

ACCESS AGREEMENT 2012-2013

1 Summary

- 1.1 The Central School of Speech & Drama, University of London (hereafter referred to as 'Central') intends to charge a fee of £9,000 per annum in 2012/13 to all Home/EU undergraduate students (this will be subject to an inflationary increase in future years). This level of fee has to be understood in the context of it costing in excess of £15,000 per student to provide the unique and exceptional learning experience that the college offers.

Central intends to invest £610 per applicable undergraduate student on the activities described in this Agreement (raising to £810 from 2014/15), representing a total investment per annum of approximately £335,500 (raising to £445,500 in 2014/15).

Of this investment, 40% will be spent on maintaining the very low staff-student ratio that the School offers and on maintaining our industry-standard estate. These are vital investment areas if the School is to maintain the quality of its learning experience and the provision of appropriate levels of additional support. This investment is also vital if the School is to ensure the continuance of our exceptionally high level of student retention and give students real employability skills.

A further 23% will be spent on a range of fee waivers to complement and expand the support provided by the National Scholarship Scheme (NSP), as well as matching the funds provided through the NSP.

The remaining 37% will be spent on expanding and refocusing our already significant outreach work.

These proportions will be reached by the academic year 2014/15, by which time students under current bursary arrangements will have graduated - the initial position for the duration of this Access Agreement will be 33% spent on fee waivers and extant bursaries and 27% on outreach.

- 1.2 This Access Agreement represents Central's position for the 2012/13 academic year. The School will review the Agreement on an annual basis, as required by the Office for Fair Access, to ensure that we continue to maximise the value of our widening participation initiatives.
- 1.3 As indicated above, the School will continue to provide bursary support to those students admitted during the life of earlier Access Agreements, as detailed in those Agreements.

2 Background

- 2.1 The Central School of Speech & Drama, University of London is one of the nation's leading higher education specialist drama institutions, with demonstrable success in both teaching and research. As a consequence the School benefits from very high demand for places with an average application ratio for undergraduate courses of 28:1 in the 2011-2012 admissions cycle.
- 2.2 The cost of maintaining the vocational, industry-standard educational environment that the School provides is acknowledged to be very high and in the new funding environment the School has to take steps to protect the quality of its learning experience, whilst not undermining its excellent track record in widening participation and outreach work.
- 2.3 The School maintains that a fit-for-purpose environment is part of the makeup of an organisation that supports and enhances the educational experience of every kind of student and properly prepares them for real-world application of their learning. As a vocational, pre-professional higher education institution, Central has made considerable advances in ensuring that its learning infrastructures will help the academic and vocational trajectories of all of its students. Furthermore the School provides close industry connectedness and a high proportion of our students get their first job with a company that they will have met through work placement or through curriculum work undertaken with, or performed to, industry employers.
- 2.4 The characteristics of the School are those of advantageous staff / student teaching ratios and high contact hours (when compared to other HEIs) to ensure close individual attention to all students and on-course pastoral care; proto-industrial workshops, studios and theatre spaces that secure a learning experience that assures preparation for the world of work; and a single campus that provides for a holistic learning community.
- 2.5 These are all important characteristics of an organisation that seeks to ensure the access by and engage the sustained contribution from those not already represented in its community.
- 2.6 The School is also aware of our need to create a wider impact beyond those participating in our academic offerings; our in Widening Participation needs to be communicated effectively, so that we continue to build the perception of Central as an outward looking and inclusive institution. To this end, the college has recently invested in a professionalised and expanded department of Development and External Affairs (DEA), which is dedicated to communicating the nature and accessibility of our student experience and training. The DEA is also fully committed to a fundraising programme with a significant focus on scholarships that will seek to ensure that the most talented individuals are able to benefit from the unique educational environment that we offer.

