315141749>

<sup>12</sup> Education Policy Institute. 2020. Education in England: Annual Report 2020. <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

The Risk is therefore another area of concern for us. We know from applicant data that our students value personalised information and guidance about courses, study at university generally, and graduate prospects, and support with navigating our application process.

Our intervention strategies must therefore include provision of robust information and guidance opportunities for applicants, teachers/advisors, and parents/guardians, as well as targeted support around preparation to apply. We must also consider strategies for curricular and extracurricular academic support, e.g., for disabled students, that may include embedding recommended reasonable adjustments into our modules and courses regardless of whether students have declared disability (Disability UK, 2022)<sup>13</sup>.

### ***Risk 3 – Perceptions of Higher Education***

Higher education in creative subjects associates with perceptions of elitism and inaccessibility to learners from less affluent backgrounds. Learners from the Global Majority and from lower socioeconomic backgrounds are more likely to hold such perceptions and as a result to pursue HE courses they see as offering more stable and lucrative career paths. This is evidenced through demographic data on the creative industries workforce from Arts Council England (2023)<sup>14</sup>.

Early positive interactions with higher education, and the performing arts as a viable higher education pursuit, are vital for fostering a positive perception of university as accessible, welcoming, and beneficial. Introducing prospective students to what Rose Bruford offers, both in terms of our courses and student productions, can significantly enhance this perception and increase the likelihood of applying. So can engaging learners in productive and enjoyable activities that help them develop experience and skills in our subjects and prepare them to apply to these subjects.

To achieve this, we need to incorporate mentorship and role modelling by current Rose Bruford students into our outreach activities in order to demonstrate how diverse our student body and learning opportunities are, and therefore that all learners from any background would fit in and feel they belong to our College. We already employ diverse audition and interview panels, and now need to work on diversifying our staff and show our diversity of people, ideas, and cultural output to prospective students.

### ***Risk 4 – Application Success Rates***

Our admissions decisions are heavily weighted towards our auditions and interviews. Young people from IMD Q1/Q2 and the Global Majority backgrounds are likely to have fewer opportunities to gain the skills, experiences, and support to excel at the auditions and interview stage, which has a significant impact on their application outcomes.

Our performance on access of IMD Q1/Q2 and Global Majority students lags the national levels of applications (UCAS, 2024)<sup>15</sup>, which are 13% (POLAR Quintile 1 applicants), 16% (Asian applicants), and 10% (Black applicants) [vs. 11%, 1%, and 6%, respectively, in our 4-year aggregate data between 2018-19 and 2021-22].

We have already put measures in place to support applicants through e.g. contextual admissions and fee waivers for auditions and interviews. For example, we consider contextually applicants based on age, disability, or care leaver experience, and can make offers at a lower tariff or no tariff at all, subject to application and performance in the audition. We recognise however that there is still more we could do to support positive outcomes for disadvantaged students and have outlined our intentions in this area in the 'Accessible Auditions' activity of Intervention Strategy 1.

### ***Risk 5 – Limited choice of course type and delivery mode***

We are limited due to our size and our delivery model in terms of the flexibility of provision we can offer.

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<sup>13</sup> Disability Rights UK. 2022. Adjustments for disabled students and apprentices.

[https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices#\\_Toc119421704](https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices#_Toc119421704)

<sup>14</sup> Arts Council England. 2023. Equality, Diversity and Inclusion: A Data Report, 2021-2022.

<https://www.artscouncil.org.uk/media/22187/download?attachment>

<sup>15</sup> UCAS. 2024. 2024 cycle applicant figures – 30 June deadline. <https://www.ucas.com/undergraduate-statistics-and-reports/ucas-undergraduate-releases/applicant-releases-2024-cycle/2024-cycle-applicant-figures-30-june-deadline>

Our courses replicate aspects of the performance industry, including by gearing taught modules towards engaging students in staging and delivering live events and performances. This makes, for example, offering part-time undergraduate study difficult, especially as all our subject areas intertwine in the delivery of the live events and performances. means it is tricky for us to offer courses in a part time capacity, especially as all our subject areas intertwine to make these performances happen.

With the majority of our students falling in the 'young' category (<21 y.o.), we do not consider this Risk a priority. We will continue to monitor the flexibility aspect of our provision, not just at degree and award levels, but also in terms of delivery, by exploring mixing face-to-face with online learning and block teaching, both of which are already offered successfully in some of our subjects.

### ***Risk 10 – Cost Pressures (pre- and post-entry)***

Over the last two years 9 in 10 HE students report experiencing a rise in their cost of living, more than 9 in 10 worry about that, nearly 50% feel they are in a financial difficulty, 60% of those who receive a student loan consider it insufficient to cover their cost of living, 30% have taken on more debt, and nearly 80% worry about the impact of the financial squeeze on their learning (Johnson & Westwood, 2023)<sup>16</sup>.

The 2024 Student Academic Experience Survey delivered by Advance HE and HEPI<sup>17</sup> flags up the continuing rise of students who take term-time employment (56% in the 2024 edition of the survey vs. 55% in 2023) that went up by more than 10% since 2022. This picture matches our own observations and data on students at Rose Bruford. Cost of living pressures on student finances and term-time work, which has been the most common approach student take to relieve those pressures, are exacerbated further by the demands in terms of time and focus on learning that are required of students on performing arts degrees. Students on our Acting courses, for example, often put in c.35 hrs a week on in-module learning, rehearsals, and other production related work.

National data and our own observations indicate that there is a significant pressure on students, including our own, to balance course requirements with the financial necessity of paid work. The pressure is particularly evident for students from our target groups: IMD Quintiles 1 and 2, and students from Global Majority backgrounds.

Cost pressures do not apply only to the on-course part of the student life cycle at Rose Bruford and other specialist HE providers. For many disadvantaged learners, the cost of preparing to apply, including by attending outreach activities, preparing for auditions and interviews, and attending their audition and interview, may be prohibitive. This Risk is therefore a concern for us both in the pre- and post-application parts of the student journey, and we must adopt financial support strategies that relieve financial pressures on our prospective and enrolled students through e.g., fee waivers for participation in our outreach activities and the application process, travel bursaries for attending auditions and interviews, and on-course financial support in the form of bursaries and hardship funds.

### **On-Course (Student Success)**

The remaining Risks on the EORR relate to the on-course and progression areas. Our on-course and progression data are generally positive, with gaps below or around the sector averages where gaps exist, except our disabled students.

We have identified the 'access' Risk 2 and 'on-course' Risks 6,7, 8, and 10, as most relevant in our context, which leaves out 'on-course' Risks 9 ('Ongoing impact of coronavirus') and 11 ('Capacity issues') and the 'progression' related Risk 12 ('Progression from higher education'). Further information can also be found in references in the main Access and Participation Plan, and in Annex B.

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<sup>16</sup> Johnston, C. & A. Westwood. 2023. Cost of living and higher education students, England: 30 January to 13 February 2023. Office for National Statistics.

