

Trinity Laban Conservatoire of Music and Dance

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

Trinity Laban Conservatoire of Music and Dance (Trinity Laban) is a small, specialist institution that combines and integrates world-leading education of professional dance, music and musical theatre artists; cutting-edge research and creative practice; a professional performance programme showcasing established and emerging talents; and a prominent role in facilitating lifelong public access to and participation in the performing arts. Our unique combination of art forms and genres within the UK conservatoire sector underpins a supportive and innovative community of artistic change makers.

In 2023-2024, we enrolled c.1,270 students on programmes from foundation to doctoral level. 69% of students are on first degree programmes, of which our BMus and BA Contemporary Dance include level 0 foundation entry pathways for gifted students with limited prior opportunities to develop their executant and creative skills. While most study at Trinity Laban is full-time, we have expanded flexible and blended learning delivery to allow mature and working students to update their creative skills.

Throughout its 125-year history, Trinity Laban and its precursor institutions have been characterised by risk-taking, creativity and a mission to reach out to all sections of society as a force for cultural and social progress. Access and inclusion remain integral to our ethos and mission. We strive to meet the highest standards of inclusive practice and to champion diversity in the arts in all its forms. This imperative operates at the point of recruitment and admission where our open perspective seeks out varied artistic excellence to admit students from outside of the conventional, privileged pathways to conservatoire education. It also informs a personalised training that supports transformational artistic journeys for our students and equips all our graduates to contribute to the leadership and future development of the global creative ecology in an ethical, sustainable and socially responsible way. We have made good progress against objectives in our 2020-2025 APP:

- The proportion of entrants from the most deprived areas (IMD Q1) has risen from 9.2% to 14.9%.
- The attainment gap between white and global majority¹ (Black, Asian, Mixed and Other ethnicities) students has reduced by nearly -10 percentage points since 2017-2018.
- The continuation gap between white and global majority students stands at 1.3 pp compared to a 2016-2017 baseline of 13.4 pp
- Taking the four-year average, graduates with a disability have progressed to professional employment or higher study at a rate only marginally below their peers, while the gap for graduates from low participation neighbourhoods has reduced by -17 pp

We have maintained but not yet increased our number of care leavers/care experienced students. Trinity Laban appears to be distinct among world-leading UK conservatoires offering music in its success in enrolling care leavers; indeed, other institutions have cited the level of pre-preparation required for conservatoire entry as an unsurmountable barrier to their participation.

In this Plan, we are building on successful approaches and also addressing some new risks and target groups, drawing on enhanced data and research evidence. Our overarching strategic aims remain to remove barriers to engagement with Trinity Laban such that our student population is fully representative of the diversity of the UK; to close and ultimately eliminate gaps in participation, achievement and progression between groups; and to foster a positive learning culture that challenges inequity and meets the needs of all our students.

¹ We have consulted our students, and 'global majority' is their preferred terminology when aggregating Black, Asian, Mixed and Other ethnicity classifications referenced in the OfS AP Data Dashboard. Where used in this Plan, 'global majority' should be understood to include all ethnicities except White.

Risks to equality of opportunity

Identification of risk indicators

We have conducted a thorough assessment of risks to equality of opportunity faced by students applying to, studying at and progressing from Trinity Laban; results are set out in more detail in appendix A. Evidence of risk indicators has been gathered from multiple sources, including:

- Data analysis of differential performance by student characteristics across the student lifecycle, using the AP Data Dashboard, looking at absolute performance and peer group comparisons
- Review of the Equal of Opportunity Risk Registrar, mapping the global risks it identifies at sector-level to issues specific to specialist performing arts provision based on our longstanding knowledge and expertise in arts participation and education.
- Qualitative evidence and understanding derived from consultation with our HE and pre-HE students and graduates, including the ongoing academic research programme undertaken by the postdoctoral researcher (diversity and student success) funded under our 2020-2025 APP.
- Review of relevant research literature and good practice guidance.

We assess that all the nationally identified risks in the EORR have some expression in our student outcomes but have prioritised those we see to have the greatest impact in the conservatoire context, aggregating in some cases where current and planned interventions encompass more than one risk; for example, development of 'skills and knowledge' and 'information and guidance' are inextricably linked within our access programmes. As a small institution, we are mindful of the need to focus limited resources and capacity. Risks that have not been highlighted in the APP intervention strategies are mitigated as part of our Whole Provider Approach, which includes provision of flexible study routes and responses to the impacts of the pandemic on student wellbeing and preparedness.

Foremost risks to equality of opportunity

Based on our performance assessment, we have identified eight high level risks to equality of opportunity that will be strategically targeted over the period of this plan.

Risk 1: Lack of opportunity to engage with and progress in our art forms, and lack of pre-HE specialist skill development especially within the state school sector [EORR risks 1 and 2]

This leads to low proportions of students at Trinity Laban who:

- were eligible for free school meals (FSM) at KS4
- are from areas of socio-economic disadvantage and/or low higher education participation
- are from Global Majority backgrounds
- are care leavers or care experienced

The pipeline into conservatoire study has been severely affected by schools policy over a number of years which has deprioritised and devalued performing arts disciplines. The Government's school performance monitoring and assessment is based on English Baccalaureate subjects which exclude music and dance, and its own assessment of schools' initial response to the introduction of the Progress 8 accountability measure in 2016 found that:

'Some school leaders confirmed they were reducing their curriculum offer of creative subjects to maximise the potential to gain additional points for qualifications that count towards the 'core' Progress 8 subjects².

Ever growing financial constraints on schools have only exacerbated this issue with many of our longstanding school partners reducing or discontinuing their arts offer, especially in dance. The result can be seen starkly in the decline nationally in GSCE and 'A' level entries over the past 12 years:

² *Understanding schools' responses to the Progress 8 accountability measure, DfE July 2017*

2010-2022	GCSE	A Level
Music	-27%	-40%
Dance	-48%	-47%
Performing Arts	-65%	-69%

Acute resourcing pressures have widened the opportunity gap between the state and independent school sectors, and narrowed the demographic base among students suitably advised, supported and prepared to pursue their creative ambitions to a professional level. Students from groups under-represented at TL are typically reliant on school and associated local authority settings for their experience of the arts from first access onwards, whereas their more privileged peers benefit from private instrumental tuition or study at commercial dance and musical theatre schools. Our partnership work with schools and third sector arts organisations is a key means to address the gaps in pre-HE arts provision, which remain the main factor working against equality of access to specialist arts higher education.

Risk 2: Negative perceptions of training and careers in the performing arts deter students with ability and aspiration from applying for conservatoire study [EORR risks 2 and 3]

This leads to low proportions of students at Trinity Laban who:

- are male students studying Dance
- are from Global Majority backgrounds and especially from Asian backgrounds
- are care leavers or care experienced
- were eligible for free school meals at Key Stage 4

Negative perceptions of conservatoire training and graduate opportunities among parents and carers are key barriers which affect young people’s access to Trinity Laban across several groups at risk of inequality of access. Teaching staff and careers advisors in schools also often lack the up-to-date information and guidance to advise on potential progression to higher education in the arts, as well as the experience to nurture interest and talent in our disciplines.

While economic rewards may typically be modest, gains in life satisfaction and sense of purpose associated with pursuit of the arts are under-emphasised as are the wide range of professional avenues in the creative and cultural industries that are opened up by a conservatoire training. We need to build trust and confidence that arts careers can offer the perceived security and prestige of other professions such as law and medicine, which we find is a particular concern among students from Asian backgrounds and their families; this ethnic group is the most under-represented at Trinity Laban compared to national levels of participation in higher education.

Research identifies that social pressures on boys and young men tend to encourage a narrow, utilitarian view of appropriate educational and career aspirations and, despite changing societal views of sex and gender norms, involvement in dance can still be perceived negatively as an unacceptable male activity. Male students are very materially under-represented on our dance programmes, in common with other dance specialist providers.

Likewise, research has verified that students from poorer families are more likely to be deterred from entering higher education by debt aversion, and to constrain their subject choices based on perceived likelihood to deliver well-paid future employment. In an environment which signals in multiple ways that the arts are a luxury and not a worthwhile career option (see, for just one example, the well-publicised [cyber-security ad campaign](#)), students from financially disadvantaged backgrounds and/or without strong familial support will be reluctant to consider specialist performing arts degree study. These perceptions also interact with the sense of belonging prospective students expect linked to the demography and culture of the arts, such as whether they might have friends or be taught by staff from similar backgrounds.

Risk 3: Lack of pre-preparation and support, and admission and audition practices, might lead to lower success rates at audition [EORR risk 4]

The risk of unequal opportunity within the admission process, and particularly at audition has yet to be fully tested and verified by data, and we are therefore unable to identify which students are most likely to be affected at Trinity Laban beyond or different from those cited in the EORR. Collation of more granular demographic data on audition success across programmes and disciplines will be a priority under this risk. Nevertheless, there are some known concerns about how the operation of auditions might affect access for applicants from outside conventional routes into conservatoire training, namely:

- Candidates' lack of prior experience in certain established genres or repertoires may reduce confidence and prevent them from fully demonstrating their ability, skills and creativity.
- A focus on 'stand and deliver' solo performance at music auditions may not be testing the skills and creativity that we are seeking in students to reflect our ethos of innovation and inclusivity. Moreover, mismatches between entry requirements and demands of the programme suggest a need to examine both how we assess and support candidate preparedness and whether our curriculum is appropriately designed to achieve the excellence and inclusion we aspire to.
- There is some inconsistent practice in the presentation and use of contextual information in the auditioning and admissions process.
- Application/audition fees plus the cost of travel to multiple conservatoires for audition are a barrier to fair access, with overly complex arrangements for waiving charges for eligible candidates.

Academic colleagues perceive these issues, in Music especially, to be significantly militating against wider access, and there is some qualitative evidence from student research to support this view. We are committed to valuing and nurturing artistry in whatever genre it is expressed, equipping students to succeed across the spectrum of artistic journeys they choose to undertake; this broad and progressive perspective should consistently underpin admissions and audition policy and practice.

Risk 4: Lack of preparation and academic and personal support for transition to, through and out of HE study at Trinity Laban has a negative impact on academic success and student wellbeing [EORR risk 6, risk 7 and risk 8]

This leads to higher rates of non-continuation and lower attainment among students who:

- are from lower income families and/or were eligible for free school meals
- are care leavers or care experienced
- are from Global Majority backgrounds
- are disabled

Variations in preparation or differences in arts experience and training affect academic success in itself and also link closely to students' sense of belonging. Students with the characteristics noted are less likely to have prior experience in certain curricular areas, and are more likely to report low confidence, anxiety and feeling out of place in conservatoire training. Tailored and integrated support through induction and transition can circumvent feelings of alienation and equip all students with relevant skills and knowledge that may have been lacking in their previous education. Preparation for successful study in this context relates not only to development of academic and artistic skills and understanding but to personal support to ensure that students are able to engage in social aspects of the student experience positively and to express their authentic self within the Trinity Laban community. We recognise that the imperative lies with us to create an environment that allows students agency in their learning and develops and forefronts their abilities; our approach to learning and teaching seeks to promote a culturally relevant and capabilities model over a deficit model towards diversity.

Risk 5: Lack of a sense of belonging at Trinity Laban results in disengagement from learning and social isolation

This leads to higher rates of non-completion and lower attainment among students who:

- are from Global Majority backgrounds
- are from lower income families or lower socio-economic backgrounds
- are care leavers or care experienced
- are male students, especially in Dance and those from lower socio-economic backgrounds
- are commuter students

Under our 2020-2025 APP, Trinity Laban has taken forward in-depth research to understand and address inequalities in student success according to ethnicity. The project, *'Understanding differential success between students from different ethnic backgrounds in Music and Dance: Student belonging at Trinity Laban'* uses a range of qualitative methods to explore student experiences across different ethnic and social groups, with a focus on understanding variations in students' sense of belonging within institutional and disciplinary learning communities. Findings demonstrate that lack of a sense of belonging is a key factor in differential success, manifesting in social isolation, experience of micro-aggressions during transition, lower propensity to seek support, and limited connection to the curriculum leading to less active engagement in learning. This lack of belonging can lead to students losing motivation, variations in engagement, poorer attendance, persistence being questioned and reduced attainment. Some students drop out as a result.

While the research is framed around the experience of global majority students, it has broadened to identify differential impacts associated with socio-economic background, sex and area of study, and the interaction of these characteristics. Trinity Laban also has a growing cohort of commuter students who are at higher risk of lack of belonging. Intersectional characteristics of this group include greater proportions of low income and global majority students. They are more likely to apply for financial support; can feel excluded during induction; and can find our estate unfamiliar and intimidating even well into their programmes.

We must consider how to create a greater sense of belonging within induction and transition, and to ensure hierarchies do not emerge that can undermine confidence and self-worth among certain groups as a result of how we teach and support students. This requires us to explore our understanding of what belonging looks like in Trinity Laban's context and what identity or identities we are trying to develop e.g. institutional, disciplinary, and/or programme based.

Risk 6: Poor mental health disrupts students' ability to study [EORR risk 8]

This results in higher rates of non-continuation and non-completion among students who:

- are disabled, particularly students who report a mental health condition
- are from lower income families
- are care leavers or care experienced
- are from global majority backgrounds

As has been the case across the higher education sector, Trinity Laban has seen a steady rise in the percentage of students disclosing a mental health condition from 2.8% of UK undergraduate entrants in 2018-2019 to 7.6% in 2021-2022. In turn, the uptake of institutional counselling services has grown steeply. Small population sizes restrict the availability and statistical validity of Trinity Laban's data on continuation and completion relative to mental health but qualitative evidence, as well as national data, indicate that these phases of the student lifecycle are most impacted by poor mental health.

Risk 7: Financial pressures and capacity issues mean that students are unable to focus on their studies and lack a conducive environment to develop and progress [EORR risks 10 & 11]

This leads to higher rates of non-continuation and lower attainment among students who:

- are from lower income families and/or were eligible for free school meals
- are care leavers, care experienced or estranged students
- have caring responsibilities
- are commuter students

Financial stress is frequently cited by students in at risk groups when considering dropping out or struggling with course demands. The already high cost of living and studying in London has been exacerbated by the recent cost of living crisis, and lack of affordable accommodation is reaching critical levels, often forcing students to commute lengthy distances. This is especially challenging in the context of conservatoire education that is delivered through an intensive, practice-based model involving long hours in class and rehearsal. Digital poverty and lack of suitable learning spaces also disproportionately affect students from lower income backgrounds, whose home circumstances may offer little or no space for individual practice. For music students, the price of instruments of a suitable quality for professional training is a further issue. Trinity Laban has placed a strategic priority on securing a significant allocation of affordable rooms within local student accommodation developments over the period of this Plan, which will be prioritised according to financial need. We are also redesigning our financial aid package to target students at greatest risk and respond in a timely and effective way to acute financial pressures as and when they arise for students.

Risk 8: Graduates with a disability experience poorer graduate outcomes, failing to secure professional-level employment or progress to higher study. This mirrors the under-representation of artists with disability in the professional arts sector. [EORR risk 12]

The progression of Trinity Laban graduates to professional employment and/or higher study is at an outstandingly high level, speaking to the strong professional orientation of our world leading training. In general, graduates from groups identified as at risk of lack of equality of opportunity achieve outcomes at least as good, and often better, than their peers. However, disability status still has some impact on graduate success. The four-year average gap for graduates with disability is minimal (1pp) but it has risen in the most recent year (8.1pp), and the aggregate is skewed by one very positive year for graduates with disability. We know that the arts industry in the UK has persistent equality gaps: among companies within Arts Council England's National Portfolio, most recent figures show 8% of artists reporting a disability³ compared to 22% of people classified as disabled in the working age population. Trinity Laban seeks to be a champion of inclusive practice in the arts and arts education, to advocate for change and to contribute to meeting the sector's shared obligation to eliminate barriers to creation of a diverse arts industry reflective of contemporary society. This continues to be reflected in our intervention strategies as well as our whole provider approach outlined below. Our longstanding partnership with Candoco, the leading inclusive dance company, provides a model for mutual support and learning to advance the success of artists with disability in training and professional practice.

Objectives

Objective 1: To ensure that Trinity Laban's student population is fully representative of the diversity of the UK and of London as a global city, and specifically:

- 1.1 To increase the proportion of UK UG entrants from Global Majority backgrounds to 27% by 2028/29
- 1.2 To increase the proportion of UK UG entrants that were eligible for FSM to 20% by 2028/29
- 1.3 To increase the proportion of UK UG entrants from IMD Q1 to 23% by 2028/29
- 1.4 To increase the number of care leavers or care experienced students in our population by +100% by 2028/29
- 1.5 To increase the proportion of male entrants to 40% by 2026-2027 and maintain thereafter

³ <https://www.artscouncil.org.uk/research-and-data/diversity-data/equality-diversity-and-inclusion-data-report-2021-2022>

In order to achieve these objectives, we shall:

- collaborate with our partners to provide a varied range of participatory opportunities which inspire and enable young people to engage and progress in dance, music and musical theatre;
- work with schools and third-stream partners to raise pre-HE attainment in our art forms, build capacity within the state sector, and promote equality of access to high-quality performing arts training for young people;
- improve understanding of career opportunities in the performing arts among applicants and their advisers and carers;
- Create a coherent package of guidance and support for care leavers and care experienced students from application to graduation and beyond.

Objective 2: All our students thrive on their programmes and there are no disparities in the attainment of different demographic groups with specific objectives under this APP:

- 2.1 To eliminate the attainment gap between students from White and Global Majority backgrounds by 2028-29
- 2.2 To reduce the attainment gap between students from IMD Q1 and Q5 areas by -50% by 2028-29
- 2.3 To reduce the 4-yr average completion gap for students who were eligible for free school meals by -50% by 2028-29
- 2.4 To reduce the attainment gap for male students by -75% by 2028-29
- 2.5 To eliminate the attainment gap for students with disability by 2028-29

In order to achieve these objectives, we shall:

- embed and ensure inclusive practice and culture in our learning community;
- develop our transition pedagogy, modules and infrastructure;
- offer effective and well-targeted financial aid to those in greatest need.

Objective 3: To build a learning environment and effective support for students experiencing poor mental health so that they are able to succeed in their studies

In order to achieve this objective, we shall:

- Benchmark our practice to the University Mental Health Charter;
- Provide targeted financial support for entrants with mental health conditions;
- Enhance staff development focused on student mental health, including for visiting staff;
- Address conditions that create mental health issues for particular groups of students by promoting peer support, an inclusive learning community, positive psychology and social learning approaches.

