Dance and Drama Awards Widening Participation Projects 2007

SPECIFICATION

Introduction

This invitation to submit proposals outlines a project in which the Learning and Skills Council wants to commission participating schools to develop and deliver effective programmes to promote and engage access to training for under-represented groups in the Dance and Drama Awards. This invitation is open to all schools eligible to offer Dance and Drama Awards.

We will particularly welcome joint proposals between specialist organisations and Dance and Drama Awards providers and joint proposals between Dance and Drama Awards Providers. Providers will be eligible to submit as many proposals as they wish but the LSC expect to support a range of projects particularly those which build on the learning of current flexible provision projects. The Widening Participation project will initially run from September 2007 to August 2008.

The deadline for the receipt of proposals is 8th January 2007 - late or incomplete applications will not be considered.

These projects will replace the flexible provision projects and the access funding previously made available to schools.

Background

The Dance and Drama Awards were developed by the DfES in 1999. They are scholarships providing reduced tuition fees and income-assessed student support to help with the living and learning costs at some of the leading private Dance and Drama training providers in England. Providers apply to join the scheme on a three-year cycle and currently 21 providers are eligible to offer Awards.

An evaluation of the first three years of the Dance and Drama Awards found that although the Awards have had some success in terms of providing greater access for students from low-income families and in supporting males to access dance and ballet courses, they have been less successful in widening participation from other under-represented groups. For example between 1999-2002 about 2-4% of DaDA students self-declared a disability - whereas the 2001 census figures show that 18.2% of the population have a long term illness, health problem or disability.

Similarly only 2.6% of D&DA students were from a black or minority ethnic background against 7.9% of the total population. The 2003 evaluation concluded - the present evidence suggests there is much to be done to address access for UK students from ethnic minorities and there has been no increase in the numbers of students with disabilities, furthermore no student identified themselves as having profound sensory or physical disabilities.
To try to address these issues the DfES funded The Council for Dance Education (CDET) and The National Council for Drama Training (NCDT) to employ a marketing officer for two years from January 2005 to develop and implement a marketing strategy designed to increase social inclusion and broaden cultural access to dance and drama training. DfES also contracted with three specialist performing arts companies to devise and run flexible training programmes for disabled students, and made access funding available to DaDA providers.

More recent evidence suggests that there has been some progress. The latest evaluation of the scheme reports that there have been “small increases in the numbers of students from ethnic minorities” but “the number of students with long term illness or disability remains low overall”. Recent Dance and Drama Awards programme Management Information suggests that the success rates of disabled students and students from black and minority ethnic backgrounds applying for places at Dance and Drama Awards schools are good, however the absolute numbers of these students applying - and therefore their participation rates - are still low.

The LSC therefore want to build on the work of the three flexible delivery projects, and the new project at WAC, which are due to end in August 2007, to encourage wider participation in the Awards scheme from currently under-represented groups. We acknowledge that some of the issues which cause under-representation are beyond the remit of the Awards programme, which is why this particular stream of resource is directed at broadening reach and appeal.

The projects must support students who are interested in reaching the standards necessary to audition for a Dance and Drama Award and all students taking part in these projects must meet the residence requirements for the Awards.

Students participating in the projects funded through this exercise will not be eligible to apply to the Income-Assessed Student Support Fund and therefore will not be able to apply for the Disabled Students Allowance, so total project costs applied for must include student support costs if applicable.

**Project Aim**

To increase participation in the Dance and Drama Awards Scheme from currently under-represented groups.

**Objectives**

- to provide training and outreach opportunities for under-represented students to equip them with the skills and experience necessary to enable them to consider further training and to compete effectively for a Dance and Drama Award;
- to ensure that students from under-represented groups have an opportunity to work and study with tutors from Awards providers and from
specialist performing arts companies in a safe and accessible environment with appropriate support;
• to develop links between specialist companies and Awards providers to increase the skills, knowledge and experience within Awards providers;
• to create a balance, across the projects, targeting different under-represented groups.

This funding cannot be used to meet schools' legal obligations under the Disability Discrimination Act, SENDA or other legislation affecting them in their capacity as employers or providers.

**Information required** – Please ensure you provide all the information requested

Those schools submitting proposals should provide

1. The name of the lead and other participating organisations;
2. Details of the specialist provider(s) involved and the nature of the links;
3. The full breakdown of total project costs to include:
   - total amount of funding bid for including student support costs if applicable;
   - volume of funding to be routed through specialist providers;
   - a proposed financial schedule, showing how funding would be drawn down from the LSC over the year - with an expectation that payments are made termly in arrears.
4. Types and form of training;
5. Target groups for the training (and rationale);
6. Number of students that will be reached and for which training will be provided;
7. The way in which students will be reached and how the training opportunities will be marketed;
8. The way in which students' progress will be measured;
9. How the effectiveness of the training will be measured;
10. Clear success measures, specific to the project;
11. A delivery plan;

**Outputs required**

Those successful in this exercise will be expected to provide termly progress reports, and an annual evaluation report setting out activity against the delivery plan and progress towards success measures. These reports must be received at the LSC by dates that will be specified by the LSC, in order for subsequent funding to be released.

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