



## **Review of progress in Widening Participation and Equality and Diversity**

### **Summary**

This is an amended version of a report submitted to the Conservatoire's Board of Governors at its meeting in March 2017.

This report summarises the key work undertaken by CDD over the past year in relation to Widening Participation (WP) and Equality & Diversity (E&D).

### **Introduction**

Since the previous report to the Board of Governors, the main focus of this work has been to develop a new strategy for widening participation to take the Conservatoire forward over the next four years and to shape work done across the organisation. An appointment was made to the post of Widening Participation and Access Co-ordinator in the Shared Services team in August 2016 as this has enabled a strategy to be developed that has taken a holistic view of the work that already takes place in schools in context of the ever changing governmental policy landscape.

This year also coincides with our Public Sector Equality Duty to produce specific objectives at intervals no greater than every four years. As such the approach to equality action planning has been reviewed to ensure it draws together work done under the equality duty across the organisation.

### **Widening Participation**

#### **2016-20 Widening Access and Success Strategy**

The eight schools of the Conservatoire have an extensive and wide-ranging engagement with Widening Participation work. This strategy allows the work of the eight schools to sit together in order to have the best opportunity to have wide ranging impact on access to and success within Conservatoire training over the next four years.

It was decided to adopt an approach to widening participation that more closely aligns with governmental priorities and as such it uses a whole-lifecycle approach. Accordingly, it has been named the Widening Access and Success Strategy.

Since the adoption of the strategy, work has begun to match the work currently being undertaken in schools with the overall aims and objectives, to both identify the extensive scope of work already being done and also identify areas for growth. This process specifically has begun to identify opportunities for collaboration between schools and opportunities for developing the way in which this work is evaluated.

#### **2018-19 Access Agreement**

The development of the 2016-20 Widening Access and Success Strategy will inform much of the direction of the new strategy. Broadly the Office for Fair Access's priorities align with those in our strategy and the main focus of the 2018-19 access agreement will be:

- To create a sustained and progressive framework of access and outreach work that enables individuals to be supported to progress into pre-vocational training and be supported to be able to demonstrate their potential at audition.
- To further develop collaborative approaches to access and outreach that seed aspirations for a career in the Arts from an early age.
- Develop better understanding of how students from under-represented backgrounds compare to their peers through monitoring of data on entry, attainment and retention and take appropriate actions where needed.
- To develop more comprehensive approaches to monitoring and evaluation of financial support that ensure it is having the maximum impact on access and success.

## **Equality and Diversity**

### **Equality Action Plan**

The 2017-21 Equality Action Plan draws together actions from the previous 2012-15 action plan, the Widening Access and Success Strategy 2016-20 and the Draft 2017-20 CDD HR Strategy adopting a whole institution approach. This action plan is a high level four year plan and will be implemented through an annual task list.

### **Equality and Diversity Duty**

**As per our requirements under the public sector equality duty, we continue to publish annual data by 31<sup>st</sup> January of diversity statistics relating to students registered with the conservatoire and staff directly employed by the Conservatoire on our website on <http://www.cdd.ac.uk/about-us/equality-and-diversity/>**

### **Student Registration Statistics for 2015-16 Academic Year**

#### ***All students***

By ethnicity: BAME 19%

By gender: Female 60%

By disability: Declared disability 22%

#### ***UK-domiciled students***

By ethnicity: BAME 15%

By gender: Female 55%

By disability: Declared disability 29%

### **Employee Diversity Statistics (as of January 2017)**

Central Services staff (\*excludes staff employed by schools)

By ethnicity: BAME 18%      White 82%

By gender: Female 55%      Male 45%

By disability: Declared disability 9%