

# Central Film School

## Access and Participation Plan

2020-21 to 2024-25

### Introduction

Founded in 2008, Central Film School (CFS) provides students from all over the world with the tools needed to become professionals in the film industry. Through our BA (Hons), MA and Short Courses, CFS gives students a grounding in all aspects of filmmaking, including both fiction and factual disciplines. We recruit approximately 60% of our students from overseas; 30% International and 30% EU non-UK domicile.

Our approach is practical, and students benefit from our small class sizes, student-centred approach to teaching & learning, and the School's ethos and community atmosphere. The School constantly develops its programmes, equipment and methodology to ensure students are taught and learn using the most up-to-date professional practices. We aim to give independent voices the skills and knowledge needed to tell their stories through film. We train filmmakers and screenwriters to work in the industry as soon as they graduate, both in the UK and internationally. The School has been offering Level 6 programmes since 2013 and Level 7 programmes since 2017.

Due to the highly practical nature of the School's degrees the annual intake of students is limited to ensure that all students are afforded the opportunity to undertake practical activities on set, on location and in class. This results in a particularly small data set, at <20 UK domicile students per annum (2016-2019), which adds to the data limitations we face. It results in particularly volatile percentage data, where small changes in cohort numbers reflect disproportionately in percentage data.

The School is particularly well placed to facilitate access and participation objectives due to our key attributes:

- CFS's small scale means that it is able to provide students with intensive, and oftentimes one-to-one, support both relating to academic attainment and success & wellbeing in general
- Accelerated degree provision (two-years) allows students to make significant savings in living costs when compared with traditional three-year degrees; and get into employment and start earning a year 'earlier'.
- Programme delivery is practical, with no assessment conducted through examination. Assessment is primarily conducted through on-set observations and, to a lesser extent, written submissions. This assessment approach, which is reflective of our practice-orientated teaching, allows students to demonstrate skills and competence. It also helps to ensure students with a broad range of learning styles, and in particular those with specific learning disabilities, such as dyslexia and dyspraxia, are better able to engage with the content and assessment of their modules, with confidence in their ability to achieve what is required of them.

The single biggest barrier to facilitating wider access and participation at Central Film School has been the fee structure. Previous to the 2019 Autumn intake, all MA programmes were £15,000 and the BA Practical Filmmaking was £18,500 each year for all students. From 2018 a plan was put in place to transition the School into an institution more generally accessible to students due to enabling receipt of SLC funding.

The 2019-20 intake was the first time the School received course designation. This meant that students could access SLC loans; it was also the first time the School was required to make submissions to the OIA, HESA and PREVENT. With the approval of this first Access and Participation Plan from 2020-21, the School now progresses to the next phase, whereby BA fees reduce in line with the broader sector in the Office for Students (OfS) “fee cap” registration category.

This Plan facilitates the School’s ambition to move to a fee scale which is aligned with the sector and other registered providers, while still maintaining a ‘film school’ experience; that being a highly practical learning experience, with small classes delivered by current industry practitioners. The Plan also enables CFS to provide this experience to students from all socio-economic groups and ensure equality of opportunity for students from target under-represented backgrounds, Central to this is funding, whereby students can access SLC finance for the full amount of their tuition fees.

## 1. Assessment of performance

The School is aware of the limitations in its internal data and appreciates that strategies based on conclusions drawn from this data may need to be significantly adapted in subsequent years, as our data builds and capture and monitoring improves. New data collection systems will allow us to better understand performance, evidence practice and then adapt the plan accordingly.

**Notes on the data sets** – Analysis is based on internal data. As a micro provider, CFS data relating to access, participation and success deal with very small cohorts of students, which leads to volatility in percentage data and makes it challenging to assess trends and determine targets. Where appropriate, the CFS has therefore used multi-year aggregate data and cohort groupings to mitigate the effect of small cohorts. We have not been able to provide some data where data protection principles apply. Analysis of internal data has followed the OfS methodology, to allow comparison to sector data and in particular the OfS datasets into the future. EU student data has been omitted from the performance assessment.

### 1.1 Higher education participation, household income, or socio-economic status

#### Access – POLAR4 measure

Table 1: Access: Participation (All undergraduate, UK Domicile, POLAR 4)

	2016-17 Entrants	2017-18 Entrants	2018-19 Entrants	2019-20 Entrants
Low Participation (Q1 & Q2)	21%	6%	21%	14%
Others (Q3 - Q5)	79%	94%	79%	86%

Analysis of internal data shows that the CFS consistently attracts more students from POLAR4 Quintiles 3, 4 and 5, with lower proportions of students from Quintiles 1 and 2. Given the small cohorts (<20 per annum), trends are difficult to assess and therefore groupings and aggregates have been applied to help mitigate volatility. However, CFS note that there has been 0% recruitment of POLAR4 Quintile 1 students over the last four years. While our data is particularly small, this is an area we seek to improve.

Three-year aggregate trend shows a generally consistent gap in participation between POLAR4 Q2 and Q5, at 36.4% (2016-17 to 2018-19) and 37.8% (2017-18 to 2019-20).

## Access – Index of Multiple Deprivation (IMD) measure

Table 2: Access: Participation (All undergraduate, UK Domicile, IMD)

	2016-17 Entrants	2017-18 Entrants	2018-19 Entrants	2019-20 Entrants
Low Participation (Q1 & Q2)	42.9%	37.5%	28.6%	14.3%
Others (Q3 - Q5)	57.1%	62.5%	71.4%	85.7%
Gap Q1 - Q5	14.3%	+12.5%	28.6%	0%

Over the last four years, CFS has performed well in attracting students from the most disadvantaged backgrounds, and in 2017-18 we saw a positive gap in favour of IMD Quintile 1 enrolments compared to Quintile 5. While data is very small and fluctuations are evident, CFS do however note the downward trend in entrants across the last four years for IMD Q1 and Q2 students, from 42.9% in 2016-17 to 14.3% in 2019-20. This is an area we therefore wish to address.

## Continuation – POLAR4 and IMD measure

The average continuation percentage for all undergraduate home students at the CFS (2016-17 and 2017-18 entrants) is 96.9%. Due to extremely small data, it is not possible to report or analyse continuation measures for POLAR4 or IMD Quintiles. However, this is an area CFS will closely monitor as further data and patterns emerge over the life of this Plan.

Evidence shows that gaps in continuation at higher education persist for underrepresented groups of students, even when taking into account a student's entry grades or qualifications (OfS, 2019). We are aware of national sector data, which reveals a 5% continuation gap between POLAR4 Quintile 1 and Quintile 5 students; and a 7.9% gap between IMD Quintile 1 and Quintile 5 students (2016-17). This highlights the potential performance challenges that may emerge for these target groups, who are more likely to experience barriers such as building a sense of belonging (they are less likely to have experiences of/ role models in higher education) (Thomas 2012; Mountford-Zimdars et al 2015)<sup>1</sup> and face financial pressures (being from disadvantaged backgrounds and more likely needing to work to support study, for example) (Bowers-Brown 2006; Callender 2008; Crockford et al 2015)<sup>2</sup>. These challenges can impact on continuation, particularly in the first year.

<sup>1</sup> Thomas, L. (2012). Building student engagement and belonging in Higher Education at a time of change: final report from the What Works? Student Retention & Success programme, London: Paul Hamlyn Foundation; Mountford-Zimdars, A., Sabri, D., Moore, J., Sanders, J., Jones, S. and Higham, L. (2015) Causes of Difference in Student Outcomes, Bristol: HEFCE.

<sup>2</sup> Callender, C. (2008). The impact of term-time employment on higher education students' academic attainment and achievement. *Journal of Education Policy*, 23(4), 359–377; Crockford, J., Hordósy, R., & Simms, K. (2015). 'I really needed a job, like, for money and stuff': Student finance, part-time work and the student experience at a northern red-brick university. *Widening Participation and Lifelong Learning*, 17(3), 89–109.

## Attainment – POLAR4 measure

Table 3: Attainment: Participation (All undergraduate, UK Domicile, POLAR 4)

	2017-18 1st and 2.1 Degree classifications	2018-19 1st and 2.1 Degree classifications
Low Participation (Q1 & Q2)	66.7%	n/a
Others (Q3 - Q5)	81.8%	73.3%

Disaggregate percentage data is subject to the challenges of a small cohort sizes, at <5 students in some categories, and is not reportable here. Given particularly small cohort sizes in 2017-18 and no reportable data in 2018-19, it is determined that there are no statistically significant gaps between attainment outcomes for POLAR4 Q1 & Q2 verse Q3-Q5 learners. CFS will continue to monitor and seek to set additional targets should a gap trend emerge over this Plan. The average sector gap (Q1 v. Q5) in attainment has remained steady at around 10%, which provides us broader context.

## Attainment – IMD measure

Table 4: Attainment: Participation (All undergraduate, UK Domicile, IMD)

	2017-18 1st and 2.1 Degree classifications	2018-19 1st and 2.1 Degree classifications
Low Participation (Q1 & Q2)	80.0%	77.5%
Others (Q3 - Q5)	88.9%	77.7%

Again, disaggregate percentage data is subject to the challenges of a small cohort sizes, at <5 students in some categories, and is not reportable here. It is determined that there are no statistically significant gaps between attainment outcomes for IMD Q1 & Q2 verse Q3-Q5 learners. CFS will continue to monitor and seek to set additional targets should a gap trend emerge over this Plan.