<https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/bulletins/costoflivingandhighereducationsstudentsengland/30januaryto13february2023>

<sup>17</sup> Student Academic Experience Survey 2024. Advance HE. <https://documents.advance-he.ac.uk/download/file/document/10746>



### ***Risk 6 – Insufficient Academic Support and Risk 7 – Insufficient Personal Support***

Due to our small cohort sizes and our delivery model, our students receive small group teaching. Personal tutoring and peer support at Rose Bruford are not universally embedded. Setting up peer-learning and learning communities is an effective approach to fostering academic integration that has the potential to narrow equity gaps for disadvantaged, disabled, and Global Majority students (e.g., Johnson et al., 2020)<sup>18</sup>. Personal tutoring links to increases in sense of belonging and satisfaction through students feeling more connected (Palmer et al., 2009)<sup>19</sup>, which is particularly important in the First Year of undergraduate study, during their transition to higher education (Thomas, 2006; Reinheimer & McKenzie, 2014)<sup>20,21</sup>.

Belonging, which is determined by how successfully students integrate academically and socially, appears to be a major determinant of student continuation, completion, and attainment, particularly for disadvantaged and non-traditional student groups (Pedler et al., 2022; Ahn & Horward, 2023)<sup>22,23</sup>. Providing targeted academic and personal support early on during transitioning is especially effective for e.g., disabled students (Safer et al., 2020)<sup>24</sup>.

Risks 6 and 7 are therefore of relevance to us and we must address them through implementation of support structures, activities, and staff training that help identify who needs what support, and enable us to provide the support effectively.

### ***Risk 8 – Mental Health***

Rose Bruford has an above average proportion of students declaring a disability (33.3% vs. 16.7% in the sector), 1/3<sup>rd</sup> of whom report mental health conditions (11%). The proportion of students with mental health conditions who enrol at Rose Bruford rose 1 ½ times since 2019-20.

Given the current cost of living situation in the UK, students who would normally not consider themselves to have a mental health condition are also experiencing high levels of stress and worry. In our context, many students, and disabled students with a mental health condition in particular, experience heightened levels of anxiety related to general financial and study pressures and work long hours when preparing live events and performances. Both can add to stress and worsening of wellbeing. Given the deteriorated capacity of the NHS mental health services, our students also struggle to access professional support for their mental health, which exacerbates further negative effects on their studies and wellbeing.

This Risk is therefore of a significant concern, and we must embed into our offer information and support with self-advocacy and declaration, therapeutic activities aimed at mitigating stress, and 24/7 access to specialist mental health support.

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<sup>18</sup> Johnson, M. D., A. E. Sprowles, K. R. Goldenberg, S. T. Margell & L. Castellino. 2020. 'Effect of a Place-Based Learning Community on Belonging, Persistence and Equity Gaps for First-Year STEM Students', *Innovative Higher Education*, 45: 509-531. <http://doi.org/10.1007/s10755-020-09519-5>

<sup>19</sup> Palmer, M., P. O'Kane & M. Owens. 2009. Betwixt spaces: student accounts of turning point experiences in the first-year transition, *Studies in Higher Education*, 34:1, 37-54. <https://doi.org/10.1080/03075070802601929>

<sup>20</sup> Thomas, L. 2006. "Widening Participation and the Increased Need for Personal Tutoring." In *Personal Tutoring in Higher Education*, edited by Liz Thomas and Paula Hixenbaugh, 21–31. Stoke on Trent, UK: Trentham Books.

<sup>21</sup> Reinheimer, D. & K. McKenzie. 2014. The Impact of Tutoring on the Academic Success of Undeclared Students, *Journal of College Reading and Learning*, 41:2, 22-36. <https://doi.org/10.1080/10790195.2011.10850340>

<sup>22</sup> Pedler, M. L., R. Willis & J. E. Nieuwoudt. 2022. A sense of belonging at university: student retention, motivation and enjoyment, *Journal of Further and Higher Education*, 46:3, 397-408. <https://doi.org/10.1080/0309877X.2021.1955844>

<sup>23</sup> Ahn, M. Y. & H. Davis. 2023. Students' sense of belonging and their socio-economic status in higher education: a quantitative approach. *Teaching in Higher Education*, 28(1), 136-149. <https://doi.org/10.1080/13562517.2020.1778664>

<sup>24</sup> Safer, A., L. Farmer & B. Song. 2020. Quantifying Difficulties of University Students with Disabilities. *Journal of Postsecondary Education and Disability*, v33, n1, pp. 5-21. <http://files.eric.ed.gov/fulltext/EJ1273641.pdf>



## Annex B: Intervention Strategies Evidence Base

Intervention Strategy	Activity	Evidence (reference / links)	Key points from evidence and reference to proposed activity
IS1 Enhanced Access and Targeted Outreach Programme.	<p><b>Development of an institutional and targeted approach to provision, outreach, partnerships</b></p> <p><b>Target:</b> students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority.</p> <p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Update our programme offering to attract more diverse learners.</li> <li>• Build a partnership outreach and employer framework.</li> <li>• Enhance our outreach targeting through improved data capture from outreach through</li> </ul>	<p><sup>1</sup>CFE Research. 2023. The benefits of and barriers to collaborative access activity by higher education providers. Report for the OfS.  <a href="https://www.officeforstudents.org.uk/media/3ad6de14-b501-4b3e-be63-d77e23e9ffa/benefits-and-barriers-to-collaborative-access-activity-by-higher-education-providers.pdf">https://www.officeforstudents.org.uk/media/3ad6de14-b501-4b3e-be63-d77e23e9ffa/benefits-and-barriers-to-collaborative-access-activity-by-higher-education-providers.pdf</a></p> <p><sup>2</sup>TASO evidence toolkit, on pre-entry aspiration raising:  <a href="https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/">https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/</a></p> <p><sup>3</sup>TASO evidence toolkit, on pre-entry study and soft skills support:  <a href="https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/">https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/</a></p> <p><sup>4</sup>Universities UK. 2017. Raising Attainment Through University- School Partnerships. <a href="https://dera.ioe.ac.uk/30504/1/Raising-attainment-through-university-school-partnerships.pdf">https://dera.ioe.ac.uk/30504/1/Raising-attainment-through-university-school-partnerships.pdf</a></p> <p><sup>5</sup>TASO. 2021. Summary report: An investigation into the relationship between outreach participation and KS4 attainment/ HE progression.  <a href="https://s33320.pcdn.co/wp-content/uploads/relationship-outreach-attainment-progression.pdf">https://s33320.pcdn.co/wp-content/uploads/relationship-outreach-attainment-progression.pdf</a></p> <p><sup>6</sup>Comunian, R., Dent, T., O'Brien, D., Read, T. &amp; Wreyford, N. 2023. Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category. KCL.  <a href="https://www.kcl.ac.uk/cultural/projects/creative-majority-education">https://www.kcl.ac.uk/cultural/projects/creative-majority-education</a></p>	<p>Evidence indicates that:</p> <ul style="list-style-type: none"> <li>• partnerships with schools, colleges, and community organisations help, e.g.<sup>1</sup> <ul style="list-style-type: none"> <li>○ understand and respond to diversity of needs and barriers to accessing HE,</li> <li>○ engage hard to reach groups, e.g., care leavers,</li> <li>○ increase efficiency through collaboration and learning between partners, and</li> <li>○ extend the reach of small and specialist HE providers.</li> </ul> </li> <li>• partnerships can positively impact the aspirations<sup>2</sup> and attainment<sup>3</sup> of disadvantaged students at, e.g., GCSE level, including the achievement of sufficient grades in the minimum of five GCSEs required for accessing HE<sup>4,5</sup>.</li> <li>• this is even more important given that students from our target groups (low-income families, Global Majority) are less likely to consider and apply to study performance art in HE<sup>6</sup>.</li> <li>• to build effective outreach partnerships, HE providers should seek to engage schools and colleges with high proportion of disadvantaged students<sup>7,8</sup>.</li> <li>• partnerships enable HE providers to offer and engage prospective students in outreach activities like summer schools, campus visits,</li> </ul>

