

## TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

### EQUALITY INFORMATION: JANUARY 2015

#### 2013-2014 Headlines

- ❖ In 2013-2014, Trinity Laban Conservatoire of Music and Dance (Trinity Laban) matched or exceeded benchmark performance among conservatoires<sup>1</sup> on five out of six equality measures for disability, race and gender among staff and students.
- ❖ We showed leading performance in the enrolment of students with a declared disability (21.3%) but below HE sector average prevalence of BAME and male students.
- ❖ There was an even balance between male and female staff among all senior post holders (grade 8 and above), and the Executive also remained equally divided between men and women for a third consecutive year.
- ❖ The percentage of staff from BAME groups increased but representation within higher grades fell slightly.
- ❖ We extended monitoring of new protected characteristics to all staff, students and job applicants and are publishing data in these areas for the first time.
- ❖ Our Equality Objectives prioritise improvement of the gender balance and ethnic diversity within higher staff grades; increasing disability disclosure rates among staff; achieving higher male participation in dance and musical theatre; and increasing BAME representation among our student and applicant populations. Our Equality Action Plan 2012-2016 supports the achievement of these aims and is monitored by the Equality, Diversity and Access Committee.

#### Introduction

##### 1. Equality information

The Equality Act 2010 requires that, as a listed body, we publish information to demonstrate our compliance with the general equality duty. This must include information relating to people who share a relevant protected characteristic who are:

- employees
- people affected by our policies and practices; in Trinity Laban's case, this primarily means our students and applicants

This report constitutes our equality information under the Act, and is designed to give all interested parties (including our staff, students and the general public) accessible information on our equality performance, the issues and priorities highlighted by the data, and examples of activity we have undertaken in order to fulfil our general duty to:

- eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it;

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<sup>1</sup> We have identified a conservatoire benchmark group consisting of the following HEIs: Conservatoire for Dance and Drama, Guildhall School of Music and Drama, Royal Academy of Music, Royal College of Music, Royal Northern College of Music, Royal Conservatoire of Scotland and Trinity Laban Conservatoire of Music and Dance.

- foster good relations between people who share a relevant protected characteristic and those who do not share it.

## **2. Our Vision for Equality and Diversity**

Trinity Laban Conservatoire of Music and Dance (Trinity Laban) is committed to creating a culture in which diversity and equality are promoted actively and in which discrimination is not tolerated. Trinity Laban recognises the educational and business benefits of having a diverse community of staff and students and to this end is working towards building and maintaining an environment which values diversity.

Trinity Laban believes in principles of social justice; acknowledges that discrimination affects people adversely; and is committed to challenging all forms of inequality. To meet this objective, we aim to ensure that:

- Individuals are treated fairly, with dignity and respect regardless of their sex (including on the grounds of pregnancy, maternity leave, married or civil partner status, gender re-assignment), race (including racial origin, ethnic origin, colour, nationality and national origin), disability (including long-term illness), sexual orientation, religion or belief (any religious or philosophical belief, including any reference to lack of religion or lack of belief) and age.
- Everyone is given the opportunity to fulfil their potential.
- We promote an inclusive and supportive environment for our staff, students and visitors, and any concerns or complaints about harassment or bullying are dealt with fairly and appropriately.
- We recognise the various contributions to the achievement of Trinity Laban's mission made by individuals from diverse backgrounds and with a wide range of experiences.

## **3. Equality Objectives**

As required by the Equality Act, we have identified a number of equality objectives that we will seek to achieve over the four-year period from April 2012, as follows:

### *Equality monitoring*

- Review and update our equality monitoring processes such that, within the period of these objectives, we are able to gather and report data on all of the protected characteristics

### *Staff*

- Increase the proportion of staff who inform us of their disability status and the total proportion with a declared disability
- Achieve a more equal balance between males and females within higher pay grades
- Increase Black, Asian and Minority Ethnic (BAME) representation within our staff population and especially within higher pay grades

### *Students*

- Increase BAME representation among UK resident student and applicant populations
- Continue to narrow the attainment gap between BAME and white undergraduate qualifiers
- Reduce the gender imbalance among dance and musical theatre students and applicants by promoting greater male participation in dance and musical theatre at all levels

### *General*

- Promote an inclusive culture at Trinity Laban and ensure all statutory and policy requirements are rigorously observed by delivering a comprehensive, compulsory programme of equality and diversity training to staff

#### 4. Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which, in 2013-2014, included our:

- Equality and Diversity Policy
- Equality and Diversity Codes of Practice for Staff and for Students
- Equality Objectives 2012-2016
- Equality Action Plan 2012-2016

#### 5. Oversight of equalities

Trinity Laban's Board of Governors has formal responsibility for ensuring that the institution meets both statutory and institutional requirements and objectives in respect of equality and diversity, and for achieving adherence to equality and diversity policy across the institutional community.

The Board delegates operational responsibility for the implementation of equality policy to the Institution's Senior Management team who have a leadership role in championing equalities to the Institution.

The Equality, Diversity and Access Committee is responsible for promoting the development, implementation and evaluation of institutional equality and diversity policies, reporting regularly to the senior management on the progress of equality plans. It is an important vehicle for consultation with staff and students on equality matters and seeks to facilitate wider debates on these issues across the organisation.

### Equality monitoring data and activities: 2013-2014

#### 6. Equality monitoring: protected characteristics

In the main body of this report, we present information about the equality profile of our staff, student and applicant populations, using the most recent annual monitoring data relating to the 2013-2014 academic year. Trinity Laban has collected and published data on race, sex and disability for many years, and has incorporated age into this reporting since 2011. More recently, we have requested information on the newer protected characteristics, namely:

- Gender Reassignment
- Pregnancy and Maternity
- Marriage and Civil Partnership
- Religion or belief
- Sexual Orientation

While there remain some challenges in securing meaningful response rates in these areas, we are publishing monitoring data for staff and job applicants in this report, and aim to add student information from next year.

#### Staff

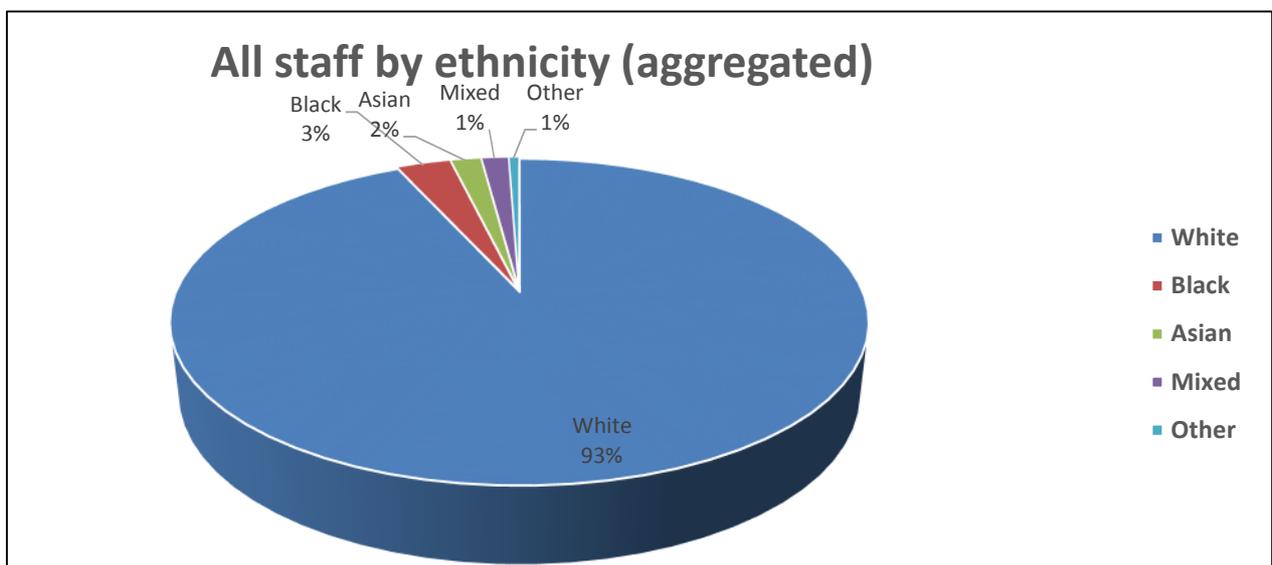
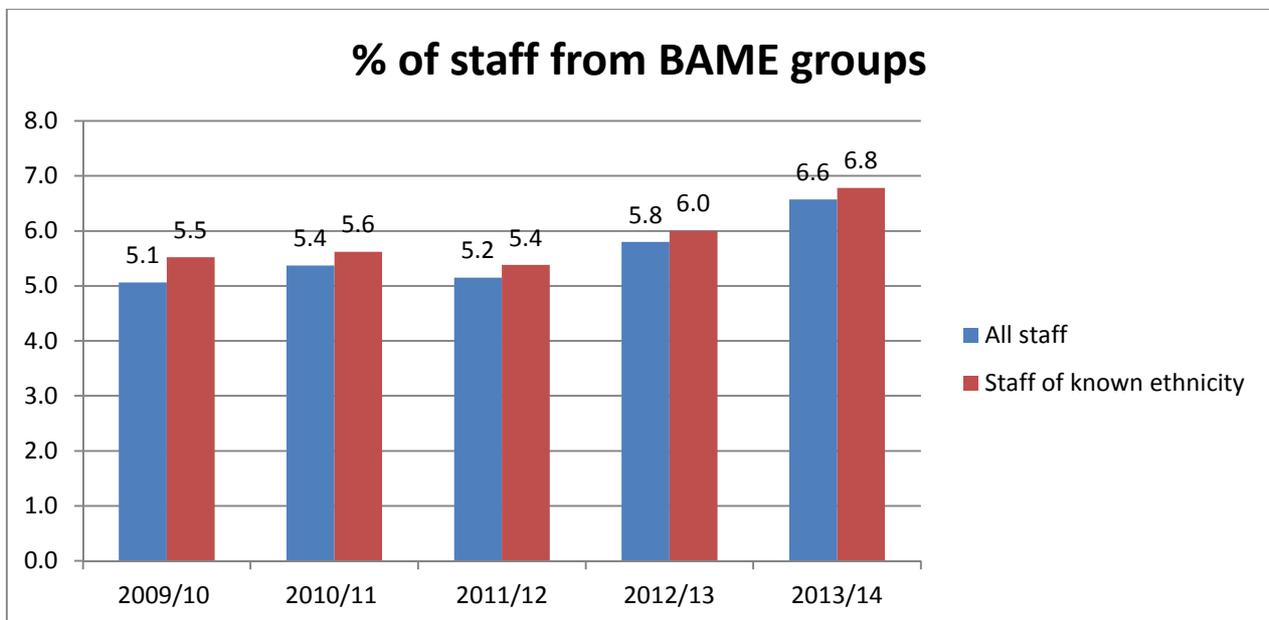
##### 6.1 Staff profile: key facts and figures