## Progression – POLAR4 and IMD measures

CFS has considered the proportion of graduates progressing to further study or highly skilled employment. Again, analysis is in the context of small cohorts (<5) and is only available for 2017-18 and 2018-19. Although specific data cannot be reported here, our data show no gaps in progression outcomes for POLAR4 Quintile 2 students, and IMD Quintile 1 and 2 students. CSF will monitor these progression outcomes as it diversifies its intake.

Considering national sector data, we understand that gaps in progression outcomes between Quintile 1 and Quintile 5 POLAR4 and IMD students are present, at 6% and 7.1% respectively in 2016-17. While there is a narrowing gap trend for both target groups (from 2012-13), these gaps point to the need to monitor this area in our context. We are particularly cognisant of the particular challenges for these target groups, who are less likely to have access to professional networks and role models that would help to facilitate good progression outcomes (Clark 2017)<sup>3</sup>. This support should therefore be facilitated through the study experience, as a key component of an effective careers and employability agenda

<sup>3</sup> Clarke, P. (2017). Who you know: The importance of social capital in widening participation, in Where next for Widening Participation and Fair Access: New Insights from Leading Thinkers, London: HEPI.

## 1.2 Black, Asian and minority ethnic students

### Access

Table 5: Access: Ethnicity (All undergraduate, UK Domicile)

	2016-17	2017-18	2018-19 Entrants	2019-20 Entrants
BAME	21%	25%	43%	14%
White	79%	75%	57%	86%

CFS performs well in attracting BAME students and, in taking a 3-year aggregate (2017-18 to 2019-20), performs in line with the sector average (27.4%), at 27.3%. While current data is too small to provide meaningful analysis or report here, we will also monitor disaggregated ethnicity groups to ensure we are responsive should patterns in under-representation amongst specific groups occur.

### Continuation

The average continuation percentage for all undergraduate home students (2016-17 and 2017-18 entrants) is 96.9%. Again, due to extremely small data, it is not possible to report or analyse continuation measures for BAME cohorts. However, this is an area CFS will closely monitor as further data and patterns emerge over the life of this Plan. The national sector data points to gaps in continuation outcomes between different ethnic groups, for example 91.3% continuation for white students compared to 85% for black students (2016-17), which we will use to guide our monitoring. In particular, we will consider the sector analysis, which currently shows that the gap in [non-continuation rates](#) for black and Asian students compared with white students has increased (OfS, 2019).

### Attainment

Table 6: Attainment: Ethnicity (All undergraduate, UK Domicile)

	2017-18 1st and 2.1 Degree classifications	2018-19 1st and 2.1 Degree classifications
BAME	33.3%	33.3%
White	90.9%	81.8%
Gap	57.6%	48.5%

While datasets are extremely small and therefore make meaningful analysis difficult, CFS note a consistent gap in attainment of First and 2:1 Degree outcomes between BAME and white students. This is therefore an area CFS proposes to prioritise and further monitor and understand as datasets increase over the life of this Plan. Disaggregated ethnicity analysis is not possible due to the size of the dataset, however we can refer to OfS analysis on degree outcomes, which shows attainment gaps for black, Asian and other minority ethnic students compared with white students. The national sector data shows degree outcomes (2017-18) for white students as 82%, compared to 58.9% for black students and 71.9% for Asian students. CFS draws on this national context and research to direct our internal monitoring and response to addressing differential degree outcomes in our context. We are paying particular attention to our teaching, learning and assessment development; personalised student experiences; and, ensuring student collaboration which is representative and empowered ([Disparities in Student Attainment](#) project, 2014). See further in our strategic measures relating to success.

## Progression to highly skilled employment or further study

Again, analysis is in the context of extremely small cohorts (<5) and is only available for 2017-18 and 2018-19. Although specific data cannot be reported here, our data shows no statistically significant gaps in progression outcomes between BAME and white students. CFS will monitor progression outcomes over the life of this Plan and will seek to set targets should gaps emerge. Again, this is important given the national sector data (2016-17) which shows a 3.9% progression gap between white and BAME students, with black students having the lowest outcomes at 69.3%, although the trend in performance is positive and the gap has narrowed since 2012-13

### 1.3 Mature students

#### Access

Table 7: Access: Age (All undergraduate, UK Domicile)

	2016-17 Entrants	2017-18 Entrants	2018-19 Entrants	2019-20 Entrants
Mature (21 and over)	50%	37.5%	21.4%	0%

CFS has seen a decline in mature entrants from 2016-17 to present, where in our 2019-20 intake we attracted no mature learners. This is in comparison to the sector average for mature learner participation of 27.8%. CFS wishes to reverse this trend and therefore set a priority in this area to increase access for mature learners again.

#### Continuation

While specific data is too small to report here, CFS notes no gaps in continuation between mature and young learners. This is in comparison to the sector, which has a consistent continuation gap. We note the additional challenges that mature learners may face, such as transition and belonging in return to study; additional responsibilities such as caring for dependents; and managing work, home and study life (Newson et al 2011; OfS 2018<sup>4</sup>). We will continue to monitor this area closely as we seek to raise participation of mature learners over the life of this Plan.

#### Attainment

Table 8: Attainment: Age (All undergraduate, UK Domicile)

	2017-18 1st and 2.1 Degree classifications	2018-19 1st and 2.1 Degree classifications
Mature (21 and over)	71.4%	83.3%
Young (under 21)	85.7%	66.7%

<sup>4</sup> Newson, C., McDowell, A. and Saunders, M. (2011) Understanding the support needs of mature students, Guildford: University of Surrey; Office for Students (2018) Mature and part-time students, Bristol: OfS. Available at [https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing\\_mature-students.pdf](https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf)

There are no statistically significant gaps between mature and young learner attainment. In the latest year (2018-19), mature learners outperform young learners, however it is to be remembered that datasets are extremely small and cannot be relied on for patterns.

### Progression to employment or further study

Again, data for progression is too small to draw any meaningful conclusions or to report here. Based on current internal data, the CFS note no current gaps in progression for mature learners. We will continue to monitor and build our dataset to better understand performance.

## 1.4 Disabled students

### Access

Table 9: Access: Disability (All undergraduate, UK Domicile)

	2016-17 Entrants	2017-18 Entrants	2018-19 Entrants	2019-20 Entrants
Disability (including learning difficulties / differences)	7.1%	18.8%	21.4%	14.3%

While cohorts are small, the data suggests a general continuous positive trend in participation of disabled students, increasing from 7.1% to 14.3% between 2016-17 and 2019-20, with the highest participation in 2018-19, at 21.4%. From 2017-18, CFS consistently outperforms the sector average in recruitment of disabled students. This is in common with many other small and specialist providers, which tend to recruit higher proportions of disabled students. We are pleased to note our 3-year average is well above sector, at 18.2%.

Data for disaggregated groups is too small to do any analysis, however we note that most students present in the category of mental health condition. CFS has invested in student wellbeing and support to ensure students are provided the support and resources they need to participate fully and achieve excellent outcomes in their education. See further details in the strategic measures section.

### Continuation

While specific data is too small to report here, CFS notes no gaps in continuation between disabled and non-disabled learners, with all disabled entrants (2016-17 and 2017-18) continuing. This is in contrast to national sector data, where a 1% continuation gap is observed for continuation rates between disabled and non-disabled learners. However, given our context where mental health conditions are most represented in our disabled student cohort, we particularly note that the sector-level continuation gap for this specific group jumps to 3.5% (2016-17). This is an area we will monitor closely, noting that particular challenges for students with mental health conditions tend to relate to staying on course and fulfilling their academic potential (UUK 2015)<sup>5</sup>.

<sup>5</sup> Universities UK. (2015) Student mental wellbeing in higher education: Good practice guide. London: Universities UK. Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/student-mental-wellbeing-in-he.pdf>



## Attainment

Table 10: Attainment: Disability (All undergraduate, UK Domicile)

	2017-18 1st and 2.1 Degree classifications	2018-19 1st and 2.1 Degree classifications
Disability (including learning difficulties / differences)	100%	100%
No known disability	76.9%	66.7%

Disabled students at CFS consistently outperform non-disabled students in attainment of First and 2:1 Degree outcomes.

### Progression to employment or further study

Again, data for progression is too small to draw any meaningful conclusions or to report here. Based on current internal data, the CFS note no current gaps in progression for disabled learners. However, at the sector level we note a gap in progression outcomes between disabled students and non-disabled students of 1.8%, with a particular gap for students with mental health conditions of 4.1%. We will continue to monitor and build our dataset to better understand performance, ensuring our embedded practice approach supports outcomes for students with mental health conditions.

### 1.5 Care leavers

The school has had no students who have self-declared that they are Care Leavers and we have not routinely collected this data. We will build our dataset over the life of this Plan to ensure we capture and are able to monitor all primary target groups and will start to collect care leaver data for entrants from 2020-21.

