



Access and Participation Plan 2022-23 to 2026-27

INTRODUCTION

Founded in 1969, the mission of Contemporary Dance Trust Limited is to 'foster, promote and increase the interests of the public in the knowledge, understanding and practice of the art of contemporary dance and... to promote or establish schools or colleges of contemporary dance.' Contemporary Dance Trust Limited trades as 'The Place' in relation to its overall functions, and 'London Contemporary Dance School' (LCDS or 'the School') in relation to its higher education (HE) functions. This Plan relates to LCDS.

London Contemporary Dance School (LCDS) is a world-leader in dance higher education and a key part of The Place - the creative powerhouse for dance in central London. LCDS champions new ideas, embraces artistic innovation and enables extraordinary experiences for dance artists to realise their full potential. The School offers intensive technical and creative dance courses in Higher Education at both undergraduate and postgraduate level. The courses prepare emerging dance artists for a portfolio career in dance and the creative industries and are validated by University of the Arts London. With a student-centred focus, sustainable dance practice is at the core of the programmes, with a holistic emphasis on student physical and psychological well-being shaped by ground-breaking research. The Place's unique history as a pioneering dance organisation, combined with an ecology of education, creation, performance, production and touring is without parallel.

LCDS has a vibrant and diverse student body of around 250 undergraduate and postgraduate students. Each student is recognised as an individual and joins a community of makers, leaders, educators, and performers. Our experienced and internationally renowned teachers inspire and encourage students to develop as well-rounded, creative dance artists. Students are afforded opportunities to collaborate with a range of international guest artists and work with organisations such as: Wimbledon College of Arts, Guildhall School of Music and Drama, National Centre for Circus Arts, Sadler's Wells, Victoria and Albert Museum and Central St Martins.

Based at The Place, students are part of a cultural hub; home to a production house making and touring new work, a 280-seat professional theatre, professional development programmes for artists and classes, courses and participatory opportunities for everyone. This creative and lively environment presents opportunities for collaboration, networking, and growth.

We welcome imaginative, enquiring people from all backgrounds and nationalities who are interested in the endless possibilities of dance. The School has taken steps in recent years to expand access and increase the diversity of its student body. LCDS accepts roughly equal numbers of male and female students on to its programmes, and its students come from all parts of the UK, the EU and the world. It maintains a proud commitment to selecting students solely based on talent and potential, irrespective of background or financial circumstances.

1. Assessment of Performance¹

A note on the dataset – *Analysis is drawn from the available OfS dataset. This dataset contains significant rounding (to 5% in some instances) of our small data sets. This will have potential impact on our targets monitoring and should be taken into account in subsequent monitoring returns. As a very small provider, data relating to access, participation and success deal with extremely small cohorts of students, which leads to significant volatility in percentage data analyses and makes it challenging to assess trends and determine targets over time. Where appropriate, we have therefore applied multi-year*

¹ Analysis is drawn from the OfS dataset. As a smaller provider, LCDS's data relating to access, participation and success deal with small cohorts of students, which leads to much volatility in the percentage data analyses and makes it challenging to assess trends and determine targets. Where appropriate, LCDS has therefore applied multi-year averages and cohort groupings to mitigate the effect of small cohorts. LCDS has not been able to provide some data where data protection principles apply.

aggregates and cohort groupings to mitigate the effect of small cohorts. We have not been able to provide data where data protection principles apply.

1.1 Higher education participation and socioeconomic status

Access by POLAR4²

FT, UG, Proportion of all U21 entrants						
POLAR4 Quintile	2015-16	2016-17	2017-18	2018-19	2019-20	
POLAR4Q1	DP	10%	10	DP	15%	
POLAR4Q2	25%	DP	10%%	DP	DP	
POLAR4Q3	20%	10%	15%	N	25%	
POLAR4Q4	20%	30%	25%	N	20%	
POLAR4Q5	35%	40%	40%	N	40%	
Gap Q5-Q1	DP	30pp	30pp	DP	25pp	
POLAR4 Gap Q5-Q1, 5-yr Aggregate (2015-16 to 2019-20)						
	-	-	-	-	28pp	

Analysis from the OfS Access and Participation dataset shows that LCDS consistently attracts the majority of its students from POLAR4 Quintiles 4 and 5 and numbers from Quintiles 1 and 2 remain relatively low over time. However, there are significant fluctuations in percentage data due to the small overall cohorts. This makes trends very difficult to assess and therefore 3-year averages have been applied to allocating targets in participation between POLAR4 Q1 and Q5 groups.

In 2019-20, LCDS's gap for POLAR4 Q1 – Q5 was 25%, compared with the average sector gap, of 18.2%. However, given the small, specialist nature of LCDS, and its location in London, which is a cold spot for POLAR Q1 postcodes (making recruitment from these target areas extremely difficult³), a more relevant comparator group of providers has been considered.

HE provider	% Students from POLAR4 Quintile 1 (2018-19)
Royal College of Music	1.7
Royal Academy of Music	2.9
Royal Northern College of Music	3.2
Guildhall School of Music and Drama	4.5
Central School of Ballet	6.4
Conservatoire for Dance and Drama	7.6
Trinity Laban Conservatoire of Music and Dance	8
London Contemporary Dance School	8.3
The Royal Central School of Speech and Drama	11.1
Rose Bruford College of Theatre and Performance	11.3

Compared to this group of similar London-based specialist schools, LCDS's performance in attracting POLAR4 Quintile 1 students (8.3% in 2018-19 and 15.4% in 2019-20 – internal unrounded data) is significantly better.

(HESA⁴)

Nevertheless, LCDS recognises it needs to continuously improve its performance in this key area, and is committed to doing so, particularly in terms of contributing to the national Key Performance Measure (KPM) of reducing the gap in participation between students from the most and least represented groups at high-tariff providers. Therefore, addressing the gap in participation between POLAR4 Q1 and Q5 remains a concern under this Plan and has resulted in a target in this area.

² POLAR4 classifies local areas across the UK according to the young participation rate in higher education. It is a Quintile scale, where Q1 is lowest participation; Q5 highest participation.

³ E.g., Atherton and Mazhari 2019a; Atherton and Mazhari 2019b; Harrison and McCaig 2015)

⁴ <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation/chart-4>

Access by IMD⁵

LCDS has generally recruited higher proportions of students from IMD Quintiles 3-5. Participation of IMD Q1 was lower in 2019-20 (15%), when compared to the whole sector average at 22.1%.

While the impact of small cohorts makes analysis difficult, the gap in participation between IMD Quintile 1 and Quintile 5 has fluctuated widely over time; however, observing the 5-year aggregate gap trend, it is to be noted that the trend shows an improved performance in the latest data.

FT UG, Indicators (%)					
English IMD quintile	2015-16	2016-17	2017-18	2018-19	2019-20
IMDQ1	DP	DP	10%	10%	15%
IMDQ2	N	30%	20%	20%	10%
IMDQ3	N	DP	2%5	10%	DP
IMDQ4	N	10%	15%	35%	35%
IMDQ5	N	45%	35%	20%	35%
IMDQ5-Q1 Gap	DP	DP	30pp	10pp	20pp
Q1 3-YR Average			5%	10%	10%
IMD Gap Q5-Q1, 5-yr aggregate (2015-16 to 2019-20)	-	-	-	-	25pp

Considering comparison to the sector average (-1.4%), the gap in the 5-year aggregate participation rate between IMD Q1 compared to Q5 at LCDS (25 percentage points in 2019-20) is therefore a target under this Plan.

Continuation by POLAR4 and IMD

It is particularly difficult to make assessment here due to the size of cohorts and data available. Even when analysed using a 3-year averages and with aggregate groups of Q1+2 and Q3, 4+5, the information to be derived from percentage data is still very sensitive due to small base cohorts. Whilst numbers are too small to report in detail here due to GDPR constraints, LCDS has determined that it performs well in continuation for POLAR4 Quintile 1 and Quintile 2 students, as well as for IMD Quintile 1 and Quintile 2 students, with no statistically significant gaps between outcomes for these target groups.

This is in comparison to the sector, which observes a 4.6% gap between students from POLAR4 Q1 and Q5 areas: and an 8.1% gap between students from IMD Q1 and Q5.

Attainment⁶ by POLAR4 and IMD

Again, assessment is difficult due to very small cohort sizes and the same difficulties seen in Continuation analysis arise. However, while numbers are again too small to report, LCDS have found no gaps in attainment rates between POLAR4 Q1 and Q5 students and IMD Q1 and Q5 students.

For example, POLAR 4 Q1 and IMD Q1 target groups each achieved 100% attainment rates in 2019-20, which outperformed POLAR4 Q5 and IMD Q5 groups.

Progression by POLAR4 and IMD

Again, assessment is difficult due to extremely small cohort sizes and the same difficulties as seen in Continuation and Attainment analyses arise. However, while numbers are too small to report, LCDS have found no gaps in progression rates between POLAR4 Q1 and Q5 students and IMD Q1 and Q5 students.

⁵ IMD classifies the relative deprivation of small local areas. Multiple components of deprivation are weighted with different strengths and compiled into a single score of deprivation. We use a Quintile scale, where Q1 is most deprivation; Q5 least deprivation.

⁶ Attainment measure for all groups is considered to be those achieving a 1st or 2:1 Degree Outcome

1.2 Black, Asian and minority ethnic students

Access by Black, Asian and minority ethnic students

LCDS has consistently attracted good numbers of Black, Asian and minority ethnic students, with its highest intake in 2015-16, at 30%. This is in line with average sector performance for 2018-19, at 31.3%. While this percentage has been again subject to significant variation over time because of the small cohorts we are dealing with, LCDS is pleased to note that the percentages of Black, Asian and minority ethnic intake for the last three years have remained high in the mid-20 percent range.

Data by disaggregated ethnicity does not provide a valid basis for analysis, given the extremely small cohorts. Therefore, analysis must be made on the Black, Asian and minority ethnic grouping.

% Black, Asian and minority ethnic					
Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage Black, Asian and minority ethnic	30%	10%	25%	N	25%

Continuation by Black, Asian and minority ethnic students

Again, assessment is difficult due to extremely small cohort sizes and the same difficulties as seen in POLAR4 and IMD analyses arise. However, while numbers are too small for specific report, LCDS has found no significant gaps in continuation rates between Black, Asian and minority ethnic and white students. This is in comparison to the broader sector average, where gaps for all ethnic groups are observed, with the gap for Black students being most prominent at 6.6% (2017-18).

Attainment by Black, Asian and minority ethnic students

In the context of strong overall performance, LCDS has determined no material gap in attainment between White and Black, Asian and minority ethnic students. While numbers are too small to report, Black, Asian and minority ethnic attainment in 2018-19 and 2019-20 was 100%, which was above the attainment percentage for white peers.

LCDS outperforms the sector, where again gaps between all ethnic groups are observed, with the sector average gap for Black students being again most concerning at 22.1% (2018-19).

Progression by Black, Asian and minority ethnic students

Available data indicate no statistically significant gaps in terms of progression to employment or further study for Black, Asian and minority ethnic students. Specific numbers are too small to report.