- ❖ *The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 6.8% in 2013-14. This was an increase of 0.8 percentage points on the 2012-13 figure, and 23% higher than the 2009-2010 baseline figure.*
- ❖ *The proportion of BAME staff at Trinity Laban was above the Conservatoire mean of 5.4% (2012-13 figure).*
- ❖ *16.2% of job applicants and 13.6% of appointees came from BAME backgrounds; the gap between these two figures therefore reduced to 2.6 percentage points from 5.3 points in 2012-13.*

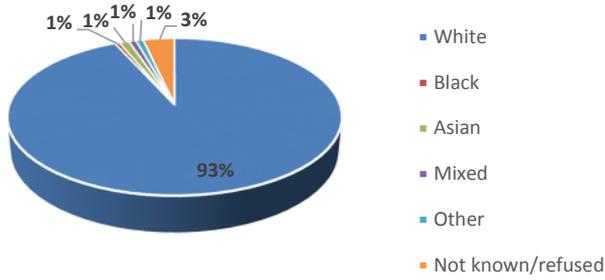
- ❖ BAME staff represent 7.1% of staff from grades 4 to 7; the percentage of BAME post holders at grade 8 or above fell from 3.9% to 3.7%.
- ❖ The overall staff gender split was 51.6% female: 48.4% male, a change of +0.6 percentage points in female representation from the previous year. There was an exact 50-50 division between men and women among post holders at grade 8 and above (a small change from 2012-13, when 51% of senior post holders were female). The Executive has remained evenly balanced between men and women since 2011-2012.
- ❖ 4.2% of staff, where disability status was known, had a declared disability, a rise from 2.8% in 2012-13. The percentage of staff whose disability status was unknown stood at 44%; this was a fall of three percentage points on the level of unknowns in the previous year, and a significant improvement on the highest recorded figure of 53% in 2011-12.
- ❖ The age profile of staff at Trinity Laban showed a good spread across age ranges: 55% of staff were 45 and under and 8% were over 65.

**6.2 Staff annual monitoring data: 2013-2014**

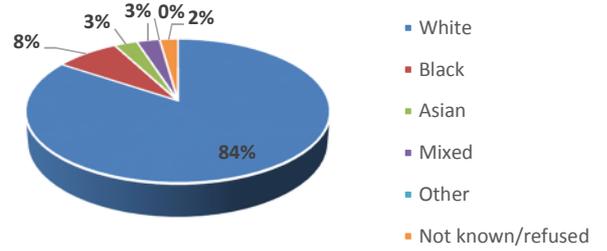
**ETHNICITY**



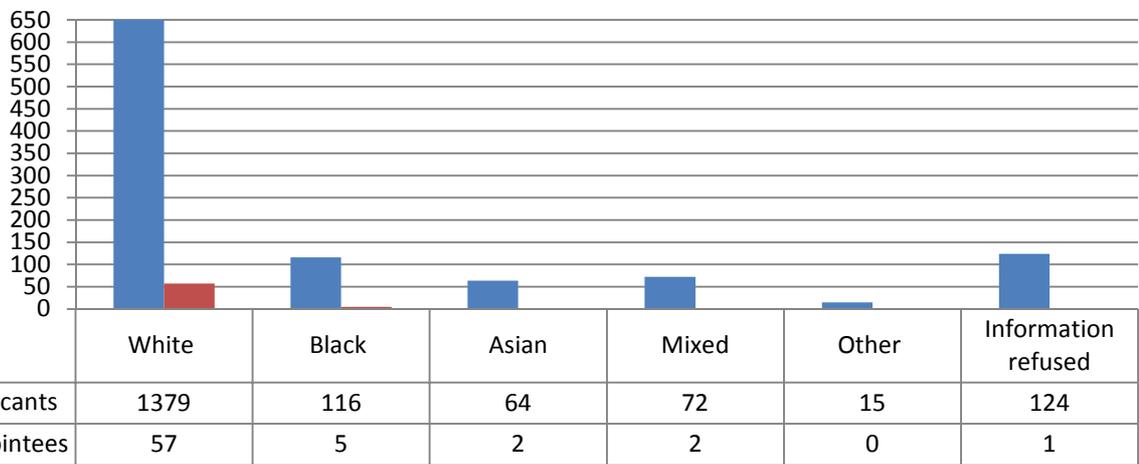
**Academic Staff by Ethnicity (aggregated)**



**Administrative Staff by Ethnicity (aggregated)**

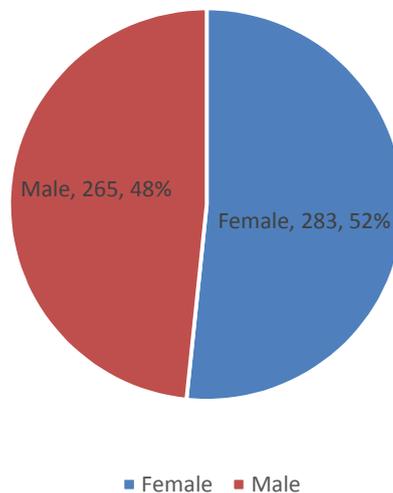


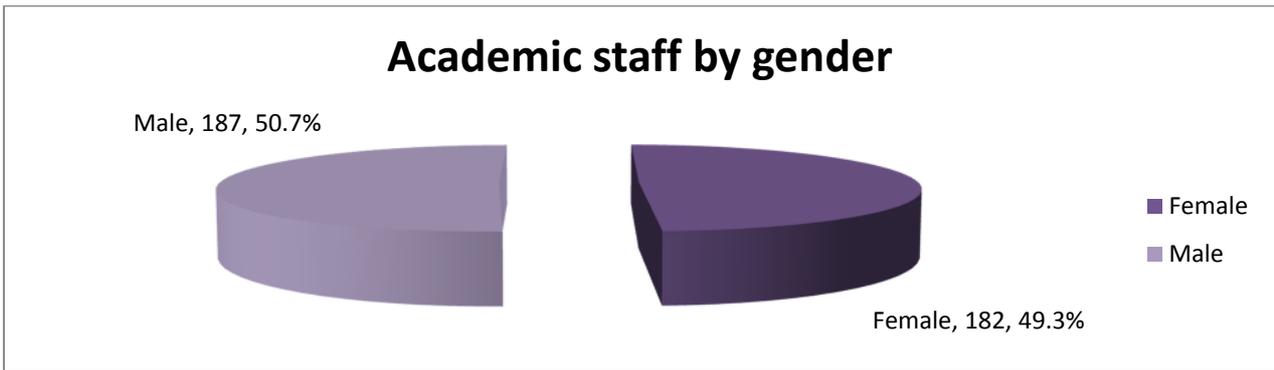
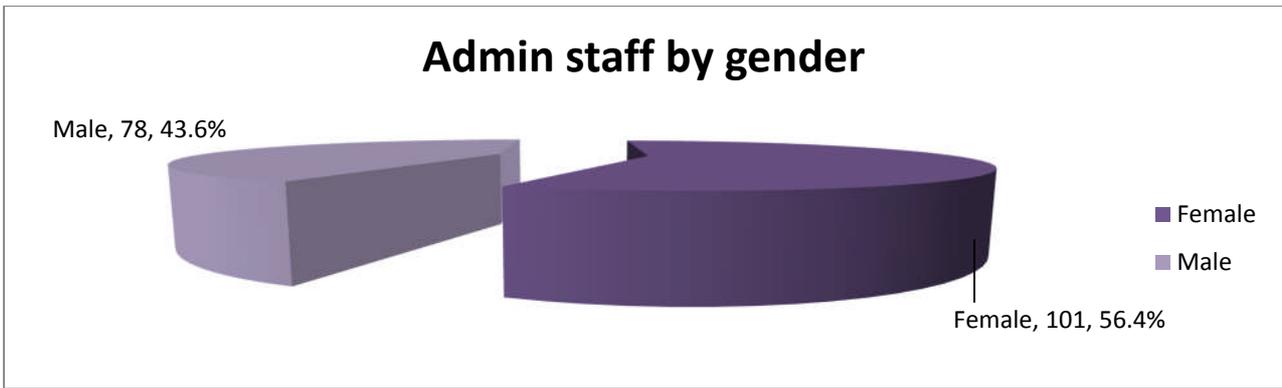
**2013-2014 Job applicants and appointees**