We will remain vigilant of national trends, and participation data which shows young care leaver participation rates for 2017-18 were only 6 per cent. We are also aware that care leaver outcomes are lower across the lifecycle, where the disadvantage that care leavers experience often impacts their life chances and careers. For example, attainment levels may be negatively impacted by additional academic difficulties due to disrupted schooling (Flynn, Tessier and Coulombe, 2013); and care leavers often have lower access to professional networks and role models that support good progression outcomes. Should our emerging data show gaps for this group, we will ensure our activity and measures draw from such sector research and best practice.

### 1.6 Intersections of disadvantage

CFS's cohort sizes and therefore available data is too small to conduct any meaningful assessment of intersections of disadvantage. We have not identified any statistically significant intersections of disadvantage that are not addressed in the previous performance assessment. However, CFS is committed to monitoring and checking performance in respect of intersections of disadvantage, particularly those that are noted as a sector concern (e.g. white males from POLAR4 Q1 backgrounds) over and beyond the life of this Plan. Should any significant gaps emerge, we will seek amendments to the Plan where required.

### 1.7 Other groups who experience barriers in higher education

As a micro provider in the first year of our Access and Participation Plan, CFS does not propose to consider any further groups at this time. CFS will build its understanding and data in relation to other emerging target groups over the life of this Plan.



## 2. Strategic aims and objectives

CFS’s strategic aims respond to gaps identified in the performance assessment, which are focused in Access and Attainment.

In setting the level of ambition, CFS has considered its context, challenges and opportunities, and the extent of performance gaps. We also note again the limitations and challenges of small data and its impact on effective target setting. CFS is committed to monitoring performance and enhancing data capture and capability over the long term, and should differential performance patterns emerge, will seek to vary the Plan accordingly.

### 2.1 Target groups

From the assessment of our current performance, the following target groups across the lifecycle have been identified as priorities:

Target group	Access	Success (continuation)	Success (attainment)	Progression
POLAR4 Q1	X			
IMD Q1 and Q2	X			
Mature Learners	X			
BAME			X	

### 2.2 Aims and objectives

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

Furthermore, CFS recognises the limitations of its small datasets and commits to exploring emerging data, with a view to monitoring and better understanding patterns, and setting additional targets where appropriate.

As determined by its performance assessment, CFS has set four targets, across the identified priority areas of Access and Attainment. CFS’s targets are:

#### Access targets

1. **Aim:** To increase the proportion of undergraduate entrants who are from lowest participation neighbourhoods. **Objective:** increase the percentage of POLAR4 Quintile 1 students from baseline of 0% between 2016-17 and 2019-20, to reach 6% by 2024-25.

Baseline (2019-20)	2020-21	2021-22	2022-23	2023-24	2024-25
0%	0%	2.4%	4%	5%	6%

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

2. **Aim:** To increase the proportion of undergraduate entrants who are from the most disadvantaged backgrounds. **Objective:** double the percentage of IMD Quintile 1 and 2 students from baseline of 14.3% in 2019-20, to reach 30% by 2024-25.

Baseline (2019-20)	2020-21	2021-22	2022-23	2023-24	2024-25
14.3%	15%	18%	22%	26%	30%

3. **Aim:** To increase the proportion of undergraduate entrants who are mature. **Objective:** increase the percentage of mature entrants to 10%, from a baseline of 0% in 2019-20.

Baseline (2019-20)	2020-21	2021-22	2022-23	2023-24	2024-25
0%	0%	2.4%	5%	7%	10%

### Attainment targets

4. **Aim:** To reduce the gap in degree attainment outcomes between BAME and white students. **Objective:** Reduce the unexplained gap in the attainment of First and 2:1 degree outcomes between undergraduate BAME and White students, from a baseline of 48.5% (2017-18), to 10% by 2024-25 and thereafter to continue a trajectory of continuous improvement to eliminate the unexplained gap by 2030-31.

Baseline (2018-19)	2020-21	2021-22	2022-23	2023-24	2024-25
48.5%	40%	35%	28%	20%	10%

## 3. Strategic measures

### 3.1 Whole provider strategic approach

CFS is committed to improving access, success and progression outcomes for an increasingly diverse student body. Through the latter half of 2019 a new Strategic Institutional Plan was developed to cover the period 2020-22. The purpose of the document was to develop an overarching framework for encompassing the School's Vision, Mission and Core Values and strategic aims. From this, departmental strategies are being developed and implemented, including this Access and Participation Plan, but also including Community Engagement, Student Engagement and Teaching & Learning.

CFS is predicting growth over the next five years. This Access and Participation Plan is aligned to these growth priorities, and we are committed to ensuring that the growth is delivered against the target groups identified. We have planned for additional resources to support our access and participation activities.

However we recognise that there are some structural challenges that may impact the achievement of our targets. Not least of these is the impact of small datasets. As a specialist provider CFS has small cohorts, and small programme cohorts. This makes it difficult to collect and rely on any data and trends.

Regarding access, the decreased governmental support for the arts, which has impacted schools, affects our ability to recruit students and meet our access objectives. The number of GCSEs and A-levels being taken in creative arts related subjects has decreased<sup>6</sup> over time, leading to a squeezed talent pipeline.

However, successfully registering with the Office for Students in the Approved (Fee Cap) category represents a significant opportunity for applicants to CFS, who will for the first time be able to gain full tuition fee funding. Changes to student access to support will help us meet our access targets for students from POLAR4 Quintile 1 and IMD Quintile 1, and for mature learners who are more likely to have financial commitments and/or dependents.

<sup>6</sup> Creative Cultural Alliance (2018). Further decline in arts GCSE and A Level entries. Available at: <https://culturalllearningalliance.org.uk/further-decline-in-arts-gcse-and-a-level-entries/>

In relation to attainment gaps, CFS is committed to further developing and embedding inclusive teaching, learning and assessment practices, and to promoting inter-disciplinary opportunities and personalised learning. CFS is excited about opportunities to develop and improve curriculum and pedagogy, as a key activity in delivering successful outcomes.

To fulfil our ambition and commitments, CFS takes a whole provider approach which includes a range of staff across the institution, in a distributed responsibilities model. This includes staff who are not directly working on the School's access and participation activity, but who have significant influence on performance measures as part of an embedded approach. For example, a range of staff across CFS are part of access and participation development and monitoring; whilst teaching staff have been and will continue to be involved in the development of inclusive curriculum practices that relate specifically to our attainment target to close the gap between BAME and white student degree outcomes.

## Theory of Change

Our theory of change is to use data and evidence, including a deepening institutional understanding and evidence base, to monitor, identify and better understand, gaps in performance; and to implement effective change across CFS to continually improve performance and eliminate barriers to access and success experienced by particular groups. It is CFS's ambition that every team has a detailed understanding of their role in delivering the strategic measures and has the infrastructure and tools to support them in working effectively, efficiently and collaboratively to implement identified measures and activity. Our overarching ambition is to ensure an institution-wide commitment to eliminating equality gaps through implementation of our strategic measures, being systematic in the way that we do this to ensure opportunities for students are equal across the lifecycle.

Priority Area		Inputs	Change	Impact
Institutional capacity measures	Developing Data and Monitoring capacity	Building data, monitoring and evaluation capability	Active performance monitoring is in place  Increasingly evidence-led and data-driven practices, continuous improvement	Improved outcomes across Access, Success & Progression, progress milestones and targets. Resource effectively deployed to areas of need.
	Increasing and embedding institution-wide A&P understanding and practice	Building institutional understanding	Institutional practices & outputs are coherent and aligned to mission. Staff informed, trained and aware of best practices; are more engaged  Research and evidence (data) informed practice and decision-making	Deeper institutional awareness and building of evidence base of issues and good practice; practice is informed and continually improved
Outreach measures	Development of an outreach programme	Range of activity with schools, including careers and education information, presentations, workshops, masterclasses	Stimulates confidence, awareness, interest and passion for HE. Students more likely to consider and apply to HE and to CFS	Students are equipped to progress to HE. Students successfully apply and enrol
		Intensive, relevant outreach programmes with target learners (e.g. summer schools)	Stimulates confidence, awareness and ability; interest and passion in the specific discipline areas	

	<b>Partnership development – schools, colleges, employers and other organisations</b>	Establishing and growing effective Partnerships and Collaborations	Improves activity reach & effectiveness; increases teacher & key influencer engagement, including employers	Target groups more likely to apply; enabled through networks of key influencers and partners
<b>Student Success Measures</b>	<b>Inclusive, Practice-based Teaching, Learning and Assessment Practices</b>	Personalised teaching and learning and curriculum based on Inclusive practice principles	Inclusive curriculum with personal learning fosters increased engagement with and success in learning, which learners can identify with. Offer responsive to diverse learner backgrounds and styles.	High continuation and attainment rates across all students. Comparable rates of success and progression across cohort and target groups.
	<b>Student Support and Wellbeing</b>	Personal student support and wellbeing provision, community of practice.	Students retained and achieve good attainment outcomes. Higher satisfaction levels and ability to participate in the whole student life experience (sense of belonging and success).	
	<b>Financial Support Package</b>	Provision of financial support to cover cost particularly related to transition-in and living / course materials	Target students successfully participate in courses, access programmes and activities that support successful transition and participation in university life. Lowers need for high levels of employment, which may offset attainment outcomes. Student confidence and positive mental health re affordability of study.	
	<b>Supporting Career Development and Employability</b>	Integration of curriculum, employment experiences, and employability / career development; and provision of extra support e.g. industry mentoring, access to networks.	Students are more likely to be retained, engage & achieve higher degree & satisfaction outcomes due to relevance of study to industry context; Students more likely to enter employment.	

