

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE

EQUALITY INFORMATION: JANUARY 2017

2015-2016 Headlines

- ❖ In 2015-2016, Trinity Laban Conservatoire of Music and Dance (Trinity Laban) exceeded benchmark performance among conservatoires¹ on four out of six equality measures for disability, race and gender among staff and students.
- ❖ We showed leading performance in the enrolment of students with a declared disability (17.6%) but below HE sector average prevalence of BAME and male students.
- ❖ There was an even gender balance at higher grades but a male majority within the Executive (56%).
- ❖ The percentage of staff from BAME groups increased as did representation within higher grades.
- ❖ We have extended monitoring of new protected characteristics to all staff, students and job applicants and are publishing data on gender reassignment for the first time. There was a significant reduction in unknown values in these areas.
- ❖ Our Equality Objectives prioritise improvement of the gender balance and ethnic diversity within higher staff grades; increasing disability disclosure rates among staff; achieving higher male participation in dance and musical theatre; and increasing BAME representation among our student and applicant populations. Our Equality Action Plan supports the achievement of these aims and is monitored by the Equality, Diversity and Access Committee.

Introduction

1. Equality information

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

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

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

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

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

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

2. Our Vision for Equality and Diversity

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

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

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

3. Equality Objectives

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

Equality monitoring

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

Staff

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

Students

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

General

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

4. Equality framework

Trinity Laban has put in place a framework to support the achievement of its equality goals which, in 2015-2016, included our:

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

5. Oversight of equalities

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

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

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

Equality monitoring data and activities: 2015-2016

6. Equality monitoring: protected characteristics

In the main body of this report, we present information about the equality profile of our staff, student and applicant populations, using the most recent annual monitoring data relating to the 2015-2016 academic year. Trinity Laban has collected and published data on race, sex and disability for many years, and has incorporated age into this reporting since 2011. More recently, we have requested information on the newer protected characteristics, namely:

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

Staff

6.1 Staff profile: key facts and figures

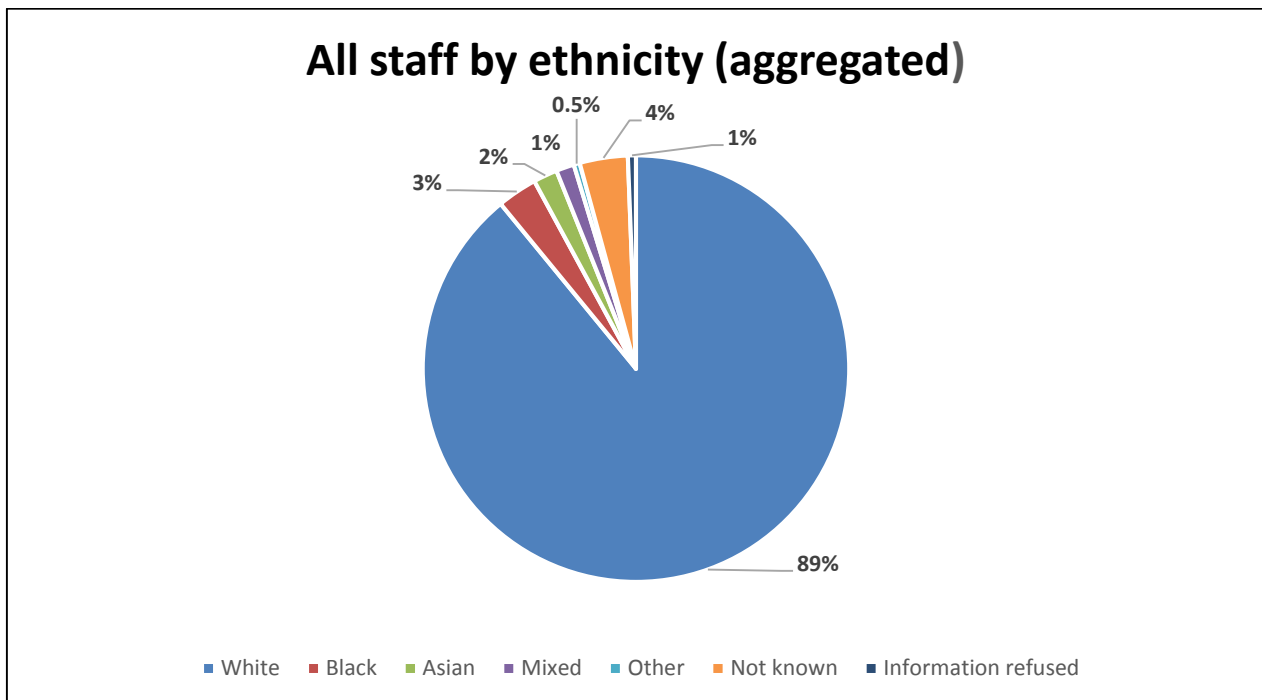
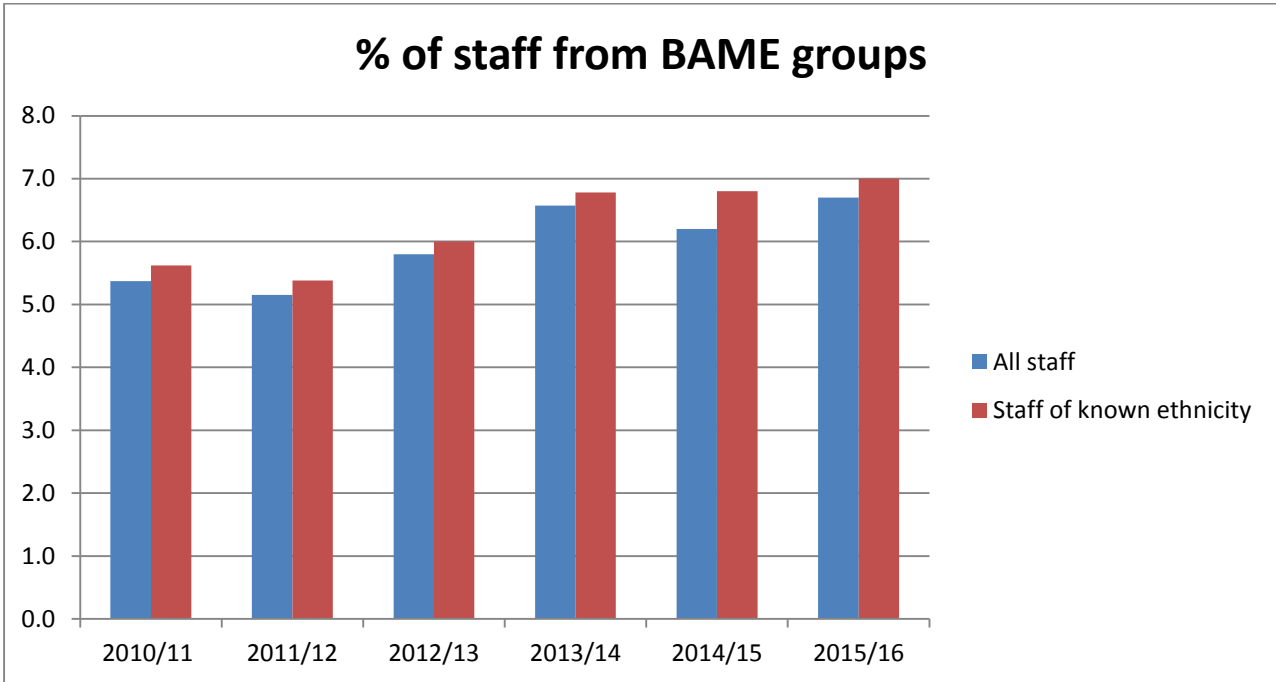
- ❖ *The proportion of staff from Black, Asian and Minority Ethnic (BAME) groups stood at 7.0% in 2015-16, a small increase of 0.2 points on 2014-15, and 51% higher in absolute numbers than the 2009-2010 baseline figure.*
- ❖ *The proportion of BAME staff at Trinity Laban was above the Conservatoire mean of 6.3% (2014-2015 figure).*
- ❖ *17.8% of job applicants and 7.7% of appointees came from BAME backgrounds; the gap between these two figures therefore increased to 10.1 percentage points from 6.6 points in 2014-15.*
- ❖ *BAME staff represent 9.0% of staff from grades 4 to 7, a rise of 1.7 points; the percentage of BAME post holders at grade 8 or above rose from 2.0% to 3.1%.*
- ❖ *The overall staff gender split was 53.3% female: 46.7% male, a change of - 2 percentage points in male representation from the previous year. At higher grades, there was an even balance of male and female representation at grade 8 and above, but the Executive changed from a female to a male majority (56% male).*

TRINITY LABAN CONSERVATOIRE OF MUSIC AND DANCE 2015-16 EQUALITY INFORMATION

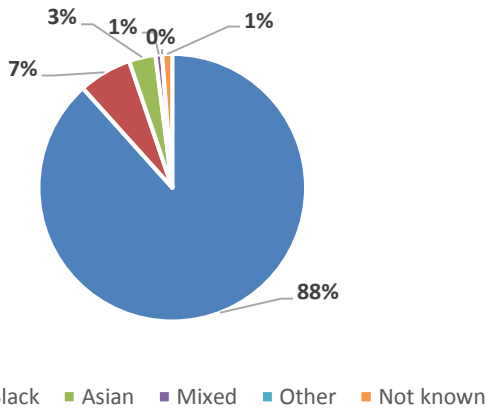
- ❖ 4.8% of staff, where disability status was known, had a declared disability, an increase of 0.6 percentage points on 2014-15. The percentage of staff whose disability status was unknown stood at 34.1%; this was a significant fall of seven percentage points on the level of unknowns in the previous year, and a further improvement on the highest recorded figure of 53% in 2011-12.
- ❖ The age profile of staff at Trinity Laban showed a very even spread across age ranges: 14% of staff were 30 and under and 10% were over 65.
- ❖ Unknown values for newer protected characteristics remained at a high level but showed considerable year on year improvement (-24 points for sexuality; -17.3 points for religion or belief).