**GENDER**

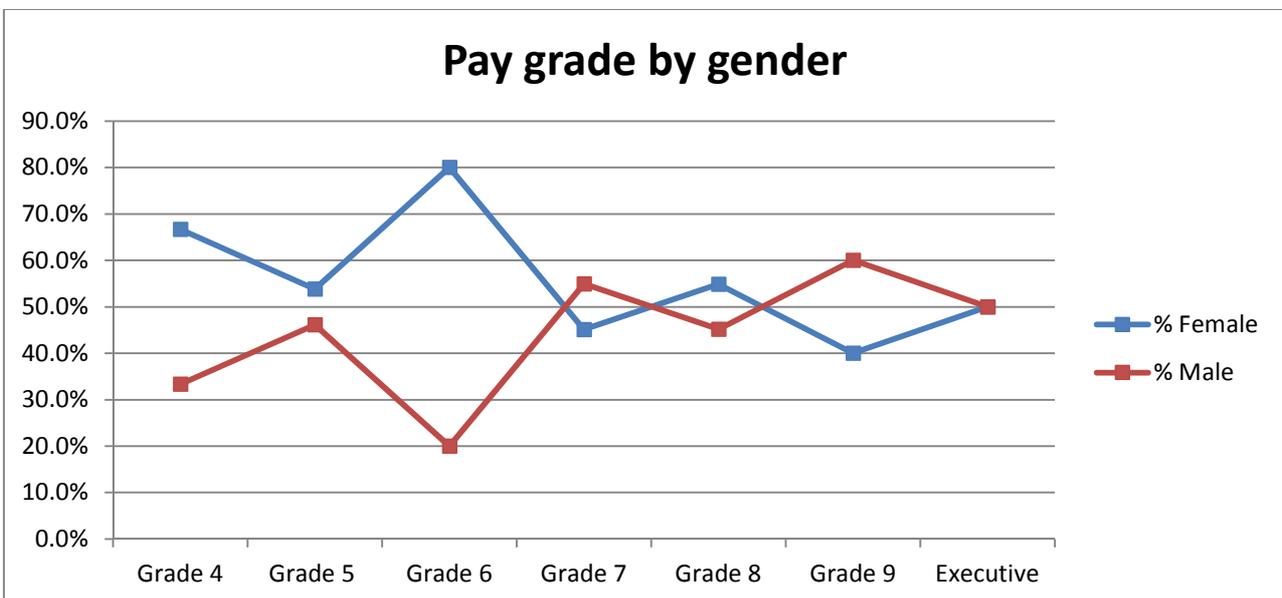
**All Staff by gender: 2013-2014**



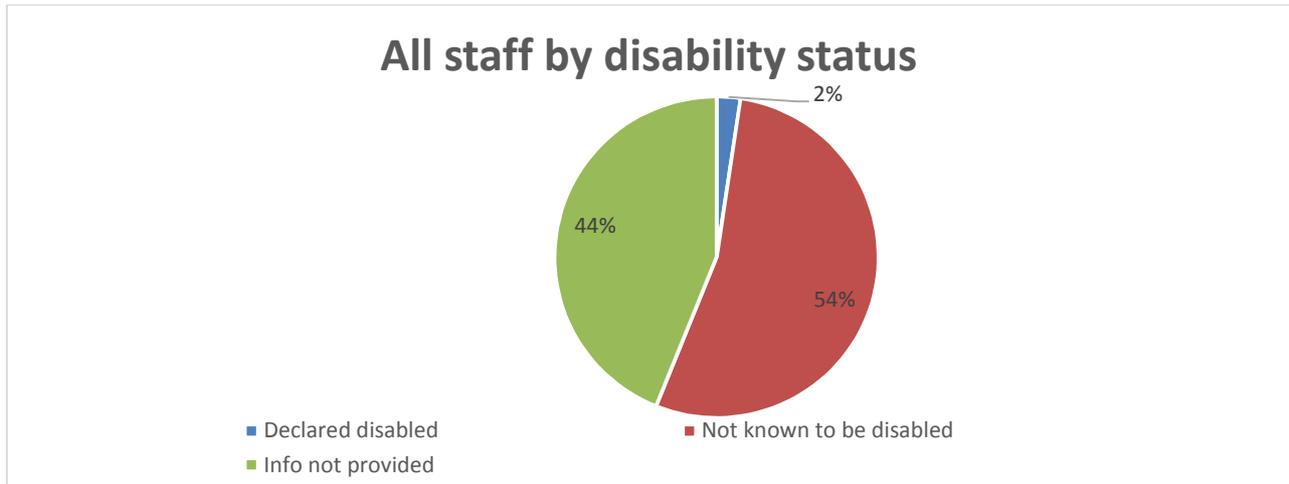


#### EQUAL PAY AUDIT

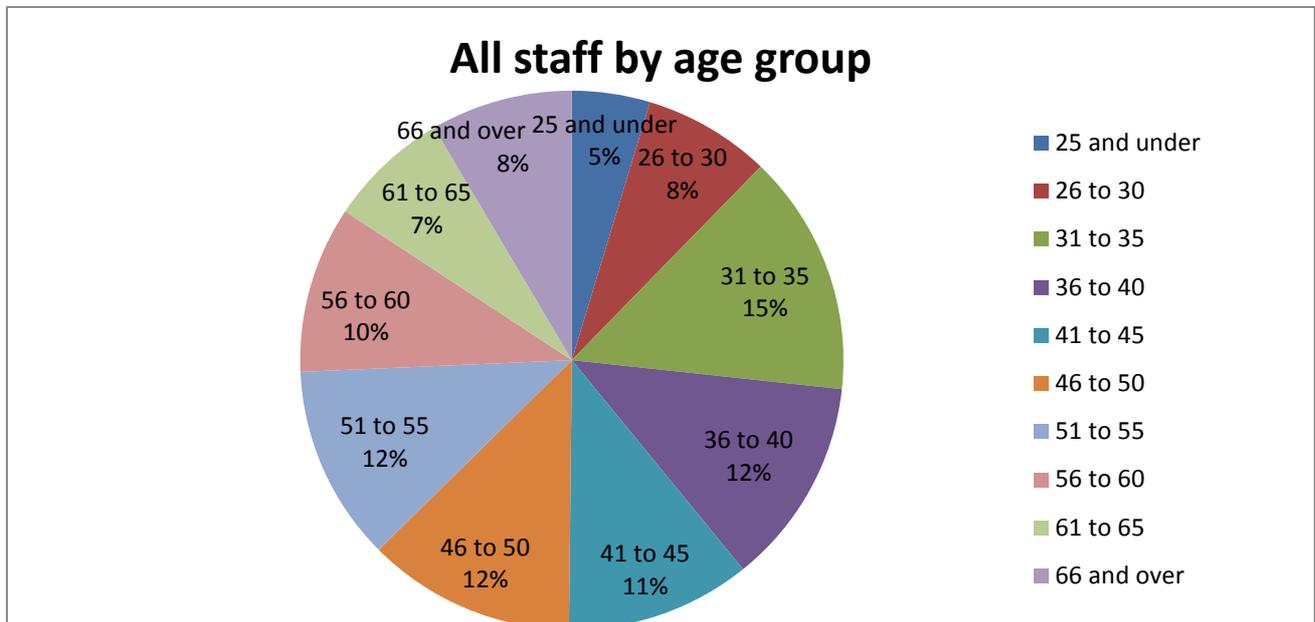
An equal pay review was commissioned by the Human Resources department of Trinity Laban in 2010-11. It was based on salaries as at March 2010 and any additional earnings in the year to March 2010. The review covered administrative and academic salaried staff and showed a median gender pay gap of 21% (female as % of men's pay). The Office of National Statistics (ONS) base their main pay gap analysis for the whole economy on median salaries. In 2014, the ONS reported a national gender pay gap of 19.1% across all employees, including full and part-timers. The equivalent figure for Higher Education in England in 2014 was 16.2% (*taken from the Equality Challenge Unit 2014 statistical report on HE staff*). We recognise the need to update our information and will be conducting a further equal pay audit by the end of 2015. We are planning to increase the number of protected characteristics which are included in the audit, where possible.