### Alignment with other strategies

This Plan is aligned with the CFS's Institutional Strategy (2020-2022); the Teaching and Learning Strategy and the Equality, Diversity and Inclusion (EDI) Policy. The small, central leadership team enables a joined-up approach to the access and participation and aligned institutional agendas.

## **The CFS Institutional Strategy (2020-22)**

In the Institutional Strategy, fair access forms part of the core of CFS's mission, to "be regarded as one of the 'best' and most accessible film schools in the world". Central to this is a growth agenda, which facilitates "intercultural exchange between independent filmmakers across the globe, empowering them to tell their stories". This places student access, inclusive participation and student voice at the centre of practice at CFS.

A focus on industry links and access to professionals and industry experiences, are also highlighted in the Strategy, and are particularly critical to target students from disadvantaged and under-represented backgrounds. For mature learners, who are more likely to return to study for career change or upskilling; and for students from POLAR4 and IMD Quintile 1 and 2 backgrounds, who are less likely to have access to role models or professional networks, a focus on employability and provision of opportunities is particularly important to secure outcomes.

The Strategy goes further to highlight the link between employability and industry outcomes, and attainment. In alignment with our Access and Participation target to reduce and eventually eliminate unexplained gaps in attainment (First and 2:1 degree outcomes) for identified target groups, the Institutional Strategy sets a key aim to, "enable students to achieve excellent attainment through aligning learning outcomes with student and industry needs". It goes on to highlight the support available for students from diverse backgrounds.

## **Equality, Diversity and Inclusion Policy**

CFS's EDI Policy explicitly states CFS's belief, which is that diversity and a culture of inclusion are vital to our success; and, a commitment to ensuring that equality is embedded in all activities, policies and decision-making.

CFS's EDI Policy includes commitments to ensure access and full participation in university life and learning having due regard to protected characteristics. Access and participation targets are also supported by the broader commitments in the EDI Policy to "be a place where people can be free to be themselves, no matter what their identity or background"; and to create, "a working, learning and social environment in which individuals can utilise their skills and talents to the full... where everyone can reach their fullest potential."

CFS will continue to align its EDI and access and participation commitments, increasingly integrating these agendas into broader academic and business strategies and practices.

## **Teaching and Learning Strategy**

The Strategic Measures in this Access and Participation Plan draw from and are directly aligned to two of the objectives in CFS's Teaching and Learning Strategy:

1. To enhance the quality of the student learning experience
2. To continue to enhance the design and delivery of highly specialized curricula that prepare students effectively for entering the film industry.

CFS's curriculum is characterised by highly practical programmes of study, and strong industry links. Curriculum is taught by current film practitioners and complemented by industry-standard resources to support high-level student engagement. This approach, enshrined in our Teaching and Learning Strategy, is aligned with the access and participation agenda, noting that target students from lower participation areas and those from more disadvantaged backgrounds are less likely to have access to professional networks. It also considers mature learner goals in relation to higher education, which are more likely linked to employment and career progression or change.

Noting the attainment gap identified in our performance assessment and wishing to ensure excellence in attainment for all students, CFS's also provides a high number of contact hours in small class sizes, supported by one-to-one tutorials. This personalised approach to learning means it can be tailored to

student need, to enhance outcomes. This provides a good teaching and learning practice base upon which access and participation outcomes can be progressed.

Student collaboration and feedback are prioritised in the development and continuous improvement of teaching and learning at CFS, with a range of mechanisms in place to ensure effective feedback loops.

## **Strategic measures**

Considering the performance assessment and CFS's priorities and context, we have identified 8 key Strategic Measures to improve performance. These are aligned to the Theory of Change framework (above).

## **Institutional capacity measures**

### **1. Developing data, evidence and monitoring capacity**

#### Context, targets and outcomes

CFS recognises its current data limitations, and the need to grow monitoring and evaluation capacity<sup>7</sup> across the lifecycle, relating to all aims, objectives and targets. Developments will enable CFS to explore and monitor gaps in all underrepresented groups by the end of 2020-21 and, in time, intersections of target groups (anticipated from 2022-23, although these data will remain particularly problematic due to very small cohort sizes; however, the infrastructure will be established).

While small cohort numbers mean that CFS will not have access to statistically significant data in the short-term, it will be able to begin to identify some correlations and suggested trends and will draw on nationally available datasets the analyses of other providers. Approaches to evaluation are also being strengthened, underpinned by a new Evaluation Framework. See further details in the Evaluation Strategy section.

CFS's overarching objectives are:

- Improve our ability to identify and track students within discrete groups in order to develop and monitor projects designed to improve their outcomes. This will be achieved by reviewing and improving our internal data sharing processes during the 2020-21 academic year, refining the coordination and sharing of data produced by existing systems, and implementing new systems where required.
- During the life of this plan, establish and embed a new Data, Evaluation and Impact strategy across CFS to ensure robust, evidence-based project design, monitoring and impact analysis and to allow the identification and dissemination of best practice. The Data, Evaluation and Impact strategy will be designed and implemented in 2020-21.

Intended outcomes:

- Improved understanding of the student body and performance gaps for underrepresented groups. By the end of 2020-21, we will be using improved data reports or dashboards to achieve this.
- More effective targeting, design and implementation of activity.
- Improved understanding of performance and emerging trends.

#### Activity

- Attendance MIS launched with improved and appropriate reporting tools, which enables CFS to analyse student attendance data at individual, module, and programme level. As well as ensuring we satisfy all regulatory requirements, access to this data also informs enhancement strategies for engagement and satisfaction across the student academic experience.
- The new records management system to support monitoring and reporting of Access and Participation Plan targets (amongst other areas) is being implemented. The new CRM system will be embedded at the applicant phase and a new MIS will be embedded at the enrolment phase to

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<sup>7</sup> "Use of data, evaluation and feedback" is one of the four areas the approach used by "What Works?2" Model of Working <https://www.phf.org.uk/wp-content/uploads/2017/04/Summary-report-final-no-crop-1.pdf>

ensure consistent and accurate data is maintained throughout the student lifecycle. By the end of 2020-21, the new system will be used to generate monitoring relating to performance for access and participation outcomes from applicant stage.

Evaluation measures include:

- Evidence of building data sets, which are analysed and utilised to inform practice.
- Stakeholders can increasingly make decisions on the basis of consistent, detailed and up-to-date data.
- Staff feedback and participation in the continuous development of data across collection, collation, analysis and interpretation/ implementation.

## **2. Increasing and embedding institution-wide A&P understanding and practice**

### Context, targets and outcomes

This measure recognises the need to establish systemic understanding and cultural change in relation to access and participation, across CFS by adopting a whole institution approach to widening participation (Thomas 2017; Thomas 2020)<sup>8</sup>. This work relates to all aims, objectives and targets. Outcomes include:

- Raising understanding of the access and participation agenda.
- Better, CFS-wide understanding of performance gaps.
- Increased awareness of what is required based on current performance, Theory of Change and good practice/ research.
- Engaging staff across CFS in access and participation activity

### Activity

- CFS has instituted an Access and Participation Committee, which is a cross-departmental committee. The purpose of the committee is to both develop the School's plan through data analysis and student and staff engagement, and to communicate the AP strategy across the organisation
- CFS has joined an Access & Participation Group chaired by Independent HE to share best practice with peers from the industry
- CFS has made access, equality and inclusivity a central component of its 2020-22 Institutional Strategy
- CFS will continue to provide opportunities for staff to engage with external organisations such as Independent HE and OfS to provide further training and guidance on access and participation. This will be communicated to staff through standing agenda items being added to all monthly management committee meetings and included in the all-staff weekly Monday meeting.
- Staff training and development related to access and participation.

Evaluation measures include:

- Evidence of a building understanding and awareness among staff across CFS, evidenced for example by planning including access and participation considerations, staff contribution and engagement with discussions about access and participation measures, etc.
- Staff can increasingly make informed decisions and practice improvements related to access and participation, on the basis of deeper understanding.
- Staff feedback and participation in training and development.

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<sup>8</sup> Thomas, L. (2017) Understanding a Whole Institution Approach to Widening Participation, Bristol: Office for Fair Access; Thomas, L. (2020) Excellent Outcomes for All Students: A Whole System Approach to Widening Participation and Student Success in England. Student Success Journal, 11:1. Pp.1-11.



