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## Guidance for Affiliate Schools on Conducting an Equalities Review of Marketing and Recruitment Materials

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May 2009

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# Introduction

All of the Conservatoire's affiliate schools provide a range of marketing and recruitment materials for prospective students. These include the school prospectus, marketing leaflets, application forms, information packs and, in some cases, medical forms. The following guidance is designed to help ensure that the information we provide in print and on our websites:

- promotes an approach to student recruitment that reflects our desire to encourage a wide range of talented applicants from all sectors of the community;
- is non-discriminatory;
- presents a realistic picture of what students can expect on their course;
- is clearly written and presented so that it is easy for applicants to locate the information they need;
- is presented in a format that is both welcoming and accessible for disabled students.

The guidance here can act as a reminder of the need to include equality and diversity issues in everything we do and everything we write. It will be familiar to those of us who were involved in the 'Improving Provision for Disabled Students Project' which ran from 2003-2006. Many schools have reviewed their public documents in the recent past and made changes based on these discussions. It is important to ensure that all our colleagues understand our approach, particularly those who have responsibilities for developing marketing information, writing the school prospectus or information on any recently developed courses. This includes courses that are not publicly funded such as short courses and those for overseas students.

The information in this guidance is organised into numbered paragraphs with a statement of recommendations. The box below this contains examples of current good practice from the affiliate schools who were involved in the review. It is divided into the following sections:

- A. Use of language and visual images in printed materials and on the website
- B. Application forms
- C. Requests for medical information or a certificate of health
- D. Other issues to consider

Section E contains a checklist. This is an 'at a glance' way to ensure that the recommendations in this guidance are in place.

The Conservatoire publication Support for Disabled Students (available as a print handbook and on the Conservatoire's website) provides a useful source of information and there are frequent references to this handbook in this guidance. Re-reading the handbook before beginning your equalities review might be a helpful way to start as many of the recommendations here are illustrated in the Support handbook. Another useful reference is Chapter 2 of the Conservatoire's Monitoring Provision for Disabled Students: Examples of Good Practice. These documents are all available on the staff area of the website or by contacting the Equality and Diversity Manager:  
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In July 2008, the first draft of this guidance was sent out and affiliates were also offered an equalities review of the materials they were currently using. Seven of our eight affiliates took part in this review. This 'impact assessment' was conducted during July and August 2008 and specific advice was given to individual schools. This process revealed many examples of good practice and although it has not been possible to include them all in this final version of the checklist, it is hoped that the examples included here will assist affiliates in future reviews of their marketing and recruitment materials.

It's worth noting that suggestions about websites in this guidance refer mostly to the presentation of print and visual information, rather than to specific advice on technical issues of website accessibility. If your school has not already done so, it would be worth seeking specialist, technical advice. Sources of this information can be found in Appendix Three.

I would like to thank Caroline Davies for her invaluable help and expert advice with this document and for conducting equality reviews for those affiliate schools who requested it.

Lois Keith  
Equality and Diversity Manager  
May 2009

# Section A: Use of Language, Visual Images and Content in All Printed Material and on the Website

## 1. Overall appearance of your marketing and recruitment materials

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Visual images in marketing and recruitment materials are very powerful and can be used to send out a positive message that your student body is diverse and that you welcome this diversity.

Photographs and other images should include a good representation of people from diverse backgrounds engaged in a variety of activities. Black and minority ethnic (BME) students should be represented taking part in group activities as well as single studio photographs.

If your current student cohort is under-represented in terms of BME or disabled students, whether or not the impairment is visible or hidden, you might consider using images of youth groups or visiting professionals. You should also think about the balance of pictures of male and female students.

### Good practice examples

Most affiliate schools demonstrate diversity in their marketing and recruitment materials and show images of BME and international students.

- RADA's prospectus shows photographs of BME students taking part in productions.
- The Junior School pages on the CSB website show photos of children from a range of BME backgrounds.
- The CS website includes student biographies which makes it clear that the school is a cosmopolitan environment with students from all over the world; it is implicit that diversity is welcomed.
- The LCDS prospectus includes images of BME students in dance and group activities and in individual photographs. It contains student profiles with photographs and these include students from BME backgrounds and international students. One black student says, "there is a real mix of cultures here".

