



Access Agreement 2017-18

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INTRODUCTION

- 1 The Conservatoire comprises eight of the world's leading performing arts institutions offering professional education and training in dance, drama and circus arts. An important part of the Conservatoire's mission is to ensure that children and young people have opportunities to participate in the performing arts, regardless of background. This ensures that the Conservatoire has a pool of talent from which it can draw around 340 individuals each year to embark on professional training in dance, circus arts, drama, technical theatre and stage management.
- 2 Vocational education and training in drama, dance and circus arts at a conservatoire level is intensive and expensive to deliver. Students receive approximately a minimum of 30 hours of practice-based teaching each week, for 36 weeks a year throughout their period of study, from admission to completion. This requires extensive staff contact time and day-to-day teaching in the specific discipline, coupled with extensive experience of performance, underpinned by the physical support required for those students. It also extends to professional artists who teach, supervise, direct, choreograph and advise students throughout their training. The regular and intensive involvement of active performers and professionals in our teaching helps to prepare students for their eventual entry into their chosen profession or art form. The intensive, professionally-orientated nature of conservatoire training means that it costs around £17,000 each year to train each of our students. Funding for this training has been a partnership between government, the individual student and the Conservatoire school, which undertakes to raise the shortfall for every student between the actual cost and the State and student contributions.
- 3 The Conservatoire holds to the basic principles outlined in its previous Access Agreements. We recognise that we need to be stretching in our aims, joined-up in the outreach provision across the eight schools, while developing a more standardised evaluation and monitoring system.
- 4 In order to correct inaccurate claims which sometimes appear in the media that success in the performing arts, in particular drama, can only be achieved if students come from a privileged background, we aim to attract and support students from BAME groups and from working class backgrounds to aspire and succeed in gaining a place at one of the schools of the Conservatoire. All our programmes are oversubscribed, so a sustained and progressive process is necessary in order to begin to offer equality of access.

CORE PRINCIPLES

- 5 We will retain and develop our core principles, which are:
 - a. to provide as sustainable a financial base as is possible within the context of the overall funding for the Conservatoire as a small, specialist institution;
 - b. to maintain financial commitments to existing students until they complete their programmes;

- c. to continue to provide a Conservatoire Scholarship Scheme (CSS) to provide financial support (as a choice of fee discounts or bursaries) to students, ensuring that financial considerations do not deter the most talented students from applying to Conservatoire schools;
 - d. to provide financial support, where possible, to all students with a family income of less than £42, 620;
 - e. to continually strengthen collaboration across the Conservatoire schools to create a more co-ordinated outreach and inreach programme to enable students to progress and attain successfully. The outreach will include a comprehensive network of partnerships with schools, FE centres and community organisations;
 - f. to allocate a sustainable level of resource for the Access Agreement and to keep this under review.
- 6 In support of the above principles, over the past year we have undertaken a scoping exercise of all of our existing outreach activity within the Conservatoire schools to ensure that we have in place a robust framework in which our outreach activity takes place, and to provide a collaborative programme of activities to support and progress students from lower income groups onto our undergraduate programmes. We have grown our partnerships with schools and FE centres in low participation neighbourhoods. This scoping exercise is feeding into the preparation of a new medium-term strategic plan that lays out a timeline and action plan, including key milestones and a revised staffing structure to sustain an outreach and inreach programme in the future.

CONSULTATION WITH STUDENTS

- 7 We continue to consult with students and their representatives (elected and appointed according to the individual schools' regulations) about their preference for cash bursaries or fee discounts. The majority of students still prefer that the Conservatoire offers a choice. As such, the Conservatoire will continue to offer students the option of how they receive financial support. We will continue to consult with students and to collect student feedback as we keep under review our financial assistance offer.
- 8 While the Conservatoire does not have its own student union at present, we have in the past year established a formal Student Advisory Group, chaired by the CDD Student Governor and involving student representatives from each of the eight schools. This augments the well-established mechanisms for student consultation within each school. It is possible that this will be a first step towards establishing a formal student union; this is an issue which continues to be raised by our students in their annual conference, the most recent being in February 2016.

FINANCIAL INFORMATION AND FEES

Fees

- 9 Based on our understanding of the guidance issued by OFFA following the Government’s statement regarding inflationary fee increases under the Teaching Excellence Framework, the Conservatoire will charge Home/EU students embarking on full-time Conservatoire undergraduate programmes £9,250 in 2017-18 and continuing students £9,000. If the Government’s policy changes before 2017-18 or if there are any other significant changes to the fee regime in the intervening period, the Conservatoire reserves the right to increase or amend its fees to the maximum agreed by Government. There are no part-time undergraduate students at the Conservatoire.
- 10 The Conservatoire anticipates that 930 undergraduate students will be charged this fee.

