

LAMDA

Access and Participation Plan 2019-20

LONDON ACADEMY OF MUSIC AND DRAMATIC ART

Introduction

LAMDA is a specialist institution which offers exceptional vocational training to actors, stage managers, technicians and directors, regardless of background or economic circumstances. Founded in 1861, LAMDA is the oldest drama school in the UK and is regarded as a leading national and international conservatoire. Since March 2002 it has been based in Hammersmith, West London and, in 2017, completed a substantial £28.2 million campus development project (including two new theatres and a library) enabling it to bring most acting and some stage management provision into one building. In 2016-17 LAMDA had a total of 670 full time students, of whom 361 were studying on one of its eight Higher Education (HE) credited programmes. LAMDA is committed to training the best students, regardless of social or financial circumstances or educational qualifications. To achieve this, every applicant is auditioned or interviewed, giving them the opportunity to demonstrate first-hand their potential.

LAMDA has a number of substantial measures in place to widen access to HE and create pathways for those from low-income backgrounds, new to HE or from a black, Asian and minority ethnic (BAME) background. These initiatives include regional auditions, audition fee waivers, bursaries for the (non-HE credited) Foundation Diploma and an extensive scholarship programme. Auditions are held in 11 regional venues across the UK and EU; first and second round auditions are held regionally to cut travel costs and potentially reduce barriers for applicants. In addition, targeted workshops and activities are delivered across London and the UK in low participation areas through LAMDA's Pathways programme. The Shakespeare in Schools programme involves exposing local school and college students to live performances of Shakespeare plays to spark an interest in drama. The Pathways Programme is funded by the John Lyon's Charity and the Esmée Fairbairn Foundation, and engages hard-to-reach young people to give them access to training and career pathways in the performing arts.

All LAMDA's HE programmes are currently validated by the University of Kent, with whom LAMDA has had a very positive relationship for 13 years. In August 2004 LAMDA joined the Conservatoire for Dance and Drama (CDD), a Higher Education Institution which is a federal collaboration of eight specialist schools delivering world-leading education and vocational training in the performing arts. LAMDA contributed to the CDD's achievement of Gold in the Teaching Excellence Framework (TEF) in 2017. A natural next step for LAMDA now is to invest in its HE infrastructure and to stand alone as an independent Higher Education Institution. Consequently, LAMDA became an associate member of the CDD in 2018 and arranged a Quality Review Visit by the QAA in 2017. As part of the Quality Review process, LAMDA reviewed its Access and Widening Participation Strategy 2017-2020 (AWP Strategy). The Review Team identified no areas for development and no specified improvements and found:

- There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable with standards set and achieved in other providers in the UK.
- There can be confidence that the quality of the student academic experience meets baseline regulatory requirements.

LAMDA is now seeking registration with OfS on the basis of intending to charge fees above the basic tuition fee cap as a preliminary to seeking its own Degree Awarding Powers in due course. The programmes on which this Plan is focussed are the BA (Hons) Professional Acting and FdA and BA (Hons) Production and Technical Arts which will be the only qualifying courses in 2019-20. Where reference is made in this plan to the FdA Professional Acting, please note that this programme is running currently but will be replaced from September 2018 with a new Masters in Fine Arts (MFA) which is out of the scope of this Plan, as a postgraduate programme.

This plan has been reviewed and approved by LAMDA's Academic Board, Senior Management Team and Board of Trustees. Student engagement and consultation was sought by means of a Student Focus Group and via student members of Academic Board. External advice was sought from Intermission Youth Theatre and Graeae. The plan will be reviewed annually by Academic Board, the Senior Management Team, the Board of Trustees, the Diversity and Inclusivity

Working Group and the Staff Student Liaison Committee. We are stepping up the level of student engagement in developing, implementing and evaluating our work in this area, and this will be reflected in future versions of this Plan. Our first group of student and graduate ambassadors is currently being selected and trained, and we look forward to being able to report on their contribution.

1. Assessment of Current Performance

Notes

- a) For the purposes of this Plan ‘success’ is regarded as student retention and attainment, whilst ‘progression’ includes progression from school to HE and from HE into employment.
- b) LAMDA is not currently a subscriber to HESA and does not therefore have access to HEIDI Plus. The data tables in this plan are derived from LAMDA’s own student records. LAMDA is committed to benchmarking itself against comparator institutions, and future versions of this Plan will track progress against our own targets and against similar institutions, at the same level of detail.

1.1 Underrepresented student groups and gaps in equality of opportunity

Access

At the point of accessing and successfully gaining a place on both LAMDA’s full time BA (Hons) Professional Acting programme and the FdA/BA Production & Technical Arts, the following groups of qualifying students are currently underrepresented:

- Students from areas of low higher education participation, low household income and/or low socioeconomic status
- Students who are black, Asian and minority ethnic (BAME) – specifically those who are Asian or who identify as BAME and who are also from a low income household
- D/deaf and disabled people – specifically those with physical or sensory impairments
- Care leavers.

The key metrics for qualifying applicants for qualifying courses in 2017-18 are as follows:

	Applicants	Enrolled students
POLAR 4 cats 1-2	unknown	13%
‘First in family’ to enter HE	25%	23%
Low income households	Unknown	40%
BAME	15%	20%
of whom Asian / Mixed White & Asian	30%	27%
Disabled	18%	22%
of whom report physical / sensory impairment	4%	4%
Care leavers	<1%	0%
New entrants over the age of 21	22%	31%

Table 1

Success

As a small, specialist and highly selective institution, LAMDA would be expected to have high levels of student success, and generally this is indeed the case. Retention rates are very high (circa 99% in 2016-17); very few students do not either progress from one year of a course to the next, or achieve their target qualification.

The only identifiable trend which emerges from our internal data is a tendency for some acting students who identify as male and BME to leave slightly before the end of their course, and therefore earn an 'exit award' rather than the full BA (Hons) degree. However, in the past few years all such cases have been caused by final year students leaving to take up career-defining paid, professional acting work (such as in the West End or on television), so it is important to acknowledge that the data do not tell the whole story in this regard. Anecdotal evidence indicates that there has been a (long-overdue) increase in demand for BAME actors, resulting in agents and casting directors placing increased pressure on talented students to leave early and fill the roles which are being offered to them. LAMDA believes very strongly that the long-term interests of students are much better served if they complete their courses; plans for addressing this (small, but significant) issue are outlined in the sections below.

In 2016-17, graduates who were BAME, or who reported a disability, outperformed graduates without those characteristics in terms of achieving a first class/distinction degree outcome by 19 percentage points and 15 percentage points respectively. Graduates from POLAR 4 quintiles 1-2 were also fractionally (2 percentage points) more likely to achieve a first class degree.