	<p>application to enrolment.</p> <p><b>School, College and Community Partnerships</b> Target: Students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority.</p> <p><b>What is it?</b> Collaborative development and deployment at the partners of outreach activities aimed at attainment raising and CIAG on higher education and specifically, the Rose Bruford offer.</p>	<p><sup>7</sup>Brilliant Club. 2019. Barriers to Access: Five lessons for creating effective school-university partnerships. <a href="https://thebrilliantclub.org/wp-content/uploads/2020/05/Impact-Case-Study-Barriers-to-Access.pdf">https://thebrilliantclub.org/wp-content/uploads/2020/05/Impact-Case-Study-Barriers-to-Access.pdf</a></p> <p><sup>8</sup>Martikke, S., A. Church &amp; A. Hart. 2015. Greater than the sum of its parts: What works in sustaining community-university partnerships. Greater Manchester Centre for Voluntary Organisation.</p> <p><sup>9</sup>Cultural Learning Alliance. 2017. The Case for Cultural Learning: Key Research Findings. <a href="https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf">https://culturallearningalliance.org.uk/wp-content/uploads/2017/08/CLA-key-findings-2017.pdf</a></p> <p><sup>10</sup>Winner, E., T. Goldstein &amp; S. Vincent-Lancrin. 2013. Art for Art's Sake?: The Impact of Arts Education, Educational Research and Innovation, OECD Publishing. <a href="http://dx.doi.org/10.1787/9789264180789-en">http://dx.doi.org/10.1787/9789264180789-en</a></p> <p><sup>11</sup>Office for Students. 2020. Data use for Access &amp; Participation in higher education. Review and recommendations by CFE Research for the Office for Students. <a href="https://dera.ioe.ac.uk/id/eprint/35065/1/data-use-for-access-and-participation-in-higher-education.pdf">https://dera.ioe.ac.uk/id/eprint/35065/1/data-use-for-access-and-participation-in-higher-education.pdf</a></p> <p><sup>12</sup>HEAT. 2024. Tracking, Research, and Evidence. <a href="https://heat.ac.uk/how-it-works/tracking-research-and-evidence/">https://heat.ac.uk/how-it-works/tracking-research-and-evidence/</a></p>	<p>mentorship programmes, projects and project portfolios, skills attainment, HE insight and information events<sup>7,8</sup>.</p> <ul style="list-style-type: none"> <li>disadvantaged students, e.g., from our target groups (low-income families, Global Majority) who have the opportunity to engage in creative activities at school are three times likelier to access HE, and likelier to get graduate employment if they study creative subjects<sup>9</sup>.</li> <li>engagement with performance arts (theatre in particular) can enhance academic performance, verbal skills, and empathy, which in turn can contribute to attainment raising<sup>10</sup>.</li> <li>tracking the engagement of target student groups with outreach activities helps evaluate effectiveness and impact, personalise learner support, and apply evidence-based selection of activities to context, target learners, and learner needs<sup>11,12</sup>.</li> </ul> <p>Through our framework for outreach and partnership work, we will:</p> <ul style="list-style-type: none"> <li>select and establish strategic partner schools, colleges, and community and other organisations.</li> <li>tailor outreach to our partners based on selective combinations of the other activities in this Intervention.</li> <li>establish a data tracking system for our target learners and their engagement with our outreach activities and use the data to evaluate impact.</li> </ul>
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			<ul style="list-style-type: none"> <li>• tailor our provision based on evidence from our tracking system and the impact evaluation it serves of our outreach.</li> <li>• target students from a) the lowest socioeconomic backgrounds (IMD Quintiles 1 and 2) and b) the Global Majority.</li> <li>• raise engagement with theatre and performance.</li> <li>• provide information about studying performance arts in HE through bespoke, targeted, and practical workshops and collaborative activities, and the provision of free tickets to touring Rose Bruford student performances throughout the year.</li> <li>• prepare and support learners to access HE in the performance arts through outbound and inbound skill-building workshops, summer schools, and support with preparing for auditions.</li> </ul>
IS1 Enhanced Access and Targeted Outreach Programme.	<p><b>The World's A Stage!</b> <b>Target:</b> Students from lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority.</p> <p><b>What is it?</b> Development and education through theatre and performance covering a) development of</p>	<p><sup>1</sup>TASO evidence toolkit, on information, advice, and guidance: <a href="https://taso.org.uk/intervention/information-advice-and-guidance/">https://taso.org.uk/intervention/information-advice-and-guidance/</a></p> <p><sup>2</sup>TASO evidence toolkit on multi-intervention outreach: <a href="https://taso.org.uk/intervention/multi-intervention-outreach/">https://taso.org.uk/intervention/multi-intervention-outreach/</a></p> <p><sup>3</sup>TASO evidence toolkit on pre-entry study and soft-skills support: <a href="https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/">https://taso.org.uk/intervention/study-and-soft-skills-support-pre-entry/</a></p> <p><sup>4</sup>Robinson, D. &amp; V. Salvestrini. 2020. The impact of interventions for widening participation to higher education. A review of the evidence. Education Policy Institute. <a href="https://epi.org.uk/wp-content/uploads/2020/03/Widening_participation-review_EPI-TASO_2020-1.pdf">https://epi.org.uk/wp-content/uploads/2020/03/Widening_participation-review_EPI-TASO_2020-1.pdf</a></p>	<p>The evidence on the impact of outreach activities like our outreach programme 'The World's a Stage', summer school 'Showtime Theatre and Performance Academy', CIAG programme 'Scripting the Future', and 'On Tour' showcase of what students can achieve in our courses, suggests that:</p> <ul style="list-style-type: none"> <li>• outreach activities like workshops and subject tasters<sup>1,2,3,4,5</sup>, as well as summer schools<sup>6</sup>, need to include information, advice, and guidance (IAG) to impact positively the attitudes and aspirations of students for HE, their confidence in achieving the required entry qualifications, and their sense of belonging to HE.</li> </ul>