Objective 4: To eliminate the gap in progression to highly skilled employment or higher study for students with disability by 2028-29

In order to achieve this objective, we shall work with industry partners, to offer targeted support for graduates with disability while seeking to champion change in the performing arts sector in respect of equality and inclusion.

Intervention strategies and expected outcomes

The following table maps the intervention strategies that we shall deliver under this Plan to the related objectives, targets and risks outlined above (target references shown are taken from the appended fees, investments and targets submission). Most planned activities address multiple objectives so, to avoid undue length and repetition, we have framed the intervention strategies around the primary risk or risks they are designed to mitigate.

Intervention strategy	Risks	Objective(s)	Targets
IS1: Access and skill development	Risk 1	Objectives 1, 1.1, 1.2, 1.3, 1.4	PTA_1, PTA_2, PTA_3, PTA_4
IS2: Perception of higher education in the arts	Risk 2	Objectives 1, 1.1, 1.2, 1.3, 1.4, 1.5	PTA_1, PTA_2, PTA_3, PTA_4, PTA_5
IS3: Admissions and audition	Risk 3	Objectives 1, 1.1, 1.2, 1.3, 1.4	PTA_1, PTA_2, PTA_3, PTA_4
IS4: Preparation, belonging and transition into, through and out of study	Risks 4 to 7	Objectives 2, 2.1, 2.2, 2.3, 2.4	PTS_1, PTS_2, PTS_3, PTS_4, PTS_5
IS5: Support for care leaver and care experienced students	Risks 1 to 7	Objectives 1,1.4, 2, 3	PTA_4
IS6: Mental Health	Risk 6	Objective 3	PTS_1, PTS_2, PTS_3, PTS_5
IS7: Careers support for students and graduates with a disability	Risk 8	Objective 4	PTP_1

Intervention strategy 1: Access and skill development

Risks to equality of opportunity

Risk 1: Lack of opportunity to engage with and progress in our art forms, and lack of pre-HE specialist skill development especially within the state school sector

Objectives and targets

This strategy addresses our high-level objective 1 to ensure that Trinity Laban's student population is fully representative of the diversity of the UK and of London as a global city, and its associated sub-objectives to mitigate risks to inequality of access reflected by under-representation among our entrant population of global majority students and students from low income and lower socioeconomic backgrounds. Interventions targeted specifically at care leavers and care experienced students are detailed in a dedicated intervention strategy 5 to ensure and present a coherent package of support measures across the student lifecycle, but this group will also be among the target constituencies for activities outlined in all other intervention strategies except no.8. Targets are:

- Increase proportion of Global Majority entrants from 17.1% to 27% by 2028-2029
- Increase the proportion of entrants that were eligible for free school meals from 8.3% to 20% by 2028/29
- Increase the proportion of entrants from IMD Q1 from 14.9% to 23% by 2028/29
- increase the number of care leavers or care experienced students in our population by 100% by 2028/29

Activity	Description	Inputs	Outcomes	Cross intervention?
KS5 Dance activities - Achieve & Prepare: A level and BTEC attainment	Deliver a programme of Dance activities for A Level and/or BTEC Students in partnership with 4 schools per year with a high proportion of students of Global Majority, Male, eligible for Free School Meals and/or Care Experienced. The programme will include activities that progress technical, creative and performance skills; engagement with HE students, staff and programmes; and audition preparation. The programme will bridge the gap between Secondary School/Further Education and Higher Education studies in Dance. (New)	0.1 FTE Project Manager Dance Artists 904 hours Studio space and operational costs	1. Per year .c.75 young people from 4 schools studying A-level and BTEC progress to achieve the technical, creative and performances skill levels required for H.E study. 2. Young people are informed, enthused, and prepared to study at Trinity Laban. 3. Participants are better informed about study at H.E and prepared to apply/audition.	Yes – IS2
KS4 Dance activities - Enhance & Progress: GCSE attainment	Deliver a programme of activities for GCSE Dance School groups working with 6 schools per year with a high proportion of students of Global Majority, Male, eligible for Free School Meals and/or Care Experienced. The programme will enhance the progression of dancer's technical, creative and performance skills through School based projects and events focused on attainment in the choreography module of GCSE Dance. (Existing)	0.1 FTE Project Manager Dance Artist 96 hours Studio space and operational costs	1. Per year c.90 young people from 6 schools studying GCSE Dance progress in our artform working towards the technical, creative and performances skill levels required for H.E study. 2. Young people are informed and enthused to study at Trinity Laban. 3. Participants are better informed about HE study	Yes – IS2
KS3 Dance activities - Inform & Develop	Deliver activities for KS3 pupils to expose young people to dance, enthuse, inform and develop their skill level, working with 8 schools with a high proportion of students of Global Majority, Male, eligible for Free School Meals and/or Care Experienced. The programme includes activities in partnership with Royal Academy of Dance 'Step Into Dance' Programme, long term School Partnerships and tours of performances by H.E students to Schools (Existing)	0.1 FTE Project Manager Dance Artists 288 hours Studio space and operational costs	Per year c. 120 young people from 8 schools are informed about dance, begin to develop dance skills, their aspirations are raised, and they are signposted/referred to out-of-school activities to continue to develop their skills.	Yes – IS2

Activity	Description	Inputs	Outcomes	Cross intervention?
KS1 & 2 Dance activities (Enthuse & Begin)	Deliver activities and events for KS1 and/or 2 pupils that enthuse young people about dance, working with 28 schools with a high proportion of students of Global Majority, Male, eligible for Free School Meals and/or Care Experienced. (Existing)	0.1 FTE Project Manager 0.1 FTE Graduate Intern 0.1 FTE Programme Coordinator Dance Artists 252 hrs Theatre hire & operational costs	Per year c.1090 young people from 28 primary schools are enthused about dance, begin to develop dance skills, their aspirations are raised, and they are signposted/referred to out-of-school activities to continue to develop their skills.	
Out-of-School Dance Activities for 11- 18-year-olds (Develop, Progress & Achieve)	Deliver out-of-school activities and performance events to progress 520 young people's technical, creative and performance skills in Dance through consistent regular engagement, providing free/ subsidised places for young people eligible for Free School Meals. The programme includes activities in partnership with third sector organisations (e.g. Youth Services and One Dance UK and Regional Youth Dance Groups)	0.5 FTE Project Manager 0.7FTE Graduate Intern Dance Artists 664 hours Studio space & operational costs	1. Per year c.670 young people engaged in 371 out of school Dance activities progress towards or achieve the technical, creative and performances skill levels required for H.E study. 2. Young people are informed, enthused to study at Trinity Laban. 3. Participants are better prepared for HE study	Yes – IS2
Out-of-School Dance activities for 11-18-year-olds from global majority backgrounds (Develop, Progress & Achieve)	Deliver out-of-school activities and projects for 120 African and Caribbean heritage young people to progress their technical, creative and performance skills in Dance through consistent regular engagement, providing free/ subsidised places for young people eligible Free School Meals. The programme is delivered in partnership with third sector organisations (e.g. Artistry Youth Dance) (Existing)	0.05 FTE Project Manager Dance Artists 83 hours Studio space and operational costs	1. Per year c.120 young people engaged in 84 out of school activities progress towards or achieve the technical, creative and performances skill levels required for H.E study. 2. Young people are informed, enthused and prepared to study at Trinity Laban. 3. Participants are better prepared for HE study	Yes – IS2
In & Out of School activities for Males in Dance (Develop, Progress & Achieve)	Deliver a range of in and out-of-school activities with 50 male identifying young people to enthuse and inform about dance and progress their skill level. (Existing)	0.05 FTE Project Manager Dance Artist 57 hours Studio space and operational costs	1. Per year c.50 male identifying young people engaged in 40 in and out of school activities progress towards or achieve the technical and creative skill levels required for HE study. 2. Young people are informed, enthused and prepared to study at Trinity Laban. 3. Participants are better prepared for HE study	Yes – IS2

Activity	Description	Inputs	Outcomes	Cross intervention?
Out-of-School Skills Development Projects & Courses in Music	Deliver targeted weekend, evening, and school holiday activities and projects to progress young people's skills and aspirations in music, at affordable cost or free to all participants, providing at least 75% discounted fees for students eligible for free school meals. To include: Jazz Hang, a year-long programme with Tomorrow's Warriors prioritising Global Majority and female students; Animate, short creative music-making projects to foster continued engagement and develop composing and collaborative skills, and: Summer School, an intensive annual end-point for students engaged across TL's pre-HE work. These offers will be evolved to further target different experience levels and participant groups, as well as supporting partner after-school music activities through TL student involvement. Pilot new activity will include jazz big band and vocal projects. (Existing/New)	35% of CYP Music 3-person staff team time; TL student musician time and expenses Hourly-paid delivery staff and direct project expenditure	1. At least 200 individual students engaging annually. 2. Students have developed their musical skills, self-confidence, and sense of agency. 3. Students progress onto more advanced project opportunities offered by TL and project partners. 4. Students are better informed about study at HE and are more inclined to consider applying to TL.	Yes – IS2
Schools' Concerts & Touring Programme	Deliver an annual live music programme exclusively for schools, performed by TL students, and supported by learning resources and professional presenters and mentors. Targeted at schools with a high proportion of students who are of Global Majority, eligible for FSM, Care-Experienced. Each intervention aimed at specific Key Stages, from inspiring engagement through first access at KS1-2, to tailored syllabus support at KS4-5. To include: Schools' Concerts; In-school Interactive Concert Workshops; Musical Theatre Schools' Tour; and Jazz on Tour. New activity will include making occasional resources available and relevant digitally for schools not directly accessed through live performance, and developing linked practical workshops as part of tour visits for KS3 upwards. (Existing/New)	20% of Children and Young People (CYP), Music 3-person staff team time Other music faculty and performance team staff time TL student musician time and expenses Hourly-paid delivery staff and direct project expenditure	1. At least 50 schools engaging annually, with all opportunities offered reaching near-capacity targets. 2. Students are inspired to engage further with music, and more strongly consider it for HE study and career. 3. Teachers are supported in the delivery of and advocacy for their music and performing arts curriculum.	

Activity	Description	Inputs	Outcomes	Cross intervention?
Cross-School Partnership Initiatives in Music	<p>Collaborate with key music education organisations that are focused on widening access to develop projects and opportunities together, aimed at sustaining progression, nurturing talent, and changing perceptions of HE music study. TL will continue to work closely with its local music hubs, becoming a formal partner in the new 6-borough South East London Hub.</p> <p>New activity will include: developing a closer partnership with Music in Secondary Schools' Trust (MiSST) through a sustained programme of chamber music days, masterclasses and Side by Side performances for its advanced students, and direct engagement with targeted partner schools; building links with Restore The Music and the schools it supports, and; building opportunities for individual students on schemes such as London Music Fund Scholarships, and Young Sounds UK's Furthering Talent programme. (Existing/New)</p>	<p>15% of CYP Music 3-person staff team time</p> <p>Other music faculty, student recruitment and performance team staff time</p> <p>TL student musician time and expenses</p> <p>Hourly-paid delivery staff and direct project expenditure</p>	<ol style="list-style-type: none"> Partners are supported in the delivery of their priorities and informed to advocate for TL as a music education provider and HE destination. Involved 14–18-year-old students are better informed about study at HE and are more inclined to consider applying to Trinity Laban. Involved 9–14-year-old students are equipped and encouraged to continue their musical progression. 	<p>Yes – IS2</p>
School partnerships in Music	<p>Sustained work with schools, targeting those with a high proportion of students who are of Global Majority, eligible for FSM, and/or Care-Experienced, to raise attainment levels, support capacity development and inspire student progression. Activity will include: Side by Side projects combining instrument-specific mentoring, resources, and opportunities to perform alongside TL students; a new Composing for Schools initiative to create new music, and linked learning resources; establishing a network of jazz big band school partners; musician residencies in target primary schools, and; KS4&5 bespoke projects to prepare students for transition to A Level and HE study. (Existing/New)</p>	<p>20% of CYP Music 3-person staff team time</p> <p>Other music faculty and performance team staff time</p> <p>TL student musician time and expenses</p> <p>Hourly-paid delivery staff and direct project expenditure</p>	<ol style="list-style-type: none"> At least 8 schools engaging annually. Students achieve progress in their musical attainment and build aspiration and confidence levels. Teachers are supported in the delivery of and advocacy for their music and performing arts curriculum. Secondary schools involved report impact in KS4&5 take-up and progression. Increased application and progression to HE study 	<p>Yes – IS2</p>

Total cost of activities and evaluation for intervention strategy: £1,472,000

Summary of evidence base and rationale

Evaluation of our existing pre-HE intervention activities for Children & Young People, consultation with partners and stakeholders, alongside a review of sector evidence has informed this intervention strategy that enables CYP to engage with and progress in our art forms to achieve the specialist skill level necessary for H.E study. More detailed information on evidence base and rationale can be found in Annex B.

Evaluation

We shall evaluate each activity using mixed methods to generate both qualitative and quantitative evidence at OfS standards Type 2 (empirical) and Type 1 (narrative), proportionate to the scale and nature of the intervention. Approaches will include baseline and summative surveys with students and teachers, and monitoring of participant demographics. For this and other intervention strategies, we shall publish on our website from end 2025-2026 an annual digest of evaluation findings and responses, which shall also be shared within relevant networks as shall individual evaluation reports of more substantial activities.

Intervention strategy 2: Perception of higher education in the arts

Risks to equality of opportunity

Risk 2: Negative perceptions of training and careers in the performing arts deter students with ability and aspiration from applying for conservatoire study

Objectives and targets

This strategy addresses our high-level objective 1 to ensure that Trinity Laban's student population is fully representative of the diversity of the UK, and its associated sub-objectives to mitigate risks to inequality of access reflected by under-representation among our entrant population of global majority students, students from low income and lower socioeconomic backgrounds, and male students in Dance. Targets are:

- Increase proportion of Global Majority entrants from 17.1% to 27% by 2028-2029
- Increase the proportion of entrants that were eligible for free school meals from 8.3% to 20% by 2028/29
- Increase the proportion of entrants from IMD Q1 from 14.9% to 23% by 2028/29
- increase the number of care leavers or care experienced students in our population by 100% by 2028/29
- increase the proportion of male entrants to 40% by 2026-2027 and maintain thereafter

Activity	Description	Inputs	Outcomes	Cross intervention?
Teacher & School Leader CPD in Dance	Provide School Teachers and leaders with CPD and resources that enable them to support young people to progress in dance, and advocate for and refer young people to activities that prepare young people for HE Study	0.5 FTE Project Manager Dance artists 20 hours Studio space and operational costs	1. Improved teacher knowledge of HE Study and Careers in Dance 2. Increase in Teacher ability to advocate for and provide accurate information to school students about dance as a career pathway 3. Improved delivery of Dance by Teachers engaged in CPD activities	Yes – IS1

Activity	Description	Inputs	Outcomes	Cross intervention?
Provide dance career and progression information for HE study	Provide Careers and H.E Study information/activities at activities and events, which engage young people eligible for free school meals / male students studying Dance / from Global Majority backgrounds / care leavers or care experience and their parents/ carers	0.5 FTE Project Manager Dance artists 24 hours Studio space and operational costs	1. Improve knowledge of career routes in Dance 2. Increase understanding of institution types at HE and course choice 3. Increase ability to make informed decisions about progression options and study at HE level 4. Increase propensity of individuals to consider arts training at Trinity Laban	Yes – IS1
Training & Experience Days in Music and Musical Theatre	Provide opportunities for students to visit our music and musical theatre faculties, take part in training sessions, careers talks with TL students and staff, and observe rehearsals and classes. As well as continuing to include in other schools' engagement and partnerships, over the next 5 years we will deliver specific projects targeting 13–18-year-olds from schools with a high proportion of students who are of Global Majority, eligible for Free School Meals, and/or Care-Experienced, including further developing an annual Musical Theatre Experience Day project. (Existing/New)	5% of CYP Music 3-person staff team time Student musician time and expenses Hourly-paid delivery staff and direct project expenditure	1. At least 100 individual students involved annually. 2. Students are better informed about study at HE, and are more inclined to consider applying to Trinity Laban 3. Teachers are supported in the delivery of their music and performing arts curriculum and informed about career and HE study paths.	Yes – IS1
Youth Performance Platforms & Events in Music	Create evening and weekend performance platforms to showcase 11–18-year-old young musicians, targeting those that match access priorities, and integrating TL student performance, professional mentoring and careers advice into these activities. Through subsidising - or making free - ticket cost, activities will help us directly engage with, inform and inspire parents and families. Alongside seeking and shaping public outcomes to other existing and proposed project interventions, new activity will include further developing a Battle of the Bands initiative, currently in a pilot phase. (New)	5% of CYP Music 3-person staff team time Student musician time & expenses Hourly-paid delivery staff and direct project expenditure	1. At least 50 students involved annually. 2. Students have been inspired by their involvement, and developed their musical skills, self-confidence, and sense of agency. 3. Students and their families are informed about career and HE study paths in music and the performing arts.	Yes – IS1
CUK IAG programme	Joint Conservatoires UK training sessions offered at UCAS Teachers and Advisors events and conferences to ensure that staff have the skills and knowledge they need to support their students in applying for performing arts careers	Staff time	1. Better teacher knowledge of Conservatoire study 2. Increase in teacher ability to advocate for and provide accurate information to school students about performing arts as a career pathway 3. Larger, more diverse conservatoire application	

Total cost of activities and evaluation for intervention strategy: £134,000

Summary of evidence base and rationale

Evaluation of our existing pre-H.E intervention activities for Children & Young People, consultation with partners and stakeholders, alongside a review of sector evidence has identified that interventions aimed at increasing opportunities for pre-HE students to engage, develop and progress skills in our art forms, need to be accompanied by better equipping teachers with knowledge about associated careers paths, and by engaging with parents and families to shift attitudes to careers in the culture sector. More detailed information on evidence base and rationale can be found in Annex B.

Evaluation

We will monitor involvement of different target groups and evaluate the persistence of groups and benefits gained through different methods appropriate to the size and duration of each activity. (Type 1 and Type 2 standards of evidence). Approaches will include baseline and summative evaluation surveys with students and teachers, and monitoring of participant demographics.

Intervention strategy 3: Admissions and Auditions

Risks to equality of opportunity

This intervention strategy will mitigate Risk 3: Lack of pre-preparation and support, and admission and audition practices, might lead to lower success rates at audition.

