

London Academy of Music & Dramatic Art (LAMDA)

Summary of 2025-26 to 2028-29 Access and Participation Plan (APP)

What is an Access and Participation Plan?

An access and participation plan sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

LAMDA's 2025-29 Access and Participation Plan, along with the 2020-25 Plan (applicable to students starting in September 2024 or earlier and activities until August 2025), can be found here: <https://www.lamda.ac.uk/policies-procedures>.

Key points

LAMDA's APP focuses on breaking down barriers to higher education in the performing arts, emphasising diversity, equity, and inclusion.

1. Strategic Objectives:

- a. Improve access for disadvantaged students (IMD Quintiles 1 & 2).
- b. Increase representation of Global Majority students, especially in Production and Technical Arts.
- c. Enhance support for D/deaf, disabled, and neurodivergent students.
- d. Boost progression rates into further training or employment, targeting underrepresented groups.

2. Intervention Strategies:

- a. **Targeted Outreach:** Pathways Programme and Future Technicians Programme, offering workshops, bursaries, and application fee waivers.
- b. **Personalised Support:** Disability Coordinator-led initiatives, wellbeing activities, and staff training to create inclusive environments.
- c. **Progression Partnerships:** Graduate mentoring, ambassador programs, and networking to support career transitions.

3. Whole Provider Approach:

- a. Institution-wide training, inclusive curriculum frameworks, and governance via the Equality, Diversity, and Inclusion (EDI) Committee ensure long-term impact.

LAMDA's APP aims to create equitable opportunities for all students while addressing systemic barriers to access and success in the creative industries.

Fees we charge

Information on tuition fees is clearly displayed on our individual [course webpages](#), and this is mirrored on the UCAS pages related to those courses, and in the information uploaded to the SLC's systems for each UK nation.

Financial help available

Detailed information, advice and guidance on funding for prospective students is published on LAMDA's website on the [Fund Your Training](#) page. This includes information on:

- Student loans
- Scholarships – what's available and how to apply
- Audition/interview fee waivers and travel bursaries (through the Pathways Programme)
- Disabled Students' Allowance

From 2025-26, all FT Undergraduate students at LAMDA with a household income of £43,000 or under will be automatically eligible for LAMDA's Access Award. Students do not need to apply for this award; it is automatically assessed via Student Finance England. Students who began their studies at LAMDA in academic year 2024-25 or earlier will be eligible for the Access award under the original criteria, as outlined in LAMDA's 2020-21 to 2024-25 Access and Participation Plan. See pages 31-32 of the Access and Participation Plan for more information.

Information for students

Policies on audition / interview fees are published on individual [course webpages](#), and applicants' attention is drawn to them during the admissions cycle. Applicants can see more information on application fee waivers and travel bursary support on the [Pathways Programme webpage](#) or by contacting the AWP Team.

Current students can access information on financial support through their student handbook and by contacting the Admissions and Student Services Manager, Student Advisor, or Admissions team.

What we are aiming to achieve

LAMDA's APP identifies four key risks to equality of opportunity across the student lifecycle:

1. **Access:** Students from disadvantaged backgrounds (IMD Quintiles 1 & 2) and underserved areas are underrepresented at LAMDA. Barriers include lack of resources, prior arts exposure, and financial constraints, which impact their ability to enrol in high-quality drama education.
2. **Representation:** Global Majority students, particularly in Production and Technical Arts, are underrepresented, with challenges stemming from systemic bias, lack of guidance, and limited visible role models in the arts industry.
3. **Disabled Students:** D/deaf, disabled, and neurodivergent students face barriers to accessing and thriving at LAMDA, resulting in lower enrolment and continuation rates.
4. **Progression:** Students from disadvantaged and underrepresented backgrounds face obstacles transitioning into further training or creative careers, hindered by limited professional networks and industry access.

The plan aims to address these risks by:

- Expanding outreach to disadvantaged and underrepresented groups.
- Providing holistic and personalised support for disabled students.
- Creating progression pathways through mentoring, networking, and partnerships.

LAMDA's objectives are to improve access, representation, and outcomes for underrepresented groups, ensuring an inclusive and equitable environment where all students can thrive and progress into successful creative careers. This approach reflects LAMDA's commitment to fostering diversity and equity in the arts.

See pages 2-7 of the Access and Participation Plan for more information.

What we are doing to address keys risks to equality of opportunity

LAMDA's Access and Participation Plan outlines three targeted intervention strategies to address identified risks and promote equity:

1. **Targeted Outreach:** Initiatives like the Pathways Programme and Future Technicians Programme aim to increase awareness and access for students from disadvantaged backgrounds (IMD Quintiles 1 & 2), the Global Majority, and disabled students. These include workshops, summer schools, fee waivers, and travel bursaries. Expected outcomes include increased confidence, application success, and enrolment rates among underrepresented groups.
2. **Personalised Support for Disabled Students:** This strategy focuses on holistic, proactive support, including a Disability Coordinator providing one-to-one guidance, wellbeing initiatives, and staff training on inclusive practices. Key outcomes are improved enrolment and continuation rates for disabled students, enhanced student mental wellbeing, and better staff confidence in supporting diverse needs.
3. **Progression Partnerships:** To improve graduate outcomes, LAMDA offers mentoring, professional development, and networking opportunities through its Graduate Ambassador Scheme and Graduate Mentoring Programme. These activities aim to increase confidence,

industry connections, and progression rates into creative careers for disadvantaged and underrepresented students.

Together, these strategies aim to break down barriers, foster inclusivity, and ensure that all students, regardless of background, can access, thrive at, and progress from LAMDA into successful creative careers.

See pages 7-22 of the Access and Participation Plan for more information.

How students can get involved

Students play a central role in the development and delivery of LAMDA's Access and Participation Plan (APP). Feedback is actively gathered through focus groups, surveys, and consultations with current students, graduates, and applicants. This input shapes the design and evaluation of interventions, ensuring they address real barriers to access and progression. LAMDA's Student Union (SU) and student representatives collaborate closely with staff, particularly across governance structures such as the Equity, Diversity, and Inclusion (EDI) Committee, annual accessibility audits and Access and Widening Participation Committee. Student ambassadors and graduates are integral to delivering outreach initiatives, such as the Pathways Programme, where they share experiences and inspire future applicants.

See pages 27-28 of the Access and Participation Plan for more information.

Evaluation – how we will measure what we have achieved

LAMDA's APP will be evaluated through a combination of process and impact evaluations, ensuring activities are effective and outcomes align with objectives.

Process evaluations will track participation rates, demographics, and resource usage across initiatives like the Pathways Programme, Future Technicians Programme, and wellbeing activities. This includes monitoring application, enrolment, and engagement data.

Impact evaluations will measure the effectiveness of interventions by analysing changes in enrolment, continuation, and progression rates among target groups. Feedback will be collected via surveys, focus groups, and post-activity reflections from students, partners, and staff.

Annual reporting to LAMDA's Board of Trustees and inclusion in the institution's yearly Trustees Report ensures accountability, which is overseen by LAMDA's AWP Committee. Major findings will also be shared on LAMDA's website and with relevant networks. Long-term impact will be assessed through detailed evaluations at the end of the APP cycle (2028/29), informing future strategies and continuous improvement efforts.

See pages 28-30 of the Access and Participation Plan for more information.

Contact details for further information

LAMDA's Access and Widening Participation team can be contacted by emailing awp.team@lamda.ac.uk

Further information about LAMDA's AWP work and current activity can be found on the [Access and Widening Participation page](#) of our website.