<p>cognitive, and transferrable skills through performance and other activities linked to, e.g., school and college curricula; and b) activities aimed at preparing for application to study performing arts in higher education, and at Rose Bruford.</p>		<p><sup>5</sup>Austen, L., R. Hodgson, C. Heaton, N. Pickering &amp; J. Dickinson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. <a href="http://shura.shu.ac.uk/29312/">http://shura.shu.ac.uk/29312/</a></p> <p><sup>6</sup>TASO. 2023. School's in for the summer: interim findings on the impact of summer schools. <a href="https://cdn.taso.org.uk/wp-content/uploads/TASO_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools.pdf">https://cdn.taso.org.uk/wp-content/uploads/TASO_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools.pdf</a></p> <p><sup>7</sup>Younger, K., L. Gascoine, V. Menzies &amp; C. Torgerson. 2018. A systematic review of evidence on the effectiveness of interventions and strategies for widening participation in higher education. Journal of Further and Higher Education, 43(6), 742–773. <a href="https://doi.org/10.1080/0309877X.2017.1404558">https://doi.org/10.1080/0309877X.2017.1404558</a></p> <p><sup>8</sup>Hoare, T. &amp; R. Mann. 2011. The impact of the Sutton Trust's Summer Schools on subsequent higher education participation: a report to the Sutton Trust. Sutton Trust. <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/summer-school-summary-final-draft.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/summer-school-summary-final-draft.pdf</a></p> <p><sup>9</sup>McCabe, C., K. Keast &amp; M.S. Kaya. 2022. Barriers and facilitators to university access in disadvantaged UK adolescents by ethnicity: a qualitative study. Journal of Further and Higher Education, 46(10), pp. 1434-1446. <a href="https://doi.org/10.1080/0309877X.2022.2086037">https://doi.org/10.1080/0309877X.2022.2086037</a></p> <p><sup>10</sup>Hutchinson, J., H. Rolfe, N. Moore, S. Bysshe &amp; K. Bentley. 2011. All things being equal? Equality and diversity in careers education, information, advice and guidance. Equality and Human Rights Commission Research Series. <a href="https://www.equalityhumanrights.com/sites/default/files/research-report-71-all_things-being-equal-equality-and-diversity-in-careers-education-information-and-advice.pdf">https://www.equalityhumanrights.com/sites/default/files/research-report-71-all_things-being-equal-equality-and-diversity-in-careers-education-information-and-advice.pdf</a></p>	<ul style="list-style-type: none"> <li>• combining different activities into a 'black box' of an outreach programme as we have done here could positively impact participant rates of applying to HE<sup>7</sup>.</li> <li>• programmatic activities can be particularly effective for Global Majority students and those from lower socioeconomic backgrounds<sup>8,9</sup> - our target groups.</li> <li>• integrating IAG aids decision-making and preparation for HE<sup>10</sup> of Global Majority and economically disadvantaged students<sup>11,12</sup>.</li> <li>• providing IAG also helps address concerns and misconceptions about the value and cost of HE<sup>12</sup>.</li> <li>• providing opportunities at Key Stages 3-4 for consuming and participating in performance arts to, e.g., Global Majority students, makes them just as likely to engage as their comparator group, white students<sup>13</sup>.</li> <li>• preparing disadvantaged students for the application process into HE performance arts study by, e.g., preparation support for auditions, can significantly increase application success of learners from our target groups<sup>14</sup>.</li> </ul>
<p><b>Showtime! Summer Theatre and Performance Academy</b> <b>Target:</b> Potential applicants (Y12-Y13)</p> <p><b>What is it?</b> An intensive summer school based at and focused on life and study at Rose Bruford.</p>			
<p><b>Scripting the Future</b> <b>Target:</b> Students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and from the Global Majority.</p>			<p>Through our programme of outreach activities, we will:</p> <ul style="list-style-type: none"> <li>• provide learners at our partner schools, colleges, and community organisations with information and guidance on HE.</li> <li>• support learners with relevant skills development and attainment raising towards the required entry qualifications for studying performance arts in HE.</li> </ul>

	<p><b>What is it?</b> Targeted in-school/ college/ community CEIAG sessions on:</p> <ul style="list-style-type: none"> <li>• Knowledge and awareness of HE and career pathways</li> <li>• Application and selection process, student finance</li> <li>• Perceptions and value of theatre and performance</li> </ul>	<p><sup>11</sup>Joseph Rowntree Foundation. 2010. Poorer children's educational attainment: how important are attitudes and behaviour? <a href="https://www.jrf.org.uk/report/poorer-children%E2%80%99s-educational-attainment-how-important-are-attitudes-and-behaviour">https://www.jrf.org.uk/report/poorer-children%E2%80%99s-educational-attainment-how-important-are-attitudes-and-behaviour</a></p> <p><sup>12</sup>BIS. 2015. Understanding progression into higher education for disadvantaged and under-represented groups. <a href="https://assets.publishing.service.gov.uk/media/5a80876f40f0b6230269409a/BIS-15-462-understanding-progression-into-higher-education-final.pdf">https://assets.publishing.service.gov.uk/media/5a80876f40f0b6230269409a/BIS-15-462-understanding-progression-into-higher-education-final.pdf</a></p> <p><sup>13</sup>Mak H.W. &amp; D. Fancourt. 2021. Do socio-demographic factors predict children's engagement in arts and culture? Comparisons of in-school and out-of-school participation in the Taking Part Survey. PLOS ONE 16(2): e0246936. <a href="https://doi.org/10.1371/journal.pone.0246936">https://doi.org/10.1371/journal.pone.0246936</a></p>	<ul style="list-style-type: none"> <li>• provide learners interested in applying to us with admissions related support, e.g., preparation for auditions and interviews.</li> <li>• provide learners with role-modelling and mentoring by student buddies and student ambassadors, and invited professionals, as part of building learner confidence, aspirations, and sense of belonging.</li> <li>• showcase the achievements of current students to help prospective students appreciate what studying performance arts can achieve.</li> <li>• offer entry tariff points and guaranteed contextual offer (e.g., lower entry tariff) to learners who participate and attain sufficiently in specified activities from our outreach programme.</li> </ul>
	<p><b>On Tour!</b> <b>Target:</b> Students and staff from our partners.</p> <p><b>What is it?</b> Provision of free places / tickets on touring Rose Bruford student performances and associated workshops on theatre performance and HE pathways into the performing arts.</p>	<p><sup>14</sup>Comunian, R., Dent, T., O'Brien, D., Read, T. &amp; Wreyford, N. 2023. Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity on 'What Works' to support diversity and inclusion in creative education and the talent pipeline, with a focus on the 16+ age category. KCL. <a href="https://www.kcl.ac.uk/cultural/projects/creative-majority-education">https://www.kcl.ac.uk/cultural/projects/creative-majority-education</a></p>	
IS1 Enhanced Access and Targeted Outreach Programme.	<p><b>Accessible Auditions</b> <b>Target:</b> Students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1) and</p>	<p><sup>1</sup>Causeway Education. 2019. Access Champions: Interim Evaluation Report. Causeway Education.</p> <p><sup>2</sup>OfS. 2022. Schools, attainment and the role of higher education. Insights. <a href="https://www.officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/">https://www.officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/</a></p>	<p>Evidence indicates that:</p> <ul style="list-style-type: none"> <li>• prospective students from our target groups face social capital- and cost-related challenges with preparing to apply for performance arts study in HE, and performing in the admissions process <sup>1</sup>.</li> </ul>