## Outreach measures

### 3. Development of an outreach programme

#### Context, targets and outcomes

CFS is committed to providing a range of long-term outreach activities, which have been evidenced as being most effective in increasing progression into higher education (OfS 2019)<sup>9</sup> targeted at groups that are under-represented in HE and at Central Film School, as identified in the assessment of performance. CFS is developing capacity to deliver sustained and coordinated outreach activity across the South East and the UK, as a key component of effective outreach programmes (BIS 2014; OfS 2019)<sup>10</sup>. Partner schools are being carefully selected, based on high proportions of students from under-represented groups. We work with partner schools to identify appropriate learners who meet criteria and would benefit from outreach activity. Outreach work will include Saturday Clubs, creative masterclasses both in schools and on campus, cultural visits, summer schools, and a mature learners programme.

Outreach activity is integrated with CFS's marketing and recruitment plans, and CFS have appointed a new Head of Marketing, Admissions and Student Recruitment which is directly responsible for implementing all access plans. CFS will build on existing work, strengthening practice and developing new activity in response to targeted performance gaps. Evidence from emerging data, good practice, and emerging priorities will further direct practice.

#### Activity

- Relationships and partnerships with schools and colleges are essential for outreach work (UUK 2009; OfS 2020)<sup>11</sup>. We will work with a number of schools, colleges and organisations in London to attract applications and enrolments from our target groups. We will target using a range of indicators and seek to establish a school and college partner engagement programme. Activities will include:
  - Support state school careers activity through an offer of presentations, impartial information sessions and representation. Target number of schools:
    - 2019-2020 - 5 schools (developing our foundations)
    - 2020-2021 - 10 schools
    - 2021-2022 - 12 schools
  - Masterclasses from our academics and alumni for local schools and colleges, acknowledging the importance of the raising attainment agenda and providing authentic learning experiences of CFS.
- An upcoming project with Bertha Earth will develop relationships with year 7 and 8 students through facilitating storytelling and engagement with the environment through online learning, workshops and visits to Jamie's Farms. The first retreat is due to take place in September 2020.
- Acknowledging the impact that residential courses can have on learners' aspiration and belonging (Sutton Trust 2008; Thomas 2011)<sup>12</sup> we run a Filmmakers Summer School. Filmmakers Summer School will start in August 2020 with 2 Filmmakers Summer Schools in August 2021. The summer school will be targeted towards students who are from disadvantaged and under-represented backgrounds, including POLAR4 Quintile 1, IMD Quintiles 1 and 2, and mature learners; and also (noting our dip in entrants in 2019-20), a BAME background. We will monitor the progression of

<sup>9</sup> Office for Students (2019) National Collaborative Outreach Programme: Phase two guidance, Bristol: OfS. Available at [https://www.officeforstudents.org.uk/media/25f4ba6f-012b-4a31-afad-931eb97c3f61/ofs2019\\_25.pdf](https://www.officeforstudents.org.uk/media/25f4ba6f-012b-4a31-afad-931eb97c3f61/ofs2019_25.pdf)

<sup>10</sup> Department of Business, Innovation and Skills (BIS) (2014) National strategy for access and student success in higher education, London: DBIS. Available at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf)

<sup>11</sup> Universities UK (2009) Academies and trust schools: where do universities fit in? London: UUK. Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2009/guidelines-academies-trust-schools.pdf>; Office for Students (2020) Strategic relationships with schools and raising attainment at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/strategic-relationships-with-schools-and-raising-attainment/>

<sup>12</sup> The Sutton Trust (2008) Ten Year Review of Sutton Trust Summer Schools, London: Sutton Trust. Available at <https://dera.ioe.ac.uk/30370/1/TenYearReview-SuttonTrustSummerSchools-1.pdf>

Thomas, L. (2011) Do Pre-entry Interventions such as "Aimhigher" Impact on Student Retention and Success? A Review of the Literature. *Higher Education Quarterly*, 65(3), pp.230–250.

those who complete our Filmmakers Summer School as far as possible, to ensure that they are progressing to Higher Education.

- Kent Education Business Partnership (EBP). We will continue to strengthen our working relationship with the Kent EBP, paying particular attention to those schools in the EBP that have a high proportion of students from Polar 4 Q1-2 and IMD Q1-2 backgrounds, and mature learners who may be accessible via businesses. This supports the evidence that establishing and maintaining a link between higher education and career goals and outcomes is critical in aspiration development and choice to study (e.g. DfE 2014; Harrison 2018)<sup>13</sup>. We will monitor the effectiveness of this outreach activity directly through Kent EBP and the schools and businesses it supports. Activity includes, for example, workshops and Careers Roundtables at schools with high POLAR 4 Q1 and Q2 student cohorts.
- Implement 2 pre-application “Summer School” for year 12 students to provide them with the tools they require to create visual portfolios and support them in preparing for interviews.
- Support mature learners through work with business, colleges and organisations to establish progression routes and support systems. Further targeting of organisations and subsequent activity plans will be developed in 2020-21, as more research is required to understand how to best target and deliver outreach for mature learners in CFS context.
- Targeted outreach activity at a range of FE colleges, particularly focused on Access to Higher Education learners and mature learners studying the BTEC Level 3 Diploma and Extended Diploma. Activity includes a range of presentations in the colleges, Live on Set Sessions for learners and applicant support sessions.
- Implement an ambassador scheme to support outreach activity, including:
- “Focused on film” event series for schools and colleges
- Presentations at schools and colleges, with a focus on mature learners and learners from BAME backgrounds
  - Represent the school at HE Fairs hosted at schools and colleges in London and the South East of England
  - Support the “Live on Set” sessions, explaining the roles available in filmmaking and screenwriting to visiting students and parents
  - Ring applicants from under-represented groups prior to interview
  - Meet and greet applicants prior to interview to answer any questions about student life
  - Answer enquirer and parent/carer questions at Open Days and deliver Student Life presentations
  - Contribute to blog articles about life at the school and highlight the support available to students (both formal and informal channels)
  - Ambassadors will have 1 day training session, followed by an online NSPCC Child Protection module and are DBS checked.
- Concentrated activity for Coastal regions to increase the number of POLAR 4 Q1 and IMD Quintiles 1 and 2 students accessing CFS.
- Direct mail campaigns for those within POLAR4 Q1 and Q2 and IMD Quintiles 1 and 2 who live within the School’s direct catchment area in South East London, Essex and Kent.

#### Evaluation measures

- Applications to CFS
- Participant surveys (pre and post)
- Surveys and focus groups for teachers
- Student ambassador feedback.

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<sup>13</sup> Department for Education (2014) School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation: Research report, London: DfE; Harrison, N., 2018. Using the Lens of ‘Possible Selves’ to Explore Access to Higher Education: A New Conceptual Model for Practice, Policy, and Research. *Social Sciences*, 7(10)

## 4. Partnership development – schools, colleges and other organisations

### Context, targets and outcomes

CFS will conduct research and targeting activity to identify and build new, relevant partnerships and relationships with target schools, colleges, other key organisations and employers. Such partnerships are vital in the success of outreach programmes (e.g. Butcher et al 2010)<sup>14</sup>. This is a key measure in CFS's outreach activity, addressing targets in access.

The primary outcome is building networks and partnerships with key stakeholders, including schools and colleges, organisations, employers and communities. Other outcomes include:

- Source and join existing networks which support under-represented groups into higher education, particularly within the creative industries.
- Increasing opportunities for networking and sharing good practice.
- Raising awareness of CFS's offer and other information leading to increased visibility to a wider audience
- Provision of activity to groups which are harder to reach, e.g. mature learners. (i.e. not just aiming for 'low hanging' fruit (Ebdon, 2018; Scottish Government 2019)<sup>15</sup>).
- Increased access to target learners for engagement through collaborative events and activity (the NCOP networks are evidence of this approach and practice).

There are two key areas of work under this measure:

1. Building partnerships with schools and colleges: Closer partnerships with schools and colleges to ensure that CFS is included in information given to students and to allow for longer term work with target groups.
2. Collaboration with other stakeholders, including employers: Collaboration opens doors to a wider range of outreach work with a broader focus, some of which may not be viable for a small provider on its own. Engagement with employers and targeted community organisations allows us to reach mature learner communities.

### Evaluation measures

- Applications to CFS from target cohorts
- Development of partnerships and collaborative activity (number and depth of relationships)
- Stakeholder feedback and evaluation

## Student Success Measures

## 5. Inclusive, Practice-based Teaching, Learning and Assessment Practices

### Context, targets and outcomes

CFS is developing a range of activity to improve attainment, particularly for identified BAME target groups, through inclusive curriculum and pedagogy and enhanced monitoring (Hockings 2010)<sup>16</sup>. We will put in place enhanced assessment and feedback practices that have been shown to be effective for non-traditional students. This measure specifically relates to our target to close the unexplained attainment gap between BAME and white students, drawing on research and good practice in inclusive curriculum and pedagogy (for example, the 4 principles and recommendations from the Disparities in Student Attainment (DiSA) research, 2014 from Wolverhampton University).

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<sup>14</sup> Butcher, J., Bezzina, M. & Moran, W., 2011. Transformational Partnerships: A New Agenda for Higher Education. *Innovative Higher Education*, 36(1), pp.29–40.