**DISABILITY**

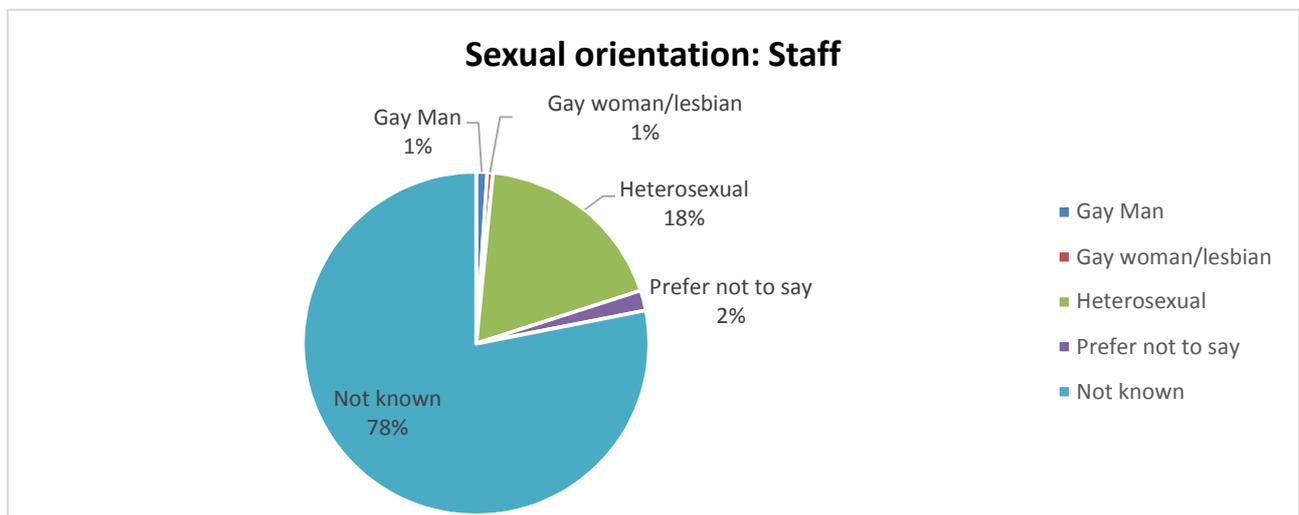


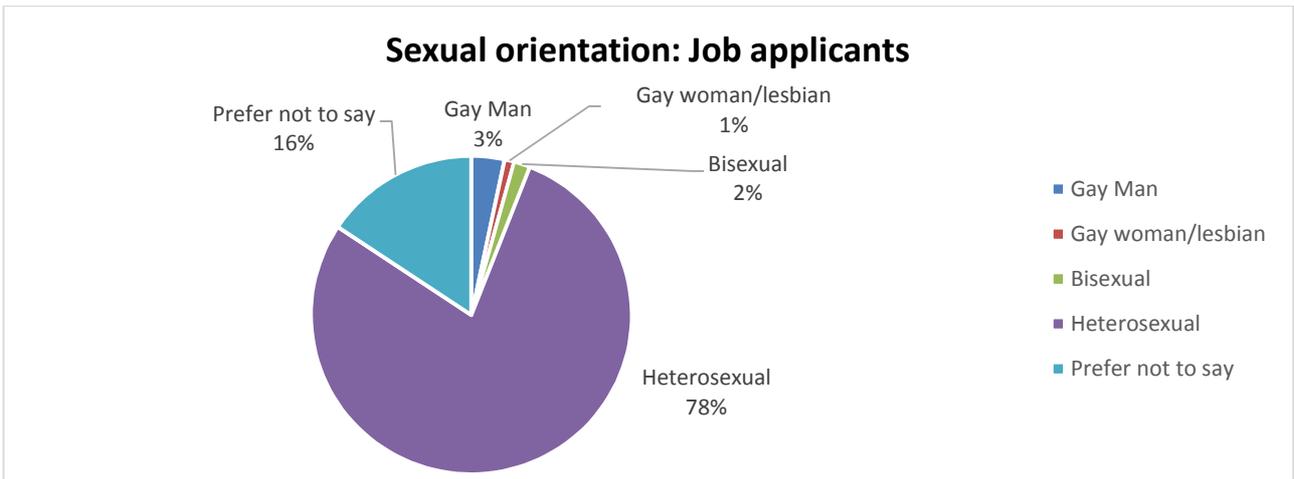
**AGE**



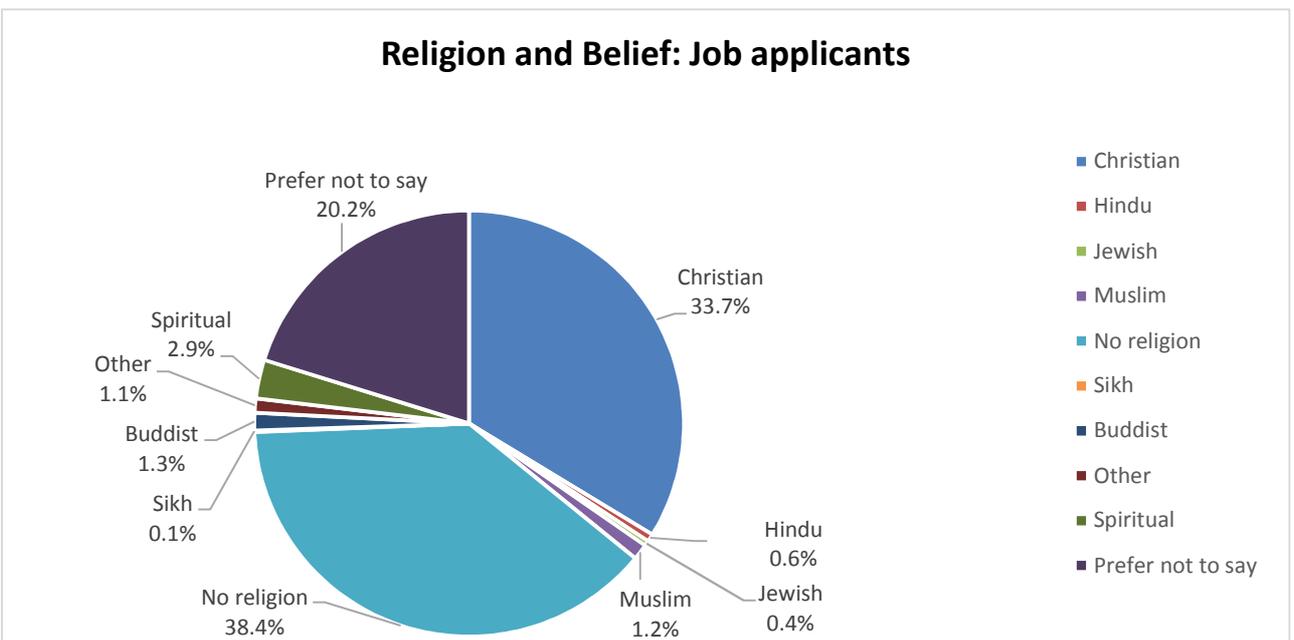
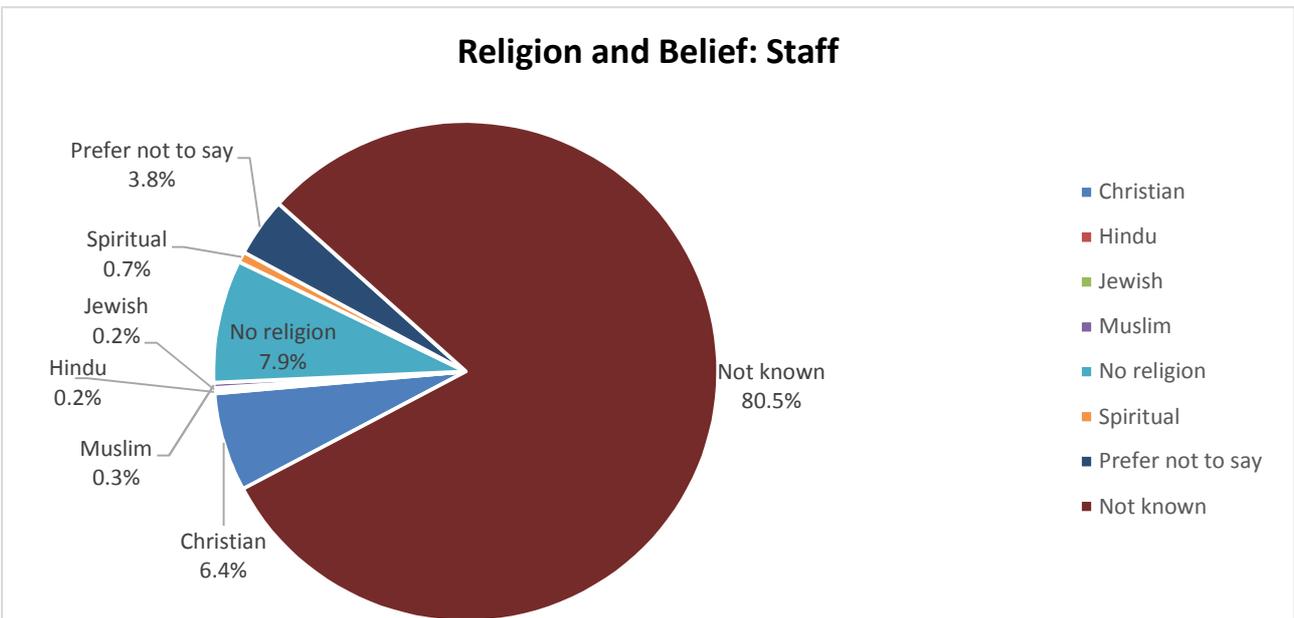
**NEWER PROTECTED CHARACTERISTICS**

**SEXUAL ORIENTATION**



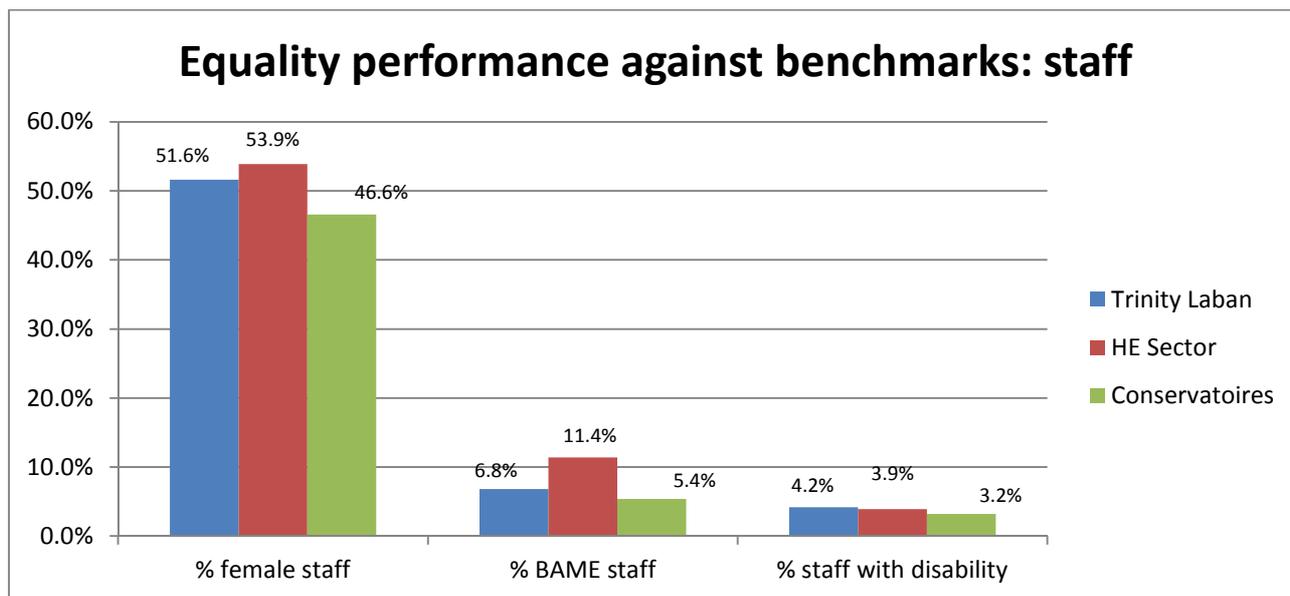


**RELIGION AND BELIEF**



### 6.3 Performance against benchmarks

The following chart shows Trinity Laban’s performance against staff equality benchmarks taken from two groups: UK HE sector performance and the conservatoire group identified above.