	<p>from the Global Majority.</p> <p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• targeted regional auditions.</li> <li>• targeted travel and expense bursary for attending auditions</li> <li>• wrap-around support pre- and post-audition</li> <li>• unconscious bias and equality of opportunity training for audition assessors.</li> </ul>	<p><sup>3</sup> The Sutton Trust. 2014. What makes great teaching? <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p> <p><sup>4</sup>EPI. 2021. The effects of high-quality professional development on teachers and students: A cost-benefit analysis. <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</a></p> <p><sup>5</sup>Hallam, S. &amp; S. Burns. 2017. Progression in instrumental music making for learners from disadvantaged communities: A Literature Review. Arts Council England. <a href="https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf">https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Literature_review.pdf</a></p>	<ul style="list-style-type: none"> <li>• preparing them for the admissions process does help but can be unaffordable if it involves a fee and / or travel<sup>1</sup>.</li> <li>• removing the cost of attending auditions and interviews through, e.g., waiving attendance fees and providing travel bursary to attend<sup>3,4</sup>, enhance participation for disadvantaged students from our target groups<sup>1</sup>.</li> <li>• offering guaranteed auditions and interviews to applicants from disadvantaged backgrounds <u>and</u> reducing assessor biases through targeted training has been shown to increase the success rate for applicants from our target groups (Goldsmiths, University of London<sup>2</sup>).</li> <li>• embedding mentoring, coaching, and role-modelling as part of the preparation for auditions and interviews reduces non-financial barriers to access for our target student groups, e.g., confidence and sense of belonging<sup>5</sup>.</li> </ul> <p>Our activity aimed at increasing the accessibility of the admissions process to underrepresented students at Rose Bruford will:</p> <ul style="list-style-type: none"> <li>• offer prospective applicants from underprivileged backgrounds auditions locally, or cost-cutting support with attending auditions at our London campus.</li> <li>• provide applicants with support in the lead up to and following their audition or interview.</li> <li>• develop the ability of staff involved with the conduct of auditions and interviews to conduct them inclusively.</li> </ul>
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<p>IS1 Enhanced Access and Targeted Outreach Programme.</p>	<p><b>Teacher CPD programme</b> <b>Target:</b> Teachers of creative subjects and English language and literature.</p> <p><b>What is it?</b> A range of professional development sessions covering, e.g., best practice in teaching theatre and performance, exploring the links to language and literature, and developing students' communication and presentation skills.</p>	<p><sup>1</sup>OfS. 2022. Schools, attainment and the role of higher education. Insights. <a href="https://www.officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/">https://www.officeforstudents.org.uk/publications/schools-attainment-and-the-role-of-higher-education/</a></p> <p><sup>2</sup>The Sutton Trust. 2014. What makes great teaching? <a href="https://www.suttontrust.com/our-research/great-teaching/">https://www.suttontrust.com/our-research/great-teaching/</a></p> <p><sup>3</sup>EPI. 2021. The effects of high-quality professional development on teachers and students: A cost-benefit analysis. <a href="https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/">https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/</a></p> <p><sup>4</sup>Causeway Education. 2019. Access Champions: Interim Evaluation Report. Causeway Education.</p>	<p>Key evidence on the impact of teacher development on learner attainment raising and aspirations for HE shows that:</p> <ul style="list-style-type: none"> <li>• teacher training can have a significant effect on student attainment<sup>1,2</sup>.</li> <li>• raising teaching quality can add a whole month of extra learning to the attainment of disadvantaged students<sup>3</sup>.</li> <li>• providing CPD to educators from school, college, and community organisation partners of HE providers improves: <ul style="list-style-type: none"> <li>○ the guidance students receive on how to apply to HE.</li> <li>○ the guidance on HE linked careers.</li> <li>○ the teaching and learning of skills that help transition into HE</li> <li>○ the application rates to HE<sup>4</sup>.</li> </ul> </li> </ul> <p>Through the activities aimed at educators from our partner schools and colleges, we will:</p> <ul style="list-style-type: none"> <li>• provide developmental support with teaching creative subjects.</li> <li>• foster a continuing conversation about the value of: <ul style="list-style-type: none"> <li>○ including creative subjects in pre-HE curricula,</li> <li>○ studying a creative subject in HE, and</li> </ul> </li> <li>• pursuing a career in a creative subject.</li> </ul>
<p><b>INTERVENTION STRATEGY 2</b></p>			
<p>IS2 Conversion, Transition and</p>	<p><b>Offer to end-of-first year: a transitions pedagogy approach to</b></p>	<p><sup>1</sup>TASO evidence toolkit on post-entry programmes of student support: <a href="https://taso.org.uk/intervention/programmes-of-student-support-post-entry/">https://taso.org.uk/intervention/programmes-of-student-support-post-entry/</a></p>	<p>Evidence indicates that:</p>