1.3 Mature⁷ students

Access by Mature Learners

LCDS has historically recruited very small numbers of mature learners. However, it is of note that the percentage intake in 2019-20 is 15% (compared to the previous three years where intake has been consistently less than 5%). This is a particularly difficult group for LCDS to attract, given the nature of our courses in dance, where students are generally engaged in training continuously from a young age. Given these structural constraints, LCDS does not intend to focus on this target group as part of this Plan.

⁷ Mature is defined as 21 years and over at the time of enrolment.

However, we will continue to monitor intake of mature learners and any emerging opportunities to explore the possibility of attracting mature learners will be considered.

Continuation by Mature Learners

In the context of strong overall performance and the difficulties of assessment and reporting of specific data due to extremely small cohort sizes, LCDS has found no material gaps in continuation rates between Young and Mature Learners and in fact over the last 6 years, the mature continuation rate has been 100%. LCDS outperforms the sector, where gaps for Mature Learner continuation are observed, with the sector average gap being 8.2% (2017-18).

Attainment by Mature Learners

In the context of strong overall performance, LCDS has found no material gaps in attainment between Young and Mature Learners. Numbers are too small to report.

Progression by Mature Learners

Again, we have determined no material gaps in progression between Young and Mature Learners. Numbers are too small to report.

1.4 Disabled students

Access by Disabled Students

The number of disabled students at LCDS has historically been very high, although there is a significant dip in 2018-19. We consider this dip was due to a change in approach in this year which meant that not all students were screened for disability; this was subsequently reversed with the latest year at 25%. The issue of small cohorts also makes inference based on percentage data particularly problematic; however, 3-year trends show that the percentage intake of Disabled students remains overall very high.

LCDS has significantly and consistently outperformed sector averages for intake of disabled students up to 2019-20, with the sector average for 2018-19 being 15.8%.

% Disabled					
Row Labels	2015-16	2016-17	2017-18	2018-19	2019-20
Percentage Disabled	60%	50%	55%	DP	25%

While fully disaggregated numbers are too small to report, LCDS notes that the majority of disabled students (62.5%, 2019-20) fall into the category of Cognitive and Learning Differences. This informs the types of support measures required and provided.

Continuation by Disabled Students

In the context of strong overall performance and the difficulties of assessment and reporting of specific data due to extremely small cohort sizes, LCDS has found no material gaps in continuation rates between Disabled and non-disabled learners.

Attainment by Disabled Students

LCDS have identified no material gaps in attainment between Disabled and Non-disabled students. The disaggregated numbers are too small to include.

Progression by Disabled Students

Again, LCDS have identified no material gaps in progression between Disabled and Non-disabled students.

1.5 Care leavers

LCDS has extremely low numbers of care leaver students and has had none in some years over the past 5 years. While this is a concern, LCDS does not propose to set any targets at this stage given the significant structural barriers to access here and a need to further explore this area to determine what appropriate targets may be set in the future.

1.6 Intersections of disadvantage

Given the very small cohorts and difficulties arising in data analysis when these very small numbers are disaggregated further, LCDS does not propose to provide further analysis here, nor set targets at this time.

1.7 Participation and LCDS Pedagogy

LCDS is a world-leading specialist provider of dance higher education. As such, we have honed and refined our pedagogical model – student-centred, practice-based learning with a high level of face-to-face taught contact hours – to lead to the best possible student outcomes. Students are supported by specialist physical and mental health support teams. Hence, where the sections above describe how no material gaps have been found for continuation, attainment, and progression for disadvantaged groups, this is because LCDS has been able to support excellent outcomes for all students.

2. Strategic Aims and Objectives

LCDS is committed to promoting and ensuring equality of opportunity to participate and succeed for all prospective learners, regardless of background. LCDS aims to ensure it supports and facilitates access and success for all learners who meet admissions criteria and wish to study at LCDS, and to do so in ways that promote equality and overcome potential barriers caused by disadvantage.

2.1 Target Groups

As LCDS plans a managed exit from the Conservatoire for Dance and Drama by July 2022, the School is proactively focusing on the key gaps identified in the Performance Assessment section of the Plan, while contextualising target-setting based on our emerging context. Even where specific targets are not set as part of this Plan, LCDS will remain vigilant of, and will continue to monitor, national priorities in relation to access and participation, while testing our data against relevant sector benchmarks and priorities. This is to ensure that equality of opportunity is maintained, and further gaps do not emerge across the whole lifecycle.

Based on assessment of its performance, LCDS targets will continue to focus on Access, as the priority area for improvement.

Target group	Access	Success (continuation)	Success (attainment)	Progression
POLAR4 Q1 & Q2	X			
IMD Q1	X			
Black, Asian and minority ethnic	X			

LCDS is broadly committed to a whole of life-cycle approach to access, success and progression, and continued monitoring of success and progression areas will be in place particularly as we seek to diversify our intake as per these targets.

Access Targets

As determined by its performance assessment, LCDS's targets are:

1. **Aim:** To close the gap between the proportion of undergraduate students who are from lowest participation neighbourhoods, and those from the highest. **Objective:** reduce the gap in participation between POLAR4 Quintile 1 and POLAR4 Quintile 5 young (U21) entrants, from 5-year aggregate 28 percentage points (2015-16 to 2019-20) to 18 percentage points (2022-23 to 2026-27).

Baseline (Aggregate 2015-16 to 2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
28pp	26pp	24pp	22pp	20pp	18pp

Longer-term, LCDS's objective is to eliminate the gap between POLAR4 Q1&2 (aggregate) and Q5 by 2038-39, reflecting the OfS Key Performance Measure (KPM). However, to set such a target performance needs be monitored, and progress better understood as we see the trends emerge over the life of this Plan.

2. **Aim:** To close the gap in the proportion of undergraduate students who are from the most deprived neighbourhoods, compared to those from the least. **Objective:** decrease the gap in participation between IMD Quintile 1 and IMD Quintile 5 entrants, from 5-year aggregate 25 percentage points (2015-16 to 2019-20) to 12 percentage points (2022-23 to 2026-27).

Baseline (Aggregate 2015-16 to 2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
25pp	23pp	20pp	17pp	15pp	12pp

Longer term, LCDS's objective is to ensure further improvement in relation to access for students from the most deprived backgrounds (IMD Quintiles 1 and 2), eliminating the gap between IMD Q1&2 (aggregate) and Q5 by 2038-39. Further targets may be established as performance is monitored, and progress better understood as we see the trends emerge over the life of this Plan.

3. **Aim:** To increase the proportion of undergraduate students who are from Black, Asian and minority ethnic backgrounds. **Objective:** increase the proportion of Black, Asian and minority ethnic entrants, from 25% (2019-20) to meet current sector average at 30% (rounded) (2026-27).

Baseline (2019-20)	2022-23	2023-24	2024-25	2025-26	2026-27
25%	25%	26%	27%	28.5%	30%

Success and Progression Targets

LCDS has not identified any significant gaps in performance in the areas of continuation, attainment or progression for target groups and therefore does not propose to set targets in these areas at this time.

However, data will be monitored through the life of this Plan and should gaps emerge, LCDS will seek to set additional targets in agreement with the OfS.

3. Whole-provider Strategic Approach

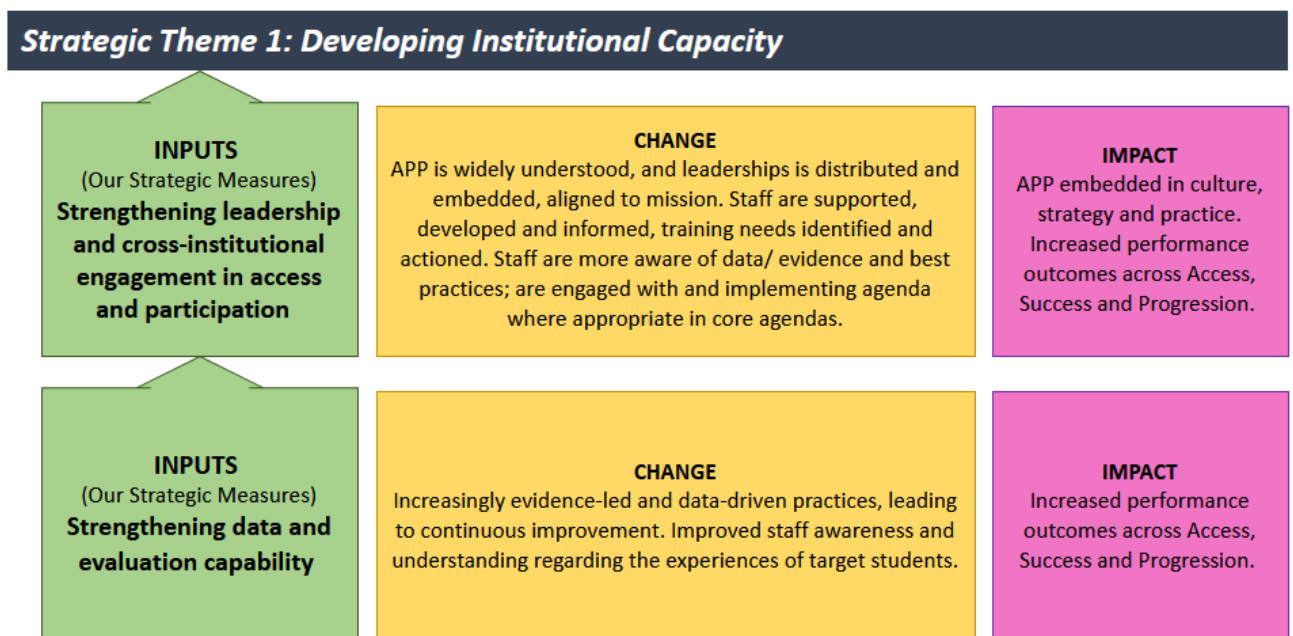
LCDS is committed to improving access and maintaining excellent standards in success and progression outcomes for an increasingly diverse student body. LCDS's mission and related strategies demonstrate a commitment to increasing diversity of its student (staff and governor) base, as a valued component of educational excellence and more broadly as a contribution to social mobility.

Drawing on our Performance Assessment, LCDS's access and participation work will necessarily focus on increasing access for students from the most underrepresented and disadvantaged backgrounds (POLAR4 Quintiles 1 and 2; IMD Quintile 1). Engagement with these target groups will be through continued development of school, community and other key stakeholder relationships and partnerships, and particularly targeted, collaborative approaches to mitigate structural issues associated with access to our dance programmes.