Objectives and targets

This strategy addresses our high-level objective 1 to ensure that Trinity Laban's student population is fully representative of the diversity of the UK, and its associated sub-objectives to mitigate risks to inequality of access reflected by under-representation among our entrant population of global majority students, and students from low income and lower socioeconomic backgrounds. Targets are:

- Increase proportion of Global Majority entrants to 27% by 2028-2029
- Increase the proportion of entrants that were eligible for free school meals to 15% by 2028/29
- Increase the proportion of entrants from IMD Q1 to 23% by 2028/29
- increase the number of care leavers or care experienced students in our population by 100% by 2028/29

Activity	Description	Inputs	Outcomes	Cross intervention?
Data analysis of audition success rates and applicant numbers from target groups	Analyse audition success rates across UG programmes and disciplines by demographic characteristics, and develop how data is captured, used, and shared in admissions processes. Track data relating to applicant numbers from target groups. (new)	Staff time to undertake analysis and develop reporting	1. Clearer understanding of any indications of bias in audition processes 2. Clearer understanding of institution's appeal to potential students from target groups	Yes – IS1

Activity	Description	Inputs	Outcomes	Cross intervention?
Audition framework	Establish an institutional framework to govern use of contextual information and principles underpinning audition structure and content (new)	Staff time for preparation and dissemination of audition framework	1. Consistent good practice across Trinity Laban in the use of contextual information 2. Audition content and practice better reflects institutional ethos, curricula and pedagogy 3. Reduction of access gaps	
Staff development for audition panel members	Staff development for all involved in audition process, focusing on shared understanding of TL's ethos and what kinds of skills and attributes we are looking to nurture. (existing/new) Reflective activities exploring unconscious bias and unconscious bias training for all panel members. (new)	Staff time for development and delivery of programme Costs of Hourly Paid Teacher attendance	Audition content and practice better reflects institutional ethos, curricula and pedagogy	
CUK/FDS audition prep days	Joint CUK and Federation of Drama Schools careers and audition prep days in under-served and economically disadvantaged communities e.g. Devon and Cornwall, Leeds (existing)	Staff time	Applicants from at risk groups are more confident and better prepared for successful conservatoire audition	Yes – IS2

Total cost of activities and evaluation for intervention strategy: £70,000

Summary of evidence base and rationale

Qualitative research and discussion amongst colleagues suggest potential barriers may exist within admissions and auditions approaches. We are aware of a lack of coherence between how we use contextual information across different departments. Qualitative research suggests that some students are unaware of what auditions involve or lack confidence to fully demonstrate their ability. Wider research suggests cultural bias linked to gender, ethnicity and socioeconomic status influences assessment criteria and audition panel judgement or recruitment, and interventions follow the good practice of other conservatoires in this area.

Evaluation

Surveys and focus groups will be used to explore the awareness, understanding and confidence of target groups in pursuit of auditions and their likelihood of choosing to study at Trinity Laban. Evaluation of changes in staff culture and bias will be incorporated into the process of staff development. Changes in audition and admissions rates will be monitored. (Type 1 & Type 2)

Intervention strategy 4: Preparation, belonging and transition into, through and out of study

Risks to equality of opportunity

This intervention strategy will mitigate the following risks: Risk 4 Lack of preparation and academic and personal support for transition to HE study at Trinity Laban has a negative impact on academic success and student wellbeing; Risk 5 Lack of a sense of belonging at Trinity Laban results in disengagement from learning and social isolation; Risk 6 Poor mental health disrupts students' ability to study and Risk 7 Financial pressures and capacity issues mean that students are unable to focus on their studies and lack a conducive environment to develop and progress

Objectives and targets

This strategy addresses our high-level objective 2 that all our students thrive on their programmes and there are no disparities in the attainment of different demographic groups, and its associated sub-objectives to mitigate risks to inequality of student success for global majority students, students from low income and lower socioeconomic backgrounds, and male students. Targets are:

- Eliminate the attainment gap between students from White and Global Majority backgrounds by 2030
- Reduce the attainment gap between students from IMD Q1 and Q5 areas by -50% by 2028-29
- Reduce the 4-yr average completion gap for students who were eligible for free school meals by -50% by 2028-29
- Reduce the attainment gap for male students by -75% by 2028-29
- Eliminate the attainment gap for students with disability by 2028-29

Activity	Description	Inputs	Outcomes	Cross intervention?
Student Union support	Programme of support for SU (new), addressing: <ul style="list-style-type: none"> • Development of SU spaces across our campuses • Culturally relevant welcome week • Development of structures that support societies and self-organised groups • Increase in communication and visibility of the SU • Review of structure and financing to facilitate further engage of societies, groups and classes • Mentoring and development structures for SU officers 	£10,000 per year funding to support development of activities	1. Better alignment between SU and TL approach to supporting student belonging 2. Students have access to a variety of support mechanisms that will support transition into and through programmes 3. Enhanced student voice 4. Developed sense of belonging and wellbeing through engagement with different groups and societies	

Activity	Description	Inputs	Outcomes	Cross intervention?
Scheduling Review	<p>Review of scheduling (new) with aim to achieve a more student-centred approach to scheduling that focuses on factors that impact on access to learning, to include:</p> <ul style="list-style-type: none"> • start and finishing times • flow of activity across a week • transparency of planning, • the inclusion of more specific information 	Staff time to conduct review	<ol style="list-style-type: none"> 1. Student transition into learning and formation of peer support network is supported 2. Structures promote wellbeing 3. Timetables that recognise outside commitments and work and help relieve financial pressures 4. Student attainment gaps reduce through better access to learning and support 	
Development of transition pedagogy	<p>Transitions pathways to be embedded across all programmes, constructed to ensure targeted support and communication is delivered to students at appropriately situated points within their training trajectory.</p> <p>Transitions pathways will provide a bespoke response to student needs. For students new to advanced academic study, sessions will include navigating virtual learning environments, understanding assessment, understanding where support services can be accessed. For students nearing the end of their academic journey support will focus on career development and entry into employment and other graduate pathways to ensure that a student-centred communication and support remains at the face of training. (Existing/new)</p>	<p>Staff time for programme mapping and creation of new transition pathways</p> <p>Staff time to develop new learning resources</p>	<ol style="list-style-type: none"> 1. Attainment gaps between white and global majority backgrounds reduced 2. Progression and completion of students increased 3. Student wellbeing increased through feeling supported and understanding requirements 	
Staff development to promote cultural change	<p>Review and revision of staff development and training policies (new) to underpin and build our inclusive ethos and core values:</p> <ul style="list-style-type: none"> • Research and review of arts specific disability teaching and support • Peer review and knowledge exchange • Sharing of good practice • Induction 	<p>Staff time for PD to inform training review</p> <p>Staff time to complete review</p>	<ol style="list-style-type: none"> 1. Better alignment across departments and faculties in effective and inclusive teaching and support approaches 2. Understanding of arts-specific teaching and support for students with disability 3. Shift from deficit-based to culturally sensitive and capabilities framework that celebrates diversity and student abilities 	

Activity	Description	Inputs	Outcomes	Cross intervention?
Revision of student induction	<p>Student induction to be reviewed & revised (new) including:</p> <ul style="list-style-type: none"> • Greater cross Faculty/departmental working • The development of peer support structures • A revised approach to communicating with students, across institutional platforms and spaces • Review of mandatory training and delivery to support knowledge and understanding and early access to institutional support mechanisms • Review of in person and online activities that support the development of knowledge and understanding • Review of learning needs processing to enable early access to support. • Sign posting to financial support & employment offers 	Staff time to create/curate content	<ol style="list-style-type: none"> 1. Students sense of belonging increases through the development of peer and institutional engagement 2. Students understand and can access a range of support services that in-turn increase engagement and progression 3. Students are prepared for learning and can engage with the right levels of support 4. Students are able to access financial aid to support their studies where required. 5. Increased retention and completion 	

Total cost of activities and evaluation for intervention strategy: £387,000

Summary of evidence base and rationale

Qualitative research highlights the critical importance of student transition and induction in shaping student belonging, wellbeing, and success. It shows that global majority and lower socioeconomic background students can feel out of place, struggle to form relationships or participate in social activities, which negatively influences learning in classes, student motivation, mental health, and attendance. Wider research validates that student belonging mediates differential attainment and continuation between different groups⁴. Student research shows that our core group of students with disability lack social support or can struggle accessing adequate on-course support linked to specific forms of disability and the arts context. Proposed changes address the social and learning conditions which support student agency and enable students to demonstrate ability.

Evaluation

Survey and focus groups will explore indicators of student belonging and ability to participate in social and learning activities and develop case studies highlighting implications of intersectional characteristics. Evaluation will be incorporated into staff development through peer reflection, focus groups and surveys. Evaluation will be incorporated into the development of transition pathways via pre-test and post-test surveys and informal focus group discussions as part of student learning. Surveys and focus group will explore indicators of belonging, awareness and ability to seek appropriate support and aid, preparedness for learning and positive impact. (Type 2 evidence).

⁴ [Thomas 2012](#)

Intervention strategy 5: Support for care leaver and care experienced students

Risks to equality of opportunity

This intervention strategy will mitigate all identified risks except risk 8.

Objectives and targets

To increase the number of care leavers or care experienced students in our population by +100% by 2028/29.

Activity	Description	Inputs	Outcomes	Cross intervention?
Targeted financial support	Annual bursary for care leavers and care experienced students (new) and increased financial support awards from hardship funds (existing – enhanced)	£21,000 - £33,000 per annum	<ol style="list-style-type: none"> 1. More care leavers enrol at Trinity Laban 2. Lower anxiety and better student experience for care leavers 3. Improved retention of care experienced students 	
Care to Dance partnership	New partnership work with Care to Dance, supporting young people from C2D interventions into TL activities (New)	£1,200 per annum plus staff time	<ol style="list-style-type: none"> 1. Increased confidence and aspiration to progress in Dance 2. Increased enrolment of care leavers at TL 	
Intervention strategies 1, 2, 3, 4 and 6 include care leavers and care experienced students as a priority target groups within relevant activities as outlined			<ol style="list-style-type: none"> 1. Care leavers/care experienced students feel confident and supported to access and succeed at Trinity Laban 2. The number of enrolled care leavers and care experienced students at Trinity Laban increases 3. Care leavers and care experienced students continue, complete and attain at similar levels to their peers 	

Total cost of activities and evaluation for intervention strategy: £140,000

Summary of evidence base and rationale

Research shows care experienced individuals are more likely to originate from areas of deprivation and have lower individual-level socioeconomic profiles⁵ which in turn are likely to limit access to higher education and may be particularly impactful in shaping access to the arts. Access, success, and continuation outcomes are all lower for care experienced individuals⁶⁷. Financial and pastoral research are effective in addressing variations in care experienced students' continuation⁸.

⁵ [Allik et al 2021](#)

⁶ [OfS 2020](#),

⁷ [Harrison, Baker & Stevenson 2020](#)

⁸ [Ellis & Johnston 2022](#)

Evaluation

Monitoring of care-experienced student access into Trinity Laban will be conducted. Survey will explore the likelihood of students considering study at Trinity Laban because of participation in partnership. Evaluation exploring indicators and impact will be conducted as part of the evaluation of intervention strategies 1, 2, 3, 4 and 6. Interviews and/or focus groups will be conducted given the small sample size and lack of research exploring the experiences of this group. (Type 1 and Type 2 evidence)

Intervention strategy 6: Mental Health

Risks to equality of opportunity

This intervention strategy will mitigate the risk that poor mental health disrupts students' ability to study.

Objectives and targets

To build a learning environment and effective support for students experiencing poor mental health so that they are able to succeed in their studies, and by doing so mitigate the heightened risk of mental health issues affecting student success among global majority students, students from low-income backgrounds, and care leavers and care experienced students.

Targets are:

- Eliminate the attainment gap between students from White and Global Majority backgrounds by 2028-2029
- Reduce the attainment gap between students from IMD Q1 and Q5 areas by -50% by 2028-29
- Reduce the 4-yr average completion gap for students who were eligible for free school meals by -50% by 2028-29
- Eliminate the attainment gap for students with disability by 2028-29

Activity	Description	Inputs	Outcomes	Cross intervention?
Benchmarking to Mental Health Charter	Extend benchmarking against the QAA Disability Code and UUK guidance on Suicide Prevention to the Mental Health Charter to assure best practice. (New)	Staff time	1. Clear strategy and planning to cover pre-entry, transition and interventions 2. Higher retention, completion & attainment for students with poor mental health	
Targeted financial support	Annual bursary for UG entrants who have been mental health in-patients in year before entry (New)	c. £12,000 per annum	1. Improved stability for students with severe mental health difficulties 2. Higher retention, completion & attainment for students with poor mental health	
Suicide prevention	Update of Staff/Student Death and Critical Injury Policy to cover suicide prevention and establish clearer ways to report mental health concerns (Existing/new)	Staff time	1. Clearer reporting lines for the community 2. Lower risk of harm to students with mental health issues	

Activity	Description	Inputs	Outcomes	Cross intervention?
Staff development	Provide CPD for staff to better understand the inter-relationship of factors that can lead to poor mental health within the student body, and how these can be addressed through both proactive and responsive measures. To include Student Services training for new staff, plus refresher training on signposting cover out of hour referrals. (Existing/new)	£4,000 per annum	<ol style="list-style-type: none"> 1. Staff able to better support students through an enhanced understanding of the principles of inclusive pedagogy 2. Improved sign posting for students with mental health issues to sources of support 3. Higher retention, completion and attainment for students with poor mental health 	
Intervention strategy 4: Preparation, belonging and transition into, through and out of study includes global majority students, students from IMD Q1 areas and students with disability as priority target groups within relevant activities as outlined, and we have evidence that these students are more likely to report poor mental health arising from a lack of belonging			<ol style="list-style-type: none"> 1. Increased sense of belonging 2. Lower reported mental health issues among identified equity groups 	

Total cost of activities and evaluation for intervention strategy: £82,000

Summary of evidence base and rationale

Qualitative research highlights that lack of belonging linked to curricula and pedagogy and experiences of microaggressions can produce or exacerbate mental health issues for global majority students which in turn impact engagement, attainment, and lead to student withdrawal. Student research suggests that neurodivergent students may be more likely to experience mental health problems due to problems with pedagogy, staff attitudes or inappropriate support, reflecting wider research showing that neurodivergent people experience poor mental health at greater rates than the general population⁹¹⁰. Following developments in public health policy and research highlighting the ineffectiveness of ‘downstream’ reactive approaches our interventions aim to address some of social and institutional determinants of mental health¹¹. Interventions aiming to foster student belonging are grounded by wider research showing that community involvement and sense of belonging are closely tied to mental well-being¹²¹³.

Evaluation

Monitoring of data relating to the effect of the above interventions on student experience will be conducted. Qualitative focus groups and where necessary 1-1 interviews will be used to validate indicators of effective change and areas for improvement relating to the experiences of identified equity groups. Survey of staff confidence in approaching and dealing with issues relating to student mental health.

⁹ [National Autistic Society 2021](#)

¹⁰ [National Library of Medicine 2018](#)

¹¹ [National Library of Medicine 2019](#)

¹² [National Library of Medicine 2012](#)

¹³ [National Library of Medicine 2020](#)

Intervention strategy 7: Careers support for students and graduates with a disability

Objectives and targets

To eliminate the gap in progression to highly skilled employment or higher study for students with disability by 2028-29

Risks to equality of opportunity

Graduates with a disability experience poorer graduate outcomes, failing to secure professional-level employment or progress to higher study. This mirrors under-representation of artists with disability in professional arts sector.

Activity	Description	Inputs	Outcomes	Cross intervention?
Specialist advice pre-and post-graduation	Provide specific advice on in-work benefits, the Disability Confident Scheme, and disclosure. Increase awareness of available support post-graduation and improve communication to alumni with disabilities (New)	Staff-time	1. Greater awareness of graduates 2. Improved outcomes for graduates with disability	
Partnership and role modelling	Form partnerships with organisations that represent and champion artists with disabilities, including their input within curricular development and delivery. (Existing/new)	Staff-time and partnership costs	1. Greater awareness of specialist opportunities and increased professional confidence. 2. Improved self-efficacy 3. Improved outcomes for graduates with disability	

Total cost of activities and evaluation for intervention strategy: £28,000

Summary of evidence base and rationale

Student research and initial scoping of students' with disability experiences of employability suggest a lack of positive representation, role models and inclusive employers within curricula and industry undermine student awareness and confidence in pursuing arts-based employment. Interventions acknowledge institutional barriers which limit graduates' with disability employability and represent a cultural shift toward empowering the capabilities of all students, following changes by other conservatoires.

Evaluation

Evaluation will be incorporated into changes to curricula and partnerships through discussion with partners, teachers and students to enrich our understanding of risks to employability and indicators of effective change, such as increased confidence, self-efficacy and network capital. Surveys will be incorporated in specialist advice to evaluate and highlight additional improvements. Graduates' with disability employment data will be monitored. (Type 1 & Type 2)

Whole provider approach (WPA)

Introduction to our whole provider approach

This section of the Plan sets out how Trinity Laban embeds support for access and participation across the Institution and throughout the student lifecycle, that is our whole provider approach (WPA). As part of our commitment to assuring and enhancing our whole provider approach in line with evidenced best practice, we have taken part in the sector wide WPA research and support programme led by Dr. Liz Thomas of the University of York. The preparation of this section of the Plan has followed the template developed by Dr. Thomas and her colleagues; its preparation has been underpinned by their structured exploration process within shared workshops and through asynchronous institutional activities, using tools to support critical reflection and planning.

Our institutional journey

Building on the historic commitments of its founding institutions, Trinity Laban has placed access and equity at the heart of its mission, strategy, and organisational design. We facilitate lifelong engagement in our art forms from early years to retirement; alongside higher education, our core business includes a wide-ranging programme for children and young people, professional development for working artists, and participatory arts opportunities for our local community. We have sought to build connections and ladders of opportunity between Trinity Laban's own access programmes, and across partnership activities with schools, arts organisations, government bodies and community and third sector groups. Our increasing maturity in relation to access and participation has been achieved through consistent commitment that has resulted in:

- A more diverse student body: global majority UG entrants have risen steadily from 13% of total in 2016-17 to 19.8% in 2022-23; the proportion of entrants with a declared disability stands at 26%, higher by +8 percentage points; and the percentage of entrants from the most deprived areas (IMD Q1) has grown from 9.2% to 14.9%.
- An expanded disciplinary mix reflecting our broad and inclusive understanding of contemporary artistic excellence that cuts across genre, discipline and mode of presentation; most recently, we have introduced an undergraduate programme in popular music.
- More inclusive curricula, pedagogy and assessment strategies.
- New and flexible routes into higher education study: we have expanded pathways into conservatoire education through flexible and blended offers at foundation, diploma and postgraduate levels.