<p>Belonging: A whole-of-first-year approach</p>	<p><b>supporting student onboarding</b></p> <p><b>Target:</b> Offer holders and First Year students, with particular focus on IMD Quintile 1, Global Majority, and Disabled students.</p> <p><b>What is it?</b> Structured induction and transition support including:</p> <ul style="list-style-type: none"> <li>• offer holder days for IAG and networking</li> <li>• 1-2-1 support prior to offer acceptance.</li> <li>• Welcome Week programme</li> <li>• First-Year Track – a workshop in- and extra-curricular programme throughout the first year for information and advice, support, and self-reflection.</li> <li>• Review of curricula and assessment through a</li> </ul>	<p><sup>2</sup>Gorard, S. 2006. Review of widening participation research: addressing the barriers to participation in higher education. A report to HEFCE by the University of York, Higher Education Academy and Institute for Access Studies. <a href="https://dera.ioe.ac.uk/6204/1/barriers.pdf">https://dera.ioe.ac.uk/6204/1/barriers.pdf</a></p> <p><sup>3</sup>Perrine, R. M. &amp; J. W. Spain. 2008. Impact of a Pre-Semester College Orientation Program: Hidden Benefits? Journal of College Student Retention: Research, Theory &amp; Practice, 10(2), 155–169. <a href="https://doi.org/10.2190/CS.10.2.c">https://doi.org/10.2190/CS.10.2.c</a></p> <p><sup>4</sup>Beard, L.M., K. Schilt &amp; P. Jagoda. 2023. Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students1. Sociol Forum. <a href="https://doi.org/10.1111/socf.12923">https://doi.org/10.1111/socf.12923</a></p> <p><sup>5</sup>Austen, L., R. Hodgson, C. Heaton, N. Pickering &amp; J. Donaldson. 2021. Access, retention, attainment and progression: an integrative review of demonstrable impact on student outcomes. Advance HE. <a href="https://documents.advance-he.ac.uk/download/file/document/10204">https://documents.advance-he.ac.uk/download/file/document/10204</a></p> <p><sup>6</sup>Blake, S., G. Capper &amp; A. Jackson. 2022. Building Belonging in Higher Education. Pearson &amp; WonkHE. <a href="https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf">https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf</a></p> <p><sup>7</sup>Tinto, V. 2003. Learning Better Together: The Impact of Learning Communities on Student Success. Higher Education Monograph Series.</p> <p><sup>8</sup>Kift, S. 2015. A decade of transition pedagogy: A quantum leap in conceptualising the first year experience. HERDSA Review of Higher Education, 2(1), pp. 51-86. <a href="http://www.herdsa.org.au/system/files/HERDSARHE2015v02p51.pdf">http://www.herdsa.org.au/system/files/HERDSARHE2015v02p51.pdf</a></p> <p><sup>9</sup>Davison, E., R. Sanderson, T. Hobson &amp; J. Hopkins. 2022. Skills for Success? Supporting transition into higher education for students from diverse backgrounds. Widening</p>	<ul style="list-style-type: none"> <li>• support programmes before and during the first year in HE can have small positive effects on continuation and belonging<sup>1,3,4</sup>.</li> <li>• providing support during application, pre-enrolment, and through a structured induction impacts positively on continuation and can have a small positive uplift on student attainment in the first year<sup>2,5</sup>.</li> <li>• pre-arrival support, academic induction, personal tutoring are effective approaches for increasing staff-student and student-student interactions and through that, students’ sense of mattering and belonging<sup>5</sup>.</li> <li>• orientation and induction programmes can boost development of peer capital and self-advocacy skills by disadvantaged students (e.g., first-in-the-family; low family income)<sup>6,8,9</sup>.</li> <li>• belonging to a learning community correlates positively with aspirations and motivation, expectations of oneself, and academic achievement, particularly for less advantaged students<sup>7,10,11,16</sup>.</li> <li>• belonging to a course, subject, and HE provider can demonstrably affect students’ transition, engagement, self-efficacy, satisfaction, retention, and attainment<sup>12,14,15</sup>.</li> <li>• enhancing the inclusivity of curricula, learning resources, and teaching and assessment practices enhances students’ sense of belonging<sup>13,17</sup>.</li> <li>• providing financial support in the form of grants, bursaries, scholarships, and fee-</li> </ul>
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	<p>‘transition pedagogy’ lens.</p> <p><b>Rose Bruford</b>  <b>Communities: Building Belonging</b>  <b>Target:</b> First Year students, with particular focus on IMD Quintile 1, Global Majority, and Disabled students.</p> <p><b>What is it?</b>  Building student and staff communities through a) events and activities promoting belonging; b) reviewing academic curricula for inclusivity and representation of the pedagogy and learning resources; c) HR led focus on recruiting more diverse staff and providing staff CPD on EDI topics.</p> <p><b>Addressing cost pressures through early allocation of financial support</b></p>	<p>Participation and Lifelong Learning, 24(1), pp. 165-186.  <a href="https://eprints.lincoln.ac.uk/id/eprint/49341/">https://eprints.lincoln.ac.uk/id/eprint/49341/</a></p> <p><sup>10</sup>Hamshire, C., R. Forsyth &amp; C. Player. 2018. Transitions of first generation students to higher education in the UK. In: Understanding Experiences of First Generation University Students: Culturally Responsive and Sustaining Methodologies. Bloomsbury Publishing.</p> <p><sup>11</sup>Hurtado, S., J.C. Han, E., V.B. Sáenz, L.L. Espinosa, N.L. Cabrera &amp; O.S. Cerna. 2007. Predicting transition and adjustment to college: biomedical and behavioral science aspirants’ and minority students’ first year of college. Research in Higher Education, 48(7), pp. 841–887. <a href="https://doi.org/10.1007/s11162-007-9051-x">https://doi.org/10.1007/s11162-007-9051-x</a></p> <p><sup>12</sup>Wilson, D., D. Jones, F. Bocell, J. Crawford, M.J. Kim, N. Veilleux, T. Floyd-Smith, R. Bates &amp; M. Plett. 2015. Belonging and Academic Engagement Among Undergraduate STEM Students: A Multi-institutional Study. Research in Higher Education, 56(7), pp. 750–776. <a href="https://doi.org/10.1007/s11162-015-9367-x">https://doi.org/10.1007/s11162-015-9367-x</a></p> <p><sup>13</sup>Freeman, S., D. Haak &amp; M. Wenderoth. 2011. Increased Course Structure Improves Performance in Introductory Biology. CBE Life Sciences Education, 10 (Summer), pp. 175–186. <a href="https://doi.org/10.1187%2Fcbelife.10-08-0105">https://doi.org/10.1187%2Fcbelife.10-08-0105</a></p> <p><sup>14</sup>Zumbrunn, S., C. McKim, E. Buhs, &amp; L. Hawley. 2014. Support, belonging, motivation, and engagement in the college classroom: a mixed method study. Instructional Science, 42(5), pp. 661–684. <a href="https://doi.org/10.1007/s11251-014-9310-0">https://doi.org/10.1007/s11251-014-9310-0</a></p> <p><sup>15</sup>Pedler, M. L., R. Willis &amp; J. E. Nieuwoudt. 2022. A sense of belonging at university: student retention, motivation and enjoyment, Journal of Further and Higher Education, 46(3), pp. 397–408. <a href="https://doi.org/10.1080/0309877X.2021.1955844">https://doi.org/10.1080/0309877X.2021.1955844</a></p> <p><sup>16</sup>Ahn, M. Y. &amp; H. Davis. 2023. Students’ sense of belonging and their socio-economic status in higher education: a quantitative approach. Teaching in Higher Education, 28(1), pp. 136–149. <a href="https://doi.org/10.1080/13562517.2020.1778664">https://doi.org/10.1080/13562517.2020.1778664</a></p>	<p>waivers impacts recipient outcomes, e.g., continuation and completion rates, but may be less effective at improving attainment rates<sup>18,19,20,22</sup>.</p> <ul style="list-style-type: none"> <li>• bursaries and fee waivers may be particularly effective for improving continuation<sup>23</sup>.</li> <li>• receipt of financial support can improve the ability to focus on studies, the social life and sense of belonging and mattering of students, the building of social networks, and the development of self-esteem; it reduces also the need to work in term time<sup>21,24</sup>.</li> <li>• to achieve such benefits, it is necessary to implement consistent identification and targeting of the support at students who are most at risk<sup>23,25,26</sup>.</li> </ul> <p>Our selection of activities aimed at supporting student transition and improving the continuation, attainment, and completion outcomes of our target groups (Disabled students in particular), will:</p> <ul style="list-style-type: none"> <li>• implement a systemic approach to transition, inclusion, and belonging that spans pre-application, offer holder, enrolment, and the first year of study wrap-up support.</li> <li>• target the support proactively and on a needs basis, which will involve <ul style="list-style-type: none"> <li>○ collecting data on transition success, confidence, and belonging, including student feedback.</li> <li>○ staff development in inclusive teaching and curriculum design.</li> </ul> </li> </ul>
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	<p><b>Target:</b> Students from our target groups, IMD Quintiles 1 and 2; Global Majority, and Disabled students.</p> <p><b>What is it?</b> Providing bursaries and hardship funds as part of supporting students with the cost-of-living crisis and participation in HE.</p>	<p><sup>17</sup>Hockings, C. 2010. Inclusive learning and teaching in higher education: a synthesis of research. EvidenceNet HEA. <a href="https://rb.gy/pew2d2">https://rb.gy/pew2d2</a></p> <p><sup>18</sup>TASO evidence toolkit, on post-entry financial support: <a href="https://taso.org.uk/intervention/financial-support-post-entry/">https://taso.org.uk/intervention/financial-support-post-entry/</a></p> <p><sup>19</sup>Nursaw Associates. 2015. What do we know about the impact of financial support on access and student success? OFFA. <a href="http://hdl.voced.edu.au/10707/382381">http://hdl.voced.edu.au/10707/382381</a></p> <p><sup>20</sup>Murphy, R. &amp; G. Wyness. 2015. Testing Means-Tested Aid. CEP Discussion Paper No 1396, Centre for Economic Performance. <a href="https://core.ac.uk/download/pdf/35438856.pdf">https://core.ac.uk/download/pdf/35438856.pdf</a></p> <p><sup>21</sup>Harrison, N. &amp; R. Waller. 2017. Success and Impact in Widening Participation Policy: What Works and How Do We Know? Higher Education Policy 30(2), pp. 141-160. <a href="https://link.springer.com/content/pdf/10.1057/s41307-016-0020-x.pdf">https://link.springer.com/content/pdf/10.1057/s41307-016-0020-x.pdf</a></p> <p><sup>22</sup>OfS. 2020. Understanding the impact of the financial support evaluation toolkit: Analysis and findings. <a href="https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf">https://www.officeforstudents.org.uk/media/474c9580-e99a-4d24-a490-3474e85ae199/financial-support-evaluation-report-2016-17-2017-18.pdf</a></p> <p><sup>23</sup>Harrison, N., S. Davies, R. Harris &amp; R. Waller. 2018. Access, participation and capabilities: theorising the contribution of university bursaries to students' wellbeing, flourishing and success. Cambridge Journal of Education. <a href="https://doi.org/10.1080/0305764X.2017.1401586">https://doi.org/10.1080/0305764X.2017.1401586</a></p> <p><sup>24</sup>Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention &amp; Success programme Summary Report. Paul Hamlyn Foundation. <a href="https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf">https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf</a></p> <p><sup>25</sup>Hordosy, R., T. Clark &amp; D. Vickers. 2018. Lower income students and the 'double deficit' of part-time work: Undergraduate experiences of finance, studying, and</p>	<ul style="list-style-type: none"> <li>○ staff diversification to support the organic generation of role-models for students.</li> <li>● assess and enhance the inclusivity of Rose Bruford curricula.</li> <li>● Introduce a system of financial support that relieves cost-of-living pressures, including the need for part-time work in term time.</li> <li>● Target financial support to students from our target groups.</li> </ul>
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		employability. Journal of Education and Work 31(4):1-13. DOI:10.1080/13639080.2018.1498068	
		<sup>26</sup> Kaye, N. 2021. Evaluating the role of bursaries in widening participation in higher education: a review of the literature and evidence, Educational Review, 73:6. <a href="https://doi.org/10.1080/00131911.2020.1787954">https://doi.org/10.1080/00131911.2020.1787954</a>	
INTERVENTION STRATEGY 3			
IS3 A whole lifecycle approach to supporting disabled learners	<p><b>Pre-enrolment and Transitions Care</b> <b>Target:</b> Disabled students.</p> <p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• Providing information about the available disability support</li> <li>• Facilitating early declaration of disability and developing students' self-advocacy skills.</li> <li>• Supporting self-diagnostics of disability to speed up the deployment of targeted academic and personal support.</li> </ul>	<p><sup>1</sup>Hurtado, S., J.C. Han, E., V.B. Sáenz, L.L. Espinosa, N.L. Cabrera &amp; O.S. Cerna. 2007. Predicting transition and adjustment to college: biomedical and behavioural science aspirants' and minority students' first year of college. Research in Higher Education, 48(7), pp. 841–887. <a href="https://doi.org/10.1007/s11162-007-9051-x">https://doi.org/10.1007/s11162-007-9051-x</a></p> <p><sup>2</sup>Wilson, D., D. Jones, F. Bocell, J. Crawford, M.J. Kim, N. Veilleux, T. Floyd-Smith, R. Bates &amp; M. Plett. 2015. Belonging and Academic Engagement Among Undergraduate STEM Students: A Multi-institutional Study. Research in Higher Education, 56(7), pp. 750–776. <a href="https://doi.org/10.1007/s11162-015-9367-x">https://doi.org/10.1007/s11162-015-9367-x</a></p> <p><sup>3</sup>Freeman, S., D. Haak &amp; M. Wenderoth. 2011. Increased Course Structure Improves Performance in Introductory Biology. CBE Life Sciences Education, 10(Summer), pp. 175–186. <a href="https://doi.org/10.1187%2Fcbe.10-08-0105">https://doi.org/10.1187%2Fcbe.10-08-0105</a></p> <p><sup>4</sup>Zumbrunn, S., C. McKim, E. Buhs, &amp; L. Hawley. 2014. Support, belonging, motivation, and engagement in the college classroom: a mixed method study. Instructional Science, 42(5), pp. 661–684. <a href="https://doi.org/10.1007/s11251-014-9310-0">https://doi.org/10.1007/s11251-014-9310-0</a></p> <p><sup>5</sup>Pedler, M. L., R. Willis &amp; J. E. Nieuwoudt. 2022. A sense of belonging at university: student retention, motivation and enjoyment, Journal of Further and Higher Education, 46:3, 397–408. <a href="https://doi.org/10.1080/0309877X.2021.1955844">https://doi.org/10.1080/0309877X.2021.1955844</a></p> <p><sup>6</sup>Ahn, M. Y. &amp; H. Davis. 2023. Students' sense of belonging and their socio-economic status in higher education: a quantitative approach. Teaching in Higher Education, 28(1), 136–149. <a href="https://doi.org/10.1080/13562517.2020.1778664">https://doi.org/10.1080/13562517.2020.1778664</a></p> <p><sup>7</sup>TASO. 2023. Summary report: What works to reduce equality gaps for disabled students. <a href="https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf">https://taso.org.uk/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf</a></p>	<p>Key evidence around our chosen themes of whole lifecycle approach to supporting disabled students indicates that:</p> <ul style="list-style-type: none"> <li>• belonging to a course, subject, and HEP can demonstrably affect their: <ul style="list-style-type: none"> <li>○ ability to manage academic adjustment (transition)</li> <li>○ grades</li> <li>○ confidence in academic ability, e.g., for engaging with research activity (Hurtado et al., 2007)<sup>1</sup>,</li> <li>○ engagement with coursework (Wilson et al., 2015)<sup>2</sup>,</li> <li>○ self-efficacy<sup>3</sup>,</li> <li>○ satisfaction<sup>4</sup>,</li> <li>○ overall retention and attainment rates<sup>5,6</sup></li> </ul> </li> <li>• disabled students are negatively affected by the lack of accessibility, digital and physical, in the learning environment, and by insufficient reasonable adjustments for that<sup>7</sup></li> <li>• factors that can affect the continuation and attainment of disabled students include: <ul style="list-style-type: none"> <li>○ early provision of support, in Term 1, brings about positive impact on continuation<sup>8</sup>.</li> </ul> </li> </ul>
	<b>Multi-team, case managed approach to disability support</b>		

