

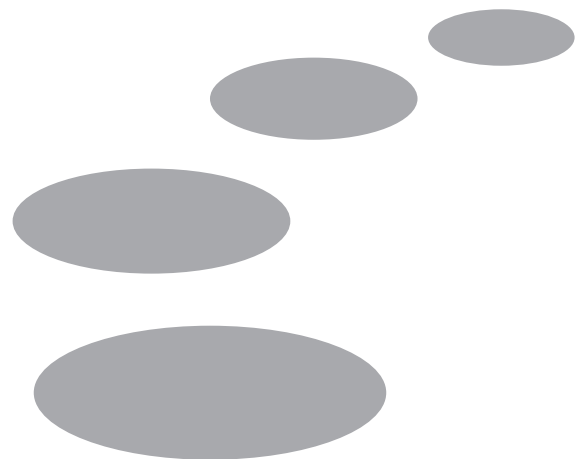


EQUALITY ACTION PLAN

2012-15

Conservatoire for Dance and Drama
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CONSERVATOIRE FOR DANCE AND DRAMA EQUALITY ACTION PLAN 2012-15

Foreword from the Joint Principals

Our aims:

Promoting equality and encouraging diversity in our staff and student bodies is at the heart of the shared values of the Conservatoire for Dance and Drama and its affiliate schools. The work of our Equality and Diversity Group (E&DG) and our Equality and Diversity Manager continues to provide a focal point for sharing good practice and resources across our organisation. As the Conservatoire's current Strategic Plan makes clear, maintaining the high profile of equality and diversity work is a key priority for the sustainability of our organisation.

In these challenging economic times, we need to ensure that our actions demonstrate the Conservatoire's vision that equality and diversity brings an enormous strength to what we do in providing performing arts training at the highest level and it is for this reason that we give our full support to this Plan. Over the next three years we will continue to work beyond legal compliance to support our affiliate schools in ensuring that all our staff and students achieve their full potential.

Veronica Lewis MBE and Edward Kemp,

Joint Principals of the Conservatoire for Dance and Drama, April 2012

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1. This Action Plan forms the second stage of our statutory obligations under the Specific Duties of the Equality Act and sets out the major activities that we plan to undertake over the next three years (2012 -2015). Under the Act, HEIs are required to publish:

*'one or more 'specific and measurable equality objectives that it plans to achieve and to publish these no later than the **6 April 2012** and subsequently at intervals of no later than 4 years'.*

Since promoting equality and encouraging diversity is at the heart of the shared values of the Conservatoire for Dance and Drama and its affiliate schools, we plan to work beyond compliance in order to continue to advance our reputation as a leader in inclusive practice in performing arts training and promote best practice for our staff, students, visitors and other service users. We have therefore developed an ambitious but achievable and proportionate plan that includes many more than the *'one or more measurable objectives'* that are the legal minimum described in the Act.

2. The first stage of our statutory duties under the Equality Act 2010 was to produce an 'Information' paper and publish this by no later than 31 January 2012. Following consultation and review, this original Information paper has been expanded and, subject to Governors' approval will be published. It is now titled *Information and Review of Progress and Achievements in Equality and Diversity 2009-2011* and is intended as a companion paper to this Action Plan. This Review includes the following:

- Quantitative data on students in the following areas: disability, ethnicity and gender with a commentary on what these figures demonstrate, any gaps in the data and suggestions on areas for improvement;
- A summary of some of the Conservatoire's major achievements in equality and diversity over the past two years (2009-2011), e.g. the Conservatoire's:
 - guidelines on supporting students with mental health difficulties,
 - programme of staff development in equality and diversity 2004-11,
 - project to improve the collection, collation and use of application data,
 - involvement activities with students from BME backgrounds,
 - examples of best practice in affiliate schools,
 - guidance and policy on supporting transgender staff and students.

3. The aim of the Equality Act is to 'harmonise discrimination law and to strengthen the law to support progress on equality. It replaces and extends the existing equality legislation on race, disability and gender and covers a total of 9 **protected characteristics**'. These are:

- Age
- Disability
- Sex
- Race
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief (including lack of belief)
- Sexual orientation

The Conservatoire currently collects data on disability, sex (gender) and race (ethnicity) but this Plan includes actions which will consider other protected characteristics which need further investigation.