## 2. Language and terminology

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The language used in marketing and recruitment materials should be non-discriminatory and appropriate. For example, the Conservatoire uses the term 'disabled people' or 'disabled students' rather than 'people/students with disabilities'. This is the term generally preferred by disabled people and it reflects the social model of disability.

Further information of the use of language is included in Appendix One and in the Support for Disabled Students handbook.

### Good practice examples

Affiliate schools consistently use social model terminology when talking about disabled students. This is an indicator of how the social model of disability has permeated thinking at the Conservatoire for Dance and Drama.

## 3. Equality and diversity statement

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Marketing and recruitment materials should include a general statement about your approach towards equality and diversity. Affiliates might make reference to the Conservatoire's equality and diversity web pages in their own website and include links to Conservatoire's equality schemes and annual reports.

It is important that your materials make people from different backgrounds, disabled people and those from BME groups, feel welcome and included.

### Good practice examples

Some affiliate schools have equality and diversity sections on their web sites and in their prospectuses and many include positive and welcoming statements in their marketing materials.

- LAMDA's website has an equal opportunities web page which provides a strong statement on its approach towards equality and diversity.
- Diversity permeates the different sections of the LCDS prospectus so, for example, the section on fees says, "We are committed to ensuring that people from a broad range of backgrounds have access to training in dance".

## 4. Welcoming statement for disabled applicants

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Written material, including those on the website should include a welcoming statement for disabled applicants that encourages them to disclose relevant information in order that appropriate support can be put into place. For example, "The School welcomes applications from disabled people and offers places solely on the basis of potential and suitability for a career in any of the areas taught."

This welcoming statement should also include information about who to contact for further information with an email address and telephone number. It needs to be reviewed and updated on a regular basis to ensure that changes in staff or school procedures are noted.

If possible, include a named person and direct email address or phone number.

### Good practice examples

Affiliate schools all provide welcoming statements for disabled students which aim to encourage disclosure. Information on access to school buildings and contact details are currently included on the affiliates' pages of the Conservatoire's website although not all schools currently provide contact information for disabled students in their own marketing materials.

- The LCDS prospectus welcomes applications from disabled people and explains why disclosure is encouraged: "...so that the School can endeavour to make any adjustments at audition or during the programme". It provides information on who to contact for those needing advice and further information, with a telephone number and email address.
- LAMDA's Disability Statement on its web site provides a range of information for disabled applicants. It refers to making suitable arrangements for audition or interview and makes the important statement that, "...applicants should be reassured that any information disclosed is irrelevant to the decision of the audition/interview panel".

## 5. Finding information in your written materials

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It should be easy for applicants to find the information they need in your written materials. People with dyslexia and those whose first language isn't English sometimes struggle to extract the information they need. Clear headings, uncluttered layout, colour coding for different sections and a contents list or index can make it easier for everyone.

### Good practice examples

Several of the larger affiliate schools have prospectuses with a contents list.

- LCDS' prospectus has a contents list in a large font on the inside of the front cover. It also says which pages have specific information for disabled students.
- The CSB prospectus also has a contents list at the front and it has clear and informative headings and an uncluttered layout which should make location of information easy for all readers.
- Rambert's website has a link for a full Japanese translation.

## 6. Finding information on your website

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Easy navigation is essential for all users of your website. It should be intuitive and have simple, informative section headings, e.g. 'Support Services', 'Disabled Students' and 'Course Content'. A search facility or a site map on your website will help people find the information they need.

### Good practice examples

There is a great deal of variation in the user-friendliness of the affiliate schools' websites.

- Rambert's website has been recently developed and it has taken accessibility for disabled people into account in its design. It is easy to locate information and the navigation is clear and intuitive with sub-menus for each of the main sections. The navigation tool bar appears at the top of each page and it is easy to see which page you are on and how to get back to the other pages in that section or to different sections. Each page is clear and uncluttered with good use of headings.
- The BOVTS web site is also very easy to navigate and to find information. The tabs on the navigation bar are colour coded and the colour is then used as the background for that section of text.
- The BOVTS and LCDS web sites have a search facility.
- Rambert's website has a link for a full Japanese translation.