	<p><b>Target:</b> Disabled students.</p> <p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>• 1-2-1 support and signposting.</li> <li>• study skills support.</li> <li>• referral for external diagnostic</li> <li>• supplying students with Neurodiversity certificates</li> <li>• providing mental health support</li> <li>• introducing a one-stop-shop for student services.</li> </ul> <p><b>Inclusive and Compassionate Academic Environment</b></p> <p><b>Target:</b> Students from our target groups, IMD Quintiles 1 and 2; Global Majority, and Disabled students.</p> <p><b>What is it?</b></p> <p>Revising curricula, teaching and learning, and the campus study facilities and environment.</p>	<p><sup>8</sup>Safer, A., L. Farmer &amp; B. Song. 2020. Quantifying Difficulties of University Students with Disabilities. Journal of Postsecondary Education and Disability, v33, n1, pp. 5-21. <a href="http://files.eric.ed.gov/fulltext/EJ1273641.pdf">http://files.eric.ed.gov/fulltext/EJ1273641.pdf</a></p> <p><sup>9</sup>Hubble, S. &amp; P. Bolton. 2021. Support for disabled students in higher education in England. Briefing Paper. House of Commons. <a href="https://researchbriefings.files.parliament.uk/documents/CBP-8716/CBP-8716.pdf">https://researchbriefings.files.parliament.uk/documents/CBP-8716/CBP-8716.pdf</a></p> <p><sup>10</sup>Beard, L.M., K. Schilt &amp; P. Jagoda. 2023, Divergent Pathways: How Pre-Orientation Programs Can Shape the Transition to College for First-Generation, Low-Income Students1. Sociol Forum. <a href="https://doi.org/10.1111/socf.12923">https://doi.org/10.1111/socf.12923</a></p> <p><sup>11</sup> Disability Rights UK. 2022. Adjustments for disabled students and apprentices. <a href="https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices#_Toc119421704">https://www.disabilityrightsuk.org/resources/adjustments-disabled-students-and-apprentices#_Toc119421704</a></p> <p><sup>12</sup> Sanger, C.S. 2020. Inclusive Pedagogy and Universal Design Approaches for Diverse Learning Environments. In: Sanger, C., Gleason, N. (eds) Diversity and Inclusion in Global Higher Education. Palgrave Macmillan, Singapore. <a href="https://doi.org/10.1007/978-981-15-1628-3_2">https://doi.org/10.1007/978-981-15-1628-3_2</a></p> <p><sup>13</sup> TASO. 2023. What Works to Reduce Equality Gaps for Disabled Students? <a href="https://s33320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf">https://s33320.pcdn.co/wp-content/uploads/TASO-report-what-works-to-reduce-equality-gaps-for-disabled-students.pdf</a></p> <p><sup>14</sup> Thomas, L. 2012. Building student engagement and belonging in Higher Education at a time of change: a summary of findings and recommendations from the What Works? Student Retention &amp; Success programme Summary Report. Paul Hamlyn Foundation. <a href="https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf">https://www.phf.org.uk/wp-content/uploads/2014/10/What-Works-Summary-report.pdf</a></p>	<ul style="list-style-type: none"> <li>○ hearing impaired and ASD learners tend to experience greater challenges and poorer outcomes<sup>8</sup>.</li> <li>○ disability exacerbates the gap in outcomes for Global Majority students compared to white students, which indicates need to culturally sensitive pedagogy and support in addressing these gaps<sup>8</sup>.</li> <li>○ male students with disability are less likely to seek support<sup>8</sup>.</li> <li>• receipt of DSA combined with effective support during HE studies enhances the disabled student experience and confidence in their ability to complete and pass a degree course<sup>9</sup>.</li> <li>• pre-enrolment support can boost generation of self-advocacy skills and peer capital<sup>10</sup>.</li> <li>• tailoring reasonable adjustments to disability type is effective in addressing challenges and supporting outcomes, e.g., continuation<sup>11</sup>.</li> <li>• for neurodiverse learners specifically, effective approaches to transitioning and overall student experience include<sup>12,13</sup>: <ul style="list-style-type: none"> <li>○ using Universal Design for Learning (UDL) to underpin curricula and teaching and learning.</li> <li>○ embedding opportunities to learn about and discuss neurodiversity for both staff and students.</li> <li>○ engaging students with a screening tool that can identify undiagnosed conditions.</li> <li>○ Encouraging disclosure of diagnosed conditions at the point of entry.</li> </ul> </li> <li>• building student awareness of the available support and how to access it impacts on</li> </ul>
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# Fees, investments and targets