4. The Actions in this plan were developed in a number of ways, for example through points and concerns identified by:
 - Principals and staff in affiliate schools;
 - the Equality and Diversity Manager, the E&D Group and other Conservatoire groups and committees;
 - data collection;
 - involvement activities with staff and students,
 - staff development sessions and student workshops;
 - an awareness and understanding of current equality issues in performing arts training, professional practice, the HE sector and HR.

5. The Conservatoire for Dance and Drama is a small HEI with eight affiliate performing arts schools and a total of just over 1000 students and a number of cross affiliate committees and working groups. This enables us to be flexible and responsive to the concerns raised by staff and students, to new developments in legislation and research and best practice in the sector. Although our equality action plan for 2012-15 is ambitious and thorough, we anticipate that additional achievable and interesting actions will be added to this Plan over the next three years.

6. This plan is organised into the following sections:
 - Strategic and organisational objectives for staff and students,
 - Specific objectives for existing and new protected characteristics in relation to students,
 - Specific objectives for existing and new protected characteristics in relation to staff.

7. For more information on equality and diversity activities at the Conservatoire please contact Lois Keith, the Equality and Diversity Manager at lois.keith@cdd.ac.uk. To obtain this Action Plan in a different format, please contact Emma Swift at emma.swift@cdd.ac.uk. Other equality and diversity information can be found on our website: www.cdd.ac.uk

Lois Keith, Equality and Diversity Manager, March 2012

CONSERVATOIRE FOR DANCE AND DRAMA

EQUALITY ACTION PLAN FOR 2012 -2015

A. STRATEGIC and ORGANISATIONAL OBJECTIVES

Action	Staff responsible	Timing/ completion
1. Diversity and decision-making – The objectives listed here are closely linked to the equality objectives in the Conservatoire’s Strategic Plan		
1.1. Establish relevant equality objectives for Boards of Governors, e.g. with reference to their composition, roles and decision-making and equalities information in the Governance Handbook	Chair of CDD Governors, members of BoG,	2012-13
1.2. To maintain the high profile of equality and diversity work in the Conservatoire and affiliate schools	BoG, Principals, CDD Exec Dir,E&D Mgr.	Related to individual data targets
1.3. Continue to establish ways of fostering social diversity and inclusion amongst staff and students through widening participation and other activities	Principals, WP Manager, WP co-ordinator, E&D Mgr.	Ongoing throughout the Plan
1.4. Continue to improve statistical collection, monitoring and reporting in relation to equality and diversity	Academic Registrar/E&D Manager	To be reported at end of Jan. each year
1.5. Provide publically available ‘Information’ on an annual basis and new Action Plan with Review of Progress in E&D every three years; to be published on the Conservatoire’s website and the websites of affiliate schools (or with easy-to-find links from school to CDD website)	E&D Manager, Communications and Projects Co-ordinator, affiliate comm.. managers	Annually by 31 st January and in April every three years.
2. Data Capture and Use: Students		
Strategic responsibility		
2.1. Set targets and develop strategies for the use of student data by committees, management groups and Boards to guide planning decisions to promote equality and diversity.	PMG, CDD Registrar, Affiliate school SMTs, E&D Mgr	By end of academic yr 2013/14.
Data on students with specific learning difficulties		
2.2. Affiliates to update Registrar annually on numbers of students in receipt of the Disabled Students Allowance.	SpLD Group, Academic Registrar, E&D Mgr	June each year