It can be seen that we out-perform the conservatoire mean average on all these equality measures; have a more balanced gender split than the sector nationally; and also exceed the national prevalence of staff with disabilities (albeit with a high level of unknown values in this case). We have further improvements to make in achieving BAME representation comparable with the UK HE sector.

### 6.4 Staff equality activities 2013-14 and future priorities

- 6.4.1 The Equality, Diversity and Access Committee has initiated a full review of our Equality and Diversity policy and associated codes of practice for staff and students which will be completed in 2014-2015. The review is drawing on work undertaken on equalities in preparation of the code of practice for the fair and transparent selection of staff for submission to REF 2014.
- 6.4.2 We are aware that, particularly for senior academic and artistic posts, the applicant pool has a narrow base that reflects recognised issues of lack of diversity in the UK performing arts, especially in terms of race. Our challenge within the conservatoire and arts sector is to build diversity into the pipeline to leadership positions, which requires intervention at all stages through training into practice and employment. Our Equality, Diversity and Access Committee has been looking at how the active consideration of diversity in the engagement of visiting artists could be used as one means to catalyse change as well as providing positive role models for our students. Institutional partnerships are also influential in this respect; our association with Candoco, the leading dance company integrating dancers with and without disability, supports and exemplifies the progression of disabled performers to the highest level of professional practice.
- 6.4.3 Within our representative body, Conservatoires UK, we are collaborating with peer institutions on equality and diversity initiatives including sharing of good practice in recruitment, leadership and mentoring programmes, and a planned research project to explore diversity and progression in music training from early years. CUK is also in dialogue with key industry representatives (Association of British Orchestras, BBC) to investigate and address perceived lack of ethnic diversity in the classical music sector.

6.4.3 We employed a variety of communication routes to raise awareness of disability issues among staff and hence to build willingness and confidence to disclose. We continued to develop staff disability online content and the Principal wrote to all staff drawing attention to the availability of disability support. A specific section on disability was added to the 'job opportunities' web page to encourage potential employees with disabilities to apply for jobs at Trinity Laban, and to help us provide any necessary support through the process.

6.4.4 Based on current performance data, our equality priorities in respect of staff remain:

- To increase the proportion of staff who inform us of their disability status and the total proportion with a declared disability
- To maintain an equal balance between males and females within higher pay grades
- To increase Black, Asian and Minority Ethnic (BAME) representation within our staff population and especially within higher pay grades
- To promote an inclusive culture at Trinity Laban and ensure all statutory and policy requirements are rigorously observed by delivering a comprehensive, compulsory programme of equality and diversity training to staff

Planned activities to support these aims, as set out in our Equality Action Plan, include:

- An internal programme of equality workshops for identified staff groups and departments, focusing on discussion of case studies directly relevant to the operations of the Conservatoire. This will include targeted sessions for staff involved in student admissions.
- Delivery of training for recruiting managers developed in collaboration with the Equality Challenge Unit.
- Completion of an equal pay audit.
- A communication campaign to encourage greater disclosure of protected characteristics.
- Further development and promotion of our internal (Moodle) web resources on equality and diversity, available to staff and students, including blogs, links to relevant articles and studies and discussion forums.

## **7. Students and applicants**

### **7.1 Student and applicant profile: key facts and figures**

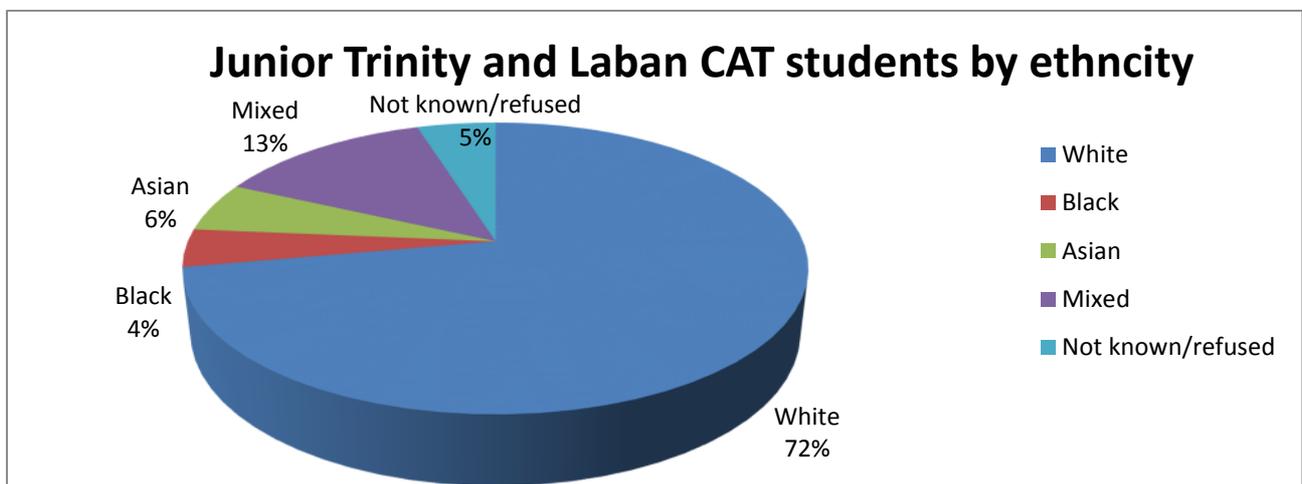
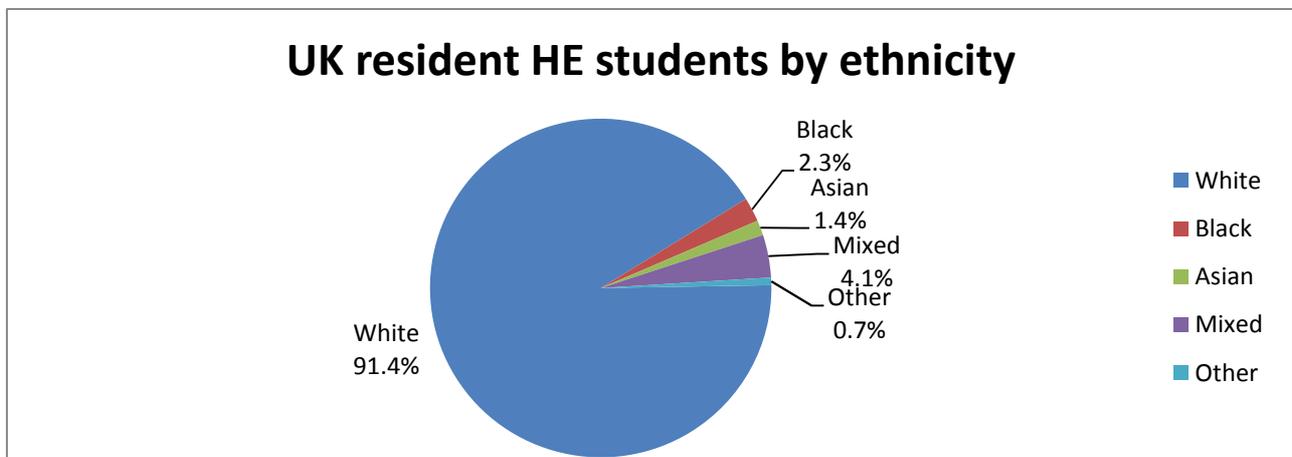
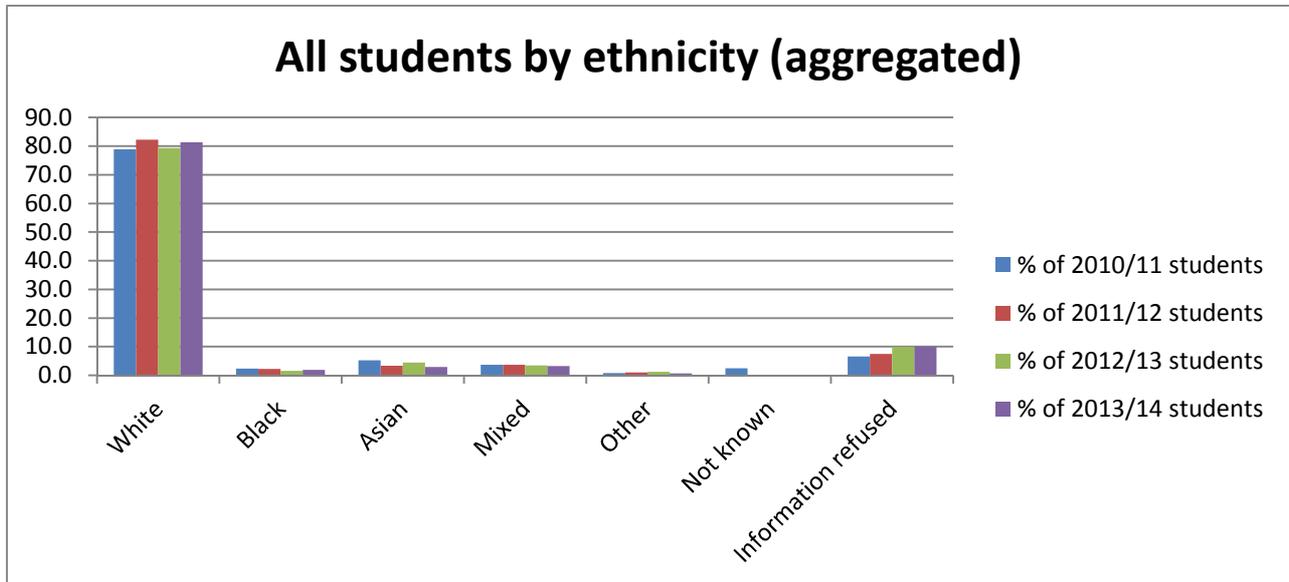
- ❖ *The proportion of Trinity Laban students from BAME groups in 2013-2014 was 9.5%, which was a decline from 11.1% in 2012-2013. However, the percentage of BAME students among UK residents rose from 6.9% to 8.6%.*
- ❖ *Applicants from BAME backgrounds made up 12.1% of total applicants (where ethnicity was known) and 9.9% of successful candidates. There were, however, a large proportion of applicants with unknown values, which we are seeking to address with UCAS which administers data collection through the Conservatoires UK Admissions System (CUKAS).*
- ❖ *Among undergraduate degree qualifiers, 85.1% of white students received a 1<sup>st</sup> or 2.1 classification compared to 57.1% (2012-13=66.7%) of students from BAME groups. The attainment gap therefore increased significantly from 13 points in 2012-13 to 28 points.*
- ❖ *21.3% of students declared a disability compared to the HE sector prevalence of 16.7% within the subject area creative arts and design. 58% of students who declared a disability stated that they had a specific learning difficulty (e.g. dyslexia), rising from 51% in 2012-13.*
- ❖ *8.8% of music applicants and 7.2% of dance applicants declared a disability.*
- ❖ *The overall gender balance among the 2013-2014 student population was 63.7% female: 36.3% male, virtually identical to 2012-2013. The ratio was 51:49 among music students.*

Students studying dance split 82:18 (female to male) which represented a small rise in the proportion of males from 17% in 2012-13.