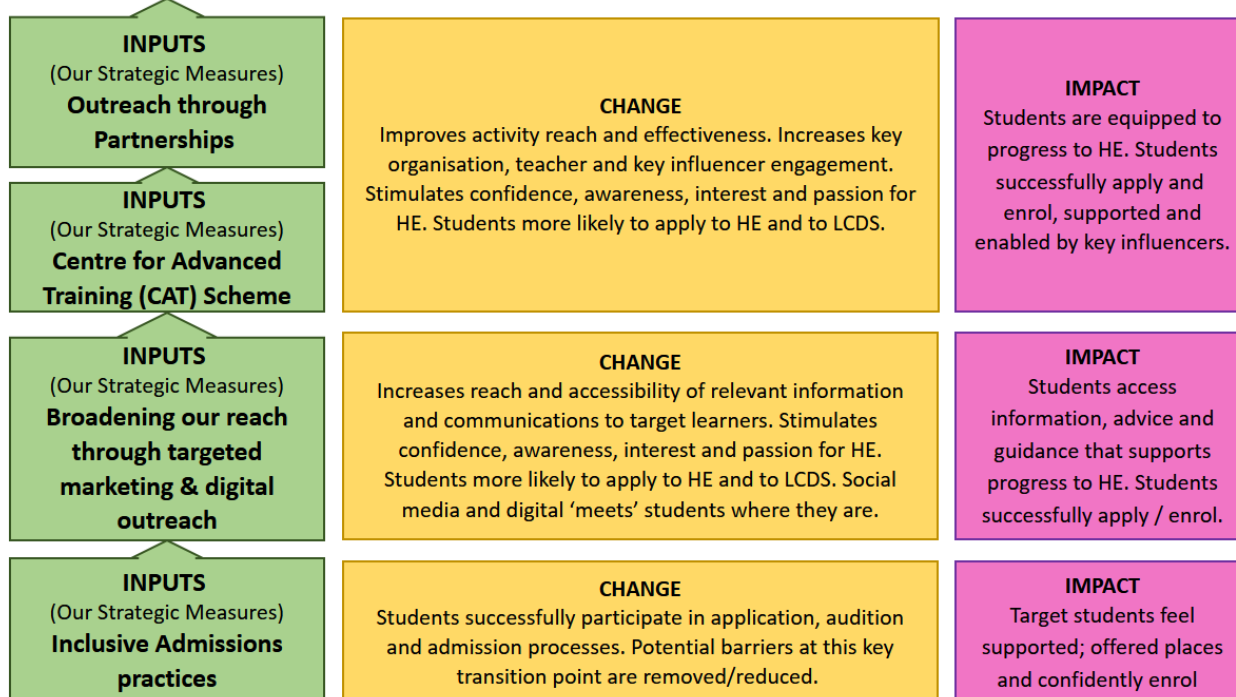
LCDS will also maintain a focus on continuation, attainment, and progression outcomes, ensuring that excellent outcomes continue and gaps between target cohorts do not emerge. Excellence in teaching and learning, and practice-based curricula together with support for student well-being and access to the profession underpin the pedagogical approach.

LCDS also commits to institution-wide development, focusing on key areas of leadership and cross-institutional engagement and awareness, and strengthening data and evaluative practices.

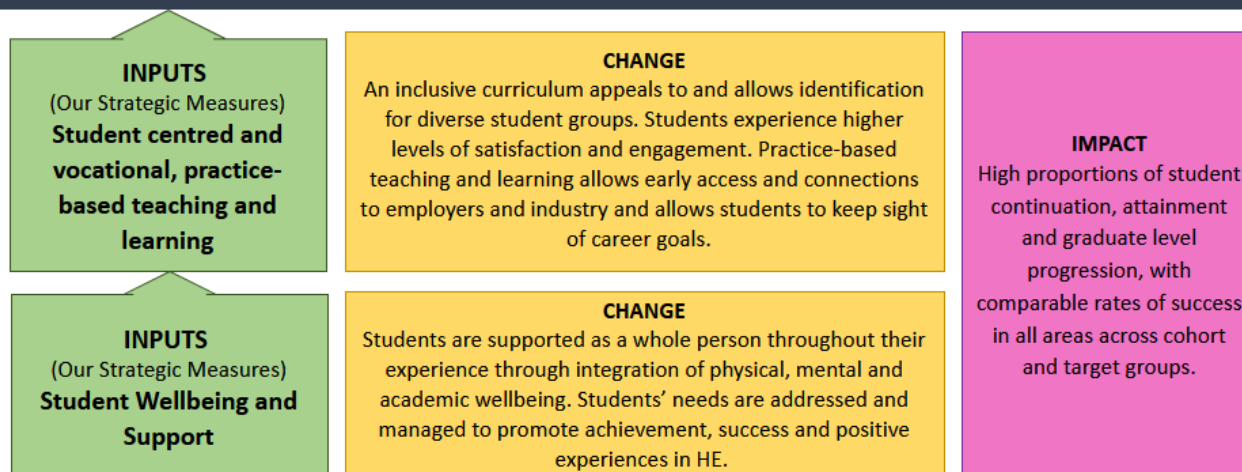
Whole Provider Theory of Change and Strategic Measures



Strategic Theme 2: Targeted outreach and partnerships to diversify our pipeline



Strategic Theme 3: Maintaining excellence in Teaching, Learning and the broader Student Experience



Alignment with other strategies

The Place Business Plan (2021-23)

The Place and LCDS has been a driving force for contemporary dance in the UK and Europe since its inception. We believe we have built something of enormous value to and through dance and we want to ensure that this potential is available to all students and that our learning culture reflects the diversity of individual artistic voices. A core element of The Place's Business Plan is to *'enable more people, and in particular disadvantaged young people, to make, perform, watch and respond to dance.'* Our plan sets out several strategic goals through which are aligned to, and will support the achievement of, our access and participation targets and objectives. Through partnership working we will:

- Develop, deliver and evaluate an LCDS National Partnership programme
- Grow resource to develop our partner school programme to work with 50% of Camden Primary Schools by 2022 and delivering the Camden Schools Dance Festival

- Deliver 3-4 outreach projects in partnership with local organisations and running weekly classes in the community.
- Invest staff time in local networks to increase our reach within local communities.
- Invest in the delivery of a year-round performance programme.

We will promote opportunities, progression, and agency for all young people by:

- Further developing our Children and Youth Dance (CYD) programme to reach local young people.
- Promote Artsmark to partner schools.
- Deliver a programme of professional artist development for families and young audiences.
- Incorporate weekly parent and toddler classes into our core offer.
- Expand our existing rural touring dance programmes to encompass small-scale venues in order to increase our reach and access.
- Growing our Student Fund to better support students financially

We will increase inclusion and diversity in our learning and teaching by:

- Incorporating blended and digital delivery models, to increase reach.
- Developing new partnerships and opportunities.
- Decolonising the curriculum and diversifying the range of dance practice available for study.
- Ensure delivery aligns with, and where possible exceeds, disability and relevant equality legislation.
- Increase the accessibility of our buildings and facilities.
- Develop succession planning to increase diversity of leadership.
- Monitor equality action plans to diversify our workforce.
- Develop strategic partnerships and learn from different practices and to diversify the artists and audiences we reach and support.
- Monitor and review how artists are commissioned across the organisation.
- Innovate in digital content and online learning.

Equal Opportunity Policy Equality and Diversity Plan (2018-22)

Our Equality Action Plan (2018-22) considers the 9 protected characteristics detailed in the Equality Act 2010, plus the additional characteristic of class and socio-economic background suggested by Arts Council England. Our plan is also informed by the social model of disability in which it is the design of society rather than individual impairment which disables people. As such our equality, diversity and inclusion work is aligned with our access and student success activities discussed in this Plan. We are committed to improving our cultural diversity across all protected characteristic groups. In delivering our equality, diversity and inclusion aims, we want to go beyond definitions of difference to respond to the intersections of barriers and disadvantage to widen participation, engagement, training, performance, production and leadership in dance.

We work closely with target groups to ensure that our practice reflects their needs and promotes inclusion and equality. For example, we work with family advisory groups to develop our family provision, youth advisors to shape our provision for young people and an access group to help us develop better online and material provision for disabled people.

A crucial element in delivering our plan is the development of an organisation-wide people strategy, and a commitment to best practice in HR. This includes remuneration, and fair and equal treatment. As a National Portfolio Organisation (NPO) for Arts Council England, our Equal Opportunities Policy Statement sets out our commitment to providing equality, fairness and respect for all employees. We will consistently monitor the equality and diversity of the workforce and set targets within our Equality Action plan to address any areas of concern.

Aligned with the objectives in this Plan, our Equality Action Plan commits us to:

- Ensuring our Board has the necessary skills and experience to meet our diversity aims.

- Ensuring our Board reflects the diversity of contemporary England and the audiences and communities we are working to reach.
- Ensuring our workforce reflects the diversity of contemporary England and the audiences and communities we work with
- Creating more opportunities for individuals with protected characteristics at entry level to create a talent pipeline.
- Equipping the workforce with the necessary skills and understanding to meet our aims around diversity.
- Ensuring staff and students are appropriately supported to perform to their potential regardless of any impairments.
- Ensuring our student population reflects the diversity of contemporary England and the audiences and communities that we work with
- Running projects with different entry points and support to offer opportunities for engagement for people who experience an intersection of barriers.
- Creating quality work for families and young people from diverse backgrounds
- Increasing the level of engagement with our local community
- Ensuring LCDS has appropriate facilities to support and welcome a diverse range of audience, participants, artists, staff and students.
- Improving the data collection to collate accurate and meaningful data to drive our diversity targets and show where progress is being made
- Ensuring our communications are reaching the widest possible audience by taking expert advice and then sharing our own good practice.

Programme Specification

Our Programme Specification (which relates to our Teaching and Learning approach) also aligns with this Plan. Our undergraduate programme is designed to enable students to develop their dance practice in a welcoming and inclusive environment that fosters physical and psychological well-being. We provide students with an experience of multiple dance cultures and how they intersect with each other in a globalised society. Our course aims to develop investigative, critically reflective, and independent lifelong learners and encourage the expression of diverse cultural identities, narratives and experiences.

Admission to the course is assessed based on a video-based application, admissions workshop, and interview. Given the specialist nature of the course, academic attainments are less important than for some other degree programmes and balanced with evidence of applicants' creativity, imagination, resourcefulness, and communication skills, understanding of dance in its wider context, and potential for development of technical capabilities and performance skills. This removes some academic barriers for disadvantaged students who have not yet fully been able to demonstrate their potential at level 3.

The course is designed to support a diverse range of students; we offer online pathways that support students who choose not to live in London for the whole duration of the course. As the course progresses, we include holistic assessments that enable students to have ownership of the elements of their learning, artistic development, and creative process that they put forward for assessment.

LCDS strives to offer equitable teaching and learning for all students and has made pedagogical changes to its programme in order to centralise and promote accessibility and inclusivity. Individual barriers to learning because of disability can be adjusted for through consultation. The Learning Support Coordinator facilitates these reasonable adjustments as well as supporting the teaching and learning of the course with study skills and research support.

Support Through Studies Policy

The School's Support Through Studies Policy intends to encourage a holistic approach to student support encompassing informal frontline resolution such as Learning Agreements and Reasonable Adjustments. It is intended to provide supportive formal procedures that can be used by a member of staff, or to which students can self-refer, when a student's health, well-being and / or behaviour is, or appears to be at risk of having a detrimental impact on their studies, ability to cope with student life or poses a risk to others.

Informal frontline resolution encompasses many aspects for student support including informal conversations, initial counselling, Learning Agreements and Reasonable Adjustments. If informal frontline resolution is not deemed sufficient or appropriate to the situation, the Policy's formal procedures may be instituted. The policy provides a clear and transparent process for supporting students and responding to challenges or issues that could impact on their own progress or that of their peers.

