

LAMDA

Access and Participation Plan (APP) (2020-21 to 2024-25)

Introduction

LAMDA is a small, specialist provider, and is the oldest drama school in the UK. Its mission is to provide exceptional vocational training to actors, technicians and directors, regardless of their background or economic circumstances. LAMDA has been offering HE programmes since achieving University of Kent validation and joining the Conservatoire for Dance and Drama (CDD) in 2004. LAMDA achieved independent registration with the Office for Students in 2018 and left the CDD in July 2019 to become a fully independent HE Provider (HEP). Our first APP comes into effect in 2019-20 but will be superseded by this current document from 2020 onwards.

In keeping with our conservatoire ethos, student numbers are kept deliberately low in order to ensure a highly personalised student experience and the best possible quality of learning, teaching and graduate outcomes. Only around 400 individuals train with LAMDA in any one year (HESES return 2019). Of those, only around 140 take full-time first degree courses, and the FT UG entry cohort is only around 55, of whom 48 will typically be UK domiciled. This APP should be understood in that context.

In February 2019 we announced the appointment of our new Director, Sarah Frankcom, who will join LAMDA in November 2019. Sarah is one of the UK's leading theatre directors with a high profile and reputation for championing accessibility and inclusivity. We are already engaged with Sarah about providing additional impetus to our existing commitment to inclusion and enabling a student experience that celebrates diversity in all its forms.

In order to gain a deeper understanding of the changing nature of our student cohorts, we are building our data capture, handling, analysis and planning capabilities. In the last year we have invested significantly in ICT infrastructure and are planning further system innovations. Our previous membership of the CDD inevitably meant a relationship slightly removed from the OfS and HESA, we are now subscribing to HEIDI plus and have recently created an Assistant Registrar role focused on student data. Adopting Microsoft 365 tools for data sharing and collaboration and changing timetables to allow managers and teams to come together more frequently to evaluate reports and plan changes are other measures which will underpin more evidence-based planning, implementation and evaluation to ensure the achievement of our APP.

This Plan aims to ensure that, in line with the Equalities Act 2010 and the published OfS objectives for equality and diversity, LAMDA can draw on its unique collaborative ensemble ethos to play a full part in nurturing a diverse industry which fully reflects the society it serves and to continue removing barriers to participation in the performing arts.

1. Assessment of performance

As a newly registered HEP, identifying and interpreting good quality comparative data sets has been a challenge, notwithstanding our previous status as a constituent part of another HEP. One of the key aims of this five year plan is to build up a consistent set of measures, appropriate for

the subjects we teach, so that we can establish useful benchmarks for evaluating our performance.

For all the tables in the section below, we have split out the two qualifying courses, because the markets they serve, and the volume of applicants, are very different. Admissions figures relate to the two most recently completed admissions rounds, for courses beginning in autumn 2017 and autumn 2018. Success and attainment data relate only to a/y 2017-18, as the 2018-19 year is incomplete at the time of writing.

It should be noted that the data made available by OfS for 2017-18 include information on a course which recruited for the last time in 2017-18 and will have no enrolled students from 2019-20 onwards. This was a two-year full-time Foundation Degree programme in Acting.

In 2017-18 there were 2,823 applications from UK students for the two applicable programmes. From that total pool, 65 offers were made (2.3% of applications), and 45 individuals (1.6%) were enrolled. The total population of UK students across all years of the two courses was 112. Of those, only one student did not complete their year of instance (<1%) and one student accepted an exit award.

1.1 Higher education participation, household income, or socioeconomic status

Whilst LAMDA numbers are small (sometimes leading to large changes in percentages through small changes in actual student numbers) it is understood that a key component of the OfS strategy for AP is to bring students to HE from low participating neighbourhoods (LPN). We have therefore carried out an analysis of our student populations in terms of POLAR 4 data, which creates five bands derived from postcode area according to % participation. Applicants from areas with the lowest participation in higher education are counted in quintile 1, applicants from areas with the highest rates of participation in higher education are counted in quintile 5. All figures relate to UK applicants to FT UG courses.

The applicant data also uses IMD data organised into quintiles for known postcodes in England only. The data were sourced from the online service published by the Ministry of Housing, Communities and Local Government at <http://imd-by-postcode.opendatacommunities.org/>, and place the *most* disadvantaged groups in quintile 1 and the *least* in quintile 5. All figures relate to UK applicants to FT UG courses. Two years' worth of data are included, for the 2017 and the 2018 admissions cycles.

Applicant data

Whilst there appear to be some wide discrepancies in percentage data divided by IMD quintile or POLAR4 quintile in the table below, consideration should be given to the small student cohorts being reported on in the offers and enrolment tables. Because the POLAR4 classification uses postcodes from across the UK, the tables using the POLAR4 quintiles will refer to slightly larger student populations than those using the IMD classification.

UK FT UG	Quintile	2017-18		2018-19	
		POLAR 4	IMD	POLAR 4	IMD
BA (Hons) Professional Acting	1	7%	10%	7%	10%
	2	11%	18%	11%	18%
	3	15%	20%	16%	19%
	4	26%	24%	25%	24%
	5	41%	27%	41%	29%
	Sub Total		97%	97%	97%
FdA Production and Technical Arts: Stage & Screen	1	5%	5%	9%	9%
	2	6%	8%	10%	12%
	3	18%	22%	15%	14%
	4	25%	38%	30%	30%
	5	45%	27%	37%	35%
	Sub Total		3%	3%	3%
		100%	100%	100%	100%

Offers data

As shown below, the percentage of offers made to applicants from POLAR4 quintiles 1 and 2 is well below the percentage made to quintiles 4 and 5. However, the percentages broadly mirror those recorded in the applications data above. The challenge remains to increase the percentage of applicants from quintiles 1 and 2 which should then flow through into an increase in the percentage of offers for those quintiles.

