



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Royal Academy of Dramatic Art against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Royal Academy of Dramatic Art's ambition and strategy as detailed in the 2019-20 access and participation plan:

In 2018 RADA's institutional values and strategy were inclusion, rigor, a commitment to the craft, collaboration and transformation. The prioritisation of inclusion as the first of RADA's five values was embedded into the following strategic ambitions:

- a. Increase diversity in technical theatre and production
- b. Improve access to RADA beyond London and the South East
- c. Increase our work with younger people (KS3 & KS4, ages 12-16)
- d. Support access routes into training for disabled people and secure success for disabled students

RADA had significant ambition to provide routes into the theatre, film and allied professions for its students from all backgrounds. Our core value of inclusion includes training talented people from all backgrounds, providing financial aid and creating opportunities for people to encounter our training and expertise in different ways. Our ambitions are weighted towards access measures because this is where we perceive there to be the greatest need and where our access and participation activity can generate the most change.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Royal Academy of Dramatic Art of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Royal Academy of Dramatic Art's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	To increase the % of students from BAME backgrounds into technical theatre/theatre production programmes	2017-18	5.0%	5.0%	6.0%	Percentage	2019-20	4.8	No progress
T16a_02 (Access)	To increase the % of applicants and % of students from LPN and more geographically diverse across the UK	Other (please give details in Description column)	Not available	TBC	TBC	N/A (see description / commentary)	2019-20		Expected progress
T16a_03 (Access)	To ensure that engagement in RADA's Youth Company secures the offer of a place at either RADA or other drama training for at least one participant from any of the under-represented groups annually.	Other (please give details in Description column)	Not available	1 student	1 student1	Headcount	2019-20	1	Expected progress
T16a_04 (Success)	To ensure parity of outcome between disabled and non-disabled students.	2016-17	-2%	+/- 1%	+/- 1%	Percentage	2019-20	5.2	No progress
T16a_05 (Multiple)	To maintain current success in recruiting students from BAME backgrounds into actor training programmes	2016-17	28.0%	28.5%	29.0%	Percentage	2019-20	32	Expected progress

T16a_06 (Access)	We intend to explore how RADA might assist our validating university in supporting attainment at KS3 and KS4.	Other (please give details in Description column)	Not available	TBC	TBC	N/A (see description / commentary)	2019-20	Limited progress
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Other milestones and targets

No data was returned for this section in Royal Academy of Dramatic Art's 2019-20 [access and participation plan](#).

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£75,000.00	£106,000.00	41%
Financial Support	£3,000.00	£520,000.00	17233%

4. Action plan

Where progress was less than expected Royal Academy of Dramatic Art has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	We will continue doing targeted activity. We have tightened the criteria of our Theatre production Youth Company and now have 87.5% of the group are BAME with 2 of them being offered places for 2021.
T16a_04	Due to the small amount of data we hold and how we are gathering data we need to now monitor and will be collecting more suitable data on disability. There has also been staff training to better support our disabled students. RADA has now been added to the Student Loan Company list of Non-Medical Help Suppliers List. This means that RADA students will be able to access the Need assessments in RADA.
T16a_06	We will continue with our schools workshops and Shakespeare for Young Audiences tour which will support attainment in the arts, specifically drama.

5. Confirmation

Royal Academy of Dramatic Art confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Royal Academy of Dramatic Art has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Helen Slater
Position	Director of Communications and Marketing

Annex A: Commentary on progress against targets

Royal Academy of Dramatic Art's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
No, there was a decrease by 4.8%. In 18/19 we had 11.4% BAME students and in 19/20 we had 6.6% of BAME students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, we started a project that was aimed specifically at BAME young people interested in Theatre production. This was in October 2019 and 2 people from this group have now received offers to enrol at RADA in Sept 2021. We also had 62.5% of BAME young people on our 19/20 Youth Company, 1 person enrolled at RADA in 2020, and another enrolled at Guildhall in 2020.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
No, the data shows that for disabled students it is 5.2% lower than the mean. We are monitoring anything that is more than 2% difference. Therefore our data shows that it is above that target. The data on graduating students with a declared disability have constantly been below the average.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Increased and more detailed work on learning agreements for disabled students. We provided significant mental health support for those with mental health conditions, including specific specialism for eating disorders. We also provided extra learning support where needed for students with SpLDs on top of their DSA provision

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
We did not collaborate with Kings on this. In April 2019 we did run our own Young Theatre Makers project for KS2 and 3. All BAME children from a local Bengali community centre. Before the pandemic we managed to do a total of 14 workshops and/or Q&A sessions in schools for KS3 and 4. We picked up more in Autumn 2020 as schools became more open to digital engagement.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Each year we usually run our Shakespeare for Young Audiences where we take productions into secondary schools for KS3 and 4 but due to Covid we were not able to do it last year.

Annex B: Optional commentary on targets

Royal Academy of Dramatic Art's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	We are about to set up a scheme that will specifically support applicants through the application process which will just be for applicants from LPN's.
T16a_03	
T16a_04	
T16a_05	
T16a_06	