Qualifying final year students on qualifying courses, 2016-17

	Final year students	Completed year of instance	1 st class / distinction
All		100%	48%
POLAR 4 cats 1-2	19%	100%	50%
BAME	7%	67%	67%
of whom Asian / Mixed White & Asian	0%		
Disabled	19%	100%	63%
of whom report physical / sensory impairment	0%		

Table 2

Progression

The outgoing DLHE methodology did not take into account the prevalence of self-employment, short-term contracts and portfolio careers in performing arts industries. For similar reasons, the LEO data have shown that dance and drama graduates nationally are among the lowest-earning groups. Nevertheless, as a drama school with long-established roots in the theatre and recorded media industries, LAMDA has a good record of achieving positive employment outcomes for all its students. In the most recent completed academic year, LAMDA had a 100% success rate in securing agent representation for all of the BA (Hons) Professional Acting graduates who were eligible to work in the UK, including all of those with protected characteristics. With very small cohorts, year-on-year fluctuations are inevitable, but over the medium term, the employability rate has been in line with the rest of our part of the sector over recent years, at about 90%. FdA Production and Technical Arts graduates operate within a very different employment market and often report salaries of around £30,000 6 months after the course finishes. The DLHE outcome for 2016-17 graduates (Table 3) indicates that

BAME students and those from less affluent areas are marginally less likely to be in professional employment. As per Table 2 above, there were no Asian students or disabled students who reported a physical or sensory impairment.

	% DLHE respondents in work / studying	% DLHE respondents in professional employment
All	97%	74%
POLAR 4 cats 1-2	100%	60%
BAME	100%	67%
Disabled	100%	83%

Table 3

1.2 Assessment of current performance

Access

Access activity at the pre-entry phase of the student life-cycle

In May 2013 LAMDA appointed its first Access and Widening Participation Officer to design and deliver a coordinated programme of access and widening participation activities to enable more young people from our target groups who are from low income backgrounds, low income backgrounds and BAME, Asian, D/deaf and disabled or care leavers and mature learners who intersect with these groups to learn about our training and access our courses at the pre-entry phase of the student life-cycle. In September 2017 we doubled our staffing in this area to include a part time manager and a full time officer. In 17-18 LAMDA has budgeted £64,434 for staffing costs for all AWP staff delivering work at the pre-entry phase of the student lifecycle which includes two members of support staff mentioned above and all part time staff involved in delivering LAMDA's access and widening participation work. This figure will rise with inflation.

Table 4 below offers information on the numbers and groups of students from our target groups referred to in the paragraph above, who we have engaged in access and widening participation activity at the pre-entry phase of the student lifecycle since 2014. Until the start of the 2017-18 academic year, many of our interactions had been one-off taster activities. These were beneficial in terms of offering information and practical advice on our training, but we wanted to be able to deliver further in-depth and bespoke practical and financial support in the form of preparatory workshops, financial assistance with the application process and foundation course bursaries. Support that is often key to enabling individuals from our target groups to progress to and succeed at the point of audition or interview. Our long term strategy is to develop our access and widening participation activity at the pre-entry phase of the student lifecycle so that we are delivering more sustained and regular engagements with a smaller number of individuals from our target groups rather than one-off activities with a higher number of participants.

Since the start of the academic year 2017-18 we have ensured we are focussing on engaging individual participants from our target groups outlined above on multiple occasions. By the end of the academic year 2017-18 we will have engaged with fewer young people from our target groups than in previous years, but we will be able to show that of the young people from our target groups we have engaged, a large number will have benefitted from more than one interaction.

Year	2014-15	2015-16	2016-17	2017-present
Number of participants	289	152	210	71
% BAME Participants	23%	28%	21%	71%
% POLAR 1-2 Participants	39%	34%	31%	56%
% Participants declared a disability	20%	22%	22%	28%
% participants aged 21+	3%	4%	3%	8%

Table 4

Mature Students

We recognise a national requirement to focus on this group; however, since 31% of our first year full time undergraduate students are mature students, targeting this group is not currently a strategic priority for LAMDA. At present our access and widening participation activity is targeted predominantly at young people aged 14-25. To date we have monitored if participants are aged 18+ but we have not gained information on whether they are 21+ as our focus has not been on this specific group at undergraduate level. From 2018-19 and onwards we will gather data for this group.

The figures in Table 4 above refer to the mature learners who participated in the two term part time training course delivered annually by leading disability theatre company Graeae in partnership with LAMDA and four other conservatoires.

We are aware that our current provision of training at undergraduate level is not suitable for those able only to study part-time and are considering how we might best change this for the future.

Foundation Diploma Bursaries

Each year, LAMDA awards a minimum of two fully-funded bursary places, currently worth £13,007 (£13,397 in 2019/20) each on the (non-HE credited) Foundation Diploma in acting (s.4 (2) AWP Strategy). This 28 week course is designed for students with less experience and for those who would benefit from intensive vocational training before applying for degree-level study. The Foundation Diploma Bursary scheme directly targets young people from low income backgrounds and is a key instrument for LAMDA in encouraging and supporting students from low income backgrounds to access either the 3 year Acting BA at LAMDA or a comparable course at another HEI.

One of the bursaries is awarded to an individual who has made their own way to and through the audition process. The second bursary is awarded to a young person who has come through LAMDA's targeted Pathways programme. As outlined in the table below the bursaries are only aimed at and awarded to individuals who have a low income background as a minimum marker of disadvantage. Using this as our minimum marker for eligibility ensures that we are reaching young people who would not otherwise be able to afford to access this course, as well as our other target groups BAME, care leavers, and D/deaf and disabled learners who often intersect with the low income background target group. For example, 78% of recipients since 2014 have been both from a low income background and BAME. We deliberately do not take POLAR data into account for the Foundation Diploma Bursary as our bursary applicants are currently all London-based, where quintiles 1-2 are less reliable as a marker of disadvantage.

In 2015-16 we awarded our first foundation diploma bursaries to two young people from low income backgrounds who came to us directly through our Pathways programme.

Table 5 below shows the success of LAMDA's foundation diploma bursary scheme over the last four years. Since 2014-15 we have offered nine Foundation Diploma bursaries in

total to young people from low income backgrounds. Of the eight students who have completed the course and subsequent audition processes, five progressed to full time BA (Hons) acting programmes at top drama schools. Of those five, three gained a place on LAMDA's BA (Hons) Professional Acting programme, and received full scholarships covering all tuition fees as well as a minimum £3,000 maintenance grant.

Year	2014-15	2015-16	2016-17	2017-18
Foundation diploma bursaries awarded	1	3	3	2
Bursaries awarded through LAMDA's targeted Pathways programme	0	2	1	1
Bursary recipients from low income background	1	3	3	2
Bursary recipients who are both BAME and low income background	0	3	2	2
Number who progressed on to a BA Hons Acting at LAMDA	1	1	1	Awaiting outcome
Number who progressed on to a BA Hons Acting at another conservatoire	0	2	0	Awaiting outcome
Number who did not complete the LAMDA Foundation Diploma	0	0	1	0

Table 5

Audition/interview fee waivers

LAMDA recognises that the £54 fee to audition for our FT UG courses can act as a barrier for applicants, particularly those from low income backgrounds, therefore, since 2014, we have offered audition fee waivers to applicants whose annual household income is below £25,000. The table below shows the number of audition/interview fee waivers we have administered since 2014. Every applicant who was awarded a fee waiver had at least one other marker of disadvantage in addition to income (i.e. state school, BAME, Looked after Children (LAC) etc.).