3. Widening Participation

- 3.1 Historically the School has specifically addressed access, as opposed to retention, by committing itself to outreach into a wider community in order to raise awareness of the disciplines of theatre and to inculcate an appreciation that the theatre-related industries are both burgeoning and available as career pathways for all segments of society.
- 3.2 This principle informs the School's widening participation strategy wherein external collaborations, local outreach activity (including with schools, colleges, youth theatres and in other settings), Open Days and course-specific Information Days, along with a variety of short courses, diplomas and summer schools, stimulate interest in the potential that theatre and theatre-related skills offer as a career pathway. Central perceives this initiative as one that will widen the applicant pool for higher education (inter)nationally and over time.
- 3.3 Whilst these do not necessarily lead to broader student enrolment at Central, such engagements avow the School's openness to all social groups and its capability to interact with those traditionally excluded from theatre and performing arts as a discipline. The School perceives this activity as one of public good as well as an ongoing message to the sector that Central is socially inclusive in its operation. The School will be utilising 30% of its Access Agreement investment to ensure the continuance of its widening participation activities, as well as supporting the development of yet more new and innovative work focused on increasing access to theatre and performance as a subject area within higher education.
- 3.4 Both the School's applicant profile and its student profile differ in some regards from sector-wide averages (as is the case for many individual institutions) but we are able to evidence a good level of inclusivity in the main diversity areas (disability, ethnicity and social background), although we constantly seek further improvements.

The latest available student entry profiles (2009-10 data) show the following characteristics:

Disability:	26% have a declared disability (national benchmark of 7.6%)
Social class:	24.1% from NS-SEC 4,5,6,7 (national benchmark of 28%) 6.6% from low participation neighbourhoods (POLAR2) (national benchmark of 9.6%) 89.6% from state schools or colleges (national benchmark of 91%)
Ethnicity:	16.3% BAME (as % of declarations)
Gender:	35.5% male, 64.5% female
Age:	34.1% 20 & under 36.7% 21-24

13.3% 25-29
15.9% 30 & over

- 3.5 During the lifespan of our previous Access Agreements, Central has made it policy to interview/audition all applicants and intends to continue to so do. This process not only ensures that the most talented are successful, rather than just those with the advantage of a good traditional education, but also ensures equity at the first stage of application wherein the ‘whole person’ can be evaluated for likelihood to succeed, rather than those with the best academic profile. The School devotes considerable resources to ensuring that interviews and auditions, which take the forms of interactive workshops and master classes, are themselves a learning experience providing targeted advice. We see these as an effective outreach tool in themselves and will be seeking to provide free access to auditions/interviews for targeted groups.
- 3.6 Central is a key supplier of Honours level graduates with technical and craft skills in a particular area (where other colleges tend to provide more general skills training in a combination of technical disciplines). We provide Honours degree training that combines high level skills in a single specialist area of theatre craft and production, such as Scenic Construction, Lighting, Sound, Technical and Production Management (including engineering skills and activities such as stage flying), Scenic Art, Prop-making and Costume Construction, with ‘T’ skills that are both essential to theatre practice and highly transferable (communication, project and resource management, health and safety awareness, creative collaboration, etc). Our craft and technical degree strands provide exciting development opportunities for students from a range of apprenticeship or technical level 3 and 4 diplomas who wish to extend and develop their practical skills and apply them within the live performance industries. Developing progression accords for these areas, through regional FE NSA hubs, will be a key plank of our strategy.

4 Fee levels

- 4.1 Central will be charging £9000 per annum to all new Home/EU undergraduate students from 2012/13, irrespective of the programme of study/year of course. This fee will increase by inflation for subsequent years.
- 4.2 The college estimates that it will have approximately 550 undergraduate home/EU students, of whom approximately 185 will be new entrants paying the £9000 fee during the period covered by this Access Agreement.

5 National Scholarship Programme, Fee Waivers and Bursaries

- 5.1 The School will provide students who started their studies in 2010/11 and 2011/12, and are in receipt of the full Higher Education Maintenance Grant, a ‘Central Bursary’ during each academic year in which they meet the relevant eligibility criteria. The School will pay £600 to each eligible student. This bursary programme will cease upon the completion of the 2011/12 cohort.

The School has been awarded 7 National Scholarship Programme awards of £3000 each and will match-fund a further 7 NSP awards in 2012/13 (it is expected that there will be 14 awards made available to the college in 2013/14 and 21 from 2014/15, which will be match-funded by an additional 14 and 21 awards respectively).