6.2 Staff annual monitoring data: 2015-2016

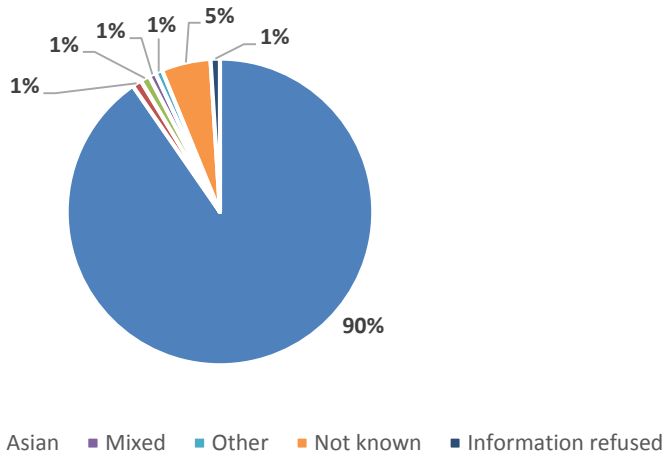
ETHNICITY



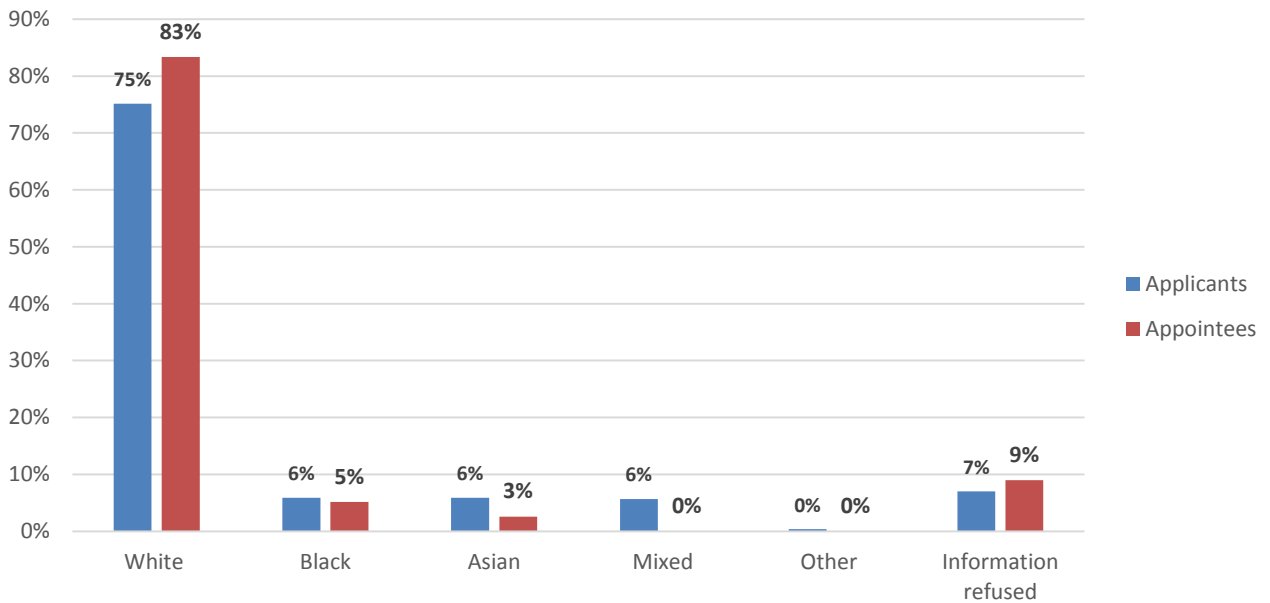
Administrative staff by ethnicity (aggregated)



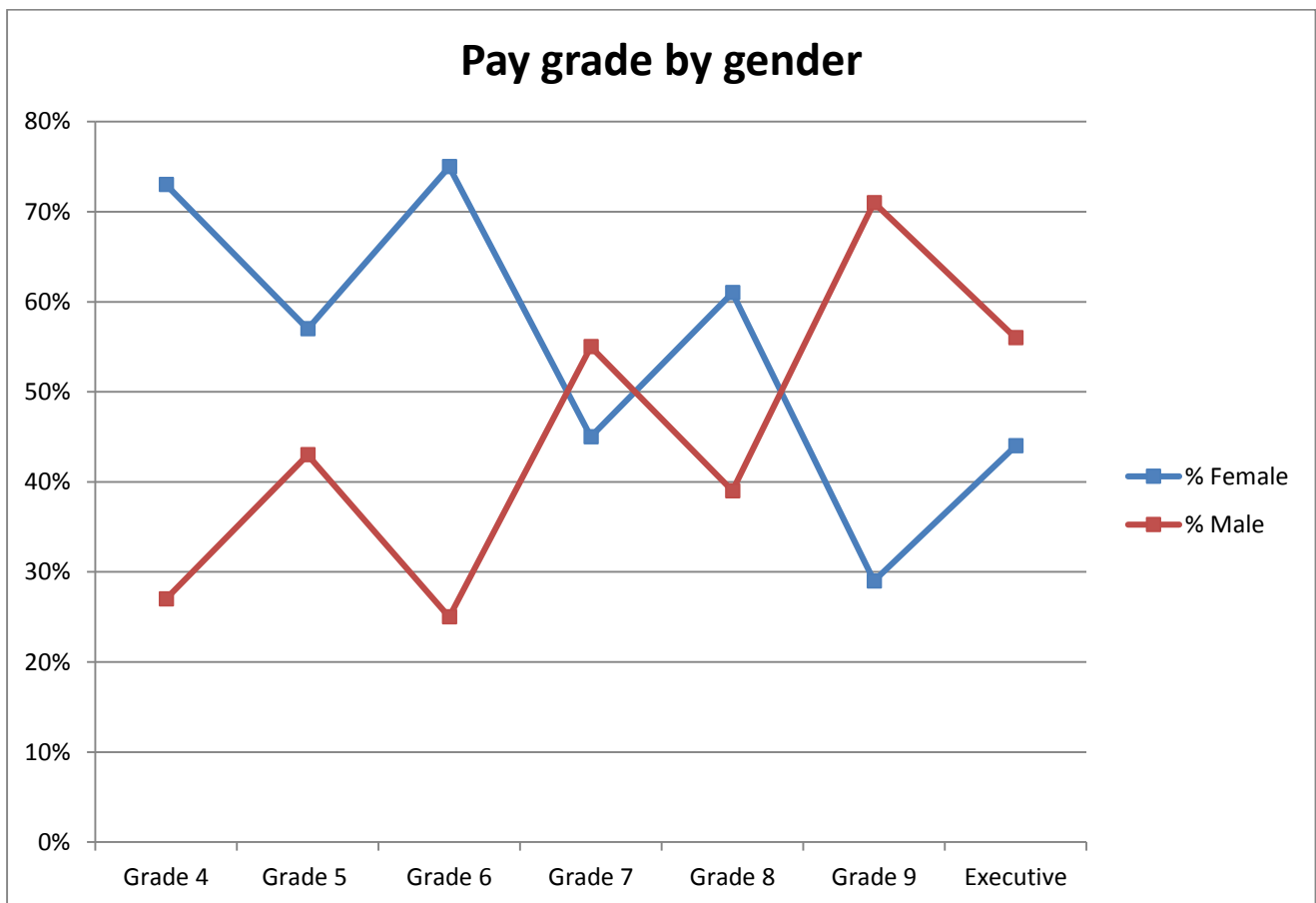
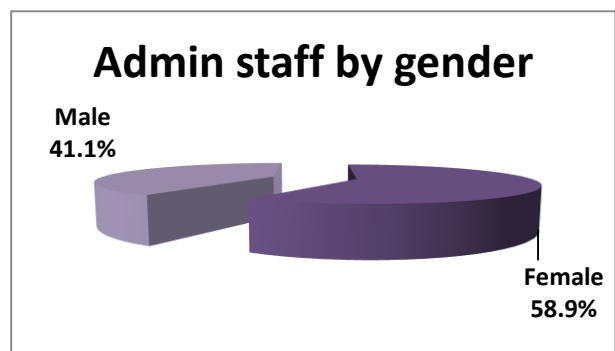
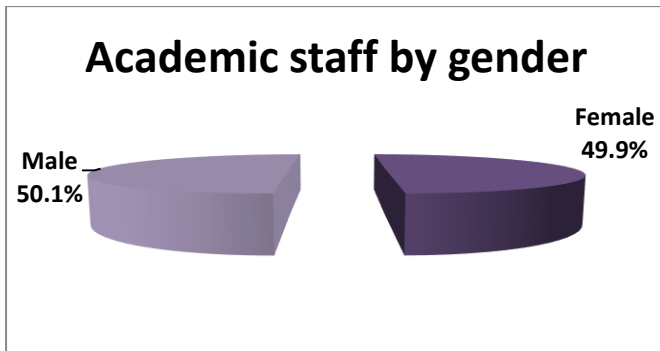
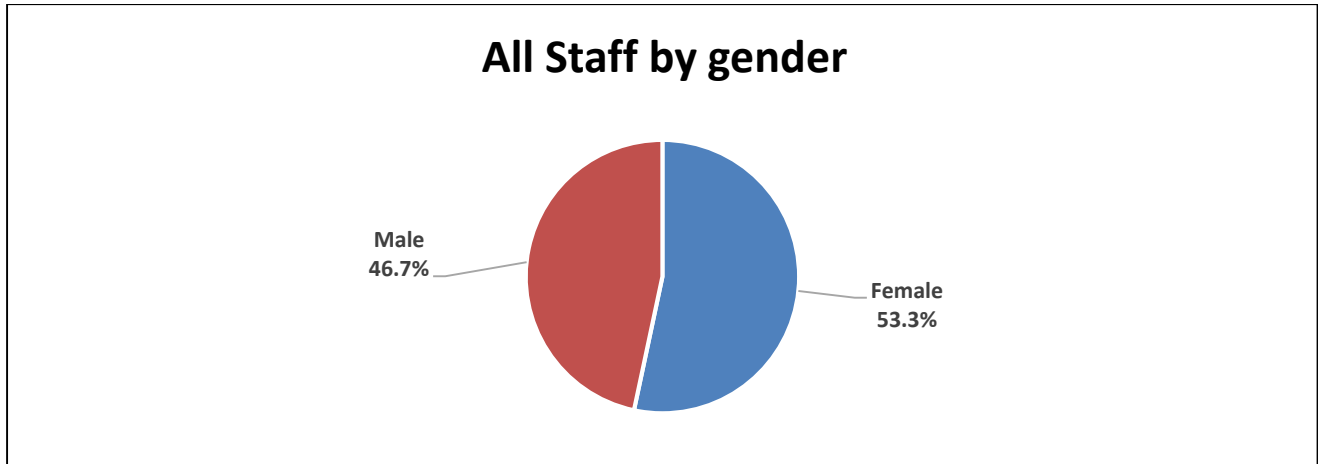
Academic Staff by ethnicity (aggregated)