Action	Staff Responsible	Timing/ Completion
<p>Application Data</p> <p>2.3. Conduct statistical and qualitative research on numbers of applications from disabled students against the number of audition/interview, offer and take up of place in order to set future equality objectives on application, audition/interview of students with different protected characteristics, in the categories below:</p> <ul style="list-style-type: none"> - Disability (by HESA impairment categories) - Ethnicity (and make decisions about the best way to group HESA ethnicity categories) - Gender 	Admissions staff in affiliates schools, E&D Mgr.	Through academic year 2012/13
2.4 Review methods of collecting and collating data in 2012-2013 in order to make long term improvements	Admissions staff in affiliates schools, SMTs, E&D Mgr. E&DG	Academic year 2013/14
2.5. Applications data to be analysed together with other student data included in affiliate school's Annual Programme Monitoring Review.	Academic Registrar E&D MGR, L&TC, E&DG	2013/15
2.6. Equality priorities developed from this data to be included in schools' own action plans	Affiliate SMTs	2013/15
2.7. Where appropriate, to develop qualitative research projects to gain further understanding of the application process, for example interviews with applicants with protected characteristics	E&D Mgr, E&DG	2014/15
<p>Students with Other Protected Characteristics</p> <p>2.8. Conduct qualitative research in order to establish whether it is realistic and proportionate to collect data on students with other protected characteristics (see introduction)</p>	E&D Mgr, E&DG, projects developed in individual affiliates	2015
3. Data Capture and Use: Staff		
3.1. Continue to support affiliate schools in developing a consistent and common approach to recording equalities information for staff during the application process and for employment (i.e. recruitment, promotion, development, resignation, retirement etc.)	CDD HR Manager, HR Group, Affiliate Principals	2013/14
3.2. Support affiliates in their development of staff data: capture and use	As above	As above
3.3. Through questionnaire and discussions with staff in all affiliate schools, establish reasonable and proportionate targets in relation to all protected characteristics	HR Manager, E&DG Manager	2013-14

Action	Staff Responsible	Timing/ Completion
3.4. Provide guidance to affiliate schools on updating Staff Handbooks to include guidance and information on such areas as: custom, practice and policy in supporting staff from protected groups and equality legislation	HR Manager, E&D Manager and relevant groups	2014-15
4. Involvement Activities and Setting New Actions		
4.1. To continue to be responsive to issues raised by staff and students in affiliate schools and through involvement activities such as questionnaire, interview and discussion, to seek the views of staff, students and other stakeholders in order to understand where there might be unintentional prejudice or disadvantage.	Principals, E&D Manager, E&D Group	Ongoing
4.2. Set new actions designed to improve the experience of people with protected characteristics.	As above	Ongoing
4.3. Develop policy guidelines, checklists and templates for affiliate schools.	As above	Ongoing

B. SPECIFIC OBJECTIVES for EXISTING AND NEW PROTECTED CHARACTERISTICS: STUDENT EXPERIENCE

5. General aims: Student Experience		
Non discriminatory equality statement and information		
5.1. To review websites and other marketing materials to ensure that applicants and current students are reassured that affiliate schools are committed to a culture of equality, advocacy and support.	Principals, E&D Mgr, CDD Comms co-ordinator, affiliate marketing managers	Initial review 2012-13 and ongoing
Student Handbooks		
5.2. To review and revise student handbooks to ensure that there is relevant, up to date and helpful guidance on equality issues and how and where students can seek appropriate support.	Affiliate staff, E&D Mgr, E&DG	As above

Action	Staff Responsible	Timing/ Completion
6. Disability: Student Experience		
Mental health and wellbeing		
6.1. Continue to support schools in developing policy and practice in relation to mental health and wellbeing, for example through staff development in affiliate schools, assisting in organising student workshops and drop in sessions, information in student handbooks.	E&D Manager	2012 -13
6.2. Organise staff development with a specialist in eating disorders and performing arts training and develop guidelines for best practice based on this work and other research.	E&D Manager Prof. Julia Buckroyd, free-lance trainer	July 2012
6.3. Research the use of DSA to support students with mental health difficulties.	E&D Manager	July 2012
Learning Agreements (or learning plans)		
6.4. To review the effectiveness of learning agreements in providing support to disabled and dyslexic students, through: encouraging disclosure, protecting confidentiality, making reasonable adjustments etc. by: <ul style="list-style-type: none"> - Reviewing learning agreements/plans currently in use in affiliate schools - Interviews with staff and students on the effectiveness of these Plans - Develop a programme of staff development and written guidelines based on the findings. 	E&D Manager, E&DG members, Principals, affiliate staff with responsibility for student support	To begin May 2012
Inclusive or Alternative Assessment		
6.5. To develop and produce guidance on inclusive and alternative forms of assessment for students with SpLDs to ensure that the core elements of the course can be assessed, (to include BA and MA essays, dissertations and other written projects) 6.6. Develop and run staff training on this guidance.	E&D Manager, Louise Ainley, Ros Lehany, Antigone Exton White	2012-13
Application Data		
6.7. Conduct statistical and qualitative research on numbers of applications from disabled students (with impairments/conditions other than SpLDs) against the number of offers and take up of places in order to set future equality objectives on application, audition/interview of disabled students.	E&D Mgr. Project in individual affiliate school (to be decided)	2014-15