Planning numbers

- 11 The numbers below are the Conservatoire’s planning figures, based on the number of students in receipt of financial assistance across all three years in 2013-14.

Year of entry	Student year	Total			Total Access Agreement assistance	% receiving assistance
		UK/ EU UG pop	<£25k	£25k - £42k		
2015-16	First	342	98	48	146	43%
2014-15	Second	337	98	48	146	43%
2013-14	Third	251	72	21	93	37%
Total	All	930	268	117	385	41%

Anticipated income and expenditure for 2017-18 and beyond

- 12 The Conservatoire’s anticipated income and planned expenditure for 2017-18 (and, assuming broadly steady total student numbers and no changes in the tuition fee regime, in subsequent years) is as follows:

Income from fees

Total fee income from UK/EU undergraduate students	8,461,250
Fee income above the standard £6,000 fee	2,727,800

Expenditure

Expenditure on low income financial assistance measures	650,000
Expenditure on outreach and access measures	390,000
Total anticipated expenditure	1,040,000
As a percentage of additional fee income	38%

The OFFA-countable funding towards student financial support is reduced in 2017-18 to £650,000 as CDD has made the decision to divert some funds towards outreach etc activity. This does not change our commitment to the published scholarship criteria for 2016-17 and 2017-18 (details attached), but only reduces the amount available for further discretionary scholarships over and above the published commitment.

Conservatoire Scholarship Scheme

- 13 The total package of financial support provided as part of the overarching CSS is intended to ensure that we meet our Access Agreement commitments and that there is funding available to support students who are embarking on vocational performing arts training as a second higher education experience. Given the intensive and immersive nature of conservatoire-based training, entailing long hours throughout the academic year, our students are unable to take advantage of opportunities to support themselves financially through part-time paid employment which are open to students in mainstream institutions. Consequently, it remains our position that the bulk of our funding should be focussed on providing financial assistance under the CSS. In addition to local monitoring of the effectiveness of the financial support we provide, we intend to review this and develop a comprehensive system at CDD-level; a new appointment has been made to the post of Widening Participation and Access Coordinator and this will be a priority task for that new colleague.

Additional financial support for care leavers and estranged students

- 14 The Conservatoire recognises that students who have spent a period of time being looked after by the State can face many additional obstacles to accessing and succeeding in higher education. It also recognises that young people who are estranged from their parents, but who never entered the UK care system and thus are not deemed 'care leavers', face many of the same financial and pastoral barriers. As such, the Conservatoire offers additional financial assistance for these students on top of other financial support they may be receiving through Access Agreement commitment or the CSS, in the form of a £1,000 bursary per year of study

Financial support offered through the Access Agreement

- 15 As noted in the introduction and based on an assessment of the current bursary scheme, the Conservatoire intends at present to continue to offer significant financial assistance to students embarking on study in 2017-18. As mentioned above, however, we are re-orientating the balance between student financial support and access and outreach activities in favour of the latter.
- 16 The related milestone remains the same and is based on the number of UK students embarking on higher education for the first time.

Milestone: To increase by one percentage point each year the proportion of UK students who are new to higher education coming from families with incomes of £42,620 or less, rising from 45% in 2015-16 to 49% in 2019-20.

ACCESS AND STUDENT SUCCESS MEASURES

State school participation

- 17 Recruiting a significant percentage of young, full time students from State schools and colleges remains a key target for the Conservatoire. Through the delivery of high quality, targeted outreach initiatives, financial assistance for the most in-need students, and improved information, advice and guidance, the Conservatoire remains positive about meeting its target of a minimum of 85% of students from State schools or pre-vocational training paid for by the State for entry in 2019-20. Progress against this target is reviewed against admission figures for all of the eight Conservatoire schools.
- 18 Given that private schools educate approximately 7% of all children in the UK, rising to 18% of those over 16¹ (meaning 82% of those over 16 attend state education) the Conservatoire believes that 85% remains a reasonable target. Compared with similar types of institution, the Conservatoire believes that a 15% participation from privately-educated students is not excessive given the level of preparatory training required for many courses, especially dance and circus arts, and that co-ordinated pre-vocational training is still in development across the UK. This figure also includes students who have been to private preparatory training schools (especially in dance) but paid for by the State (by initiatives such as the Music and Dance Scheme).

Milestone: To achieve a target of 85% of UK students coming from state schools or from pre-vocational training paid for the state by 2018-19.

Disabled students

- 19 The Conservatoire is committed to providing support for students identifying themselves as disabled.