Another element of the access student lifecycle stage that LAMDA seeks to improve is the conversion of offers to enrolments for UK applicants from quintiles 1 and 2. In 2018-19 offers of a FT UG place to UK applicants from POLAR4 quintiles 1 and 2 accounted for 17% of all offers. This converted to only 10% of enrolled students.

UK FT UG	Quintile	2017-18		2018-19	
		POLAR 4	IMD	POLAR 4	IMD
BA (Hons) Professional Acting	1	8%	17%	11%	13%
	2	6%	22%	14%	26%
	3	17%	13%	11%	17%
	4	22%	17%	21%	9%
	5	47%	30%	43%	35%
	Sub Total		47%	38%	43%
FdA Production and Technical Arts: Stage & Screen	1	3%	5%	3%	5%
	2	10%	8%	8%	8%
	3	8%	11%	8%	8%
	4	23%	49%	41%	30%
	5	58%	30%	41%	49%
	Sub Total		53%	62%	57%
		100%	100%	100%	100%

Enrolment data

UK FT UG	Quintile	2017-18		2018-19	
		POLAR 4	IMD	POLAR 4	IMD
BA (Hons) Professional Acting	1	4%	10%	11%	0%
	2	8%	25%	0%	31%
	3	12%	15%	16%	15%
	4	28%	20%	21%	8%
	5	48%	30%	53%	46%
	Sub Total		50%	47%	48%
FdA Production and Technical Arts: Stage & Screen	1	0%	4%	0%	5%
	2	12%	9%	10%	10%
	3	12%	13%	10%	10%
	4	20%	52%	57%	29%
	5	56%	22%	24%	48%
	Sub Total		50%	53%	53%
		100%	100%	100%	100%

Consistently addressing the very significant gap between enrolments from quintiles 1 and 5 is one of the key elements of this Plan. There have been some extreme fluctuations in this measure over the past five years, as shown in this extract from the OfS data table for FT first degree entrants at LAMDA:

SPLIT1	SPLIT2	Measure	Measure Detail	13-14	14-15	15-16	16-17	17-18
IMDQ5	IMDQ1	GAP	Percentage point gap between split 1 and split 2	13.6	31.6	26.3	-5.3	13

This variation is to some extent inevitable with such small entry cohorts, but the general trend is for a gap that is much larger than we would wish.

The BA (Hons) Professional Acting consistently receives over 3,500 applications for the 30 available places, so data at that point in the cycle can be considered significant. IMD 1 and 2 combined have made up 28% of applications over the past two years, but 39% of offers. The first conclusion to draw is that the demand and the talent are there, and the desire at LAMDA to admit students from the widest possible range of backgrounds, but we are failing to make our case to encourage all of these individuals to enrol.

Success & attainment data: 2017-18 outcomes

FdA Production & Technical Arts (first year)

POLAR4 Quintile	Withdrawn	Exit award	Progress
1			
2			100%
3			100%
4			100%
5	7%		93%

IMD Quintile	Withdrawn	Exit award	Progress
1			100%
2	50%		50%
3			100%
4			100%
5			100%

FdA Production & Technical Arts (final year)

Quintile Measure	Withdrawn	Exit award	Progress	Pass	Merit	Dist.	
Polar4	1				50%	50%	
	2			25%	50%	25%	
	3				100%		
	4		14%	14%		43%	29%
	5				11%	78%	11%

IMD	1						
	2			20%	20%	60%	
	3					100%	
	4					67%	33%
	5		10%		10%	60%	20%

BA (Hons) Professional Acting (final year)

Quintile Measure	Withdrawn	Exit award	Progress	3rd	2:2	2:1	1st
Polar4	1					50%	50%
	2					50%	50%
	3						100%
	4					20%	80%
	5					33%	67%

IMD	1						100%
	2					50%	50%
	3					17%	83%
	4					20%	80%
	5					40%	60%

NB all students on years 1 and 2 of this course progressed successfully.

There appear to be no statistically significant observations to make here, other than to note the exceptionally high retention rates.

Progression

In the following progression tables data has been grouped into IMD quintiles in order to provide a comparison between LAMDA and the wider HE Sector. Owing to small student cohorts LAMDA progression data across all the years shown is only available by aggregating the IMD quintiles as indicated.

At sector level, there has been clear progress on progression rates over the past five years, albeit with a persistent advantageous gap between IMD Q5 and the remainder (FT, all UG).

	National Progression Rate			
	Year2	Year3	Year4	Year5
IMDQ1234	65.2	68	69.2	72
IMDQ2345	67.6	70.2	71.5	73.9
IMDQ5	70.1	72.5	73.9	76

	LAMDA Progression Rate			
	Year2	Year3	Year4	Year5
	83.3	64.5	92.3	77.4
	78	66.7	88.2	82.1
	69.2	-	-	92.3

Due to small student numbers LAMDA's data on progression (FT, all UG) over the past four years shows no discernible pattern.

Nevertheless, LAMDA has recognised the continuing gap in national progression rates between IMD quintile 5 and the other quintiles and is committed to raising the progression rates for the lowest performing quintiles, particularly in light of year 5 (2016-17) data which shows a gap between IMD quintile 5 and the rest that is slightly larger than the gap at national level.

The gap between the progression rates for students in the POLAR4 quintile 5 and the other POLAR4 quintiles is less pronounced at a national level. Data for LAMDA is restricted due to low student numbers, but year 5 (2016-17) shows a larger gap than that between the IMD quintiles shown above.

		LAMDA				
National	Measure Detail	Year 2	Year 3	Year 4	Year 5	Year 5
POLAR4Q1234	Progression Rate	63.3	66.4	68.4	71.1	71.4
POLAR4Q2345	Progression Rate	68.4	71.4	72.6	74.8	85.2
POLAR4Q5	Progression Rate	65.5	68.6	70.1	72.7	93.3

LAMDA's small student population may raise issues regarding the significance of the Year 5 data, which appears exceptional. However, LAMDA is committed to improving progression rates for students from areas with the lowest participation rates in higher education. Our aim is to reduce the gap in progression rates between POLAR4 quintile 5 and the other quintiles to 8% over the five years of this plan.

