

# Contemporary Dance Trust (The Place, London Contemporary Dance School)

## Summary of 2022-23 to 2026-27 access and participation plan

### What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan for Contemporary Dance Trust (The Place, London Contemporary Dance School) at <https://theplace.org.uk/policies/london-contemporary-dance-school-policies-2>.

### Key points

- LCDS's focus is on improving access to our undergraduate course for people from low participation neighbourhoods (POLAR4), people from the most deprived local areas (IMD), and people of the global majority (Black, Asian and minority ethnic).
- LCDS has not identified any significant gaps in performance in the areas of continuation, attainment or progression for target groups and therefore not currently set targets in these areas. However, we will continue to closely monitor these areas.
- We are engaged in a whole-provider Theory of Change process to meet targets and ensure continued excellent performance in the success and progression areas in respect of outcomes for target groups.
- In collaboration with other small and specialist dance providers, LCDS is developing robust evaluation tools and practices to ensure effective support and resources are directed towards target groups for access and participation.

### Fees we charge

£9,250

### Financial help available

LCDS offers the following bursaries to support student success for disadvantaged students, addressing the affordability of higher education, also considering the higher living costs in London. Awards are based on eligibility relating to household income.

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 offers additional financial assistance to students who have spent time being looked after by the State and to young people who are estranged from their parents. A Care Leaver and Estranged Student bursary of up to £1,000 per year of study is provided in addition to the above. 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. In addition, LCDS fundraises approximately £145,000 per annum to support students with additional scholarships and bursaries. The criteria for the distribution of these funds are determined by the funder and individual circumstances of target students are taken into account.

### **Information for students**

The Place ensures that all material is presented in a clear and unambiguous way that is accessible to all. The access and participation plan and any alternative versions will be clearly accessible through our website and paper copies will be made available upon request.

Prospective and current students are provided with information about the fees they will be charged for the duration of their course. Detailed information about fees and information on financial support, scholarships and bursaries 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. 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 practical ways to prepare for the course. Once enrolled, students receive information about student support, important updates, and opportunities to connect via the weekly Student Newsletter.

### **What we are aiming to achieve**

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).
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).
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).

Because we are a very small provider (approx. intake 50 UK students per year), our 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 aggregates and cohort groupings to mitigate the effect of small cohorts and to avoid identifying individuals.

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 our plan and should gaps emerge, LCDS will seek to set additional targets in agreement with the OfS.

### **What we are doing to achieve our aims**

LCDS has identified 8 Strategic Measures, set in our whole institution Theory of Change framework.

To develop institutional capacity, we will:

1. Strengthen leadership and cross-institutional engagement in access and participation
2. Strengthen data and evaluation capability.

To develop targeted outreach and partnerships to diversify our pipeline, we will:

3. Deliver outreach through partnerships
4. Focus on the Centre for Advanced Training (CAT) Scheme
5. Broaden our reach through targeted marketing and digital outreach
6. Operate inclusive admissions practices

Finally, to maintain excellent in teaching, learning and the broader student experience, we will:

7. Continue to develop student-centre and vocational, practice-based teaching and learning
8. Support student wellbeing and provide student support

### **How students can get involved**

LCDS regularly engages and consults with students on the design and development of its programmes, including the access and participation plan, and direct feedback is a feature of our teaching environment. We will ensure that the mechanisms for student consultation on access and participation and in the planning, monitoring, evaluation, and delivery of our plan are in place.

Student representatives are part of the Equality, Diversity and Inclusion Committee, Student Voice Committee, Academic Board and the Access and Participation Working Group. Students provide input into the development of outreach and community programmes and feedback on what works. Two or more student observers attend The Place Board meetings, where issues relating to access and participation are considered. LCDS also have regular Year Group meetings. Students voice concerns, raise questions and discussion points around various issues. The Student Voice Committee regularly reviews how we can ensure more effective representation from target student groups.

### **Evaluation – how we will measure what we have achieved**

LCDS takes an evidence-informed and self-reflective approach to the development of our programmes and activities. We review evaluation data and outcomes on an annual basis. Although we have experience of evaluating our community and public engagement activities, we recognise that as a small and specialist institution we have more work to do in researching and evaluating our outreach and widening participation programmes. We will adapt existing tools, whilst building our specialist evaluation capacity during the life of our plan.

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. We are currently building our collaborative capacity through small and specialist networks to work towards Type 3 (causal) outcomes. 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 will look to the sector for learning and benchmarking opportunities as well, across the lifecycle.

We are adopting a mixed methods approach (qualitative and quantitative evaluation) 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.

### **Contact details for further information**

Clare Connor, Chief Executive – [clare.connor@theplace.org.uk](mailto:clare.connor@theplace.org.uk)