Milestone: To maintain the significant support for disabled students and aim to meet an internal target of 10% based on all UK/EU undergraduate students, not just those in receipt of DSA

Low participation neighbourhoods

- 20 In our 2014-15 Access Agreement, we determined an appropriate target around the recruitment of students from low participation neighbourhoods by benchmarking our performance against that of similar conservatoires and other highly selective universities. Following this exercise, last year, we increased the target from 11% of 12% young, full-time, first degree students who are from low participation neighbourhoods by 2019. We intend to meet and maintain achievement of this target with a programme of sustained and progressive activities taking place among level 3 students in lower income neighbourhoods.

¹ Source: [Independent Schools Council](#).

Milestone: To increase by 1% to a figure of 12% young, full-time, first degree students who are from low participation neighbourhoods To increase by 1% to a figure of 12% young, full-time, first degree students who are from low participation neighbourhoods

Student progression, retention and attainment

- 21 The Conservatoire has good retention rates which consistently outperform the benchmark set by HESA.
- 22 There are a number of reasons for this performance. First, the Conservatoire auditions or interviews almost every candidate who applies (some applications do not meet initial screening criteria) and undertakes extremely rigorous selection procedures. Second, there is a long established programme of support for students during their entire student lifecycle, from the moment they embark on their training through to graduation and then entry into their chosen profession or art form. This programme includes dedicated counselling, body conditioning, medical and academic support to ensure that they can achieve the very best outcome. Conservatoire schools also offer a high level of additional support for disabled students, in the form of Learning Agreements, diagnostic assessments for students with specific learning difficulties (such as dyslexia), DSA applications and organising specialist tuition. The Conservatoire schools invest well in excess of £1 million each year in student support measures (both pastoral and financial), additional to the Access Agreement commitment, which helps us to achieve high retention rates. Third, the Conservatoire schools are small and student year cohorts do not usually exceed 60 in any school. This is a deliberate policy to maintain the quality and individual attention required of good professional preparation and to meet market demand. Within the Conservatoire schools, the school Principal knows every student individually.

Milestone: To maintain a retention rate that is consistently better than the allocated benchmark and to create a mechanism to track the student journey of specifically BAME students in order to identify necessary areas of support to enhance retention and attainment.

- 23 We will work with industry to promote the creation of employment opportunities for our graduating students who belong to underrepresented groups, particularly those from BAME groups.

Milestone: To work with industry to identify which groups are underrepresented and take action to enhance participation, including the provision of careers days and access to preparatory training programmes and to set appropriate targets.

Equality and diversity data collection

- 24 The annual publication of equalities information is a requirement under the specific duties of the Equality Act 2010. In fulfilment of this duty, the Conservatoire collects and analyses a range of quantitative data, some of which is also reported to HESA. At present, the Conservatoire collects HESA equalities data on enrolled students relating to disability, ethnicity, gender and age. From

2012-13 onwards, the Conservatoire has also collected and reported on equalities data on application and offer of place.

- 25 A key finding from our analyses of data is that applicants from BAME backgrounds do not appear to be disadvantaged in the application process. This data will continue to be monitored closely to identify any trends. As in other relatively small institutions, small percentage changes relate to a handful of individuals at an institution of the Conservatoire's size.
- 26 In order to increase the diversity of the student body, the Conservatoire targets its efforts at encouraging more young people from BAME groups to apply to our programmes. For the reasons outlined in this Access Agreement, the Conservatoire believes that this is best achieved through a combination of financial assistance packages and pre-vocational outreach work. We are in the process of developing a new medium-term strategy for collaborative outreach to take place across the schools and individualised progression advice and guidance.

Milestone: To increase by 1% the number of BAME students entering the Conservatoire.

Outreach

- 27 As the Conservatoire schools are looking for talent across the UK and internationally, they devote considerable energy and financial support to preparatory training in dance, drama and circus arts. In many cases this training might complement the national curriculum and is offered in collaboration with other arts organisations. The Conservatoire schools house three Centres for Advanced Training (CAT) in Dance and Circus Arts, as well as an Associate programme for classical ballet students. The Conservatoire drama schools support youth companies for students aged 10 and upwards. All Conservatoire schools create and maintain links to local and 'feeder' schools nationally and internationally. Many of these activities are offered on a concessionary or means-tested basis: the CAT scheme, for example, operates on a sliding-scale of fees, and those with a family income of less than £29,340 are not required to make any monetary contribution. We will scope this provision in order to more accurately target prospective students. We need to ensure that sufficient advice and guidance and straightforward access systems are in place for the children and young people from low participation neighbourhoods, and that participation data is collected routinely.
- 28 These are long-term and sustainable measures which provide a route for young talented performers to acquire both technique and performance skills to make it possible to progress into conservatoire higher education training at 16 or 18. Collectively, the Conservatoire schools spend more than £1 million on access measures each year. Given this substantial core commitment to targeted outreach activity, the Conservatoire still believes that a significant commitment through its Access Agreement to financial support for students is most likely to secure the continued presence of underrepresented groups within the institution. However, in light of OFFA guidance, we previously adjusted the division of funds between financial support measures and outreach in favour of the latter. Outreach will account for approximately 38% of the Conservatoire's Access Agreement commitment in 2017-18, up from 2016-17. The Conservatoire aims to target its funds