1.2 Black, Asian and minority ethnic students

UK applicants / students only.

Application data

UK FT UG	BAME	2017-18	2018-19
BA (Hons) Professional Acting	No	84%	79%
	Yes	15%	12%
	Unknown	1%	9%
FdA Production and Technical Arts: Stage & Screen	No	82%	81%
	Yes	17%	7%
	Unknown	1%	11%
Grand Total		100%	100%

Offer data

UK FT UG	BAME	2017-18	2018-19
BA (Hons) Professional Acting	No	69%	65%
	Yes	31%	32%
	Unknown	0%	3%
FdA Production and Technical Arts: Stage & Screen	No	88%	86%
	Yes	12%	6%
	Unknown	0%	8%
Grand Total			100%

Enrolment data

UK FT UG	BAME	2017-18	2018-19
BA (Hons) Professional Acting	No	64%	75%
	Yes	36%	25%
FdA Production and Technical Arts: Stage & Screen	No	85%	95%
	Yes	15%	5%
Grand Total			100%

LAMDA's first cohort of HE acting students in 2004 saw less than 10% identifying as BAME. Much has been achieved since then; over the past few years the proportion has been double that figure at around 20%. In 2018-19, BAME individuals made up 11% of UK applicants to the BA (Hons) Professional Acting, but 33% of offers and 25% of enrolments. There is more work to be done with representation on the FdA Production and Technical Arts however, with only 7% of applicants and 5% of enrolled students identifying as BAME.

Success & attainment data: 2017-18 outcomes

FdA Production & Technical Arts (first year)

BME	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
BME	33%		67%			
Not BME			100%			
Unknown			100%			

FdA Production & Technical Arts (final year)

BME	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
BME				100%		
Not BME		5%	5%	5%	64%	23%

BA (Hons) Professional Acting (final year)

BME	Withdrawn	Exit award	Progress	3rd	2:2	2:1	1st
BME						25%	75%
Not BME						37%	63%

NB all students on years 1 and 2 of this course progressed successfully.

Progression

Across the HE sector there has been clear progress on progression rates over the past five years, albeit with a (narrowing) advantageous gap between white students and other ethnicities (FT, all UG):

National	Measure Detail	Year1	Year2	Year3	Year4	Year5
White	Progression rate	66.2	67.7	70	71.6	74
ABMO	Progression rate	59.7	62.6	66.8	67.1	70.1

The data available for LAMDA students are not as detailed, but show some improvement over the same time period, and no significant differences between ethnicities within years:

LAMDA	Measure Detail	Year1	Year2	Year3	Year4	Year5
White	Progression rate	n/a	78.6	64.1	88.9	84.8
ABMW	Progression rate	n/a	80.0	64.4	88.9	81.6
AMOW	Progression rate	n/a	79.1	65.9	88.9	83.0
BMOW	Progression rate	n/a	79.5	64.4	88.9	81.6
ABOW	Progression rate	n/a	80.0	62.5	88.9	83.3

1.3 Mature students

This is not a priority area for LAMDA. The fierce competition for places on acting degree courses often means that successful applicants have several years of unsuccessful applications behind them before gaining admission and are therefore over the age of 21 on entry. On the Production and Technical side, the course at LAMDA has a long tradition of admitting people re-training in mid-career or deciding to pursue this area as a post-graduation option (in time, if not in level).

The most recent enrolment data for all UG show that 50% of UK domiciled entrants were over the age of 21, which is typical of the past few years. This is about double the national average for HE, which has been between 25% - 27% over the past few years.

Provider	SPLIT1	Year1	Year2	Year3	Year4	Year5
LAMDA	Young_Under21	52.5	56.1	54.2	53.2	50
LAMDA	Mature_Age21andOver	47.5	42.1	45.8	45.2	48.5
LAMDA	Age21_25	42.6	36.8	42.4	35.5	43.9
LAMDA	Age26_30	4.9	3.5	1.7	6.5	4.5
LAMDA	Age31_40	0	0	1.7	1.6	0
LAMDA	Age41_50	0	1.8	0	1.6	0

Provider	SPLIT1	Year1	Year2	Year3	Year4	Year5
ALL	Young_Under21	75.3	73.6	73.1	72.6	72.2
ALL	Mature_Age21andOver	24.7	26.4	26.9	27.4	27.8

The throughput from applications to offers to enrolments shows very little change in the data splits during the admissions cycle.

Application, Offers and Enrolment data

		2017-18		
		Applications	Offers	Enrolments
BA (Hons) Professional Acting	21 and over	36%	31%	36%
	Under 21	64%	69%	64%
	Sub Total	98%	40%	49%
FdA Production and Technical Arts: Stage & Screen	21 and over	37%	28%	39%
	Under 21	63%	72%	61%
	Sub Total	2%	60%	51%
Grand Total		100%	100%	100%

Success & attainment data: 2017-18 outcomes

FdA Production & Technical Arts (first year)

Age group	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
18-21	0%		100%			
22-25	11%		89%			
26-30	0%		100%			

FdA Production & Technical Arts (final year)

Age group	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
18-21		6%	0%	6%	71%	18%
22-25		0%	0%	0%	0%	100%
26-30		0%	0%	0%	67%	33%
31-39		0%	100%	0%	0%	0%
40+		0%	0%	100%	0%	0%

BA (Hons) Professional Acting (final year)

Age group	Withdrawn	Exit award	Progress	3rd	2:2	2:1	1st
18-21						36%	64%
22-25						33%	67%

NB all students on years 1 and 2 of this course progressed successfully.