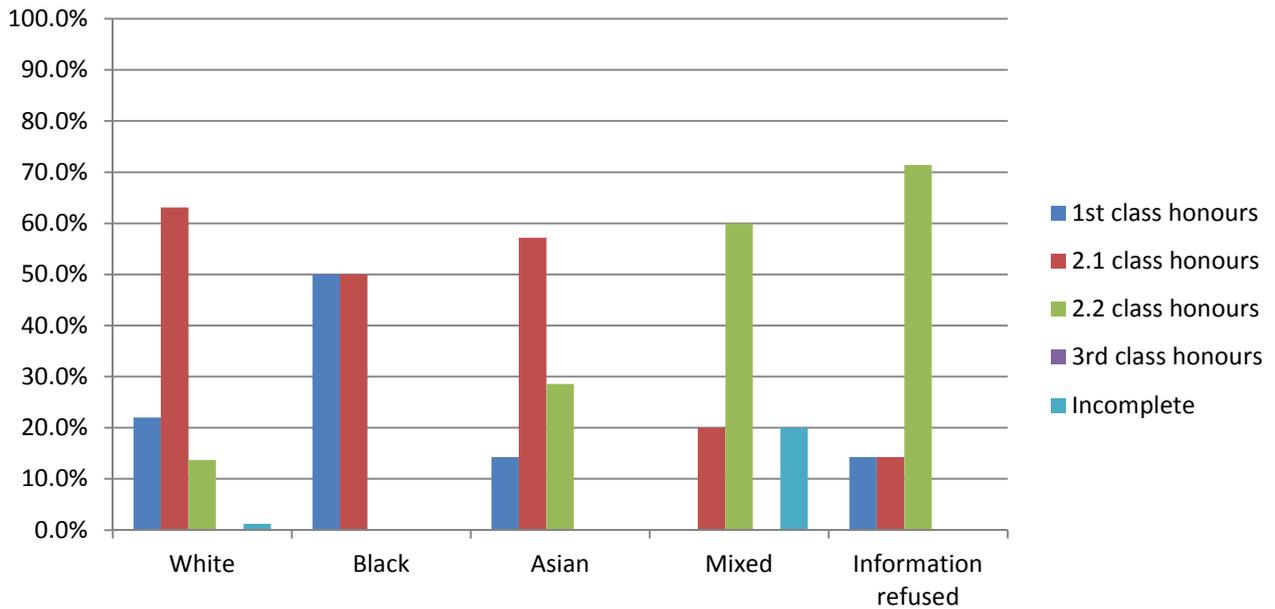
- ❖ 58% of enrolled students were aged 22 or over at year start. 11.5% were 18 or younger and 4.1% were over 35.