5.1.1 National Scholarship Programme Awards will only be available to those who (a) meet the selection criteria for an award, including as a base line having a declared household residual income of £25,000 or less, and (b) are selected via the audition process. Of the 14 awards available in 2012/13, 3 will be targeted towards registered disabled applicants, 5 towards BAME applicants and 6 towards applicants whose household income is £15,000 or less. Interested applicants will need to indicate their desire to be considered as a part of their initial application to the college. Final decisions on awards will be made by the Scholarships and Bursaries Panel (a sub-committee of the Equality and Diversity Committee, with membership derived from the Dean of Studies Office, the Academic Registrar's Office, the Student Union and the Department of External Affairs and Development), who will select successful candidates for an award from those students who meet the criteria and have been recommended to the Panel by the relevant audition panel, with those considered to have the greatest potential during their studies receiving the award. The Scholarships and Bursaries Panel will also track the student careers of those students receiving awards in order to inform the college's on-going efforts to widen participation in our courses. Given the highly competitive and selective nature of our undergraduate recruitment, these awards are felt to be a significant means to provide access to individuals who might otherwise have never considered studying theatre at degree level. All awards are subject to remaining in good standing with the School and successful academic progression through the course.

The School also intends to invest £38,500 (in steady state from 2014/25 - £11500 in 2012/13) on top of this in a range of further fee waivers as detailed below.

5.2 The Central Scholarship

Due to the transition period between students under the previous fee and bursary regime and the new funding arrangements, the Central Scholarship will be introduced incrementally during the first 3 years of the new fee arrangements, with 3 awards available to incoming students in 2012/13, raising to 4 awards for those students starting in 2014/15.

The Central Scholarship will award £3000 to new students for each year of their study, in the form of a reduction to the fees payable. The awards will be made to students who meet the criteria for NSP awards (see 5.1.1 above) and in addition are put forward by the relevant panel as showing exceptional promise in their discipline. Awards will be considered and made by the Scholarships and Bursaries Panel (see 5.1.1 above).

5.3 Audition Fee Waivers

The School currently charges an audition fee, which is expected to be £50 in the 2012/13 academic year. This may represent a deterrent to applicants from low-income groups and consequently the School intends to waive this audition fee for auditions sessions scheduled to run in selected regional hubs.

- 5.4 Information on the financial support available from the School will be provided on its website, in its prospectus and in other publicity materials. Printed information will also be distributed at Open Days, during outreach activities and on request. The details will include the aggregate cost of tuition and the financial support on offer to eligible students through the School and other external sources of financial support known to the School.

6 Retention

- 6.1 As stated at the outset of this Agreement, Central intends to invest 50% of its funding in this regard on ensuring our high levels of retention are maintained by protecting and developing the physical and intellectual learning environment. Given the highly specialised and specialist nature of the learning experience that is available at the college, such investment has to play a key part in our OFFA-related activities, otherwise the important and significant work we undertake to widen access to our unique learning environment is rendered meaningless.
- 6.2 Examples of how this investment has been used during the life of previous Access Agreements include:
- 6.2.1 Developing the estate to improve access to those with physical impairments (which presents particular challenges for a site that includes an old theatre at its heart);
 - 6.2.2 Maintaining and improving a library stocked specifically to encourage and enable inclusion (both in terms of the publications available and the formats in which they are made available);
 - 6.2.3 Maintaining very low staff-student ratios enabling small cohort sizes and significant individual attention.
- 6.3 During the life of this Access Agreement, the college will continue with these activities, as well as move forward with plans to redefine and improve our learning resources provision, including targeted support for disabled students and those with other learning difficulties, as well as improved support for students from diverse social and cultural backgrounds. We have had a great deal of historical success in our activities in this area, but are looking to focus such activities into a more formalised entity and in doing so ensure that a greater number of students with a variety of needs have access to and benefit from the learner support that we make available.
- 6.4 It is expected that this work will include development of e-learning resources within the college, which are currently at a nascent stage.
- 6.5 Central is aware of the difficulties encountered by mature students returning to study at undergraduate level after a significant period out of formal education and will be seeking to establish a programme to support such

students, with the aim to eliminate the reason for any permanent withdrawals from study being cited as being related to age.

7 The Central Outreach Programme

7.1 The School's widening participation strategy has four primary aims:

- to increase participation from diverse backgrounds;
- to continue to develop initiatives that sustain diversity in the student and staff population;
- to remove the range of barriers impacting on access to Central and to the field of the theatre and the performance arts;
- to continue to build upon community engagement activity within Central, both nationally and internationally.