Of the 66 people who received an audition fee waiver to apply for entry in 2018-19, 30% progressed to the second round and 26% progressed to the final (recall) stage of the auditions process. 4% withdrew from the process or did not attend their audition.

Of the 17 people who progressed to the recall stage, 16 had previously had at least one interaction with LAMDA via the Pathways programme since September 2017.

Year	2015-16	2014-15	2016-17	2017-present
Audition fee waivers provided for young people from low income households (up to £25,000).	33	33	33	66

Table 6

Acting on feedback from The Student Focus Group we will review our information about fee waivers to ensure that this provision is fully understood and transparent.

Accessible facilities

Our new campus building is fully physically accessible, which marks significant progress towards supporting people who have specific access requirements to apply for our programmes. In 2017 we welcomed our first wheelchair user on a summer short course. In 2018-19 we will be welcoming a PTASS student who is a wheelchair user.

Scholarships

A range of scholarship schemes have been operating at LAMDA for many years. The *Genesis LAMDA Scholarship* scheme was instigated by philanthropist John Studzinski in 1998 as a positive contribution towards addressing socio-economic inequality of the intake in the major London drama schools. Since then, John and his Genesis Foundation have supported 25 talented young actors through an annual Genesis LAMDA Scholarship; the final scholarship was awarded in summer 2016 to a student who will complete their studies at the end of the academic year 2018-19. The *William and Katherine Longman Charitable Trust* currently provides five scholarships to support students undertaking training at LAMDA. Students are also helped by our Development team to access and apply for support from a number of different charitable trusts and funding sources, including *The Andrew Lloyd Webber Foundation* (covers the cost of tuition fees for students undertaking technical training), *The Hedley Foundation* (provides maintenance support for a student completing an undergraduate degree in professional acting), the *Carne Trust* and *David Suchet* (who both provide maintenance support for students).

Success

LAMDA has established a number of measures to ensure that all students enrolled on FT UG courses are able to complete their courses successfully. These include a comprehensive induction designed to aid the transition to HE, extensive financial support, help for those with particular learning needs, a counselling system, medical interventions for those with physical injuries or other health conditions, and extensive pastoral care.

Students learn in small classes where they receive individual attention and constant feedback. LAMDA's distinctive pedagogy is personalised and highly experiential. The excellence of this approach is evidenced by LAMDA's contribution to the award of Gold Standard in the Teaching Excellence Framework achieved by the CDD in 2017. Students' work and progress is assessed continually, during classes, rehearsals, production periods and performances. Oral feedback is given daily and students agree a set of goals for development in each subject area every term. This was commended by a University of Kent/CDD Periodic Programme Review in 2017 for giving students a better understanding of their own progression through the programme and allowing for an ongoing review of their performance throughout the academic year (Draft Conjoint PPR Report, March 2017, Section 9.5.3).

There is an extensive range of support available for study skills development and students are also given opportunities to engage proactively in a creative learning community, working with staff and professionals on exciting collaborative projects where their own skills as performing artists are synergised with those of others, for example, to critique texts and create new works which enrich their learning and contribute to research (Student Engagement Strategy and Policy 2017 Section 1.2 c).

Students' first ports of call for support are the Registrar, the Admissions team and their Personal Tutor (Personal Tutor Policy 2017). Together this team provides a highly personalised support service covering issues such as accommodation, health, disability and finance. International students receive extra briefing material and there is a buddying scheme for all incoming students in which they are matched with an existing student before they start, to help them integrate. In addition, the librarian provides support for disabled students, particularly practical support for those with learning difficulties.

During the application and audition processes, students are invited to disclose any reasonable adjustments they may need. For example, if a student has dyslexia, they are encouraged to disclose this before they attend a recall audition as there is an element of sight-reading involved which could prove unnecessarily difficult for such a student. If a

student does so, the sight-reading is provided on suitably coloured paper and they are given the opportunity to read the text through before recital. Many students choose not to disclose disabilities or may not have been formally diagnosed. In April 2016, a student with dyslexia (who had never been officially diagnosed prior to his audition at LAMDA) was recalled and struggled with the sight-reading part of his audition; which affected the rest of his audition. He was provided with coloured gels to assist his reading and it was suggested that he practice his reading skills using the gels. He was subsequently invited back to audition in June 2016 and was offered a place.

LAMDA refers students to an external counselling service or for physiotherapy or speech therapy if necessary, following a discussion with the Registrar. All students on the MA, BA and FdA courses are eligible for 12 counselling sessions funded by LAMDA. In cases, where students need long-term support of this kind and come from a low income family, LAMDA covers the cost.

Progression

LAMDA is an outward facing organisation which prides itself on its links with external stakeholders, such as potential employers, theatre companies and theatrical agents. LAMDA only employs academic staff with expertise, experience and a strong reputation in their subject area, and new appointments are expected to come with relevant and current industry experience and of renown. Staff have considerable industry networks to draw upon to the benefit of students (e.g. LAMDA's Head of Acting directs plays in the professional theatre. Her 2016 West End production of *The Wipers Times* included seven LAMDA BA (Hons) Professional Acting graduates). The use of visiting industry professionals in programme delivery provides currency and enables effective links to be made between current practice and student learning on the programmes. This was recently commended as good practice and 'an excellent initiative' (Draft Conjoint PPR Report, March 2017 Paragraphs 9.2.4 and 9.7.3).

The Genesis LAMDA Network

As part of LAMDA's commitment to the employability of its students and graduates, the Genesis LAMDA Network supports final year students as they enter the industry by providing alumni mentoring and networking to help support their transition into the profession. Individuals from low income backgrounds or first in family to attend Higher Education may be without the networks and connections that can help entry into the profession. The scheme, although offered to all graduates aims to remedy this by harnessing the expertise and experience of LAMDA graduates to benefit the next generation of actors and technicians. The network and mentoring programme pairs students in their last two terms at LAMDA (approximately 50-60 actors and 28 stage managers and technicians per year) with a graduate mentor to support them as they complete their training and during their crucial first year in the industry. Mentors are a sounding board for queries or concerns and help students extend their professional network. The programme was piloted in 2017 with acting students prior to a full launch in spring 2018 and the service will be extended to Production & Technical Arts students in the future. It has been well received by students and was recently commended as an example of innovative good practice (Draft Conjoint Periodic Programme Review Report, March 2017 Paragraph 11.4.1).

