

Executive Summary

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.

The full access and participation plan for Leeds Conservatoire is on [our website](#).

Key points - See Pages 1-13 of the full plan

The focus of our 2020-24 Access and Participation Plan is to support access to our provision, continuation (successfully achieving at each stage and progressing to the next) and degree outcomes for students from several disadvantaged and underrepresented backgrounds. This includes those who belong to multiple underrepresented groups and who, therefore, may have a greater likelihood of not continuing their studies or not achieving at the same rate as their peers.

At this point, we aren't able to make strong enough assumptions about how our students progress into the music and performing arts industries, meaning that we haven't set specific objectives in this area. We aim to improve our understanding of the journey of our graduates over the lifetime of this plan, which will allow us to focus future support in this area. Our plan was also written at a time when music was our sole provision and, therefore, does not include targets for our performing arts courses which started in 2019 and 2020.

Fees we charge - See page 25 in the full plan

At Leeds Conservatoire, we charge the maximum fees of £9,250 per year for undergraduate degrees, foundation degrees and foundation years.

You can see the full list of fees charged at Leeds Conservatoire on our [Fees and Funding Pages](#).

Financial help available - See pages 18-19 in the full plan

Leeds Conservatoire provides a range of additional Scholarships and Bursaries, to ensure that no applicant is deterred from applying for financial reasons. **Audition fees are no longer charged for any applicant.**

- **Audition Travel Refund** - We provide support to applicants from lower-income households to ensure that no one is deterred on the grounds of cost from attending an audition or interview at the conservatoire.
- **Leeds Conservatoire Bursary** – The conservatoire provides a cash bursary for Home (UK) students from households with an income lower than £42,875 – there are two levels of bursary available.

Full details of the scholarships and bursaries on offer at Leeds Conservatoire are available on our [Scholarships and Bursaries page](#).

Information for students - See page 24 in the full plan

Prospective students receive information on fees and financial support at in-person events, such as our open days, and by email communications. Up-to-date information is always available on our website.

Care Leavers and Estranged Students can find tailored information on our [student support services webpage](#). These groups of students also have a dedicated named contact, who they can get in touch with at any point. We are proud to have signed the [Stand Alone Pledge](#) and be part of Go Higher West Yorkshire's [Care Leaver Covenant](#).

Executive Summary

Current Students receive information about fees and financial support through SPACE, our student portal, and through email communications. Current students can also book appointments with our fees and funding team as part of our student support offer.

For the most up-to-date information, see our [student support web pages](#)

What we are aiming to achieve - See pages 11-13 In the full plan

Our overall aim is to support students to access music and performing arts higher education, with a particular focus on creating an environment where our students recognise the value in their skills and abilities, and can apply them to fulfilling lives and careers in the creative industries and beyond. These targets have been created using the data we collect around applications, student attainment and continuation - to explore this data further, see pages 11-13 in the full plan

- **Low Participation –**
 - Exceed a 3:1 ratio in entry rates for POLAR4 quintile 5: quintile 1 students¹
 - Eliminate the non-continuation rates between POLAR4 Quintile 3-5 and Quintile 1-2 students
- **Ethnicity –**
 - Achieve a 6:1 ratio in entry rates for White: Ethnically Diverse students
- **Disability –**
 - Eliminate the percentage difference in degree attainment (1st and 2:1) between non-disabled and disabled students
- **Mature Students –**
 - Eliminate the percentage difference in non-continuation rates between young and mature students
 - Reduce the percentage difference in degree attainment (1st and 2:1) between Young students and Mature students
- **Low participation and Non-A Level entry qualification –**
 - Reduce the percentage difference in degree attainment (1st and 2:1) between POLAR quintile 1-2 students with non-A Level entry qualifications and all other students
- **Ethnicity and non-A Level entry qualification –**
 - Reduce the percentage difference in degree attainment (1st and 2:1) between ethnically diverse students with non-A Level entry qualifications and all other students
- **Ethnicity and Gender Identity –**
 - Reduce the percentage difference in achievement between white male students and ethnically diverse male students
- **Ethnicity and Disability –**
 - Reduce the percentage difference in achievement between ethnically diverse non-disabled students and ethnically diverse disabled student

What we are doing to achieve our aims - See pages 14 to 20 in the full plan

- **Access to higher education, including school attainment and aspiration raising –** We are working with schools and colleges to raise aspirations and attainment through our Leeds Conservatoire Futures programme. The programme provides several activities and encounters enabling schools to access conservatoire-standard music and performing arts resources. Opportunities range from a light-touch teaching resource library to more intensive workshops and summer schools. Our Leeds Junior Conservatoire

¹ POLAR4 is a statistical measure to inform access and participation policy. It classifies local areas into five groups – or quintiles – based on the proportion of young people who enter higher education. Quintile 1 being the lowest and 5 the highest.

Executive Summary

also works with primary schools and under-18s to provide music and drama education in a conservatoire environment. Over the coming academic years, our offer to schools will be refined and updated in collaboration with our partner schools and colleges. We also engage with our local Uni Connect Programme, Go Higher West Yorkshire to support collaborative impartial activity in schools and colleges.

- **Student Success** – In addition to our bursaries and scholarships, to ensure student success we are providing activities and interventions that cover both academic and pastoral needs. We fund a significant number of additional hours in our student wellbeing service as well as employ a dedicated Access and Participation Wellbeing Advisor. For the academic year 21/22, we have been piloting a semi-structured coaching programme for music students. This approach is rooted in research into working with students from target backgrounds and utilises staff and alumni role model coaches by matching a student with someone with a shared lived experience. Additionally, our performing arts pathways have been piloting several interventions to support neurodivergent students with their studies and we are looking to expand these initiatives to our other programmes in the coming years.
- **Student Progress** – We still are not in a position to set targets in this area as the data we can access isn't abundant enough for us to make assumptions about which groups need support. With this in mind, we have accessed industry-related data from services such as PRS for Music and Spotlight to look at who accesses the services they provide and where their gaps are. We are piloting initiatives and collecting data to supplement our graduate outcomes data, ready to set ourselves ambitious targets in this area in the next plan.

How students can get involved - See page 20 in the full plan

Students are notified of opportunities to get involved in activities and interventions by their programme leaders and through opportunities posted on our student portal SPACE. In terms of student voice, with support from the conservatoire, the Students' Union has appointed several student diversity representatives. These representatives provide a direct link for students from disadvantaged and underrepresented groups to share their voice anonymously and in unity with their peers. These representatives, either directly or through the students' union executive, represent the student voice on relevant conservatoire committees. This summary will also be reviewed by the Union and diversity representatives to ensure it is accessible to students.

Evaluation – how we will measure what we have achieved - see pages 21- 24 in the full plan

Since 2020, our evaluation strategy has developed further. High-intensity activities and those that incur high costs will be evaluated robustly at significant points throughout their lifecycle, and we have now begun to adopt a 'realist' approach to our evaluation, supplementing numerical data with context and reflection from participants. This allows us to better explore what kinds of activities work and for whom they work. It provides a clearer picture of the impact of our activities, which is beneficial for a small, specialist institution. Evaluation is overseen by the Access and Participation Manager and shared with the Equality, Diversity and Inclusion Committee on an annual basis.

Contact details for further information

You can contact our Access and Participation Manager, James Rew, at access@lcm.ac.uk for further information