7.2 Student and applicant annual monitoring data: 2013-2014

ETHNICITY: STUDENTS

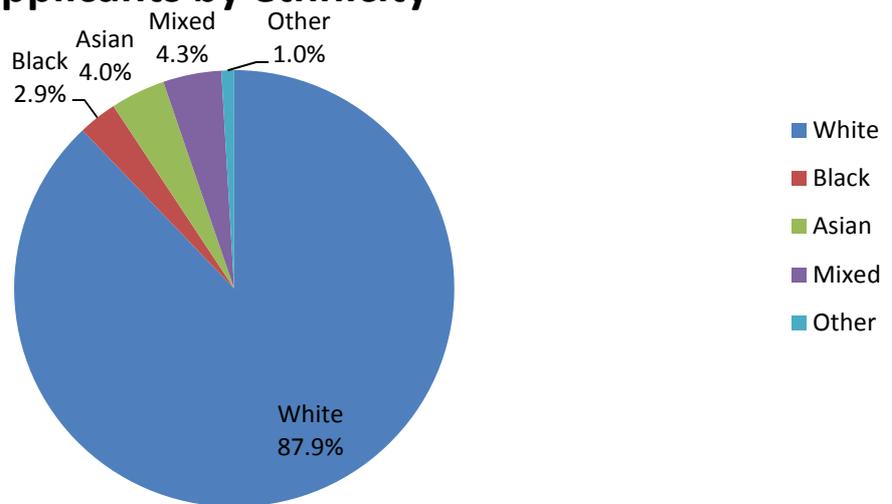


### UG Qualifiers: degree class by ethnicity

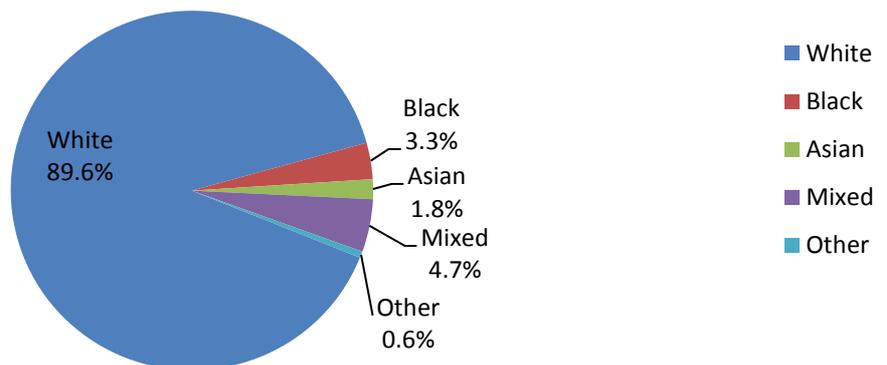


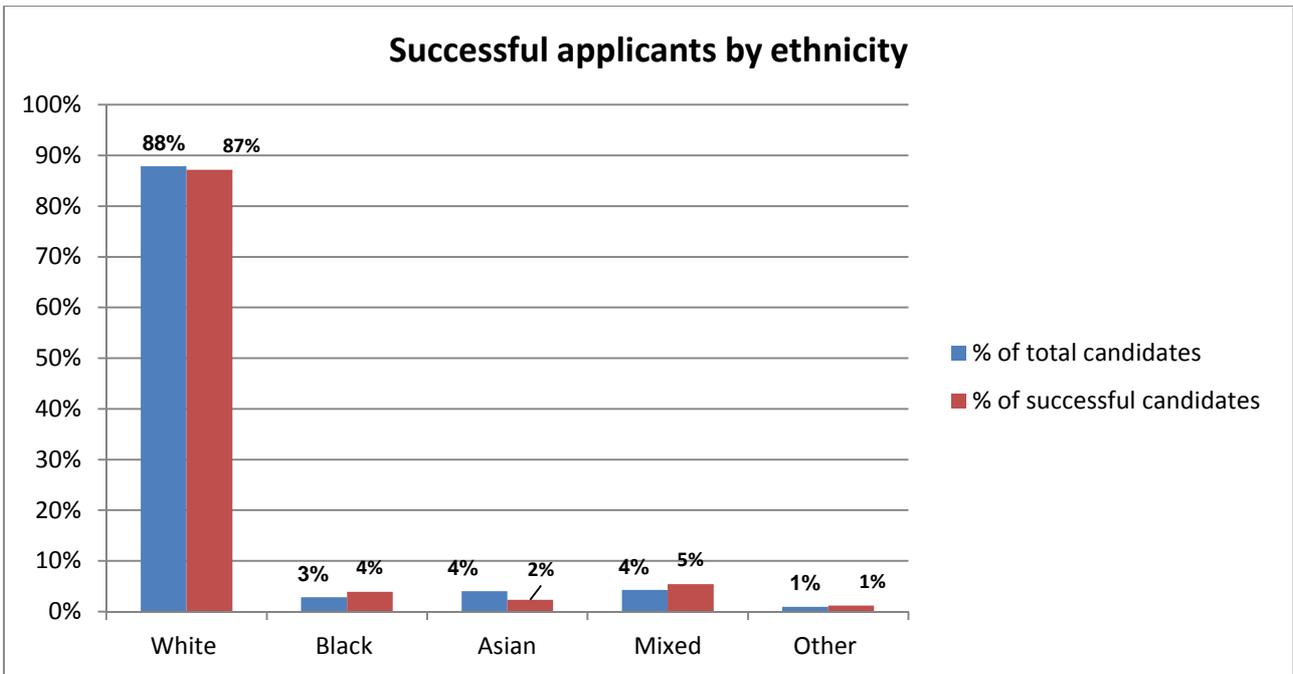
### ETHNICITY: APPLICANTS

#### All applicants by ethnicity

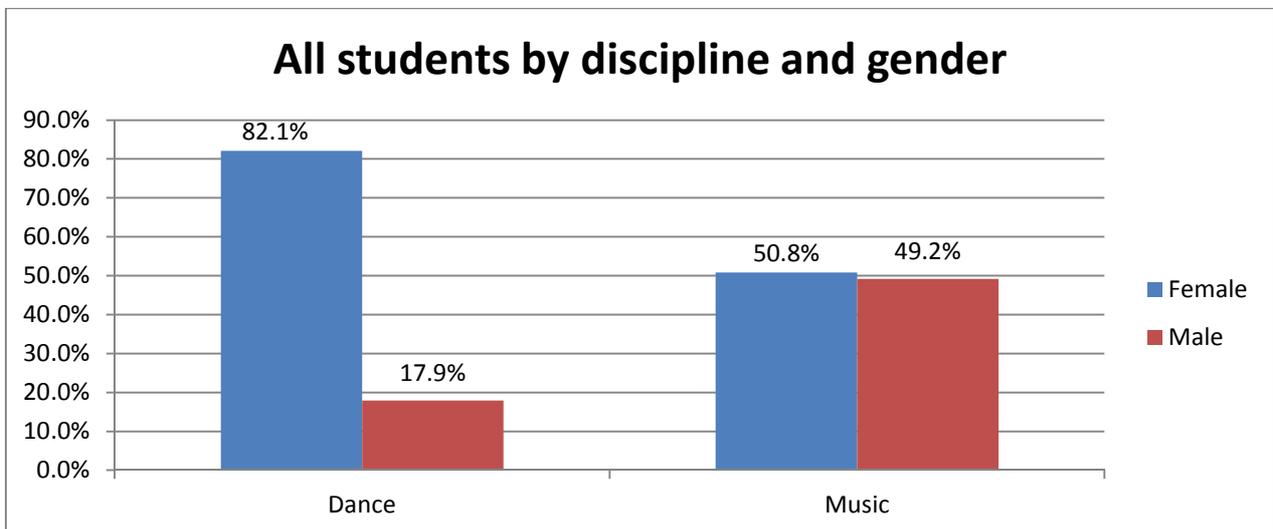
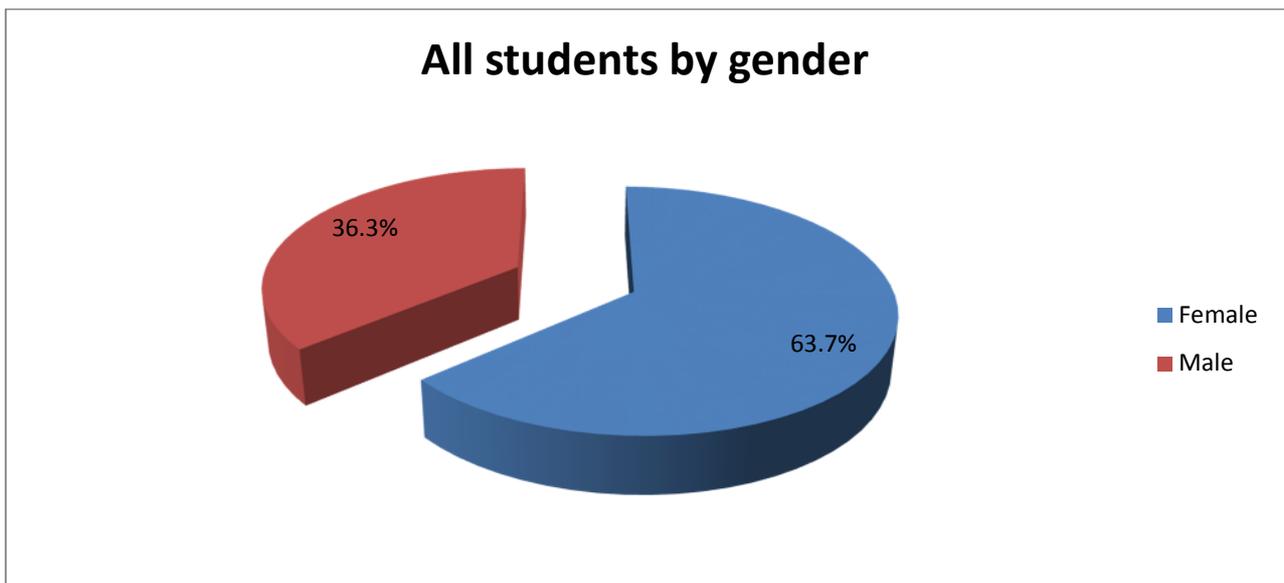


#### Home applicants by ethnicity

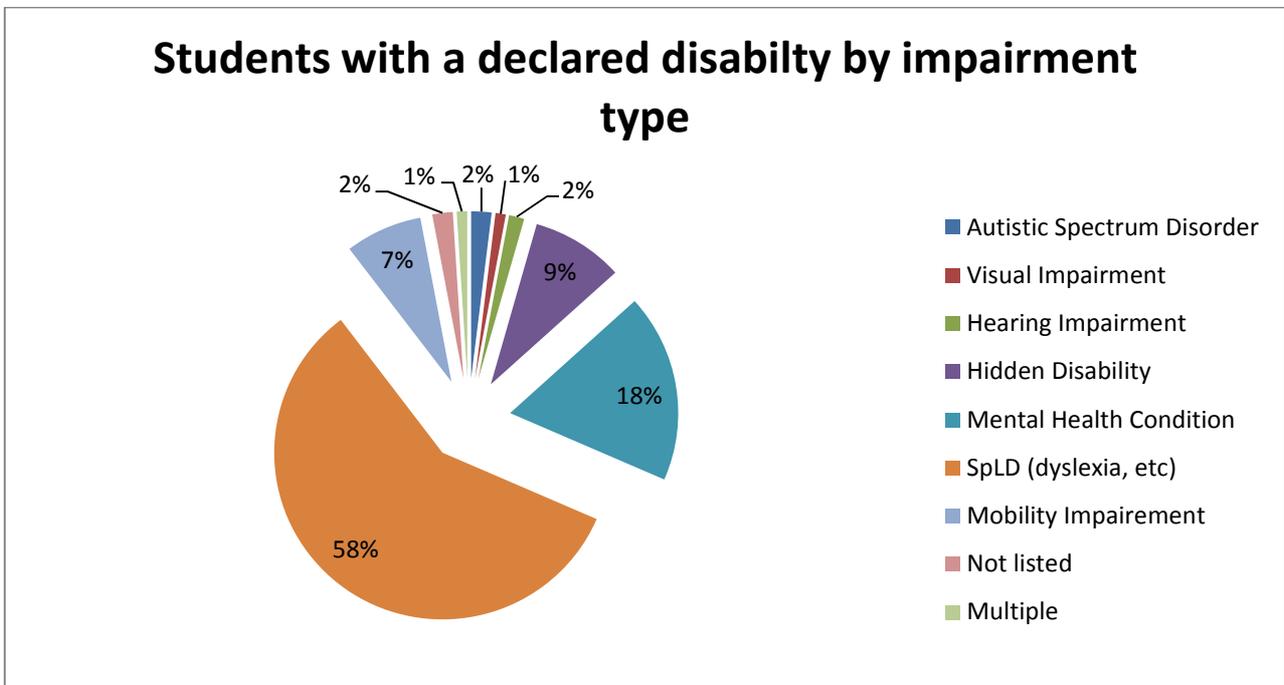
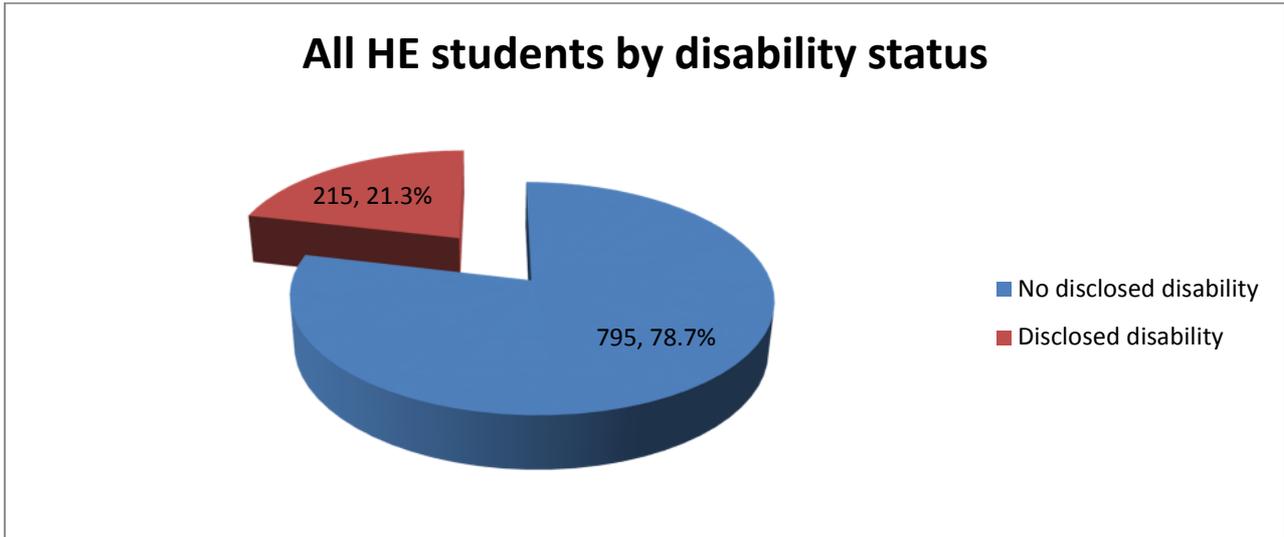