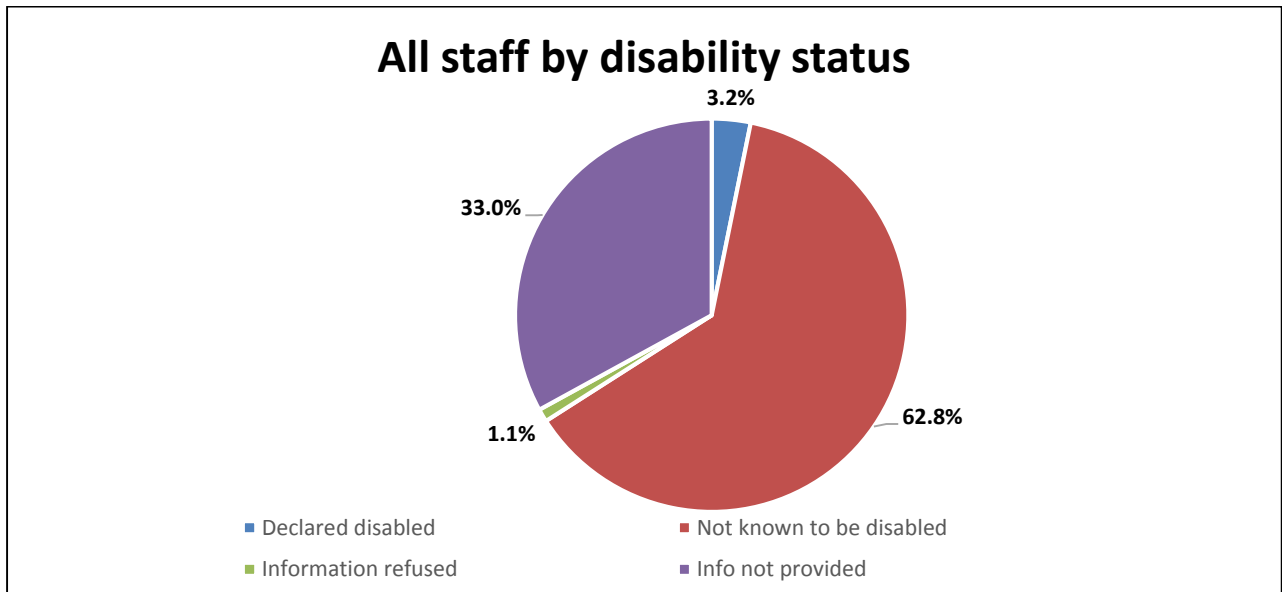
Job applicants and appointees



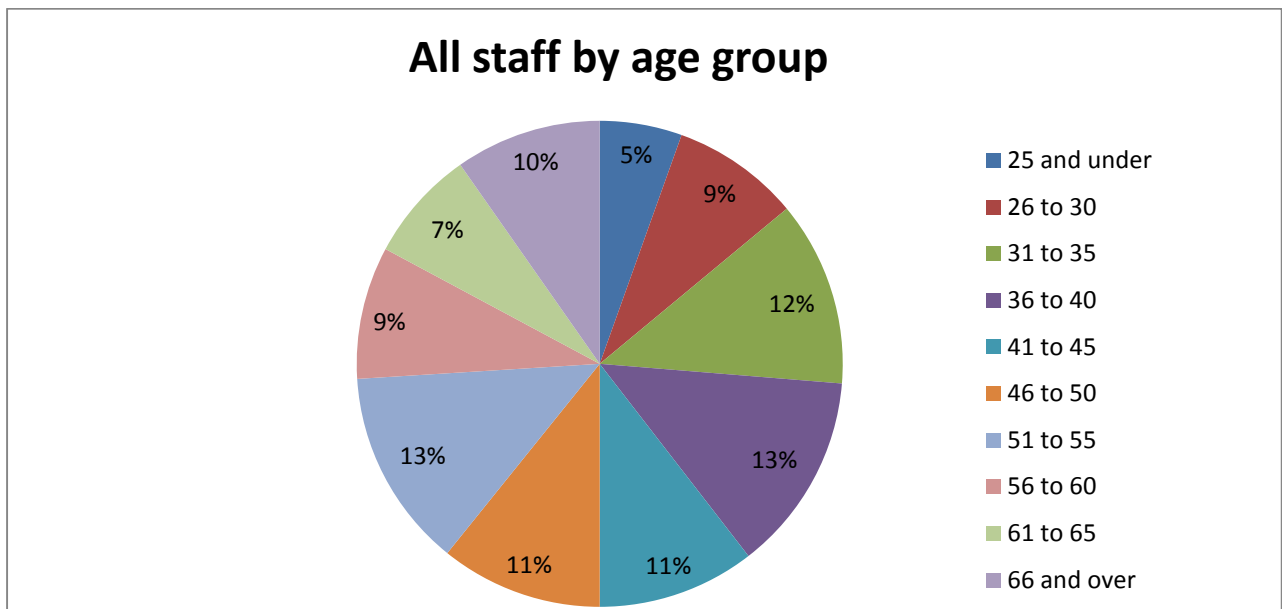
GENDER



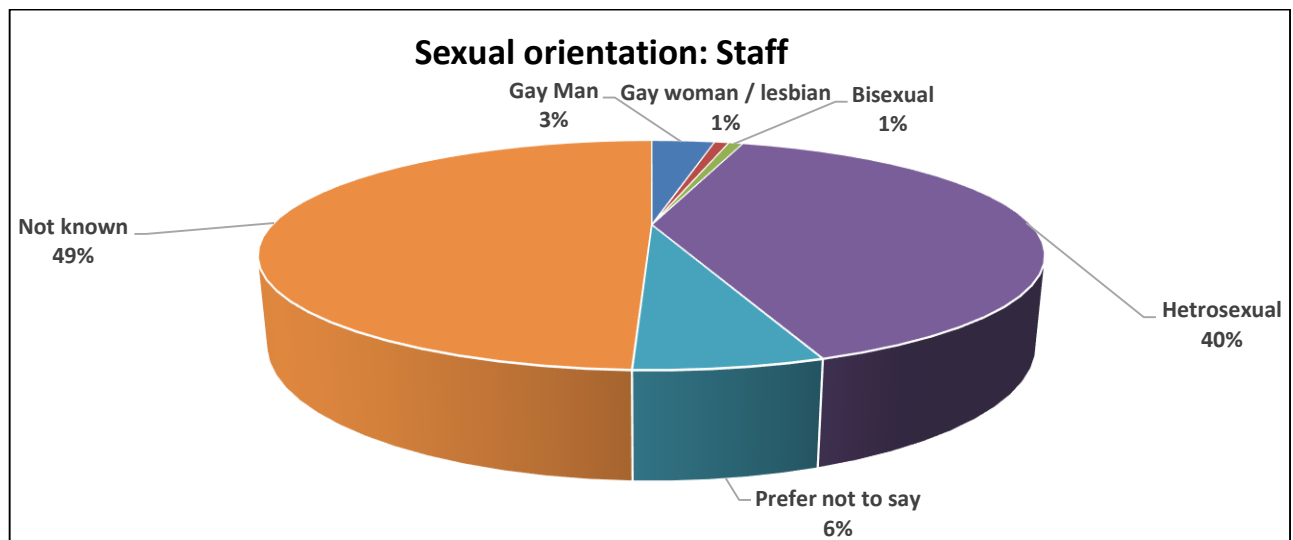
DISABILITY

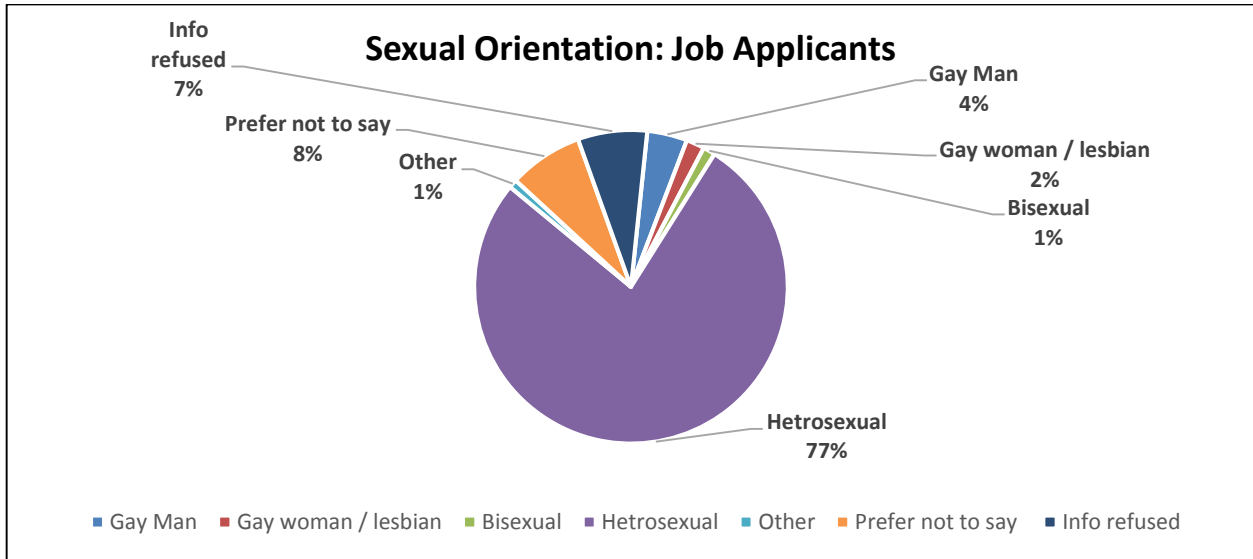


AGE

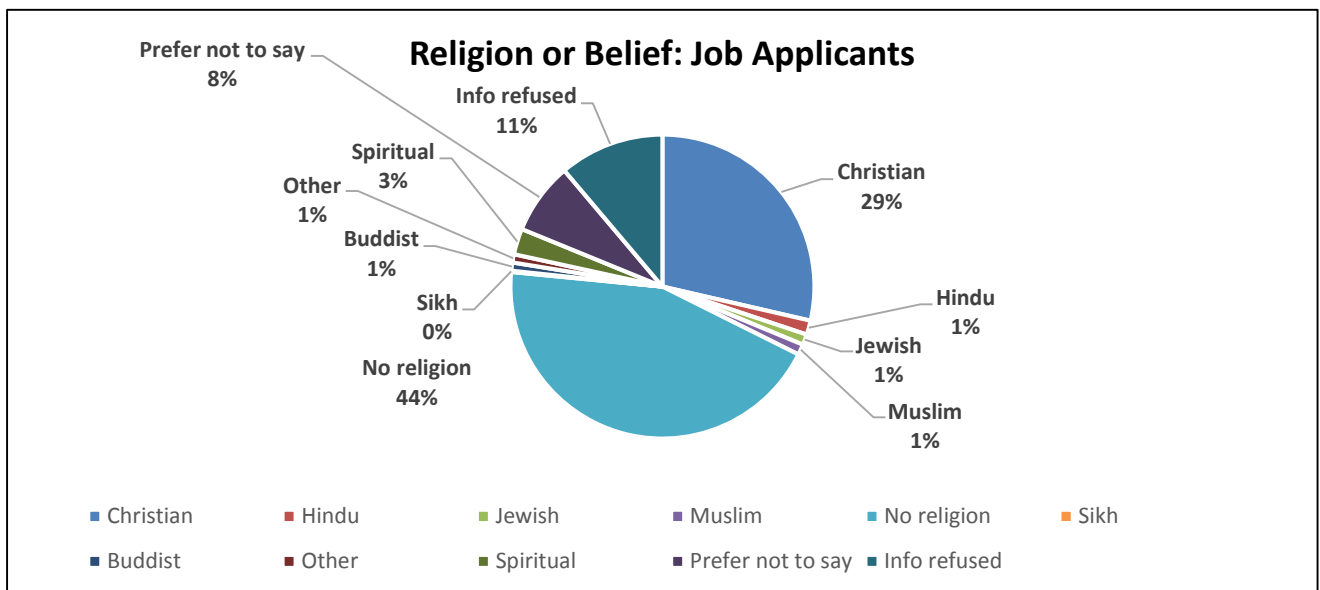
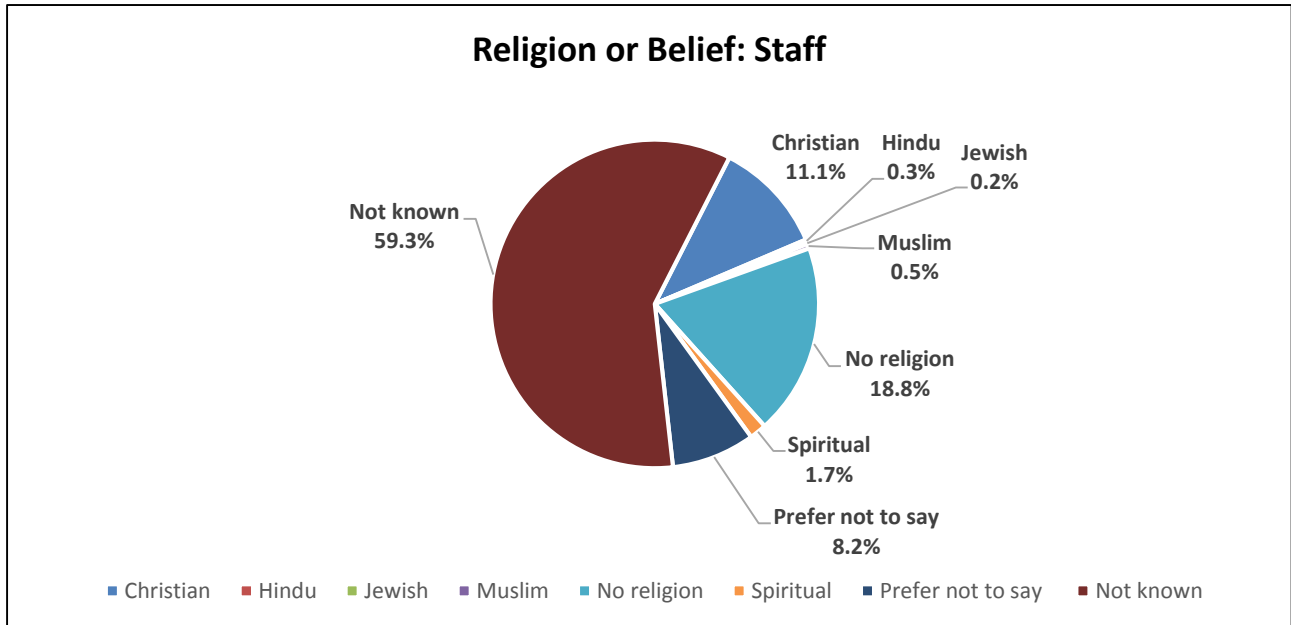


SEXUAL ORIENTATION



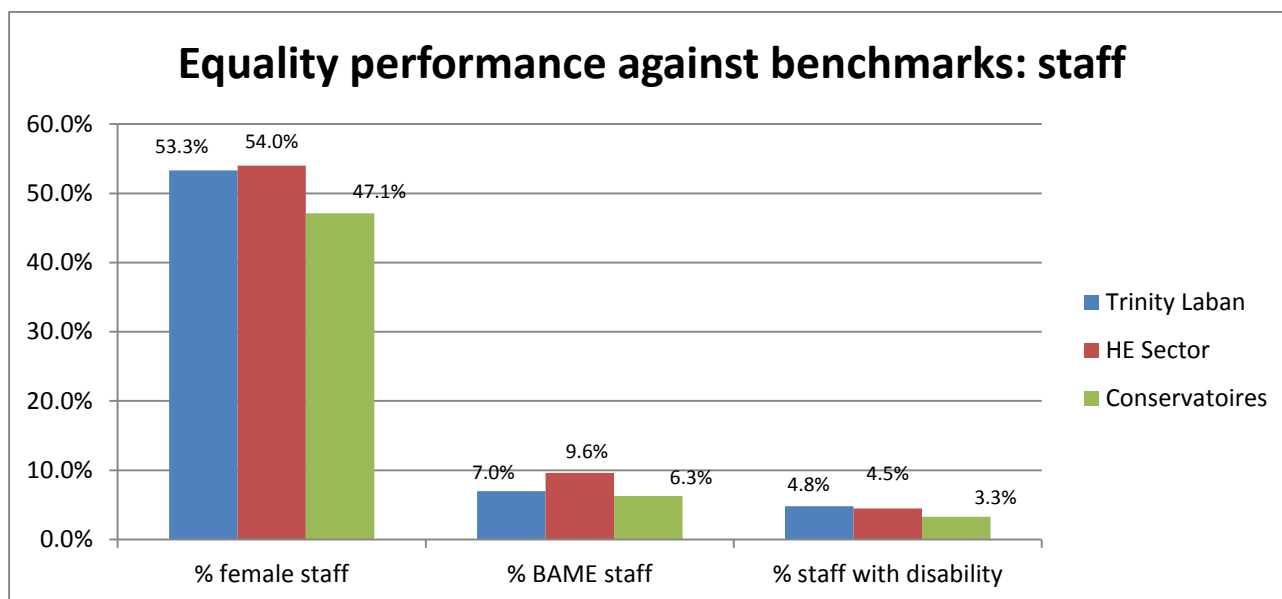


RELIGION AND BELIEF



6.3 Performance against benchmarks

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



Trinity Laban out-performs the conservatoire mean average on equality measures for disability and BAME representation; has a more balanced gender split than the sector nationally; and also exceeds the national prevalence of staff with disabilities (albeit with a high level of unknown values in this case). We have further improvements to make in achieving BAME representation comparable with the UK HE sector.

6.4 Staff equality activities 2015-16 and future priorities

6.4.1 The institutional Equality and Diversity policy was reviewed and updated including consultation with staff representatives on JNCC. The Equality, Diversity and Access Committee (EDAC) has been overseeing the update of equality objectives and the underpinning Equality Action Plan for presentation to senior management and Board. Most recently, Trinity Laban has used expert facilitation provided through its subscription to the Equality Challenge Unit to explore and finalise its equality objectives for the next period.

6.4.2 In collaboration with the Equality Challenge Unit, a progressive programme of training on staff recruitment and selection was continued. The programme addressed avoidance of unconscious bias; fairness in advertising, interviewing and appointment processes; and compliance with legislation. These targeted activities supplement the online diversity training package which is compulsory for all salaried and fractional members of staff.

6.4.3 A communication campaign was undertaken to encourage greater disclosure of protected characteristics. The campaign was championed by the Principal and, as noted, resulted in a material reduction in the number of unknown values.