Strategic Measures

LCDS has identified 8 Strategic Measures to meet targets and ensure continued excellent performance in the success and progression areas in respect of outcomes for target groups. As detailed above, these measures align with and embed into our broader institutional priorities and consider our specific context as a London-based, small and specialist provider. Our strategic measures are set in our whole institution Theory of Change framework, detailed above. They span three key areas: 1) relating to whole-institution improvement and development; 2) focusing on improvements in access measures; and 3) maintaining outcomes in success and progression.

Strategic Area 1: Developing institutional capacity

The first strategic area focuses on two measures that support the development of key whole-institution practices in respect of access and participation outcomes, based on good practice and research that highlights the importance of data-driven, evidence-based approaches; and effective leadership at all levels and distributed across the institution. The first measure supports effective leadership and cross-institution engagement in the delivery and monitoring of fair access and participation outcomes. The second measure relates to strengthening our data and evaluation activity. Both measures support all targets in this Plan and set out commitments in respect of maintaining and monitoring success and progression outcomes. Given our planned exit from the Conservatoire for Dance and Drama in July 2022 and the development of internal infrastructures that need to be put in place, this strategy area is of particular importance. Our small datasets and our identified need to ensure an increasingly data-driven, evidence-based approach to the delivery and development of our fair access and participation agenda and activity has also been considered in forming these measures.

Strategic Measure 1: Strengthening leadership and cross-institutional engagement in access and participation

As LCDS readies itself to become an independently registered institution from July 2022 onwards it is working hard to ensure that its governance, leadership, and administration for access and participation is strengthened and allied to the commitments set out in the Plan. LCDS's ambition is to establish and nurture strong distributed leadership and engagement across the whole staff and student community, empowering staff to drive the agenda forward and to better understand how contributions can be made to progressing targets whilst securing continuous improvement. There is a renewed impetus for achieving this ambition, but also an enthusiasm across the institution to take ownership in a way that is different from the previous collaboration under CDD. Broader engagement and leadership of the agenda has already commenced in the formulation of this Plan, providing a strong base from which to build staff commitment and awareness (through discussions, information, and training), and to ensure leadership is fully distributed. The Governing Body has readily engaged with and has provided input to the development and approval of this Plan and will be further informed by data, evidence and advice and training in issues relating to fair access and participation.

LCDS is currently building staff awareness of the emerging targets that have been highlighted through the performance assessment in this Plan. The development of strategic measures to address these targets has involved key stakeholders from across The Place in targeted focus groups and conversations to understand current good practice, sector development and research into 'what works. Challenges and opportunities have been discussed, all of which feed into the full lifecycle under this Plan (access, success, progression). Some training needs and system improvements have also been identified, along with setting robust monitoring processes and starting the journey of independent evaluation and monitoring. Recognising and celebrating our achievements has also been identified and is a key part of evidencing our journey.

Staff training in topics related to access and participation is under way. For example, to support access Unconscious Bias training has been implemented across The Place with all LCDS staff and further CPD panel discussions about Anti-Racism and Decolonising the Curriculum held. Sessions on neurodivergence have further strengthened inclusive practice.

To support continuation, attainment, and progression, CPD sessions have been held on periodisation to optimise students' physical and psychological well-being through load monitoring, and on dance psychology and motivation. A substantial portion of staff are also Mental Health First Aid trained. Furthermore, modules in the curriculum include teaching and learning in outreach and participation, widening participation and diversity and inclusivity in dance. Staff teaching these modules are particularly aware of the access and participation agenda, acting as champions as well as communicating these principles and knowledge to our student base, who participate in outreach activities as part of their core curriculum.

Outcomes under this measure include:

- Whole-institution engagement with the fair access and participation agenda and the measures under this Plan.
- Effective governance and central leadership to provide informed strategic direction of the access and participation agenda and maintain focus on fair access and participation as a priority.
- Increased understanding regarding the access and participation agenda amongst the staff and student base (through appropriate training and development).

Strategic Measure 2: Strengthening data and evaluation capability

The current evaluation, research and evidence base for work in access and participation needs improving to enable progression to increasingly targeted, effective work. This is particularly important in our context of (very) small cohorts in the data we are exploring. For this reason, LCDS will emphasise qualitative data and evidence to supplement and add insight where quantitative data is challenging to assess. Such data limitations pervade the whole lifecycle, however data capture and volume will be strengthened year-on-year and we will continue to monitor and provide appropriate treatment to mitigate small cohorts, such as 3-year averages and trendlines. These approaches will enable LCDS increasingly to use data and evidence to drive strategy and practice improvements effectively. This relates to all targets in this Plan.

Developing and implementing an evaluation framework and strengthening practice across the lifecycle, supported with tools and resources, are therefore priorities. We will leverage the practices we have in place to build this area. This includes leadership expertise for quality and consistency, and mechanisms and support for disseminating and translating evaluation into practice improvements, and research projects in target areas.

Practice and outcomes

- LCDS is currently reviewing, with a view to strengthening, data capture and analysis through annual updates to the existing Filemaker database.
- In 2020-21, LCDS became a member of the Specialist Evidence, Evaluation and Research (SEER) collaborative service, which supports small, specialist and newly-registering Higher Education providers to provide expert services in data, evaluation, monitoring and research in the area of fair access and participation. This will provide critical internal development and participation in an external network to share practice and contribute to wider sector knowledge. SEER will support and collaboratively deliver practice and outcomes in this section.
- Evaluation measures are also being reviewed and strengthened. LCDS will establish an evaluation framework for the lifecycle across access, success and progression and implement associated tools and measures, by 2022-23 (see 'Evaluation Strategy' Section 3.3). Work includes:

- Strengthening data capture and analysis relating to equality, diversity and inclusion and ensuring ongoing effective monitoring of the target groups under this Plan, across the lifecycle.
- Analysis of retention, progression and attainment outcomes at the course and learner level, matched to student characteristics.
- Other student tracking, including engagement with student services, resources and periodisation research.
- Using guidance from the Office for Students (OfS) and implementing Theory of Change at activity level, where appropriate.
- Establishing processes to allow evaluation findings to inform continuous practice improvements.
- Developing further qualitative data. Qualitative data will provide richer insights into target student experiences and can be triangulated with quantitative data and external sector data to validate findings or add further information.
- LCDS are also developing a Data Strategy and Data Quality Toolkit to ensure our practices are relevant and prepare us for future requirements.
- Relevant training and guidance will be provided to staff, along with implementation of the toolkits and the framework. Training will include, for example, Theory of Change and Effective Activity Evaluation Practices.

Outcomes under this measure include:

- Increasingly data-driven approaches to access and participation.
- Improvements in targeting for outreach activity.
- Increased understanding of the challenges and barriers for target groups.
- Effective monitoring and tracking of under-represented student outcomes across the lifecycle.
- Implementation of good practice, evidence-informed evaluation framework and tools.
- Exploration and delivery of research projects in targeted key identified areas.
- Dissemination plans to ensure data and evaluation findings to inform practice improvements.

Evaluation measures

These measures will be evaluated by progress of the access and participation agenda, achievement of milestones and 5-year targets, and by staff feedback and consultation. Evaluation and research outputs generated, and staff feedback will also be considered.

Strategic Area 2: Targeted outreach and partnerships to diversify our pipeline

This Strategic Area deals with the primary targets identified in our Plan and is as such the critical focus of this APP. LCDS have set 4 Measures under this area to address the achievement of our milestones and targets.

However, there are some contextual issues to note, which relate to broader structural issues that make this work difficult for specialist providers in the arts area. Reductions in compulsory secondary education funding and policy which emphasises STEM subjects at the expense of the arts⁸ has a direct impact upon the development of a talent pool of students aspiring to arts in Higher Education. The English Baccalaureate curriculum, introduced in 2010, does not include creative subjects, leading to a reduction of the perceived 'value' of creative arts subjects in schools and amongst young people⁹. A BBC survey

⁸ The Education Policy Institute, Jones (2017) 'Entries to Arts Subjects at Key Stage 4' which noted that the average number of arts entries at KS4 fell from 0.8 in 2013 to 0.7 in 2016.

⁹ <https://www.designweek.co.uk/issues/6-12-february-2017/why-are-less-students-taking-on-art-design-at-university/>

suggested 9 in 10 schools surveyed had cut back on at least one creative arts subject, with some having fewer specialist staff and a cut back on extra-curricular activities¹⁰.

LCDS wishes to acknowledge this context and its impact on access. To help mitigate these issues and approach the challenges in a joined-up manner, we have therefore highlighted the critical importance of community, education and dance sector partnerships and collaboration, which are crucial to our outreach approach. We will build on our effective existing networks, strengthening collaborations and identifying new relevant partners with whom to engage over the life of this Plan. For example, Arts Council England (ACE) narrative and messaging about the importance and development of local arts scenes; and the SHAPE initiative by the British Academy are critical to this, and The Place will seek to advocate and collaborate through such networks. We will also leverage our current practices which have proved effective (and good practices being delivered by partners) as well as developing new strands of activity (based on sector good practices and research, evidence and Theory of Change) to overcome access barriers. Through partnership, we will deliver a range of targeted, relevant and progressive outreach activity that starts early and is sustained.

Strategic Measure 3: Outreach through Partnership

LCDS is already delivering a range of outreach activity. In this Plan, we commit to further targeting and developing our outreach programme to better address and make faster progress in closing gaps in access for our target under-represented groups, being POLAR4 Q1 and IMD Q1 students; and increasing our proportion of students from different ethnic backgrounds. We have identified opportunities to further leverage our existing work to deliver outcomes in access, as well as opportunities to develop additional activity. Our outreach programme includes a range of experiential, discipline-focused activity, and personalised experiences and support for target learners where a sense of belonging can be built early and nurtured to entry pathways.

Due to the nature of our dance specialism, our work with primary and secondary schools does not seek to raise pre-16 attainment directly in the mainstream curriculum. Nevertheless, dance-based activities help children and young people to 'develop skills in physical interaction, team working, problem solving, observing, evaluating, verbal and non-verbal communication of ideas and emotions, and in making connections, design in space, musicality and creativity. Dance can improve self-esteem and confidence; it can widen aspiration and help tackle obesity and other health issues. Dance offers young people a wide range of physical, psychological, social and emotional benefits.' (Youth Dance England, [Dance In and Beyond Schools](#), 2010, p.9). Learning benefits include opportunities to 'learn through spatial, kinaesthetic, visual and verbal modes, enhanced memory through physical patterning and repetition, observation, analysis and developing strategies to improve performance, exploring and experimenting, attention, focus and bringing whole self to the moment, Enjoyment, motivation, inspiration, aspiration and achievement' (YDE, p.9). Hence, we seek to use our strengths as a dance-specialist provider to help schools with attainment, behaviour and health and wellbeing, as well as raising awareness and developing skills to create a pipeline for Children and Youth Dance courses and companies, our Centre for Advanced Training, and ultimately our undergraduate course.

Activity and outcomes in this Measure include:

- **Partner Schools Programme (Primary Schools)**

¹⁰ <http://www.bbc.co.uk/news/education-42862996>

Our schools programme has been running for 5 years and benefits from additional external funding from John Lyon's Charity. 14 schools have participated in the programme, with 2 school unfortunately leaving during the COVID-19 pandemic. It is expected that the two schools will re-join once we return to face to face activity. If not, an additional two schools will be targeted based on IMD measures and sourced for partnership.