## 7. Materials should be easy to read

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The typeface and font size that you use in your written materials and on your website should make it easy to read. Many dyslexic people find it easier to read sans serif fonts such as Arial. Cramped text or text which is too small can be difficult to read for everyone.

There should be a good contrast between the text and background colours. If possible, use a cream or light coloured paper or background rather than white and don't overlay text on images. For more information on how to present written and web materials so that they are easy to read for disabled people, please see the sources for guidance listed in Appendix Three.

### Good practice examples

Most of the affiliate schools, particularly those who have updated their prospectus and website recently, have incorporated good practice which enhances the readability of their materials.

- The main text in CSB's prospectus uses a sans serif font of an easily readable size on buff or grey backgrounds.
- The LCDS prospectus has boxed sections with coloured backgrounds: this provides a good level of contrast and makes this information stand out. It is printed on non shiny paper and this is likely to be helpful for many dyslexic readers.
- The BOVTS web site uses white or black text on coloured backgrounds
- The CSB website uses grey text on a white background: this provides good contrast whilst avoiding glare.
- The LCDS web site has a text-only version, which is useful for people with visual impairments and those using screen readers. It also has a facility for enlarging the font size.

## 8. Providing materials in alternative formats

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It is important to advertise that written materials are available in alternative formats and to provide information on how people can request them.

Statements about alternative formats are conventionally placed somewhere on the front or back covers of a brochure. They should be easy to locate on the page and written in an easily visible font size with a heading. 14 point is recommended for computer generated documents, but you will need to check how this translates in print.

Consider what alternative formats you need to keep 'in stock', e.g. an application form as an electronic version if this is not usually provided - and what versions you would create or source only if there is a demand, for example, a Braille version.

### Good practice examples

The LCDS prospectus has a large print statement inside the front cover. This tells applicants that the prospectus can be downloaded from the school's web site and that it is also available in large print.

## 9. Information about student support

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Marketing and recruitment materials should contain information on the range of support services provided for students, including information on how to obtain a copy of the Conservatoire's Support for Disabled Students handbook.

In the information you provide on your website, it is important to include easy-to-find information on student support, including support for disabled students. You could also provide a website link to the Conservatoire's web pages on disability support [www.cdd.ac.uk/student-info/disability-support/](http://www.cdd.ac.uk/student-info/disability-support/) and include any additional information on the specific support you provide in your school.

All affiliate schools have information leaflets on access and this leaflet should include specific, up to date information about access to the buildings, the support on offer and contact details for staff who offer student support. There should be a reference to this in your prospectus and/or on the website.

### Good practice examples

- The CS website has a link to a PDF version of their document, "Information for disabled students". This provides useful information on the support and facilities that are available at CS as well as encouraging disabled applicants to read the Conservatoire's Support for Disabled Students handbook. Information on how to get hold of a copy is included. The paper version of the CS leaflet (but unfortunately not the web version) includes quotes from disabled students giving examples of the support they have received: this positive approach is an example of very good practice.
- CSB has a section in their prospectus and on their website entitled 'Student Support' and the text is positive, encouraging and informative. The web page also has a link to the Conservatoire's website for further information on disability support.
- RADA's prospectus and website provides information about how to obtain or download a copy of the Conservatoire's Support for Disabled Students handbook.

## 10. Information about auditions and interviews

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All applicants benefit from information about what they should expect in their audition or interview and how decisions are made to offer a place. This information is likely to be particularly helpful for those from non-traditional backgrounds, some disabled applicants and those from overseas. Information must be provided on the availability of reasonable adjustments for disabled candidates for selection activities and how to obtain them. Again, there are examples of this in the Support for Disabled Students handbook.