6.4.4 At the time of writing, and based on current performance data, our equality priorities in respect of staff remain:

- To increase the proportion of staff who inform us of their disability status and the total proportion with a declared disability
- To maintain an equal balance between males and females within higher pay grades

- To increase Black, Asian and Minority Ethnic (BAME) representation within our staff population and especially within higher pay grades
- To promote an inclusive culture at Trinity Laban and ensure all statutory and policy requirements are rigorously observed by delivering a comprehensive, compulsory programme of equality and diversity training to staff

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

- Development and delivery of new equality action plan to underpin refreshed equality objectives
- Continued provision of equality and diversity training and guidance around staff recruitment and selection and work with recruiting managers to ensure that the approach to recruitment is inclusive and promotes diversity
- Annual institutional campaign to encourage staff disclosure of protected characteristics
- Exploration of national initiatives for the promotion of awareness of protected characteristics, and engagement in relevant sector networks for exchange of good practice
- Communication of support for staff with disabilities to current staff and job applicants
- Enhancement of internal and external communication of Trinity Laban's equality and diversity objectives and ethos, including web-based content and other publicity materials

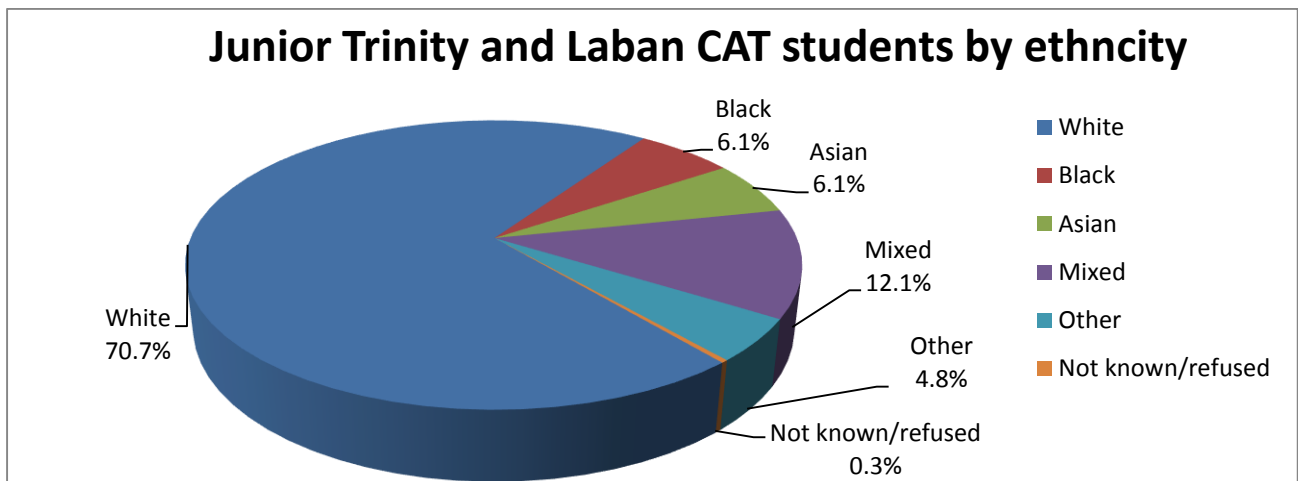
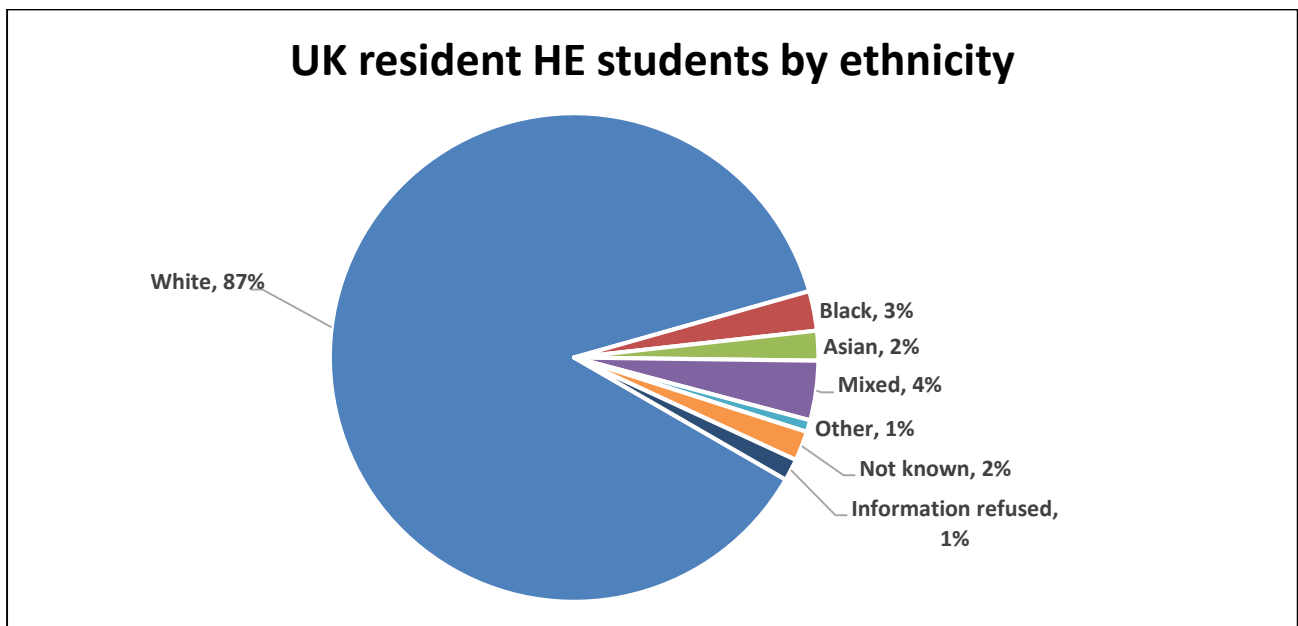
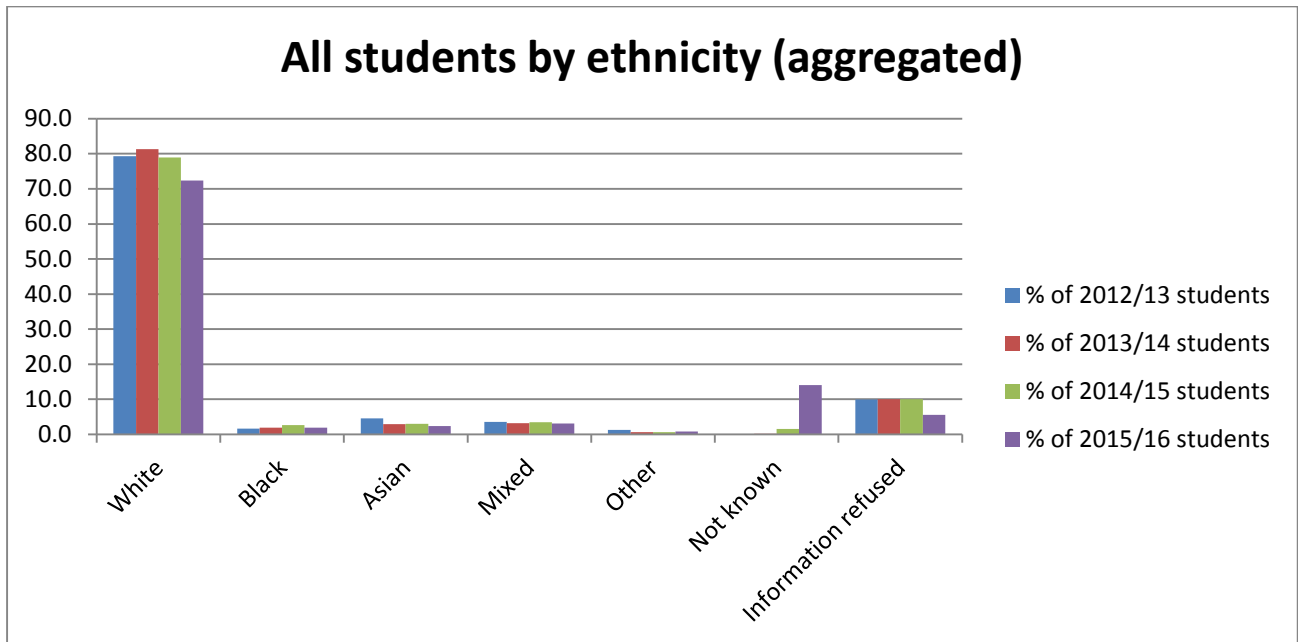
7. Students and applicants

7.1 Student and applicant profile: key facts and figures

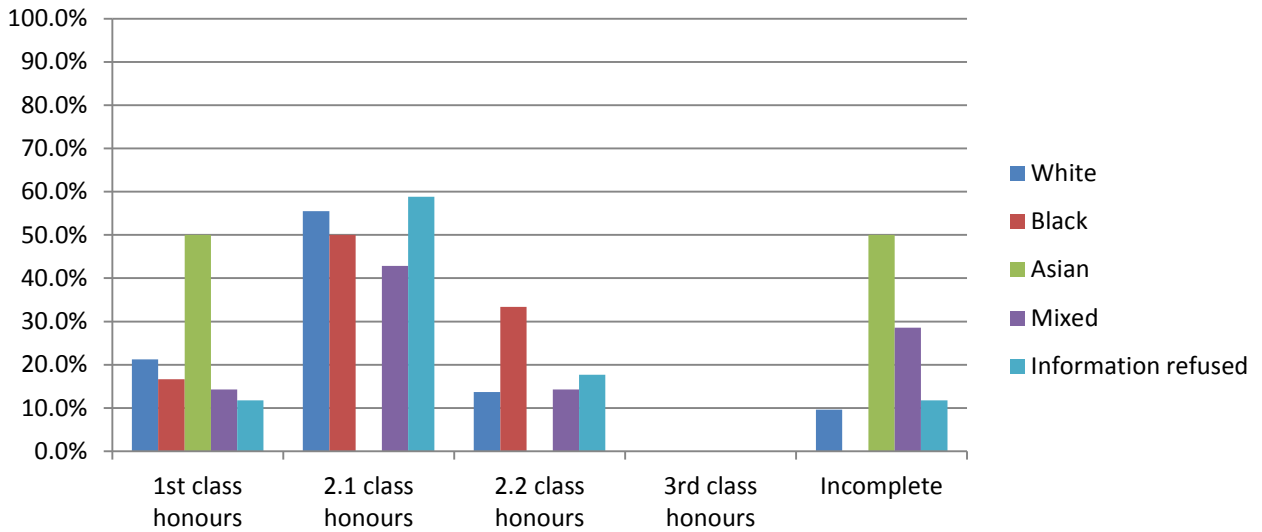
- ❖ *The proportion of Trinity Laban students from BAME groups in 2015-2016 was 10.0%, which was a small decline from 10.85% in 2014-2015. The percentage of BAME students among UK residents fell from 10.4% to 9.6%.*
- ❖ *Among undergraduate degree qualifiers, 76.7% of white students received a 1st or 2.1 classification compared to 60.0% of students from BAME groups. The attainment gap therefore declined from 22.2 points in 2014-15 to 16.7 points. Within the first class category, BAME students achieved a similar percentage (20%) than White students (21.2%).*
- ❖ *17.6% of students declared a disability compared to the HE sector prevalence of 18.1% within the subject area creative arts and design. 68% of Trinity Laban students who declared a disability stated that they had a specific learning difficulty compared to 46% in this category among the whole UK student population.*
- ❖ *10.8% of music applicants and 8.5% of dance applicants declared a disability.*
- ❖ *The overall gender balance among the 2015-2016 student population was 64.7% female: 35.3% male, an increase in male representation of 1.2 points. The ratio was 53:47 among music students. Students studying dance split 83:17 (female to male) which represented an identical proportion of males as in 2014-15.*
- ❖ *46.6% of enrolled students were aged 22 or over at year start, an annual increase of 5 points. 16.3% were 18 or younger and 4.8% were over 35.*
- ❖ *Unknown values for newer protected characteristics showed some year on year improvement (-9.5 points for sexuality; -1 point for religion or belief).*

