

ACTION PLAN (December 2006)

Part One: 2007 ground-work objectives

Action	Outcome	Timescale and priority	Responsibility
OBJECTIVE 1: Secure the active involvement of disabled staff in order to identify areas for change.			
1	Provide briefings on DDA and DED legislation for staff and inform staff of work of the Scheme	Jan 07 HIGH	E&D Manager
2	Build in ways to receive information confidentially, bearing in mind the nature and size of CDD affiliate schools Send briefing to schools to circulate through intranet, bulletins, newsletters	Jan 07	E&D Manager and consider using outside consultant (to maintain confidentiality) Members of E&DWG in each school.
3	Develop a social model questionnaire for disabled staff, e.g. asking them to list their top 3 priorities for improvement.	April 07	E&D Manager

Action	Outcome	Timescale and priority	Responsibility
Individual discussions with disabled staff who are willing to do so.			
4 Arrange a forum where disabled staff from different affiliates can be invited to 'round table discussion Build in incentives to attend.	Identify important issues that they encounter at work and the support that they feel is required. Staff feel that they can give honest feedback, both positive and negative	April 07	E&D Manager in liaison with affiliates.
OBJECTIVE 2: Secure the active involvement of disabled students in order to identify areas for change.			
5 Provide briefings on DDA and DED legislation for students and inform students of work of the Scheme	Students are encouraged to be involved in the process. Students have greater understanding of who is included in definition of disabled person. Students are encouraged to contact the E&D Manager or any other member of the working party.	April 07	E&D Manager
6 Build in ways to receive information confidentially, bearing in mind the nature and size of CDD affiliate schools Send briefing to schools to circulate through intranet, bulletins, newsletters	Both students who have identified themselves as disabled and students who have not previously done so, make contact with the E&D Manager or other staff in their school. Encourage students to participate in a number of ways, e.g. by email, note or conversation.	July 07	E&D manager and consider using outside consultant (to maintain confidentiality) Members of E&DWG in each school.

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7 Develop a social model questionnaire for disabled students, e.g. asking them to list their top 3 priorities for improvement. Continue individual discussions with disabled students who are willing to do so.	Identification of areas for change and improvement, e.g. action plan content and priorities for impact assessment	July 07	E&D Manager
8 Arrange a forum where disabled students from different affiliates can be invited to 'round table discussion. Build in incentives to attend.	Identify important issues that they encounter at work and the support that they feel is required. Staff feel that they can give honest feedback, both positive and negative.	July 07	E&D Manager in liaison with affiliates.
OBJECTIVE 3: Collate baseline data on disabled students			
9 Using the HESA data for 2005-06, prepare analysis of composition of the Conservatoire.	Clear picture of the Conservatoire, in accordance with HESA statistical information.	April 07	QA and Registry Manager
10 Obtain any baseline data from affiliates on applications for 2005-06 to build picture (including, for example, number of students in receipt of Disabled Students' Allowance/with learning agreements).	Enhancing the data obtained through HESA.	April 07	QA and Registry Manager supported by E&D Manager

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11 Compare position against previous years' information where possible to start analysis of progress in recruitment.	Baseline for starting future comparisons of progress in recruiting and retaining disabled students.	April 07	E&D Manager
12 Establish agreement for collection data about students at the point of application.	Enhanced data about applicants to inform widening participation activities.	July 07	QA and Registry Manager HESA working group
13 Agree requirements for future data collection and monitoring from 2007-08 onwards.	Establish protocol for what information to collect, how it will be collated and disseminated.	July 07	QA and Registry Manager HESA working group
OBJECTIVE 4: collect baseline data on disabled staff			
14 Consolidate the data contained in HESA staff return about disabled staff	Provides a baseline for numbers of staff who identify themselves as disabled.	March 07	QA & Registry Manager
15 Consult on the collection of more detailed information about staff in relation to disability and, specifically, impairment categories	To determine whether it is possible and reasonable to collect such information and how confidentiality may be maintained.	March 07	Administrative Director Principals Management Group.
16 Agree an approach to equality and diversity monitoring across the Conservatoire and affiliates.	Established benchmark	July 07	Administrative Director PMG

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OBJECTIVE 5: develop method for systematic assessment of the impact of Conservatoire and affiliate policies and practice on different groups ('impact assessment')			
17	Develop and agree robust approach to impact assessment	July 07	E&DWG
18	Train/prepare staff in conducting impact assessment	July 07	to determine (E&D Manager)
19	Use information gained from involvement activities (see Objectives 1 & 2) to prioritise areas for impact assessment	July 07	E&D Manager
20	Produce a prioritised timetable.	July 07	E&D Manager

Part Two: 2007 (year one) specific objectives

Action	Outcome	Timescale and priority	Responsibility
OBJECTIVE 6: Conduct a thorough review of recruitment procedures in all schools in order to promote inclusion and provide support to disabled employees.			
21	Review HR procedure in each school Establish how employment procedures work in the CDD and in affiliates. Identify areas for development.	October 2007	To determine
22	Take steps to ensure that we include a welcoming statement and a 'promoting equality' statement on all our job advertisements and supporting literature.	October 2007	
23	Review application procedures. Encourage disclosure in social model terms.	October 2007	
OBJECTIVE 7: Conduct initial impact assessments			
24	Impact assess student audition procedures. Impact assessment conducted. Good practice identified and shared. Areas for change identified and embedded into affiliates' policy and practice.		Quality Assurance Forum

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25 Impact assess assessments in practical/performance aspects of student courses.	Impact assessment conducted. Good practice identified and shared. Areas for change identified and embedded into affiliates' policy and practice.		Quality Assurance Forum
OBJECTIVE 8: Provide information and, wherever possible, improve access for disabled people in performance venues used by affiliates			
26 Review access in performance venues currently used by affiliates (including in-house, local and touring).	Acquire knowledge of accessibility in current performance venues used by affiliates.		E&D Manager
27 Review access information provided by school and/or performance venue.	Acquire knowledge of access information provided. Include information on access in all printed and other information on performances. Have procedures in place to provide in accessible formats, on request. Provide information on access (including limitations on access, if appropriate), e.g. information on wheelchair access, hearing loops, signed performance etc.		

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28 Consider the feasibility of choosing accessible venues for performance wherever possible.	Everyone involved in selecting venues, e.g. artistic directors and managers of venues, become more aware of the importance of access.		
OBJECTIVE 9: Develop a detailed Action Plan for years 2 and 3 of the Scheme			
29 Develop and agree a detailed action plan for years 2 and 3 of the scheme. Ensure that disabled people are involved at each stage of the process. Ensure that as many people as possible understand the importance of this work and the requirements of the DED.	Action Plan for years 2 and 3 of Scheme published in first Annual Review.	December 2007	E&D Manager