### Good practice examples

- The LCDS prospectus includes a useful section about auditions, what to expect and how decisions are made. Students are encouraged to contact the school for an informal discussion if they have concerns or need any additional information. On the same page, there is information for disabled applicants which lets them know that reasonable adjustments can be made for audition and it provides a named person and contact details for further information. The LCDS information leaflet 'Undergraduate Audition Handbook' provides even more detailed information.
- RADA's prospectus and website provide specific and often detailed information on audition and interview procedures for each of its courses. Guidance on audition is also sent to all applicants.

## 11. Information on practical and performance aspects of courses and 'suitability' for particular courses

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Clear and realistic information should be given about the practical and performance aspects of your courses so that applicants know what is expected of them. For example, "The course is rigorous and requires high levels of energy and commitment" is an accurate description of the demands of the majority of the courses offered at the Conservatoire.

It is important to check that the language you use cannot be misinterpreted as potentially discriminatory, even if this is unintentional and to avoid suggesting that students with particular impairments or conditions, (for example, previous mental health difficulties or physical or sensory impairments) might be considered as unsuitable for the course. A more inclusive approach would be to invite prospective applicants to contact a named person at the school to discuss any concerns before applying.

### Good practice examples

Most of the affiliate schools make it clear what is expected of students in the practical and performance aspects of their courses, using realistic words and phrases such as "arduous", "demanding", and "the training is intensive".

- The CS web site describes the practical and performance aspects of the course and gives information about the amount of time that students spend training and studying. For each level of the course this is broken up into components, e.g. "13 hours physical training...5 hours independent practice..." per week.
- The CSB prospectus provides 'time lines' for two students which give a realistic and encouraging insight into the school day from a student perspective. Examples of what the students say include, "I'm shattered – he works us hard. But a good class and I feel great" and "concentration alone is exhausting".

## 12. Information about academic study, contextual work, reading, note-taking requirements.

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Even though students do not sit formal written examinations, many courses have a significant level of academic or contextual work which includes reading, writing, note making, writing reports or essays. Prospective students need a clear understanding of what will be expected of them. If your courses involve this kind of work, you should provide information on the type of study involved and how this will be assessed. It is also helpful to include information on study skills support on offer for the 'academic' aspects of your courses. This is particularly important for students from non traditional backgrounds, disabled students and those applying from overseas.

You might include photographs of students engaged in reading, writing, taking notes or using the computer in the library, to give a realistic picture of these elements of the course.

## 13. Information about access to buildings

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Marketing and recruitment materials should include information on access to buildings. Some affiliates currently have buildings which provide excellent access and it is important to include this information.

In other cases, it is important to be realistic and to indicate where there are definite plans to improve physical access. It is also helpful to include examples of reasonable adjustments that can be made to accommodate people who do not have full access to your buildings. For example, "Access to some parts of our buildings may be difficult for people with mobility impairments but we have a planned programme of works to improve access."

### Good practice examples

Some but not all schools make their information sheet available though their website and/or refer to it in their prospectus. Most schools have also provided access information on the affiliate school page on the Conservatoire's website and some include information about access to buildings in their mainstream marketing materials.

- In its information sheet, CS makes the very positive statement that although access to venues may vary, "wherever possible, adjustments can be made to classes and performances held off site".
- RADA has a 'Premises and Facilities' page in the prospectus which describes how their premises have been recently rebuilt and refurbished to promote access.

## Section B: Application Forms

### 14. Layout and Content

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The layout of the application form should make the questions and the guidance easy to read. It is good practice to use a sans serif font (e.g. Arial) of sufficient size (for example, point 12), with explanatory subheadings and plenty of space between questions. This will make the forms more user friendly for all students, particularly those with dyslexia, some sight impairments and those for whom English is not their first language.

The questions on the application form should be clear and unambiguous to help applicants provide the information you need.

#### Good practice examples

- The application form provided by CSB incorporates many elements of good practice and, in particular, is well laid out and easy to follow with clear instructions and plenty of space to provide information.
- BOVTS' application form is also well laid out and has boxes for the separate sections and clear headings in bold. Both application forms are printed on buff or yellow paper which is likely to make it more readable for some dyslexic students.

