

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: JANUARY 2016

2014-2015 Headlines

- ❖ In 2014-2015, Trinity Laban Conservatoire of Music and Dance (Trinity Laban) exceeded benchmark performance among conservatoires¹ 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 (17.3%) but below HE sector average prevalence of BAME and male students.
- ❖ Female staff were in a small majority among higher grades (54% for grades 8 and above), and within the Executive (57%).
- ❖ The percentage of staff from BAME groups was stable, but representation within higher grades fell for a second year.
- ❖ We have extended monitoring of new protected characteristics to all staff, students and job applicants and are publishing student data in these areas for the first time. Unknown values remained high among staff and students, but with some year-on-year improvement.
- ❖ 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;

¹ 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 2014-2015, 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: 2014-2015

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 2014-2015 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

Staff

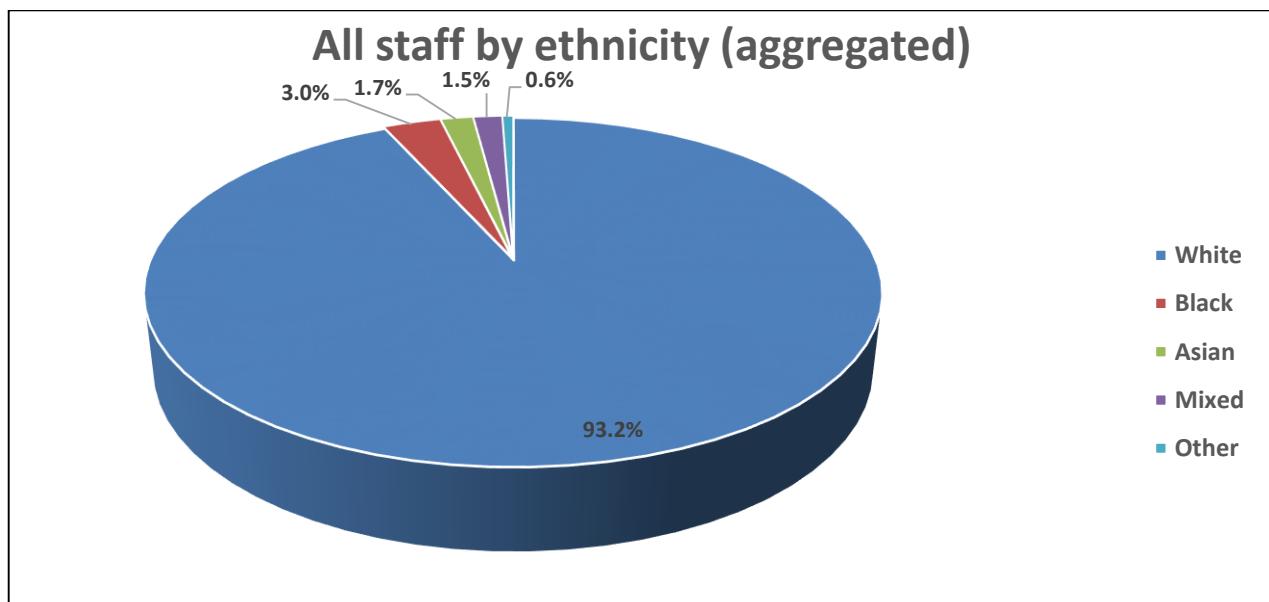
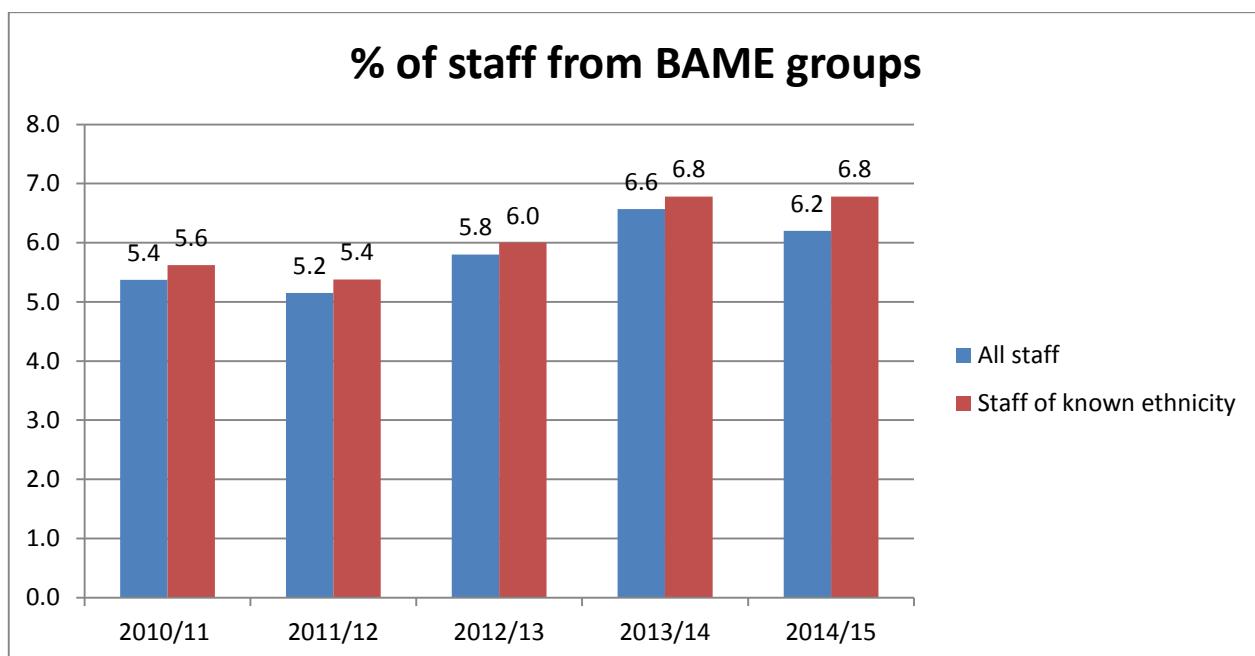
6.1 Staff profile: key facts and figures

- ❖ *The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 6.8% in 2014-15, an identical percentage to 2013-14, and 23% higher than the 2009-2010 baseline figure.*
- ❖ *The proportion of BAME staff at Trinity Laban was above the Conservatoire mean of 5.7% (2013-2014 figure).*
- ❖ *16.8% of job applicants and 10.2% of appointees came from BAME backgrounds; the gap between these two figures therefore increased to 6.6 percentage points from 2.6 points in 2013-14.*
- ❖ *BAME staff represent 7.3% of staff from grades 4 to 7, a rise of 0.2 points; however, the percentage of BAME post holders at grade 8 or above fell from 3.7% to 2.0%.*

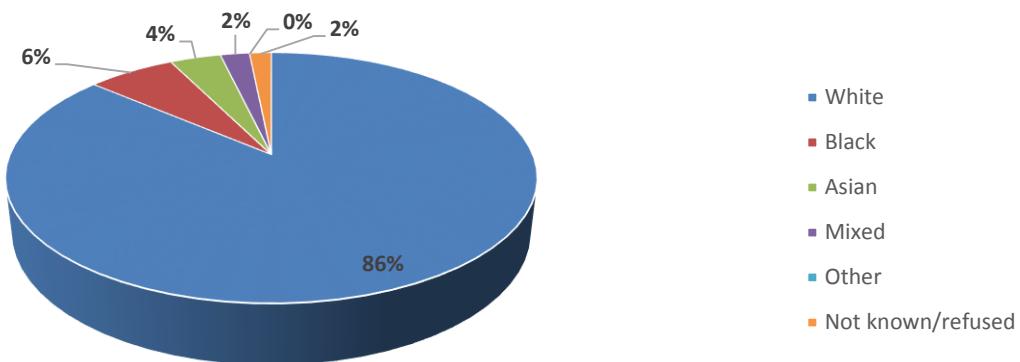
- ❖ The overall staff gender split was 51.3% female: 48.7% male, a change of +0.4 percentage points in male representation from the previous year. At higher grades, female representation increased from 50% to 54% at grade 8 and above, and the Executive showed a female majority (57%).
- ❖ 4.2% of staff, where disability status was known, had a declared disability, the same percentage as in 2013-14. The percentage of staff whose disability status was unknown stood at 41%; this was a fall of three percentage points on the level of unknowns in the previous year, and a further improvement on the highest recorded figure of 53% in 2011-12.
- ❖ The age profile of staff at Trinity Laban showed an even spread across age ranges: 48% of staff were 45 and under and 9% were over 65.
- ❖ Unknown values for newer protected characteristics remained at a high level but showed some year on year improvement (-5 points for sexuality; -3.7 points for religion or belief).