Progression

Nationally, older graduates have been more successful at progressing into employment, as one might expect, although the gap has been closing over the past five years:

	National Progression Rate					LAMDA Progression Rate				
	Year1	Year2	Year3	Year4	Year5	Year 1	Year2	Year3	Year4	Year5
Under21	63.2	65	68.1	69.7	72.3	R	86.4	68.2	N	82.8
Age21andOver	70.5	72.5	73.4	73.1	75.7	47.8	73.9	60.9	N	81

LAMDA's data on this measure are more variable, which is attributable to the kind of portfolio careers which are typical in the performing arts. There are no significant differences for mature graduates, however.

1.4 Disabled students

Application data

	Disability Yes / No	2017-18	2018-19
BA (Hons) Professional Acting	No	82%	79%
	Yes	13%	16%
	Unknown	5%	4%
Sub Total			98%
FdA Production and Technical Arts: Stage & Screen	No	78%	67%
	Yes	21%	29%
	Unknown	1%	4%
Sub Total			2%
Grand Total			100%

Offer data

	Disability Yes / No	2017-18	2018-19
BA (Hons) Professional Acting	No	80%	87%
	Yes	11%	13%
	Unknown	9%	0%
Sub Total		46%	52%
FdA Production and Technical Arts: Stage & Screen	No	78%	77%
	Yes	22%	21%
	Unknown	0%	2%
Sub Total		54%	48%
Grand Total			100%

Enrolment data

	Disability Yes / No	2017-18	2018-19
BA (Hons) Professional Acting	No	82%	90%
	Yes	9%	10%
	Unknown	9%	
Sub Total			50%
FdA Production and Technical Arts: Stage & Screen	No	81%	75%
	Yes	19%	25%
Sub Total			50%
Grand Total			100%

As shown above, there appears to be an imbalance between the proportion of applicants to the Professional Acting degree who report a disability and the proportion who finally enrol. One of the key parts of this five-year plan will be to interrogate that phenomenon and to address it.

The sector picture is that there has been slow growth in the proportion of students reporting a disability:

	% National					% LAMDA				
	Year1	Year2	Year3	Year4	Year5	Year 1	Year2	Year3	Year4	Year5
No Known Disability	88.2	87.7	87.1	86.3	85.4	86.9	71.9	84.7	71	75.8
Disabled	11.8	12.3	12.9	13.7	14.6	13.1	28.1	15.3	29	24.2

At LAMDA, small student numbers mean a fluctuating pattern, as elsewhere, but the average is consistently above the national rates for the sector, notwithstanding the possible issue mentioned above.

Success & attainment data: 2017-18 outcomes

FdA Production & Technical Arts (first year)

Disability	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
Y			100%			
N	5%		95%			

FdA Production & Technical Arts (final year)

Disability	Withdrawn	Exit award	Progress	Pass	Merit	Dist.
Y				25%	25%	50%
N		5%	5%	5%	68%	16%

BA (Hons) Professional Acting (final year)

Disability	Withdrawn	Exit award	Progress	3rd	2:2	2:1	1st
Y						33%	67%
N						38%	62%
Unknown							100%

NB all students on years 1 and 2 of this course progressed successfully.

As can be seen above, there appear to be no particular differences in attainment rates between those who report a disability and those who do not.

Progression

Unfortunately, the small student numbers have meant that we do not have a viable data set for student progression for this split. This is one of the ways in which we will aim to improve our own data monitoring during the life span of this plan.

1.5 Care leavers

Over the past three years, less than 1% of applicants have identified themselves as care leavers, and there have been no offers made or enrolments from among this group. Further statistical analysis is therefore unnecessary.

1.6 OfS Key Performance Measures

From section 1 above, it will be noted that LAMDA is already successfully meeting 3 out of 5 of the OfS Key Performance Measures (KPMs):

- KPM 1 is being addressed by the aims, objectives and activities listed in section 2 below
- KPM 2 does not apply to LAMDA as UCAS tariff points are irrelevant for our UG admissions process
- KPM 3 concerning the gap in non-continuation rates between the most and least advantaged groups is already successfully being met
- KPM 4 concerning the gap in degree outcomes between white and black students is already successfully being met
- KPM 5 concerning the gap in degree outcomes between disabled and non-disabled students is already successfully being met.

2. Strategic aims and objectives

2.1 Target groups

Through a coordinated programme of targeted engagement activities, we will target 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
- People at the intersections of one or more of the above groups, particularly care leavers.

Although not listed separately here (as explained in 1.5 above), care leavers remain a key target group, and will be supported financially (and in other ways) through the audition and interview process.

2.2 Aims and objectives: access

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 applicants from IMD quintiles 1 and 2 to 35% *and* to increase the proportion of applicants from POLAR quintiles 1 and 2 to 25% over the next 5 years (in response to OfS Key Performance Measure 1) we will:
 - a. Provide audition fee waivers for all applicants whose household income is less than £25,000
 - b. Reconsider our entire audition fee structure to make initial application more affordable to all, including those who may not qualify for current fee waiver, yet may come from POLAR4 quintiles 1 and 2
 - c. Revisit admissions criteria and training for admissions tutors, to help focus auditions on students' potential and to counter any possibility of unconscious bias
 - d. Work with national charities to target potential students from low participation areas, to make them aware of the opportunities offered by attending an international drama school and aim to provide free training for them on audition techniques
 - e. Over 5 years, aim to establish Pathways partnerships in at least 5 regional UK based Schools/FE colleges/youth arts organisations. Delivering a minimum of 2 preparatory activities/workshops with each of our Pathways partners per year for approximately 15 participants from low income backgrounds
 - f. Work to provide bursaries for all those from lower income backgrounds, to cover travel and subsistence for all our venues at all stages of the audition/interview process.
2. To increase to 35% the proportion of students enrolled from IMD quintiles 1 and 2 *and* to increase to 20% the proportion of enrolled students from POLAR4 quintiles 1 and 2 over the next 5 years (in response to OfS Key Performance Measure 1) we will:
 - a. Work with charities and private donors to increase the proportion of students receiving financial support from 20% to 33% over the next 4 years, to enable students from these areas to take up places offered, with emphasis on increasing access for underrepresented groups
 - b. Work with national charities to raise awareness of the opportunities offered by attending an international drama school and so increase the acceptability of drama as a career
 - c. Over 5 years, aim to establish Pathways partnerships in at least 5 regional UK based Schools/FE colleges/youth arts organisations. Delivering a minimum of 2 preparatory