Action	Staff Responsible	Timing/ Completion
7. Ethnicity: Student Experience		
7.1. Further develop objectives to take forward actions identified in the BME student involvement activities conducted in 2008-10	E&D, discussions with affiliate Principals	2012-14
7.2. Develop objectives identified in data analysis (See <i>Information and Review of Equality and Diversity Achievements 2009-11</i>) e.g. in regard to the current differential percentage of BME students studying at dance and drama schools. (currently 20% of student body in dance schools, 12% at drama/circus)	E&D Manager, Executive Director, Academic Registrar	Objectives developed in 2012-13. Actions to begin in following year.
7.3. To promote our understanding of training and employment issues for students from BME backgrounds through a sector conference that will include acting teachers, directors, agents and affiliate graduates. Project to be led by RADA's Principal	Led by Edward Kemp, RADA Principal	2012-13
8. Gender: Student Experience		
8.1. Continue gender project with Head of Technical Training at RADA to establish student and staff perspective on gender issues in stage management training, to include: <ul style="list-style-type: none"> - Student questionnaire and report on findings, - Benchmark data from other stage management courses in comparable drama schools, - Discussion with students who have expressed an interest in this work, - Using these methods at LAMDA and BOVTS, - Organising a workshop/seminar with staff and students from all affiliate drama schools and members of the industry who have broken through gender stereotypes, - Develop guidelines based on the findings of this research . 	E&D Mgr, Registrar, Hd. Tech. Training & students at RADA, Heads of SMT at LAMDA and BOVTS	2012-2015
9. Other Protected Characteristics: student experience (see Introduction)		
Religion and Belief		
To investigate issues of religion and belief to include students who require time off for religious holidays or observance and develop guidelines based on this research.	E&D Mgr. E&DG, student reps.	2014-15

Action	Staff Responsible	Timing/ Completion
<p>Pregnancy and Maternity</p> <p>To consider how to manage and support pregnant student's successful progression through their training.</p>	E&D manager, E&D group	2013-14
<p>Sexual Preference and Homophobia</p> <p>To develop actions to promote good relationships between groups of students with different sexual preferences and prevent homophobia, particularly with younger students by producing:</p> <ul style="list-style-type: none"> - appropriate training materials for staff to use with students, - written guidelines. 	E&D Manager, Rose Betteridge, Amy Richardson	Summer 2012
<p>Other protected characteristics</p> <p>Develop equality objectives on other protected characteristics using data, qualitative research and information and concerns expressed by affiliate staff.</p>		Throughout 2012-15
<p>10. Widening Participation: Student Experience</p>		
<p>10.1. These targets are developed in more detail in the Conservatoire's Widening Participation Plan and include the following. To:</p> <ul style="list-style-type: none"> - foster partnerships with schools, FE colleges and relevant community groups and organisations to better reach young people from WP target groups, - offer support and advice to CDD schools looking to develop these partnerships, - develop the Conservatoire's WP working group, - target specific, identified under-represented groups e.g. students from BME backgrounds on stage management courses, females from BME backgrounds in acting courses, care leavers. 	WP Manager, WP administrator, WP representatives in affiliate schools	Ongoing