### 15. Format

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Application forms should be available in both paper and electronic formats. Alternative formats such Braille should also be available on request. It is not necessary to have these available in advance of a particular request but schools should research sources for this provision so that it can be organised quickly.

Some disabled applicants or overseas students may prefer to submit their applications electronically and it is a good idea to make this option available.

#### Good practice examples

- BOVTS has also produced a new application form for 2008/9 which provides information on how to request alternative formats.
- RADA is using an on-line application form as its preferred method of application.
- Applicants for the LCDS are encouraged to apply on-line and a web address for this is provided on the printed application form. The on-line application form is in five steps and applicants can review what they have written before they send it.

## 16. Disclosure of information by disabled applicants

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The application form should give disabled applicants the opportunity to provide information about how their impairment or condition might affect study or about the types of adjustments they think would be helpful to have in place at audition, interview or during the course. This is often the first time that applicants have been asked this question, so it is also helpful to give some examples of the kinds of conditions or impairments that are included in the term 'disabled people.' For example:

*"We welcome applications from disabled people and you are encouraged to disclose any impairment or condition (for example, dyslexia, a physical, sensory or mental health condition) so that we can endeavour to meet your needs at audition or interview and, if successful, during the course."*

The question should be phased positively with the aim of removing barriers in terms that reflects the social model of disability (See Appendix One). Students need to be reassured that even though they have disclosed this information, it is still considered 'personal, sensitive information' under the Data Protection Act.

It is also helpful to give a specific example of the kinds of adjustments you have made in the past, e.g. (for applicants to stage management courses): 'we can, for example, make adjustments for dyslexic students at interview for completing written material.'

### Good practice examples

All affiliate schools' forms provide an opportunity for disabled applicants to disclose information and most use a similar form of words to the first paragraph above. Many schools revised their application forms as part of this review.

## 17. Equalities monitoring information

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It is helpful to collect equalities monitoring information from applicants on gender, ethnicity and disability and any other equalities areas that are relevant to your learning and teaching.

A crucial issue here is to make it clear to potential applicants that there is a difference between information disabled students give on the application form in order to inform the school of the support and/or adjustments they might need at audition and information collected for monitoring purposes only. In both cases confidentiality needs to be respected, but there is likely to be limited disclosure for information given on the application form, whereas candidates must be given a guarantee of complete confidentiality in respect to the information they give on any monitoring forms.

All schools currently collect HESA data at registration, but it is also important to collect it at the application stage so that numbers of applicants from different equality groups can be monitored and compared to enrolment and graduation data. An effective way to do this might be for an equality and diversity monitoring form either to be sent out at some stage of the application process or given out when applicants attend the first stage of audition or interview.

Dyslexic students and those for whom English is not their first language will need to be given notice of form filling and, where appropriate, extra time. Applicants could be asked to complete any monitoring forms after the first audition or in

### Good practice examples

Appendix Two provides an example of an equal opportunities monitoring form. This was developed with advice from affiliates during the process of this review.

## Section C: Requests for Medical Information or a Certificate of Health

### 18. Seeking medical information

Conservatoire schools often ask students for medical or health information at some stage during the application process. It is important to ensure that these questions are not unwittingly discriminatory in terms of disability, gender or race. The questions below can act as a checklist when reviewing how and when you seek medical information or ask for a 'certificate of health' from applicants. In each case, it is important to review:

- why you are asking applicants for this information;
- what use you make of it;
- how this personal and confidential information will be shared.

Below is a set of questions that specifically concern medical information. These can act as a checklist for this specific area.

- If you seek medical information from an applicant, how do you do this and at what stage of the application process, for example, on application, at final audition, on offer of a place, in the main application form or on a separate medical form?
- Is it made clear how the information provided on the medical/ health questionnaire will be used and how it might impact on a candidate's application?
- Is it necessary to know these details at this stage of the application process?
- Is it possible that the way in which you ask for this information may discriminate unjustifiably against applicants in terms of disability, race or gender? For example: are some questions only asked of women? Are some questions relating to health unhelpfully confused with long term conditions or impairments (for example, a visual or hearing impairment does not necessarily have any implications on a candidate's 'good health').
- Are there any questions about physicality or health that are likely to be more significant for people from a particular BME background or heritage?
- Is the name of a contact person given if the applicant wishes to discuss their responses to the questions on the medical/health questionnaire?