Employability skills; Interface with agents and employers

We ensure that our students have numerous opportunities to work on productions and performances and develop practical experience in their field, for example, each final year BA (Hons) Professional Acting cohort undertakes roles in five public productions as well as a short film, a radio play and a voice audio reel. Productions are toured to professional venues, enabling a wider audience to see the work of the students and providing the students with additional opportunity to showcase their skills. Students on the FdA Production and Technical Arts take the roles of production heads across all departments,

creating lighting or sound design, construction and stage management for the public productions (s. 5(4) Employability Strategy 2017-2020).

Students are systematically given exposure to potential employers, casting directors and agents (Employability Strategy 2017-2020). Our students work directly with professional writers, translators and directors by participating in the process of creating new work, for example, second year BA (Hons) Professional Acting degree and FdA Professional Acting students are given an opportunity to collaborate with playwrights in developing a play. The resulting script may be chosen to become a public LAMDA production or be performed elsewhere.

We produce an annual West End Showcase with students from the two and three year acting courses for invited agents, casting directors and other industry guests to enable them to see our graduating actors perform. In addition, showcases take place in the USA (where students from all courses who are eligible to work in the USA are invited to take part) and in Canada. We also screen our films in the Curzon in Soho in London's West End to screen and industry professionals (s. 5(4) Employability Strategy 2017-2020). LAMDA employs an Industry Liaison & Professional Development Officer who ensures that agents and casting directors are invited to observe all students in appropriate types of public performance, for example RSC casting directors are invited to view the annual Classical productions; students present monologues to RSC and several television and theatre casting directors; Question and Answer sessions are provided with theatrical agents, casting directors, Equity, Spotlight, a tax specialist, a life coach and working actors (s. 5(4) Employability Strategy 2017-2020). The Student Focus Group very much valued this resource and would like to see it increased if possible.

LAMDA is also invited to nominate students for a number of industry opportunities which showcase students, including The Spotlight Prize (stage actor and screen actor), the BBC Carleton Hobbs Bursary Award (radio), the Sam Wanamaker Festival at Shakespeare's Globe (classical theatre) and the Stephen Sondheim Student Performer of the Year Award (musical theatre).

Placements and Professional Preparation

Every Level 5 student on the FdA Production & Technical Arts is required to undertake a five to six week professional work placement in the Placement Learning Module. Students have two six-week time periods available, and many undertake two placements, although only one is required; this gives them the opportunity to experience working in different specific disciplines within the industry and so be in an informed position when subsequently deciding which area they would prefer to specialise in after graduation. The placements enable students to continue developing their understanding and practical skills in a professional environment. LAMDA is the only drama school to offer two placement opportunities, and over the years the students have found them invaluable. Placements often lead to employment for the student in that company, for example the first BA (Hons) PTA top-up student undertook a long placement at the Royal Shakespeare Company's Sound Department and was offered a job there at the end of the programme. PTA students participating in the Student Focus Group felt that the range of placements and the quality is excellent and the provision of travel and accommodation expenses during placements is particularly welcomed. They felt that the fact that LAMDA offers two placement opportunities, which is particularly valuable for employment opportunities, is worthy of more emphasis in information about the course. They praised the professional preparation sessions whose added specialist input adds greatly to their employability.

Practical Help for New Companies

LAMDA offers a number of opportunities for those intending to set up their own business, such as by forming a theatre company. These include access to expertise, (e.g.

preparation for tax self-assessment), alumni support and fundraising advice. LAMDA supported Mischief Theatre at the beginning of their journey, by providing free rehearsal space when they were a nascent company before they went on to create *The Play That Goes Wrong*. We now aim to replicate and formalise this model of support through the Genesis LAMDA Network.

2. Ambition and strategy

2.1 Strategic ambitions

Access

Pathways is a targeted engagement and skills development programme at the pre-entry phase of the student lifecycle which will use LAMDA's reputation, expertise and facilities to remove the barriers that prevent the target groups outlined below from accessing taster and preparatory activity for UG training in performing arts and technical theatre.

LAMDA's *Pathways* partnerships programme encompass all of our target groups which includes:

- People aged 14-25 from areas of low higher education participation, low household income and/or low socioeconomic status
- People who are black, Asian and minority ethnic (BAME) – specifically those who are Asian or who identify as BAME and who are also from a low income household
- D/deaf and disabled people, specifically those with physical or sensory impairments
- Care leavers.
- Mature learners who intersect with the target groups outlined above.

Our strategic ambition is to create fifteen active *Pathways* partnerships per year in areas of low participation or with groups who work with a high number of people from our target groups, with 10% of all *Pathways* participants subsequently going on to audition/interview for LAMDA by 2022-23.

In accordance with our strategic plan as well as feedback from the Student Focus Group, we will ensure *Pathways* reaches a wide spread of partners who work with our target groups areas of low participation (Quintiles 1-2) across England. See below for further detail.

Following on from our assessment of performance we aim to fulfil the following strategic ambitions at the pre-entry phase of the student-lifecycle:

- 1) To increase the proportion of new entrants from lower income households to 50% over the next 5 years we will:
 - Provide additional scholarships/bursaries for those from low income households from 2019-20 onwards with a target of raising £110,000 from external sources to do so
 - Provide audition/interview fee waivers for all applicants whose household income is less than £25,000
 - Budget an average of £33,000 per year over the next five years to provide bursaries for all those from low income backgrounds to cover travel and subsistence for all venues at all stages of the audition/interview process.

- Over five years establish Pathways partnerships in at least one school/ FE college/ youth arts organisation located in all 12 currently identified opportunity areas. This will help to ensure the delivery of our activity is focussed on our low income target group
- Deliver a minimum of 2 preparatory activities/ workshops with each of our 15 Pathways partners per year for a group of approximately 15 participants from low income backgrounds costing approximately £15,000 per year
- Increase the number of bursaries available for the Foundation Diploma from two to four, including support for living costs for two applicants from outside London costing approximately £25,000 per year over the next five years.

In addition to the measures outlined above in 1), we will also use the following measures to fulfil our stated strategic ambitions at the pre-entry phase of the student lifecycle:

- 2) To increase the proportion of entrants identifying as BAME and low income background from 20% to 25% over next 5 years we will:
 - Establish Pathways partnerships at a minimum of one school/ FE college/ youth arts organisation in London, Bradford and Derby where there is a high proportion of young people who are both BAME and from a low income background
 - Continue to assess annually whether our regional audition centres are located in the best possible places to provide access to people from this target group and relocate where necessary.
- 3) Within the BAME target above, to increase the proportion of entrants identifying as Asian to 5% over next 5 years we will:
 - Establish Pathways partnerships at a minimum of one school/ FE college/ youth arts organisation in London, Birmingham, Leicester and Bradford where there is a high proportion of young people who are both Asian and from a low income background
 - Continue to assess annually whether our regional audition centres are located in the best possible places to provide access to people from this target group and relocate where necessary.
- 4) To increase the proportion of entrants reporting sensory or physical impairments from 1% to 2% over next 5 years we will:
 - Conduct a full audit of our marketing and admissions processes to ensure that our auditions and interviews are fully accessible to all
 - Continue to support Graeae's annual part time training programme for D/deaf and disabled artists including those who intersect with this group as mature learners through the provision of approximately £3,000 worth of teaching support each year over the next 5 years.
- 5) To increase the proportion of entrants who are care-leavers to 2% over next 5 years we will:
 - Work in partnership with Hammersmith and Fulham local Virtual Schools Team to deliver an annual summer 3-day Production and Technical Arts short course for five local care leavers aged 16-18 who are NEET (Not in Education, Employment or Training) costing approximately £2,250
 - Provide audition/interview fee waivers for all applicants who are care leavers
 - Provide bursaries for care leavers to cover travel and subsistence for all venues at all stages of the audition/ interview process.