6.2 Staff annual monitoring data: 2014-2015

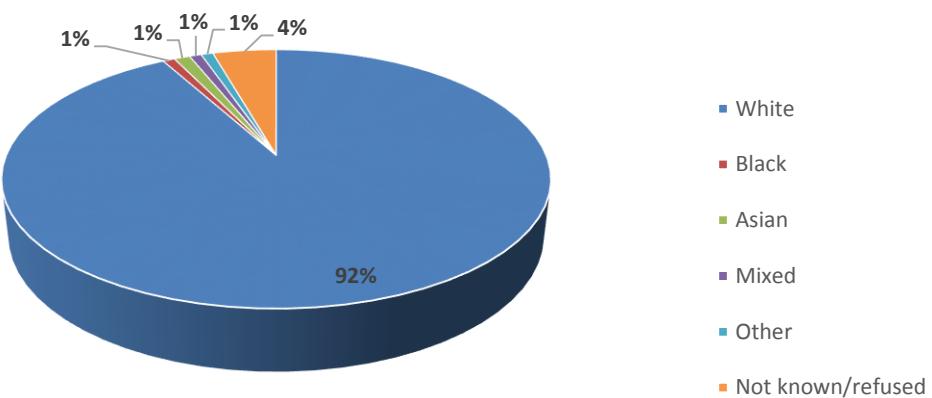
ETHNICITY



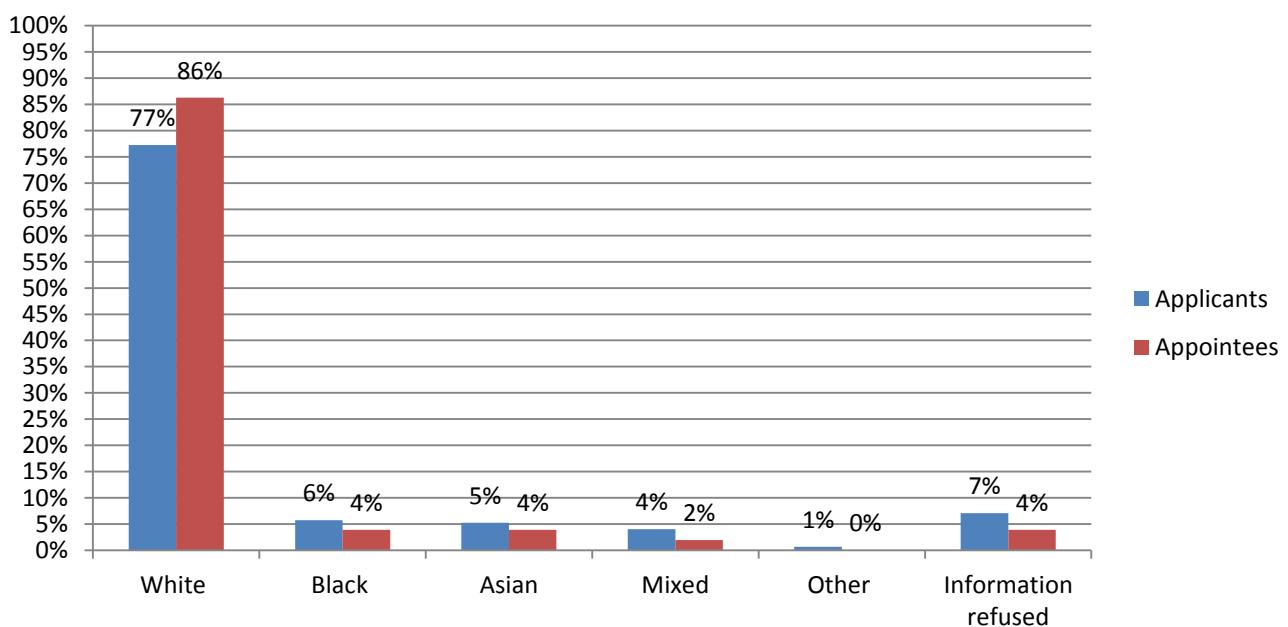
Administrative Staff by Ethnicity (aggregated)

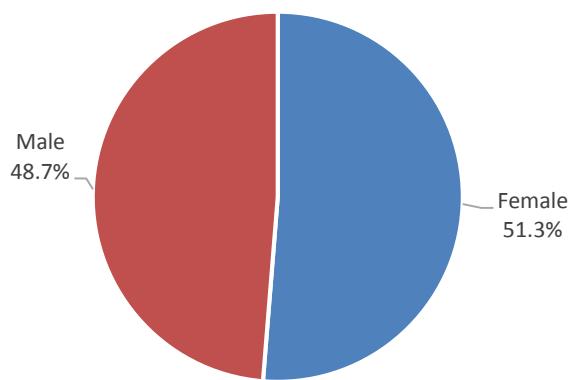
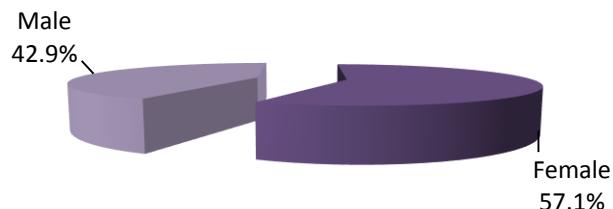
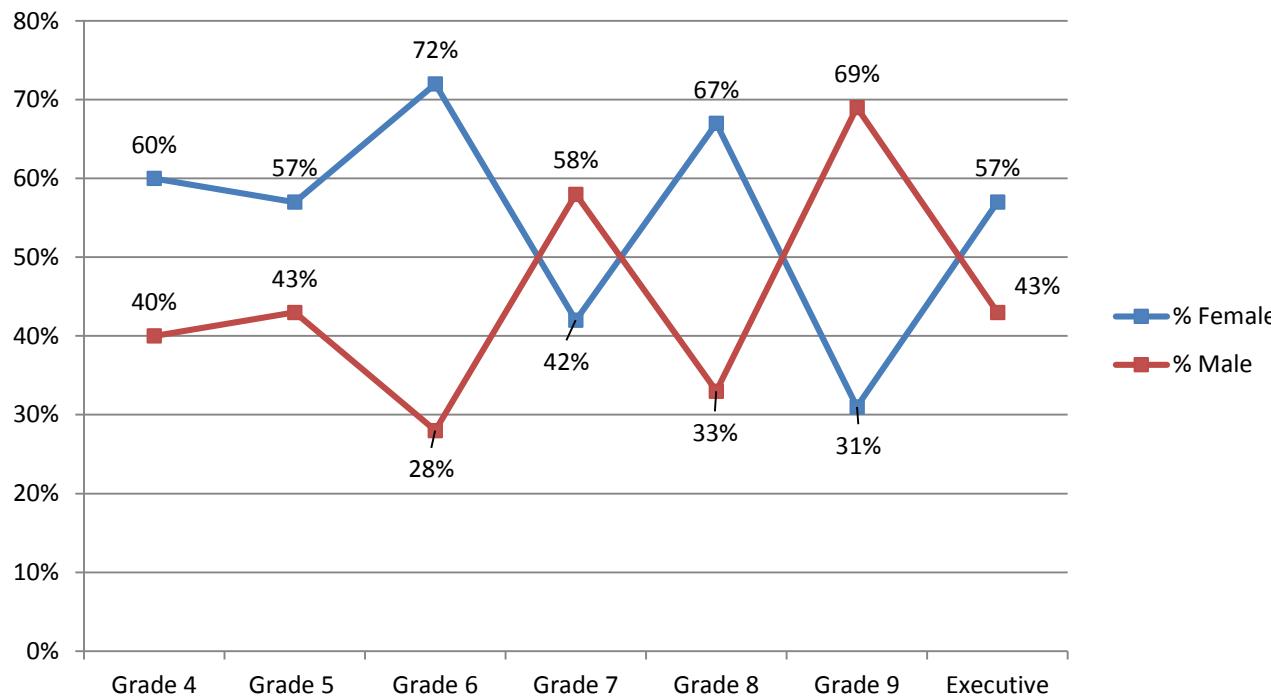


