

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: JANUARY 2018

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

2. Our Commitment to Equality and Diversity

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

- Individuals are treated fairly, with dignity and respect regardless of their age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics";
- Everyone is given the opportunity to fulfil their potential;
- It promotes an inclusive and supportive environment for staff, students and visitors; and
- It recognizes the various contributions to the achievement of Trinity Laban's mission made by individuals from diverse backgrounds and with a wide range of experiences.

The Institution celebrates diversity in all of its forms, and seeks to build on its long history of engaging with diverse groups and working with a broad range of artists. Through our Equality Objectives and related action plans, significant strides will be made in the understanding, embedding and celebrating of Equality and Diversity throughout the Institution and its wider community.

3. Equality Objectives

As required by the Equality Act, we have identified a number of equality objectives which in 2016-2017 comprised:

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

Over the course of 2016-2017, we undertook a thorough review of our equality objectives. The process commenced with a one day workshop run by the Equality Challenge Unit, an organisation which works to further and support equality and diversity for staff and students in higher education institutions. This was followed by widespread consultation through focus groups and standing management bodies and committees. The Board of Governors subsequently approved the following Equality & Diversity Objectives for the period 2017-2021:

- 1) Build awareness, understanding and behaviour change to support Equality & Diversity throughout the Conservatoire
- 2) Embed principles of Equality & Diversity in all aspects of widening participation and student recruitment activity
- 3) Showcase, celebrate & champion diversity; in Equality & Diversity work; in the staff and student body, the Institution's Board of Governors, audiences and artists, participants; partnerships; and programmes
- 4) Increase the Institution's understanding of differences in the challenges and barriers to student success and attainment
- 5) Advocate for diversity in music, dance and musical theatre within the wider arts and higher education sector

4. Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which, in 2016-2017, included our:

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

5. Responsibilities for equalities

Board

The Institution'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 the equality and diversity policy across its institutional community.

Equality, Diversity and Access Committee

The Equality, Diversity and Access Committee is responsible for promoting the development, implementation and evaluation of institutional equality and diversity policies and practices.

Leaders and managers

Senior members of the institution are responsible for:

- Promoting commitment to the implementation of the Equality Objectives and the Equality and Diversity Policy across their departments;
- Ensuring that staff and students are encouraged, supported and enabled to reach their full potential;
- Identifying appropriate staff development for themselves and their staff to meet the needs of their respective areas.

Staff and students

Individual members of the institution are responsible for:

- Supporting and implementing the aims of Equality Objectives and the Equality and Diversity Policy;
- Promoting equality of opportunity;
- Contributing to an environment free of fear and intimidation and which celebrates diversity;
- Ensuring that their behaviour and actions do not involve discrimination, harassment, bullying or victimisation in any way.

Equality monitoring data and activities: 2016-2017

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 2016-2017 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. Since 2014, we have requested information on the newer protected characteristics, namely:

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

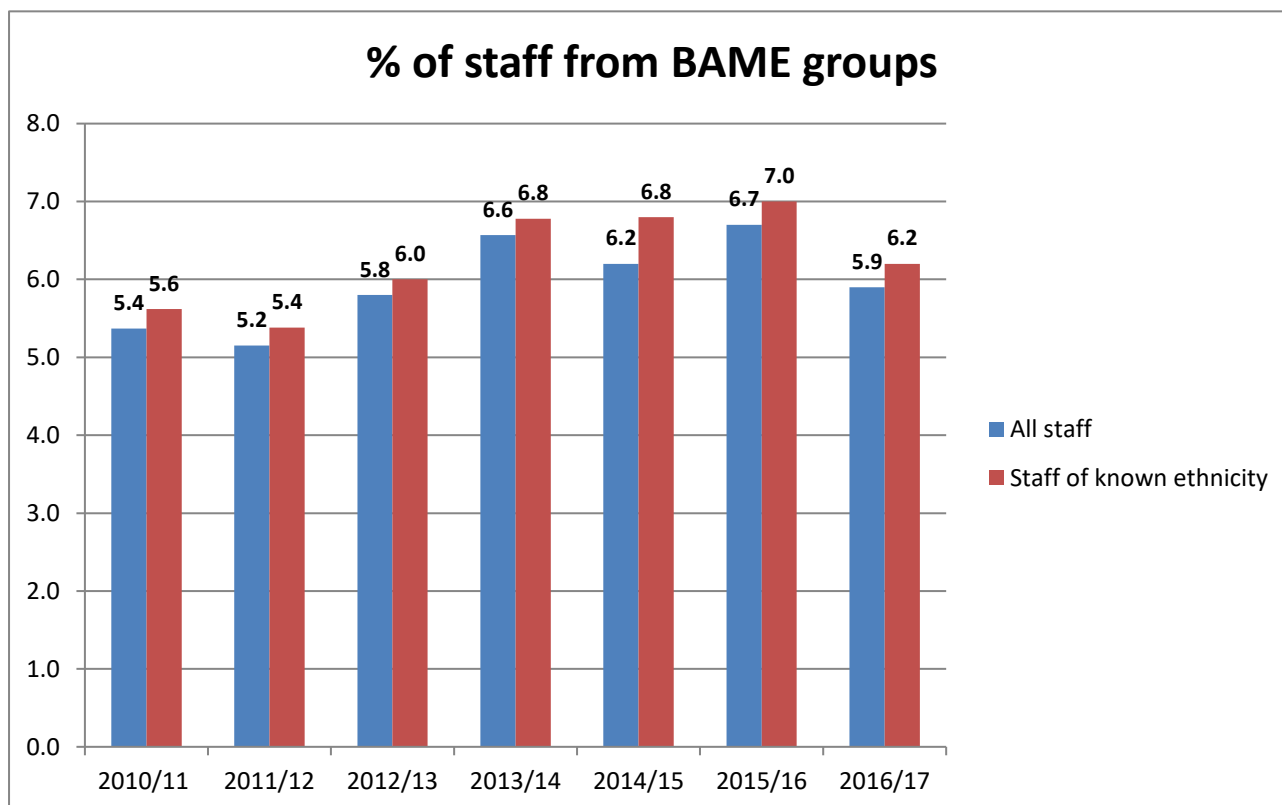
Staff

6.1 Staff profile: key facts and figures

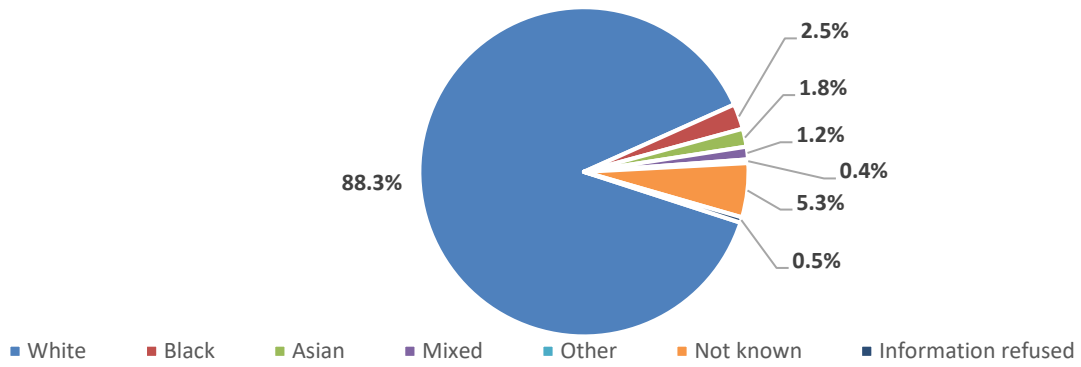
- ❖ The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 6.2% in 2016-17, a decline of 0.8 points on 2015-16 although absolute numbers were 30% higher than the 2010-2011 baseline figure.
- ❖ The proportion of BAME staff at Trinity Laban fell slightly below the Conservatoire mean of 6.7% (2015-2016 figure).
- ❖ 8.5% of appointees came from BAME backgrounds; this was a rise from 7.7% in 2015-2016.
- ❖ BAME staff represented 12.2% of staff from grades 4 to 7, and 3.6% of staff at grade 8 or above.
- ❖ The overall staff gender split was 51.13% female: 48.9% male, a movement of 2.2 percentage points towards even gender representation from the previous year. At higher grades, there was slightly higher male (51.8%) than female representation at grade 8 and above, and within Executive changed there remained a male majority (56% male).
- ❖ 4.4% of staff, where disability status was known, had a declared disability, a decrease of 0.4 percentage points on 2015-16. The percentage of staff whose disability status was unknown stood at 32.1%; this was a fall of two 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 a very even spread across age ranges: 10% of staff were 30 and under and 10% were over 65.
- ❖ Unknown values for newer protected characteristics remained significant but showed further considerable year on year improvement (-14 points for sexuality; -21 points for religion or belief).