- activities/workshops with each of our Pathways partners per year for approximately 15 participants from low income backgrounds
- d. Increase the number of bursaries available for the Foundation Diploma from two to four, including support for living costs, over the next 5 years
 - e. 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. To stabilise the proportion of enrolled students identifying as BAME at 25% or above over the next five years, we will:
- a. Be transparent and vocal about our work towards diversifying the curriculum
 - b. Establish Pathways partnerships with 5 organisations that champion BAME theatre makers both in London and regionally, facilitating workshops and inviting them to visit to see shows and talk to current students
 - c. Make positive improvements to the diversity of audition and interview panels, and ensure all panels receive refresher training on relevant topics
 - d. 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 to relocate where necessary.
4. To increase the proportion of applicants and enrolled students reporting a disability to 20% or above, we will:
- a. Improve our prospectus, IAG and outreach work targeted at applicants with disabilities, working with guidance from groups such as Graeae
 - b. Conduct a full audit of our marketing, audition and interview processes, alongside Graeae, to ensure that audition and interview routes are demonstrably accessible to all applicants
 - c. Remove all unnecessary obstacles in the admissions process, such as sight-reading tests
 - d. Encourage applicants to feel comfortable declaring as early as possible in the admissions cycle
 - e. Make positive improvements to the diversity of audition and interview panels, and ensure all panels receive refresher training on relevant topics , such as unconscious bias
 - f. Continue to support Graeae's biennial 'Ensemble' (part time training) programme for D/deaf and disabled artists including those who intersect with this group as mature learners, through venue hire assistance, specialist tutor delivery and audition fee waivers where applicable.

In addition to the above, LAMDA intends to increase the visibility of its courses to the widest possible applicant base through placing all its FT UG provision with UCAS. Lessons have been learned from an initial pilot using UCAS Conservatoires, and LAMDA will be well placed to take full advantage of the new technologies UCAS will be introducing for the 2020 admissions cycle.

A key tool in recent years has been 2c) above, the bursaries scheme for the pre-HE Foundation Diploma course. These bursaries provide the opportunity for individuals from our target groups to gain the extra skills and training needed to audition successfully for drama school courses at HE

level, including our own BA (Hons) Professional Acting. At least one bursary will be awarded to a young person who has come through LAMDA's targeted Pathways programme. Bursary places will support students showing promise but who 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 and ongoing support. Some bursary places will include support for living costs as well as tuition fees.

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

2.3 Aims and objectives: success and progression

LAMDA is a small, specialist and highly selective provider and should rightly be expected to achieve the high levels of student retention detailed in section 1 above. Retention rates are consistently very high (99% for FT UG in 2016-17 and again in 2017-18); very few students do not either progress from one year of a course to the next or achieve their target qualification. Our challenge is to maintain this through keeping pace with students' evolving requirements and the external environment.

Full-time study at drama school is necessarily an intense and demanding experience, so this plan aims to provide better management of LAMDA's pastoral, health and wellbeing provision, and better information for students about that support. In common with other areas of HE, LAMDA is actively engaged in re-examining its curriculum and its culture to ensure it remains open and accessible to the widest possible range of people. Interventions are aimed not merely to ensure that high rates of student achievement are maintained; they are there for the longer term, to equip our graduates with the tools they need to manage their own health and wellbeing whilst navigating a highly competitive employment market. They will also result in graduates entering that market with a clear set of principles about what they ought to expect from future employers, and how they should operate as employers themselves.

Over the lifetime of this plan, we will:

1. Review the timetable: to ensure learning and teaching activities are effective and efficient, and that the schedule places no unnecessary demands on students, actively enabling time for reflection, recharging and paid employment. Complete by August 2021.
2. Conduct a complete review of the curriculum: to lead the way on decolonising and modernising the teaching of acting, production and technical arts. Complete by August 2021.
3. Devise enhancements to our employability and industry focus: to broaden the range of pre-graduation professional preparation and post-graduation mentoring, opening additional career routes, and involving LAMDA Exams and the LAMDA Access & Widening Participation team. To be reflected in Knowledge Exchange Strategy. Complete by August 2020.
4. Continue to improve the demographic diversity of staff working with our students by: encouraging networking, mentoring and training for new groups of staff – including new

LAMDA graduates who are capable of and interested in teaching. In implementation by August 2020.

5. Continue to improve the provision for health and wellbeing support, particularly for students in our target groups, by:
 - a. Ensuring all teaching and support staff have completed consent training and all pastoral staff are trained in mental health first aid
 - b. Investing in additional counselling services to ensure the quickest possible response
 - c. Working with current students and recent graduates to evaluate what works.

Complete by August 2020 (and reflected in Wellbeing and Mental Health strategy).

6. Continue to increase the financial support available for our target student groups, including scholarships, bursaries and hardship funds by:
 - a. Ensuring financial support is targeted at those groups most in need (August 2021)
 - b. Ensuring a baseline of financial support is available for those at risk of hygiene poverty (August 2020)
 - c. Working with charities, foundations and individual donors to grow the available funds so that one in three students can receive some support (by August 2023).

In terms of specific targets, we aim to achieve the following over the lifetime of this plan:

7. To eliminate the gaps in progression between students from IMD & POLAR4 quintiles 5 and the remainder, we will:
 - a. Regularly review our employability strategy to ensure that it meets our APP needs and targets
 - b. Ensure that opportunities are provided for students from lower IMD & POLAR4 quintiles to showcase their skills and talent
 - c. Ensure that students from lower IMD & POLAR4 quintiles are well prepared for auditions and interviews in order to maximise their chances of a successful outcome
 - d. Develop an entrepreneurship programme to enable more students to become self-employed
 - e. Work with our industry partners to eliminate possible discrimination more widely in the theatre.