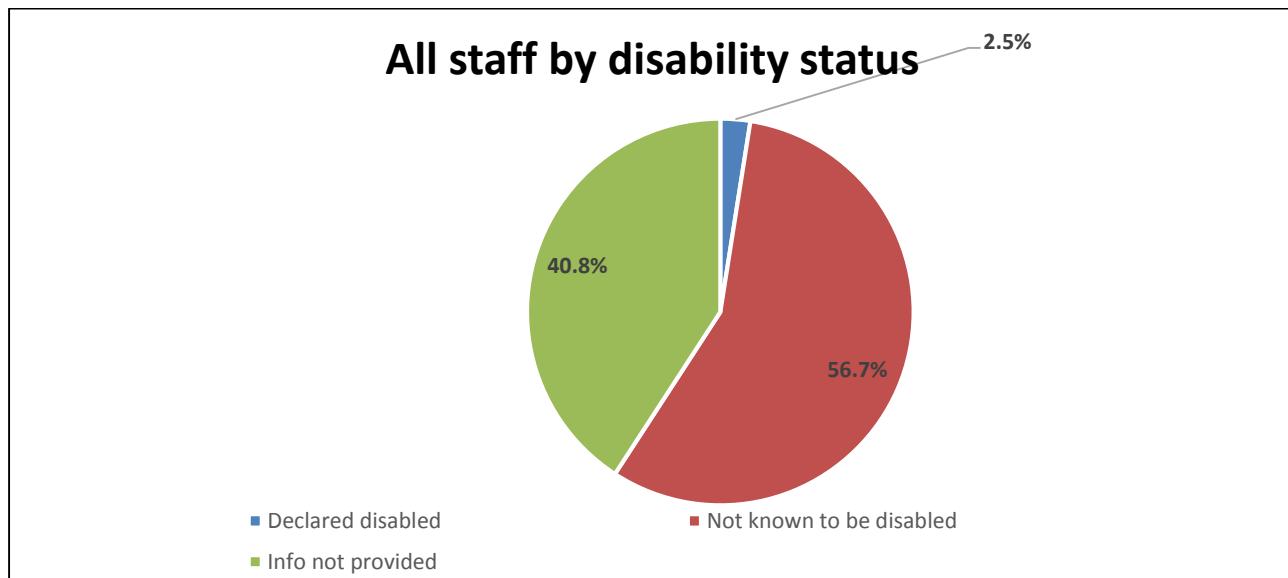
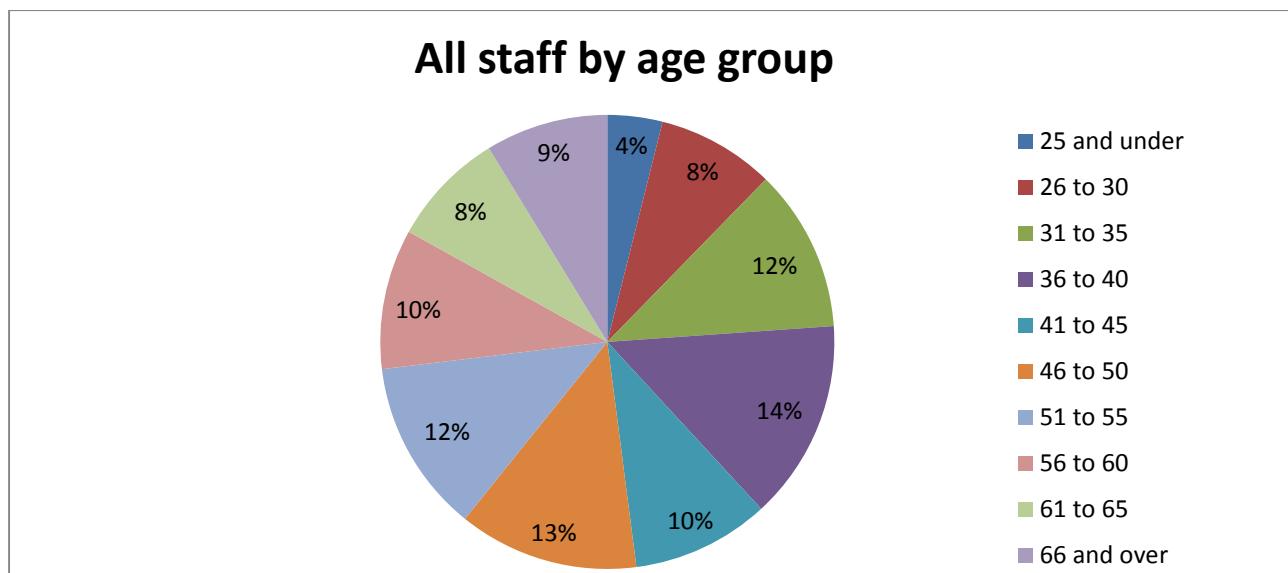
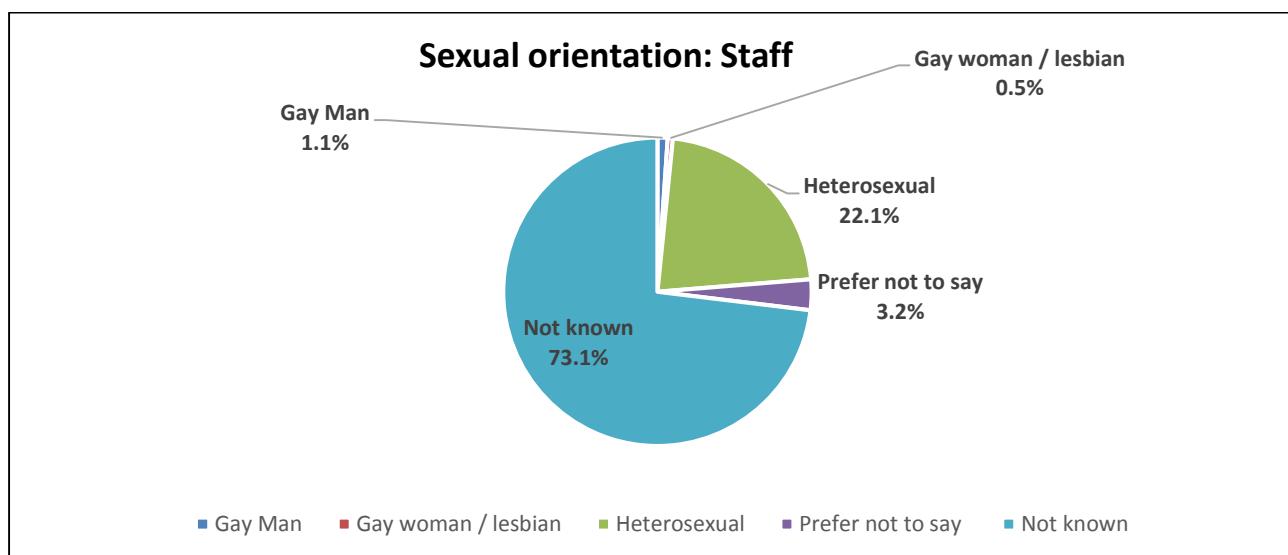
Academic Staff by Ethnicity (aggregated)