2025-26 to 2028-29

Provider name: Rose Bruford College of Theatre and Performance

Provider UKPRN: 10005523

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

We will not raise fees annually for new entrants  
Fees set by government policy

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	SOTE COLLEGE LIMITED	10056701	9250
CertHE/DipHE	THE NOTTING HILL ACADEMY OF MUSIC LIMITED	10055081	9250
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	Per Module - 20 Credits	N/A	3735
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Rose Bruford College of Theatre and Performance

Provider UKPRN: 10005523

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£318,000	£328,000	£338,000	£346,000
Financial support (£)	NA	£143,000	£149,000	£155,000	£161,000
Research and evaluation (£)	NA	£21,000	£22,000	£22,000	£23,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£44,000	£45,000	£47,000	£48,000
Access activity investment	Post-16 access activities (£)	£253,000	£261,000	£268,000	£275,000
Access activity investment	Other access activities (£)	£21,000	£22,000	£23,000	£23,000
<b>Access activity investment</b>	<b>Total access investment (£)</b>	<b>£318,000</b>	<b>£328,000</b>	<b>£338,000</b>	<b>£346,000</b>
<b>Access activity investment</b>	<b>Total access investment (as % of HFI)</b>	<b>12.3%</b>	<b>12.2%</b>	<b>12.3%</b>	<b>12.7%</b>
<b>Access activity investment</b>	<b>Total access investment funded from HFI (£)</b>	<b>£318,000</b>	<b>£328,000</b>	<b>£338,000</b>	<b>£346,000</b>
<b>Access activity investment</b>	<b>Total access investment from other funding (as specified) (£)</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Financial support investment	Bursaries and scholarships (£)	£135,000	£140,000	£145,000	£150,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£8,000	£9,000	£10,000	£11,000
<b>Financial support investment</b>	<b>Total financial support investment (£)</b>	<b>£143,000</b>	<b>£149,000</b>	<b>£155,000</b>	<b>£161,000</b>
<b>Financial support investment</b>	<b>Total financial support investment (as % of HFI)</b>	<b>5.5%</b>	<b>5.5%</b>	<b>5.6%</b>	<b>5.9%</b>
Research and evaluation investment	Research and evaluation investment (£)	£21,000	£22,000	£22,000	£23,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	0.8%	0.8%	0.8%	0.8%



# Fees, investments and targets

2025-26 to 2028-29

Provider name: Rose Bruford College of Theatre and Performance

Provider UKPRN: 10005523

## Targets

Table 5b: Access and/or raising attainment targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To support access and pathways into higher education and to Rose Bruford for students from the lowest socioeconomic backgrounds (IMD 2019 Quintile 1), achieving a reduction in the gap in enrolments between the most disadvantaged students (IMD Q1) and their more affluent peers (IMD Q5) by 2032-33.	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5	While we are pleased to note that the IMD Q1 v. Q5 gap has generally closed over the last 6 years (2016-17 to 2021-22), we wish to continue improving access for the most disadvantaged learners and ensure equality of access. Our baseline and annual milestones are 4-year aggregates, from the baseline years 2018-19 to 2021-22. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	13	12	11	9	7
To support access and pathways into higher education and to Rose Bruford for students from Global Majority (Black, Asian, Mixed and Other Ethnicities), achieving 30% Global Majority enrolments by 2032-33.	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		While our intake of students from the Global Majority has generally increased over the last 6-years (2016-17 to 2021-22), we wish to continue to further diversify our cohorts and the industry we serve. Again, Our baseline and annual milestones are 4-year aggregates, from the baseline years 2018-19 to 2021-22. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage	17.2	18	19	21	23
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To improve on-course outcomes for disabled students, closing the gap in continuation outcomes for disabled students compared to their non-disabled counterparts and eliminating the gap by 2032-33.	PTS_1	Continuation	Reported disability	Disability reported	No disability reported	Our baseline and annual milestones are 4-year aggregates, from the baseline years 2017-18 to 2020-21. The smaller incremental changes across our milestones recognise the effect of historical data in use of 4-yr aggregates, whilst being ambitious in our context. Milestones continue as the rolling 4-year aggregate data.	No	The access and participation dashboard	Other (please include details in commentary)	Percentage points	2.6	2.5	2.3	2.0	1.7