## Section D: Other Issues to Consider

These are some other issues that you should consider when you are reviewing the content and structure of your marketing materials and the ways in which they are developed.

### 19. Ensuring staff are up to date with the equalities issues

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All staff who are involved in marketing and recruitment, including those who recruit overseas and those writing application information for short term courses, should have a good understanding of equalities issues and the support and facilities available for disabled students.

### 20. Systems to ensure information is accurate and up to date

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When you are reviewing your marketing materials (prospectus, application pack, website) you should ensure that there is a system for checking that the information about student support is updated and accurate.

### 21. Involving disabled students and those from BME backgrounds

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Ideally your students should be involved in reviewing your marketing and recruitment materials and activities.

You could, for example, ask a representative group of students including dyslexic students, to assess how easy it is to navigate the website and/or assess the readability of print materials. You might also ask students for their views on the pictorial images you use.

### 22. Website accessibility and using assistive software


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Under the Disability Discrimination Act, websites should be accessible for disabled people.


Your electronic resources should be accessible to people using assistive software, e.g. screen readers. This is particularly important if you provide your application forms in Word or PDF formats. A useful source of guidance on how to make these documents and website accessible is provided in Appendix Three.

## Section E: Checklist

The following checklist is designed to help ensure that the main points in this guidance are included in your marketing and application materials.

Checklist	Done 
Photographs and other images used in the prospectus, on the website and other marketing materials include a good representation of people from diverse backgrounds.	
The language used in marketing and recruitment materials is inclusive, non-discriminatory and appropriate.	
Marketing and recruitment materials include a general statement about the school's approach towards equality and diversity and, where appropriate, makes reference or provides a link to the Conservatoire's equality and diversity web pages.	
Written materials, including those on the website include a welcoming statement for disabled applicants that encourages them to disclose relevant information so that appropriate support can be put into place.	
It is easy for applicants to find the information they need in the school's written materials: this is particularly important for people with dyslexia and those whose first language isn't English.	
The website is easy to navigate. Using it is intuitive and there are straightforward and informative section headings. In particular, Information on support for disabled students is easy to find. The website has links to the information for disabled students on the Conservatoire's website.	
Written materials are available in alternative formats and information is provided on how people can request them.	
Marketing and recruitment materials contain information on the range of support services provided for students and information on how to obtain a copy of, or a website link to the Conservatoire's Support for Disabled Students handbook.	
Applicants can easily find information about what they should expect in their audition or interview and how decisions are made to offer a place.	
Clear and realistic information is available on the practical and performance aspects of courses so that applicants know what is expected of them.	

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Checklist	Done 
Where appropriate, clear and realistic information is given about what is required in regard to contextual studies including, reading, essay writing, note-taking etc.	
Marketing and recruitment materials include specific and up to date information on access to buildings.	
The layout of the application form makes the questions and the guidance easy to read.	
Application forms are available in both paper and electronic formats. Information on how to get hold of alternative formats is easy to find and alternative formats such Braille are easily available on request.	
The application form gives disabled applicants the opportunity to provide information about how their impairment or condition might affect their studies and the types of adjustments they think would be helpful to have in place at audition, interview or during the course.	
Systems are in place to collect equalities monitoring information from all applicants on gender, ethnicity and disability and any other equalities areas that are relevant to your learning and teaching. It is clear to applicants that this information is collected for monitoring purposes only.	
Where medical or health information is sought during the application process, there are systems in place to regularly review the questions you ask to ensure that they are relevant to the demands of the course and are not unwittingly discriminatory in terms of disability, gender, nationality or race.	
<p>There are robust systems in place to ensure that equality and diversity issues are included in any review or rewriting of website information, prospectus and other information.</p> <p>There are systems in place to ensure that all staff, particularly new staff involved in this work are aware of the work that has been done in the past and the the importance of this work to the school.</p>	

# Appendix One: Language and Terminology

The language you use in your marketing and recruitment materials should be non-discriminatory and appropriate. The issue of appropriate language sometimes makes people feel anxious and uncertain but the important thing here is to use language that respects difference and is clear, consistent and is used with confidence. Below is some specific guidance on language and terminology. More information on the definition of disabled people under the Disability Discrimination Act (DDA) can be found in the Conservatoire's Disability Equality Scheme.