6.2 Staff annual monitoring data: 2016-2017

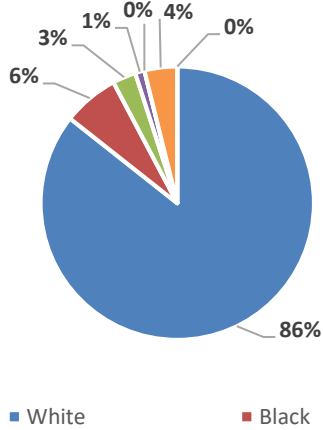
ETHNICITY



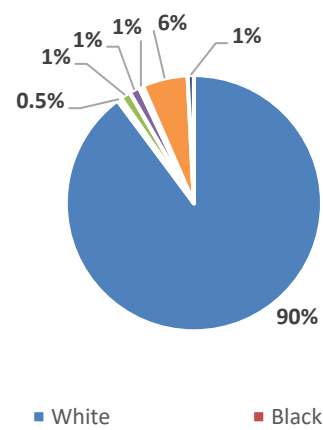
All staff by ethnicity (aggregated)



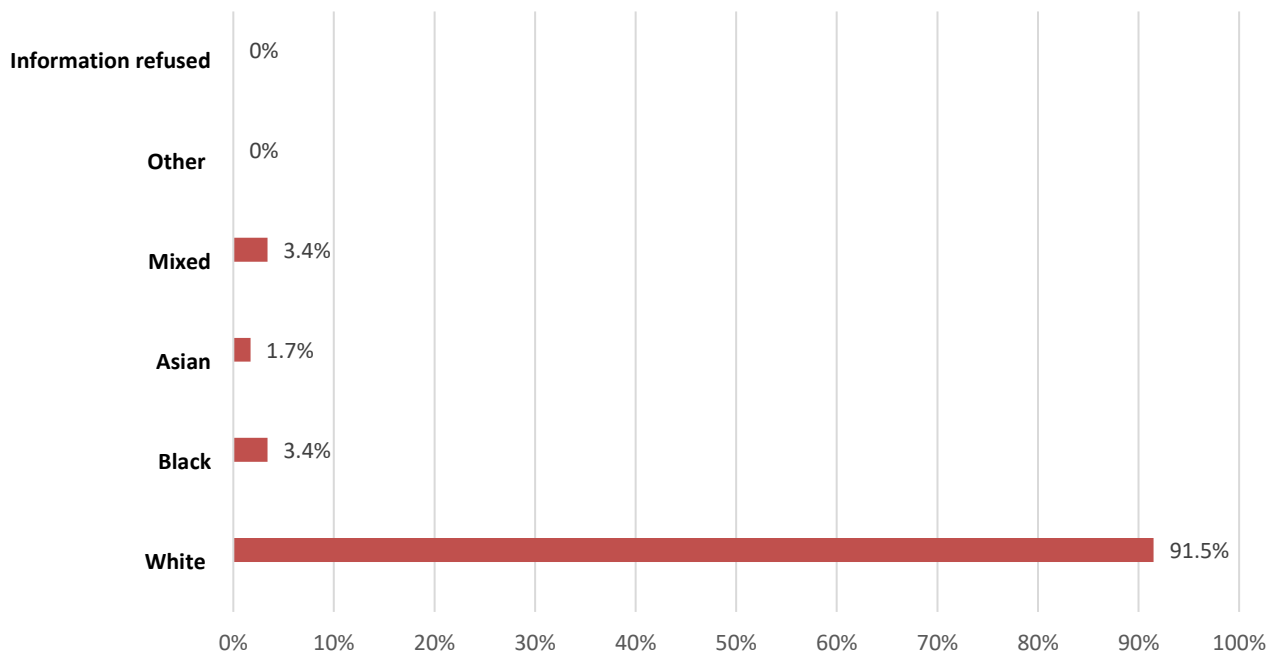
Administration staff by ethnicity (aggregated)



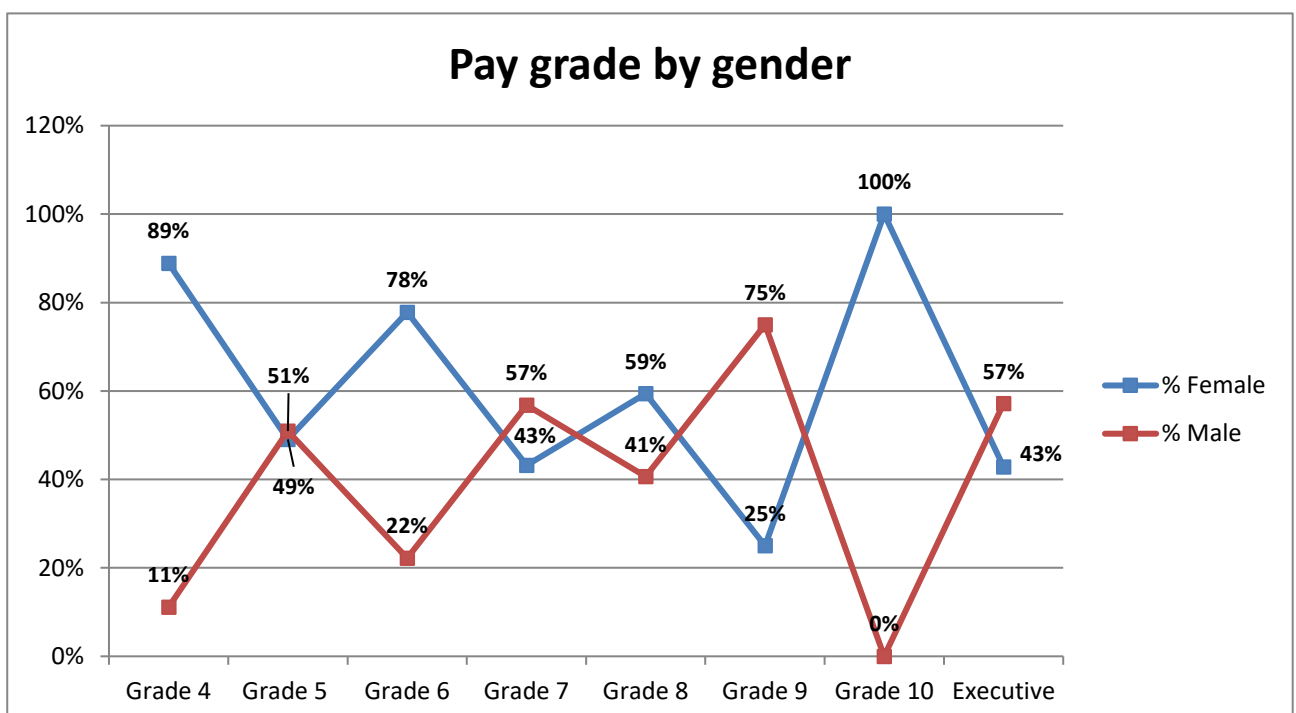
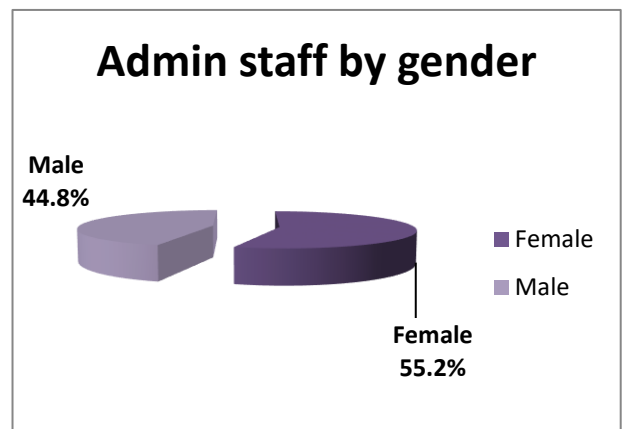
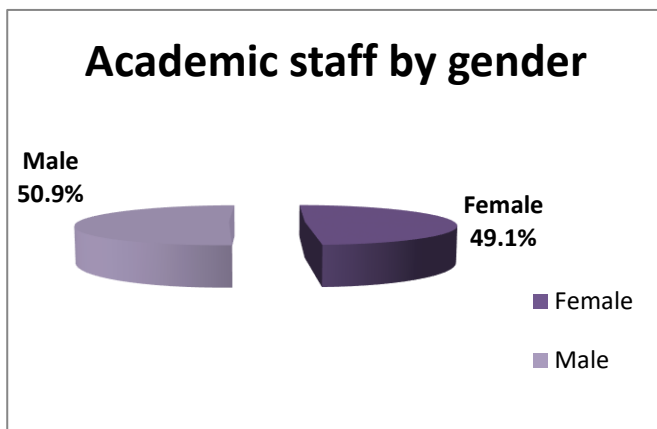
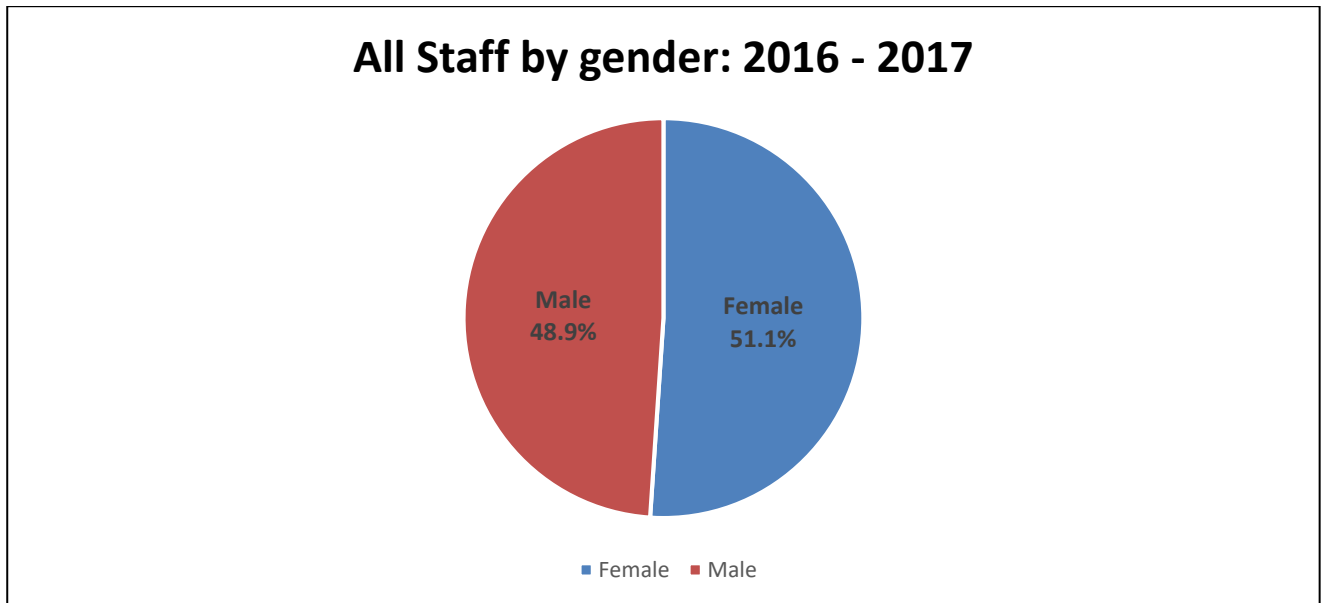
Academic staff by ethnicity (aggregated)