Since 2020, two major external factors have influenced the development of our practice and thinking:

- a. The coronavirus pandemic caused us to re-assess pedagogical and assessment approaches and modes of delivery, and fore-fronted challenges faced by our higher education and pre-HE students around digital poverty, mental health and neurodivergence.
- b. Prompted by the murder of George Floyd and the Black Lives Matter movement, Trinity Laban has been mobilised to intense and necessary self-reflection about the experience of our Black and other global majority students, and the structural inequalities they experience at the institution and in wider society.

Our WPA student experience

Trinity Laban has embedded access and participation considerations across the student lifecycle. Our focus is on the whole individual to support students on their artistic journey and best enable their creativity and resilience. This approach was already integral at the foundation of Trinity Laban through merger in 2005 and has been progressively refined so that our core operations and structures link to the achievement of positive outcomes for a diverse student body. Examples include:

- Pre-HE access and talent development programmes, including our flagship Centres for Advanced Training (Junior Trinity and Trinity Laban Dance CAT) with c.450 weekly participants, that set and achieve stretching targets for participation of under-represented groups
- Links to local community: We deliver a wide-ranging programme of community engagement in music and dance, with priority strands focusing on work with children and young people, intergenerational programmes and projects with older people, opportunities in the arts for people with disabilities, and the use of the arts to promote health, well-being and social cohesion.
- Partnership working: Trinity Laban is an active collaborator with schools, FE Colleges, informal and non-formal learning providers, community and voluntary groups, arts organisations, local authorities, and arts and educational sector bodies. We are a founding partner in the newly configured South East London Music Hub. Important associations with organisations such as Black Artists in Dance, Black Lives in Music, Tomorrow's Warriors and Candoco enrich our approach and challenge us to achieve inclusive and equitable access to, and experience of, study at Trinity Laban.
- Admissions processes that thoroughly engage with each candidate's individual capabilities, potential and ambitions through personal audition, and identify the full range of talents able to succeed on programme and in the arts industry.
- Inclusive curricula: We have a progressive approach to programme and curricular development that recognises the need for the Institution to develop its offer in ways that respond to contemporary culture and promote widest inclusion of diverse talents. Most recently, we have undertaken systematic work to reflect within our teaching and performance the manifold contributions of Black artists to dance and music.
- Flexible study routes and responsive modes of delivery: Programme development and design has allowed a wider population of performing artists to access conservatoire learning by broadening our programme offer (for example, we have introduced level 0 foundation years in both Dance and Music, and an HE Certificate in Musical Theatre) and offering more flexible delivery modes (blended and distance learning).
- Support for student wellbeing and mental health: In our experience, there is an inextricable link between students' wellbeing and their capacity to study successfully; this is particularly true in relation to the demanding nature of our undergraduate programmes. 25% of our undergraduate students access counselling and mental health support and we have recently invested in additional staff resources to meet demand with the appointment of a Mental Health Adviser to sit alongside our counselling team. Generally available mechanisms to enhance wellbeing include individual learning support with over 700 one-to-one tutorials each year; specific expertise in performance science including management of perfectionism and anxiety in performance; a fitness to study process and personal study plan options that are responsive to individual student need; and planning of assessment load and modes of assessment to minimise stress points.

Our institutional and senior leadership commitment

Our mission, strategy and values place equality and inclusion at the heart of what defines Trinity Laban as an advocate for the richness that diverse perspectives bring to the arts, and a distinctive presence in the international conservatoire sector. Our governance structures reflect strong senior commitment to access and participation. The Principal chairs the Equality and Diversity Board (EDB), taking ownership of cross-institutional strategic and operational delivery of equality of opportunity. The EDB has representatives from the Board of Governors, one of whom leads on our work to achieve racial equity. The Registrar takes executive responsibility for oversight of the APP as chair of the Access and Participation Steering Group which reports jointly to the Learning and Teaching Board (LTB) and EDB. Committee memberships bring together staff from academic and professional services areas to take account of varied perspectives and assure joined-up approaches to fair access and participation.

As a small, specialist institution, Trinity Laban does not have the range of academic expertise available in a multi-faculty university to support access and participation efforts (for example, social science researchers). We have known gaps in capacity and expertise for cross-institutional coordination of access and inclusion work. Financial constraints mean this cannot be addressed immediately with additional appointments. We have reviewed allocations to achieve more coherent and strategic budgeting for delivery of the APP to optimise the impact of limited resource, and we intend to augment capability as soon as funds allow.

Alignment of our policies and processes

The Access and Participation Plan is one of a set of thematic sub-strategies that constitute the delivery framework for the institutional Strategic Plan 2018-2028. All these plans articulate the overarching vision and mission of the Conservatoire which places equity and inclusivity at its heart. Explicit links to access and participation priorities are set out in our major cross-institutional strategies as follows:

- ❖ Trinity Laban's Learning and Teaching Plan has a core aim to embed access and participation as a learning and teaching concern. It recognises that access goals and activities should inform higher education provision, and places student wellbeing, success and progression at the heart of our pedagogic ethos and practice. Measures include cross-referencing to AP expectations within validation and revalidation processes, annual audit of the diversity of external visiting artists and lecturers to improve role-modelling for students, and establishment of communication platforms for staff to discuss and share good practice in teaching of diverse student constituencies.
- ❖ Our Equality and Diversity objectives overlap and share targets with APP objectives relating to access, continuation and attainment. We monitor participation and progress in our access programmes by relevant protected characteristics. We also evaluate equality impacts through qualitative feedback.
- ❖ Our Anti-Racism Strategy seeks to establish a whole-conservatoire approach in which anti-racism is coherently implemented within our ways of working, which underpins the specific work under the APP to promote equality of opportunity and a sense of belonging among our global majority students.
- ❖ Our Knowledge Exchange and Public Engagement Strategy steers an extensive programme of participatory opportunities in dance and music, serving diverse communities and targeting those least likely to access cultural opportunities.
- ❖ Our Research Strategy has a strand focused on investigating and optimising the impact of our outreach and community engagement programmes which in turn informs work to address inequalities of access to our art forms and feed into achievement of access targets.
- ❖ Our Student Recruitment Strategy and action planning includes UK recruitment initiatives targeting regions of lower HE participation and work with partner schools and colleges to broaden our entrant base.

Staff and student engagement and partnership in access and participation/WPA

Staff and students work together in a variety of ways to enact institutional change and advance access and participation objectives. Trinity Laban has a comprehensive student representation system, with student representatives included in the membership of all institutional committees up to and including the Board Governors. Students are key contributors to discussions on access and participation at relevant groups (EDB, LTB, Student Voice committee), which have responsibility for the development of the APP and of student evaluation and engagement practices. Working in partnership with members of staff, student representatives have responsibility for collecting feedback from the student body, and for communicating decisions made to the student body.

The Students' Union plays an important role in facilitating dialogue across student groups and between students and staff. We have recognised in IS4 that the SU needs greater continuity and capacity to engage and advocate for equity groups, which relies on enhanced institutional support and joint working with the SU to promote a sense of community and belonging for all students.

We encourage and develop student research interests in areas relevant to access and participation, harnessing their findings to provide authentic understanding of barriers to access and success. Student and alumni voices have been involved and remunerated in developing research and developmental work as co-researchers on the project *Understanding differential success between students from different ethnic backgrounds in Music and Dance: Student belonging at Trinity Laban*.

Our Student Engagement Plan 2022-25 is focused on the development of learning communities, in which students and staff can support each other to develop their creativity, individuality, diversity and originality, including the incorporation of students' voices through feedback and representation.

Training and induction are provided to both staff and students to develop understanding of equality and diversity expectations and to foster a positive culture of respect and inclusion.

Our use of data and evidence

We have sought to enhance our understanding of issues affecting access and participation through data and primary research. We have invested in a postdoctoral research post to investigate the impact of ethnicity, disability, and socio-economic background on retention, progression, and attainment. The research has used a range of qualitative methods to explore student experiences across ethnic and social groups, with a focus on understanding variations in students' sense of belonging within institutional and disciplinary learning communities. While we believe this to be the first such research looking to address differential success between students in the conservatoire sector, it has been underpinned by a literature review to ensure we are taking account of wider HE sector knowledge and good practice. Findings have informed pedagogical and curricular changes and provide a resource bank from which we are reconsidering student induction and transition.

We systematically collate, monitor and report data on access and participation covering outreach work, our pre-HE programmes (Dance CAT and Junior Trinity), and HE student enrolments, success and progression. Wherever possible, we break down data by relevant student demographics. An annual report is made to the Board of Governors on data outcomes against our APP targets with commentary highlighting performance trends, successful approaches and areas for improvement.

Our commitment to review, develop and evaluate our WPA

As part of the process of preparing our APP, we have reviewed our WPA, drawing on previous and current research, and practice from across the sector. We have identified two priority areas for development of our WPA. These are:

- ❖ **Communication:** We aim to make communication with students clearer, more responsive and less reliant on tacit knowledge that may not be present for equity groups.
- ❖ **Data and evidence:** We have made significant steps in our use of data and evidence under our current plan. To consolidate progress, we intend to extend our research programme to a wider range of equity groups, achieve more systematic linking and reporting of data, and strengthen the connection between evidence and action.

We commit to deliver and evaluate changes within our WPA, informed by our theories of change.

Student consultation

Student views and experiences have been captured through varied mechanisms in the preparation of this Plan. The Plan has been debated at meetings of the Equality and Diversity Board and Learning and Teaching Board which, in common with all formal committees at Trinity Laban up to and including the Board of Governors, have student representation.

During the preparation of this Plan, we have held several long table consultation sessions to provide democratic spaces where students from equity groups can interrogate and validate risks to equality of opportunity and proposed interventions. Long tables have included students with varying forms of neurodivergence and global majority students from both music and dance faculties and have established a network through which we shall continue to harness student voice to inform and evaluate changes linked to the Plan.

We have sought to amplify the student and alumni voice through engagement of students and graduates as co-researchers in our work to investigate and understand variations in global majority student belonging and success. Student and graduates have been paid and mentored to contribute to, and in some cases to lead, research projects relevant to their lived experience, and to pilot and evaluate follow up interventions informed by research findings. This initiative gives valuable insight to inform changes to institutional policy and practice and contributes to the development of a future academic workforce for the conservatoire sector and beyond that is more diverse and reflective of the community in which it operates. In addition, we collaborate with students to conduct research linked to equity groups as part of their own studies and support the dissemination of research findings by drawing on them to inform our understanding of risks and associated interventions.

Students are integral to the delivery of access programmes at Trinity Laban, contributing to a range of in reach and outreach activities both on a volunteer basis and as part of credit-bearing study. Paid opportunities are also available to perform, facilitate workshops and function as ambassadors within our outreach work and we seek to build our work in this area with the inception of this plan.

Evaluation of the plan

We monitor and evaluate all activities relating to student access into the Institution, using a range of approaches and methods appropriate to the scale and duration of practice and the individuals who participate. We monitor participant demography to ensure that target groups are included, persist, and benefit by collecting data from partner schools and organisations and running surveys to understand effectiveness and areas for improvement. Through regular cross-team meetings we facilitate conversations about risks to equality of opportunity, exchange practitioner knowledge regarding what works to improve access across target groups, and harness in-depth research exploring the experiences of specific groups such as global majority students. Between 2020-24 we have developed survey designs by including questions based on indicators of effective practice drawn from our conversations, existing evaluation, and research.

Alongside monitoring and evaluation through surveys, we utilise a range of methods to support use of Type 1 and Type 2 evidence, including use of videos, in-depth empirical research, focus groups and informal discussion. This supports participants of different backgrounds and ages to contribute in various ways and means that formal evaluation approaches, which some participants may find impersonal or might ignore participants' lived experiences, are only used where appropriate. In turn, by using methods that empower all voices¹⁴ and enabling reflective dialogue between practitioners and participants we aim to align practice with key risks experienced by target groups and ensure practitioners continuously improve their practice. Following trends in the sector, we are shifting from a historical impact-oriented approach to iterative and more participatory approaches to evaluation.

Evaluation of our success related activities was instituted under our 2020-2025 APP, prior to which Trinity Laban and the sector had focused primarily on evaluating access activities. Critically, to identify risks to equality of opportunity influencing differential attainment according to student ethnicity within our specific institutional and disciplinary context, and to respond proactively to the lack of available research to understand what works in this area, we have undertaken research to build new knowledge and ensure subsequent interventions are properly grounded in evidence.

¹⁴ [TASO 2020](#)

Both the interventions and risks we aim to address outlined in this plan will be the focus of iterative evaluation where we will use appropriate methods (e.g. focus groups, surveys, case studies) to validate and enrich our understanding of what influences student success and the indicators of effective practice. This will also involve harnessing our expanded range of student voice mechanisms, such as our Student Voices Group, where we learn from consultation with current students and build dialogue with staff. Working collaboratively with graduate co-researchers from target groups in the Faculty of Music we have drawn on research findings to devise interventions and incorporated dialogue as an evaluation mechanism enabling ongoing improvement and learning of what works. Looking ahead, we will explore embedding similar dialogic and participatory evaluation across other success related activity enabling us to continuously learn to improve our understanding of risks and indicators of effective practice. As interventions become embedded and new changes are made across faculties and departments to improve student success between ethnic groups and further work is established to address risks experienced by other target groups, during the course of this plan we shall also establish a typology of success-related activities that aligns with our overall Theory of Change.

With the inception of this plan, we shall continue improving our evaluation approaches with the aim of consolidating our whole provider approach to addressing access and participation inequalities through an informed, evidence-based approach. We will continue drawing insight from existing evaluation methods, internal empirical research exploring the experiences of target groups, and wider discussion across institutions to review and embed appropriate evaluation across all access and participation work. A key focus will be sharing evidence-informed process-based surveys across different activities and departments to better understand how work joins up across our institution and the external groups we work with. Alongside, we will use methods (e.g. focus groups, informal approaches, in-depth research, surveys, case studies, integrated feedback mechanisms, statistical monitoring) to continuously validate and enrich our understanding of what works and the key risks and indicators that relate to our work and the groups we target. We shall also continue to utilise evaluation toolkits and dialogic networks between institutions to build of our understanding of what works within our institution, where weaknesses lie, and learn from the good practice of others.

Provision of information to students

Information and advice

We publish a prospectus each year with introductory information on programmes, the Institution and the application process with further detail available on the website. All applicants to Trinity Laban are directed to information on the institutional website, containing:

- Audition requirements and preparatory information
- Course fees, including estimates of likely increases over the duration of the programme
- Illustrations of estimated living costs
- Details of financial support available throughout their programme, both state and institutional
- Detailed course information including modules of study
- Contact information for further enquiries

Enrolled students are sent financial information annually in August with their pre-registration packs. Advice is also posted on the Student Services section of the intranet and in student handbooks. Trinity Laban's Student Services Department provides financial information to both prospective and enrolled students. Appointments can be made to talk to a student adviser in person, and applicants are also given the opportunity to raise questions and concerns on the day of audition.

Our 2025/26 – 2028/29 Access and Participation Plan will be published on our website alongside all previous Plans applying to currently enrolled students and forthcoming entrants. Trinity Laban provides information as required and on a timely basis to relevant external agencies (e.g., Student Loan Company, UCAS) to populate their applicant-facing web services.

Financial aid

Trinity Laban offers a package of targeted financial aid under this Plan, as follows:

Financial aid	Award amounts	Criteria	Application process
Trinity Laban Welfare & Hardship Fund	Grants of up to 10% of difference between a student's income and expenditure with up to 7% added for each dependent under 16	Evidenced gap between incomings and outgoings. Increased payments for: <ul style="list-style-type: none"> Care leavers/care experienced students Students with disabilities Students with dependents under 16 	Via application to Student Services
Care leaver bursary	Annual cash bursary of £3,000	Available to all UG UK domiciled entrants who are care leavers or care experienced students	Via support questionnaire sent to all entrants before enrolment
Mental health support bursary	Annual cash bursary of £3,000	Available to all UG UK domiciled entrants who have been mental health in-patients in the year prior to admission to Trinity Laban	Via support questionnaire sent to all entrants before enrolment

Bursaries are paid in termly instalments and are applicable for each year of undergraduate study. This scheme will apply to entrants from 2025-2026 onwards. Students admitted before 2025-2026 will continue to receive financial support as set out in the Access and Participation Plan or Access Agreement applicable to their year of entry.

Audition costs

Trinity Laban's audition fees, where applicable, are waived for UK resident applicants from low-income backgrounds. To qualify, undergraduate applicants, or the household where they have permanent residence, must meet one or more of the following criteria:

- Receive one or more of these benefits
 - Income-based Jobseekers Allowance
 - Income Support
 - Housing Benefit
 - Council Tax support (not just the single person reduction)
 - Income-based Employment Support Allowance
 - Personal Independence Payments (PIPs)
 - Pension credit (guaranteed element only) with an award notice showing annual gross household income of less than £25,000
 - Working Tax Credit, Child Tax Credit or Universal credit with an award notice showing annual gross household income of less than £25,000
 - Full-time carers allowance
- The applicant is under 18 and in residential or foster care, or are care leavers.
- The applicant was in receipt of Free School Meals at Key Stage 4.
- The applicant has refugee/asylum seeker status
- The applicant is an income-related bursary holder applying from Junior Trinity

Eligible applicants should provide evidence to the Admissions Team. The application fee to UCAS remains payable.

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Identification of risks

Trinity Laban has taken the following approach to the assessment and prioritisation of risks to equality of opportunity:

- Data analysis of differential performance by student characteristics across the student lifecycle, using the AP Data Dashboard and looking both at absolute performance and comparisons with peer institutions and overall sector results. Aggregated and average data has been used where sample sizes prevent publication of annual results
- Review of the Equality of Opportunity Risk Registrar, mapping the global risks it identifies at sector-level to issues specific to specialist performing arts provision based on our longstanding knowledge and expertise in arts participation and education.
- Qualitative evidence and understanding derived from consultation with our HE and pre-HE students and graduates, including the ongoing academic research programme undertaken by the postdoctoral researcher (diversity and student success) funded under our 2020-2025 APP.
- Findings from evaluation of our existing access and participation work
- Review of relevant higher education and arts sector research literature and good practice guidance.

The Access and Participation Steering Group has examined this information in detail when assessing and articulating risks for wider discussion and approval. A summary of data analyses has been included in presentations to the Board of Governors, Principal's Management Group, Equality and Diversity Board, Learning and Teaching Board and Faculty Management Groups to ensure that their debates have been grounded in an understanding of current AP performance. Following prioritisation of risks and associated interventions, focus groups were ran with identified equity groups to provide validation and inform where and when changes should be made from the perspective of students.