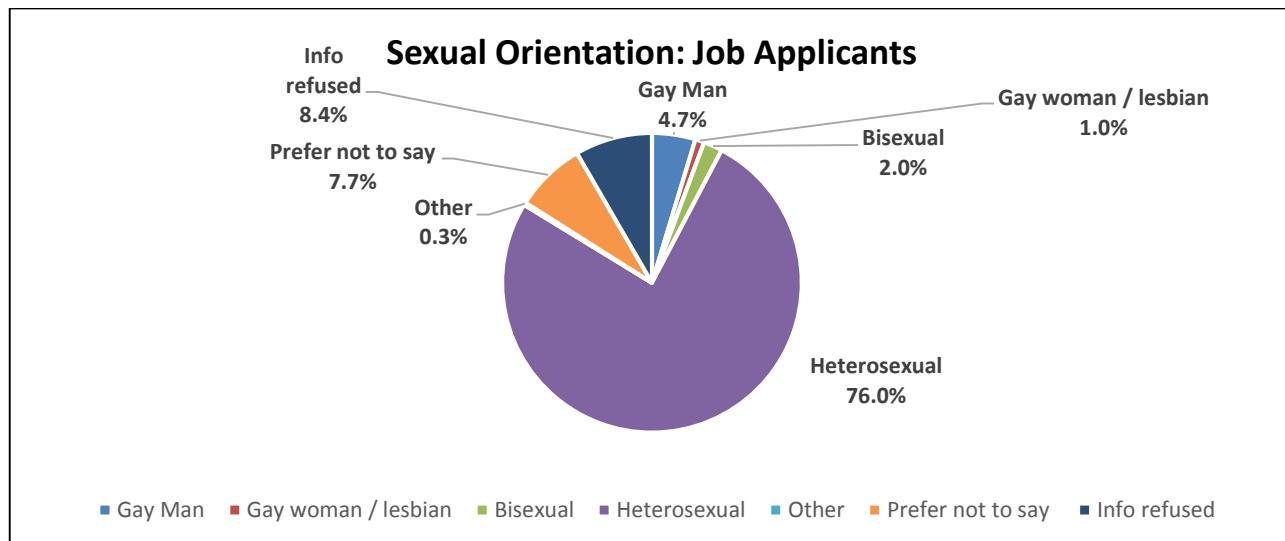


2014-2015 Job applicants and appointees

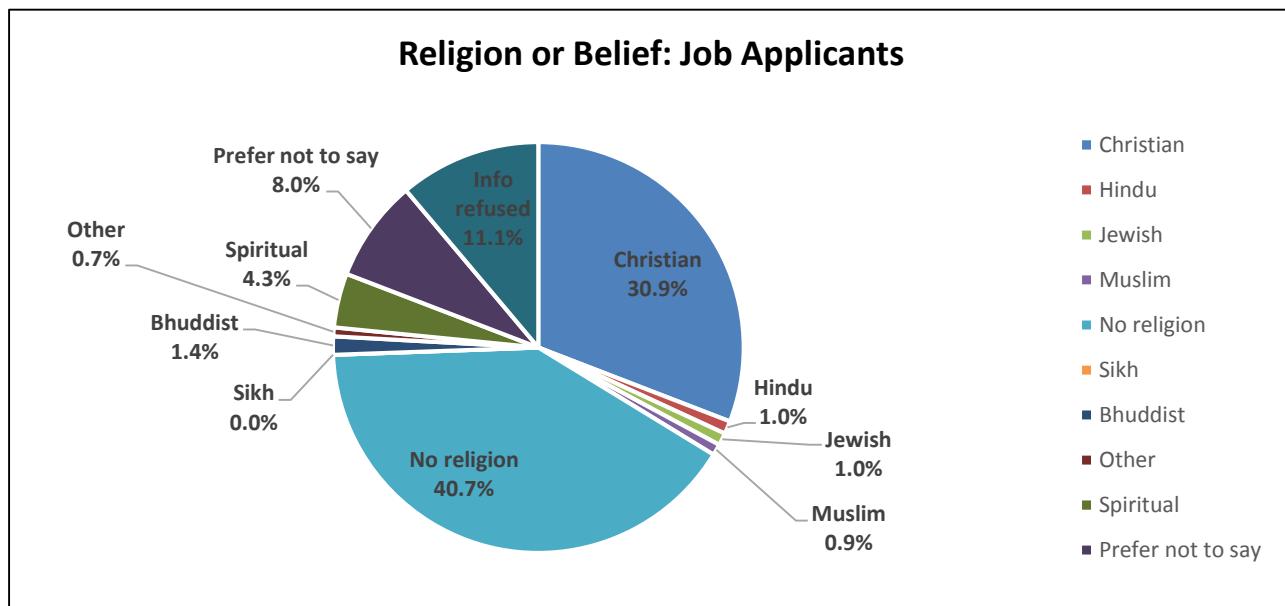
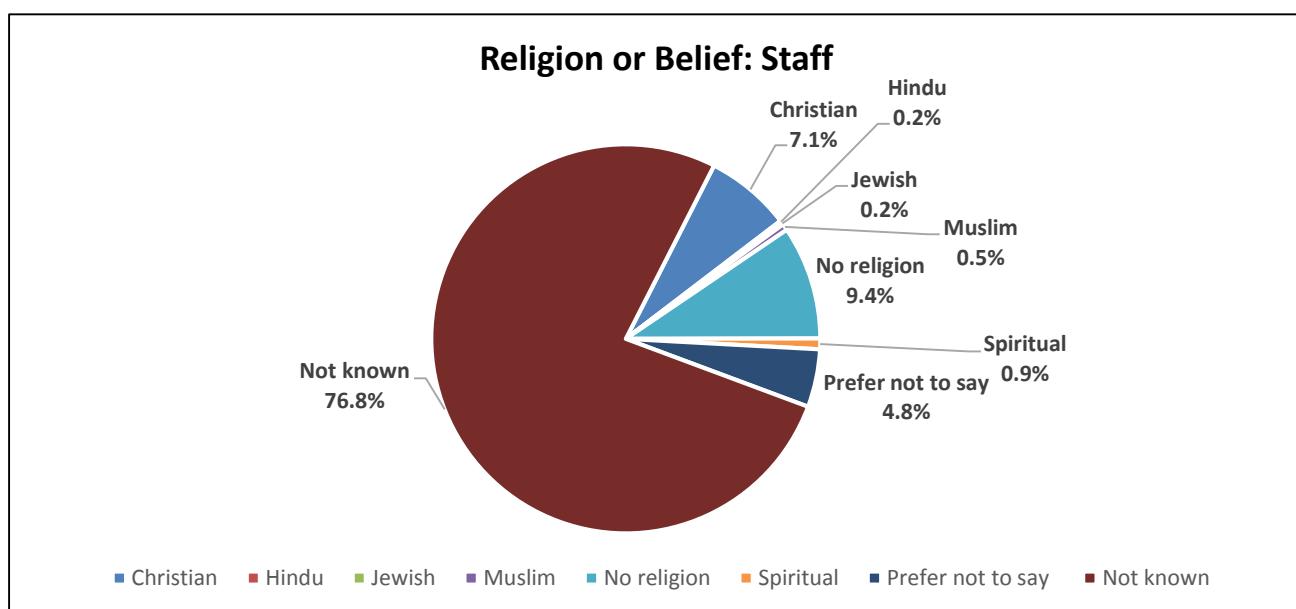


GENDER**All Staff by gender: 2014-2015****Admin staff by gender****Academic staff by gender****Pay grade by gender**