7.2 Student and applicant annual monitoring data: 2015-2016

ETHNICITY: STUDENTS

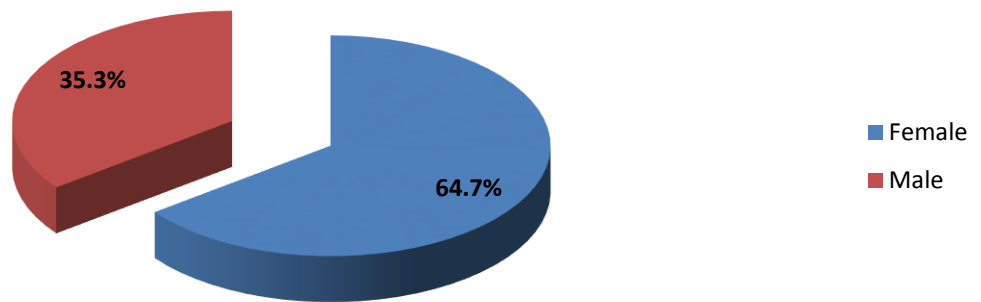


UG Qualifiers: degree class by ethnicity

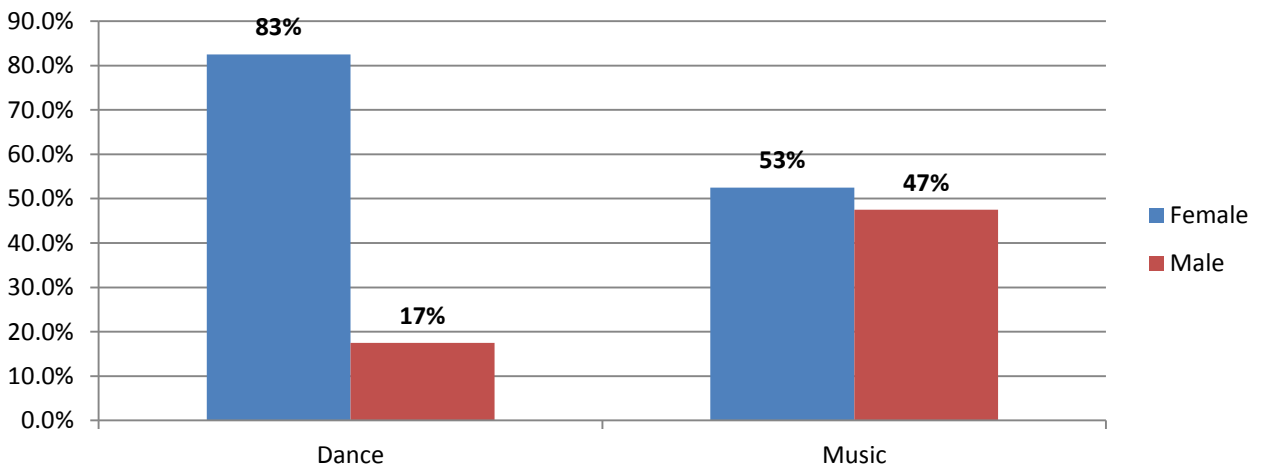


GENDER

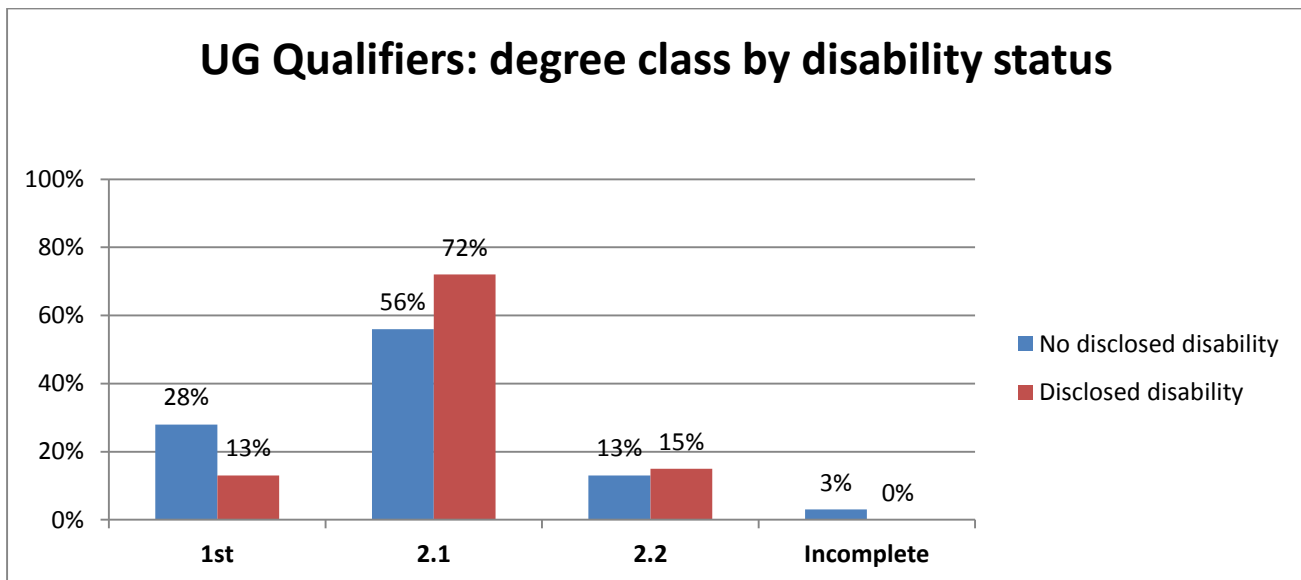
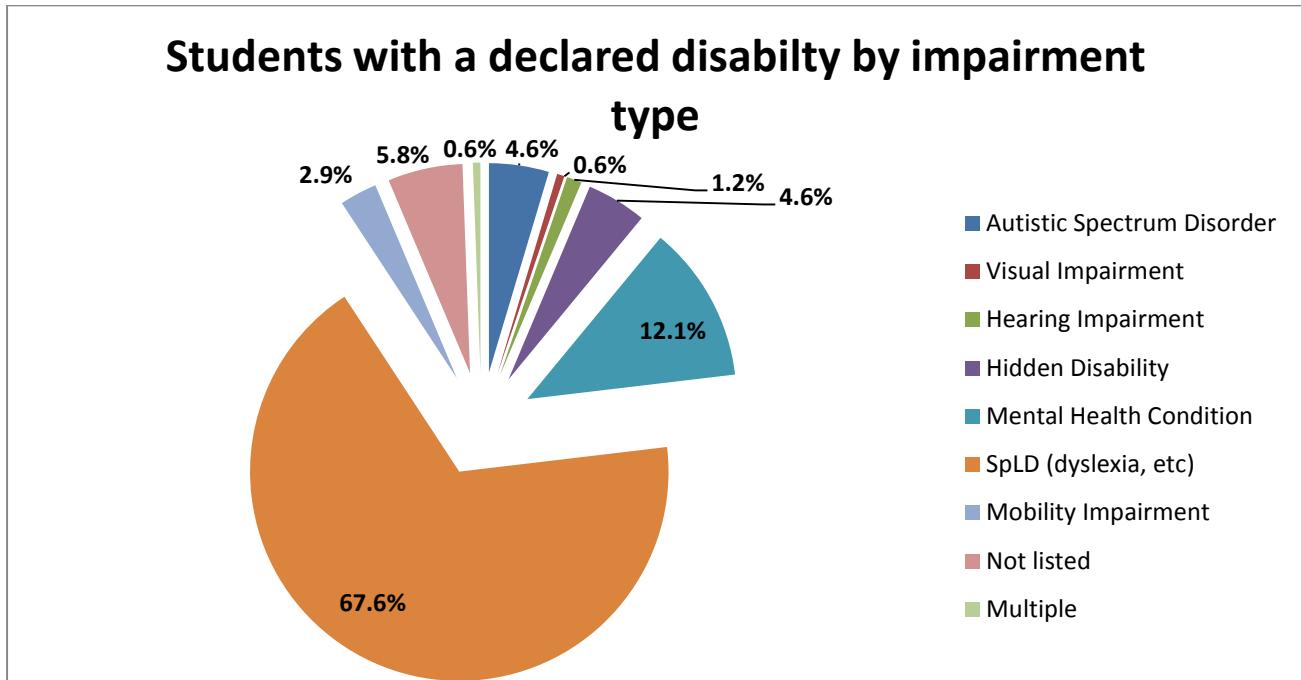
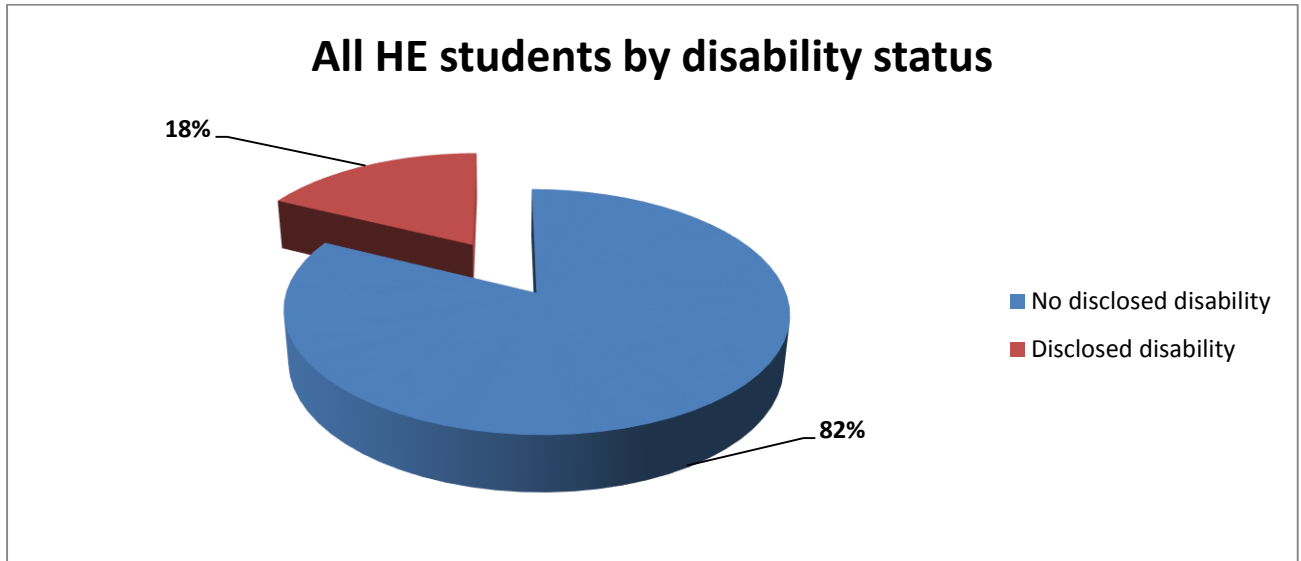
All students by gender