LAMDA's consistently high student retention and success rates mean that setting challenging targets in this area is not realistic, so no targets are included in the accompanying document. We are however committing to maintaining our strong performance in this area, to keeping our performance monitored closely (via the scorecard mentioned in section 3.1 below), and to setting appropriate targets should performance worsen.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

In addition to the drama school and the production and technical arts department, which deliver the HE provision, LAMDA is an awarding body for LAMDA Examinations; one of the UK's oldest and most respected awarding bodies, which has offered practical examinations in communication and performance subjects for over 130 years, helping thousands of candidates of all ages develop lifelong skills. The whole organisation works to a single Mission, Vision and Values which reflect our charitable objectives and a long-held ethos that the performing arts should be accessible to all. We aim to ensure that our HE provision is accessible to all, with selection based on merit and potential, irrespective of barriers to participation.

This whole institution approach, with its co-ordinated annual planning process, means that a strategic approach is taken to access and participation. Three of the five long-term institutional priorities are 'Inclusion', 'Learning, Teaching and Assessment' and 'Student Experience', and all have a significant part to play in fulfilling long-term targets for Access and Participation. Under these strategic priorities, individual projects are planned and coordinated to deliver the required change. Access and Participation measures are integrated into sometimes broader strategic projects in order to ensure a holistic approach. In this way we seek to promote Access and Participation as a whole-institution responsibility. Strategic initiatives in development which will contribute to the achievement of APP outcomes include:

1. Increasing numbers of scholarships
2. De-colonisation of the curriculum
3. "Admissions to Alumnus" - review of student and learning support models

Underpinning our strategic priorities is a set of 'strategic enablers' designed to ensure that staff, physical and digital environments meet current and future needs. Our planned approach to 'Connected, Motivated & Supported Staff' includes equipping staff to engage with and promote inclusion and progression for our diverse student body.

Rightly, many HEPs are looking at ways they can de-colonise their curriculum. At LAMDA we define this as active diversification of the source material we work with, magnifying voices which have previously been unheard, ensuring that the stories we engage with and articulate through our training celebrate and normalise diversity. However, in order to achieve the access, success and progression aims listed in 2.2 and 2.3 above, we intend to go much further than that, and look at every aspect of our delivery through the lens of students in low participation groups, with the result that we will refresh the ecosystem of theatre, film and broadcast drama.

Alignment with other strategies

To ensure that issues of access and participation are embraced across LAMDA an annual planning cycle has been adopted. This commences with annual strategic review of long-term priorities, before key functional plans, including widening participation (of which this APP forms a subset), are reviewed in the context of wider environmental changes. This then gives rise to annual planning and budgeting during which each of the 11 departments respond to strategic and functional plans and against which resources are allocated for the coming year and an Annual Operating Plan (AOP) produced. In this way LAMDA seeks to ensure that funded plans are in place which align with and reflect strategic priorities, including those for access and participation.

The relevant planning areas are: Equality, Diversity and Inclusivity (through the Access and Widening Participation Strategy¹); Learning, Teaching and Assessment² and Employability³.

Strategic measures

LAMDA uses a corporate scorecard system to ensure that delivery to plan and budget are in line with the Annual Operating Plan (AOP). Key areas of the AOP are 'Key Stakeholders', 'Strategic Priorities', 'Strategic Enablers' and 'Financial Perspective'. Key performance indicators (KPIs) are allocated against each priority and contributory performance indicators identified.

Responsibility for updating the scorecard lies with the Senior Management Team (SMT), and the scorecard KPIs are reported quarterly to the Board of Trustees.

The detailed indicators which we list in our targets document are all based on the aims and objectives given in sections 2.2 and 2.3 above. They are linked to our overall priorities in 2.1 above. All three strategies listed in the 'Alignment with other Strategies' section above are key to achievement of the APP and include strategic objectives and the measures by which they will be achieved. Extracts from these strategies can be found in Appendix 1.

Progress monitoring and review of these strategies is through Academic Board and its subcommittees. The corporate balanced scorecard is maintained by the SMT on behalf of the Director LAMDA and reported to the Board of Trustees; in this way there is sight of performance and progress towards strategic APP objectives across the Board of Trustees, Academic Board and senior management.

Collaborations and networks

LAMDA has a long track record of working with other providers to achieve the types of outcomes described in this plan. Within HE, we participate actively in the relevant Guild HE networks, and share best practice regularly through an informal grouping of access and widening participation practitioners at comparable drama schools in the south east. We are also looking to make full use of independent membership of Access HE for the first time in 2019-20.

Outside HE, LAMDA's Pathways programme will continue to work with a wide range of organisations in London and around the UK to raise awareness of the possibilities of drama school training, and to improve prior attainment. These organisations include colleges in Bridgend, Scarborough, Bradford and Dudley, and diverse, innovative theatre groups such as 20 Stories High in Liverpool, and Graeae, the D/deaf and disabled theatre specialists.

We aim to align with the NCOP identified areas of deprivation and deliver outreach programmes in those areas. Work with Hammersmith and Fulham Borough Council is increasing through links with local schools (for example through LAMDA's Shakespeare in Schools initiative) and in April 2020 we plan our first LAMDA Festival to bring local graduates and the wider community together to share knowledge on new career routes in the sector. We have introduced a graduate ambassador programme so that prospective students are led by people from a similar background e.g. graduates from Liverpool and Scarborough deliver our projects there. As these

¹ LAMDA Access and Widening Participation Strategy 2017-20 (reviewed August 2017).

² LAMDA Learning Teaching and Assessment Strategy 2015-19 (updated 2017).

³ LAMDA Employability Strategy 2017-20.

are new projects, evaluation and cross-referencing of success measures are being developed with cognate organisations, including the Lyric Hammersmith.