DISABILITY**AGE****SEXUAL ORIENTATION**

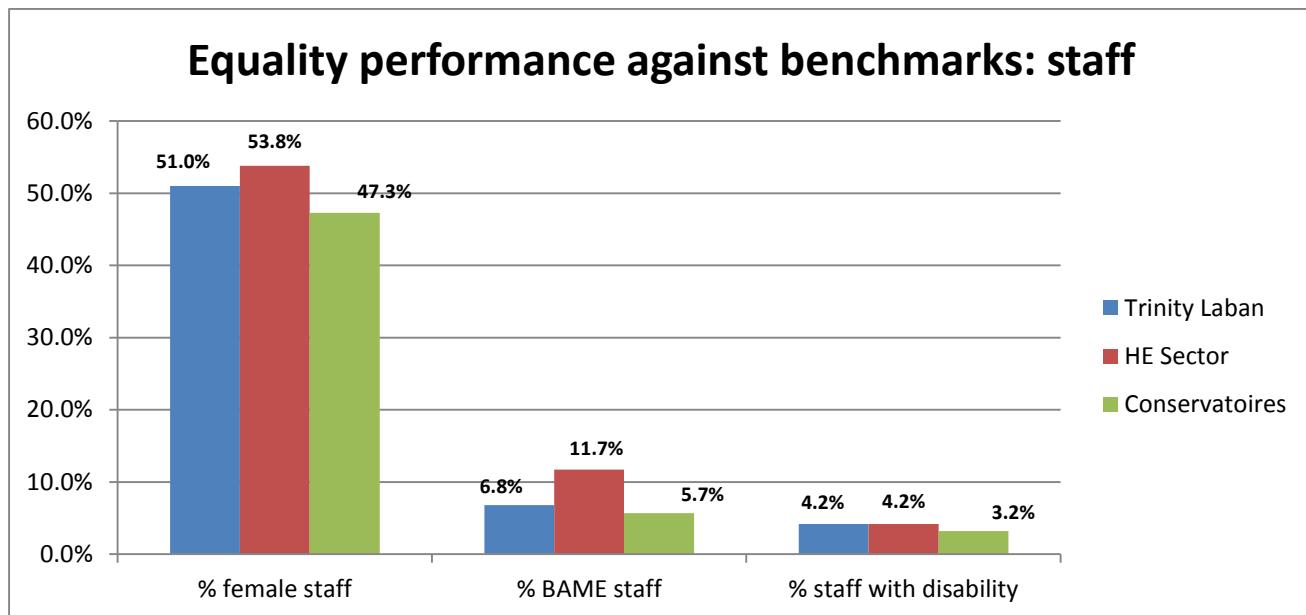


RELIGION AND BELIEF



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.



Trinity Laban out-performs the conservatoire mean average on all these equality measures; has a more balanced gender split than the sector nationally; and also matches 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 2014-15 and future priorities

- 6.4.1. As our current Equality Objectives are due for renewal in April 2016, the Equality, Diversity and Access Committee (EDAC) has been overseeing the major review and update of the objectives and underpinning Equality Action Plan for presentation to senior management and Board. This exercise has formed part of a wider institutional debate on equality and diversity within our disciplines which, in 2014-15, included a focused discussion at the Board away day that reaffirmed Trinity Laban's strong strategic commitment in this area, and its importance to our distinctive mission within the conservatoire sector. There has also been significant engagement by TL staff in broader arts and arts education sector investigations and initiatives to address under-representation of ethnic minorities in classical music especially. The Director of Music is leading a research project in this area on behalf of Conservatoires UK.
- 6.4.2 Several equality and diversity training initiatives were delivered to staff in 2014-2015, covering both employment areas and learning and teaching practice. An *Equality and Diversity into Teaching* workshop was developed and has been delivered on three occasions to date. This workshop aims to familiarise academic staff with the language of equalities and types of discrimination, and in particular how these relate to their teaching at Trinity Laban. A related *Introduction to Equality and Diversity in Teaching* session was provided for doctoral students. In collaboration with the Equality Challenge Unit, a progressive programme of training on staff recruitment and selection was launched which will continue into 2016. The programme addresses avoidance of unconscious bias; fairness in advertising, interviewing and appointment processes; and compliance with legislation. These targeted activities supplement the online diversity training package which is compulsory for all salaried and fractional members of staff.

- 6.4.3 The Conservatoire has continued to seek to improve its equality data, including the newer protected characteristics, to better understand the composition of its workforce and examine its practices fully. Institutional communications were issued to staff, which achieved further disclosure of equality data.
- 6.4.4 At the time of writing, and 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:

- Delivery of the next stage of training for recruiting managers developed in collaboration with the Equality Challenge Unit.
- Completion of an equal pay review.
- Ongoing 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.

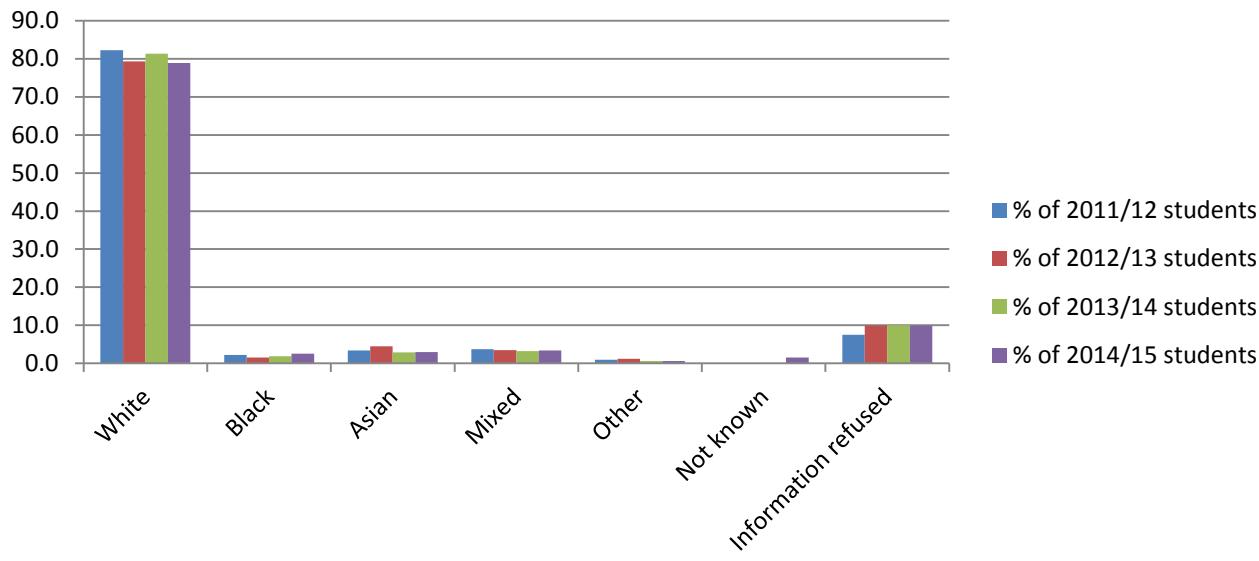
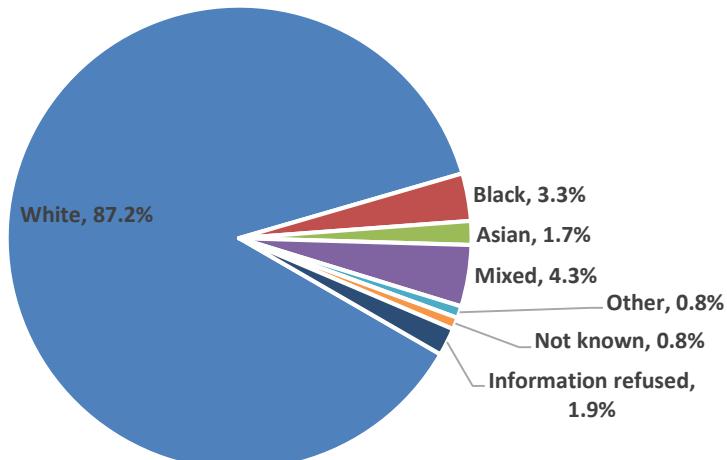
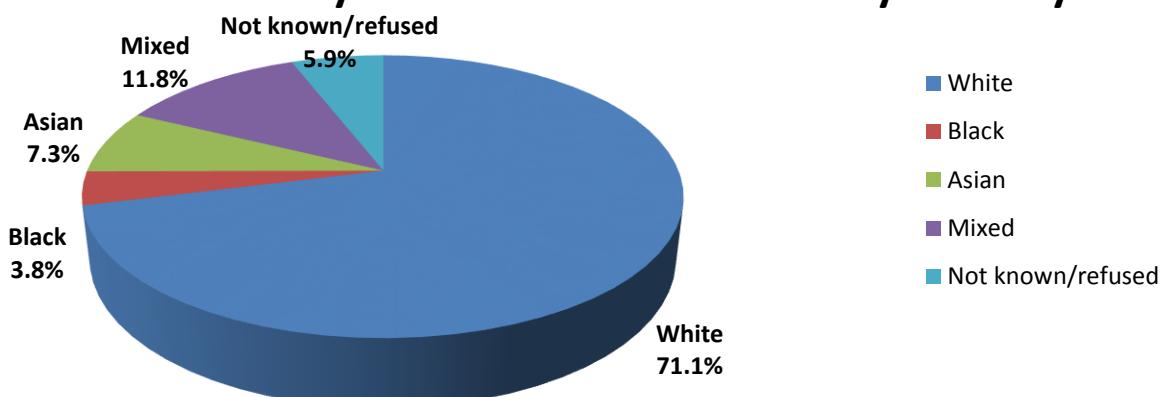
7. Students and applicants