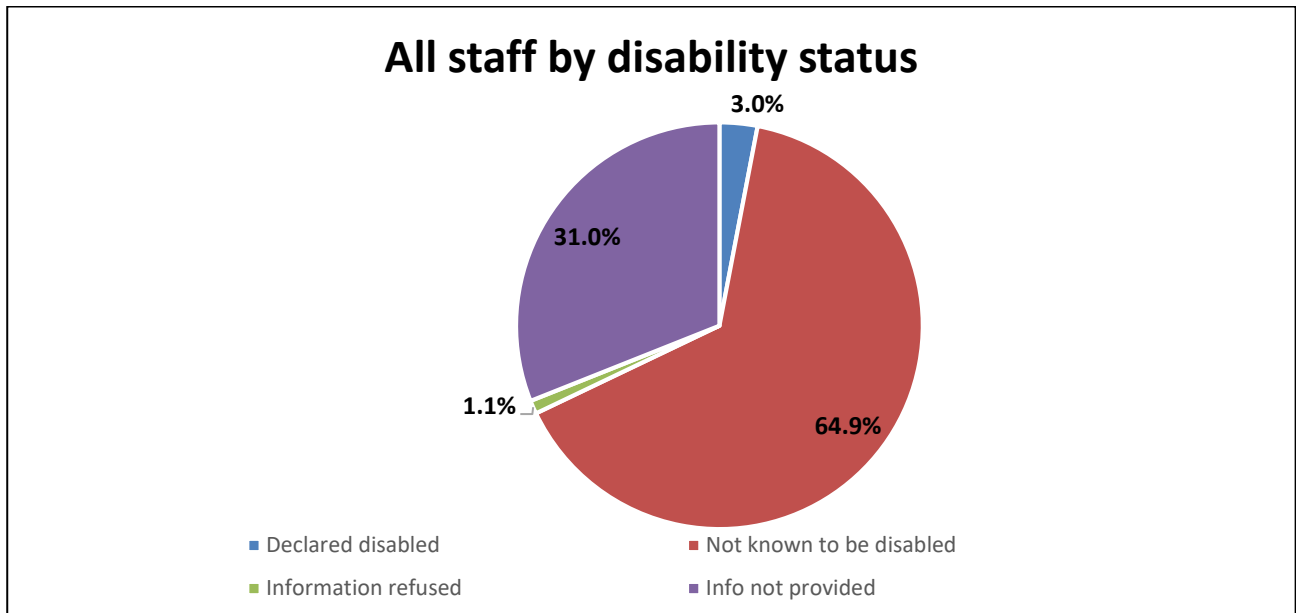
Job appointees by ethnicity



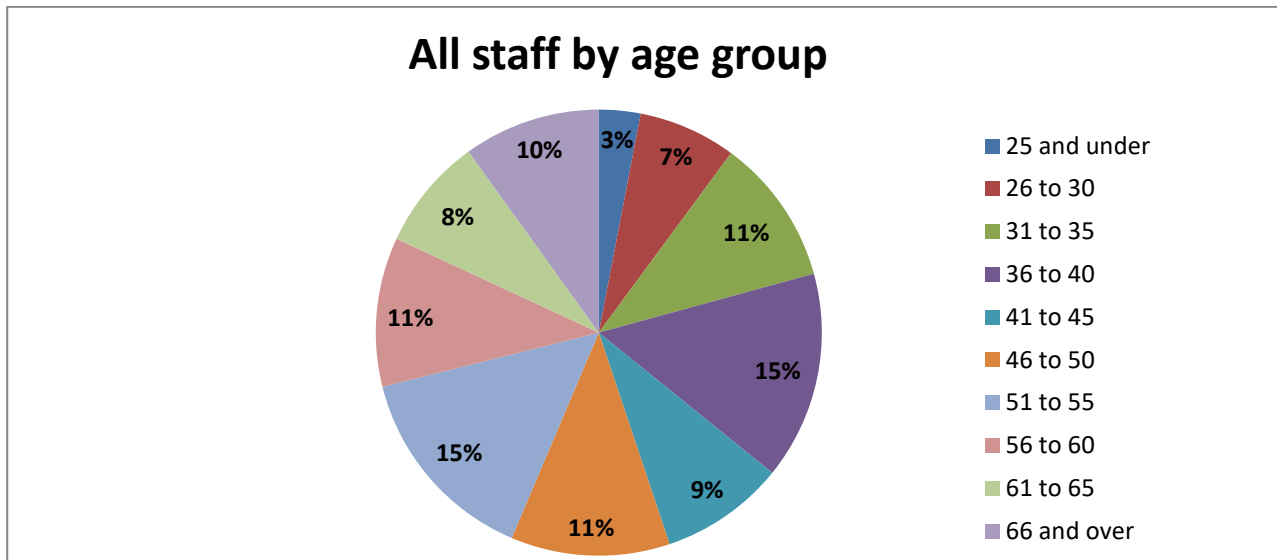
GENDER



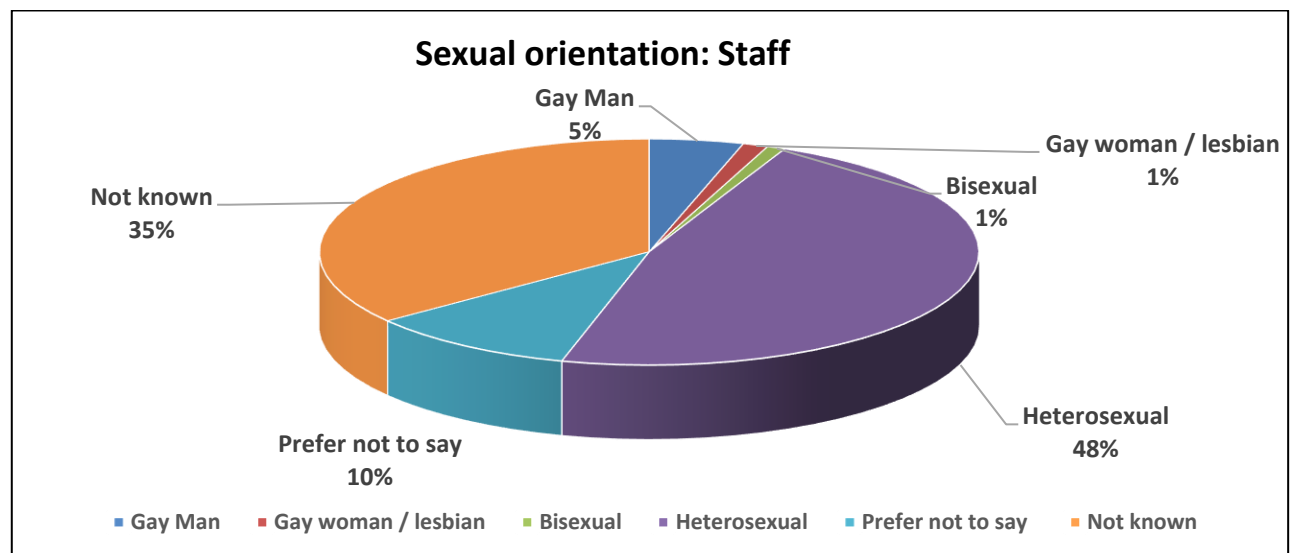
DISABILITY



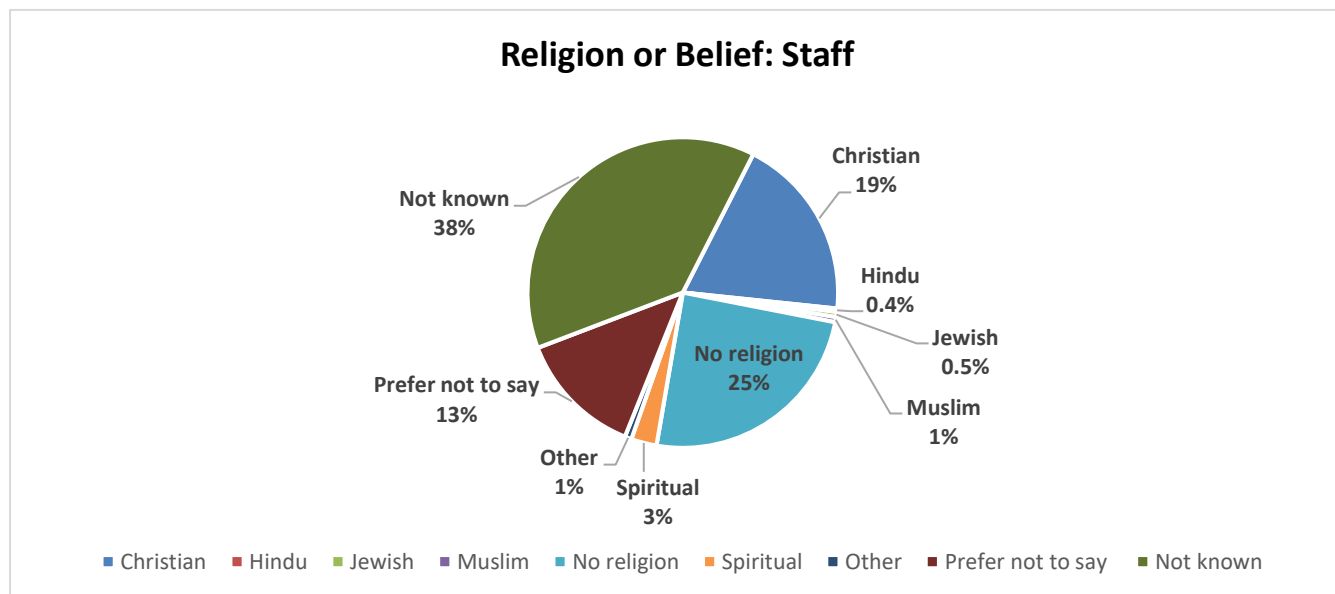
AGE



SEXUAL ORIENTATION

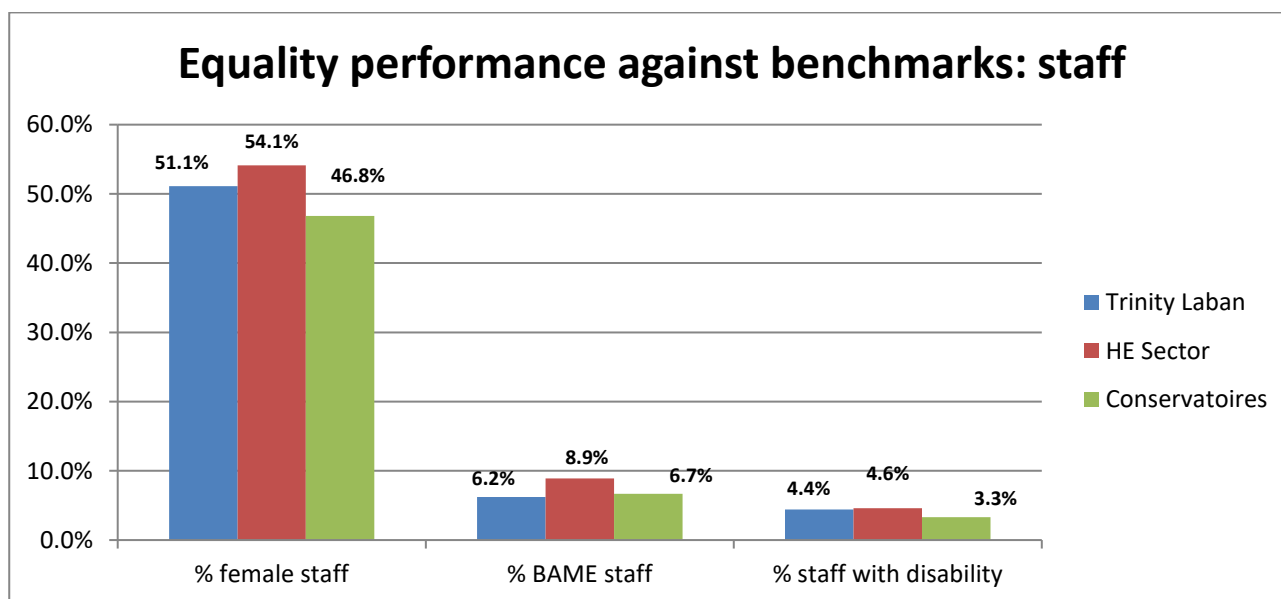


RELIGION AND BELIEF



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 for staff declaring a disability and has a more balanced staff gender split than both the conservatoires and the sector nationally. We have further improvements to make in achieving BAME representation comparable with the UK HE sector.

6.4 Staff equality activities 2016-17 and future priorities

6.4.1 In collaboration with the Equality Challenge Unit (ECU), the Institution has been rolling out training and briefing on improving the experience of Trans staff and students. Following face-to-face training delivered by ECU, a number of staff took part in an online presentation and Q and A. The Equality, Diversity and Access Committee has also highlighted student and staff needs for gender neutral facilities, and the Institution is taking forward provision with its estates planning.

6.4.2 Initiatives to champion equality and diversity included a communication campaign during Black History Month to highlight and celebrate the contributions of black artists. Members of staff nominated a diverse set of influential and inspiring performers, composers and choreographers who were then profiled in posters across the TL estate and via social media.

6.4.3 The Institution took active part in the Equality Challenge Unit Small and Specialist Institution Network, including hosting a meeting of the group. Discussions covered a range of equality and diversity topics including intersectionality, disability support, addressing gender imbalances and

6.4.4 At the time of writing, our equality priorities relevant to staff are:

- To continue to promote diversity throughout the institution, including at Board level, encouraging and enabling individuals to seek opportunities to do so within their work day-to-day.
- To continue to promote and embed Equality & Diversity across all relevant HR policies and procedures.
- To work with external consultants, as and when required, to support the Institution to enact organisational change, create appropriate governance/management structures, and to develop our programmes of activity to facilitate greater equality and diversity.
- To review and develop strategies and formal policies to explicitly embed diversity as a core driver across all Institutional activities.
- To use stakeholder forums to gather the opinions/concerns of students, staff and other stakeholders, reflecting their key role in the development of institutional policy.
- To monitor the effectiveness of Equality and Diversity Policy and Practices throughout the Institution.
- To ensure that the Institution maintains its understanding of current and future developments in Equality & Diversity thinking and good practice.
- To ensure ongoing and appropriate learning and development activities are made available and actively accessed by staff and students.