LAMDA intends to enable applications for its technical undergraduate programmes to be made through UCAS during academic year 2018-19, for 2019 entry. It is expected that this will attract a wider range of applicants by raising awareness of LAMDA's offering and simplifying the process for applicants. This was strongly supported by the PTA students in the Student Focus Group.

Acting on feedback from The Student Focus Group, we will review the timing of provision of information about scholarships and ensure that the application process and eligibility criteria are clear.

Success

Our overall strategic aim is to ensure that all students admitted to LAMDA are able to succeed, regardless of financial, personal or other circumstances. In general our student retention is very high. We therefore aim to maintain the level of personalised support on these programmes, which has consistently resulted in very low levels of attrition. However, we do recognise that there is a higher level of attrition in the first year of the FdA Production & Technical Arts. The programme is demanding and requires considerable self-discipline and commitment. In addition, some students decide that, having had such hands-on, practical experience of what the job entails, that this is not the career for them.

Our students tell us that the single biggest worry they have whilst at LAMDA is money. We are increasing fundraising for scholarships and bursaries to cover fees and maintenance with the aim of generating another £110,000 of support per annum from external sources so that every undergraduate student from a low income background receives financial support. We also aim to provide additional specific practical financial help in other ways. We will also ensure that the criteria for the Hardship Fund are clear and well understood. Acting on feedback from the Student Focus Group, we will review the allocation of Personal Tutors to ensure that all students have appropriate access to their tutors and will ensure that the provision of feedback is timely and consistent. We will ensure that PTA students are aware of the support that Admissions and Library staff offer.

In terms of the physical and mental wellbeing of students, in accordance with feedback from the Student Focus Group we will consider ways in which we might facilitate greater fitness and physical wellbeing for PTA students in particular and will review the current counselling provision to ensure that all students are aware of what is offered and feel able to take advantage of it as needed.

As the Access strategy bears fruit in terms of an increasingly diverse entrant profile, LAMDA will keep its measures for student success under review. As a recent example, the criteria for selecting visiting teaching staff and for selecting scripts for actors to work with have recently been re-examined in order to ensure a more inclusive and diverse working environment for our students, more representative and reflective of our student body and the nation as a whole. LAMDA will continue to work with its students and with external bodies such as Act for Change and Graeae to maintain this positive momentum.

Progression

We aim to ensure that all LAMDA graduates who wish to work in the industry are enabled to do so. Specifically our aim is that all of our acting graduates will leave with agents and all PTA students will leave having successfully completed at least one and preferably two placements.

2.2 Specifically targeted groups

Through a coordinated programme of targeted engagement activities, we will target all of the following groups at every phase of the student lifecycle:

- People aged 14-25 from areas of low higher education participation, low household income and/or low socioeconomic status
- People who are black, Asian and minority ethnic (BAME) – specifically those who are Asian or who identify as BAME and who are also from a low income household
- D/deaf and disabled people, specifically those with physical or sensory impairments
- Care leavers
- Mature learners who intersect with the target groups outlined above.

2.3 Collaborative Working

Access

LAMDA's Pathways programme which targets groups at the pre-entry phase of the student lifecycle builds partnerships and collaborating with schools, colleges and youth arts organisations. Through collaboration we are able to use our funding to deliver access and widening participation activities with the young people from our target groups who will benefit most.

Primary

Through our newly formed partnership with the Primary Shakespeare Company, in 2018 we will provide 100 year 5 and 6's from two local primary schools, whose number of pupils in receipt of the pupil premium is well above average, with the opportunity to participate in an Introduction to Technical Theatre workshop and the opportunity to perform their annual Shakespeare Festival at LAMDA in our Sainsbury Theatre. If our pilot year is successful we look forward to committing to the same delivery each year.

Secondary

We currently have a local Pathways partnership agreement in place with Hurlingham Academy with whom we deliver a minimum of 3 activities per year.

In the summer of 2018 we will collaborate with Hammersmith Virtual School to deliver our first 3 day technical theatre residency for five looked-after 16-18 year old NEETs (young people Not in Education or Employment or Training).

In April 2018 we will collaborate for the first time with Access HE London NCOP (National Collaborative Outreach Programme) using LAMDA's resources and expertise to support the delivery of presentation skills workshops for KS4 & 5 students in Barking, Dagenham and Havering.

This summer, 2018, we are collaborating with Access HE London and Greater Manchester Higher on their Summer School Programme. We will be using LAMDA students and tutors to deliver a Creative Arts strand of work for their Year 12 cohort.

Beyond the London area, each year we offer one Introduction to Drama School taster session to students attending colleges in 5-6 low participation areas. In 2017-18 we will visit Loreto College, Manchester; Bridgend College, Wales and Wyggeston and QE1 College, Leicester and Dudley College for the third year running as well as Scarborough

Tec for the first time. In future we would like to deliver multiple engagement activities at a secondary school or FE College in each of the 12 identified opportunity areas. In 2019-20 we will offer our first 2 day taster day weekend in Production Technical Arts for 6 young people with a keen interest in this area who have come via our regional Pathways partners (arts organisation/school/ FE College). Individuals from this group who want to apply to LAMDA or another HEI will be offered bespoke support on portfolio preparation and interview technique.

Youth Arts Organisations

We work in partnership with Open Door, ALT. Actor Training, Intermission Theatre and NYT Playing Up to support the young people with whom they engage to access our training. All three London based organisations provide part time training programmes for young people who are from low income backgrounds, who are BAME and who are care leavers who are seeking to access conservatoire training. We provide each organisation with audition fee waivers, complimentary tickets to our student productions and post show Q&A's as well as workshops on audition prep, voice and movement in order to ensure that barriers to accessing our training are removed.

In order to extend our reach beyond London we are currently in the process of establishing Pathways partnerships with five leading regional youth arts organisations who work predominantly with people from our target groups. We are progressing with plans to deliver a series of Pathways activity with 20 Stories High, Liverpool; Contact Theatre, Manchester and NYAT, Hull during 2018-19. We are also beginning discussions with Derby Theatre.

Since 2015 we have worked in collaboration with Graeae to support the delivery of their annual Ensemble programme. Graeae's Ensemble is a pioneering part time artist development programme for young D/deaf and disabled people passionate about theatre. As part of our partnership, and now that we have an accessible building, Graeae are supporting LAMDA to audit their procedures and processes to ensure our training is fully accessible from the point of application. We will continue to support the delivery of their Ensemble programme and aim to deliver future activities on site at LAMDA so that the participants get to experience our training and facilities first hand.