7.1 Student and applicant profile: key facts and figures

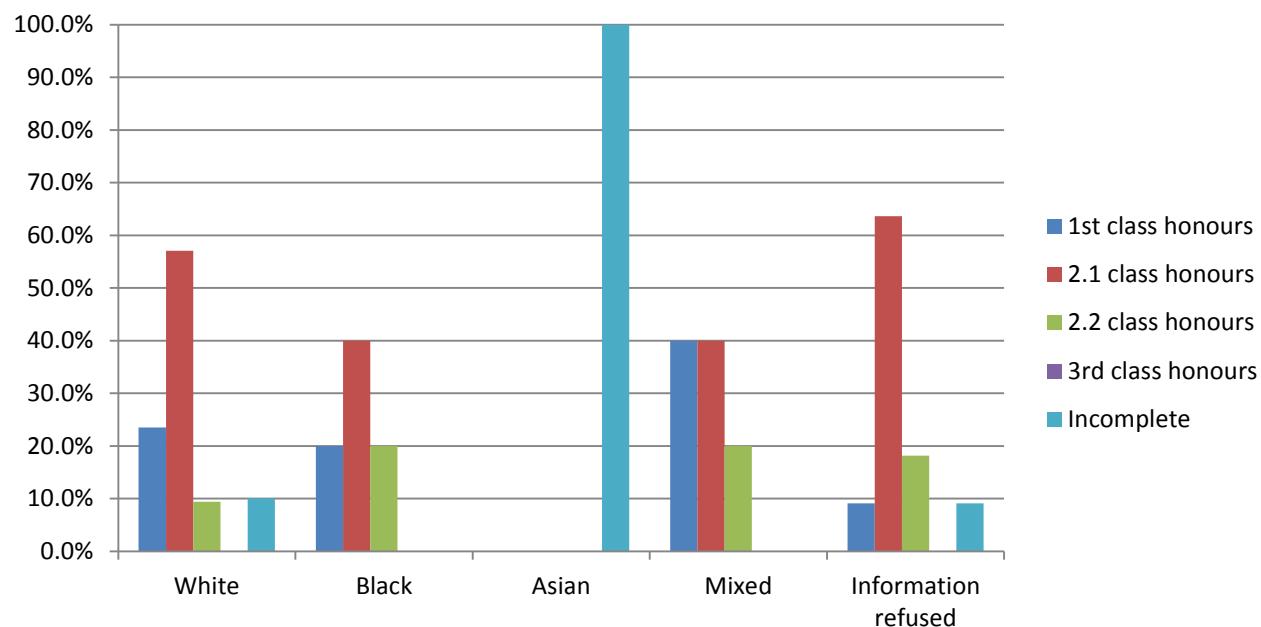
- ❖ *The proportion of Trinity Laban students from BAME groups in 2014-2015 was 10.8%, which was a rise from 9.5% in 2013-2014. The percentage of BAME students among UK residents rose from 8.6% to 10.4%.*
- ❖ *Among undergraduate degree qualifiers, 80.5% of white students received a 1st or 2.1 classification compared to 58.3% of students from BAME groups. The attainment gap therefore declined from 28 points in 2013-14 to 22.2 points. Within the first class category, BAME students achieved a slightly higher percentage (25%) than White students (23.5%).*
- ❖ *17.3% of students declared a disability compared to the HE sector prevalence of 17.5% within the subject area creative arts and design. 71% of students who declared a disability stated that they had a specific learning difficulty (e.g. dyslexia), rising sharply from 58% in 2013-14.*
- ❖ *10% of applicants declared a disability.*
- ❖ *The overall gender balance among the 2014-2015 student population was 65.9% female: 34.1% male, an increase in female representation of 2.2 points. The ratio was 52:48 among music students. Students studying dance split 83:17 (female to male) which represented a small fall in the proportion of males from 18% in 2013-14.*
- ❖ *41.6% of enrolled students were aged 22 or over at year start. 12.05% were 18 or younger and 4.0% were over 35.*

7.2 Student and applicant annual monitoring data: 2014-2015

ETHNICITY: STUDENTS

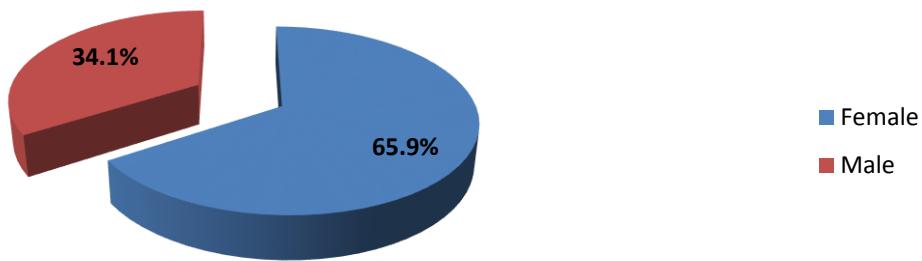
All students by ethnicity (aggregated)**UK resident HE students by ethnicity****Junior Trinity and Laban CAT students by ethnicity**