7. Students and applicants

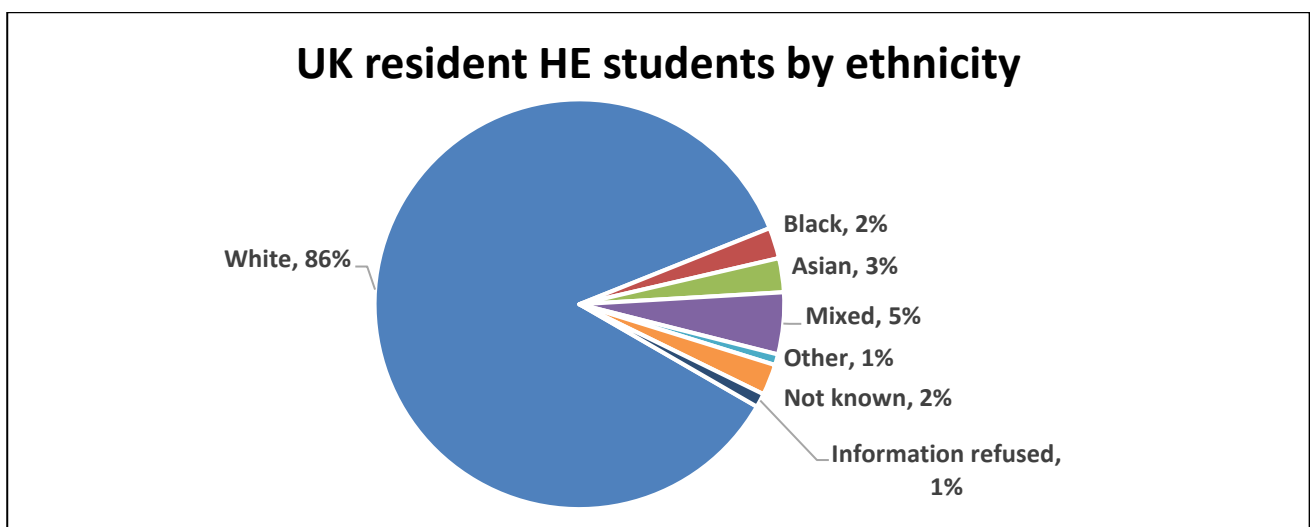
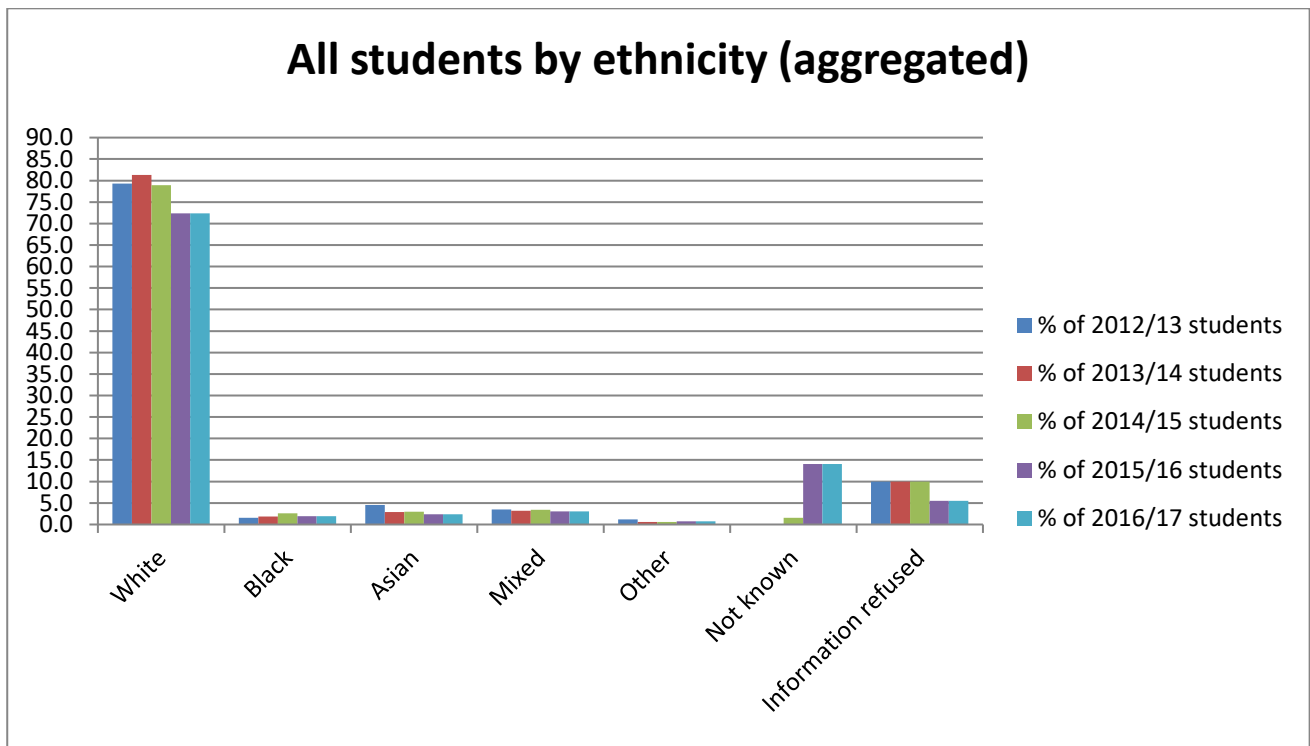
7.1 Student and applicant profile: key facts and figures

- ❖ *The proportion of Trinity Laban students from BAME groups in 2016-2017 was 11.5%, which was a rise from 10.0% in 2015-2016. The percentage of BAME students among UK residents also rose from 9.6% to 11.3%.*
- ❖ *Among undergraduate degree qualifiers, 83.8% of white students received a 1st or 2.1 classification compared to 62.5% of students from BAME groups. The attainment gap therefore rose from 16.7 points in 2015-16 to 21.3 points. Within the first class category, percentages were closer: 25% of BAME qualifiers achieved a 1st compared to 29% of White students.*
- ❖ *16.6% of students declared a disability compared to the HE sector prevalence of 18.7% within the subject area creative arts and design. 63% of Trinity Laban students who declared a disability stated that they had a specific learning difficulty compared to 44% in this category among the whole UK student population.*
- ❖ *9.7% of music applicants and 7.7% of dance applicants declared a disability.*

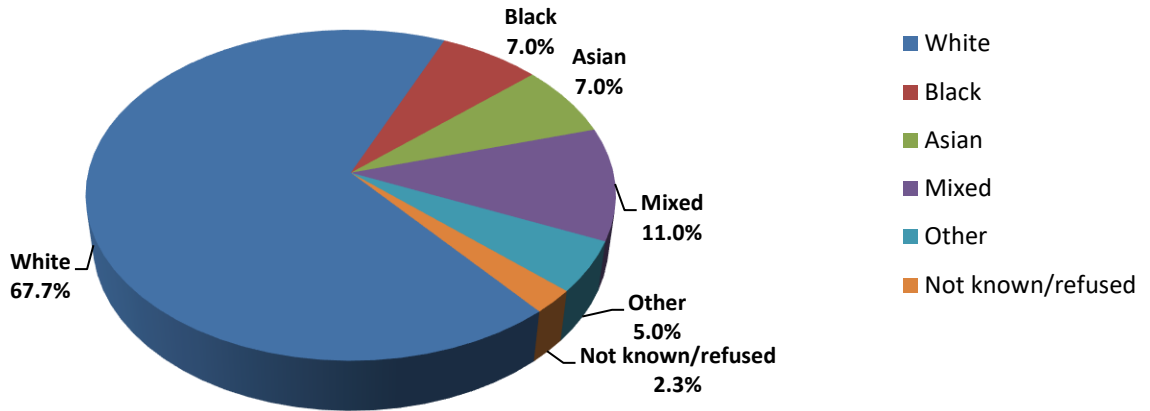
- ❖ *The overall gender balance among the 2016-2017 student population was 63.4% female: 36.6% male, an increase in male representation of 1.3 points. The ratio was 54:46 (female to male) among music students. Students studying dance split 80:20 (female to male) which represented a slightly higher proportion of males (+3 points) than in 2015-16.*
- ❖ *48.3% of enrolled students were aged 22 or over at year start, an annual increase of 2 points. 14.3% were 18 or younger and 4.6% were over 35.*
- ❖ *Unknown values for newer protected characteristics were at a broadly similar level to the previous year (+5 points for sexual orientation; - 3.2 for religion or belief).*