<sup>15</sup> Ebdon, L. (2018) The state of fair access as OFFA departs the scene. WonkHE. Available at <https://wonkhe.com/blogs/the-state-of-fair-access/>; Scottish Government (2019) Cross party group on colleges and universities: Fair Access Commissioner's speech. Available at <https://www.gov.scot/publications/cross-party-group-on-colleges-and-universities-fair-access-commissioners-speech/>

<sup>16</sup> Hockings, C. (2010) Inclusive learning and teaching in higher education: a synthesis of research, London: Higher Education Academy. Available at <https://www.advance-he.ac.uk/knowledge-hub/inclusive-learning-and-teaching-higher-education-synthesis-research>

## Activity

- Further embed personalised learning and promote practice based, inter-disciplinary opportunities.
- Inclusive teaching and learning practices are being built-in as a core component of on-going developments in curriculum design and content, delivery and pedagogy and student assessment and feedback. Inclusive practice contributes to building a sense of belonging and engagement with the learning experience<sup>17</sup>. In particular and in respect of our BAME attainment gap, we consider practices and research relating to decolonising the curriculum<sup>18</sup> and ensuring representative student voice and collaboration in curriculum development.
- We have implemented a robust attendance policy, which has seen an increase in student attendance for both the BA017 and BA018 cohorts. As attendance has a significant impact on attainment outcomes (Halpern 2007)<sup>19</sup> we will particularly ensure that increases are present for our BAME cohort.
- We have implemented a new timetable structure, as a result of student feedback, and data analysis that identified scheduling and student workload issues at certain points in the academic year. We have taken a linear approach when drafting timetables to ensure a balanced and effective delivery. For example, some modules have large-scale production periods, which we consider when scheduling to allow students to fully engage with productions and avoid attendance at modules running concurrently being adversely affected.
- Development of comprehensive progression and reassessment procedures for students on our accelerated degree programmes.
- Enhancement to the collection of Student Feedback, now collected at midpoints and end points of all modules of study, where learning from feedback informs development of practice, teaching and learning.
- Enhancement of the guidelines and brief for Oral Assessment requirements with regard to consistency in approach, acknowledging particularly that setting expectations and providing Clear, concise, fit for level and student friendly assignment briefs positively impacts on attainment outcomes (DiSA research, 2014).
- Rolling out PPD learning outcomes across all modules
- The new assessment of the Working with Actors module

## Evaluation Measures

- Student engagement with learning (attendance and performance). Student satisfaction scores (student satisfaction survey or NSS).
- Student course reps and broader student feedback, e.g. via focus groups and committees.
- Student retention and degree outcomes, by target group.
- For all measures - particularly monitoring BAME engagement levels and any engagement gaps between students from different ethnic backgrounds (disaggregated) and white learners.

## **6. Student Support and Wellbeing**

### Context, targets and outcomes

CFS provides a range of student support to ensure successful outcomes and a positive, rounded student experience. Over the life of the Plan, CFS will seek to further improve practice, driven by emerging data and the evidence base from internal and sector evaluation and research. CFS has recently invested further in its student wellbeing team, responding to the need to provide pastoral support and promote positive

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17 E.g. Pridham, B. et Al (2015). Culturally Inclusive Curriculum in Higher Education. Australian Journal of Indigenous Education, 44(1), 94-105

18 Schucan Bird, K., Pitman, L. How diverse is your reading list? Exploring issues of representation and decolonisation in the UK. High Educ (2019).; Begum, N. & Saini, R., 2019. Decolonising the Curriculum. Political Studies Review, 17(2), pp.196–201.

19 Halpern, Nigel. (2007). Attendance in Higher Education: does it matter?. Investigations in University Teaching and Learning. 4. 7-13.

mental health, linked to ensuring academic outcomes and success<sup>20</sup>. We note that, for our students, significant factors that contribute to the successful completion of the course are attendance and wellbeing.

### Activity

- Introduction of a new department for student experience and wellbeing. A New Wellness Officer is responsible for monitoring attendance, student wellbeing, mentoring students on progression and support for hardship (GuildHE, 2018)<sup>21</sup>.
- A new Student Engagement & Careers officer is responsible for school events, professional perspective events, alumni events.
- One to one wellbeing mentoring programme for all the students, focused on managing stress and being stress-free.
- A range of events, including Mental Health day, Safeguarding/Prevent workshops, Yoga wellness event, International food day.
- CFS is planning to launch other wellness events over 2019-20 and 2020-21. Our upcoming events are National workouts and wellbeing week, stress awareness month, Mental health awareness month, world wellbeing week, national work-life week, an International stress awareness week, Anti-bullying week. Each month we are planning to launch a wellness event and also yoga, mindfulness programs<sup>22</sup>.
- The Student Engagement & Careers Officer is responsible for maintaining student council meetings, professional perspective events, industry links and external speaker events, Alumni networking groups, Graduation, Graduate networking events.
- The Student Engagement & Careers Officer has introduced the Student Council to the student body in CFS. The Student Council will meet every month with all the representatives to discuss and plan for many student experience events. The Student Council will discuss all ongoing issues related to the student body and also work with student experience officers to enhance the quality of the programme and also discuss student events (OfS 2020; UUK and NUS)<sup>23</sup>.
- Student experience team is planning to launch MA/BA networking events in the coming months. The Student Experience officer will organise Summer alumni networking events this year by June.
- CFS will learn from student collaboration and feedback to further develop and tailor events over the life of this Plan, ensuring that the target groups under this Plan are represented (as far as possible) in consultations (OfS 2020; UUK and NUS 2015).

We will particularly monitor BAME engagement levels in these activities and explore engagement gaps between students from different ethnic backgrounds (disaggregated) and white learners. Where required and appropriate, we will seek to proactively reach out to target students.

### Evaluation Measures

- Student satisfaction scores (internal student satisfaction survey or NSS).
- Student representatives and broader student feedback, e.g. via focus groups and Student Council.
- Student retention and degree outcomes, by target group.

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20 Schwitzer, A.M. et al., 2018. Students With Mental Health Needs: College Counselling Experiences and Academic Success. *Journal of College Student Development*, 59(1), pp.3–20; UniversitiesUK (2020) Mental Health in Higher Education. Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/stepchange>

21 GuildHE (2018) Wellbeing in Higher Education, London: GuildHE. Available at <https://www.guildhe.ac.uk/wp-content/uploads/2018/10/GuildHE-Wellbeing-in-Higher-Education-WEB.pdf>

22 E.g. Ingram, C., Breen, A. and van Rhijn, T. (2019) Teaching for well-being? Introducing mindfulness in an undergraduate course, *Journal of Further and Higher Education*, 43:6, 814-825.

23 Office for Students (2020) Student Engagement and Consultation. Available at <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/student-engagement-and-consultation/engaging-students-in-access-and-participation-work/>; Universities UK and National Union of Students (2015) Breaking down the barriers to Student Opportunities and Youth Social Action, London: UUK and NUS. Available at <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2015/breaking-down-the-barriers.pdf>

## 7. Financial Support Package

### Context, targets and outcomes

For 2020-21 CFS has committed financial assistance to those target learners from the most disadvantaged backgrounds. In line with best practice, support is targeted at the learners who need it most<sup>24</sup>, and is aligned with considerations for the costs of transition-in and settle-in, particularly relevant to POLAR4 Quintile 1 students, who are less likely to have had prior experiences with HE or access to role models; and mature learners, who may be returning to education and managing multiple priorities and costs. CFS will therefore provide target learners with the confidence and resources to consider and make the decision to enroll, knowing that financial support is available to support, for example, moving into London or travel to campus costs, or course materials costs. Provision of this support also reflects broader sector activity, putting CFS on a more level playing field to attract target learners.

Proposed awards for 2020-21 starters are as follows. Any changes to the financial support model for future years covered by this Plan, as a result of further evaluation measures and targeted practice, will be agreed with the OfS in any amendment to the Plan.

### Activity - Financial Support Model

A per-annum bursary of £1,000 will be available to students with a household income under £25,000, who are also either from POLAR4 Quintile 1 backgrounds, or who are mature learners (>21years). We have allocated the bursary pot based on our POLAR4 Quintile 1 and mature learner milestones, 2020-21 to 2024-25, +1. However the following processes are also in place:

- We may repurpose any available money from the Hardship Fund (see below) to award additional bursaries where it is deemed necessary.
- Should demand be less than then number of bursaries available, any unallocated bursary funds can be reallocated into the Hardship Fund (see below).

We will provide additional funding as part of our Hardship Fund, to which students can apply for support (whether or not they have received a bursary). Hardship Fund allocations will be made on an individual basis, based on demonstrated financial need. Funds can be used to cover additional course costs, such as production costs, purchase of external hard drives and securing insurance when undertaking personal projects, to ensure successful participation in learning.

In 2020-21, we will design a relevant evaluation process to assess the impact of our financial support package. The evaluation process will apply relevant parts (e.g. the survey and/or interview elements) of OfS' support toolkit. We will review our financial support package based on emerging evidence and seek to adjust through a variation to this Plan, if necessary.