## Disabled People

The Conservatoire for Dance and Drama uses the Social Model of Disability and it is this perspective which helps us to form our policies. The 'social model' takes the view that society creates barriers that can 'disable people' from participating fully and on an equal basis with others and that wherever possible, these barriers should be removed. The language we use in all our public and private documents reflects this perspective. For example, the Conservatoire uses the term 'disabled people' or 'disabled students' rather than 'people/students with disabilities'. This is the term generally preferred by disabled people and it is the language used in the Disability Discrimination Act (DDA). (The Conservatoire's Disability Equality Scheme gives further information on who is covered by the term 'disabled person' under the DDA).

We avoid terms like 'handicapped people' or 'mental handicap' or terms which imply frailty or dependence, e.g. 'suffers from' or 'wheelchair bound'.

The welcoming statement used by affiliate schools in their application materials is a good example of using language about disabled people with confidence and clarity. It shows that we have acknowledged our responsibility to provide appropriate support and are asking applicants to provide information about an impairment, a medical condition or a specific learning difficulty in order to make appropriate and helpful reasonable adjustments. For example:

### 'Information for Disabled Students:

Applicants are encouraged to disclose any impairment or condition (for example a specific learning difficulty such as dyslexia, a physical, sensory or mental health difficulty so that we can endeavour to meet your needs during the audition process and during the course'.

## Equality and Diversity Statements

Our approach to encouraging applications from people from a diverse range of backgrounds is usually covered by a general, positive equality and diversity statement such as:

'The Conservatoire for Dance and Drama (or name of affiliate) believes that equality of opportunity is essential to achieving its vision of training artists who will match the world's best and who will shape the future of dance, drama and circus arts. The affiliate schools of the Conservatoire (or name of affiliate) aim/s to create an environment in which students and staff are selected and treated solely on the basis of their talent and potential, regardless of gender, colour, ethnic or national origin, race, disability, age, sexual orientation, gender reassignment, religion or background. We value diversity and are determined to ensure that we treat all individuals with dignity and respect, that the opportunities we provide are open to all and that we provide a safe, supportive and welcoming environment for staff, for students and for visitors.'

### People from Different Nationalities, Races, Religions and Ethnic Groups

The terms BME (Black and Minority Ethnic) or BAME (Black, Asian and Minority Ethnic) are considered to be neutral, non prejudiced terms and are acceptable for use in monitoring forms and other information. BME is the term currently used by most universities and other public and arts organisations. As with the term 'disabled people', it is good practice to include the words 'person' or 'people' when you are writing in a narrative form, for example, 'people from black and minority ethnic backgrounds' or 'people with mixed heritage'.

### Gender

Marketing and recruitment information for performing arts courses is more likely to make direct references to gender in its language than in other HE courses. The terms 'men and women' or 'male and female' are preferable to 'boys and girls', even when (as is the case in some of our schools) students are recruited at 16+ rather than at 18.

Transgendered people and those undergoing transition are now covered by the gender equality duty. Although there is unlikely to be direct reference to this group in application materials, the favoured terms are trans, transgender, trans men and trans women.

# Appendix Two: BOVTS Equality and Diversity Monitoring Form

Below is an example of an equality and diversity monitoring form, developed by Bristol Old Vic Theatre School in 2008.

**EQUAL OPPORTUNITIES MONITORING FORM**

Bristol Old Vic Theatre School welcomes applications from all sections of the community regardless of ethnicity, religion, gender or disability.

To assist us with the requirements of equal opportunities monitoring, we appreciate you supplying this data. This information is confidential. It does not include your name and will be used for statistical and monitoring purposes only. This does not form part of the admissions or selection process.