7.2 Student and applicant annual monitoring data: 2016-2017

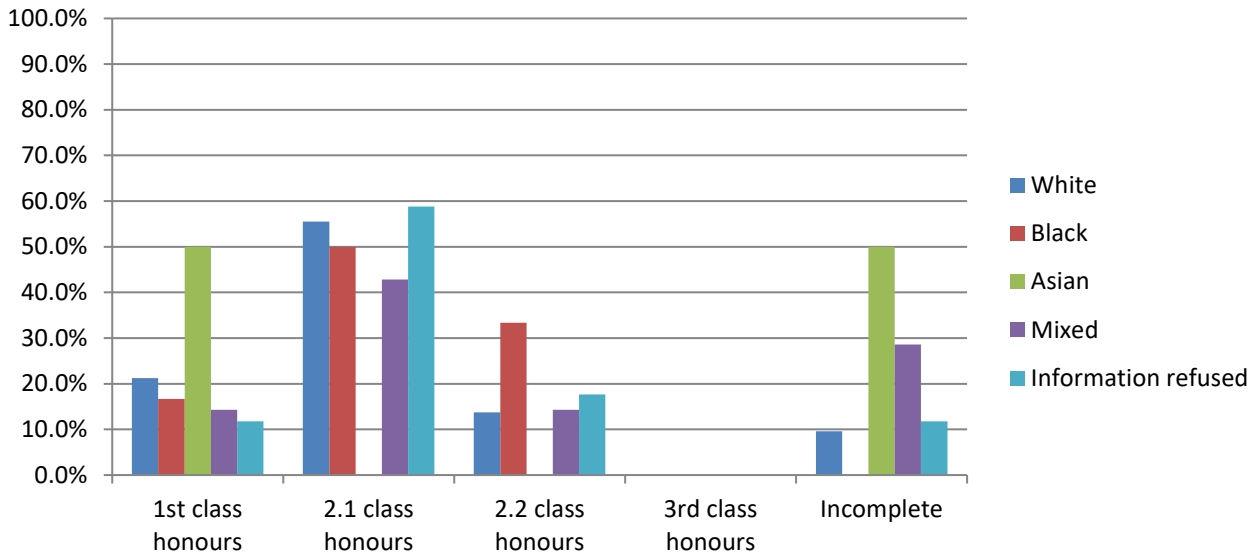
ETHNICITY: STUDENTS



Junior Trinity and Laban CAT students by ethnicity

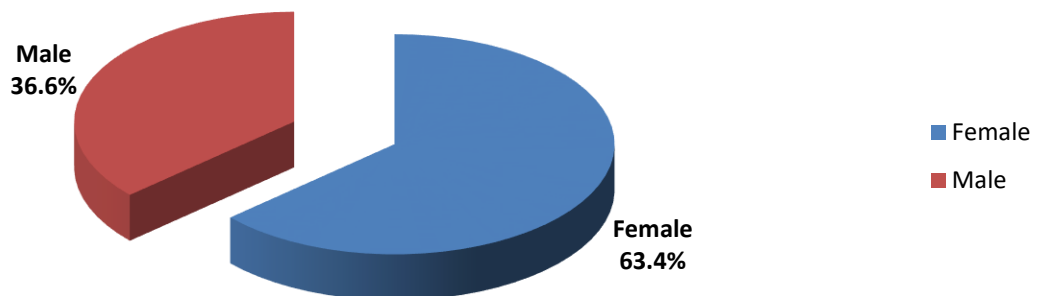


UG Qualifiers: degree class by ethnicity

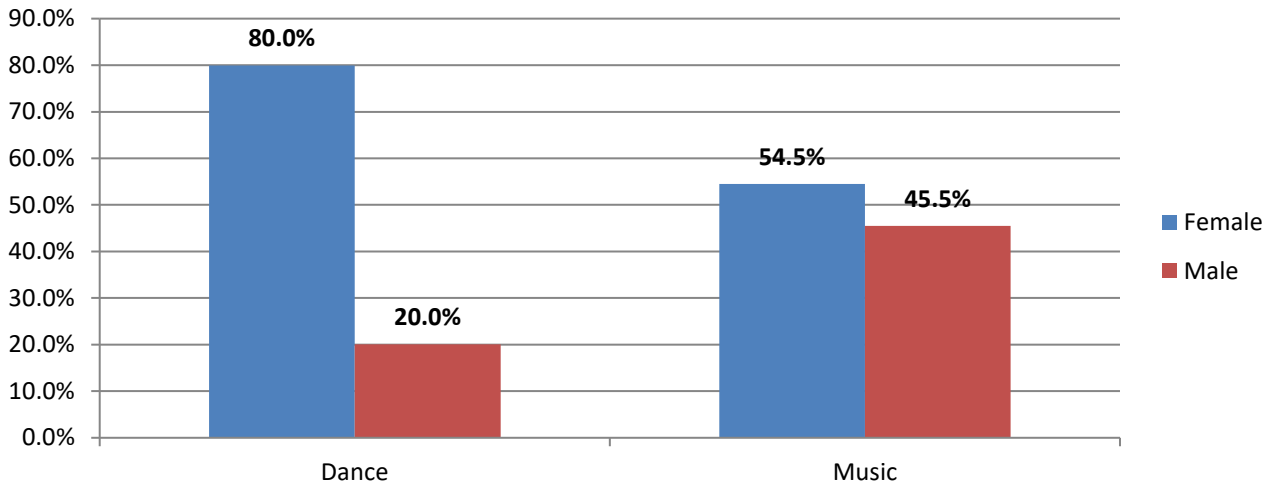


GENDER

All students by gender

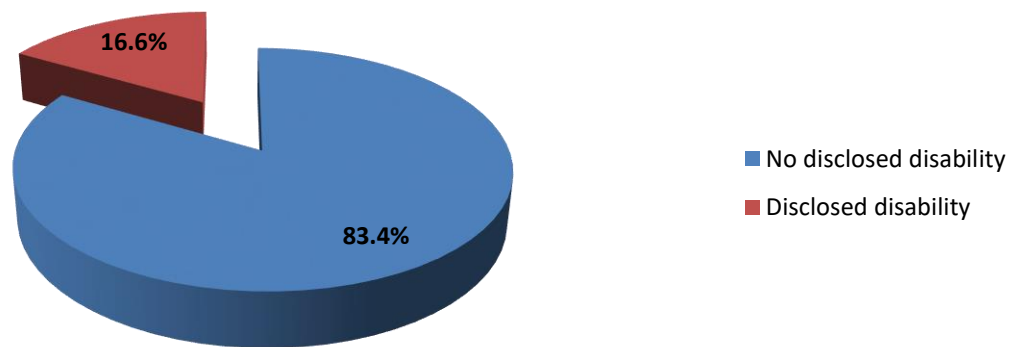


All students by discipline and gender

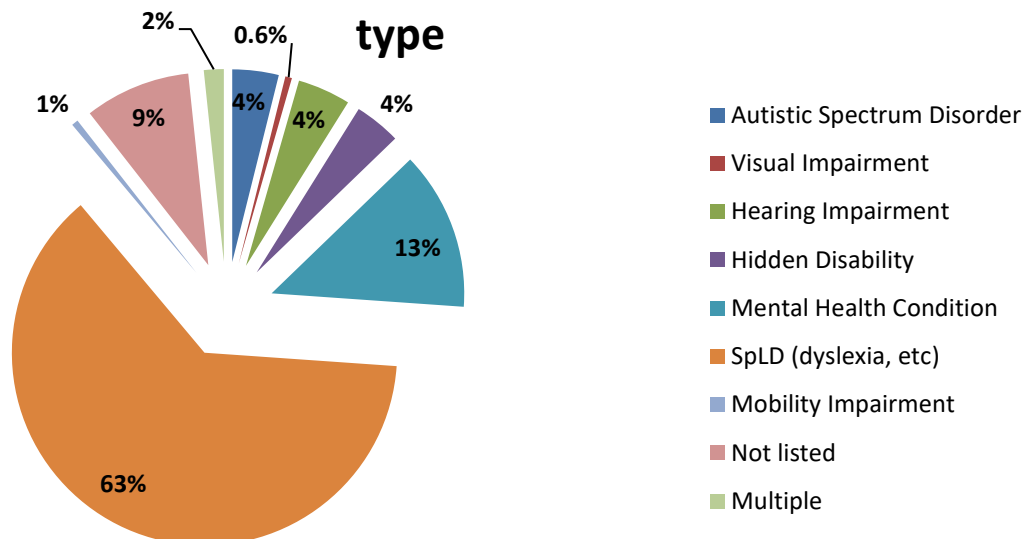


DISABILITY

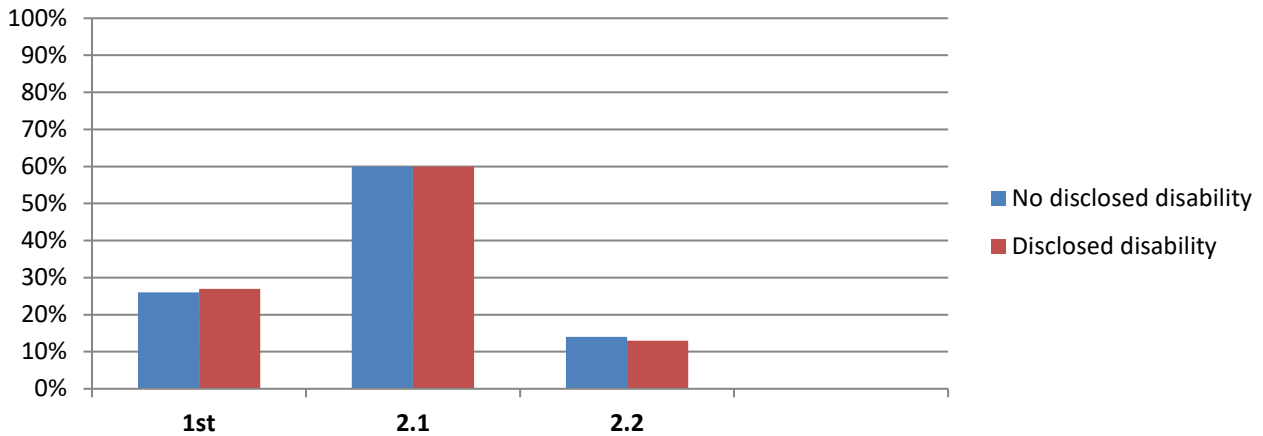
All HE students by disability status



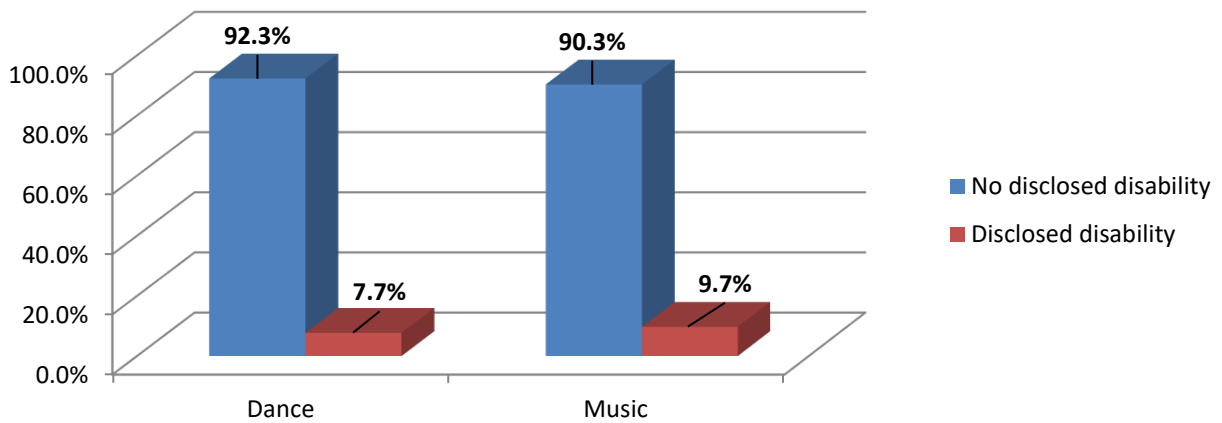
Students with a declared disability by impairment type



