



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Trinity Laban Conservatoire of Music and Dance 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

Trinity Laban Conservatoire of Music and Dance's ambition and strategy as detailed in the 2019-20 access and participation plan:

Trinity Laban Conservatoire of Music and Dance's vision, mission and core values set out its fundamental commitment to engage the widest possible range and number of people in our art forms of Music and Dance. We are dedicated to the promotion of artistic innovation and the advancement of our art forms at the highest levels of professional practice. This compels us to identify and support the most gifted creators and performers, whatever their background or circumstances.

Our 2019-2020 strategic aims for access and participation were:

1. To promote aspiration and enable access to HE music, musical theatre and dance training for those with the potential to achieve successful careers as performing musicians, dancers, composers and choreographers
2. To facilitate progression among groups currently under-represented in HE performance training and employment, ensuring proper representation from all sections of society in Trinity Laban's applicant and student population by addressing barriers to entry among currently under-represented groups
3. To ensure that all students are provided with the support and learning environment to achieve to their full potential, and to identify and address any barriers to attainment that lead to differential outcomes between student groups

Our long-term strategic approach to widening participation in HE and in our art forms targets interventions along the spectrum from first access and early years to higher education study to research and professional practice, encompassing:

- extensive, long-term outreach, learning and participation programmes to raise awareness of opportunities in dance and music and facilitate lifelong participation from early childhood (age 3+) through to retirement years;
- a focus on talent identification and development through our Centres for Advanced Training (Junior Trinity in Music and the Trinity Laban Dance CAT) and associated research work;
- the establishment of clear progression routes into dance and music in collaboration with school and FE partners, arts organisations, local authorities and relevant sector bodies;
- an HE admissions process that thoroughly engages with each candidate's individual capabilities, potential and ambitions through personal audition;
- a progressive approach to programme and curricular development that recognises the need for the Conservatoire to develop its offer in ways that respond to contemporary culture and promote widest possible inclusion of diverse talents;
- a learning environment that is purposefully constructed to respond to the personal needs of students across all demographics, and that values diversity and inclusivity;
- financial and academic support structures that aim to mitigate any disadvantage arising from personal circumstances for those students with the potential and ability to succeed in advanced study in Dance, Music and Musical Theatre.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Trinity Laban Conservatoire of Music and Dance 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 Trinity Laban Conservatoire of Music and Dance’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)	Maintain current % entrants from state sector to 2014-2015 and increase towards HESA location adjusted benchmark thereafter, based on three-year rolling average	2012-13	81.0%	86%	87%	Percentage	2019-20	84	Limited progress
T16a_02 (Access)	Increase proportion of home UG entrants from low participation neighbourhoods towards HESA benchmark, based on three year rolling average	2012-13	5.3%	8.0%	8.7%	Percentage	2019-20	6.5	Limited progress
T16a_03 (Access)	Increase proportion of home UG entrants from low income backgrounds as measured by those in receipt of bursary	2012-13	26.4%	30%	30%	Percentage	2019-20	31	Expected progress
T16a_04 (Access)	Increase % of home UG applicants from BAME groups	2012-13	12.5%	14%	15%	Percentage	2019-20	12	No progress
T16a_05 (Access)	Increase % of home UG students from BAME groups	2012-13	8.3%	14%	15%	Percentage	2019-20	12	Limited progress
T16a_06 (Access)	Increase % of male applicants for UG Dance programme	2012-13	16.4%	23%	24%	Percentage	2019-20	13	No progress
T16a_07 (Access)	Increase % of male students on UG Dance programme	2012-13	23.3%	27%	28%	Percentage	2019-20	10	No progress
T16a_08 (Access)	Increase % of male applicants for UG Musical Theatre programme	2012-13	15.2%	26%	27%	Percentage	2019-20	20	Limited progress
T16a_09 (Access)	Increase % of male students on UG Musical Theatre programme	2012-13	38%	36%	37%	Percentage	2019-20	46	Expected progress

T16a_10 (Student success)	Maintain % of entrants continuing after year of entry	2012-13	92.1%	96%	96%	Percentage	2018-19	95	Limited progress
T16a_11 (Student success)	Increase % of UG entrants projected to qualify or transfer	2012-13	86.1%	94%	94%	Percentage	2018-19	94	Expected progress
T16a_12 (Progression)	Maintain graduate employment or further study rate	2012-13	98.8%	98%	98%	Percentage	2017-18	100	Expected progress

Other milestones and targets

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
T16b_01 (Multiple)	Maintain % of students from our Centres for Advanced Training (CATs) proceeding to HE study	2012-13	96%	96%	96%	Percentage	2019-20	99	Expected progress
T16b_02 (Access)	Increase and then maintain participant numbers in outreach and in-reach programmes	2012-13	7646	12000	12000	Headcount	2019-20	9322	Limited progress
T16b_03 (Access)	Increase and then maintain outreach session numbers	2013-14	1000	1150	1150	Other	2019-20	1163	Expected progress
T16b_04 (Access)	Maintain high levels of BAME representation on outreach programmes	2012-13	45%	At least 50%	At least 50%	Percentage	2019-20	33	No progress
T16b_05 (Access)	Maintain and then increase BAME representations in our CATs	2012-13	27%	27%	28%	Percentage	2019-20	38	Expected progress
T16b_06 (Access)	Increase and then maintain number of students in our CATs from low income backgrounds, based on those in receipt of income-related bursary	2012-13	160	175	175	Headcount	2019-20	157	No progress
T16b_07 (Access)	Number of secondary school pupils whose attainment in Music or Dance has been raised through participation in a Trinity Laban schools outreach programme, as assessed by teaching staff	Other (please give details in Description column)	tbc	125	150	Headcount	2019-20	189	Expected progress
T16b_08 (Access)	% of school teaching staff participating in Trinity Laban CPD programmes who assess their raised teaching skills and confidence has had a positive impact on pupil attainment in Music or Dance	Other (please give details in Description column)	tbc	80%	85%	Percentage	2019-20	100	Expected progress
T16b_09 (Access)	Increase number of pupils gaining GCSE and 'A' Level in Music through Trinity Laban	2015-16	40	44	46	Headcount	2019-20	65	Expected progress