7.2 During the life of its previous Access Agreements Central carried out a broad range of outreach activity with recognised success and research-evidenced outcomes. Notwithstanding this, the new fees environment and the accompanying opportunity to review our approach to our OFFA-related activities has resulted in the School making some fundamental changes to our approach that aim to:

- ensure the engagement of staff across the whole institution in widening participation and outreach activities;
- work more intensely and longitudinally with a number of carefully selected primary, secondary and tertiary institutions;
- focus on developing an understanding of, and engagement with, the theatre arts, alongside increasing the aspiration to study at degree level, both within and outside of the formal educational environment.

7.3 Central's School of Professional and Community Development will act as the management and operational hub of all outreach work contained in this Agreement, bringing in academic staff from all disciplines across the School to undertake related work. The School's Equality and Diversity Committee (which reports directly into the Executive Management Group) oversees the monitoring and review of the Widening Participation Strategy.

7.4 The School sees its work in this area fitting into a 5+ year plan, in order to seek real change and deliverable outcomes that would not be possible in more narrowly focussed short-term goals. In the 12 months covered by this Agreement, the School will seek to build the internal structures and external relationships to deliver on the aims stated above (7.2). To this end, we will:

- initiate long-term projects (in line with best practice established by SHELL and NALN) to establish long-term collaborative relationships with:
 - 3 poorly performing primary Schools;
 - to be developed as 'Arts Partner Schools', using our students to deliver Theatre in Education, workshops, artists in residence and perform (e.g. musical theatre, pantomime). We would

outsource some rehearsals to the schools and allow pupils to observe.

- 3 poorly performing secondary Schools;
 - targeted for long term intervention and school improvement. A mentoring system using staff and industry volunteers would be set up to raise aspiration and also to develop career ambition. Mentors will bring students to performances at Central and both practical and writing days will be held, in which there will be master classes to improve their attainment at GCSE.
- 3 Further Education colleges;
 - we will aim to work with 3 FE colleges where the demographics of social need and ethnic diversity are accessible and the colleges prepare students well for industry fit.
- network to governors and senior teams in order to ensure an understanding of our services and develop a market for additional WP activity financed by schools and colleges. Due to the changes in schools funding we will need to build strategic relationships with senior management teams and profile our improvement and consultancy services more comprehensively than previously.
- develop a long-term strategy of engagement with schools in London that have been identified by the SHELL programme as being particularly in need of strengthened links with HEIs.
- aim to deploy professional academic staff on school improvement services, which could involve curriculum development, special projects and CPD for school staff. We would seek to develop existing relationships with training schools and consider co-delivery as appropriate.
- aim to increase number of staff acting as school governors to ensure we are impacting on school improvement and championing the arts in schools. We will seek to have 10% of all staff acting as governors within a 5 year period.
- run complimentary audition sessions in 2 regional hubs;
- explore collaborative activities with the WAC Performing Arts and Media College;
- continue to undertake collaborative youth work with the Roundhouse and Hampstead Theatre, through the Cultural Camden project.

7.5 The Central Gap-Year Diploma Award

The Gap-Year Diploma is designed to provide learners with an insight into drama training and to prepare them for studying the course in higher

education (not necessarily at the School itself). 5 full fee waiver awards (of £2500 each) will be made available to students from a low income background to cover the full cost of their fees for this course.

8 Current and Future Initiatives Relating to Race at Central

The following activities are seen by the college as important in improving our retention rates of BAME students, as well as making the college more attractive to potential BAME applicants.

- (i) Central's Black and Minority Ethnic Teachers' Group formed in 2009/10. Their initial meeting was documented and a 6min film can be found at: www.youtube.com/watch?v=9AX0FbbmKcY
This work will be further profiled via our digital communication networks with the intention of promoting the college as an HEI of choice for BAME students.
- (ii) A Black and Asian Alumni Network (BAAN) was proposed by Claudette Williams (Senior Lecturer, Acting) and supported by the Department of External Affairs in 2009/10. Further development of this work is planned and BA Acting alumnus Alisha Bailey is on board to work on the project. The team have come up with the following suggested actions:
 - alert the student body to BAAN at their end of study events;
 - issue an Alumni newsletter special that celebrates the BAAN;
 - Invite a BAAN Alumni to speak to the staff.
- (iii) Having observed that BAME students are at greater risk of dropping out of their studies early, the college will be establishing a BAME Forum that will enable and enhance the student voice on their course and within the college as a whole.
- (iv) In the summer term of 2011, the college's library has run a 'Library Conversations Series' which involved black British playwright Roy Williams, in discussion with Central's Dr. Henry Atwater. This series has attracted a broad range of speakers and will be further publicised and promoted via the work of the Access Agreement, in particular when there are Black and other non-white practitioners speaking.
- (v) A BAME Student Forum will be established by the Dean of Studies Office to provide an opportunity for students from BAME background to share their experiences of studying at Central and to work with us to address areas of improvement.
- (vi) Kristine Landon-Smith, a member of the Board of Governors, delivered a Masterclass called 'Playing with Cultures' with PGCE students and a small number of Central actors (plus some Tamasha actors) in early 2010/11:

www.youtube.com/watch?v=qSgeSCOfq4A

Further activity will be planned, working across all courses on ways to use, rather than ignore, cultural backgrounds; such work will take the form of one-off Staff Development sessions for academic staff and will include some of our BAME students working together to enhance their experience. The college will also seek to set up a larger funded project, based loosely on the 'Into the Scene project' carried out in collaboration with Graeae Theatre Company which focused on challenging and addressing institutional barriers to studying drama, theatre & performance for people with disabilities. That partnership fed into Graeae's publication 'A Guide to Inclusive Teaching Practice in Theatre (2009)', which can be found at:

<http://www.graeae.org/page/teachershandbook>

Ultimately the college would seek to create a similar Guide to Inclusive Teaching Practice that addresses BAME learning.

- (vii) Monies from this Access Agreement will be used to fund the creation of a video materials that promote diversity at Central, such as short films that include vox-pop style talking heads from a range of students (and staff) from a range of backgrounds and diverse identities, which would be used to encourage applicants from these diverse backgrounds.

9 Strengthening Access at the pan-London level through the collaboration of London HEIs

We confirm that Central is adding a collaborative pan-London dimension to our own access and outreach plans. This will further help students (and their teachers) to have contact with a wider range of higher education opportunities.

Through our established regional membership association London Higher, we are in discussion with the developers of AccessHE. This is a new social enterprise formed by and for London's HE sector. It will seek to take forward some selected aspects of the collaborative and targeted programmes of the current Aimhigher Partnerships in London, following a lead by WECAN (the Partnership in West, Central and North London), whilst at the same time and in a cost effective, co-ordinated way exploring possible new ways of reaching out to schools across the capital and including especially young people under-represented in HE.

This new pan-London collaborative approach will help support and inform our own Access Agreement by, for example, the acquisition, analysis and reporting of data, such as contextual data, school and college profiles, patterns of access by different groups across London and deprivation profiles. Taken together, these are important aids to targeting, and to delivery at the local level. Monitoring, evaluation and also co-ordination on the pan-London basis will help us to place our own efforts into the necessary broader context

of widening participation and help to show if recent valuable momentum is being maintained.

Through our joint efforts, we are expecting to confirm the constitution, budget and work programme of this new collaborative group during the first half of the 2011-12 academic year. On behalf of the participating group of London HE institutions, London Higher will liaise closely with OFFA to explain how its activities address directly the requirements of OFFA's March 2011 guidance, and the spirit of the letter of Sir Alan Langlands to heads of institutions dated 11 March 2011. If, having taken part in the initial set up discussions and process, Central should decide after all not to take part in the new London Higher/AccessHE collaboration you will of course be advised.

We envisage that once established the group will report annually to all participating HEIs to show what benefits the collaboration has brought, and how it has helped individual HEIs such as ourselves to engage more effectively with identified schools and colleges for outreach purposes.

10 Milestones/objectives and baseline data to support the milestones

10.1 As explained early in this Agreement, Central sees the 2012/13 Access Agreement as the foundation of a long term programme of activity and as such the objectives, milestones and deliverables include some specific statistical targets alongside a necessary mix of operational activities which need to be undertaken in order to establish the framework in which our OFFA-related activity will be able to successfully operate in future years.