UG Qualifiers: degree class by disability status

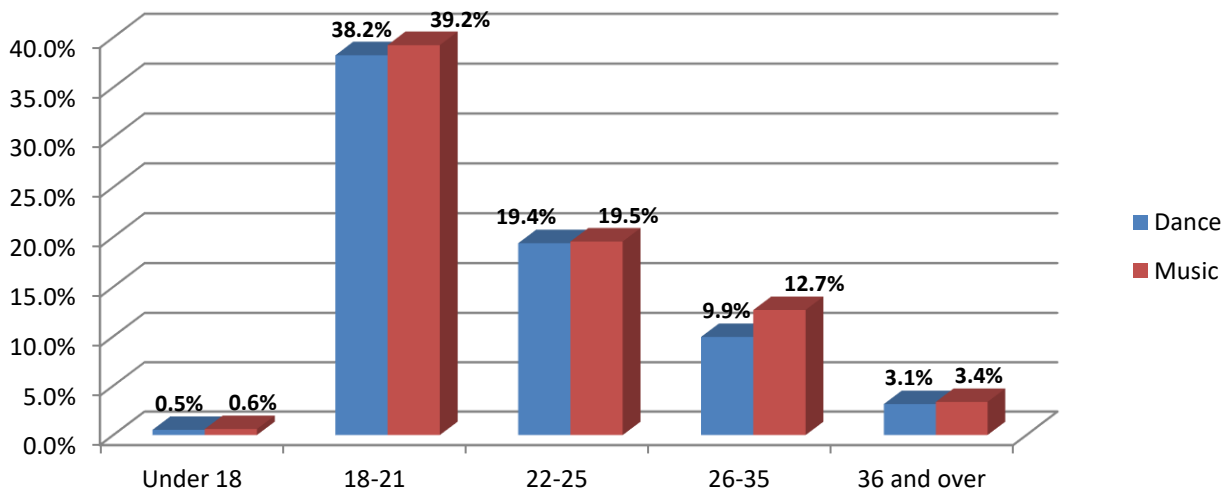


Applicants by discipline and disability status

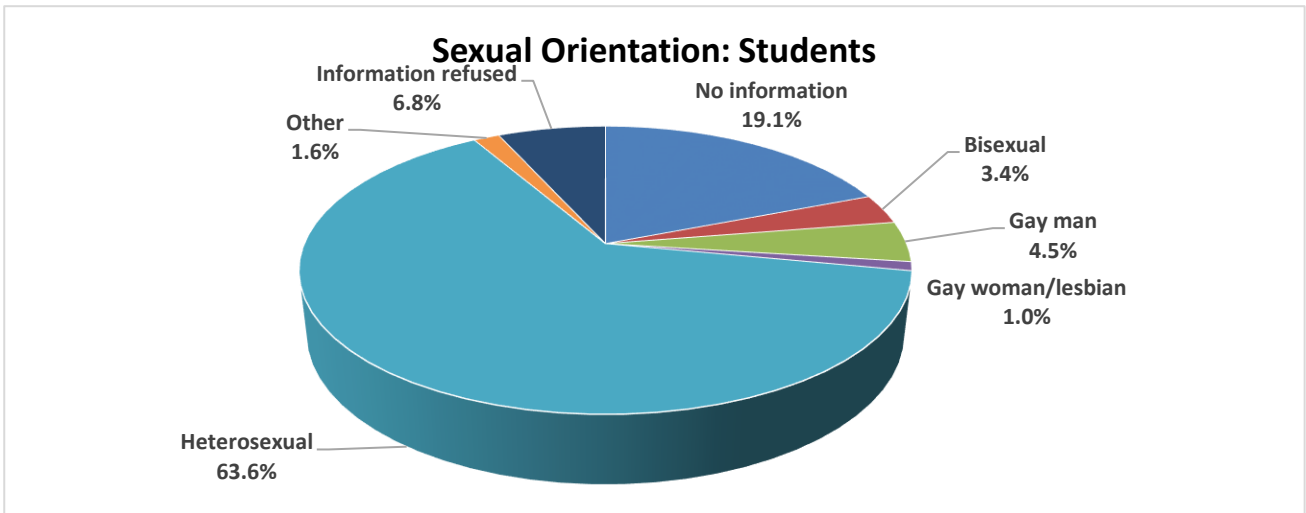


AGE

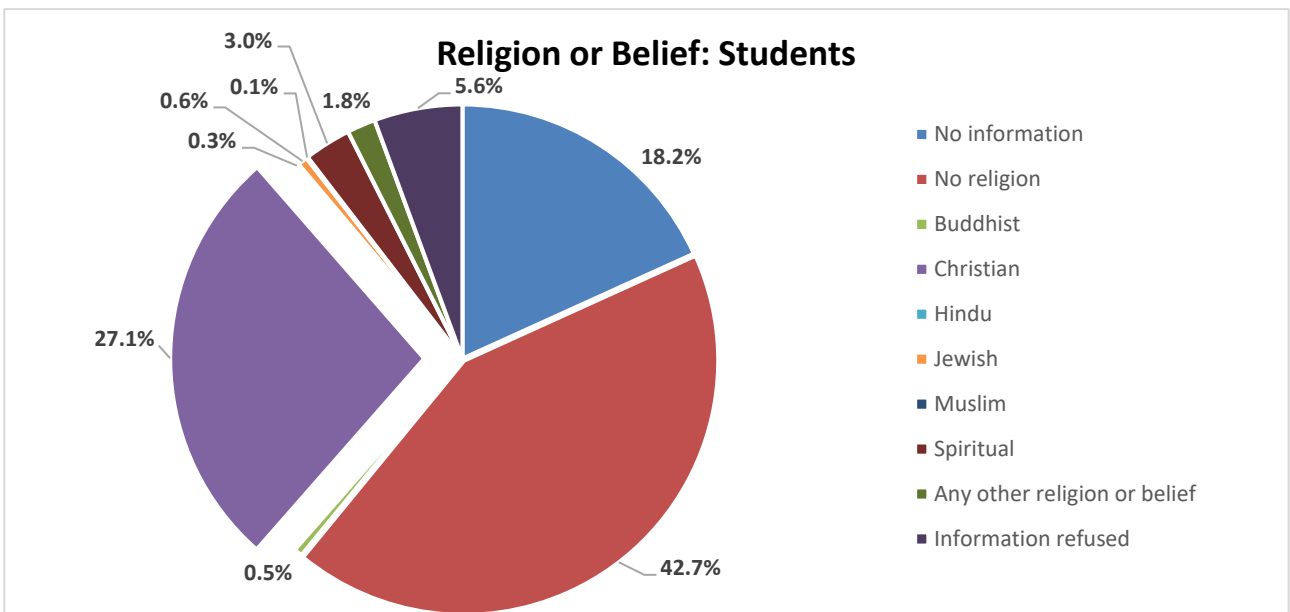
All HE students by discipline and age group



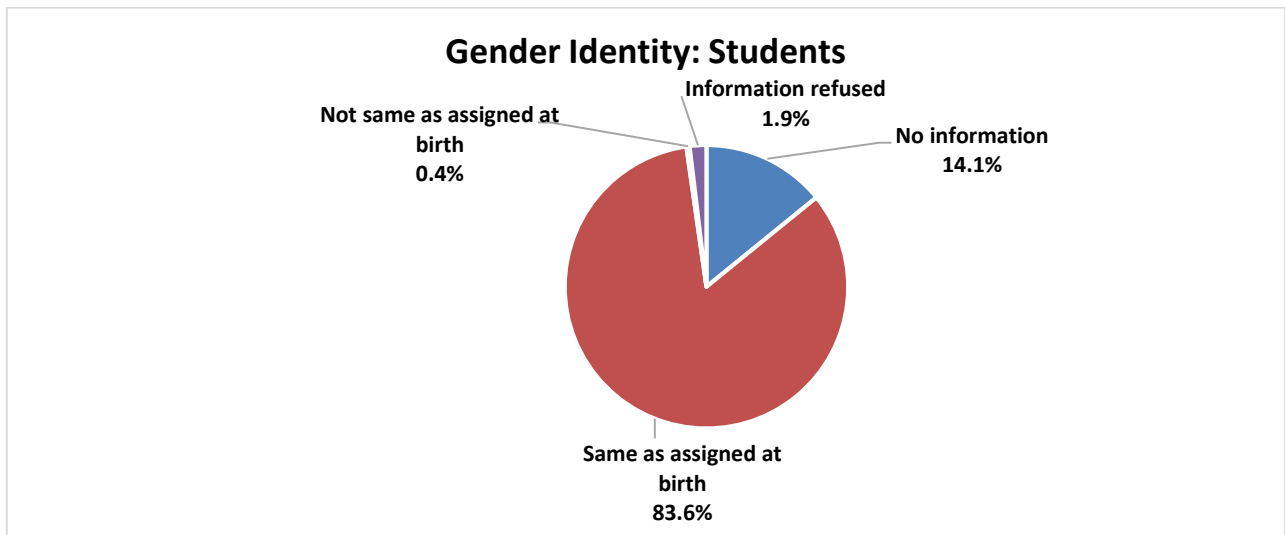
SEXUAL ORIENTATION



RELIGION AND BELIEF

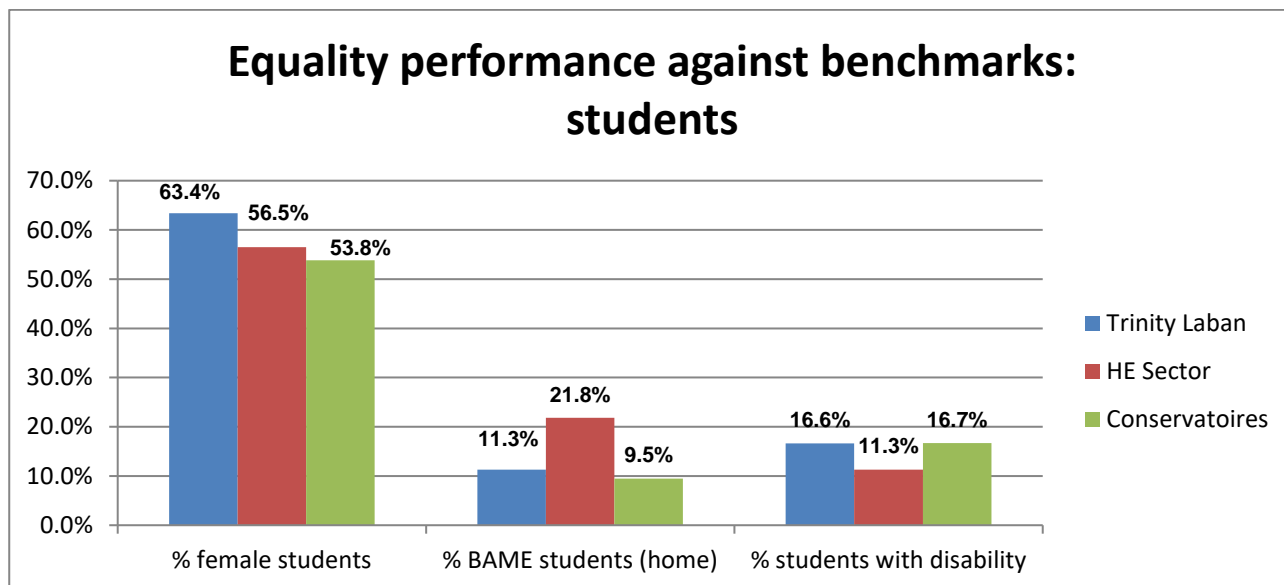


GENDER IDENTITY



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 strong performance in the recruitment of students with disabilities, and the proportion of UK resident students from BAME backgrounds is well 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, applicant and community equality activities 2016-17 and future priorities

7.4.1 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. Equality awareness training is delivered to all incoming undergraduates as part of student induction, and we offer focused equality in the curriculum and learning and teaching sessions within the academic staff development programme.

7.4.2 Female under-representation within Jazz remains an ongoing issue and as part of strategy to address this, Learning & Participation (Music) again ran their Women and Girls in Jazz Day in 2017. This daylong event, run between the Children and Young People's music team and the Jazz Department, targeted girls and young women with an interest in the jazz genre. Participants took part in workshops led by female members of the jazz department and worked alongside Trinity Laban students, as well as taking part in sessions looking at what it means to study Jazz which included a Q&A session. The day culminated in an informal sharing to a small invited audience.

7.4.3 In addition to its work with HE and pre-HE students, Trinity Laban offers a wide range of open access participatory opportunities within its local community, many of which have an equality and diversity dimension. The issue of participant voice and choice is of particular importance to Trinity Laban's Learning & Participation programmes. In 2017, we launched a new Steering Group comprising participants