Intersection of characteristics

Because of our small total student population, which breaks down into even smaller groupings when analysing by characteristics relevant to this Plan, statistical data on the impact of intersectional factors on access and participation performance are often unpublishable or have a wide confidence interval. This makes it difficult to design interventions based solely on these data, which in turn restricts their use in setting quantitative targets. We have nevertheless reviewed available measures to inform and validate our assessment of risks to equality of opportunity drawn from individual indicators. These show that:

- Students and applicants from ABCS¹⁵ Quintile 1 show materially poorer performance on access and completion (2yr aggregate) than Quintile 5 peers but there is no such gap for continuation or progression. [Attainment data is not publishable]
- Intersectional data on IMD Quintiles 1 & 2 and ethnicity indicate that the combination of global majority background and IMD Q1&2 increases the risk of differential performance at access, continuation, completion and attainment stages compared to students with only one of those characteristics.
- Intersectional data on IMD Quintiles 1 & 2 and sex show that males from Q1&2 are the lowest group proportionally in our entrant population. There also appears to be a magnified impact on completion rates but not on continuation, attainment and progression where this group outperforms others.

¹⁵ ABCS = Associations between characteristics of students, a set of measures that seeks a better understanding of how outcomes vary for groups of students with different sets of characteristics

We are also increasingly able to draw on qualitative evidence about interacting background factors that influence student outcomes which is emerging from the postdoctoral research programme into differential success under our 2020-2025 Access and Participation Plan.

Area-based measures

The use of area/postcode measures as a proxy for socio-economic disadvantages that give rise to inequality for individuals is a well-established methodology within higher education. Trinity Laban has considered these measures as part of this assessment of risks to equality of opportunity. We have concluded that we shall concentrate our attention under this Plan on the Index of Multiple Deprivation (IMD) rather than postcode classifications based on higher education participation levels (POLAR, Tundra) for the following reasons:

- a) There are well-recognised limitations in using POLAR as a measure of disadvantage for London-based institutions such as Trinity Laban. The mixed social demographic of neighbourhoods and the success of the London education sector in progressing students from disadvantaged backgrounds to higher education study mean that very few postcode areas in the capital fall into POLAR 4 quintile 1, even those otherwise ranked among the most deprived in the UK. Trinity Laban's access work is largely focused locally for reasons of continuity and civic mission (our deepest and most longstanding relationships are with schools, community organisations and local government bodies in our immediate vicinity) and of capacity (we are a small provider that must avoid spreading our resource too thinly). In London, it makes sense to use IMD for targeting and monitoring when seeking to reach young people whose personal circumstances may place them at disadvantage.
- b) Research has shown that both POLAR and Tundra measures correlate poorly to low family income¹⁶. Now that data on free school meals eligibility is available to HE providers via the AP Dashboard, we intend to use this measure as the primary and more specific indicator of socio-economic disadvantage among applicants and students.

We shall nevertheless continue to mitigate risks associated with geographical inequalities in access to higher education and to dance and music, and to extend our reach to areas of the country most underserved in this respect. Activities supporting this objective include delivery of distance learning 'A' level in Music for young people from all parts of the UK without access to the qualification in their schools, and collaboration within our national networks including the Dance CAT network and CUK.

Care Leavers and Care Experienced students

We have no published or comparative data on access, success and progression of care leavers and care experienced students. There is, however, manifold sector research that verifies risks to equality of opportunity at all stages of the student lifecycle¹⁷ for this group and our own evidence from consultation with care experienced students at Trinity Laban has also informed our assessment and prioritisation of risk. We acknowledge as well the existence of a wider group of students who may be without family support including estranged students, refugees and asylum seekers who we shall seek to support as well within available capacity.

Data on Trinity Laban's Access and Participation performance underpinning risk assessment

This section sets out the data across the student lifecycle which has underpinned the identification of equality risks and the equity groups that they affect. Figures are taken from the OfS Data Dashboard, which represents the most comprehensive, transparent and comparable data set that we have. In some case, numbers have been suppressed for data protection purposes.

¹⁶ <https://www.suttontrust.com/our-research/measuring-disadvantage-higher-education-polar-fsm/>

¹⁷ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/equality-of-opportunity-risk-register/student-characteristics/care-experienced-students/>

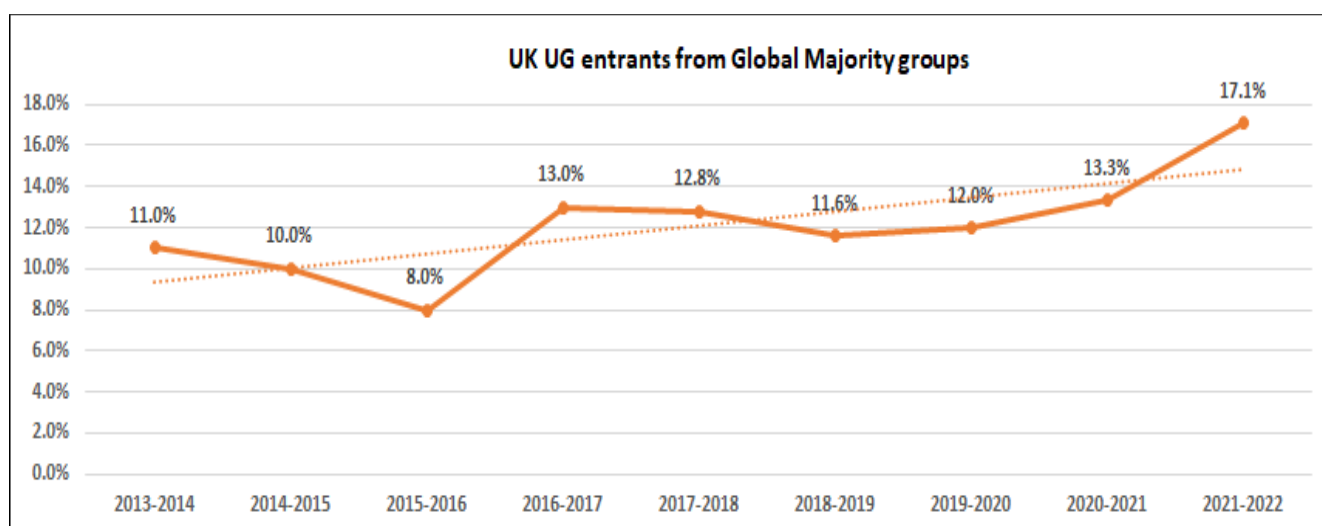
Access data

1. Overall performance on access

Data shows that we have made good progress on access with upward trend among current target groups. We still have some distance to travel to match whole sector averages for entrants from ethnic groups other than White and entrants in receipt of free school meals. While there has been a large recent fall in the access gap between IMD Q1 and Q5 entrants to 1.4 percentage points, the four-year average stands at 20pp. Male participation has risen from its lowest recent point in 2018-19 and stands at 36.8% but overall trend is down.

2. Access for Global majority applicants and students

Entrants of Black, Asian, Mixed and Other ethnicities comprised 17.1% of 21-22 entry. This compares to 34.8% for the whole sector, and an average of 16.4% across our conservatoire peer group¹⁸. While we have achieved consistent improvement, the data supports continued targeting of UK entrants from Global Majority backgrounds to address under-representation compared with the young UK population. This is also consistent with our wider Diversity and Inclusion plans and Equality Objectives.



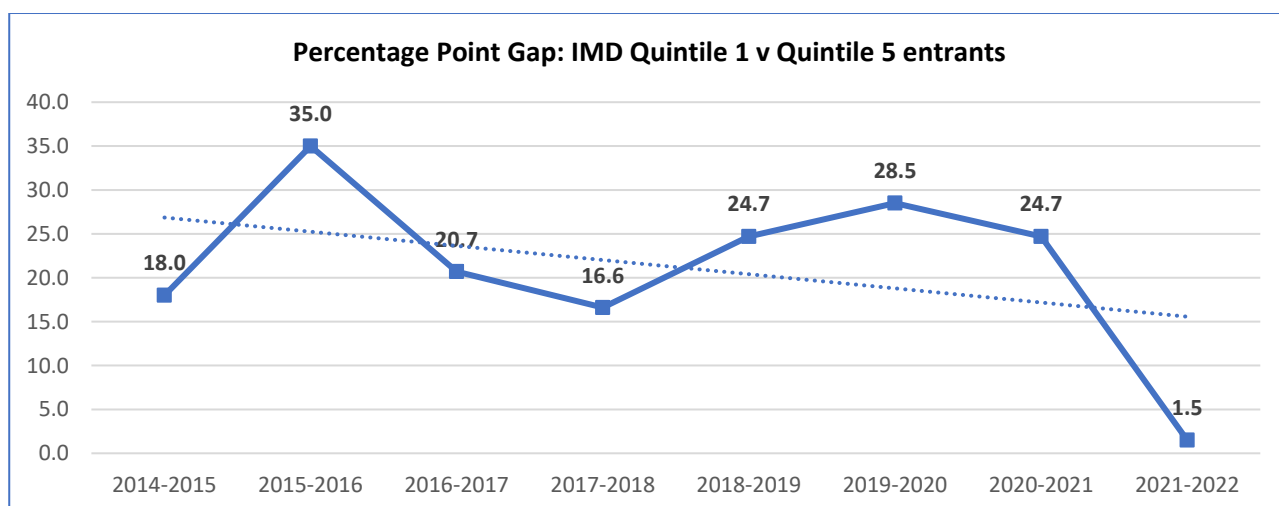
The percentages of entrants from Black, Asian, Mixed and Other groups are all increasing, particularly in the most recent year and amongst 18 yr old entrants. We lag most significantly on recruitment from the Asian group where HE sector prevalence is 15.7%.

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year average	2-year average	HE sector average
Asian	1.6%	3.1%	1.1%	1.4%	1.8%	2.8%	1.7%	2.4%	15.7%
Black	2.2%	3.6%	supressed	2.3%	3.0%	3.7%	2.3%	3.4%	10.5%
Mixed	7.6%	5.6%	9.1%	7.8%	7.9%	8.3%	8.4%	8.1%	5.6%
Other	1.6%	supressed	supressed	supressed	supressed	2.3%	1.0%	1.6%	3.0%

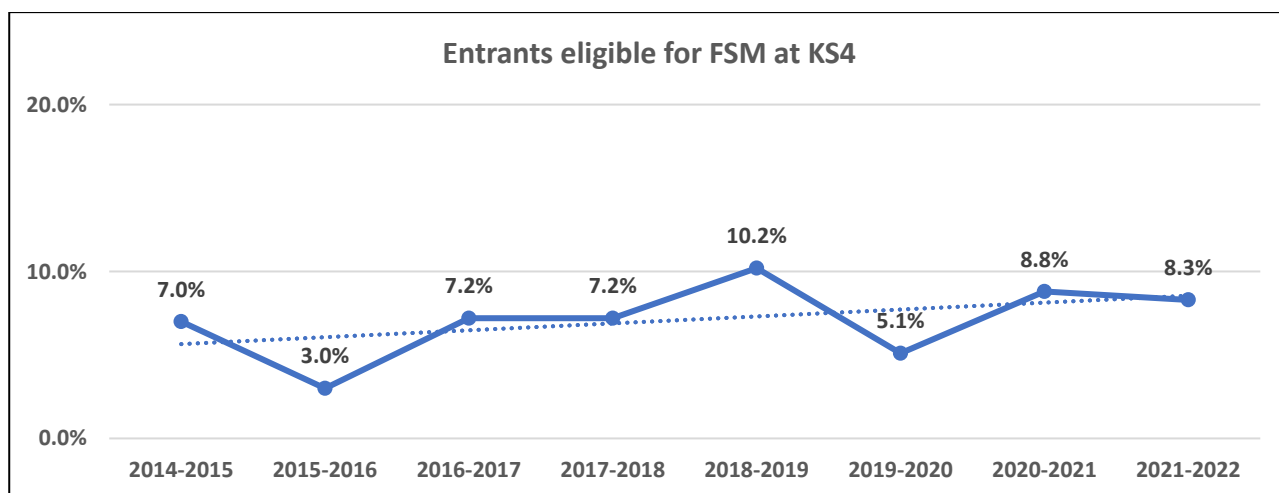
¹⁸ Peer group consists of the following English conservatoires: Conservatoire for Dance and Drama (as in 2021-22), Guildhall School of Music and Drama, Royal Academy of Music, Royal College of Music, Royal Northern College of Music

3. Access from areas of high deprivation: IMD

The percentage point gap between entrants from IMD Q1 and IMD Q5 has reduced from a maximum of 35 pp in 2015-2016 to only 1.4pp in 2021-22. IMD Q1 entrants now make up 14.9% of total, However, this latest result is an outlier, and the four-year average remains high at 20 pp, demonstrating that socio-economic factors continue to impact on equality of access to conservatoire training.



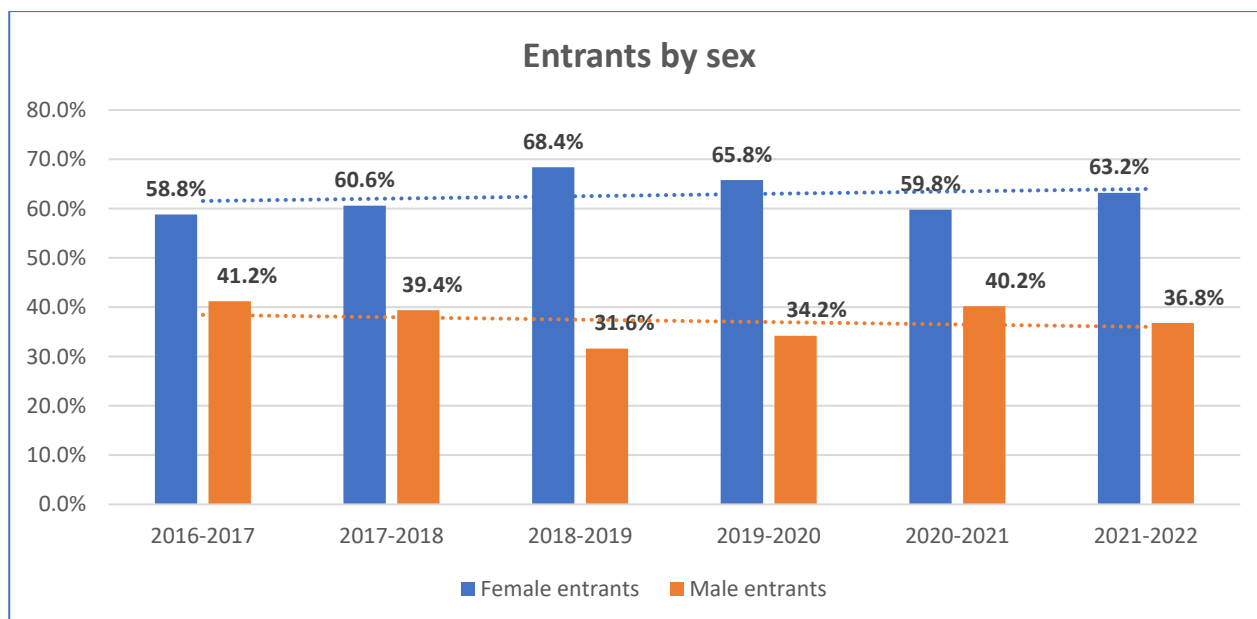
4. Access from low-income backgrounds: Free School Meal (FSM) eligibility at key stage 4



We have made some progress in addressing the access barriers faced by students from lower income backgrounds as evidenced by eligibility for free school meals, with a moderate upward trajectory since 2014-2015, the earliest year for which we have data. Our four-year average figure of 8.2% compares favourably to other English conservatoires offering music as per the table below but is well below HE sector average (19.2%) and national eligibility levels (23.9%).

FSM eligibility: music conservatoires	
Conservatoire	Four-year average
Guildhall School of Music and Drama	7.2%
Royal Academy of Music	Supressed because close to zero
Royal College of Music	2.8%
Royal Northern College of Music	5.8%
Trinity Laban	8.2%

5. Access by sex



Female entrants outnumber males at Trinity Laban by a wide margin, reflecting but exceeding the four-year average HE sector gap of 14 pp. We know that there is a very strong disciplinary element to this position; the table below shows the stark variations in proportions across our broad subject areas:

2023-2024 entry	% Female home UG entrants	% Male home UG entrants
Dance	91.7%	8.3%
Music	38.7%	59.4%
Musical Theatre	58.5%	40.0%

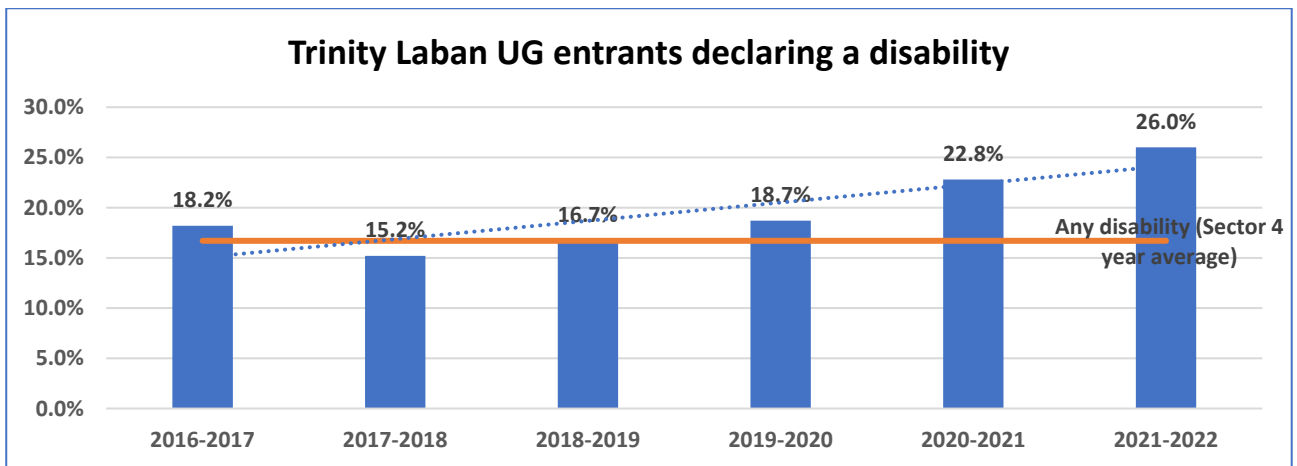
As discussed in the main body of the Plan, there are entrenched social conditions and biases militating against male participation, and especially progression to higher study, in Dance. The intersectional relationship with socio-economic status highlighted above makes it even more important that we tackle this to the extent that we can as a single institution, and work collaboratively within the Dance sector to promote changes in attitude and opportunity for men to dance.