HE sector

LAMDA's Access and Widening Participation team is part of an informal but active group of professionals in similar roles at other drama schools. The group meets regularly to exchange best practice and address current topics. More widely, the team will continue to work with Access HE in London, and with the Guild HE WP network, to keep on top of current issues and contribute to public debate.

Success

The most pressing issue for LAMDA, and the sector we serve, is to diversify the pool of applicants willing and able to benefit from our provision. However, to support this, LAMDA's Board of Trustees and the Development team are actively seeking to increase the funds available for scholarships and bursaries, targeting a range of trusts, foundations, charities and private individuals, in order to increase the levels and types of financial support we can offer. The successful Pathways programme demonstrates our ability to work collaboratively with funders to achieve mutually beneficial aims, so extending this into active support for enrolled students is the next step.

Progression

Drama is a collaborative art form, and graduates' successful progression into the industry will always be the result of collaboration of some kind. The funding received for the Genesis LAMDA Network will continue to improve the progression outcomes LAMDA can achieve. LAMDA will continue to use its strong connections to the industry to ensure that courses are designed and delivered in line with industry needs and current practice. This will include working with suppliers and manufacturers on the technical side, to give students experience of industry-standard kit and techniques, as well as using our relationships with writers and publishers to give students access to new work, or get involved in commissioning or co-creating work.

2.4 Evaluation

Access

At the pre-entry phase of the student lifecycle we expect to increase the number of people from our target groups who go on to apply and also successfully gain entry to our full time undergraduate courses as set out in our clearly stated targets in this plan.

In terms of our various access measures, we have set KPIs within our Access and Widening Participation Strategy. Our performance against these is reported to and actioned by Academic Board. For every activity we deliver as part of the Pathways programme we use the following methods to monitor and evaluate the work we are delivering:

- We build evaluation in to all our Pathways activity using methods influenced by the Theory of Change model. This enables us to assess the link between the activities we engage in and the achievement of our strategic access goals
- We have engaged a professional consultant evaluator to support us in monitoring and evaluating the impact of our Pathways programme; this has been funded by two charitable foundations for two years
- We capture postcodes for all participants in order to find out what POLAR quintile area they are from
- We track our participants using Quercus (our student records system) in order to find out if they go on to apply for/ successfully access LAMDA training
- Each participant completes an equality and diversity form, register of attendance and feedback questionnaires
- We provide group leaders and teachers who are responsible for our participants with feedback forms to complete
- Other methods used include questions built in to the delivery of an activity, focus groups, graffiti walls, vox pops and counting boxes
- Tracking young people, particularly primary or hard-to-reach groups, is always challenging. We maintain good relationships with the groups/ schools we partner with and where possible use this network to keep up to date with the progress of our Pathways participants.

We will analyse data to enable us to benchmark our performance against comparable institutions. We will examine data provided by applicants and compare it with the data of those who go on to receive an offer or accept a place at LAMDA. Taking into account those groups of people we find missing from our applicant pool, we will monitor and review student recruitment to ensure audition and interview procedures remain objective, fair and transparent and give the maximum benefit and opportunity to all.

Success

Evaluation here will focus on the financial and welfare support provided for students in our target groups, in order to establish the most successful approaches for our subject areas. With only small sample sizes to work with, and in line with the OFFA evaluation toolkit, the methodology employed will be based upon qualitative feedback from participants, backed up by semi-structured interviews. The OFFA statistical framework for analysis is not appropriate here as we have less than 300 recipients.

Progression

Evaluation of interventions to improve progression for students in our target groups will be tied in with evaluation activities for the ongoing Genesis LAMDA Network, and will also seek to round out the data obtained via LEO and the Graduate Outcomes survey and define a set of employability markers appropriate to our industry. In this we will seek a shared approach with other members of the Federation of Drama Schools, of which LAMDA is a founder member.

Across Access, Success and Progression, our performance will be monitored at various fora and committees within LAMDA: Academic Board, Diversity and Inclusivity Working Group and Staff Student Liaison Committee. Our HR Department monitors changes to the diversity of the staff body, including all our visiting directors and teachers. In common with other GuildHE and Conservatoires UK members, we recognise that a lack of diversity among staff can be a barrier to student Access, Success and Progression, and we will be working actively with these institutions to share data and best practice.

We will enable the outcomes of our evaluation to influence practice externally across the sector through sharing data and best practice with relevant bodies we belong to and collaborate with, such as GuildHE, the Widening Participation Officers Group and Conservatoires UK.

2.5 Monitoring of performance

All access and widening participation activity across LAMDA is recorded and reported, incorporating key activity details and feedback. Comprehensive monitoring and evaluation of data, including tracking individuals where possible, allows us to identify what works, communicate its value and develop our strategic approach to access and widening participation.

We will measure the success of this strategy by:

- The number of students who engage in LAMDA Access & Widening Participation activities and go on to audition/ interview/ train at LAMDA or other institutions
- The number and proportion of students who receive financial support (target: not less than one in four)
- The number of active and productive local and regional Pathways partnerships and their referral rate
- The number of people engaged in our Pathways workshops
- The number of Schools and FE Colleges involved in our Pathways programme
- The number of pupils who attend 'Shakespeare in Schools' shows and attend post-show Q&A (target: 600 per annum)
- How LAMDA's performance in this area measures against that of other comparator Higher Education Institutions.

3. Targets

BAME

We currently have approximately 20% BAME students enrolled across all programmes that we offer. This compares favourably with national benchmarks such as HESA. Our targets should include the following:

- The number of entrants who are BAME and from low income households to rise from 20% to 25% over the next 5 years (i.e. an increase of 1% per annum)
- To specifically increase the number of Asian students from the current 1% by 4-5% over the next 5 years (i.e. by 1% per annum)

Low income households

Currently 40% of our students come from low income households (that is, households with a total annual income of below £40,000). We provide scholarships for 1 in 5 of our students. Undergraduates do not tend to turn places down as much as postgraduate students due to cost, as they are eligible for student loans. However, we would like to offer better (full) scholarships for all students from low income households.

- We will increase the percentage of students who we provide with scholarships (currently 40%) by 2% per annum, so that in 5 years' time 50% of our students will have scholarships.

In order to target young people from low income households at the pre-entry phase of the student lifecycle through our Pathways Programme we will:

- Achieve a minimum of 250 participants from low income backgrounds in Pathways activities per year over the next 5 years
- Increase the percentage of young people from low income backgrounds engaged with our Pathways Programme who go on to audition/interview at LAMDA from 2% to 10% over the next five years
- Establish 6 Pathways partnerships in identified Opportunity Areas by 2019-20 and increase this number to 12 over the following five years
- Ensure that where possible our audition venues are located in or close to Opportunity Areas and through additional fundraising provide bursaries for travel to and from audition centres when needed.