from the Inspired Not Tired Older people's music and dance group. This group, whose membership is made up of participants from the wider programme which has been running for over 6 years, meets once a term to discuss the Inspired Not Tired programme. The group play a leading role in steering the content and direction of the programme, ensuring accountability and relevance and advocating on behalf of the programme to the wider world.

7.4.4 Current equality priorities in respect of students and applicants are:

- To widen access and provide opportunities for a broad range of children and young people to ensure their progression in music and dance.
- To create projects to encourage participation by males in dance and musical theatre training and address barriers for women across all institutional disciplines, aiming at building gender equality within our art forms.
- To review recruitment and selection policies and criteria to ensure they properly reflect the importance the institution places on a diverse student community to the benefit of all, removing barriers to the involvement of all individual.
- To work to showcase the achievements of BAME and disabled students to help grow the diversity of the dance and music workforces.
- To collaborate in creating diversity-focused student events, performances and other activities, developing and creating relationships and increasing the permeability of our programmes.
- To develop an inclusive curriculum which champions, showcases and celebrates diversity.
- To use research, evaluation and consultation to increase our understanding of different groups and their needs.
- To seek to better understand the barriers to progression for protected groups and methods to ensure these can be removed early.
- To engage with HE sector initiatives and good practice around differential student attainment.
- To continue to map the student lifecycle, identifying transition points into, through, and out of study.
- To consider or undertake research on the impact the levels of diversity in the staff body may have on student attainment for under-represented groups.