Artform related imbalances are not solely a Dance issue, however. In Music, female entrants are concentrated in a narrower range of musical disciplines than males and are especially under-represented in jazz (9% of 2023-24 home UG entrants) and composition (13%, although absolute numbers are low which can distort percentage figures). We have established programmes to encourage girls and young women to participate and progress in jazz.

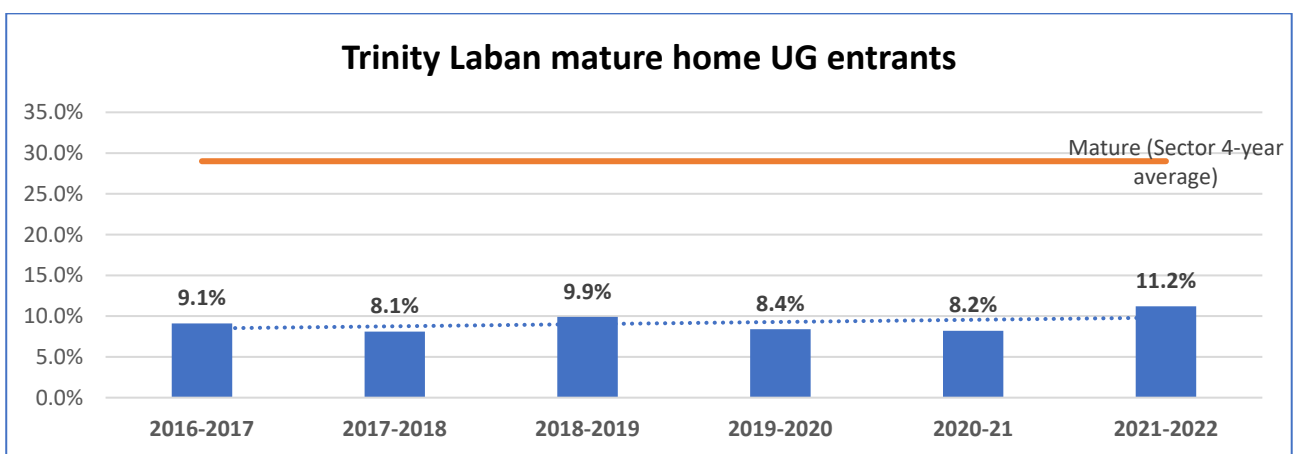
In reflecting on these outcomes, and the risks they may indicate, we are also mindful of more nuanced contemporary understandings of sex and gender, and the increasing proportion of our students that define as non-binary. An important priority of our equality and diversity programme is to increase understanding and support for trans and non-binary members of our community.

6. Access by Disability status

Trinity Laban enrolls a high proportion of students with a declared disability, well above the HE sector four-year average, with embedded support mechanisms to address barriers to successful application.



7. Access by Age



Trinity Laban has a lower than sector average proportion of mature entrants to bachelor degree programmes. This is partly due to the nature of vocational pathways in music and (especially) dance performance, with a traditional route directly from school into professional training and then practice. Undergraduate performance degree programmes are also necessarily full-time to accommodate the demands of intensive professional training and associated high contact hours, which can be a barrier for older students with work and family commitments. In this context, mature students are not a target group for this Plan.

We have enabled a more diverse population of performing artists to access conservatoire learning by broadening our programme offer and introducing more flexible delivery modes. We admit mature students to undergraduate-level study on a number of non-degree professional development programmes included the Graduate Diploma in Dance and the Creative Music Making programme, the latter of which is a distance learning programme designed in partnership with the Open University that specifically targets mature learners.

Continuation and completion data

Continuation and completion data is presented together in this section for concision and also because there is a clear relationship between these data sets: continuation from year 1 to year 2 of a programme is in the majority of instances a necessary part and pre-requisite of successful completion of an undergraduate qualification, typically through three or four years of study. Thus data on continuation of a particular cohort pre-figures the completion outcomes of that cohort i.e. high-levels of continuation should lead to a high level of completion, while disparities help to highlight that issues may be arising either in transition to HE study or through challenges to retention and resilience in later years.

1. Overall performance on continuation and completion

As with access, we have reduced continuation gaps across our student demographics, markedly so in respect of ethnicity. Available data is limited by small numbers meaning aggregation of groups and cohorts is often required for results to be publishable, and there is significant year on year volatility. Nevertheless, we can observe largely improving trends, overall and at split levels, notwithstanding an anomalously poor year for continuation among all 2017-18 entrants.

Completion data is lagging in as far as the most recent year relates to 2017-2018 entrants, and therefore does not reflect more recent improvements in student continuation. The data does not indicate a particular issue with completion (i.e. getting students from year 2 to qualification); rather non-continuation from yr1 to yr2 appears the main factor in students not successfully completing.

2. Global majority students' continuation and completion

Continuation	2016-17	2017-18	2018-19	2019-20	2020-21	2yr average	4yr average
White	96.2%	89.0%	93.6%	92.3%	97.9%	94.8%	93.1%
Global majority	83.3%	54.2%	90.3%	supressed	supressed	93.5%	83.2%
Gap	12.9 pp	34.8 pp	3.3 pp	-	-	1.3 pp	9.9 pp

Despite the suppression of several year's data, we can observe that the continuation gap between white and global majority students has narrowed materially in recent years: the two-year average of 1.3 pp shows an 8.6 point improvement on the four-year average, and is 11.6 points lower than the benchmark year of 2016-17. However, we have in the fairly recent past seen extremely large continuation gaps related to ethnicity, and we are aiming to consolidate what appear to be successful approaches to addressing this issue.

Completion	2yr average (from 2016-17)	4yr average (from 2014-15)
White	92.4%	92.8%
Global majority	80.0%	82.1%
Gap	12.4 pp	10.7 pp

Completion data is lagging in as far as the most recent year relates to 2017-2018 qualifiers, and therefore does not reflect more recent improvements in student continuation. The completion gap remains higher than HE sector performance (2yr average = 3.9pp)

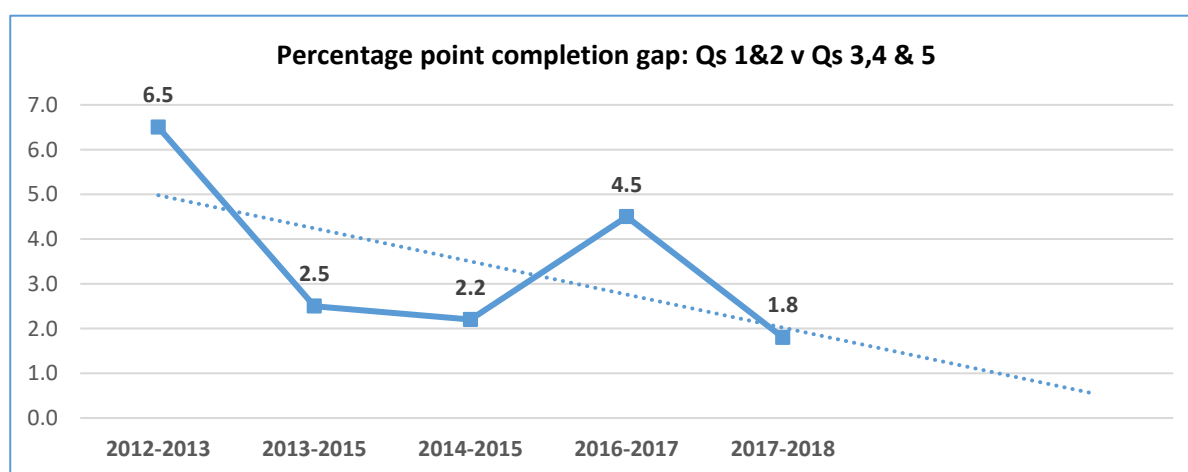
3. Continuation and completion of students from areas of high deprivation: IMD

Continuation	2yr average	4yr average
Students from Quintile 1 (IMD)	no data	93.2%
Students from Quintile 5 (IMD)	94.9%	93.1%
Students from Quintiles 1 & 2 (IMD)	94.1%	91.7%
Students from Quintiles 3, 4 & 5 (IMD)	94.5%	91.8%

Although individual year data is mostly unpublishable, the average gap in continuation between students from the most advantaged (Q3,4 & 5) and least advantaged (Q1&2) areas in the Index of Multiple Deprivation 2019 is negligible. Students from Q1 postcodes have slightly outperformed their peers from Q5 over the past four years.

Completion	2016-17	2017-18	2yr average	4yr average
Students from Quintile 1 (IMD)	no data	no data	85.2%	85.1%
Students from Quintile 5 (IMD)	no data	87.5%	92.0%	93.5%
Students from Quintiles 1 & 2 (IMD)	90.0%	85.0%	87.8%	89.3%
Students from Quintiles 3, 4 & 5 (IMD)	94.5%	86.8%	90.6%	91.8%

Completion data shows more a more marked difference in outcomes by IMD quintile. The 2yr average gap between Q1 and Q5 is 6.8 pp, although that reduces to 2.5 pp when looking at Q1&2 versus Q3, Q4 & Q5. The trend is one of improving performance.



4. Continuation and completion by students from low-income backgrounds: Free School Meal (FSM) eligibility at key stage 4

Again, small absolute numbers severely limits available data for on course outcomes according to FSM eligibility at key stage 4. The four-year averages for continuation and completion are as follows:

Four-year average	FSM eligible	FSM not eligible	Gap
Continuation	89.1%	92.8%	3.7 pp
Completion	No data	No data	23.2 pp

It is difficult to achieve a nuanced understanding of risk factors from this aggregated data alone, particularly when small absolute numbers can exaggerate percentage differences. We can note that Trinity Laban's figures are slightly better than the English HE sector four-year average in respect of both percentage continuation of FSM eligible students (89.1% v. 88.0%) and the continuation gap (3.7 pp v 5.0 pp). The materially higher gap for completion may indicate an issue with resilience and the need for more targeted support in the later years of programmes, although again the lag in data could be a factor.

5. Continuation and completion by Sex

Male and female students continue at similar rates. Likewise, comparative completion rates of males and females vary annually but the underlying trend is of broadly consistent performance with a virtually identical four-year average.

Continuation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2yr average	4yr average
Female	90.7%	92.5%	87.0%	93.0%	92.9%	95.4%	94.0%	92.2%
Male	96.1%	94.8%	80.0%	93.0%	93.3%	supressed	95.9%	91.3%

Completion	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2yr average	4yr average
Female	90.5%	95.7%	89.4%	93.2%	92.8%	89.5%	91.1%	91.2%
Male	82.0%	85.7%	93.2%	95.8%	94.7%	82.6%	88.9%	91.7%

6. Continuation and completion by Disability status

Continuation	2016-17	2017-18	2018-19	2019-20	2020-21	2yr average	4yr average
Students with a declared disability	no data	no data	no data	87.8%	92.7%	90.2%	92.9%
Students with no declared disability	92.6%	82.7%	92.0%	94.3%	97.9%	95.9%	91.6%

Completion	2016-17	2017-18	2018-19	2019-20	2020-21	2yr average	4yr average
Students with a declared disability	71.4%	no data	88.6%	no data	no data	84.6%	91.7%
Students with no declared disability	90.6%	93.1%	91.9%	94.2%	92.8%	87.2%	89.9%

Most recent data show lower continuation rates for students with disability but the four-year aggregate reverses that position with students with disability outperforming their peers. The position is similar for completion. All data by disability type is unpublishable except for four-year aggregate results for students with cognitive or learning difficulties, which are better than students without disability for continuation but slightly lower for completion (4yr average = -3.4 pp gap).

Attainment data

1. Overall performance on attainment

There remain material attainment gaps related to ethnicity and, less consistently over the period, to disability, and we have identified ongoing risks in these areas following on from our 2020-2025 APP. The most significant gap relates to sex. The under-performance of male students may be discipline-related, given the high proportion of females studying Dance compared to Music and Musical Theatre and the differing final degree award profiles across those programmes but this warrants further exploration. This is a new issue for our APP, which may also relate to lower baseline standard on entry among males in some disciplinary areas.

The gap related to socio-economic status (using IMD as a proxy) is increasing, although in a number of years over the reporting period IMDQ1&2 students had higher attainment than Q3, Q4 & Q5. There is a more material gap between Q1 and Q5, and we have highlighted this a risk indicator to be addressed in our intervention strategies. Percentage outcomes are likely to be influenced to some extent by low absolute numbers, but we are mindful that the rising trend may correlate to increased access for students from disadvantaged areas (i.e. as we admit more such students, a greater number and proportion fall behind in their attainment).

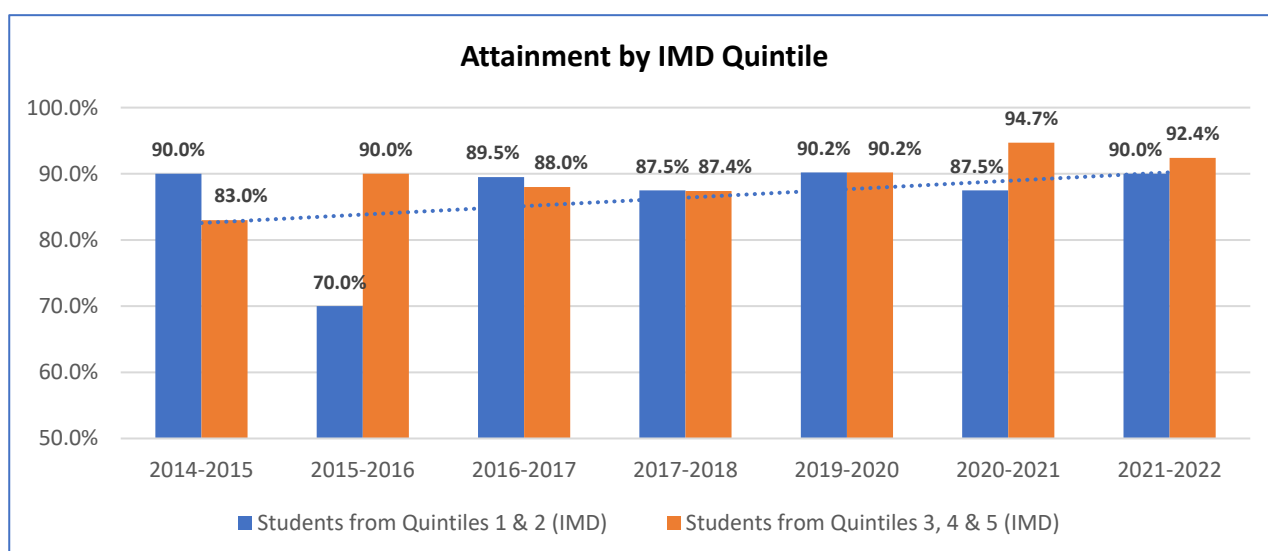
2. Global majority students' attainment

Publishable data on global majority students' attainment is restricted to average gaps for the past 2yrs and 4yrs which are as follows:

Attainment of good degree: gap between White and Global Majority students	Gap
2-year aggregate to 2021-2022	9.5 pp
4-year aggregate to 2021-2022	9.4 pp

From this data, it can be seen progress has stalled in most recent years in closing the race attainment gap: our baseline gap in 2017-2018 of 19.2 pp was reduced to 5 pp (3yr average to 2020-21) but has now moved upwards again to 9.5 pp (2yr average to 2021-22). This follows a sector-wide pattern which may relate to adjustments made to assessment practices during the pandemic having a positive effect on student attainment for equity groups. Trinity Laban has learned from and retained elements of those assessment changes which gave students greater flexibility and empowered them to demonstrate their highest standards of performance.

3. Attainment of students from areas of high deprivation: IMD



Attainment of students from areas of higher deprivation (Q1&Q2) has been on an upward trajectory and in four of the last seven years has equaled or exceeded that of students from Q3, Q4 and Q5. That said, there has been less strong comparative performance in the two most recent reporting years and the gap between the most disadvantaged (Q1) and least disadvantaged (Q5) is more significant.

IMD Quintile: Attainment	2-year average	4-year average
Quintile 1	84.0%	84.4%
Quintile 5	95.9%	94.9%
Gap	11.9 pp	10.5 pp

The smaller sample size of the Q1 cohort could have influenced percentage outcomes (i.e., results for even one student can equate to a material percentage movement) but use of averages smooths this somewhat and shows a genuine disparity in outcomes that is a clear risk indicator.

4. Attainment of students from low-income backgrounds: Free School Meal (FSM) eligibility at key stage 4

We have extremely limited data on attainment of students eligible for FSM at KS4 with only the 4-year average figure available. This shows an attainment gap of 8.8 percentage points, better than the comparable whole sector figure of 11.5 pp but a significant disparity nonetheless which supports qualitative evidence of risks to equality of opportunity for FSM eligible students across the student lifecycle.