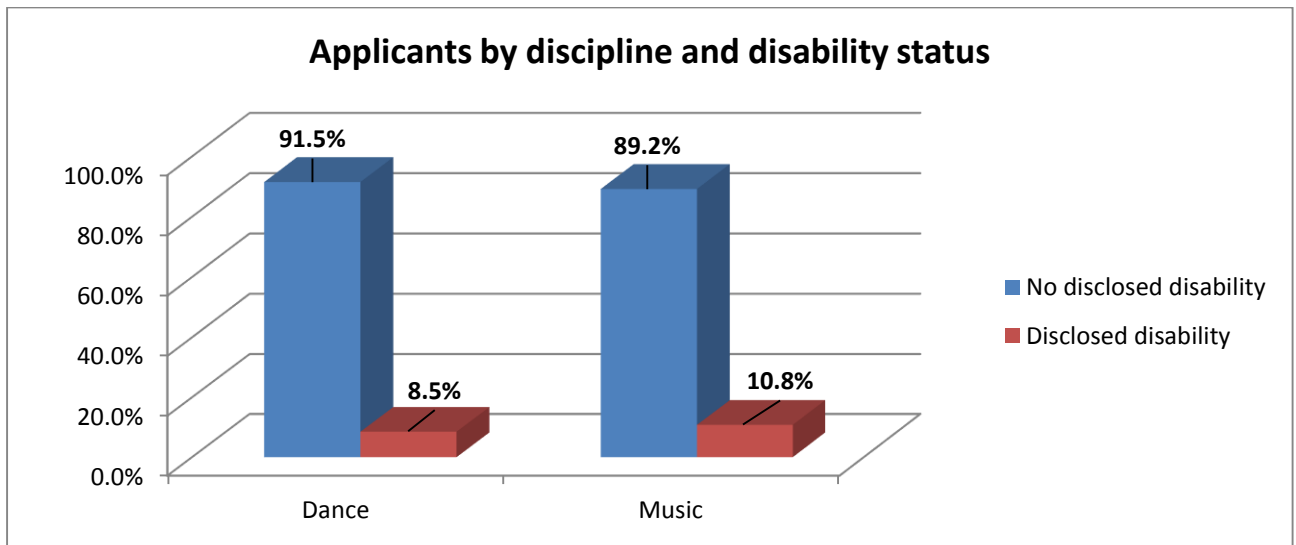


All students by discipline and gender

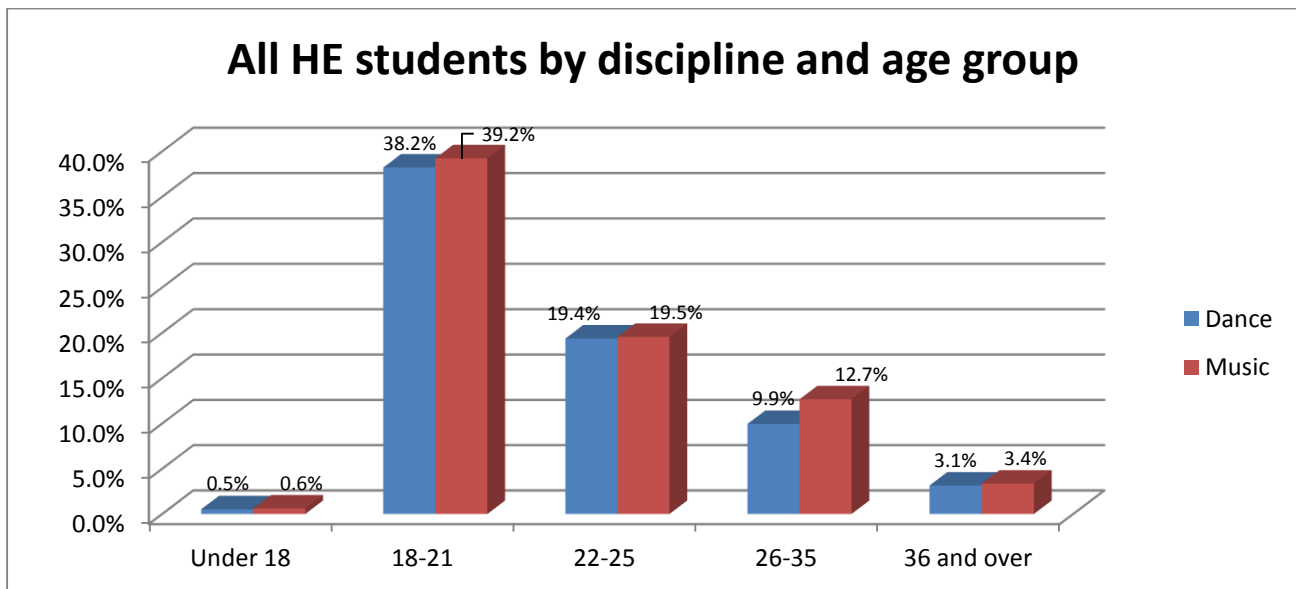


DISABILITY

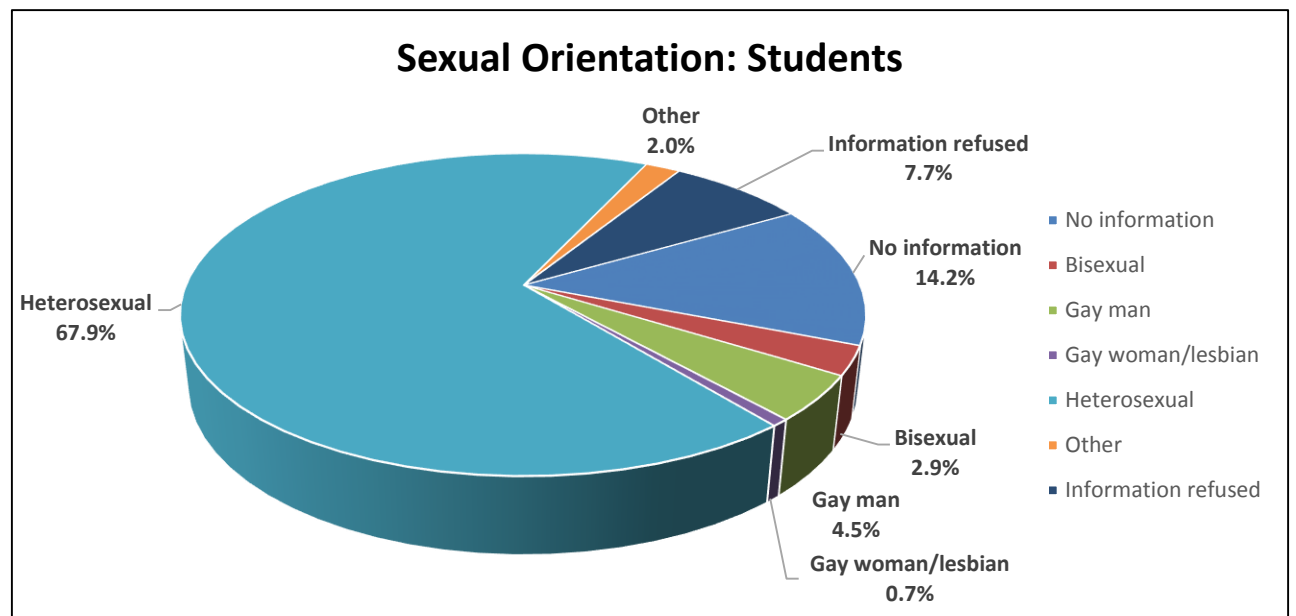




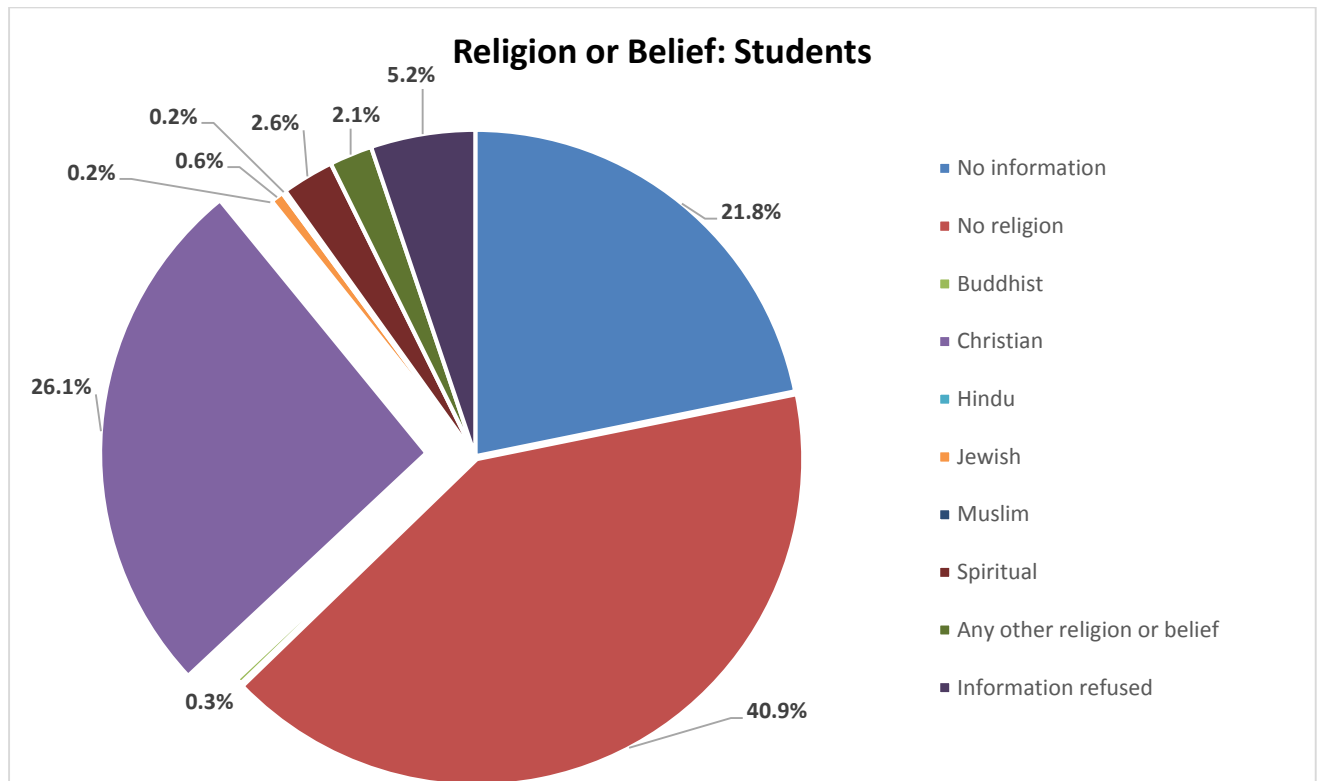
AGE



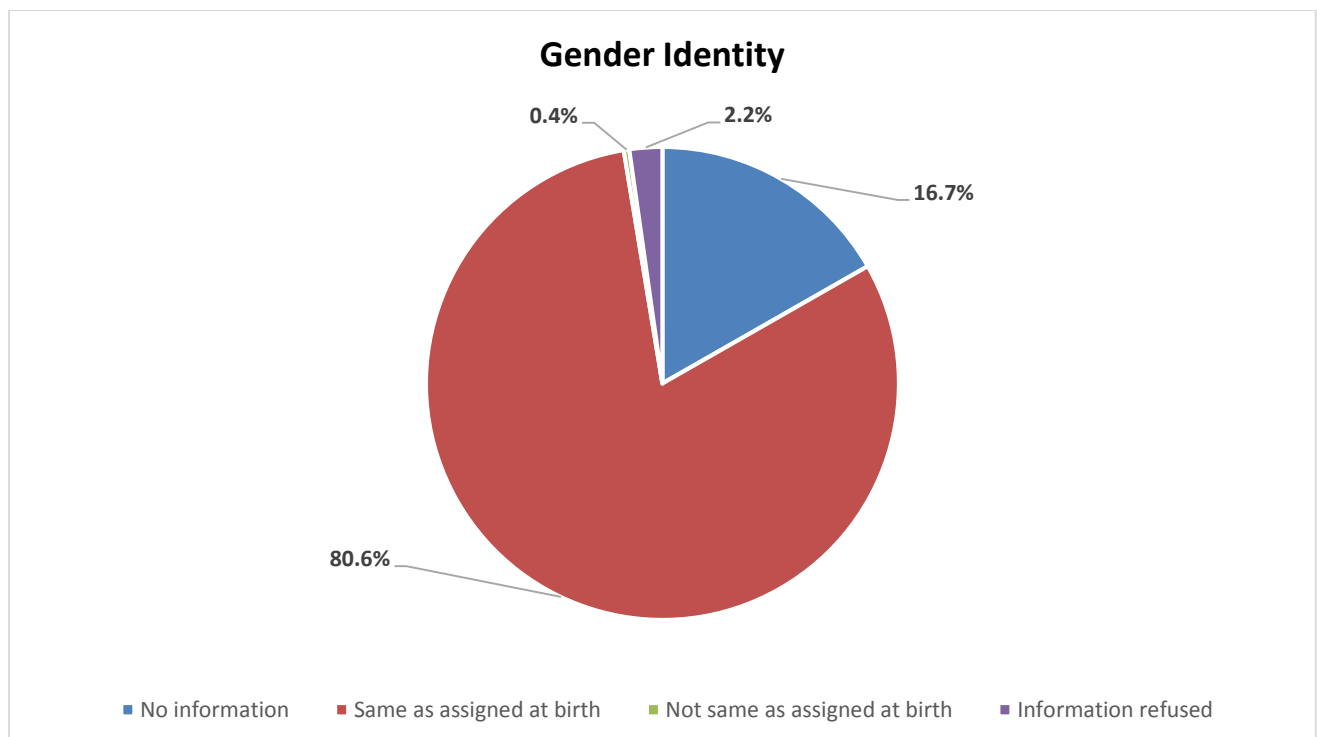
SEXUAL ORIENTATION



RELIGION AND BELIEF



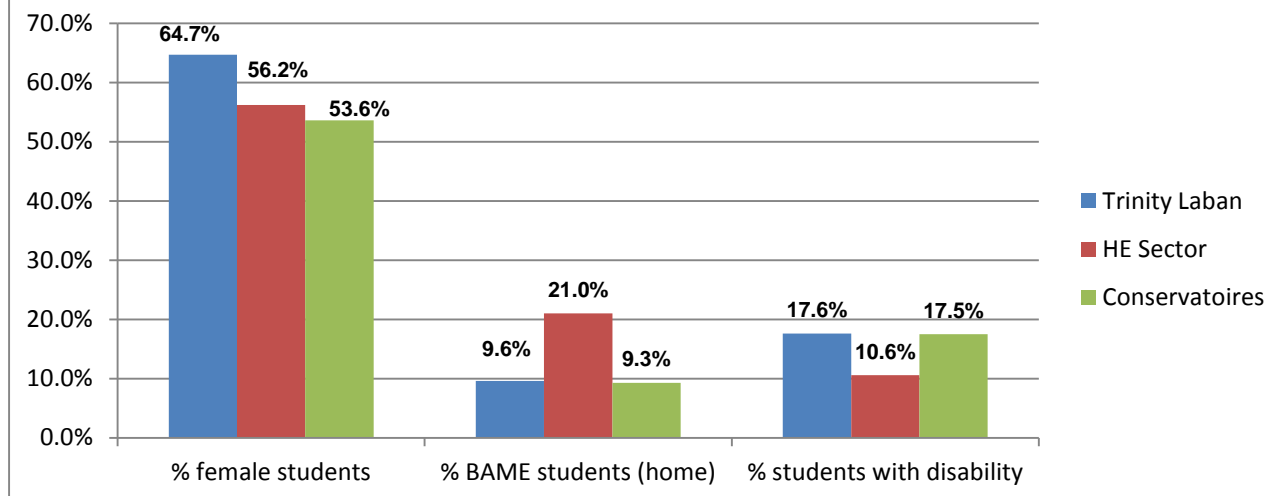
GENDER IDENTITY



7.3 Performance against benchmarks

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

Equality performance against benchmarks: students



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

7.4 Student, applicant and community equality activities 2015-16 and future priorities

- 7.4.1 Our Widening Participation Plan targets increased recruitment of males to Dance and Musical Theatre programmes and of UK resident students from BAME backgrounds, both groups being under-represented in our current student population and in the performing arts sector more widely. Recognising that under-representation in music and dance at HE level stems from barriers to access and progression at much earlier stages, we have pursued high levels of BAME participation in our pre-HE outreach and in-reach programmes. In 2016, Trinity Laban led a pilot project with Evelyn Grace Academy in Lambeth, entitled *Exploring Improvisation*. This successful pilot has led to a two year partnership and research project with the school in the current academic year, focussing on how an institution such as Trinity Laban can better support young people from BAME and low socio-economic backgrounds involved in school music to progress to a Junior conservatoire and ultimately therefore into senior faculties in HEIs. EGA has approximately 73% of pupils in receipt of Pupil Premium, 20% SEND and 93% from BAME backgrounds. As part of our commitment to reach young people from diverse backgrounds and in particular to help remove barriers for families facing financial difficulty we also offered fee bursaries for young people attending our *Beyond the Dots Young Musicians' Summer School* from families in receipt of benefits. Of those attending the BTM summer school in 2016, 40% were in receipt of bursaries.