### 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	£381,128.50	£1,477,000.00	288%
Financial Support	£315,750.00	£316,000.00	0%

### 4. Action plan

Where progress was less than expected Trinity Laban Conservatoire of Music and Dance 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	Our 2020-2025 plan focuses on other indicators of under-representation than state education and this target has been superseded. We shall, however, continue to build our relationships with local school partners with demographic profiles that match our targeted groups.
T16a_02	We aim to accelerate progress by refining our targeting of LPNs; exploiting new capabilities learned through remote delivery during the pandemic to extend our reach to areas under-served in dance and music; and taking forward the programme of regional outreach outlined in our 2020-25 APP.
T16a_04	We have introduced new scholarship awards from 2020-21 for students of African and Caribbean heritages. We have recently established new partnerships with Black Lives in Music and Black Artists in Dance with the aim of further extending engagement in our outreach programmes within our diverse local communities
T16a_05	Plans from 2020-21 include to deliver and monitor the impact of anti-racism training, to diversify and decolonise our curricula and performance repertoire and to build partnership work with organisations such as Black Lives in Music and Black Artists in Dance.
T16a_06	This target is not included in our 2020-2025 Access and Participation Plan

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T16a_07	This target is not included in our 2020-2025 Access and Participation Plan
T16a_08	This target is not included in our 2020-2025 Access and Participation Plan
T16a_10	This target is not included in our 2020-2025 Access and Participation Plan
T16b_02	This target is not included in our 2020-2025 Access and Participation Plan
T16b_04	This target is not included in our 2020-2025 Access and Participation Plan
T16b_06	This target is not included in our 2020-2025 Access and Participation Plan

## 5. Confirmation

Trinity Laban Conservatoire of Music and Dance confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
No	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Trinity Laban Conservatoire of Music and Dance 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	Professor Anthony Bowne
Position	Principal

## Annex A: Commentary on progress against targets

Trinity Laban Conservatoire of Music and Dance's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
We have continued to work with and prioritise outreach to state schools. The volume, scale and depth of work has been impacted by Covid-19, particularly with school closures, inability of many schools to allow visitors on site when open, and schools' varied approaches to their home learning offer.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We were able to share our experience and expertise in remote delivery to assist partner schools during the switch to online learning. Our Take Part at Home initiative also made free resources available for teachers and parents to use in home schooling.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
We have planned and, within Covid restrictions on travel, delivered targeted outreach and progression activities in areas of low HE participation including Hastings opportunity area, Kent and the SE, West Midlands and the South West
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Online resources were promoted to secondary schools nationally.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
We have delivered the stated range of outreach and progression programmes targeting and achieving high numbers of BAME participants, albeit the pandemic required transfer online from March which hindered demographic monitoring in some cases.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We developed new initiatives with diversity-led partners such as Tomorrow's Warriors to support progression in our art forms.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?

As per 06a\_04, we have undertaken intended activity to increase awareness of opportunities in our art forms and provide clear progression routes for under-represented groups. In line with our APP, we also appointed a new Postdoctoral Researcher (Diversity and Student Success) who has worked with student co-researchers to enhance our understanding of our BAME student experiences, both pre-entry and at the Conservatoire to promote greater access and success.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We established a new Black Lives Matter working party which is interrogating all aspects of institutional practice and culture to identify changes necessary to eliminate inequalities faced by our BAME students and applicants.

#### Target reference number: T16a\_06

How have you met the commitments in your plan related to this target?

We maintained our programme of pre-HE Dance classes, Ignition, Accelerate and Velocity, aimed at boys and young men from 8 to 18. Activity was transferred online during lockdowns.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

#### Target reference number: T16a\_07

How have you met the commitments in your plan related to this target?

Planned activities to build the pipeline of male dancers entering HE training were delivered as noted above.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

#### Target reference number: T16a\_08

How have you met the commitments in your plan related to this target?

We have met all commitments in relation to work to increase pre-HE participation in Musical Theatre and application to HE among boys and young men

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No

<b>Target reference number: T16a_10</b>
How have you met the commitments in your plan related to this target?
Student success was a focus of research and intervention in 2019-20. Target for continuation from 18-19 was only marginally missed and we expect that on target performance will be demonstrated in next HE Performance Indicators covering continuing from 19-20 into 20-21
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16b_02</b>
How have you met the commitments in your plan related to this target?
Yes, we maintained session numbers but the transfer from in-person to online delivery during lockdown periods and the necessary cancellation of some large, open access event reduced total participant numbers
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Outreach activities have been adapted for remote delivery.

<b>Target reference number: T16b_04</b>
How have you met the commitments in your plan related to this target?
As far as possible activities have been transferred online during the pandemic but schools work in particular has been affected. This has reduced BAME participant numbers to some extent but has also hindered our ability to collect demographic information and the figure for 2019-20 is neither fully reflective of participants nor directly comparable to previous years.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Outreach activities have been adapted for remote delivery.

<b>Target reference number: T16b_06</b>
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No



## Annex B: Optional commentary on targets

Trinity Laban Conservatoire of Music and Dance's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	POLAR 4 adopted from 18-19; 19-20 result is 2 yr average of 18-19 and 19-20
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	Latest result is taken from the 18-month Graduate Outcomes survey
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	