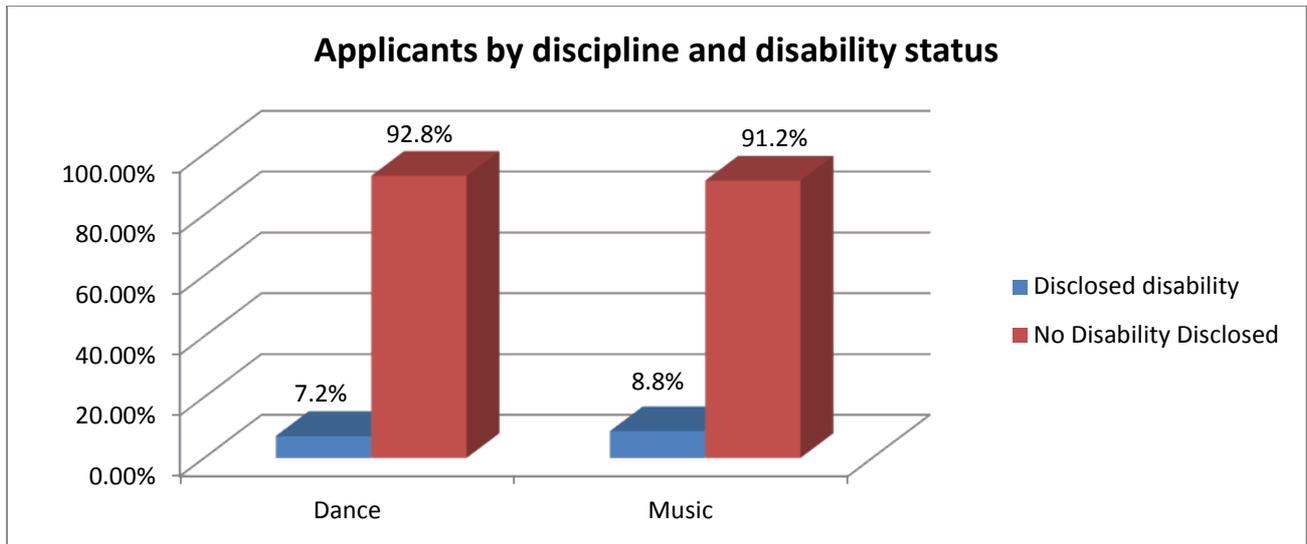


**GENDER**

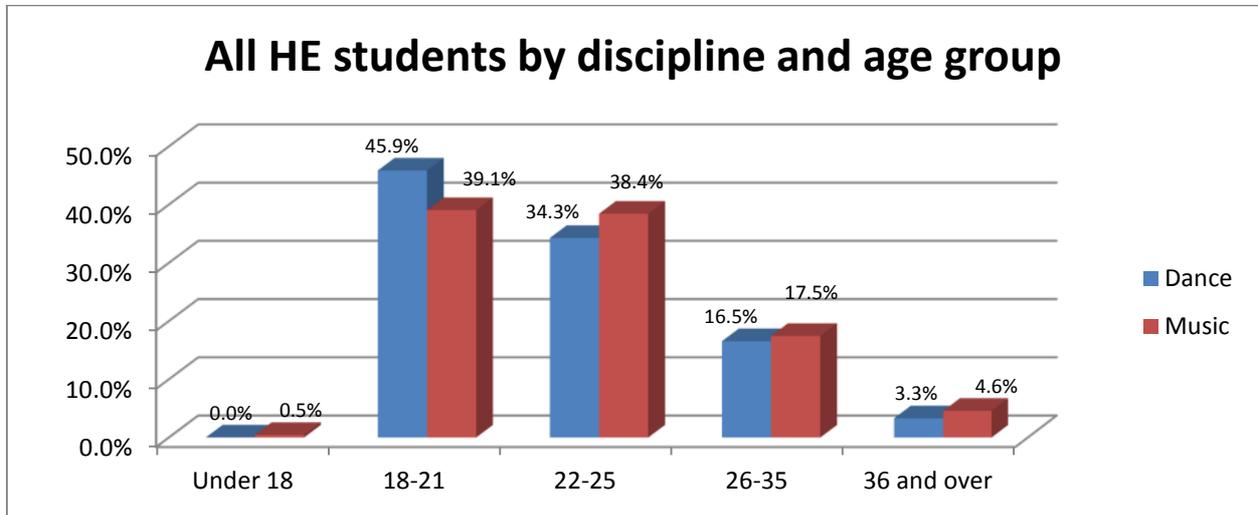


DISABILITY



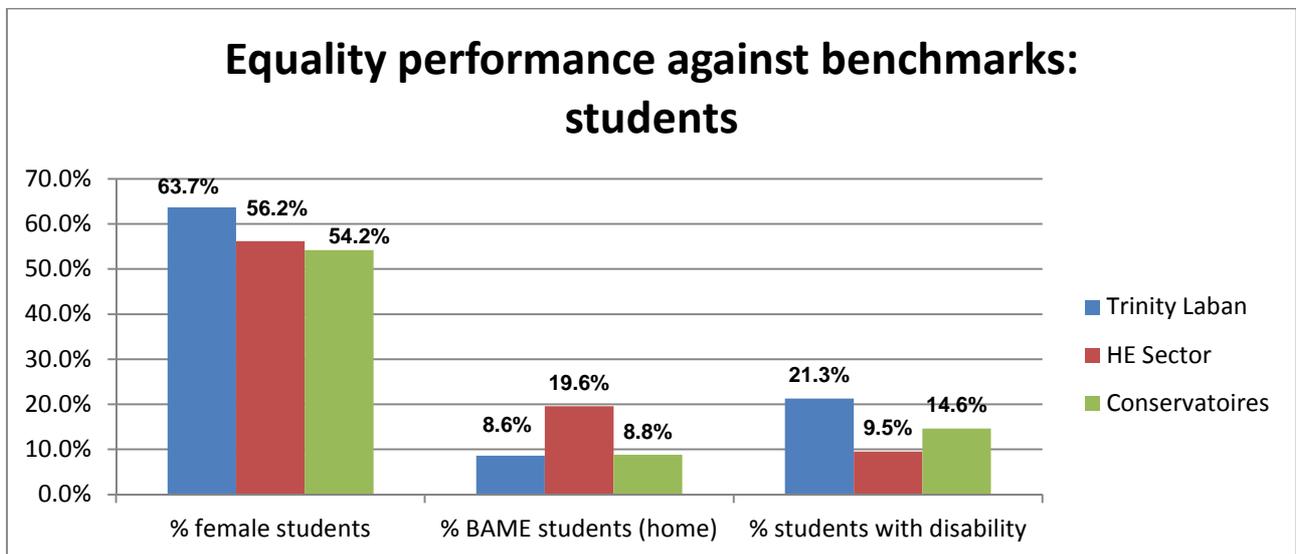


**AGE**



**7.3 Performance against benchmarks**

The following chart shows Trinity Laban's performance against student equality benchmarks taken from two groups: UK HE sector performance and the conservatoire group identified above.



Trinity Laban continues to show leading performance in the recruitment of students with disabilities, and the proportion of UK resident students from BAME backgrounds is broadly in line with the Conservatoire benchmark group, if some way behind national prevalence. Our gender balance is significantly less even than either benchmark group, reflecting the predominance of female students and participants in the dance sector.

#### **7.4 Student and applicant equality activities 2013-14 and future priorities**

7.4.1 Our Widening Participation Plan targets increased recruitment of males to Dance and Musical Theatre programmes and of UK resident students from BAME backgrounds, both groups being under-represented in our current student population and in the performing arts sector more widely. Recognising that under-representation in music and dance at HE level stems from barriers to access and progression at much earlier stages, we have pursued high levels of BAME participation in our pre-HE outreach and in-reach programmes by actively engaging young people from our diverse local communities. We have consistently achieved a demanding minimum target of 40% BAME representation within our outreach programmes, and around a quarter of students registered at our flagship Centres for Advanced Training for gifted and talented young artists aged up to 18 are likewise from BAME groups.

Male recruitment to Dance and Musical Theatre programmes has risen to 23% of first year undergraduates on BA Contemporary Dance this year (from a baseline of 18%), and 46% of the BA Musical Theatre Performance Yr1, a significant increase of 10 percentage points on the previous year's entry. Alongside our ongoing programme of access and progression activities aimed at promoting male participation in Dance, in 2013-2014 we produced 'Pick Up The Pace Revisited', a free day-long festival of dance activity for young men between 8 and 22 years old which celebrated the ten year anniversary of the original, ground-breaking Pick Up The Pace programme.

7.4.2 We are concerned to provide a learning environment in which all students achieve to their maximum potential and to eliminate barriers that might lead to under-performance among specific groups. Following a pilot in 2013, we rolled out a cultural/equality awareness session to all undergraduates as part of 2014 student induction, and we are implementing an extended equality in the curriculum programme as part of academic staff development. We are also in the process of reviewing our language support for students whose first language is not English, focusing on the particular needs of conservatoire students as well as more general 'English for Academic Purposes' provision.

7.4.3 Several new initiatives were implemented in the last year to further enhance our support for students with disabilities. Under new copyright legislation introduced in 2014, the Library and Disability Service worked with publishers to provide accessible versions of book for disabled students. The legislation, which previously only applied to visually impaired users, has been extended to anyone with a print impairment. Students and staff, have been making use of the facility and publishers have been cognisant of their new obligations.

Due to an increased incident of students with severe mental health issues, counselling hours have been extended from 54 to 62 and a direct connection has been made with the Wallace Health Centre to ensure urgent referrals are dealt with, and a psychiatrist is available to discussed urgent cases with the counselling team.

7.4.4 Based on current performance data, our equality priorities in respect of students and applicants are:

- To increase BAME representation among UK resident student and applicant populations

- To continue to narrow the attainment gap between BAME and white undergraduate qualifiers
- To reduce the gender imbalance among dance and musical theatre students and applicants by promoting greater male participation in dance and musical theatre at all levels

Planned activities to support these aims include:

- Continued delivery and evaluation of long-term outreach and progression programmes to raise aspiration and attainment among under-represented groups in music and dance training, including integrated initiatives to encourage boys and young men into dance and musical theatre.
- Further investigation of differences in attainment between equality groups, especially in respect of ethnicity, drawing on national research and good practice. Findings will inform responsive teaching and learning and student support strategies to promote high achievement among all students. A review of Learning Support, including English Language for academic purposes, is underway and will be completed during 2014-2015.
- Collate and analyse existing student data on newer protected characteristics for consideration by the Equality, Diversity and Access Committee as to any emerging issues.

**Trinity Laban Conservatoire of Music and Dance  
January 2015**