A range of activity is delivered in these partner schools, including:

- CPD for teachers, including INSET sessions for the whole school and provision of teaching resources.
- 8-week creative project for 2 classes
- Performance at The Place Theatre
- 50% off tickets for performances at The Place or in schools
- Artists going into schools to perform their work to children with Q&A sessions
- Visits to The Place, including information and experience sessions and participation in classes, etc.
- An introductory film and information about The Place
- Student ambassador talks and workshops about university life and learning, acting as positive role models.

As part of our commitment under this Plan, and to enhance this work, The Place has identified a potential opportunity to establish after-school clubs in four of the partner schools. These clubs will support attainment and skills development, provide insight into HE life and learning, and particularly at LCDS, and ultimately aim to facilitate early belonging and support that results in entry to LCDS. Schools will be targeted based on IMD measures.

More broadly, building on the success of these partnerships, over the life of this Plan we will explore additional targeted school relationships and broaden this offer and work to facilitate access to target students from POLAR4 Q1, IMD Q1 and Black, Asian and minority ethnic backgrounds. Work to target specific areas and schools will be undertaken to ensure we are reaching target learners.

Driven by the COVID-19 pandemic, much activity has also been provided online, which will continue going forward and will support our ambition to leverage these existing activities to broaden our reach into further target schools and communities.

- **LCDS National Partnership Programme**

LCDS has developed a 'National Partnership Programme', which targets areas of higher POLAR4 Q1-2, IMD Q1-2 and Black, Asian and minority ethnic populations and seeks to build relevant relationships and partnerships with identified stakeholders to access target young people. Harnessing the full portfolio of work that happens at The Place, we have identified that there are targeted opportunities to work with school leaders and teachers, arts organisations, artists and companies / theatres in their local communities, i.e., where they work or have studios and where their work intersects with target communities; and to leverage new and existing relationships and networks they may be building.

This programme is being established as part of our new commitments to access and over the life of this Plan will draw on priorities of key policy stakeholders and will seek to collaborate with these groups at the mission level. For example:

- Arts Council England (ACE) 10 Year Strategy Let's Create objective to ensure, *'that children and young people are able to fulfil their creative potential, and access the highest quality cultural experiences, where they live, where they go to school and where they spend their free time'*.
- Department for Education priorities for Arts and Culture which, *'should be an essential part of the education of every child'*; and stresses *'prioritising in all that we do for the people and places left behind and the most disadvantaged.'*
- The new Ofsted Framework, which advocates for a 'broad and balanced' curriculum and broader emphasis on the development of cultural capital in pupils.
- The Durham Commission, which recognises that, 'schools that have successfully established and sustained conditions in which creativity is nurtured should be recognised and encouraged.

Across 2020-21 to 2021-22, the foundations for this Programme have been in development and as a result we have identified and developed several place-based partnerships which include Herne Bay High School, Kent, Arc Academy, Hastings, Gateshead Project, Newcastle, Impington Village College, Cambridge, Rubicon Dance, Cardiff, BRIT School, Croydon and Big Creative Academy in Waltham Forest. To date, LCDS has provided tailored outreach activities to these partners such as masterclass workshops, Higher Education presentations and digital "booths", as well as seeking consultation on our curriculum advances. Going forward, we envisage future activities will evolve through a co-creative process and include student ambassador talks, workshops, visits to The Place and opportunities to work with students, artists and alumni on a regular basis.

Further development will include establishing Theory of Change and mapping in relation to identification of stakeholders and continuously targeting the identified access areas – POLAR Q1&2, IMD and Black, Asian and minority ethnic communities. We will build resources and skills, establish effective administration and coordination, and undertake continual engagement with stakeholders. In tandem, we will evolve our evidence base and knowledge of what works, what is already happening in identified communities, and what practices would be most valuable for stakeholders (collaborative design). We will also seek to fundraise further to support the outcomes of this Programme. Along with POLAR Q1&2, IMD and ethnicity data, targeting will consider ACE touring cold spots, CAT national partners, LCDS alumni locations and school partners of the former Richard Alston Dance Company (RADDC).

In 2021-22 LCDS formalised a long-standing relationship with Impington Village College to enlist students and alumni to assist teaching in schools and colleges, particularly exploring provision in disadvantaged areas. These positions are 1-year contracts for tutors, and are initially starting in Cambridge, where some Black, Asian and minority ethnic and IMD communities have been identified. This initiative will be explored for expansion as part of this National Partnership Programme.

In addition, The Place has a long-standing relationship with nationally significant Candoco, a world-leading inclusive dance company dedicated to showing audiences what dance can be and who can do it, creating significant opportunities for disabled and non-disabled people. The Place is home for the company's youth dance provision and there is an opportunity to expand this collaboration. Similarly, with AkomaAsa Performing Arts Academy, which is dedicated to West African Dance, we are exploring an opportunity for grant funded places as part of the CAT

scheme. Further work under this Plan will be to deepen and strengthen these critical relationships in support of new progression pathways to LCDS.

While the impetus for the National Partnership Programme will be delivered through LCDS, there will be an even wider kaleidoscope of dance activity delivered under the umbrella of The Place. Planned activities such as producing and touring dance to outdoor festivals (e.g., Norwich and Norfolk, Greenwich and Docklands in 2021), rural and small-scale UK touring (340 performances in the last 5 years), artistic residences, classes and courses bursaries (Iris Tomlinson Fund) and an annual Youth Dance Platform (Fresh) continue to provide significant opportunities and access to high quality dance provision for a diverse range of children and young people across the UK. With a digital footprint of over 1 million, The Place is a sector and world-leader for dance and will continue to ensure that dance remains a vital part of cultural and creative life across the UK.

Strategic Measure 4: CAT Scheme

The CAT scheme is a national prevocational training programme, funded by the Department for Education (DfE) through the Music and Dance Scheme (MDS). The Place is a founding organisation and regional hub distributing over 80 grants each year for students from disadvantaged backgrounds (low income) while the scheme itself caters for 130 students aged 13-17 years. Under the Plan our objective is to increase the number of CAT grant holders entering LCDS, which currently circa 30% of UK students. This scheme provides significant opportunities to improve the participation of target POLAR4, IMD and Black, Asian and minority ethnic students.

Practice and outcomes

The Place operates at a national level to advocate for and develop the CAT scheme. On a local level we provide outreach in the form of workshops with schools and in community settings, with target IMD Q1 and Q2 students who have, and continue to develop, the skills and training required for entry to our undergraduate dance programmes. Specific work is also delivered in Opportunity Areas noted by the Government through their social mobility programme.

CAT offers prevocational training, which provides dance training to target young people to prepare them for undergraduate dance entry. Through contribution to this activity, The Place and LCDS connects with target learners, supporting the establishment of early sense of belonging and identity with LCDS and The Place, and supporting learners through the application, audition, and enrolment/ transition-in process where appropriate.

LCDS has identified opportunities to further develop targeted activity supporting POLAR4 and IMD objectives under this Plan. In student consultations for this Plan, the CAT scheme was specifically referenced in respect of meeting outcomes in access for IMD and Black, Asian and minority ethnic students, and students noted the opportunities to strengthen practice here. Expansion opportunities are:

- Increasing collaboration and relationships with wider national CAT centres. The Place is currently leading the curriculum development group for the national CAT schemes exploring pedagogy, robust partnerships and working to decolonise the CAT curriculum. This work will continue and be developed as part of broader collaborations and will feed into (and leverage from) inclusive curriculum practice and decolonising work at LCDS.
- Building relationships with the schools that current target CAT students come from, particularly into Luton, Hertfordshire, and Stevenage along good transport routes.

- Developing a 'Boys into CAT' initiative to support disadvantaged young males into dance pathways.
- Offering targeted students who have auditioned for CAT but have not been successful an 'Associates Programme', which would be an alternative provision for 1-2 years before potential progression into the CAT scheme.
- "Primary Steps" works across the country to provide an after-school club once a week, from Yr3-6. LCDS delivers workshops for the programme in Dagenham east London and there is opportunity to extend this provision to create a pathway for Y6 children where a pre-CAT programme would be offered as a steppingstone into CAT. This is being piloted for 2021-22 and, subject to successful outcomes, there is opportunity as part of this Plan to continue this work and roll out to further primary schools in target areas.

These opportunities are being explored in 2020-21 and 2021-22 and will continue to be developed and implemented under this Plan.

Strategic Measure 5: Broadening our reach through targeted marketing and digital outreach

This measure is a response to the opportunities we have identified to align the outreach and recruitment areas, leveraging current recruitment activity for access and participation outcomes; and, in line with our Business Plan, to drive the digital agenda in the post-COVID environment, through continued use of digital and online outreach to broaden our reach and provision.

This work is particularly important in addressing some of the structural challenges we face in diversifying our intake, such as those detailed previously regarding the reduction of arts education in schools. It also provides an integrated approach to addressing our changing narrative as we exit the Conservatoire for Dance and Drama, shifting and managing perceptions around 'conservatoire' language into more accessible language of a School and our emerging context, which better identifies with broader target communities.

Further targeting and development work on broader recruitment practices and targeted messaging will support the achievement of Targets in this Plan and embed outreach into core recruitment practices. As part of this, we will specifically develop digital provision. This work will start in 2021-22 and develop over the life of this Plan.

Practice and outcomes

- **Alignment to marketing, communications, and recruitment**
Activity already taking place in this area will be explored and further targeted, where appropriate, to support the objectives in this Plan. Consideration will also be given to the language and imagery used in a range of marketing and communications literature, to ensure inclusive practices and on-message content that addresses specific concerns and barriers that are more likely to be experienced by target POLAR4 Q1-2, IMD Q1-2 and Black, Asian and minority ethnic learners. Activity includes:
 - Increasing targeted promotion for recruitment events (open days, school visits, workshops, on-campus visits) to ensure opportunities are provided to learners.
 - Exploring the recruitment team's current contacts database in respect of access and participation metrics, with a view to understanding existing provision and gaps in reaching target learners through the range of activity received by these contacts.
 - Increasing targeted paid social media advertisement campaigns.
 - Review of language and imagery used in communications materials with a view to making it more accessible and appropriate to target groups, with inclusivity in mind, particularly in imagery.

- Linking to target industry role models to provide information and case studies to use in outreach activity.
 - Review of online and materials content, exploring opportunities to extend information to:
 - Address specific barriers that are more likely to be experienced for target groups, and to move content further towards supporting, scaffolding provision.
 - Other key influencers, such as teachers, parents and carers, and community organisations supporting target young people.
 - Development of capacity to track target learners through from website enquiry/ click-throughs.
 - Development of our student recruitment 'Focus Group' (a selection of current students who feedback, and develop student recruitment campaigns, website copy, print, and social media) make this a paid role, with a conscious effort to recruit a diverse and representative group of students.
- **Digital outreach measures**

A dynamic response to the COVID-19 pandemic in 2019-20 / 2020-21, has led to a significant increase in digital content and online activity that will be continued and leveraged to support the targets under this Plan. Activity includes:

 - A new user-oriented website in place by March 2022.
 - Increased use and targeting of digital marketing, information, and resources on the website, such as videos, blogs, interviews with students, trailers, online webinars and workshops, and supplementary information.
 - Development and better targeting of a range of virtual events, such as LCDS 'Jam with Us' (a virtual workshop with alumni and students); virtual open events; creative online events (e.g., live improvisation classes).
 - Development of student case studies and student blogs to be shared across web and social media platforms.
 - Improved targeting and use of specific social media campaigns, including YouTube resources, Instagram, and Facebook.
 - Continuing to offer alternative, virtual versions of key recruitment events such as the LCDS Summer School. Allowing a further reach of potential students without possible travel or price barriers.
 - Developing a livestreaming programme for LCDS key performance events, such as Graduation and the Collaboration Project. Sharing this calendar with key national partner schools, CAT schemes and feeder institutions.