UG Qualifiers: degree class by ethnicity

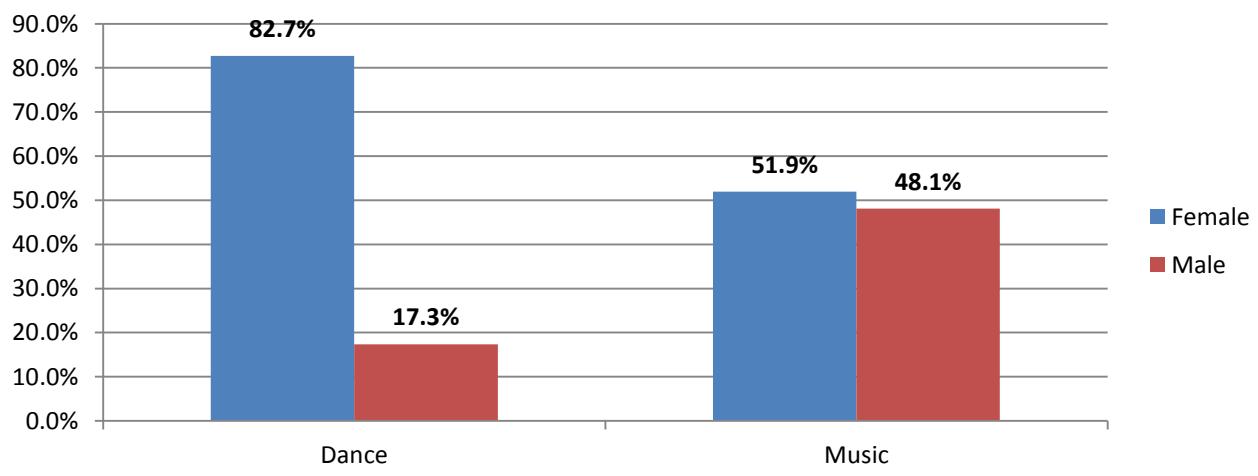


GENDER

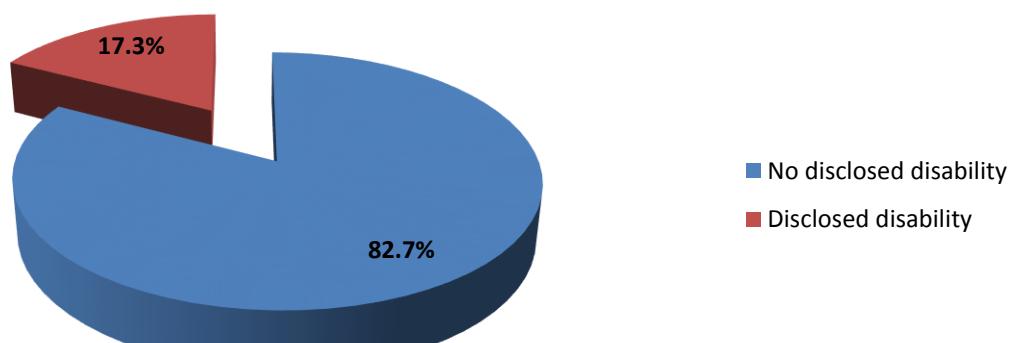
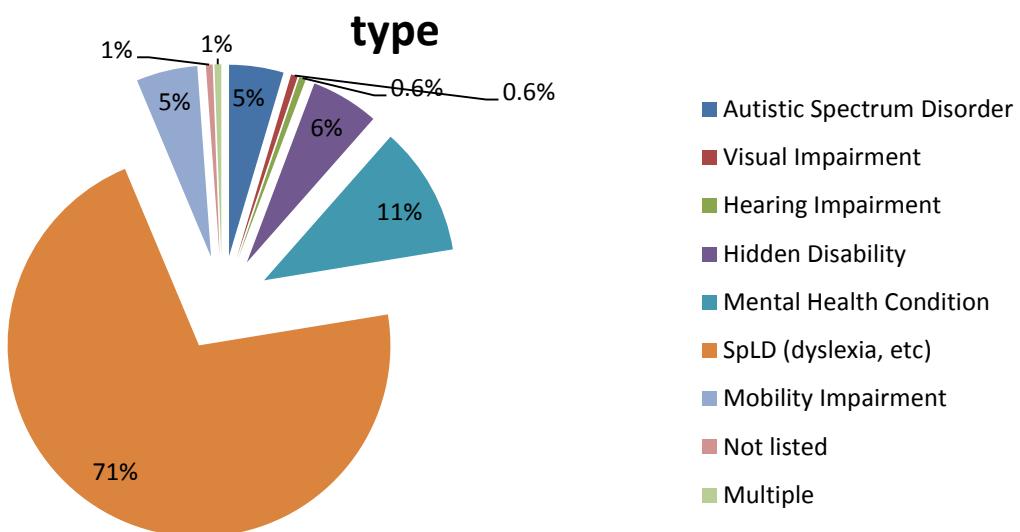
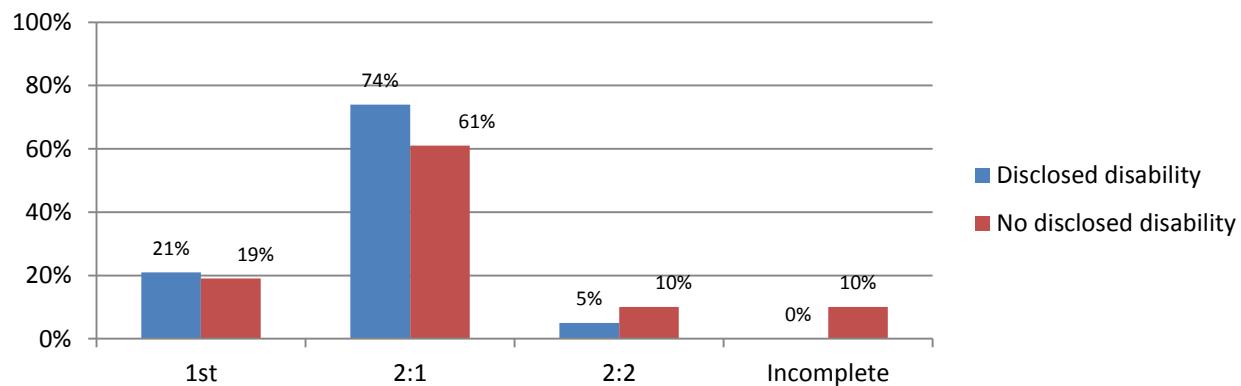
All students by gender



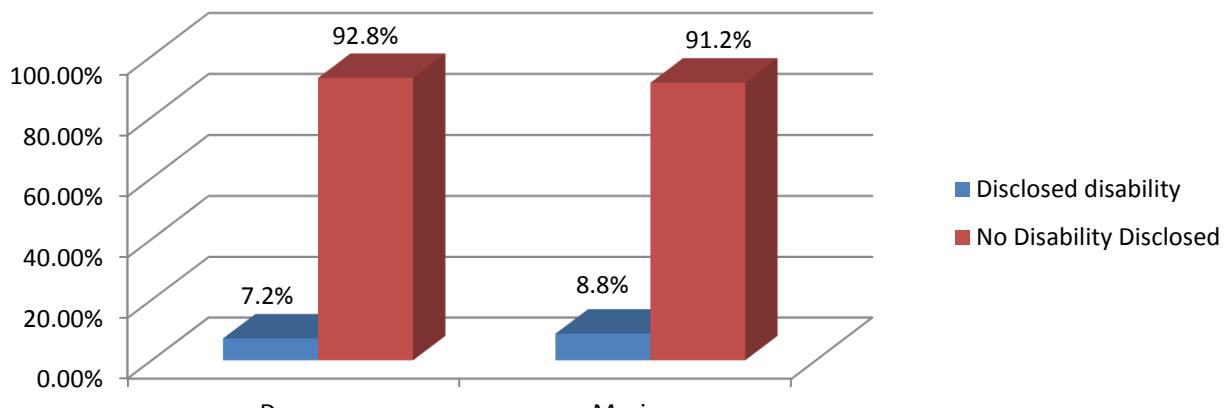
All students by discipline and gender



DISABILITY

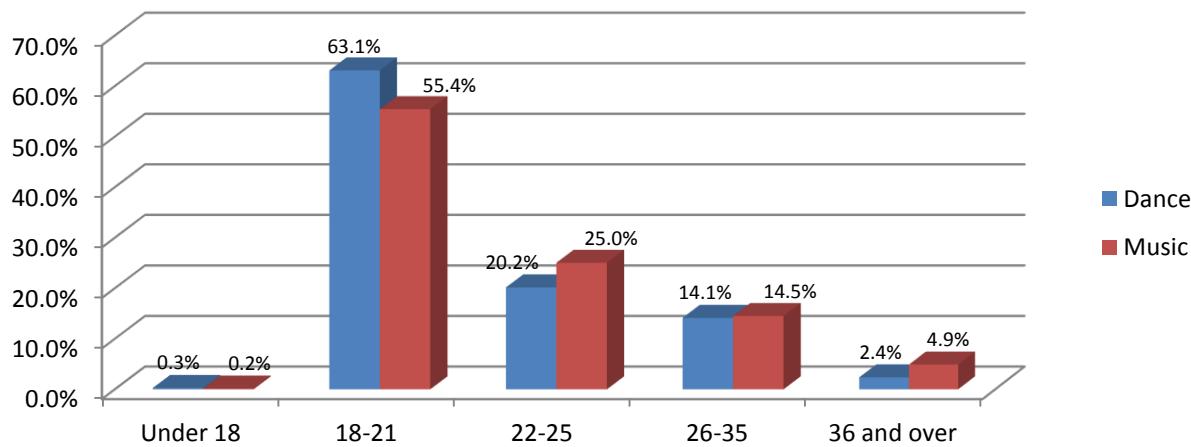
All HE students by disability status**Students with a declared disability by impairment type****UG Qualifiers: degree class by disability status**