Financial summary

The emphasis in this plan is very much on the access part of the student lifecycle, and this is reflected in the financial commitments we are making. These are set out below. LAMDA has been successful in attracting external sources of scholarship and bursary funding, so will focus spending derived from the higher fee income on access work, as described in 2.2 above, and elsewhere.

Access

	Funded by Higher Fee Income, £,000 pa	Funded by other sources £,000 pa
Access work pre-16 yo	5	
Access & Widening Participation department staffing, and cost of activities 16 – 18 yo	85	20
Access work with adults and others	8	

Financial Support

	Funded by Higher Fee Income, £,000 pa	Funded by other sources £,000 pa
Bursaries and scholarships: low income students		150
Bursaries and scholarships: other groups		50
Fee waivers	92	
Hardship funds	5	

Research and Evaluation

	Funded by Higher Fee Income, £,000 pa	Funded by other sources £,000 pa
Independent evaluation, to take place after 1, 3 and 5 years	6	

3.2 Student engagement

Students have been involved throughout the process of putting this plan in place. LAMDA has a system of student year group representatives for each course, led by a team of four: two joint Presidents and two joint Vice-presidents. All of these are current students, and none has a paid sabbatical position. The student presidential team were consulted at an early stage, as soon as the need for a new APP was known. Since then, we have made use of informal feedback and of the committee structure. All LAMDA's committees have student representatives or the student presidents as members and advice and input has been given by students on the Learning, Teaching and Quality Committee, Academic Board and the Staff-Student Liaison Committee.

LAMDA's Access and Widening Participation department makes extensive use of recent graduates and has initiated an Ambassador scheme to formalise this. Ambassadors are trained in running workshops for young people, for instance, and in the safeguarding and administrative requirements of this kind of work. In return, their feedback on the department's programme of activities and overall direction has been very useful. LAMDA tries to use Ambassadors who reflect the characteristics of the group we are working with. A number of measures within this plan arise directly from student feedback. These include the review of the timetable (to ensure adequate time for students to reflect, recuperate, earn money and deal with 'real life'), the moves being made to decolonise the curriculum and diversify the staffing pool, and the growing emphasis on student mental wellbeing within our overall package of pastoral support.

3.3 Evaluation strategy

LAMDA's evaluation strategy will continue to be informed by 'Theory of Change' practices, use of which will be an explicit criterion in the appointment of an external evaluator who will be commissioned to carry out this work over the course of this five-year plan. The 'Theory of Change' approach provides an opportunity to think clearly and strategically about how to contribute to real, significant, lasting changes; not necessarily to replace existing systems or frameworks but to complement them. This requires a commitment to take a 'reflective, critical and honest' approach to answer difficult questions about how our efforts might influence change, given the realities, uncertainties and complexities involved. The strategic context to the evaluation is the justifiable pressure being applied to elite conservatoires such as LAMDA to take the best possible corrective action to overcome the effects of the performing arts sector failing, for generations, to represent the society it serves – but without harming the quality of learning opportunities or the outcomes for graduates. In this, LAMDA draws on the support and encouragement of its current students. Against that background, the activities being planned, and the financial support being provided, must result in a more diverse and representative pool of students at LAMDA, appropriately supported through their courses so they can model success and achievement for future generations.

The evaluation programme will be designed to assess, monitor and improve LAMDA's access, success and progression work, and establish an evidence base about which interventions work best for which group. Evaluation design will be adapted according to the type of intervention being assessed. Initiatives to broaden the applicant base will need to be evaluated by both quantitative and qualitative means; the former through recording characteristics and tracking groups and individuals with data tools; the latter using surveys, interviews and self-assessment techniques. Success and progression initiatives, such as those regarding student wellbeing, are less susceptible to a data-driven approach (particularly given LAMDA's small sample sizes) and will draw on more qualitative evidence, over a longer timeframe. The evaluation will be conducted in accordance with good ethical practice and measures will be taken to ensure rigour.

The external evaluator will be instructed to make use of the tools for evaluating student financial support which were devised via OFFA and piloted by Sheffield Hallam⁴. The online survey will be deployed, and followed up by the semi-structured interview. The small sample size available means that the statistical tool is not appropriate for LAMDA.

⁴ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/survey-tool/>

It is anticipated that three major evaluations will take place, after 1 year, 3 years and 5 years, with some provision for reporting and follow-up work in years 2 and 4. Findings and recommendations will feed into the monitoring process outlined below. The final detailed design of the evaluation work will draw on work we have commissioned to evaluate a two-year access and outreach project funded by the John Lyons and Esme Fairburn Foundations, which will report shortly before delivery of this 2020-25 plan begins. The evaluator's reports together with the Action Plans drawn up to meet their recommendations will be discussed at Academic Board and the Board of Trustees. The Heads of School and Student Presidents will disseminate these to their respective staff and student bodies. Wider dissemination will come through publication on our website as well as through our membership of groups such as Guild HE.

3.4 Monitoring progress against delivery of the plan

Formal responsibility for monitoring the delivery of this plan lies with Academic Board, and day-to-day management lies with LAMDA's Academic Services team, which has responsibility for access, widening participation, admissions, student services, library and learning support, and quality assurance. Before the start of 2020-21, an action plan will be created, based upon the measures detailed in this APP. Progress against that plan will be considered at Academic Board every year, prior to consideration of an annual report on the APP by LAMDA's Board of Trustees (the governing body). As described above, LAMDA runs an annual in-year balanced scorecard, and APP measures will feature as one of the KPIs. The scorecard is updated monthly by SMT members and considered quarterly by the Board of Trustees. If the scorecard identifies a risk of possible slippage on one or more of the targets, LAMDA's SMT will look at the issue concerned and take the steps necessary to get back on course. There is student representation at both Academic Board and the Board of Trustees, and their views on progress towards the Success and Progression targets will be sought and acted upon.