Strategic Measure 6: Inclusive Admissions practices

This measure provides for targeted support in the application and admissions process, in the acknowledgment that target learners are more likely to experience barriers in application and admission to Higher Education. It provides for a range of specific support for target POLAR4 Q1-2, IMD Q1-2 and Black, Asian and minority ethnic target learners, as well as integrated inclusive practice in broader recruitment and admissions processes.

A welcoming, community environment, which starts pre-admission, was a key highlight in our student consultations for this Plan. Students noted that this was extremely important and the open, 'family' and community feel, and environment should be maintained and fostered pre-entry onwards.

Practice and outcomes

- Increasing access through digital course provision, where an online pathway is currently being written. This development is being delivered in 2020-21 / 2021-22 and further exploration of promotion and application to target groups under this Plan will be explored from 2022-23.

- Development work to coordinate and map the applicant journey model from outreach-to-transition-in, with specific considerations for key target groups in terms of transition points, barriers and challenges, needs, and relevant support required.
- Implementation of differentiated selection processes and application portfolios to provide student choice and help drive diversity in applications.
- Waivered Audition Fees for all learners.
- Admissions workshops and advice from staff, ambassadors and linking to alumni.
- Presence of student ambassadors at admissions workshops to support inclusive, welcoming environment and to provide advice and help to students.
- Strengthened communications and activity along key points of the applicant journey, with specific focus on what works for target groups.
- Enhancing flexibility in Audition process, where auditions are expanded to allow applicants to have more flexibility in how they audition, for example different dance styles. This enables more successful participation where students can show their strengths and identities.
- Change in language from 'Audition' to 'Admission Workshops' to soften the language and increase levels of participant comfort and engagement during these processes.
- Development of mechanisms to clearly identify students from partner schools, organisations, and CAT schemes in the admissions process, particularly those from target groups who can be then provided contextual consideration and support if required.

Evaluation Measures for all Strategic Measures in Strategic Area 2

Measures of success in this area are enquiries, applications, and enrolments from target cohorts from partner schools and partner organisations / communities. Evaluation measures include activity-level engagement levels, evaluation with students, teachers, partner organisation staff, and parents/carers, as appropriate. Evaluation will be conducted through surveys and focus groups. Tracking of individual students may also be implemented where possible. Mechanisms for this will be explored in the first two years of this Plan. Some deeper dive research and case studies, to help further our understanding of target learners and their experiences, ambitions and potential barriers are also envisaged. In respect of digital learning and outreach, engagement with and enrolment onto online courses by target learners will be considered, along with web and social media output measures. In relation to our partnership processes, assessment of outcomes and indicators of effective partnerships will be undertaken over time. Stakeholder surveys and focus groups or interviews will be used to collect data. Output measures relating to scale and reach of partnerships will also be collected.

Strategic Area 3: Maintaining excellence in Teaching, Learning and the broader Student Experience.

As detailed in our performance assessment, LCDS has excellent outcomes in student continuation, attainment, and progression with no material differential outcomes for target groups. Maintaining this performance and ensuring gaps do not arise are key priorities as we diversify our intake, and this is the focus of Strategic Measures under this Area. It includes measures relating to teaching and learning, and integrated vocational and practice-based approaches which support employability, and student support and well-being. Inclusive curriculum and teaching and learning measures particularly ensure ongoing outcomes for target Black, Asian and minority ethnic cohorts, Disabled students and students from more disadvantaged backgrounds. Strong frameworks of support and curriculum-integrated student well-being provide the mechanisms for continued excellence in support provision for all target learners. An ongoing focus on practice linked to professional goals is also maintained through curriculum, ensuring ongoing relevance of the programme and access to professional networks and experiences, which may be less available to target POLAR4 Q1&2 and IMD Q1&2 learners.

Strategic Measure 7: Student centred and vocational, practice-based teaching & learning

The teaching and learning environment at LCDS reflects our status as a small, specialist provider able to deliver personalised, holistic experiences to every one of our learners. Our student-centred, inclusive teaching, and a learning model which allows for exceptional levels of 1-2-1 and small group contact time has been a key driver of our excellent performance in success and progression. Our curriculum is

practice-based and therefore intrinsically linked to graduate employability and career development outcomes, which are integrated throughout the course.

Practice and outcomes

- **Curriculum, and Teaching, Learning and Assessment**

LCDS have several strategic priorities in respect of curriculum development, which align with the objectives in this Plan.

- A new course has been successfully validated and is designed to promote further access and appeal to a diverse range of students. Online provision will enable us to reach beyond London as our traditional recruitment base.
- Following research to support a 'healthier' curriculum with embedded well-being, we are implementing the concept of 'periodisation' which explores at load monitoring in the curriculum. The objective is to ensure students are as fit as they can be whilst avoiding injuries, which are caused not only by physical stress but also academic stress. A pilot research project is underway in 2020-21, which will also investigate experiences of target learners with different characteristics and inform future developments under this Plan. This research includes testing students over three-years, mapping the journey and areas of concern and looking at motivation, stress, emotional well-being, etc. as well as physical health.

Further data and analysis will provide data to inform adaptation of the curriculum, including introducing psychological skills sessions, etc. with a focus on target groups as appropriate.

- A Curriculum Development Group is exploring development with inclusivity and decolonisation principles at the forefront. Development work, which has started in 2020-21 and will continue under review and improvement over the life of this Plan, includes:
 - Decolonisation practices such as widening dance practice to reflect broader cultural practice, e.g., African and South Asian dance practice, are also taken into account in the periodic programme review.
In consultations with students as part of this Plan, students noted that more diversity can be achieved through visiting and guest teachers, and this practice should be continued. This is intended as part of the commitments in this Plan.
 - Exploring inclusivity, diversity and disability in teaching and learning. Historically there is a good awareness of students with learning differences and how to support them in different contexts, e.g., studio. However, we are currently formalising training to develop more specialist support for Specific Learning Difference (SpLD) and disabled students. In 2020, a Reasonable Adjustments Working Group was introduced and will continue over the life of this Plan.
 - Changes to assessment to promote student choice and flexibility to allow diverse learners to demonstrate their skills and capabilities in different ways, including increased student input and critical reflection. This will encourage confidence and identity building for diverse learners.
 - For example, peer-to-peer support and feedback, peer-to-peer observations and feedback on choreography.
 - LCDS already note some shift in this area, where students are using culture and personal characteristics in their practices. There is an excitement from students in using this approach.
 - Increasing staff diversity to better reflect the student body and provide diverse role models.
- Staff training is also being furthered in respect of inclusive practices, and includes Unconscious Bias, neurodivergence training, Autism training, Mental Health First Aid, Psychological Training Skills, Supporting Disabled Students, Supporting Student Progression, etc. Peer-to-peer observations will also be implemented on an annual basis, to assess how training is being implemented and to provide space for reflective practice and peer feedback and support.

These further intended developments in staff training reflect comments made by students in consultations regarding this Plan, in which students noted the need to ensure all staff are aware of student support needs and any personal learning plans, etc. They also noted the need to expand further training (as the type above but also in general terms, relating to for example LCDS community and expectations) to casual and visiting lecturers, so that the consistency and expectations are set in terms of how HE is taught at LCDS.

- Developments in Teaching and Learning include the integration of additional visual and audio to provide a multi-layered approach to T&L even though it is broadly kinaesthetically driven. This enables students to learn from different stimuli. The increased digital environment, driven by COVID-19, means that students are also writing more freely now and can better and more comfortably reflect and translate their experiences into written form.

Students have access to materials via a Virtual Learning Environment (VLE) to look at prior to sessions and a schedule to understand course progression. The VLE holds recorded visual classes so that students can reflect on dance performances post-event.

- **Learning support**

The small and specialist status of LCDS means that we know our students exceptionally well and can offer a holistic supportive experience, that goes beyond 'HE' as the outcome to focus on how the individual is processing their experience rather than it being purely a pathway across the course. Staff are aware of students' goals and aspirations and can support them along their journey as they develop skills necessary to achieve these ambitions. This personal approach and time to invest in knowing students means we have a proactive approach to support and responding to need.

In our student consultations in relation to developing this Plan, students highlighted the importance and value of the student-centred and personalised approach to teaching and learning, where students feel connected with teaching staff. Students noted that this model should continue, as it provides comfort and, confidence and effective support that links to general well-being as well as academic issues. More integration of well-being and support into teaching and learning, and an increasing 'care atmosphere in class' was requested by students.

Ongoing practice therefore includes:

- Small academic tutor groups.
- 1-2-1 tutorials.
- Response from tutors to learning development and assignment support needs.
- Support to develop longer term strategies for time management, study skills, meta cognition and learning styles, etc (through tutor sessions)
- Personalised support from tutors, who can signpost for support (academic and pastoral).
- Small groups for peer learning, which ensure inclusive participation.
- Integrated learning support in the classroom, e.g., essay skills writing for certain units.

- **Embedded employability**

Our practice-based curriculum supports integrated employability practices, scaffolded across first and third year. A range of integrated support and experiences are provided to support students, and particularly target under-represented students who may not have prior access to professional networks in the industry, to achieve good progression outcomes. Activity includes:

- In the first term, the curriculum includes skills sessions relating to careers and higher education preparation.
- In the second year, transferable employability skills are embedded in collaborative creative projects with a unit dedicated to facilitating learning and teaching and creative practice in schools and communities, which prepares students for this significant future employment opportunity area.
- In the third year, students undertake a unit in 'Transitioning into a Portfolio Career'. Learning includes gathering skills and practice to create a showreel, writing CVs and applications, producing a portfolio and techniques for getting hired.

- We facilitate new choreographers and producers to link with current students to work in the School and provide opportunities for current students to link with professionals, which often provide access to employment opportunities and broader industry networks.
- LCDS now supports a broader more diverse range of companies in producing their work, providing work opportunities to our students. For example, the professional show *Donuts* is being produced with artist Jamaal Burkmar and students are being employed to support; this work is being shared with diverse communities and secondary schools in Camden. There is a further opportunity to expand this provision with outreach activity.
- Guest speakers are invited to lead student sessions and these include a range of representatives and role models, with a focus on targeted support for progression pathways. For example, support to enter freelancing work where sessions include advice on tax, creating a showreel and CV writing.
- Preparing students for freelance/ portfolio careers.
- Further leveraging industry contacts at The Place an Artistic Strategy enables LCDS students to make optimal use of the wider organisation's artistic networks for commissions and projects as well as career guidance and industry orientation activities.
- Developing further activity and mechanisms for consultations and engagements with alumni, including alumni collaboration in curriculum design, provision of alumni presentations and networking events, etc.