Applicants by discipline and disability status



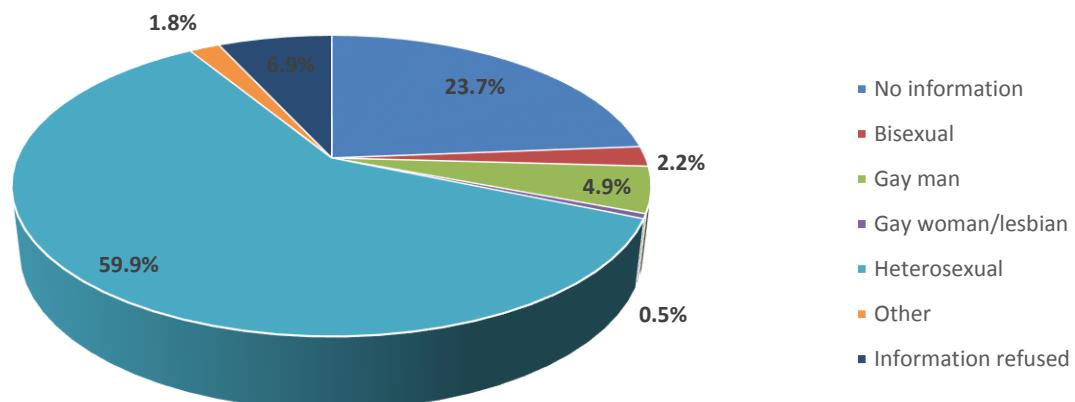
AGE

All HE students by discipline and age group

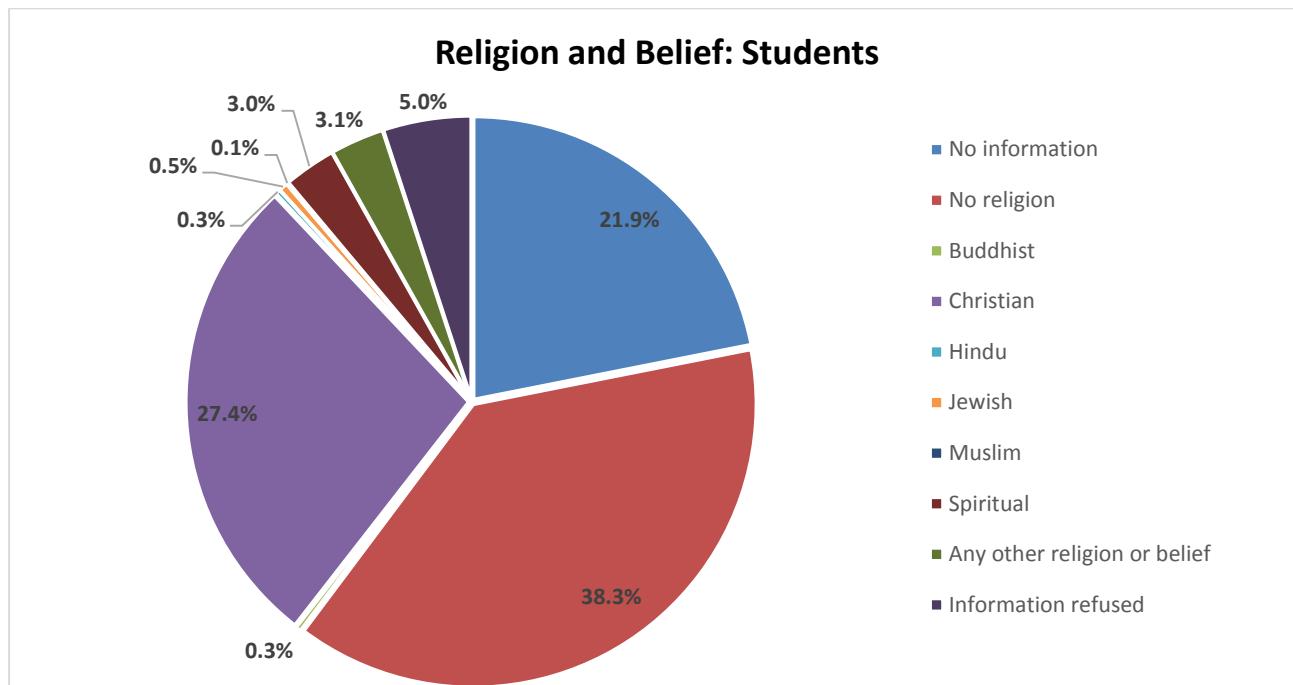


SEXUAL ORIENTATION

Sexual Orientation: Students

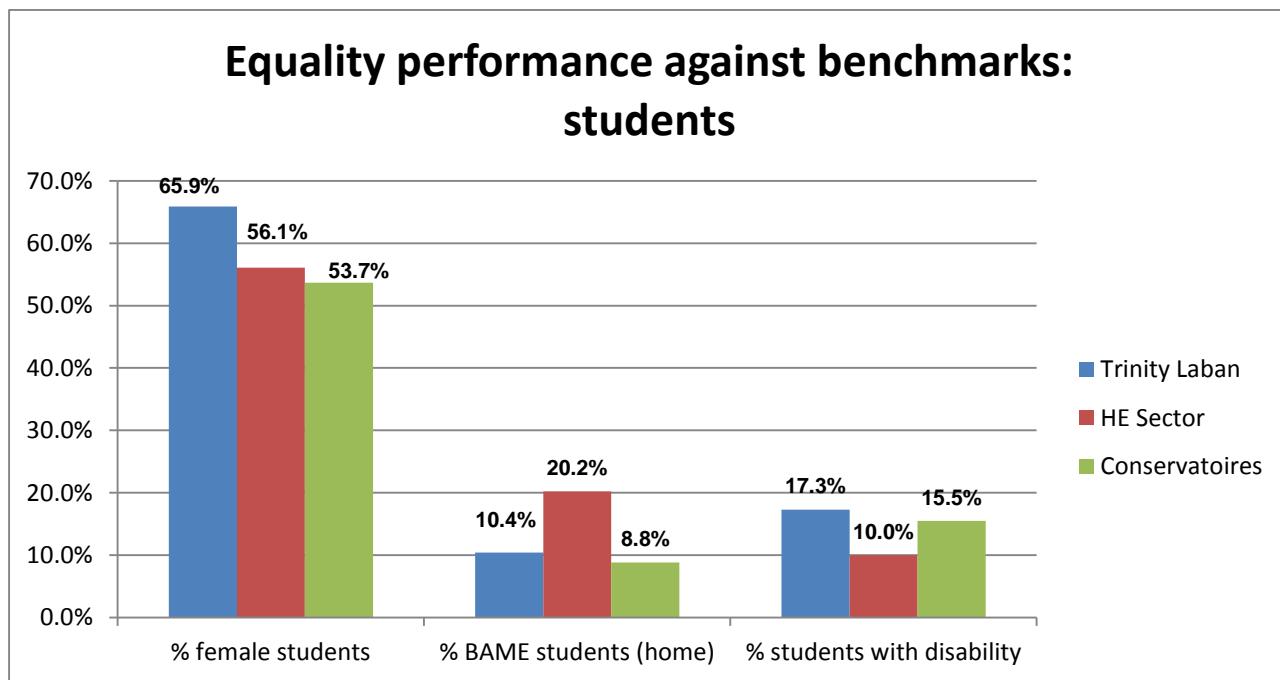


RELIGION AND BELIEF



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 ahead of our Conservatoire benchmark group average, 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 2014-15 and future priorities

- 7.4.1 Our Widening Participation Plan targets increased recruitment of men 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.
- 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. In this context, a wide-ranging review of Learning and Academic Support was undertaken in 2014-15. This review, which consulted students and staff, identified a set of objectives that are been monitored throughout the 2015-16 academic year. We again delivered cultural/equality awareness sessions for all undergraduate entrants as part of 2015 student induction. As noted above, we have introduced targeted staff development workshops focusing on equality issues within learning and teaching practice, and are also implementing an extended equality in the curriculum programme.
- 7.4.3 Colleagues from our partner organisation Candoco led a staff development session examining inclusive dance practice through practical explorations and discussions. Candoco Artists shared their experiences and strategies for teaching technical/set movement material to groups inclusive of disabled and non-disabled dancers. They introduced the concepts of social and medical models of disability, highlighting communication and language, as well as promoting discussion of what constituted inclusive teaching in each teacher's context.
- 7.4.4 Current equality priorities in respect of students and applicants are:
- To increase BAME representation among UK resident student and applicant populations
 - 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.
 - Provision of targeted equality and diversity training for staff involved in student admissions
 - Within undergraduate programme review, interrogation of curricula and learning, teaching and assessment practices to ensure they support achievement across diverse student populations