Music and Drama Access Fund –

Example high scoring application

*Use this mock application form to help you prepare your answers for the online application form. You should refer to the* [*Access Fund guidance*](https://www.trinitycollege.com/resource/?id=8978) *throughout your application for more information about how to complete the questions.*

**Applicant details (the teacher/person applying on behalf of the candidate/s)**

1. **Please provide your name and contact details:**

Your full name: John Smith

Your phone number: 01234 567890

Your email address: john.smith89@outlook.com

Your address – Line 1: 1 The Street

Your address – Line 2:

Your address – Town/City: London

Your address – County:

Your address – Postcode: E1 2AF

Country (if not England):

1. **What region are you based in? If you are based in more than one region, please indicate the main region you work in.**

East of England

East Midlands

London - Yes

North East

North West

South East

South West

West Midlands

Yorkshire and the Humber

Northern Ireland

Republic of Ireland

Scotland

Wales

Comments:

1. **What is your relationship to the candidate/s? You might be there:**

Peripatetic Music teacher - yes

Drama teacher

School teacher – Primary or Secondary

Trinity Private Centre Rep

Trinity Public Centre Rep

Other

1. **Please tell us the name of the centre you anticipate your candidates would take their exams through. If you’re not sure please take a look at our** [**Public Centres map**](https://www.trinitycollege.com/local-trinity/UK/music/book-exam/public-centre-booking)**.**

Anticipated centre and number: Peregrine's Pianos (124)

Is this a public or private centre? Public

Comments:

1. **Have you entered candidates for Trinity exams before? If yes, tell us when you last entered candidates for an exam in the comments box.**

Yes

No

Comments: Summer 2023

1. **Have you applied for a Music & Drama Access Fund grant before? If yes, please tell us which year/s in the comments box below.**

Please note, the Access Fund is highly competitive and designed to fund candidates on a short-term basis and should not be considered a long-term funding stream. Our ethos is to try and award grants to as many different eligible candidates as possible; applicants should be aware that applications received for candidates who have previously been in receipt of a Music & Drama Access Fund grant, may have this taken into consideration.

No

Yes, we were successfully awarded a grant (please state below which year/s)

Yes, I have both received grants and been declined (please state below which year/s you received a grant)

Yes, however our application was declined

Comments: I was awarded grants in 2021 for my students

**About the Access Fund Candidate/s**

1. **Please provide the following information about the candidate/s:**

How many candidates are you nominating for an Access Fund grant in this application? 1

Are you submitting more than one application to the Music & Drama Access Fund this round? (yes/no) If so, how many? Please note you cannot submit more than 10 applications in any one round.

Are you applying for funds needed for?

* An individual candidate (yes/no)
* A group of candidates working towards the same exam (yes/no)
* A group of individual candidates who are all working towards different exams but are being nominated by the same applicant (yes/no)
1. **Please use the table below to tell us the candidate name/s, what type of exam they are hoping to take and when they are aiming to take their exam.** Please ensure you provide grade level and instrument/subject and for music, please state whether it is Classical & Jazz, Rock & Pop or Awards and Certificates in Musical Development i.e. Grade 6 Piano Classical, Grade 6 Drums Rock & Pop, Grade 4 Musical Theatre Solo.

If you can’t disclose the name/s, please put ‘Candidate 1’ or something similar.

|  |  |  |  |
| --- | --- | --- | --- |
| Name/s of candidates | Will they take a face-to-face or a digital exam? | What exam are they working towards? Include instrument & grade level | When do they hope to take their exam? Month/year |
| Sally Jones | Digital | Grade 2 Violin, Classical | Nov 2024 |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Comments:

1. **How old are the candidate/s that will benefit from this grant? Please enter how many candidates identify as male, female and/or non-binary for each category below. If this application is for an individual candidate, please only complete this for the individual this application is for.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Number of males | Number of females | Number of non-binary | Not listed / prefer not to say |
| Under 12 years old |  | 1 |  |  |
| 12-17 years old |  |  |  |  |
| 18-24 years old |  |  |  |  |
| 25-34 years old |  |  |  |  |
| 35-44 years old |  |  |  |  |
| 45-54 years old |  |  |  |  |
| 55-64 years old |  |  |  |  |
| 65-74 years old |  |  |  |  |
| 75 years or older |  |  |  |  |