**GENDER**      Male:                       Female:

**ETHNICITY – What is your ethnic group?**

**Please tick the appropriate box or boxes to indicate your cultural background**

White <input type="checkbox"/>	Other Asian Background <input type="checkbox"/>
Black or Black British – Caribbean <input type="checkbox"/>	Mixed – White and Black Caribbean <input type="checkbox"/>
Black or Black British – African <input type="checkbox"/>	Mixed – White and Black African <input type="checkbox"/>
Other Black Background <input type="checkbox"/>	Mixed – White and Asian <input type="checkbox"/>
Asian or Asian British – Indian <input type="checkbox"/>	Other Mixed Background <input type="checkbox"/>
Asian or Asian British – Pakistani <input type="checkbox"/>	Other Ethnic Background <input type="checkbox"/>
Asian or Asian British – Bangladeshi <input type="checkbox"/>	I do not wish to give this information <input type="checkbox"/>
Chinese <input type="checkbox"/>	

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**DISABILITY**

**Which of the following statements about disability is most appropriate to you?**

**Please tick the appropriate box(es).**

**I consider myself to have a disability**

<b>No Known Disability</b> <input type="checkbox"/>	Multiple Disabilities <input type="checkbox"/>
Blind/Partially Sighted <input type="checkbox"/>	Autistic Spectrum Disorder <input type="checkbox"/>
Deaf/Hearing Impairment <input type="checkbox"/>	A Specific Learning Disability (e.g. Dyslexia) <input type="checkbox"/>
Wheelchair User/Mobility Difficulties <input type="checkbox"/>	Mental Health Difficulties <input type="checkbox"/>
Personal Care Support <input type="checkbox"/>	Disability Not Listed Above <input type="checkbox"/>
An Unseen Disability (e.g. Diabetes, Epilepsy, Asthma) <input type="checkbox"/>	I do not wish to give this information <input type="checkbox"/>

## Appendix Three: Sources of Further Information and Guidance

Action on Access Checklist on Marketing:  
[www.actiononaccess.org/download.php?f=420](http://www.actiononaccess.org/download.php?f=420)

“How to include disabled students – tips and strategies for marketing units” (this guidance was produced some years ago but is still useful):  
[www.actiononaccess.org/download.php?f=124](http://www.actiononaccess.org/download.php?f=124)

“Organising accessible events”:  
[www.actiononaccess.org/download.php?f=328](http://www.actiononaccess.org/download.php?f=328)

Information on web site accessibility from TechDis: [www.techdis.ac.uk/resources/sites/staffpacks/index.xml](http://www.techdis.ac.uk/resources/sites/staffpacks/index.xml) and World Wide Web Consortium’s web content accessibility guidelines: [www.w3.org/TR/WAI-WEBCONTENT/](http://www.w3.org/TR/WAI-WEBCONTENT/) (the latter provides more technical guidance for those responsible for web site development and accessibility).

From TechDis – how to make electronic documents and web pages more readable:  
[www.techdis.ac.uk/resources/sites/accessibilityessentials1/index.html](http://www.techdis.ac.uk/resources/sites/accessibilityessentials1/index.html)

The RNIB’s clear print guidance:  
[www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public\\_printdesign.hcsp](http://www.rnib.org.uk/xpedio/groups/public/documents/publicwebsite/public_printdesign.hcsp)

The British Dyslexia Association’s dyslexia style guide:  
[www.bdadyslexia.org.uk/extra352.html](http://www.bdadyslexia.org.uk/extra352.html)

Support for Disabled Students. Printed copies of this Conservatoire guide are available from: [info@cdd.ac.uk](mailto:info@cdd.ac.uk) or on the website:  
[www.cdd.ac.uk/student-info/disability-support/](http://www.cdd.ac.uk/student-info/disability-support/)

The Conservatoire for Dance and Drama

Bristol Old Vic Theatre School

Central School of Ballet

Circus Space

London Academy of Music and Dramatic Art

London Contemporary Dance School

Northern School of Contemporary Dance

Rambert School of Ballet and Contemporary Dance

Royal Academy of Dramatic Art



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