Student consultations regarding this Plan highlighted embedded employability and access to professional networks as extremely valuable. Students cited the integrated modules as highly useful and suggested additional elements such as financial management and other general 'human /adult / professional life!' sessions, such as opening a bank account, learning about issues in the world today (news events), etc.

Evaluation Measures

The continuation and attainment outcomes for target groups will be key measures in this area. End-of-module surveys from students and feedback from module leaders, and National Student Survey (NSS) results will also be considered. LCDS can respond quickly to module evaluation and feedback and can create quick and tangible changes in curriculum based on findings. For example, recent student feedback in music and choreography has been part of changes made to increasing the diversity in music genres used in the curriculum.

Development will include increased data capture and focus on qualitative data to increase and broaden our understanding of experiences of target groups. In relation to the Periodisation approach, a PhD student is exploring this pilot and activity, and this will form part of evaluation and research.

In relation to employability aspects, evaluation will include feedback from students and industry professionals and companies, including satisfaction measures. Data analysis relating to engagement with support and progression for target groups will be conducted. Students provide feedback on and input into the development of these activities.

Strategic Measure 8: Student Well-being and Support

LCDS places much emphasis on supporting the well-being of our students, both physically and mentally, so that they can enjoy and achieve a positive, empowered higher education experience and leave with positive progression pathways in place underpinned by their skills, resilience, and capabilities. Learners are supported through curriculum as well as being able to access additional support.

In student consultations regarding this Plan, students also noted the importance of a focus on mental health and well-being, and provision of support both in-classrooms and extra, out-of-class services.

Practice and outcomes

- **Mental Health and Well-being**

Working with the Head of Registry and Student Well-being, the Mental Health Adviser is responsible for the design, implementation, coordination, delivery and evaluation of a new triage service to support students at LCDS who may be experiencing a range of difficulties, including well-being and/or mental health difficulties. Working in conjunction with the Student Support Team, the role offers direct support for students in crisis, including risk assessment and triage, identifying those that require urgent assessment, identifying appropriate intervention within the LCDS Counselling Service and/or signposting and supporting access to specialist services such as GP, A&E, Home Based Treatment Teams and Community Mental Health Teams and other relevant services (such as eating disorder, drug or alcohol services). The expansion of services beyond 'talk therapy' is envisaged to include art and dance therapy, providing diverse support for different learners. LCDS also has freelance counsellors to support students in a range of areas.

- **Disability support**

Students are supported with their Disabled Student Application from the point of acceptance. The Learning Support Coordinator works with students who have learning differences to help them plan, structure and time manage their work. Sessions are either on a 1-1 or small group basis. Screening for neurodiversity is available through an external provider and supported by the School. Learning Plans and reasonable adjustments are put in place where needed. Physically disabled students work on a 1-1 basis with the Head of Dance Science to individualise their programmes where necessary.

Also in development is an integrated disability services provision, incorporating mental health concerns as well as other disabilities. This development is envisaged in the first 3 years of this Plan. This model reflects best practice in the sector, where integrated support allows response and support for the whole learner (instead of addressing issues in isolation) and offers opportunities to explore patterns in support.

- **Physical Well-being**

This is an essential component of our dance provision. Our small cohorts allow us to conduct physical screening and injury profiling, looking after well-being and providing individual injury prevention programmes. These services dovetail with the Mental Health Advisor and Counsellors and will often highlight where there are additional needs and provide signposting to relevant services.

- **Targeted support**

As part of developments in 2020-21, which will continue under this Plan, the Mental Health Adviser is exploring opportunities to provide specific support to target groups, in target key areas. Emerging data and monitoring will continually inform this approach and strategies based on evidence and research will be developed and implemented. Student characteristics data, along with student input and other psychological surveys will be applied and will also provide opportunity for the development of predictive indicators of risk.

- **Partnership development**

We have identified opportunities to broaden our service through the development of existing as well as new partnerships and service provision to enhance and expand the offer to students. For example, peer and mentoring support from Camden and Islington Recovery College, Camden Hearing Voices group and the Joseph Campbell Foundation, which is a time-limited mentoring in the community, where students can be culturally matched if requested.

- **Online provision**

Driven somewhat by COVID-19, we have identified an opportunity to expand provision online. This will be taken forward in 2020-21/ 2021-22 and continue under this Plan, with targeted support being provided.

- Development of the well-being page online is anticipated, providing further support through digital information and advice; preventive strategies and workshops; signposting to specialist services; and webinars, for example on mindfulness.

- **Staff training and development**

- Mental Health First Aid Training
- Unconscious bias training

- Neurodivergence
- Psychological skills training
- Motivation training

- **Financial Support**

LCDS will offer the following bursaries to target disadvantaged students. Awards are based on eligibility relating to household income and provide further support for the target groups under this Plan.

We acknowledge sector evidence that shows the financial bursaries and scholarships are most effective where used to support student success. Whilst our aims and targets in this Plan relate to access measures, these financial support provisions address a key concern for target disadvantage students regarding the affordability of higher education, also considering the higher living costs in London. This supports our access aims to reduce the gap in participation for students particularly from IMD Q1 v. Q5, with likely overlap to the gap target for POLAR4 Q1 v. Q5. For students from these target backgrounds, the availability of financial support at transition-in is essential for access and initial transition-in, ensuring a higher likelihood of continuation in the first few months of programme.

Current evaluation, undertaken as part of the Conservatoire for Dance and Drama, also showed that financial support is key support to retention and success for students from low family incomes. Given the intensive and immersive nature of conservatoire-based training, entailing long hours throughout the academic year, our students are unable to take advantage of the full range of opportunities to support themselves financially through part-time paid employment that are open to students in other institutions. This is therefore critical to our broader aims in this Plan, to ensure no gaps arise in our success measures.

LCDS has a commitment to evaluate the provision of financial support over the life of this Plan, which will provide further insights into the value of financial support to our students and the impact on target student outcomes.

Scholarship	Eligibility	Amount	Bursary or fee discount?
LCDS Scholarship	UK undergraduate students with household income £0-25,000	£1,500 per year	Student choice of fee discount or cash bursary
	UK undergraduate students with household income £25001 to £35,000	£1,000 per year	Student choice of fee discount or cash bursary
	UK undergraduate students with household income £35,001 to £42,000	£500 per year	Student choice of fee discount or cash bursary

LCDS also recognises that students who have spent a period of time being looked after by the State can face many additional obstacles to accessing and succeeding in higher education. Furthermore, young people who are estranged from their parents, but who never entered the UK care system and thus are not deemed 'care leavers', face many of the same financial and pastoral barriers. As such, LCDS continues to offer additional financial assistance to these students. A Care Leaver and Estranged Student bursary is therefore provided in addition to the above. This allocates support of up to £1,000 bursary per year of study to care leavers and students estranged from their parents.

In addition, LCDS fundraises to the tune of approximately £145,000 per annum to support students with additional scholarships and bursaries. The criteria for the distribution of these funds is determined by the funder.

A Hardship Fund of approximately £20,000 per annum to support students with specific financial needs is also available and allocated to students through an application and assessment process. This fund is promoted by staff across the School who are supporting students individually.

Evaluation

Again, continuation and attainment outcomes for target groups will be key measures in this area, along with levels of student engagement with services and student satisfaction and feedback (via surveys and focus groups). We also regularly track fitness, injury and psychological variables against student characteristics and can therefore determine any patterns or influence. We will focus on qualitative data to increase and broaden our understanding of experiences of target groups. Financial support measures will be evaluated using relevant parts of the OfS *Impact of Financial Support* toolkit. It is envisaged that the survey and focus group elements can be used, but our small cohorts will prohibit the use of the statistical tool.

3.2 Student consultation

LCDS recognises the importance and value of the student voice in informing our development and practices. LCDS already engages and consults with our students through a range of formal and informal mechanisms. Given our small size, our discipline and the intensity of learning and practice that demands an extremely high level of face-to-face teaching, we benefit from ongoing, regular student engagement and direct feedback which is a feature of our teaching environment.

Over the life of this Plan, we will leverage and develop existing student engagement practices to integrate considerations for access and participation. This integration will ensure that the mechanisms for student consultation in the planning, monitoring, evaluation, and delivery of this Plan are in place. Students sit on the Equality, Diversity and Inclusion Committee (along with two Governors) the Academic Board and there are a minimum two student observers who sit on The Place Board where issues relating to access and participation are considered. From 2021-22, a student representative will sit on the newly established Access and Participation Working Group (see Section 3.4).

The Student Voice Committee consists of student representatives and members of the Senior Management Team. This Committee reports into Academic Board. The Academic Board ensures that key discussion points and issues students wish to highlight have a direct route into the Board of Governors via a report. Into the future (from 2021-22), fair access and participation will be more fully embedded and integrated as an item on the agendas for Student Voice Committee and Academic Board, Training will be embedded in student representatives training.

Student Representatives and the Student Representative Group provide a channel for engagement and formal access to the voices of the broader student body. Representatives work with the student body in their areas to capture student feedback and voice on a range of topics. These are fed back into the Student Voice Committee and then benefit from the processing and reporting structure detailed above.

LCDS also have regular Year Group meetings. Students voice concerns, raise questions and discussion points around various issues. Recent consultations have centred on COVID-19 and students feeding into the response and decision-making during lockdown and reopening.

In relation to teaching and learning, as part of periodic review research students are involved in focus groups to help interpret findings, as partners in the research and ongoing to be engaged in what is subsequently being implemented. Programmes include students on panels used to curate the theatre programme; this is a paid opportunity with mentor support.

More broadly, student feedback is gathered via the National Student Survey (NSS). Data is processed and explored by the senior management team and tutors and used to inform action plans for the following academic year.

Aims for further developing student engagement and voice practice include exploration of ways to engage with students digitally through online platforms, broadening the mechanisms for engagement and transparency of process. The Student Voice Committee is currently reviewing how we can ensure more

effective representation from target student groups as part of a broader review of the effectiveness of the student voice and communications.

Students also provide input into the development of outreach and community programmes and feedback on what works.

In specific consideration of this Plan and the development of its measures, student consultations led to a range of outcomes for inclusion which have been appropriately referenced through the Plan. In summary, students:

- Noted opportunities in the CAT scheme to meet outcomes in access for IMD and Black, Asian and minority ethnic students.
- Valued a welcoming, community environment, which starts pre-admission and noted that an open, 'family' and community feel, and environment should be maintained and fostered pre-entry onwards.
- Noted that more teaching diversity can be achieved through visiting and guest teachers, and this practice should be continued.
- Noted the need to ensure all staff are aware of student support needs and any personal learning plans, etc. They also noted the need to expand further training to casual and visiting lecturers, so that the consistency and expectations are set in terms of how HE is taught at LCDS.
- Highlighted the importance and value of the student-centred and personalised approach to teaching and learning, which provides effective support that links to general well-being as well as academic issues.
- Requested ongoing and furthering of integration of well-being and support into teaching and learning, and an increasing 'care atmosphere in class'.
- Noted the importance of a focus on mental health and well-being, and provision of support both in-classrooms and extra, out-of-class services.
- Highlighted embedded employability and access to professional networks as extremely valuable. Students cited the integrated Modules as highly useful and suggested additional elements such as financial management and other general 'human /adult / professional life!' sessions, such as opening a bank account, learning about issues in the world today (news events), etc.