### Evaluation Measures

- Applications and enrolments from target groups
- Entrant surveys (in relation to building identity and belonging (transition-in)).
- OfS evaluation toolkit<sup>25</sup> (survey and interview tools, as there is insufficient data to apply the statistical assessment), and other feedback loops including student surveys, the Student Council and student representatives focus groups.

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<sup>24</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

<sup>25</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

## 8. Supporting Career Development and Employability

### Context, targets and outcomes

We are aware that HE regulators place a lot of importance on student employability or progression to PG education within 6 months of leaving an undergraduate course. Our data shows that some students take up to two years to find regular paid employment in the industry. This reflects a long-standing issue that all new entrant graduates face, in that it is extremely difficult to gain paid work early in their careers at out of full-time education. Many choose to work on their own projects, for which CFS provides all the support it can, during their first year after graduation. With an increased focus on employability strategies on all of our courses, we hope to see the employment rate of CFS graduates increase in the coming years, with consistent improvement rates for under-represented groups.

We also intend to develop stronger links with our graduates, which will be reflected in the HESA survey results. The next academic year will be our first opportunity to report back more meaningful data on our Graduate destination outcomes.

CFS continues to adopt an industry-led approach<sup>26</sup> to teaching and learning and provide employability opportunities and career development for our students and graduates. We intend to further strengthen this work and improve our understanding of what works over this life of this Plan. Our industry-led approach allows us to directly and impactfully address challenges that are more likely to arise for students from underrepresented backgrounds, and our activity incorporates a range of measures and approaches that particularly facilitate success for underrepresented groups. These measures draw from underpinning understanding that:

- Students from IMD and POLAR4 Q1-2 backgrounds, and care leavers are less likely to have access to professional networks and role models in industry (Reay et al 2003; Thomas 2012; Mountford-Zimdars et al 2015).
- Mature learners have experience of the workplace and are often looking to progress or change careers (Swain and Hammond, 2011)<sup>27</sup>.
- Employers may require awareness raising / development regarding employment of students with disabilities (Disability Rights UK, 2016)<sup>28</sup>
- BAME students are underrepresented in certain professions, making engagement challenging. (e.g. Consilium 2017)<sup>29</sup>.

### Activity

- Workshops for final year students to introduce to industry links, to open up connections and contacts for employment
- In 2019 we established the school's Advisory Committee (AC) with the specific aim of connecting CFS and its provision closer with industry (as well as the wider HE context). Current members of the AC include David Spandley, the Director of Programme at Curzon Cinemas. The AC is one of the many ways we ensure that our programmes are delivering the skills and competencies the film industry is looking for. We will use this forum to support and provide advice into the industry in two-way information provision, knowledge building and collaboration.
- Mentoring on career progression with CFS's advisory committee. Each Advisory member with industry experience will be invited to a workshop with last year's student to mentor.
- For the past two years CFS has run a series of events called Professional Perspectives, whereby current industry professionals meet with students to tell their story about how they successfully entered the industry and provide a forum for our students to speak directly with them. This provides essential role models and examples of pathways. Events take place either at CFS campus or off

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<sup>26</sup> E.g. GuildHE (2018) Practice-Informed Learning: The Rise of the Dual Professional, London: GuildHE. Available at [https://guildhe.ac.uk/wp-content/uploads/2018/11/Practice-Informed\\_Learning\\_-\\_Final\\_Nov\\_18.pdf](https://guildhe.ac.uk/wp-content/uploads/2018/11/Practice-Informed_Learning_-_Final_Nov_18.pdf)

<sup>27</sup> Swain & Cathie Hammond (2011) The motivations and outcomes of studying for part-time mature students in higher education, International Journal of Lifelong Education, 30:5, 591-612

<sup>28</sup> Disability Rights UK (2016) Disability and Employment, London: Disability Rights UK. Available at <https://www.disabilityrightsuk.org/sites/default/files/pdf/Disability%20and%20Employment%20V7.pdf>

<sup>29</sup> Consilium (2017) Equality and diversity within the arts and cultural Sector in England, 2013-16: Evidence Review. London: Consilium. Available at [https://www.artscouncil.org.uk/sites/default/files/download-file/Consilium\\_Equality\\_Diversity\\_report\\_13112018.docx\\_0.pdf](https://www.artscouncil.org.uk/sites/default/files/download-file/Consilium_Equality_Diversity_report_13112018.docx_0.pdf)



site. We programme events and speaker to showcase the full range of individuals who work in the film industry with particular reference to women and BAME individuals in film.

- The school is often contacted by film productions looking for staff - we communicate these opportunities to our students through the VLE. We are currently developing our website and will be adding a dedicated jobs page
- In October 2019 we created a new position at the school - Student Engagement & Careers Officer.
- In 2020-21, CFS will create a strategy to increase engagement between the school's alumni network and current students.
- In 2020-21, we will also further develop the school's mentorship programme, with particular consideration of target groups under this Plan.

#### Evaluation Measures

- Student participation in career development activity
- Student satisfaction scores (student satisfaction survey or NSS).
- Student course reps and broader student feedback, e.g. via focus groups, committees and the Student Council.
- Student retention, degree outcomes and progression outcomes by target group.

### **3.2 Student consultation**

The Central Film School introduced the Student Council to the student body in Oct 2019 with the new student experience department. The Student Council reviewed and consulted on our approach to access and participation, including the Plan, in the first quarter of 2020, and received generally positive feedback. Ongoing student consultation and collaboration on access and participation will be ensured via Student Council representatives on our Access and Participation Committee. Student representation is also enabled through a range of mechanisms at CFS, for example:

- Access and Participation Committee
- Student Council – reps including LGBTQ and BAME  
The Student Council has nominated representatives for specific groups in the school – such as BAME, LGBTQ, - and specific areas of focus – such as mental health and social events.
- Academic Board - the CFS Academic Board, represents the wider academic community, student body and staff. The Academic Board is responsible for day to day provision at the school and reports to the Board of Directors, the ultimate governing body
- Course Committees and Course Boards: The Central film school, course committee will be evaluating all the module modifications, course developments.
- Advisory Committee: The Central film school Advisory committee advises on CFS's vision, mission and core values , as well as on various areas within different departments.
- Feedback at modular and on a year basis will be further enhanced by participation in NSS from 2021 (the school conducted a mock NSS in 2020)

In relation to access and participation, we have consulted with students - primarily through the Student Council (which is made up of all Student Reps from cohorts, currently 12). Students have fully supported CFS's desire to move to the Fee Cap category and increase its Access and Participation activity.

Generally, it is CFS's intent to strengthen student engagement over the life of the Plan, collaborating with students regarding an effective model of practice. As part of the consultation process for this plan a range of students provided input and feedback. In response to our student consultation, CFS have:

- Appointed to roles in the student wellbeing/ support area (as per above)
- Committed to ensuring the development and delivery of:
- Seminars and presentations presented by industry professionals from minority and disadvantaged groups

- Alumni networking events during summer to, “open up a great host of opportunities that can benefit both current students and alumni looking to employ fresh faces and help shape their future”
- Source and join existing networks which support underrepresented groups into higher education, particularly within the creative industries.
- Committed to implementing network connections during term time.

This Plan and its activity has been changed as follows:

- Have specific women/BAME/disabled People in Film events at both the Access and Success stages of the student journey, to bring about change.
- We will enhance the alumni network so former student in industry can support those attempting to enter who don't have connections/introductions, to also provide mentorship
- Proactively arranging one to one meetings with all students and the Wellness Officer (as opposed to offering a service to students that they can take up). The fast-track nature of our BA programmes mean that students have tighter timescales for reassessments and shorter holidays to work during, therefore a heightened service is necessary to ensure all students meeting attainment and success targets.

### **3.3 Evaluation strategy**

In 2020-21 and by December 2020, we will implement a full Evaluation Framework, which will include the evaluation approach we will develop over this plan and will be informed by OfS guidance. Principles are that evaluation:

- Is embedded across CFS, across the lifecycle
- Is based on the collection and analysis of student data that as far as possible aligns with regulator datasets.
- Builds an evidence base of impacts and outcomes and value for money.
- Is useful in informing the development and enhancement of activities.
- Has a feedback and review process, to ensure that evaluation activity informs and is informed by our access activity.
- Draws on externally available research and evaluation outcomes to build broader evidence base.
- In its conclusions, is cognisant of small datasets

Over the first quarter of 2020, CFS will also reflect on the OfS evaluation assessment and standards of evidence to further inform development of the evaluation framework. Given CFS is new to Fee Cap Registration and the agenda, we currently consider ourselves against the OfS evaluation assessment as emerging across all categories.

#### **Evaluation design and implementation**

As previously described (strategic measure 1), CFS is investing in new data capture systems to allow for comprehensive data capture from enquirer stage through to graduation. Our new system will be instrumental in ensuring the accurate evaluation and benchmarking of CFS's position against the targets set.

In terms of evaluation, our developing evaluations will be a combination of Type 1 (narrative) and Type 2 (empirical enquiry) approaches, as described in the Access and Participation Standards of Evidence. Our initial approach to evaluating access activities will consist of pre-/post- questionnaire designs, qualitative data collection via participant interviews and focus groups, and stakeholder interviews (e.g. teachers, parents) and practitioner / student ambassador reflections.