- 7.4.2 In 2015-16, Trinity Laban offered a day of jazz workshops and masterclasses for girls and young women aged 11 – 18, extending our work around gender representation in HE and the arts. The project was led by female jazz artists and teaching staff from TL, and aimed to encourage female participation in jazz generally, as well as progression in jazz education at HE level. In total, 54% of 28 participants were from BAME backgrounds.
- 7.4.3 In addition to its work with HE and pre-HE students, Trinity Laban offers a wide range of open access participatory opportunities within its local community, many of which have an equality and diversity dimension. Since 2014, we have been running a regular ongoing programme of

music and dance for people aged 60yrs plus in Lewisham. The *Inspired Not Tired* programme includes music, dance and combined arts projects with a focus on creative participation. The programme is led by specialist tutors who are all artists experienced in working with older adults and a new Participant Steering Group meets regularly to inform the programme. In addition to our direct provision, Trinity Laban works as part of a local network The Older People's Arts Network to strengthen local arts provision for older people and to join together with other arts providers to make Lewisham a place to grow old 'artfully'.

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

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

Planned activities to support these aims include:

- Continued delivery and evaluation of long-term outreach and progression programmes to raise aspiration and attainment among under-represented groups in music and dance training, including integrated initiatives to encourage boys and young men into dance and musical theatre.
- Provision of targeted equality and diversity training for staff involved in student admissions
- Within undergraduate programme review, interrogation of curricula and learning, teaching and assessment practices to ensure they support achievement across diverse student populations
- Continue to build on the strong relationship with the Students' Union in promoting an inclusive culture and delivering information and events around equality and diversity

**Trinity Laban Conservatoire of Music and Dance
January 2017**