

TRINITY LABAN

Degree Outcomes Statement, March 2026

1. Institutional degree classification profile

Trinity Laban Conservatoire of Music and Dance is a specialist and highly selective performing arts institution currently offering five degree programmes at FHEQ level 6:

- BMus (Hons) Performance/Composition/Jazz/Performer-Composer;
- BA (Hons) Contemporary Dance;
- BA (Hons) Musical Theatre Performance;
- BSc (Hons) Dance Science (currently being taught out with final cohort expected to graduate in 2026-27); and
- BA (Hons) Music Performance and Industry (first cohort graduated in 2023-24)

Our teaching model is based on high numbers of contact hours and one-to-one teaching whereby students get continuous feedback on their progress. All students on our undergraduate programmes go through a rigorous audition and application process before they are accepted onto the programmes.

		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
All UG Honours degrees	First	30%	32%	37%	43%	58%	45%	47%	45%	55%
	2:1	58%	54%	46%	47%	35%	47%	42%	44%	38%
	2:2	11%	11%	15%	9%	6%	8%	11%	10%	6%
	3rd	1%	3%	2%	1%	1%	0%	0%	1%	1%

Trinity Laban has analysed classifications data with a particular focus on ethnicity and disability. We admit students mainly on the basis of competitive audition, therefore entry tariff data was not considered.

In the process of reviewing our degree outcomes between 2016-17 and 2024-25, we have identified the following notable trends:

- The number of Firsts decreased until 2023-24 from the peak of 2020-21, which was the last year when the Covid-related Emergency Assessment Regulations were in place. However, in 2024-25 we have seen an increase of Firsts again to near-Pandemic levels. The rise in Firsts was particular evident on the undergraduate programmes in Contemporary Dance (65% of Firsts, graduating cohort size: 46 students) and Dance Science (80 of Firsts, graduating cohort size: 5 students).
- While the abnormally high number of Firsts on the BA Contemporary Dance programme is attributed to a genuine rise in student achievement, comparatively small cohort size and better student support structures for e.g. continuous assessment, actions have

been identified to raise awareness of perceptions of benchmarks among markers on certain Year 3 modules as well as reviewing how the final mark for the Dance Techniques module is calculated to ensure the current method has not unintentionally led to inflated marks.

- We have continued to make progress in reducing the attainment gap between students with no declared disability and those with a declared disability. In the 2023–24 degree outcomes data, the gap fell to below one percentage point (0.9), representing a 10-percentage-point improvement on the baseline and exceeding the annual milestone set in our Access and Participation Plan.
- The proportion of first and upper second class degrees awarded to students from global majority backgrounds remains lower than that of their peers from white ethnic groups. In 2023–24, the attainment gap was 12.6 percentage points, representing an improvement of 6.6 percentage points against the baseline but falling short of the annual target. However, when measured as a two-year aggregate, the gap reduces to 8.8 percentage points.
- Our Learning, Teaching and Student Experience Board and Board of Governors continue to monitor progress against the targets set out in our Access and Participation Plan on an annual basis.

2. Assessment and marking practices

The institution outlines expectations for assessment and marking practices in its [Academic Quality Handbook](#) and its [Academic Regulations for Taught Programmes](#).

Trinity Laban has established generic marking criteria that are aligned with sector reference points such as the FHEQ, qualifications characteristics statements and subject benchmark statements. All marking criteria used for taught programmes within the institution from level 0 to level 7 are mapped to these criteria.

Trinity Laban appoints External Examiners for each of its degree programmes to ensure that the academic standards evident within the institution are comparable with those observed across the sector. External professionals are also engaged to contribute to assessing performance projects and as specialist advisors to assessment panels in Music.

3. Academic Governance

The Academic Governance structure plays a key role in providing assurance that the value of Trinity Laban's degrees is maintained over time. The institution's Academic Board assures itself that academic processes operate fairly and effectively by appointing assessment boards, which include external examiners and quality assurance specialists in addition to senior academic staff. Academic Board and its sub-committees, including the Academic Standards and Quality Board, also have responsibility for approving and reviewing academic regulations, annual monitoring processes (including consideration of degree outcomes at programme-level), programme validation and periodic review/revalidation.

Academic Standards and Quality Board compiles an annual report for the Academic Board, which includes a summary of considerations identified in External Examiner reports and through the annual monitoring process, with an accompanying institutional action plan. Academic Board submits annual Quality Assurance Report to the Board of Governors that includes information on how Trinity Laban continues to meet the OfS Conditions of Registration

related to quality and standards. An independent governor also attends Academic Board meetings in order to provide additional assurance to the governing body.