Further efforts to support access to LAMDA training at the pre-entry phase of the student lifecycle for underrepresented groups will include budgeting a total of £27,000 as follows:

- To increase the foundation diploma bursary places by 50% from 2 to 4 bursaries per year with all 4 bursaries being awarded to students from WP target groups and half of the bursaries ring fenced for students coming directly through LAMDA's Pathways Programme.
- To ensure that 2 of the bursaries are awarded to young people from outside London and the provision of financial support to cover maintenance costs while studying.
- From 2019-20 to provide at least 3 free places on the annual Audition Technique Short Course and at least 2 free places on the annual Introduction to Drama School Short Course (at least one of these to include accommodation where needed)
- The provision of travel bursaries for applicants who live outside of London who wish to attend first round and recall auditions.

Mature students

31% of our first year full time undergraduate students are mature students. This group is therefore not an area of focus for us at undergraduate level at the present time.

Disabled students

Currently 22% of our students have declared a disability. The majority of that figure consists of students who have specific learning difficulties such as dyslexia or dyspraxia, or mental health conditions. We have been less successful in attracting students with physical and sensory impairments, so our target is focussed on that.

Accompanying training and support needs to be provided for academic staff to enable them to adapt classes to accommodate students with disabilities.

- To Increase the proportion of entrants reporting sensory or physical impairments from 1% to 2% over next 5 years
- To work with Pathways partner Graeae to increase the number of young people from their Discover/ Ensemble accessible training programme who go on to audition/ interview at LAMDA from 1 applicant to 6 applicants over the next five years.

Care leavers

This is a particularly hard to reach group. The greatest success we have had to date is through providing bursaries for such students to come onto the (non-HE credited) Foundation Diploma and then to progress onto an HE programme. We currently have no care leavers on the programmes covered by this Plan.

We aim to increase the number of students who are care leavers to 2% (total) over the next 5 years.

4. Our Access, Success and Progression Measures

Access

The following sections outline our sustained activities at the pre-entry phase of the student lifecycle.

Pathways

LAMDA is using its expertise, resources and position within the performing arts to deliver Pathways, a programme that enables young people from the following target groups to take their next steps into engagement, training or employment in the creative industries:

- People aged 14-25 from areas of low higher education participation, low household income and/or low socioeconomic status
- People who are black, Asian and minority ethnic (BAME) – specifically those who are Asian or who identify as BAME and who are also from a low income household
- D/deaf and disabled people, specifically those with physical or sensory impairments
- Care leavers.
- Mature learners who intersect with the target groups outlined above

To reach these target groups, we are partnering with schools, colleges and arts organisations in opportunity areas and areas with a high BAME and Asian population including London, Bradford, Leicester and Birmingham. We work with our partners to provide free opportunities for their young people aged 14-25 who are from our target groups outlined above to engage with LAMDA through practical taster workshops in performance and technical theatre, as well as audition and interview technique. Pathways partner groups are provided with funded tickets to watch LAMDA productions and take part in post-show Q&A's with members from the cast and crew. Young people we come into contact with via the Pathways programme are offered audition/ interview fee waivers and when needed, financial support for travel to and from auditions. We provide bespoke audition technique support for targeted Pathways participants who go on to apply to LAMDA.

The activities and financial support offered via the Pathways programme help to remove the barriers for participants from all of our target groups enabling them to more easily access LAMDA undergraduate courses.

Pathways Graduate Ambassadors

The involvement of current students and recent graduates is critical to the success of Pathways. Since 2014 we have engaged recent graduates to support the delivery of our AWP activities. In 2018-19 we will formalise this arrangement through the creation of a Graduate Ambassador Scheme. 15-20 recent graduates who are from low income backgrounds and who have received financial support to fund their training at LAMDA will be recruited and trained to assist with the delivery and facilitation of each workshop or activity. Having young artists from the same groups we are targeting at the pre-entry phase of the student lifecycle, working directly with participants as peer role models - sharing their experience of training and working in the arts industry - will help young people to gain confidence to access opportunities available in the sector. The scheme will also provide our own graduates from low income backgrounds with additional employment and skills in facilitation and workshop delivery working with young people from hard to reach groups.

Auditions and Interviews

Everyone who applies to LAMDA who meets the admissions criteria will be offered an audition or interview.

By looking at data provided by applicants and comparing it with the data of those who go on to receive an offer or accept a place at LAMDA, and accounting for those groups of young people we find missing from our applicant pool, we will monitor and review student recruitment to ensure audition and interview procedures remain objective, fair and transparent and give the maximum benefit and opportunity to all.

We will continue to hold first round regional auditions in targeted areas across the UK to help reduce social, cultural and financial barriers, by enabling those young people from our target groups who may be uncomfortable or unable to afford to travel to London, to audition at a more local venue. We will offer a Fee Waiver Scheme, for first round auditions and interviews, for care leavers and for those whose annual household income is below £25,000. Potential beneficiaries will be identified through the Pathways Programme and via direct application to LAMDA.

Funded Short Course places

Each year LAMDA will provide a minimum of one fully funded place worth £960 on either the Audition Technique or Introduction to Drama School summer short course for a young person(s) who is London-based, from a low income background, BAME and from a low income background, D/deaf or disabled or a care leaver and has come via our Pathways programme.

Aimed at students from our key target groups who are interested in pursuing vocational training in the arts, the two week intensive course will provide extra support and guidance on how to navigate the highly competitive application process and succeed in gaining a place at LAMDA or another similar leading arts institution. Please refer to our targets in the Resource Plan for expansion in this area of delivery

Foundation Diploma Bursary

Each year LAMDA will award a minimum of two fully funded bursary place(s) on the one year Foundation Diploma. These bursaries provide the opportunity for individuals from our target groups to gain the extra skills and training they need in order to succeed at gaining entry to our courses and dealing with the physical and emotional demands of the training. At least one bursary will be awarded to a young person who has come through LAMDA's targeted Pathways programme. The bursary place will support a potential student who shows promise but may struggle, for cultural, social or economic reasons, to adapt to the rigours of Higher Education, by providing a safe and supportive introduction to conservatoire training. Please refer to our targets for expansion in this area of delivery.

Success

As outlined in section 2.1 above, the measures we will take to maintain and improve student success include:

- Diversifying the curriculum, broadening out the range of scripts, plays and other material we work with
- Diversifying the teaching staff, to ensure input from the widest possible range of appropriate, experienced individuals
- Growing the number and value of the scholarships and bursaries on offer
- Continuing to improve LAMDA's estate to ensure ease of access and use over and above the provision of reasonable adjustments
- Liaising closely with agents and casting directors and others as appropriate to ensure that actors in their final year can complete their target qualifications before taking up paid work.
- Providing additional counselling, medical and welfare support for our target groups
- Providing suitable specialist training for teaching staff working with physically impaired students

Progression

The measures LAMDA will take in this area include

- Continuing to work through the Genesis LAMDA Network to mentor graduates through their first steps into the industry
- Formalising the provision of 'business incubator' support for new graduate start-up companies, needing help with rehearsal space, script development, or technical aspects of performing.
- Continuing to support student placements through the provision of travel grants.