Comments:

1. **We need to know about the candidates you’re applying for and why you are applying for an Access Fund grant for them. Please indicate from the list below which access barrier/s your candidate/s are experiencing with regard to being able to take their Trinity exam. Refer to the Access Fund guidance for a definition of each access barrier. Your answer to this question will be scored.**

**Important note:** if your Access Fund application is successful and you come to booking the exam, the information you supply in this application about your candidate/s will not be passed onto our exams operations team or the examiner. For candidates who require any adjustments to their exam, or simply wish to make the examiner aware of a disability or health condition, a special needs provision form must be completed and submitted with their entry along with appropriate supporting evidence (if required). Please see [this webpage](https://www.trinitycollege.com/qualifications/music/special-needs) for more information.

|  |  |
| --- | --- |
| **Yes** | They are disabled or they have special educational needs / additional learning needs (educational context) or other specific individual requirements |
| **Yes** | They live in areas of rural isolation and/or socio-economic deprivation |
|  | Are in the criminal justice system |
|  | Are looked after, by foster carers or in residential children’s homes |
|  | Are carers/young carers or young parents |
| **Yes** | Are in a specific minority group (e.g. LGBTQ+, BAME, homeless, traveller, asylum seeker, refugee) |
|  | Are not in full-time education, employment or training/excluded from school/are in alternative education |
|  | Are hospital outpatients/inpatients or suffering long term health problems (including mental health problems) |
|  | Other access/inclusion issue (please detail this in the comments box below) |

Comments:

1. **Please tell us about your candidate’s/candidates’ musical/drama journey so far. Have they had lessons before? Are they new to learning an instrument or drama technique? Have they sat an exam before? How would they benefit from having the support of an Access Fund grant? Your answer to this question will be scored. Please refer to the Access Fund guidance.**

I have been teaching Sally the violin for 1 year and she has taken her Grade 1 exam with Trinity, which she passed with distinction. She is very keen to progress onto Grade 2 Violin. She is a talented young lady and is very dedicated and committed to learning the violin. She plays in the local church on Sundays. Sally really enjoys playing the violin and it brings lots of joy to her rather difficult home life. She uses a violin provided to her by her school, which is not great quality. Sally would benefit from the support of a grant as she lives in a very deprived area of London in a low income family. Her mother has a long-term health condition and is unable to work and her father is earning a low income. She also has two other younger siblings. Sally’s parents are very supportive of her violin playing as they know how much happiness it brings her and can see the talent she has. Sally is autistic (with an EHCP in a mainstream school) and is in a minority group (BAME) and she tells me she is sometimes bullied at school because of this. Due to her autism, she struggles with some social interaction and communication. I adapt my lessons according to her needs.

1. **How are the barriers they’re experiencing prohibiting them from accessing music/drama education and limiting their achievements? Your answer to this question will be scored. Please refer to the Access Fund guidance.**

Sally is very keen to progress onto taking her Grade 2 Violin exam, but her parents can’t afford to pay for the number of lessons required to enable her to be ready for her exam. They would not be able to pay for the exam fee either due to only one parent working and earning a low income. The strings on Sally’s violin need replacing too as they are worn out and have been for a long while. Again, her parents can’t afford to replace them. I am able to provide Sally with the music books she will need to prepare for her Grade 2 exam and I can accompany her on the piano in her exam, so that’s two less things needed. Due to her autism and the anxiety she suffers with, Sally isn’t keen on taking a face-to-face exam as she struggles to communicate with strangers (i.e. the examiner, exam steward and other candidates in the waiting area), so would feel more confident being filmed in a familiar space.

1. **How would the Access Fund grant and the plan for how you will spend it fit into the wider scheme of the candidate’s/candidates’ music/drama education? Is this an isolated project or is it a step on the ladder of their ongoing music/drama progression? Your answer to this question will be scored. Please refer to the Access Fund guidance.**

Working towards and gaining her Grade 2 Violin exam will really boost Sally’s confidence and will do wonders for her wellbeing. Her playing brings so much joy and happiness to her parents and siblings too and the people at her church. Sally’s father is regularly applying for higher income jobs, so they hope to be able to pay for more lessons and the exam fee in the future. Achieving her Grade 2 exam will acknowledge all Sally’s hard work and dedication to learning the violin and is will be a step on the ladder for her ongoing music progression.