10.2 The following milestones have therefore been identified, to be delivered by the end of the term of this Access Agreement:

- complete the internal staffing and structural changes required to support this new Access Agreement, specifically in relation to delivering our programme of outreach and retention activities;
- begin the process of introducing a range of e-learning options into the learning environment;
- identify and confirm relationships with 3 primary schools, 3 secondary schools and 3 Further Education colleges, which lead to at least 1 event taking place per term, that involves participation by 5% of the staff and student bodies;
- deliver at least 1 master class per term, run by a specialist academic, in identified institutions, whose attendees consist of at least 50% of individuals from a BAME or lower socio-economic background;
- confirm the nature of the relationship with Access HE;
- introduce and make awards from the new fee waiver programme;
- run 2 complimentary audition sessions in regional hubs, with attendance of individuals from a BAME or lower socio-economic background

increasing by 5% year-on-year (from the first session) until a minimum target of 30% participation is reached;

- working with cognate institutions, increase by 5% based on current (2010/11 figures) the number of applications received from under-represented groups during the 2013/14 admissions cycle;
- set up a BAME Forum to meet termly, with engagement from within the undergraduate student population in year 1 (2012/13), the whole student body in year 2 and by year 3 to have reached a point where the forum could be disbanded as the BAME voice is embedded in the other extant student fora (e.g. Course Committees); to further produce at least 1 e-flyer on BAME issues per year and to have organised at least 1 event per annum from year 2 onwards in which students are able to meet with BAME professional artists;
- maintain our levels of engagement by those with a disability within +/- 5% of the current (2010/11) position;
- continue to undertake targeted recruitment to encourage application from male applicants, in particular those from a lower socio-economic background;
- run 1 event per term during 2012/13 for mature students studying at undergraduate level and aim to have no permanent withdrawals on account of age within 5 years.

10.3 In addition to the above, Central is also committed to the following statistical milestones:

	Baseline 2009/10 (Benchmark %)	2012/13	2013/14	2014/15	2015/16	2016/17
Social Class (NS-SEC 4,5,6,7)	24.1% (28%)	24.5%	25%	25.5%	26%	27%
Social Class (POLAR2)	6.6% (9.6%)	7%	7.5%	8%	8.5%	9.5%
State Schools and Colleges	89.6% (91%)	90%	90%	90.5%	91%	91%
BAME	16.3%	16.5%	17%	18%	19%	20%

11 Institutional Management and Monitoring Arrangements

11.1 The activities undertaken within this Access Agreement will be managed jointly by the Head of the School of Professional and Community Development and the Equality and Diversity Committee. Senior management oversight will be provided by the Executive Management Group (consisting of the Principal,

Deputy Principals, Deans, Directors of Finance and External Affairs and Development, Head of Human Resources and Academic Registrar).

11.2 The School will review and report on its progress as a part of the annual resubmission of its Access Agreement.

28th June 2011

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Central School of Speech & Drama, University of London
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please see our 2012-2013 access agreement.

Please note that following the recent appointment of a new Head of Central Connects – the department from which the PGCE and Central's outreach commitments are managed – there will be a review of all access-related activity, targets and milestones in the coming months. This will be detailed in our 2013-2014 access agreement.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Undergraduate ITT: N/A

Postgraduate ITT (PGCE): £9,000pa

C. Amounts of additional fee income to be spent on access measures

£7800 (10% of expected additional fee income of £78,000)

D. Financial support for trainees

PGCE ITT trainees are not eligible for the National Scholarship Programme; additionally, the Central Bursary of a £3000 per annum fee reduction for three years does not apply, as the target group for this award is students new to higher education.

Central notes, however, that its Drama PGCE trainees, in possession of a 2:i or First for their first degree, will be eligible for the 2012-2013 ITT training bursary of at least £5000. Central notes that the majority of its Drama trainees enter with at least a 2:i undergraduate degree, and so most will be eligible for the TDA award. Eligibility is as per the TDA's own requirements.

Part three: outreach and retention

E. Outreach and retention work

We are not planning any additional ITT-specific outreach/retention activity. Please see our 2012-2013 access agreement for our outreach/retention commitments.

Part four: Targets, milestones and monitoring

F. Targets and milestones

Please see our 2012-2013 access agreement for targets and milestones.

The BAME milestone of 16.5% 2012-2013 applies also to our PGCE cohort (though it must be noted that this statistic can be subject to large fluctuations because of the low numbers of students on the course); this statistical milestone has been cross-referenced with our most recent PGCE Self-Evaluation Document (submitted December 2011).

The social class-related milestones (NS-SEC, POLAR2 and state schools and colleges) do not directly apply to our PGCE cohort, though this will be reviewed as part of the process of developing the 2013-2014 access agreement.

G. Your monitoring arrangements

As per our 2012-2013 access agreement.

Part five: Information to students

H. Provision of information to trainees

Please see our 2012-2013 access agreement.

Updated information is being developed for our website.