4. Provision of information to students

4.1 Tuition fees

LAMDA's website is the first port of call for information concerning fees. Fee information is clearly stated in the prospectus section for each course, and that information is reviewed annually by Academic Services jointly with the Finance department and Marketing and Communications, to ensure factual accuracy.

4.2 Financial support for students

All students accepting an offer of a place are sent information about the scholarships, bursaries and other forms of support available through LAMDA. Information includes the type of support, the sources of the funding, the eligibility criteria and the selection process, if any. Where the selection process for a particular form of support runs in parallel with the admissions process, that information is provided to applicants at the appropriate time. Eligibility for fee waivers and bursaries funded via this APP will be means-tested, via the Student Loans Company, in order to identify those who are most in need of support. Support will be targeted firstly at care leavers and at those from households with an assessed annual income below a £25,000 threshold. Any funding agreed will be set for the first two years of study. Students continuing into a third year will need to re-apply for support, in case their circumstances have changed. All the available funding will be divided up every year among all of the students who meet the basic eligibility criteria. In all

cases, students will be given the choice between receiving a discount off their tuition fees, or a cash bursary.

Type of funding	Eligibility A	Eligibility B	Funding
Income-based bracket 1	UK/EU UG students new to HE	Household income below £25k pa	<i>Minimum</i> of £1,500 per year
Income based bracket 2	UK/EU UG students new to HE	Household income between £25k - £43k	<i>Up to</i> £1,500 per year
Care leavers	UK/EU UG students new to HE	Care leavers	<i>Minimum</i> of £1,500 per year

5. Appendix

OfS to add Appendix for publication.

Appendix 1

The Access and Widening Participation Strategy has 3 key objectives:

1. To build routes into training and employment in the creative industries, particularly amongst non-traditional and hard-to-reach groups and those underrepresented in Higher Education and the arts.

We will achieve this objective by:

- Delivering targeted engagement and skills workshops through our Pathways Programme. This is a targeted engagement and skills development programme which creates long term sustainable partnerships with selected schools, colleges and youth arts organisations in London and in key cities where LAMDA holds auditions where there are high levels of social disadvantage and low rates of participation in Higher Education.
- Creating and implementing a bespoke communications plan to reach our target groups.

2. To widen access to LAMDA's unique training by ensuring that any talented student is able to access our Higher Education courses, regardless of economic, social or cultural background or other barriers.

We will achieve this objective by:

- Our extensive accessible audition and interview arrangements
- Creating access to audition and interview preparation and support

3. To provide access to the creative arts for young people in our local community. We will achieve this objective through using our facilities and expertise to benefit schools, colleges and youth organisations across the London Borough of Hammersmith and Fulham (LBHF) through our Shakespeare in Schools Programme.

The Learning, Teaching and Assessment Strategy has the following Overarching Aims:

- To put the success, achievements and needs of students at the heart of all we do
- To promote and maintain excellence in teaching (as evidenced by the award of Gold Standard in the Teaching Excellence Framework in 2017 to the Conservatoire of Dance and Drama, of which LAMDA was one of the contributing Schools).

Teaching is enhanced by exceptional levels of contact time with students, extensive input from contemporary practitioners and a learning environment which includes professional, industry-standard facilities.

We provide students with practical, vocationally-based learning opportunities by enabling them to present their work as actors, directors or technicians through public performances and workshops.

Further to this our **Employability Strategy** meets its aims through the following:

- Designing and developing curricula that align with the industry's needs and which embed key employability skills
- Learning and teaching that is highly experiential, personalised and vocationally orientated
- State-of-the-art facilities which provide a first class, authentic physical learning environment that reflects the world of work
- Providing opportunities for students to showcase their skills and talent
- Ensuring that students are well prepared for auditions and interviews in order to maximise their chances of a successful outcome
- Continually developing our links with business and industry, including employing staff with relevant professional experience
- Providing professional development opportunities for our graduate students and alumni.

We measure our success in carrying out the above strategies by monitoring and evaluating our performance against the following indicators:

- NSS data quantitative and qualitative evaluation
- Number of internal staff from a professional, industry background and number with external involvement e.g. productions, coaching workshops etc.
- Number of industry guest teachers
- Number of industry partnerships and support of developing work and emerging companies
- Number of industry placements for students
- Number of successful auditions by students
- Proportion of EU and UK student gaining representation
- Number in employment in the first 6 weeks
- Number of graduates in positions of influence or leadership in the profession
- Number of graduates recognised in awards, national and international
- Feedback from employers regarding the quality of and skills demonstrated by our students
- Festival and graduate companies established
- Sponsor for Graduate Development Fund secured
- Increased number of graduates participating in activities and using facilities after leaving LAMDA
- Increase in numbers joining LAMDA graduate network
- DLHE and LEO outcomes.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	14 week (semester) course at HE level 5.	£6,935
Other	8 week course at HE level 4	£4,625

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

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

Targets and investment plan 2020-21 to 2024-25

Provider name: Lamda Limited

Provider UKPRN: 10003758

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£118,000.00	£120,360.00	£122,767.20	£125,222.70	£127,726.62
Access (pre-16)	£5,000.00	£5,100.00	£5,202.00	£5,306.04	£5,412.16
Access (post-16)	£105,000.00	£107,100.00	£109,242.00	£111,427.00	£113,655.00
Access (adults and the community)	£8,000.00	£8,160.00	£8,323.20	£8,489.66	£8,659.46
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£297,000.00	£302,940.00	£308,998.80	£315,178.78	£321,482.35
Research and evaluation (£)	£6,500.00	£500.00	£6,700.00	£500.00	£7,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£410,305.00	£410,305.00	£410,305.00	£410,305.00	£410,305.00
Access investment	23.9%	24.4%	24.8%	25.3%	25.9%
Financial support	23.6%	24.1%	24.6%	25.1%	25.6%
Research and evaluation	1.6%	0.1%	1.6%	0.1%	1.7%
Total investment (as %HFI)	49.1%	48.6%	51.1%	50.6%	53.1%