1. **What affect do you think receipt of the Access Fund grant will have on your own teaching practice? Do you envisage any long-term benefits?** **(Only teachers need to answer this question)**

I would love to be able to continue teaching Sally. It is always a joy to work with someone as passionate about music as Sally. I have not taught many people with autism, so it would be great to build on my experience and professional development. This will help me feel more confident working with people who have additional/specific learning needs and how I need to adapt my teaching methods accordingly.

**Plan and budget details**

1. **What, specifically, do your candidate/s need the Access Fund grant for? Refer to the Access Fund guidance for examples of what we will fund. If there is something else that does not appear on this list which your candidate/s need the grant money for, please detail this in the comments section below. Your answer to this question will be scored.**

|  |  |
| --- | --- |
| Yes | To pay for the exam entry fee (please check the current list of fees and note that Face-to-Face exams are a different fee to Digital exams) |
| Yes | To pay for specific equipment needed to carry out the exam |
| Yes | To pay towards lessons |
|  | To pay for an accompanist in the exam |
|  | To pay for travel to the exam venue |
|  | To pay towards instrument hire or purchase, where appropriate |
|  | To pay for or towards equipment hire |
|  | To buy relevant books, music scores, scripts |
|  | To pay for venue hire where appropriate |
|  | Something else (please detail in the comments box below) |

Comments:

1. **Referring to the answers you’ve given above, please expand on this explaining why the candidate/s need them and what barriers they currently face in accessing them. Please provide a rationale for each item confirming how it will support the candidate/s to achieve their exam. Your answer to this question will be scored. Please refer to the Access Fund guidance.**

Exam entry fee: Sally’s parents are currently unable to pay the exam fee due to there only being one working parent on a low income. We need to pay the exam fee in order for Sally to achieve the Grade 2 Violin qualification.

Specific equipment: Sally needs new strings for her violin, but her parents can’t afford to pay for these. New strings will enable Sally to produce a better tone/sound when she plays and will enable her to progress more easily with her playing in general.

Lessons: Sally will need weekly lessons for several months in order to get her ready to take the exam. Her parents can’t afford to pay for all the lessons Sally will need.

1. **Please provide a budget using the template provided, detailing ALL of the costs involved in your candidate/s taking their Trinity exam. Please indicate if any elements are being funded elsewhere and by whom. The maximum grant is £1,500 per group and £300 per individual. Your budget will be scored. If you do not complete the budget, or it is not accurate, your application will automatically be declined. The panel reserve the right to part fund an application. Please make sure that your budget is complete and accurate before uploading it here as you will not be able to change it after uploading. Download a budget spreadsheet. Complete it and rename the file to include your name, save it and upload it using the 'Choose File' box below. Your budget will be scored.**

BUDGET IS AVAILABLE TO DOWNLOAD

Comments:

1. **Total Access Fund amount applied for in this application (this must not exceed £1,500 for a group or £300 per individual candidate):**

£297.00

1. **Checklist:**

|  |  |
| --- | --- |
|  | Yes |
| Have you referred to the Access Fund guidance throughout? | Yes |
| Have you completed your budget and uploaded it? | Yes |
| Have you double checked all the figures in your budget? | Yes |
| Have you used the current list of fees? | Yes |

1. **We cannot accept applications by email or post; you must submit your application online. By submitting this application you state that all details provided are true and accurate and that you have read and agree to Trinity College London's** [**Privacy Policy**](https://www.trinitycollege.com/page/privacy) **and** [**Terms of Use**](https://www.trinitycollege.com/page/terms)**. Please confirm this by selecting the box below.**

|  |  |
| --- | --- |
| Yes | I have read and agree to Trinity College London’s Privacy Policy and Terms of Use |

*If you have any questions please email* *accessfund@trinitycollege.co.uk* *or go to the Music and Drama Access Fund page on the Trinity website* [*here*](https://www.trinitycollege.com/local-trinity/UK/music/music-support-events/link-to-music-drama-access-fund)*.*