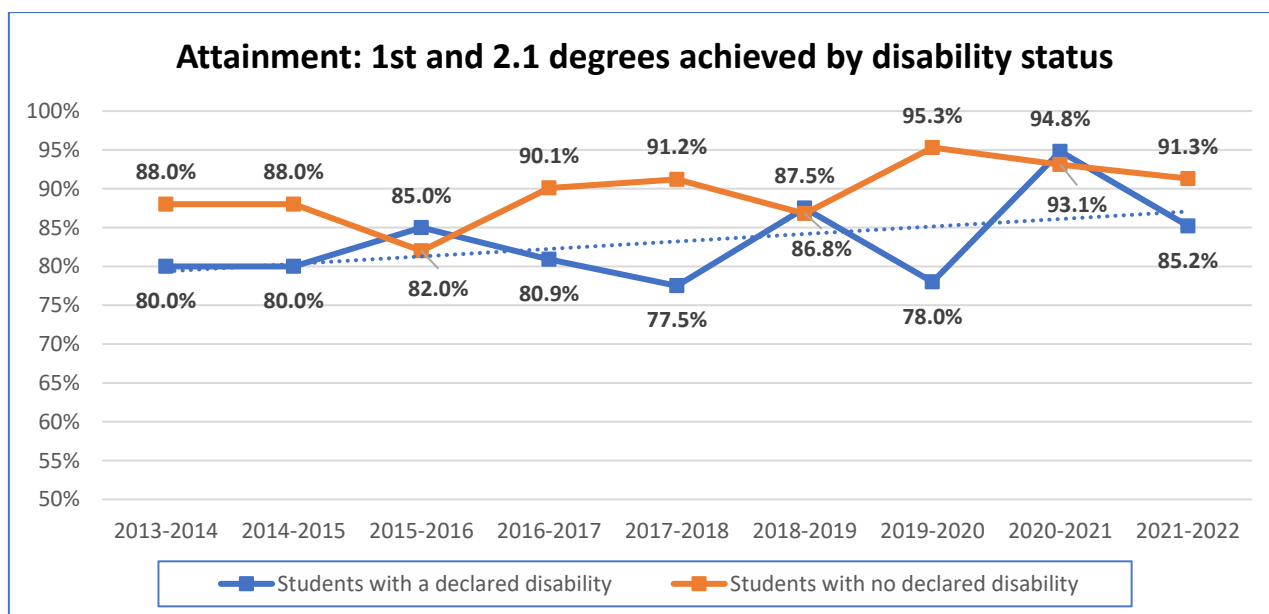
5. Attainment by Sex

Attainment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2yr average	4yr average
Female	86.5%	91.4%	93.3%	90.5%	97.2%	93.9%	95.7%	94.1%
Male	88.1%	82.0%	79.4%	90.5%	84.7%	81.5%	83.1%	84.3%
Gap	1.6 pp	-9.4 pp	-14.0 pp	0.1 pp	-12.5 pp	-12.4 pp	-12.7 pp	-9.8 pp

In four of the six years in this reporting period, there has been a substantial gap in the attainment of male and female students. The relative underperformance of males is observed at sector level but not to this degree. Given the skewed distribution of male and female students between Dance and Music (Musical Theatre has a broadly even split), we can surmise that there is a disciplinary factor to this risk indicator.

6. Attainment by Disability status

The disability attainment gap at Trinity Laban has seen quite wide fluctuation but most frequently a lower percentage of students with disability have attained good degrees than their peers (six out of nine years).



Progression data

The progression data set is more restricted than that for other stages of the student lifecycle because it is governed by response rates to the 15-month Graduate Outcomes Survey, leading to smaller sample sizes and greater suppression of data. For this reason, we have no data by FSM eligibility and only averages in most other cases.

1. Overall performance on progression to highly skilled employment or higher study

Trinity Laban graduates from groups identified as at risk in terms of equality of opportunity experience outcomes at least as good, and often better, than their peers. Graduates with a reported disability are the only such group where there is indication of heightened risk of poorer of graduate outcomes which is consistent with known under-representation in the professional performing arts.

2. Global majority graduates' progression

Positive progression outcome	2-year average	4-year average
Global Majority	85.4%	84.3%
White	78.9%	79.2%
Gap	-6.5 pp	-5.2 pp

Graduates from global majority backgrounds secure highly skilled employment or progress to more advanced study at a higher rate than White graduates. Positive outcomes have strengthened over the past two years.

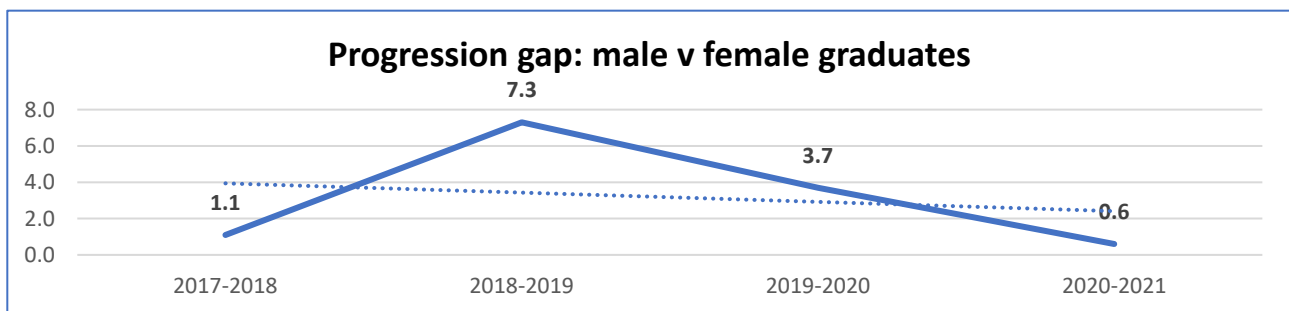
3. Progression of graduates from areas of high deprivation: IMD

Positive progression outcomes	2020-21 graduates	2-year average	4-year average
IMD Q1 & Q2	78.8%	85.5%	85.1%
IMD Q3, Q4 & Q5	72.5%	75.1%	76.4%
Gap	-6.4 pp	-10.4 pp	-8.8 pp

IMD Q1&2 graduates have been consistently more likely to progress to managerial or professional employment, higher study or other positive outcomes than their peers from more advantaged areas.

4. Progression by Sex¹⁹

Positive progression outcomes	2017-18	2018-19	2019-20	2020-21	2yr average	4yr average
Female	82.6%	72.7%	81.9%	76.3%	78.6%	78.3%
Male	83.7%	80.1%	85.6%	76.8%	82.0%	81.8%

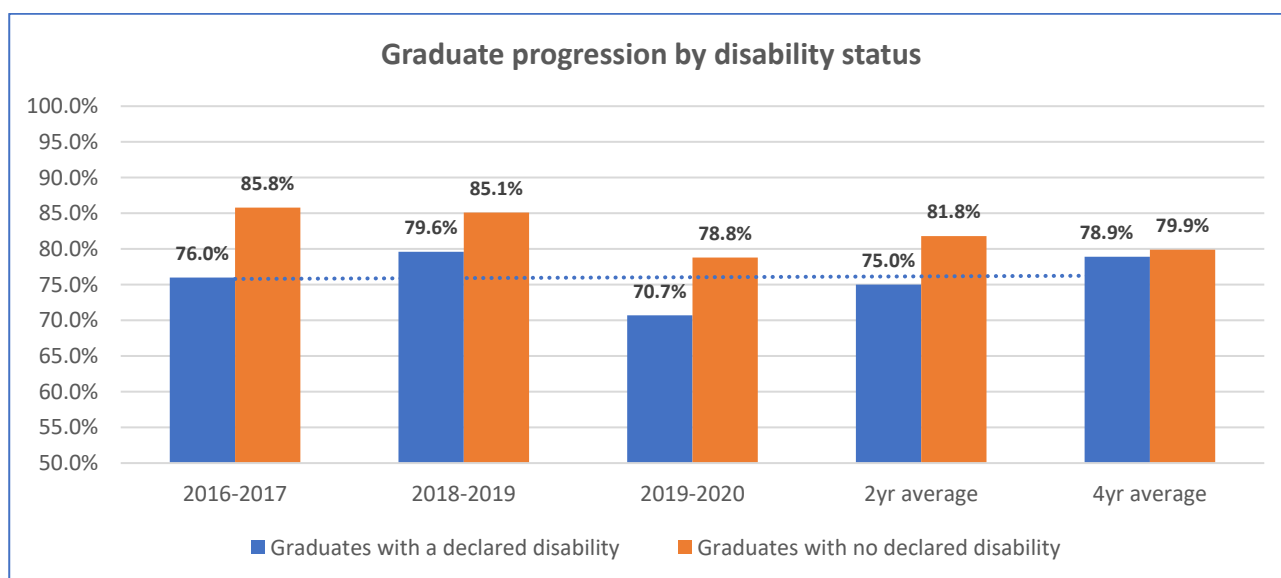


¹⁹ Due to rounding, figures may disagree between chart and graph

There has been a variable small gap between male and female graduate outcomes in favour of males since the introduction of the Graduate Outcomes Survey but in the latest survey year this has reduced to only 0.6 percentage points. The spike in 2018-2019 may relate to the impact of the pandemic on the performing arts industry which particularly affected that graduating cohort who were surveyed at the height of Covid; dance graduates, who are predominantly female, would have found especially limited availability of professional dance employment at that time.

5. Progression by Disability status

Disparity in graduate outcomes for alumni with reported disabilities has been an ongoing concern as reflected in our targeting of this issue in our 2020-2025 APP, despite the challenges of influencing long-term structural issues within the performing arts industry and wider society as a single institution. We are pleased that the four-year aggregate gap for graduates with disability is minimal (1 pp) but the average appears to be skewed by one very positive year for graduates with disability. The more recent higher gaps in the past two years indicate a continuing risk of inequality of opportunity²⁰.



Qualitative evidence on Trinity Laban’s Access and Participation risks

In-depth research undertaken to explore global majority student learning experience informed the identification and prioritisation of risks to equality of access. Research explored lived experiences in music and dance over time, examining access into and participation within Trinity Laban. Informed by wider research^{21,22}, the research sought to understand how student belonging shapes student success and the meanings of belonging within the specific institutional and disciplinary environment of Trinity Laban. A sample of over 40 students from contrasting ethnic backgrounds participate in the research, and intersectional characteristics such as socioeconomic status and gender shape the findings. In addition, data was collected staff from different subject areas and cultural backgrounds. Alongside in-depth narrative interviews and observation, students and alumni from priority groups were involved as co-researchers to shape the direction and interpretation of data and explore avenues of inquiry linked to their own experiences and interests. Co-researchers also supported the running of focus groups to validate prioritised risks and provide a more detailed understanding of how interventions should be made.

²⁰ Data for 2017-2018 graduates is suppressed for data protection purposes and is therefore omitted from the chart

²¹ Thomas 2012

²² NUS 2019

Research findings highlight the longitudinal nature of student belonging in shaping student access and success within the institution and the key interplay between student access that shapes demography at the institution and the experience of learning students have during their studies. Findings also show the overlap between different risks, such as how belonging during pre-entry shapes the acquisition of skills and attainment and the subject choices of prospective students.

Risk 1: Lack of opportunity to engage with and progress in our art forms, and lack of pre-HE specialist skill development especially within the state school sector

- Interview data and focus groups validated lack of opportunity to engage and progress in the arts is closely linked to provision within pre-entry education.
- Participants argued school and college provision made the difference to whether they could acquire requisite skills and attainment and that involvement in outreach and involvement activities was critical to their persistence.
- Participants emphasised inclusive offerings, such as around dance styles and music genres, and who lead activities, were central to opportunities to build skills.
- Experiences that enthuse young people and build connection to and passion for arts learning were central to all participants pursuing their training and education.
- A number of participants argued that gaining awareness of conservatoire training, such as from teachers, made the difference in their choosing to study at Trinity Laban.

Risk 2: Negative perceptions of training and careers in the performing arts deter students with ability and aspiration from applying for conservatoire study

- Qualitative research participants argued intersectional characteristics, such as socioeconomic status, gender and ethnicity, were closely linked subject choice.
- The majority of global majority students from lower-socioeconomic backgrounds described trust and confidence in securing employment being a concern when considering arts education and implications of belonging in shaping trust. Many described challenges negotiating subject choices with parents and carers.
- Interview and focus group data validated that concerns over prestige and employability linked to different careers may increasingly impact students from Asian backgrounds.
- Focus group data validated information for schools and families about prospective opportunities helped build trust and confidence and reinforced understanding of belonging in shaping subject choices.

Risk 3: Lack of pre-preparation and support, and admission and audition practices, might lead to lower success rates at audition

- Some qualitative research participants described limiting selection of institutions and number of auditions due to travel costs or audition fees.
- Most participants suggested lacking understanding of what auditions involve or support able to build understanding of what to expect.
- Focus group participants suggested some staff may lack preparedness to fairly assess the abilities of some students, such as linked to cultural or dance background in dance.
- Some participants suggested mismatches may exist between a sense of inclusivity experienced during audition and everyday life on their course.

Risk 4: Lack of preparation and academic and personal support for transition to, through and out of HE study at Trinity Laban has a negative impact on academic success and student wellbeing

Risk 5: Lack of a sense of belonging at Trinity Laban results in disengagement from learning and social isolation

- Qualitative research indicates that variations in student preparedness across different subject areas determine the sense of belonging students experience, with sense of shock, disconnection from curricula and social isolation being heightened for students lacking background experience in traditional or classical arts education. Such experiences appear closely linked to narrowed motivation, less active engagement, poorer attendance, and subsequent success variations for students from global majority backgrounds and overlap with socioeconomic status.
- Research findings and long table discussions show that mismatches in student preparedness and lack of belonging arise during student transition into the institution and interact to influence the quality and quantity of support gained from peers and staff throughout student learning. As result, preparedness variations are compounded rather than addressed, meaning students cannot thrive and experiences can lead to student wellbeing and mental health being undermined.
- Interviews and focus groups suggest that sociocultural conditions of learning, such as demography and mismatches in the provision of Welcome Week, student union events and societies, and staff culture produce variations in global majority students' sense of belonging.
- Interviews and coresearcher data suggest that belonging and active participation or 'voice' where students can express their individuality in learning are more important to global majority and lower socio-economic status students who can feel 'out of place' in the institution or alienated from curricula. Where learning is more teacher-led and, often, more traditional or classical, attainment differentials may arise.
- Student research highlight the lack of arts specific support for students with neurodivergence and negative impact on attendance, success and wellbeing. Wider research demonstrates lack of specific support for students with disability within music education²³.
- Wider research shows that variations in educational background and experience play a critical role in how students experience sense of belonging and find support, particularly during transition into higher education, and are linked to differences in success and continuation. Moreover, these differences are likely to overlap with other student characteristics such as ethnicity, socioeconomic status, and disability²⁴.

Risk 6: Poor mental health disrupts students' ability to study

- Long table data and wider research^{25,26} suggests neurodivergent students may be at greater risk of mental health issues, and poor mental wellbeing can lead to poorer attendance.
- Wider research suggests stigma and lack of belonging negatively influence the propensity of students with mental health issues to seek support²⁷. Long table data suggests not seeking support can exacerbate issues and impact student persistence.

²³ [Thompson et al 2024](#)

²⁴ [OfS 2020](#)

²⁵ [National Autistic Society 2021](#)

²⁶ [National Library of Medicine 2018](#)

²⁷ [National Library of Medicine 2023](#)

- Qualitative data suggests students from global majority backgrounds, particularly students from lower socio-economic groups, can suffer from mental health issues or existing conditions can be exacerbated due to perceived pressure to fit in, lack of belonging, microaggressions and negative interactions with staff.
- Wider research suggests students from lower socio-economic backgrounds are more likely to suffer mental health issues as a result of costs of living²⁸²⁹.

Risk 7: Financial pressures and capacity issues mean that students are unable to focus on their studies and lack a conducive environment to develop and progress

- Interviews suggest students from lower income families and/or were eligible for free school meals may not participate in social activities or feel excluded from student life due to costs of involvement, such as the price of events or lifestyle choices.
- Interviews suggest some students can lack appropriate space or resources to study.
- Reflecting wider research³⁰, interviews suggest commuter students may be more likely to originate from lower socioeconomic backgrounds and that distance, costs of travel and attitudes toward co-curricular activities can lead to less social support.

Risk 8: Graduates with disability experience poorer graduate outcomes, failing to secure professional-level employment or progress to higher study. This mirrors the under-representation of artists with disability in the professional arts sector.

- Long table discussion suggests variations in the employability of students with disability are linked to curricula, whereby a lack of visible role models, both within arts generally and disability-specific arts, can undermine awareness and confidence in pursuing professional-level employment or postgraduate study.
- Student research also suggests some staff attitudes towards neurodiversity can undermine motivation to pursue arts careers.
- Students felt support and advising lacked awareness of experiences and opportunities specific to students with disability.

²⁸ [Student Minds 2023](#)

²⁹ [NUS 2022](#)

³⁰ [Thomas & Jones 2017](#)

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

Intervention Strategy 1: Access and skill development

TASO research indicates that Tutoring interventions, responding to gaps in young people's knowledge or skills, at Pre-HE can improve attainment, aspirations and attitudes³¹. Our intervention strategy includes significant teaching programmes, necessary because there are such large and inconsistent gaps in the provision of specialist dance and music teaching in Schools, which prevents young people from reaching the skill level required for H.E study.

The latest National Plan for Music Education³² highlights the important and sometimes distinct role HE music partners play in supporting young people's musical development, in building opportunities and progression routes in partnership with schools, school networks, and music hubs. Arguably the same applies for Dance. The 2023 Ofsted Music subject report³³ challenges schools to actively seek the support of music hubs and other external 'expert' music education providers to develop their curriculum. The impact of strong partnerships with local music hubs has enabled us to better target individual schools in need, and plug gaps in as well as connect up with their out-of-school provision.

Our intervention activities initially introduce young people to our art forms, inspiring and enthusing them through exposure to live performances. Excellent practical learning experiences, begin to build their artform knowledge and skills and aspiration to progress. Once participants are engaged, the aims and focus of our activities shift; to develop and progress young people's technical, creative and performance skills, raise attainment, inform young people about careers and progression routes, and prepare them for HE study. Participants engage in a variety of interventions, gradually building in complexity and frequency. This engagement happens both in and with schools, and in partnership with multi-school networks and hubs, as well as directly with individuals in a range of out-of-school opportunities that enable progression and specialism.

This multi-intervention approach draws from Uni Connects evaluation, which indicates that multi-intervention approaches have positive outcomes for learners, improve learners' knowledge of H.E and contribute to increased confidence in decision-making. 'Sustained engagement in multi-intervention programmes increased the likelihood that a learner will successfully progress to higher education.'³⁴ Guildford University research into widening participation interventions indicates that 'approaches that appeared to offer the most potential were those that helped students to develop new skills with tangible outcomes, and exposure to role models.'³⁵

Specific interventions for Global Majority young people and (in dance) for Male students employ this multi-intervention strategy, whilst working in partnership with specialist organisations and Schools, ensuring significant exposure to role models alongside skill development initiatives. They also respond to our qualitative research which shows that the acquisition of skills and attainment in our artforms for global majority, male students and students from lower socioeconomic backgrounds are intertwined with the sense of belonging and support that young people experience prior to their arrival at Trinity Laban. This reflects wider research arguing belonging is more important in shaping the subject choices of underrepresented groups³⁶.