5. Investment

As set out in the Resource Plan, LAMDA is making extensive provision to support its objectives and targets for access to, success within and progression from its courses, and will grow its investment over the four-year span. All figures quoted in this section relate to 2019-20 and apply to qualifying student groups and qualifying courses only (the APP countable spend).

There are a number of points to note. Firstly, while LAMDA has only around 55 FT UG places available each year for UK/EU students, typically 4,000 applications are received. The full costs of the access parts of the investment therefore reflect this volume of activity. Secondly, as a small but very high quality provider, the costs of our provision per student FTE are very high. However, we have been able to attract a range of external funders to support our work, including the financing of scholarship and bursary schemes, and larger projects such as the Genesis Network, so the total sums we are able to dedicate to Access, Success and Progression are much higher than the amounts generated by the higher tuition fee income (HFI) and the suggested maxima for this Plan.

Not included within the figures below are, for instance, the costs of our regional auditions, targeted geographically to attract a diverse range of applicants and to reduce travel costs for low income applicants; the scholarship and bursary funds, generated externally; a second member of staff and associated budget for the Access and WP team, funded externally; a range of field trips, tours and other extra-curricular activities designed to aid success and progression; the cost to LAMDA of raising external funding; or the value of paid work LAMDA offers to targeted groups of new graduates and current students under our 'earn while you learn' scheme. Fee waivers for the Foundation Diploma and short courses have not been counted, but the associated costs (student travel & accommodation) have. Some of the categories below are calculated pro-rata from larger budgets in order to identify the support given directly to our target groups.

Access

The figures quoted in the resource plan under this heading are:

	£,000 pa
Access and Widening Participation budget, inc staffing & cost of activities	40
Accommodation costs for non-London students receiving free places on Foundation Diploma and 2 week short courses	26
Travel and accommodation grants for students in target groups coming for 2nd or final auditions	33
	99

Success

The figures quoted in the resource plan under this heading are:

Financial support	£,000 pa
Fee waivers	24
Hardship funds	5
	29

Activities	£,000 pa
Additional student services support for target groups	3
Counselling & medical interventions for target groups; support for students with SPLDs; extra support for students claiming DSA	2
Specialist training for teaching staff on working with physically impaired students	5
	10

Progression

The figures quoted in the resource plan under this heading are:

Financial support	£,000 pa
Genesis LAMDA network	13
Travel and subsistence costs for target students on placement	2
Business incubator support for target student groups	1
	16

6. Provision of Information to Students

Information on finance, financial support and fees

At the point of offer, prospective students receive an email which provides them with all the information needed for them to make an informed decision about whether to accept the place offered. The offer follows the CMA best guidance and details:

- Award offered
- Location and duration of study
- Term dates
- Fees, including a payment schedule for the duration of their studies; extra costs not covered by their tuition fees; and how to apply for a scholarship or bursary
- The next stages in the process.

From this email there are links to the School's Terms and Conditions (which they have to acknowledge receipt and acceptance of) and outside links such as Student Finance so that they can apply for financial assistance. Prospective students are then signposted towards the Student Portal where they can access the course and student handbooks and more information about life at LAMDA. It is from the Student Portal that applicants can then register their place as a student. Throughout this process prospective students are in touch with the Admissions department who can answer outstanding queries.

Once students are offered a place they are emailed information with how to apply for a LAMDA scholarship or bursary and the timeframe of these awards, noting that no payments are expected of students prior the outcome of the scholarship meeting (in late June). This is to ensure that students do not have to make a decision until they are aware of their funding options. As the recall process continues until mid-June we contact students who have not received their result yet to give them advance information of our scholarship and bursary programme so that they can prepare the financial information required (should they wish to apply). This is to ensure that all applicants regardless of offer date have the same chance to apply for financial assistance.

Publication of the Access and Participation Plan

The approved Access and Participation Plan will be available via LAMDA's website and also uploaded into the Student Portal.

7. Diversity and Inclusion

LAMDA has a Diversity and Inclusivity policy and statement that covers all aspects of its work. It addresses LAMDA's obligations in respect of the Equalities Act and states LAMDA's commitment to promoting equality, diversity and inclusion in all of its practices.

LAMDA aims to establish an inclusive culture that celebrates diversity, is free from discrimination and is based on values of dignity and respect.

LAMDA's Diversity and Inclusivity Working Group is a sub group of Academic Board. The group monitors and reviews LAMDA's policies, procedures, practices and initiatives relating to inclusivity and diversity and with specific reference to the Equalities Act and protected characteristics. The group is tasked by Academic Board to prepare and maintain an institutional Action Plan to ensure that diversity and inclusion policies are translated into programmes of action. The group report on this annually to Academic Board and the Board of Trustees and also refer items to Executive Team for action or further consideration.

The group was consulted in the writing of LAMDA's Access Plan and have reviewed the final plan. This has in turn has informed the 2018-19 Diversity and Inclusivity Action Plan with areas of action including:

- Specific focus on providing specialised guidance/ workshops for SED/ Pastoral staff supporting non-traditional students
- Training for students/ staff in awareness of practice with LD and PD performers/ peers/ young people
- Summer workshops designed for inclusion of disabled students
- Aim to further review and increase diversity across
 - teaching staff
 - the Board
 - exams
 - investors
- Specific bursaries/ financial assistance for students with physical/ sensory disabilities.
- Review accessibility of our performances and all sites (including RBS).
- Share knowledge of and examples of good practice about factors affecting accessibility.

As part of our system of evaluation across the institution the group will monitor and evaluate the success of the Access Plan annually and triangulate with other institutional monitoring data they receive in order to evaluate progress towards being a diverse and inclusive institution, and ensure the institution is compliant with the Equalities Act.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

LAMDA's H/EU tuition fees for 2019-20 entrants are expected to remain at the 2018-19 level, but may be increased in subsequent years in line with inflation, if the appropriate legislation permits this.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the proportion of entrants identifying as BAME from 20% to 25% over next 5 years	No	2017-18	20%	21%	22%	23%	24%	25%	
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Within the BAME target above, to increase the proportion of entrants identifying as Asian to 5% over next 5 years	No	2017-18	1%	1%	2%	3%	4%	5%	
T16a_03	Access	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	To increase the proportion of new entrants from lower income (<£40k pa) households to 50% over the next 5 years	No	2017-18	40%	42%	44%	46%	48%	50%	
T16a_04	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the proportion of entrants reporting sensory or physical impairments from 1% to 2% over next 5 years	No	2017-18	1%	1%	1%	2%	2%	2%	
T16a_05	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase the proportion of entrants who are care-leavers to 2% over next 5 years	No	2017-18	0%	0%	1%	1%	2%	2%	