4. Classification algorithms

Trinity Laban uses different degree algorithms for different types of award due to the differences in length and focus of our programmes.

Award	Year 1 (level 4)	Year 2 (level 5)	Year 3 (level 6)	Year 4 (level 6)
Bachelor of Music	0%	10%	30%	60%
Bachelor of Arts	0%	20%	80%	N/A
Bachelor of Science	0%	40%	60%	N/A

The weightings are published on our website within the [Academic Regulations for Taught Programmes](#) and within each programme specification. Assessment arrangements for each module are outlined in programme handbooks and on dedicated student-facing pages within our virtual learning environment. Aggregate marks are rounded to the nearest whole number for classification purposes.

Most of our programmes are heavily weighted towards level 6, as they are practice-based and involve the development of executant skills over a number of years. These skills are integrated with academic learning and research skills, culminating in major creative projects and/or performances in the final year. The BSc Dance Science programme is structured somewhat differently and does not aim to develop performance skills, therefore the degree is more evenly weighted across levels 5 and 6.

Degree algorithms have been reviewed in recent years through periodic programme review and as part of a review of academic regulations after Trinity Laban became a degree-awarding body in 2016. This has included the harmonisation of weightings for all programmes leading to the same award (such as BA (Hons) Contemporary Dance and BA (Hons) Musical Theatre Performance) and adjustments to the BMus algorithm in order to bring it in line with regulations in place at other similar institutions in the UK and the classification algorithms of other undergraduate qualifications within Trinity Laban.

One resit per assessment is normally permitted, with the possibility of a further resit or retake attempt (a maximum of three attempts). Registry staff are members of national networks of specialist assessment practitioners and quality assurance professionals, and we are confident that these arrangements are in line with sector norms.

Students are supported through Personal Study Plan and Additional Considerations procedures that aim to ensure that students are not disadvantaged in assessment by circumstances and health conditions that are outside of their control. The use of these processes has increased significantly – number of approved Additional Considerations requests has more than doubled per student between 2017-18 and 2024-25 and the number of Personal Study Plans has similarly increased from 3% of the whole student population to 5% in the same period.

5. Teaching practices and learning resources

Our teaching model is based on high staff to student ratios and students receive continual feedback on their progress. Assessment literacy amongst students and good assessment and feedback practice amongst teaching staff have been the focus of recent initiatives. Working

groups have been set up within faculties to establish consistent practice and guidance has been issued to all staff and students on providing and using feedback effectively.

In addition to major enhancements to our physical spaces and resources over the past few years, the development of our online resources has been a significant area of focus. In spite of their practical nature, Trinity Laban's virtual learning environment is now central to the delivery of all programmes and many teachers are beginning to adopt a blended learning approach on postgraduate and professional development programmes. In recent years, we have successfully developed blended and distance learning programmes (including one in partnership with the Open University) and this has enabled us to build expertise in delivering learning online.

Trinity Laban's professional development programme for teachers and leaders supports staff in preparing for application for an HEA Fellowship at one of three levels. We have also introduced our own fellowship awards and a scheme for the conferment of academic titles, which includes a learning and teaching route. These developments have helped to promote a culture of reflection and development amongst teaching staff.

6. Identifying good practice and actions

External examiners regularly praise the quality of feedback provided by our teachers and the diversity of approaches to learning and teaching used within our programmes. The breadth of professional expertise imparted to students by teaching staff active in their professions, and by visiting practitioners, enables them to reach high standards and to achieve excellent outcomes. As the contact hours on all our undergraduate programmes are so high and students receive most of their teaching and learning in one-to-one settings or small groups, they are robustly supported throughout all our undergraduate programmes to achieve their fullest potential. Our students are ambitious and aware that they need to work hard in order to succeed as professionals in the ever-competitive performing arts industry. The outcomes they achieve are a testament to that.

Through our programme-level annual monitoring process we analyse degree outcomes at programme-level, with actions identified where necessary.

7. Risks and challenges

A key risk for us is a lack of exposure of young people to our artforms. We have our own junior programmes and undertake a broad range of outreach activities, however a reduction in the delivery of arts teaching in schools is a challenge in terms of attracting potential students from low-participation neighbourhoods and underrepresented groups. Targets for closing the attainment gap between students from ethnic minority groups and students from white backgrounds are outlined in our Access and Participation plan.

As a small specialist institution, the capacity and resource available to monitor, review and implement enhancements is limited. As such, even though our processes are relatively streamlined, developments are sometimes slower to emerge than anticipated. In this respect it is important for us to take a strategic approach to enabling student achievement and protecting the value of our degrees.