³¹ [Tutoring \(pre-entry\) - TASO](#)

³² https://assets.publishing.service.gov.uk/media/62bc1242d3bf7f292040d364/The_Power_of_Music_to_Change_Lives.pdf

³³ <https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report#recommendations>

³⁴ [Uni Connect annual report: Phase two, August 2019 to July 2020 \(officeforstudents.org.uk\)](#)

³⁵ [Full article: Do widening participation interventions change university attitudes in UK school children? A systematic review of the efficacy of UK programmes, and quality of evaluation evidence. \(tandfonline.com\)](#)

³⁶ <https://journals.sagepub.com/doi/epdf/10.1177/016146811511701204>

Evaluation of our current initiatives indicate that our 2025-29 intervention strategies are appropriate and build on our existing work to widen participation in our artforms. For example:

- Engaging with individual schools over a sustained basis yields a positive impact for schools; supporting curriculum delivery and uptake of music and dance at KS4 and beyond. Involving our HE students as role models at the heart of this work is inspiring for their younger peers. Individuals from local partner schools apply for our out-of-school projects and courses.
- 40% of schools engaged in Dance interventions in 2022-23 and 47% of schools engaged in Music interventions had a Pupil Premium rating of 35% or higher.
- 81% young people participating in sustained out-of-school Dance programmes stated these activities have influenced the likelihood of them choosing to pursue more dance education.
- 60% of young people participating in our Centre for Advanced Training (CAT) have participated in in and out of school dance activities with us.
- 71% of our current CAT participants receive a bursary, 32% of Global Majority heritage.
- 89% of Y13 dancers progress to further study in dance at Higher Education following study at Trinity Laban's Dance Centre for Advanced Training (CAT).
- Participants have been encouraged to develop further as a musician as a result of taking part in out-of-school music initiatives.
- 89% of Animate Orchestra participants in 2024 agreed that their musical skills increased, and 71% that their confidence increased, and they were inspired to progress. 20% of applicants in 2023-24 were from our partner schools' work.
- 75% of Jazz Hang participants in 2023/24 said that they saw an improvement in both their musical knowledge, and in their listening skills.
- 100% of Teachers participating in KS3 & 4 School Dance workshops stated the activities gave their students an experience of professional training and developed their skills.
- 100% of participating Teachers reported that our current KS4 GCSE Dance Choreography intervention developed students skills and knowledge of training.
- 95% of 23/24 school music concert audiences have never seen a live performance before. Interviews with current HE students cite the life-changing impact of experiencing live performance. 100% of teachers participating in the 2023/24 Interactive Concert Workshops and Jazz on Tour reported that their students were engaged, enjoyed the sessions, and their musical understanding was enhanced. 30% of students involved in the former were in receipt of pupil premium, and 13.5% had SEND.
- 56% of bands participating in our 2024 pilot Battle of the Bands projects are from either MiSST schools or Lewisham Music hub, with at least 20% of participants overall being eligible for Pupil Premium.

Intervention Strategy 2: Perception of higher education in the arts

TASO research indicates that Information, Advice and Guidance³⁷ (IAG) can have a positive impact on attitudes, aspiration and HE participation for students on the margin of applying to HE. The most successful IAG interventions 'are integrated into other forms of support such as career advice and guidance'. The importance of providing careers advice and mentorship as a tool for widening participation is also highlighted in the National Music Plan for Education.

³⁷ [Information, advice and guidance \(IAG\) \(pre-entry\) - TASO](#)

Evidence suggests that multi-intervention programmes, that include IAG, have positive outcomes. Combinations of engagement type, such as summer schools/ practical experiences/ masterclasses alongside visits and information, were found to be most effective for securing progression into HE.³⁸ Our IAG initiatives are integrated into multi-intervention programmes that also develop prospective students' skills and raise aspirations through inspirational experiences and interaction with staff, students and HE programmes off-site and in our buildings.

Evaluation of our current initiatives indicate that our 2025-29 intervention strategies are appropriate and build on our existing work to widen participation in our artforms. For example:

- Teachers and careers advisors engaged in CPD we have previously delivered stated improved knowledge of entry into Dance at H.E, and ability to advocate for arts careers. With a 48% decline in GCSE Dance entries and few specialist dance teachers remaining in Secondary Schools, the need to raise teacher knowledge and advocacy of dance careers is clear.
- 73% of Year 13 National Dance Centre for Advanced Training students stated they felt confident applying for HE study after participating in multi-intervention programmes with Trinity Laban in 2023.
- 90% Youth Dance Leaders and participants stated multi-intervention programmes, with IAG activities, raised confidence in dance, with 67% wishing to pursue more dance with Trinity Laban.

Our belief is that intervention strategy 1 and 2 will work in tandem to equip prospective students with the skills required to pursue arts training and transform negative perceptions of the arts as fields in which people from identified equity groups can belong and thrive. Wider research demonstrates important links between belonging and access into education for students from global majority and lower-socioeconomic backgrounds and our intervention plan is informed by evaluation of what works^{39,40}. By diversifying our offering, showcasing role models from related backgrounds and highlighting pathways toward fulfilling and sustainable employment, interventions will address the trust and confidence our qualitative research highlights as being crucial to target groups pursuing the arts.

Intervention Strategy 3: Admissions and audition

- Responding to our evidence and wider discussion^{41,42}, development of staff in audition panels is underpinned by research demonstrating the efficacy of unconscious bias training in supporting the recruitment of diverse workforces⁴³.
- Staff development seeks to encourage cultural change to address potential implications of 'cultural fit' in shaping who succeeds during student admissions and builds on evaluation undertaken by other conservatoires that finds that unconscious bias alone fails to engender diverse student populations⁴⁴.
- Staff development will be targeted towards staff involved in audition panels who may lack appropriate arts background to enable them to fairly assess abilities that sit outside their own.
- The intervention may be especially important in supporting access of students from global majority and lower socio-economic backgrounds who our qualitative research suggests are more likely to lack preparation in established genres or repertoire.
- Audition prep days will support prospective students to demonstrate diverse abilities beyond a narrow focus on established genres and repertoire, helping them to build confidence and deal with performance anxiety⁴⁵.

³⁸ [Multi-intervention outreach - TASO](#)

³⁹ [Sanderson & Spacey 2021](#)

⁴⁰ [Mentoring, counselling, coaching and role modelling - TASO](#)

⁴¹ [Tsay 2013](#)

⁴² [Mitchell & Benedict 2017](#)

⁴³ [Equality and Human Rights Commission 2018](#)

⁴⁴ [Royal Central School of Speech and Drama](#)

⁴⁵ [Spahn et al 2016](#)

- Experiential learning through realistic audition activities support understanding of what is expected of students and foster critical thinking about how to demonstrate ability⁴⁶.
- Working in tandem with changes to curricula and pedagogy to address potential mismatches between entry criteria and life inside Trinity Laban, audition preparation interventions will address variations in success and continuation by meaning students have accurate expectations of effort involved and learning approach⁴⁷.

Intervention strategy 4: Preparation, belonging and transition into, through and out of study

A strong focus of strategy 4 and other intervention strategies is the importance of fostering a sense of belonging for equity groups, based on substantial research over more than a decade that demonstrates close links with academic attainment and retention^{48,49}. Informed by both our qualitative research and long tables with students, our intervention plan recognises the complexity of student belonging within our institutional and disciplinary setting, such as the interplay between student preparation circumstances and the intersection of student characteristics in shaping equality.

- Our transition pedagogy approach address both social and academic aspects of student experience and is supported by wider research showing that integrated, time-bound approaches that proactively support variations in student preparation, cultural background, disposition and circumstance as part of students' everyday study more effectively address variations in student success than separate or remedial approaches across different groups^{50,51,52}. We are aware that the efficacy of whole institutional approaches can be difficult to evidence, and are integrating evaluation and improvement mechanisms more comprehensively to support our ambitious approach⁵³.
- Our inclusion of mental health support in this intervention strategy is informed by public health research showing that 'downstream' approaches addressing social determinants of mental health reduce the likelihood of issues arising and reduce pressure on services responding to crisis⁵⁴. Both within universities and society in general, belonging and community involvement are closely tied with mental health and our interventions address social and institutional conditions which can produce or exacerbate mental ill health^{55,56,57}.
- In tandem with intervention strategy 7, this strategy follows a whole institutional approach to supporting the attainment of students with disability, doing so from the outset of students' journey into the institution and providing increased opportunities for staff training and communication with and between staff and students. By helping students with disability thrive, intervention strategy 4 will additionally support the graduate employment of students with disability⁵⁸, alongside IS7.
- Informed by emerging good practice in the supporting equality for students with disability⁵⁹, revision of student induction will support the provision of reasonable adjustments for students with disability in a more timely manner by meaning that students are engaged and needs are identified earlier.

⁴⁶ [Mitchell 2018](#)

⁴⁷ [Pleitz et al 2015](#)

⁴⁸ [Thomas 2012](#)

⁴⁹ [Cureton & Gravestock 2019](#)

⁵⁰ [OfS 2020](#)

⁵¹ [Thomas 2017](#)

⁵² [TASO 2023](#)

⁵³ [TASO 2020](#)

⁵⁴ [National Library of Medicine 2019](#)

⁵⁵ [National Library of Medicine 2012](#)

⁵⁶ [National Library of Medicine 2020](#)

⁵⁷ [Ofs](#)

⁵⁸ [TASO 2020](#)

⁵⁹ [TASO 2024](#)

- However, we are aware of a lack of research to underpin interventions to foster equality for students with disability⁶⁰, particularly within our institutional and disciplinary context. We are responding proactively by reviewing and researching effective approaches in collaboration with students with disability and other stakeholders. Since the inception of the 2020-2025 APP, we have made progress establishing some of the first research to support students with neurodivergence in the arts.
- Relatedly, there is a lack of evidence to support the efficacy of interventions to address inequalities in success linked to socio-economic status⁶¹, particularly within our institutional and disciplinary context, and we shall continue to work with students and other stakeholders to build our knowledge in this area.
- Increased Student Union support, and review of scheduling and revision of student induction will work in tandem with other initiatives to support the formation of social support and community involvement and enable equity groups to participate more in extra-curricular activities. Wider research suggests extra-curricular activity involvement is closely linked to student attainment and retention⁶², however gaps in participation may exist, such as for students from global majority backgrounds, students from lower socio-economic backgrounds, and commuters. Informed by wider research and the views of students, by undertaking review of scheduling of activities, building a more student-centred timetabling approach and improving communication about activities we seek to remove barriers impacting commuter student involvement⁶³.
- By addressing conditions which influence student belonging our interventions support broader cultural change and staff development by empowering the voices of equity groups to inform policy and practice⁶⁴. Aware of the lack of student voice in evaluation⁶⁵, we will continue to involve students and alumni from target groups.

Intervention strategy 5: Support for care leaver and care experienced students

We know from consultation with our own students from care experienced backgrounds, as well as from research, that care leavers face multiple challenges to success and, in particular, are more likely to experience financial hardship than their peers. This impacts their ability to focus on their studies and to engage fully in the social and cultural activities of the Institution, which in turn can lead to isolation, disengagement and academic failure. We believe that more sustained, substantial and predictable financial aid in the form of an annual bursary will alleviate pressures to work long hours alongside study, and address additional costs associated with lack of consistent family support faced by these students (for example, the need to fund accommodation costs during vacation periods). Targeted financial support will also aim to reduce anxiety and mental health issues associated with cost of living pressure⁶⁶.

We recognise that young people in care or from care experienced backgrounds often face marginalisation and inequality, and lack opportunities to engage in creative activities which might enable them to discover and progress in our art forms. To date, entrants to Trinity Laban from this group have been concentrated in music programmes, and we are looking under this Plan to enable greater access to Dance. Collaborative working with Care2Dance will allow us to draw on their specific expertise and networks in supporting young people care experienced young people through engagement in dance, which provides a strong platform to reach and progress students with the aspiration and potential to undertake conservatoire study. We can offer pathways for Care2Dance participants into our more advanced and sustained youth dance programmes which act as a stepping stone to HE study.

⁶⁰ [TASO 2023](#)

⁶¹ [TASO 2020](#)

⁶² [TASO 2020](#)

⁶³ [Thomas & Jones 2017](#)

⁶⁴ [AdvanceHE 2022](#)

⁶⁵ [TASO 2020](#)

⁶⁶ [NUS 2022](#)

Intervention strategy 6: Mental Health

Our research and engagement with students show mental health is a growing concern within our institution and, as in other institutions⁶⁷, may impact some groups more and reinforce equality gaps. Benchmarking our embedded support activities and new interventions against the Mental Health Charter will provide an evidence-base to develop a whole institutional approach that addresses conditions which can produce or exacerbate poor mental health. This proactive approach will remove the burden from support services to address growing numbers of students with mental health issues and mean through dialogue within our institution and learning from others we build knowledge of good practice.

- Staff development to build understanding of interrelating factors shaping mental wellbeing and awareness of proactive and responsive measures, including reporting pathways, acknowledges that faculty staff are often the first point of contact for students and play a vital role in student retention⁶⁸.
- Developing staff awareness of available support for students recognises student survey research within the sector showing students' need for better communication and consistency across staff⁶⁹.
- A more coherent approach to mental health involving support staff and academics is correlated with improved student retention⁷⁰.
- Targeted financial support will relieve cost of living pressure associated with mental ill health⁷¹.

Intervention strategy 7: Careers support for students and graduates with a disability

By working with organisations that champion artists with disabilities and seeking their input to build more inclusive curricular and delivery approaches, our intervention plan supports progression to employment both within disability-specific arts and the arts in general, instead of reinforcing a deficiency-based approach.

Our approach is informed by wider research showing that building relationships between students and graduates with disability and employed individuals with similar disabilities can improve self-efficacy and motivation in seeking employment after graduation⁷². In addition, building networks between students and potential employers will help address the implications of network capital in employment variations and mean that formal and informal careers advice is more closely aligned with the characteristics of disability within our population as recommended more widely⁷³.

By also providing specialist advice students with disability will be supported to make effective career choices, as suggested elsewhere⁷⁴. However, we are aware of a lack of trustworthy evidence to support the efficacy of interventions to support progression to employment for students with disability⁷⁵ and will evaluate and improve processes over the course of this plan.

⁶⁷ [OfS 2023](#)

⁶⁸ [Kalkbrenner, Jolley & Hays 2021](#)

⁶⁹ [AdvanceHE 2023](#)

⁷⁰ [Sharp, Wray & Maxwell 2020](#)

⁷¹ [NUS 2022](#)

⁷² [Ramaiah & Robinson/TASO 2022](#)

⁷³ [Chen 2021](#)

⁷⁴ [Whiston *et al* 2017](#)

⁷⁵ [TASO 2023](#)

Fees, investments and targets

2025-26 to 2028-29

Provider name: Trinity Laban Conservatoire of Music and Dance

Provider UKPRN: 10008017

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	9250
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE		N/A	4390
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Erasmus and overseas study years	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Trinity Laban Conservatoire of Music and Dance

Provider UKPRN: 10008017

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£1,733,000	£1,786,000	£1,839,000	£1,894,000
Financial support (£)	NA	£223,000	£205,000	£212,000	£218,000
Research and evaluation (£)	NA	£50,000	£52,000	£53,000	£55,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£1,213,000	£1,250,000	£1,287,000	£1,326,000
Access activity investment	Post-16 access activities (£)	£520,000	£536,000	£552,000	£568,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	Total access investment (£)	£1,733,000	£1,786,000	£1,839,000	£1,894,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	<i>74.1%</i>	<i>76.1%</i>	<i>77.0%</i>	<i>79.3%</i>
Access activity investment	<i>Total access investment funded from HFI (£)</i>	<i>£388,000</i>	<i>£402,000</i>	<i>£414,000</i>	<i>£426,000</i>
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	<i>£1,345,000</i>	<i>£1,384,000</i>	<i>£1,425,000</i>	<i>£1,468,000</i>
Financial support investment	Bursaries and scholarships (£)	£183,000	£149,000	£73,000	£48,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£40,000	£56,000	£139,000	£170,000
Financial support investment	Total financial support investment (£)	£223,000	£205,000	£212,000	£218,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	<i>9.5%</i>	<i>8.7%</i>	<i>8.9%</i>	<i>9.1%</i>
Research and evaluation investment	Research and evaluation investment (£)	£50,000	£52,000	£53,000	£55,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	<i>2.1%</i>	<i>2.2%</i>	<i>2.2%</i>	<i>2.3%</i>

Fees, investments and targets

2025-26 to 2028-29

Provider name: Trinity Laban Conservatoire of Music and Dance

Provider UKPRN: 10008017

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the proportion of entrants to Trinity Laban from global majority backgrounds to 27% by 2028-29	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Increase proportion of entrants of Black, Asian, Mixed or Other ethnicities to 27% by 2028-29	No	The access and participation dashboard	2021-22	Percentage	17.1	21	23	25	27
Increase the proportion of entrants to Trinity Laban that were eligible for Free School Meals at Key Stage 4 to 20% by 2028-29	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2021-22	Percentage	8.3	14.8	16.5	18.2	20
Increase the proportion of entrants to Trinity Laban from IMD Quintile 1 postcode areas to 22% by 2028-29	PTA_3	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	N/A		No	The access and participation dashboard	2021-22	Percentage	14.9	19	20	21.5	23
Increase the number of care experienced students in our student population by +50% by 2028-29	PTA_4	Access	Care experienced students	Care experienced students		We shall use UCAS applicant data and internal data from our student record system to track care experienced student numbers. Baseline figure is for 2023-2024.	No	UCAS data (please include details in commentary)		Headcount	6	8	9	10	12
Increase the proportion of male entrants to Trinity Laban to 40% by 2026-27 and maintain at that level thereafter	PTA_5	Access	Sex	Male			No	The access and participation dashboard	2021-22	Percentage	36.8	38	40	40	40
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Eliminate the attainment gap between students from White and Global Majority backgrounds by 2028-29	PTS_1	Attainment	Ethnicity	Not specified (please give detail in description)	White	Global majority students are those of Black, Asian, Mixed and Other ethnicities. Baseline and milestone data shows 2 year aggregate as annual data is suppressed	No	The access and participation dashboard	2021-22	Percentage points	9.5	4.3	2.9	1.5	0
Reduce the attainment gap between students from IMD Q1 and Q5 areas by -50% by 2028-29	PTS_2	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5	Baseline and milestone data shows 2 year aggregate as annual data is suppressed	No	The access and participation dashboard	2021-22	Percentage points	11.9	10.4	8.9	7.4	5.9
Reduce the 4-yr average completion gap for students who were eligible for free school meals by -50% by 2028-29	PTS_3	Completion	Eligibility for Free School Meals (FSM)	Eligible	Not eligible		No	The access and participation dashboard	2017-18	Percentage points	23.2	18.6	16.3	14	11.6
Reduce the attainment gap for male students by -75% by 2028-29	PTS_4	Attainment	Sex	Male	Female		No	The access and participation dashboard	2021-22	Percentage points	12.4	8.8	7	5.1	3.1
Eliminate the attainment gap for students with disability by 2028-29	PTS_5	Attainment	Reported disability	Disability reported	No disability reported		No	The access and participation dashboard	2021-22	Percentage points	6.1	3	2	1	0
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