Action	Staff Responsible	Timing/ Completion
11. Staff Development : Student Experience		
<p>11.1. To continue to provide regular opportunities for staff development (including at least one cross-affiliate staff training session per year). Topics for staff development will be responsive to issues raised during the three years of the Plan and will include:</p> <ul style="list-style-type: none"> - Annual training on supporting students with specific learning difficulties, - Developing policy and practice to support students with disordered eating, - The development, use and review of Learning Agreements (including reasonable adjustments), - Training for new and established staff on general issues of equality and diversity including new protected characteristics. 	<p>Staff development sessions to be organised by the E&D Manager and to be delivered by the E&D Manager and/or specialist trainers with expertise in this area and</p>	<p>June each year July '12 April '13 Annually</p>

C. SPECIFIC OBJECTIVES for EXISTING AND NEW PROTECTED CHARACTERISTICS: STAFF EXPERIENCE

Staff Data: for targets on the capture and use, see Section 2 of this Action Plan

12. Staff Training: Staff Experience

<p>12.1. To continue to provide regular opportunities for staff development (including at least one cross-affiliate staff training session per year). Topics for training which looks at staff experience will be responsive to issues raised during the three years of the Plan and will include:</p> <ul style="list-style-type: none"> - training for HR Managers on developing policy and practice in relation to staff with protected characteristics, - surviving and succeeding at work for staff with SpLDs, - training for line managers on supporting staff with SpLDs, - staff training for line managers on supporting disabled staff, - staff training for HR staff and line managers on supporting staff who are experiencing mental health difficulties. 	<p>E&D Mgr</p>	<p>Throughout the 3 years of this Plan</p>
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Action	Staff Responsible	Timing/ Completion
13. Disability: Staff Experience		
<p>Conservatoire Guidance on Recruiting and Supporting Disabled Members of Staff</p> <p>13.1. To review and develop affiliate's use of this guidance to include:</p> <ul style="list-style-type: none"> - providing the opportunity for newly- disabled or new- to-disclose staff to update or disclose any disability issues, conditions or impairments, for example through information sent out with payslips, - staff training for line managers on supporting disabled staff, - recording and using data on disabled staff to make improvements in data collection in order to provide targeted support for disabled staff. 	<p>E&D Mgr. HR Mgr. HR Group, line managers in affiliates schools</p>	<p>2012-13</p>
<p>Staff with Specific Learning Difficulties</p> <p>13.2. To investigate improving support for dyslexic staff (SpLDs), for example by:</p> <ul style="list-style-type: none"> - Learning more about dyslexic and dyspraxic staff through a questionnaire, information in newsletters and payslips etc., - Conducting involvement activities with staff who identify themselves as having SpLDS e.g. through discussion forums and/or other staff development activities, - Investigating the following: paying for diagnostic testing for staff; providing guidance for line managers (e.g. on reasonable adjustments; purchasing licenses for assistive software; supporting staff with applications for the Access to Work scheme, - disseminate the results of this research, - organise appropriate staff training, - provide written Guidance on improving support for staff with SpLDs. 	<p>E&D Manager, Ros Lehany (NCDS), Antigone Exton-White (LCDS) HR Manager</p>	<p>2012-2014</p>
14. Gender: Staff Experience		
<p>14.1. Further work on job evaluation and equal pay audits</p>	<p>HR Manager</p>	<p>Dec 2012</p>
15. Other protected characteristics: Staff Experience		
<p>15.1. To conduct a survey for staff in all affiliate schools to seek information on protected characteristics not yet included in this Action Plan in order to establish where:</p> <ul style="list-style-type: none"> - there may be discrimination, - we can improve our custom and practice, - we need to set new equality targets. 	<p>HR Manager, E&D Manager</p>	<p>2012-13</p>

Action	Staff Responsible	Timing/ Completion
<p>New legislation on the retirement age:</p> <p>15.2. To develop actions on how to manage issues of capability, fitness to practice etc whilst promoting and preserving equality for all staff.</p>	HR Manager	Dec 2012
<p>Religion and Belief:</p> <p>15.3. To investigate issues relating to religion and belief, in particular to establish:</p> <ul style="list-style-type: none"> - the views of staff who require time off for religious holidays or observance and; - any actions we take that might be unwittingly prejudiced. 	HR Mgr	Dec 2012