Our initial approach to evaluating student success and progression activities will consist of monitoring retention, attainment and assessment outcomes at levels from individual level, to whole year and programme level as appropriate. The protocol for viewing this data will be shared with all relevant staff. CFS will collect qualitative data about the impact of activity through student interviews and focus groups, as

well as collecting reflections from teaching staff. As previously detailed, evaluation of our new financial support package will be conducted using relevant parts of the OfS Evaluation Toolkit.

Appropriate and, as far as possible, consistent evaluation instruments will be designed and made available to relevant colleagues across the institution to ensure best practice and consistent approaches are taken. A process for feeding evaluation into a cycle of development will be established. Such documentation may include:

- Standardised and semi-standardised questionnaires
- A library of standardised questions, annotated to indicate reference and purpose
- Interview and focus group guides and templates for self-reflection – annotated to outline context and outputs they were designed to deliver.
- Descriptions of other evaluation tools used – for example, descriptions of visual data collection methods used with younger pupils and evaluation tools for learning and teaching activities.

### **Evaluation measures summary**

The following summary provides the range of evaluation measures that CFS will implement:

#### **All areas (institutional capability)**

- Evidenced development of the access and participation agenda, with annual milestones and five-year targets progressed and met
- New data infrastructure rolled out; decisions being made based on consistent, detailed and up-to-date data
- Staff focus group and/or survey feedback
- Collaboration arrangements with students are in place
- Feedback from student representatives

#### **Access**

- Number of partner schools / colleges
- Number of pupil engagements
- Pre-/post- questionnaire for participants. Assessing initial rates of aspiration/expectation about HE progression, test awareness of HE and application process, test knowledge of financial aspects of HE progression
- Applications, offers and enrolments from schools worked with
- Surveys and focus groups/ interviews with teachers
- Increase in applications from target students
- Number /proportion of offers to target students

#### **Success**

- NSS and/or other student survey on student experience and teaching, learning and assessment, by target groups and programmes; response rate and feedback
- Attainment and retention by target groups
- Focus group with sample of target students to assess sense of belonging, relationship to academic and social / student experience at CFS
- Monitor support take-up and social engagement by student groups

#### **Progression**

- Number and percentage of students (by target groups) gaining graduate level employment or entering graduate studies
- Student survey results and feedback on careers and employability support provision (satisfaction)
- Students progressing into employment with employers in the Practice Network, and with employers with whom they have had contact or experience through their studies

## **Learning to shape improvement**

CFS will implement a recurrent feedback cycle to ensure that evaluation measures are applied into practice and theories of change. This will be at practice (operational) level and reviewed via committee and monitoring structures. We will work with and draw on the expertise of the sector, external agencies and third sector organisations to make quick progress in designing and implementing activity-specific evaluation frameworks, establishing Theory of Change and undertaking literature reviews to draw on existing research, expertise and good practice.

As a small team we are able to ensure findings and recommendations from evaluation and research are applied directly into improving practice, in a timely manner. Staff involved in the evaluation and monitoring are also involved in the measures we have in place (and are developing) for access and participation. Rapid implementation of evaluation outcomes can therefore occur through informal mechanisms to quickly redress practice improvement; and through the committees if more formal consideration and sign off is required. For example, the access and participation lead is working closely with the development of MIS and the new data management system, to ensure reporting is set up and appropriate to capture the range of data required for access and participation commitments. In the access area, the same team is responsible for data systems and the recruitment and outreach work, and ensures that emerging data is consistently and quickly shaping practice. Our new evaluation framework will sit with the access and participation leads in the institution, who have direct responsibility for, and influence on, practice development and improvement.

Monitoring and development meetings ensure that evaluation and resulting actions required are at the forefront of our thinking and improvement agenda.

Underpinning and in addition to the range of informal mechanisms the School has in place to facilitate and inform Learning to Shape Improvement, the School has a sophisticated deliberative structure and cross-departmental feedback loop to ensure an organization-wide approach. The School performs an Annual Internal Monitoring Review, conducted by department heads, which reviews the previous year's performance against objectives, deliverables and KPIs. From this review a Consolidated Enhancement Plan (CEP) is developed, where learning is incorporated to set objectives with specific KPIs across departments for the coming year, and published on the School's website. This plan is monitored on a monthly basis through the School's management committee structures, where 'CEP Review' is a standing agenda item.

The committee responsible for monitoring and evaluating the School's Access and Participation Plan implementation and outcomes is the Access & Participation Committee (APC), which is made up of the CEO, Head of Curriculum, Head of Quality & Student Experience, Finance Manager and Head of Marketing, Admissions & Student Recruitment. The APC engages directly with the School's Student Council to ensure the student body can reflect upon and feed into the School's learning to shape improvement. This broad spectrum of departmental representation facilitates a truly organization-wide focus being applied to assessing the impact of our APP, its implementation, and emergent learning and improvement.

CFS also endeavours to share its learning and outcomes, contributing to network and sector discussion. Learning and evaluation outcomes will be particularly useful for other micro and/or specialist providers.

### **3.4 Monitoring progress against delivery of the plan**

This Plan is monitored by the Access and Participation Committee (APC). The APC reports to the Finance and Commercial Committee and, through that body, the Academic Board and the school's ultimate governing body, the Board of Directors.

The APC's purpose is to develop the School's strategy, to monitor and evaluate performance across departments, and to engage and consult with the student body, primarily through engaging with the Student Council. The APC meets on a monthly basis and meets with the Student Council on a bi-monthly basis. Access and participation is now a standing agenda item on the Academic Board and Student Council meetings.

The Access & Participation Committee includes the following members: CEO, Head of Curriculum, Head of Marketing, Admissions & Student Recruitment, Head of Quality & Student Experience, and the Finance Manager. The CEO reports to the Board of Directors on a quarterly basis regarding all aspects of CFS, and now has a standing agenda item of Access & Participation Plan related to monitoring progress against targets

In addition to engagement across the organisation with the APC, access and participation will from March 2020 become a standing item on the following committees - Resource Board, MASR, Operations & Resources Committee, Academic Managers Meeting, Quality & Student Experience Committee, Advisory Committee. All staff committees take part in the annual Internal review and from this a Consolidated Enhancement Plan is created - mile stones and targets for all departments are monitored on a monthly basis as standing agenda items for monthly committee meetings.

If it is found that progress is not as anticipated, halted or negative, committees can take the following response action and may convene for extraordinary meetings:

- Student Council can make representations at the annual Resources Board or the B-monthly meetings with regards adjustment to activity
- APC can request that the Finance & Commercial Committee (FCC) take action in terms of additional or re-targeted resourcing if required
- If necessary the FCC can make representation to the Board of Directors for budgetary changes.

## 4. Provision of information to students

We commit to providing clear, timely and accessible information to applicants and students on our fees and financial support for the duration of their course. This will primarily be on the Central Film School website, to ensure accuracy. We will make available to UCAS and the Student Loans Company (SLC) any information they require on a timely basis. We will ensure that all information provided in printed and web formats is compliant with equality and diversity legislation and best practice.

Applicants are provided with the following information in the formal offer of a place at the School:

- The tuition fee per year of the programme
- Programme duration and total fees
- Student terms and conditions, which also outlines the refund policy

Prior to interview, all applicants are provided with the following:

- Information on the programme tuition fees
- Links to our Fees and Funding pages, with information on bursaries and scholarships

On enrolment students are provided with the following information:

- Student handbook which outlines the absence policy and the implication for continuous unauthorised absence on Tuition Fees, and the Tuition Fee refund policy

## 5. Appendix

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

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

**Summary of 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	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree		£10,800
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	*	*

**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: Central Film School London Ltd

Provider UKPRN: 10024024

## 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
<b>Total access activity investment (£)</b>	£10,000.00	£18,500.00	£24,000.00	£27,000.00	£27,000.00
Access (pre-16)	£2,000.00	£2,500.00	£3,000.00	£3,000.00	£3,000.00
Access (post-16)	£5,000.00	£10,000.00	£14,000.00	£15,000.00	£15,000.00
Access (adults and the community)	£2,000.00	£5,000.00	£6,000.00	£8,000.00	£8,000.00
Access (other)	£1,000.00	£1,000.00	£1,000.00	£1,000.00	£1,000.00
<b>Financial support (£)</b>	£7,000.00	£8,000.00	£13,000.00	£18,000.00	£22,000.00
<b>Research and evaluation (£)</b>	£15,000.00	£12,000.00	£13,000.00	£14,000.00	£15,000.00

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£172,800.00	£234,000.00	£280,800.00	£320,400.00	£345,600.00
<b>Access investment</b>	5.8%	7.9%	8.5%	8.4%	7.8%
<b>Financial support</b>	4.1%	3.4%	4.6%	5.6%	6.4%
<b>Research and evaluation</b>	8.7%	5.1%	4.6%	4.4%	4.3%
<b>Total investment (as %HF1)</b>	18.5%	16.5%	17.8%	18.4%	18.5%