3.3 Evaluation strategy

Strategic Context

As we have discussed elsewhere in this document, LCDS takes an evidence-informed approach to the development of our programmes and activities. Collecting feedback from students and other participants in our activities is an important guide to developing activities and interventions that respond to their needs.

In our self-assessment, using the OfS tool, we were ranked as emerging across all different sections. We realise that we have substantial work to do to build and develop the additional evaluation capability required to meet our aims during the life of this Plan, however, we are confident that we have foundations in place. Although we have experience of evaluating our community and public engagement activities, we recognise that we have more work to do in researching and evaluating our outreach and widening participation programmes. We will adapt existing tools and draw on our experience, whilst building our specialist evaluation capacity during the life of this plan.

The development work we are carrying out as part of the institutional work, and the rebuild from COVID-19 enables us to step back from 'business as usual' and rebuild what we do via a theory of change. By articulating our theory of change across the various strands of delivery and target stakeholder groups, we will compile and draw on existing expertise and research, whilst reflecting on our own expertise in this space. The opportunity to take a holistic view of our outreach and access and participation strategies enables us to build in evaluation as we configure what we do. We have already gone through a similar process when we integrated periodisation theories and practice from sport science into the structure of practical elements of our dance delivery.

In terms of the OfS 'Standards of Evidence', the majority of our evaluations are currently type 1 (narrative) with some use of type 2 (empirical enquiry) approaches. Given the relatively small size of the School, we anticipate that to work towards Type 3 (causal) outcomes, we will need to increase our partnership work and seek collaborations with similar institutions. We are currently engaging in work to build this collaborative capacity through small and specialist networks.

Given the experience we already have in-house, and the partnership models that underpin our outreach approach, we are beginning to develop new evaluation tools and approaches, which are rooted in our theory of change, our understanding of dance students and which we have calibrated to our interventions and their intended outcomes. As will be clear from other sections of this document, we take a self-reflective approach to delivery and will review evaluation data and outcomes on an annual basis. As discussed elsewhere, we work with young people from primary school onwards, and therefore find it useful to take a small steps approach to breaking the impact of our interventions into a pathway of smaller milestones¹¹. This will be articulated in our theories of change.

Programme Design

Although our self-assessment suggested that our rationale for outreach and access programmes and research strategies are emerging or in development, we have a range of experience of reviewing and evaluating our public engagement activities.

Having also reviewed our pedagogic approach (including the implementation of steps to decolonise the curriculum of our programme), we are confident that we have in place capacity and experience to develop our outreach and access activities to support the achievement of our targets and aims. The process of developing our theory of change and reviewing the outcomes we have already achieved will further strengthen this process. We have also become a member of the Specialist Evidence, Evaluation and research (SEER)¹² service to add expertise and capacity and drive outcomes in evaluation and research.

Given the specialist nature of our provision, but also the opportunities it raises for us to reach particular cohorts of under-represented students, our access and participation work can draw on sector-wide outcomes but will also benefit from closer collaboration with partner institutions working in similar areas and we look forward to developing new evaluation approaches that are uniquely calibrated to our institutional offer. In particular, we see the potential of engaging young people with contemporary dance, who may not otherwise have had the opportunity to think about their own potential in this area and to broaden their horizons.

Evaluation design and implementation

As discussed above, the specialist nature of our provision means that whilst we can draw on good existing practice from across the sector (for example via the Transforming Access and Student Outcomes in Higher Education (TASO) centre¹³), there are some aspects, which require a bespoke approach.

Our SEER membership enables us to work collaboratively with external experts and other related small specialist providers to develop effective, robust and calibrated evaluation approaches that will enable us to investigate the specific impacts of what we do. We are particularly focused on ensuring good practices in qualitative evaluation given our small cohorts and need to provide deeper insights in smaller target areas.

We have noted above the importance of a theory of change driven approach, and the benefits of the opportunity to rethink and rebuild post-COVID 19. Developing theories of change will enable us to identify the unique aspects of our delivery, and to think in small steps about our work with schools, partners and communities in terms of creating a potential future pipeline of disadvantaged and under-represented students. As we learn more, we look forward to developing and sharing this small steps / early outreach approach and hope that, in combination with our public engagement activities, we will be able to support

¹¹ Harrison, N., & Waller, R. (2017). Evaluating outreach activities: overcoming challenges through a realist 'small steps' approach. *Perspectives: Policy and Practice in Higher Education*, 21(2-3), 81-87.

¹² <https://collaborativehe.com/>

¹³ <https://taso.org.uk/>

the development of earlier outreach work (and associated evaluation approaches) across the sector and via our specialist networks. We will look to the sector for learning and benchmarking opportunities as well, across the lifecycle. Again, this is particularly important given our small cohorts and datasets.

We have already noted our plans to closely monitor progress in increasing the diversity and inclusiveness of our student body, and our activity to work closely with target groups to understand more about how we can best support them through access, success and progression. As such, we are adopting a mixed methods approach, drawing on our own quantitative evaluation tools, those developed with partners and through the SEER service. Alongside, we will be conducting qualitative evaluation through surveys, interviews, focus groups and deeper-dive evaluation projects by drawing on the experience of specific advisory groups made up of the students we are aiming to support.

For example, we intend to leverage the data emerging from our CAT scheme participants to provide further analysis on our potential pipeline, with specific attention to under-represented groups. We are also interested to develop evaluation and potentially case studies around experiences of choice, application and admissions. Qualitative work on better understanding the experiences of our target learners once at LCDS is also of interest. Finally, qualitative evaluation practices are also intended to be used to gather case-studies from alumni, recent and further out in order to map longer career trajectories to help expand current students' perceptions of career possibilities from our Dance programmes.

Learning to shape improvements

Change and development have been core to a programme of organisational change over the last two to three years. Our strategy requires us to pivot from a Conservatoire model to a broader and more inclusive approach, and the changes we have already made, including our response to COVID-19, means that we have already developed some institutional flexibility and agility. We intend to draw on this as we develop and implement our Access and Participation Plan (APP) actions. We already have some of the data structures in place and a baseline of evaluation thinking and experience upon which we can draw.

We have also noted the alignment of our APP commitments with other strategic and policy goals and developments and are confident that this will help ensure the embeddedness of our approach to potential target students and support them through their student journey.

We are already a self-reflexive organisation, and the development of activities under this Plan enables us to embed reflexivity and regular review into these strands of work also. One of the benefits of being a smaller organisation is that we can avoid the risk of knowledge and learning becoming siloed and ensure that our developing learning and thinking can be applied where it is most useful and impactful. As such, this and related activities will form the spine of an institutional community of practice focused on developing our institutional expertise and experience in promoting access and outcomes for an increasingly diverse student population. We hope to be able to lead by example in these developments and to share our experience and approach with similar small and specialist institutions, our discipline networks, and more broadly across the sector.

3.4 Monitoring progress against delivery of the plan

The newly established Access and Participation Plan Working Group (APPWG) will monitor progress against the targets in this Plan. The APPWG will track and evaluate progress and enable sharing of best practice to ensure continuous improvement in strategic measures, processes and activities.

The APPWG will work closely with the Education and Participation (cross organisation working group), report into the LCDS Senior Management Team (SMT) and to the Executive Directors Group quarterly. The APPWG will provide regular updates to these groups, including progress on the Plan and its key projects, and any emerging challenges or risks. Finance and General Purposes and the Equality, Diversity and Inclusion Committees will receive reports twice per annum while the Board of Governors will receive an annual report. This Group will coordinate and review overall monitoring of institutional data as part of the annual programme monitoring cycle, to ensure continuous monitoring of outcomes for target groups to ensure further gaps do not arise and targets and milestones are progressed. Data capability will improve in the longer-term, which will lead to an enhanced monitoring and evaluation capabilities. This

will enable LCDS to develop a better understanding of how outcomes students from under-represented backgrounds compare to their peers.

The APPWG will maintain oversight of reporting and monitoring. Throughout the life of the Plan, the APPWG will meet at least once every month to monitor and input into practice and outcomes. If it is discovered that progress is worsening in any area, the LCDS SMT and ultimately the Finance and General Purposes Committee can determine whether to redeploy its resources to targeted improvement in specific areas, accelerating action as per the strategic measures in this Plan. Additional expertise or resource may be deployed if required. The Finance and General Purposes Committee will also monitor expenditure in relation to the plan, and risk.

4. Provision of information to students

The Place will ensure that all material is presented in a clear and unambiguous way that is accessible to all. This Access and Participation Plan and any alternative versions will be clearly accessible through our website and paper copies will be made available upon request.

Arrangements are in place to ensure that prospective and current students are provided with information about the fees they will be charged for the duration of their course. The fees for regulated programmes and information on financial support is published on our website. Detailed information about fees can be found on the 'Fees and Financial Assistance' page of our website. The fees are also confirmed in the offer letter to successful applicants. The website also includes information about scholarships and bursaries available.

A range of information about LCDS, academic programmes, entry requirements, fees, financial support, student support, teaching and learning, and total costs are set out in the annually updated prospectus. Offer holders receive a monthly 'LCDS Insider' newsletter with guidance on Student Loans, accommodation, and how to prepare for the course. Once enrolled, students receive information about student support, important updates, and opportunities via the weekly Student Newsletter.

5. Appendix

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

Summary of 2022-23 entrant course fees

*course type not listed

Inflationary statement:

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

Table 4a - Full-time course fee levels for 2022-23 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,000
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2022-23

Sub-contractual full-time course type:	Additional information:	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	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2022-23 entrants

Part-time course type:	Additional information:	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	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2022-23

Sub-contractual part-time course type:	Additional information:	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	*	*
Other	*	*

Targets and investment plan 2022-23 to 2026-27

Provider name: Contemporary Dance Trust Limited

Provider UKPRN: 10004028

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Total access activity investment (£)	£142,000.00	£142,000.00	£142,000.00	£142,000.00	£142,000.00
Access (pre-16)	£66,000.00	£66,000.00	£66,000.00	£66,000.00	£66,000.00
Access (post-16)	£51,000.00	£51,000.00	£51,000.00	£51,000.00	£51,000.00
Access (adults and the community)	£20,000.00	£20,000.00	£20,000.00	£20,000.00	£20,000.00
Access (other)	£5,000.00	£5,000.00	£5,000.00	£5,000.00	£5,000.00
Financial support (£)	£90,000.00	£90,000.00	£90,000.00	£90,000.00	£90,000.00
Research and evaluation (£)	£15,000.00	£15,500.00	£16,000.00	£16,500.00	£17,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2022-23	2023-24	2024-25	2025-26	2026-27
Higher fee income (£HFI)	£519,000.00	£519,000.00	£513,000.00	£513,000.00	£513,000.00
Access investment	11.2%	11.2%	11.3%	11.3%	11.3%
Financial support	13.5%	13.5%	13.6%	13.6%	13.6%
Research and evaluation	2.9%	3.0%	3.1%	3.2%	3.3%
Total investment (as %HFI)	27.6%	27.6%	28.1%	28.2%	28.3%