on activity that is most likely to secure a diverse student body, so it will continue to keep under active review the proportion of scholarship to outreach expenditure in the future.

- 29 The Conservatoire will allocate £390,000 to outreach activity from its Access Agreement fund during 2017-18 and, funding permitting, intends to continue to provide a similar level of funding for outreach activity in subsequent years.
- 30 Following a major review of our WP strategy and activities, we are (at the time of writing) appointing a new member of staff who will work with colleagues in the Conservatoire schools to implement a medium-term strategy to move our WP agenda forward. The new strategy will aim to maximise the impact of Access Agreement spend by:
- a. providing support to the eight Conservatoire schools to extend and develop outreach programmes;
 - b. providing fee discounts for some of the Conservatoire's pre-vocational training courses such as foundation courses in acting or short courses run during school holidays for technical theatre, dance and circus arts;
 - c. continuing to provide free audition/interview places to ensure that students from low-income backgrounds are not deterred from making an initial application. We would hope, funding permitting, to increase the number of free audition/interview places to 140;
 - d. supporting a co-ordinated approach across the Conservatoire to building relationships with schools and colleges, in particular to raise awareness of higher education programmes and careers in technical theatre, stage management and circus arts;
 - e. to maintain and further develop long term partnership working with educational and cultural organisations such as Generation Arts, Playing up, Lesoco, also outreach to mature learners;
 - f. to develop compact progression schemes with FE colleges and sixth form centres;
 - g. to develop and embed a standardised data collection system and provide training and support for better evaluation and monitoring of WP and outreach activities to facilitate improved targeting.
- 31 The Conservatoire is particularly interested in reaching:
- talented young people from low income backgrounds, including BAME students, who will benefit from preparatory training and might go on to study dance, drama or circus arts at the Conservatoire or a similar institution;
 - teachers and careers advisors from State schools who may not be equipped to advise students about Conservatoire training and the process of auditioning.
- 32 The Conservatoire has been developing a collaborative approach to WP and outreach across its eight schools. As noted above, this includes some national leadership in preparatory training. There remain some schools where outreach is in development. Up to this point, the Conservatoire has chosen to focus its resources on developing cross-school work, rather than build wider collaborations outside the institution. While cross-school collaboration will remain the principal priority, the Conservatoire has also joined the collaborative outreach organisation AccessHE with

the aim of developing useful WP networks. AccessHE's Specialist Arts Forum presents a particularly exciting opportunity for sharing best practice and establishing joint activities suited to smaller, specialist arts organisations.

Milestone: To work with arts organisations, schools, the FE sector and other conservatoires to increase the participation of black and minority ethnic students and other underrepresented groups across programmes within the Conservatoire and to monitor and evaluate this activity.

MONITORING AND EVALUATION

33 It is the Conservatoire's belief that while each school must remain autonomous to meet their own organisational aims, there is a need to develop a more co-ordinated approach to WP enabling the work to be planned, reviewed and evaluated as a whole. We are developing a system in order to collect better quality feedback from participants and to ensure that their entry profile fits the WP criteria. Our approach will be as follows:

- Reporting and analysis of data on student recruitment and progression, focussing on social class, race and ethnicity, disability and gender.
- Structured feedback from participants and their schools and colleges, in order to ascertain a confidence in choosing a highly selective school as a progression route.
- Feedback from audition panels and tutors within the eight schools.
- Tracking of students with a WP profile during their journey through their undergraduate programme.
- Tracking and support of WP students post-graduation and as they move into employment.
- Support from the Student Advisory Group.
- The further embedding of our access, progression and success agenda across the eight Conservatoire schools.

34 A key aspect of this will be the centralised monitoring of the free audition/interview² place scheme and of the funded places on summer schools and other activities (referred to as the 'WP Project Fund'). The long term aim will be to 'track' the beneficiaries of these schemes in order to establish the impact on increasing applications and enrolments from under-represented groups. Evaluation of the pilot year of the audition and interview fee waiver scheme revealed the cohort of beneficiaries to be more diverse than applicants generally, with 15% of applicants identifying as

² Application to Conservatoire schools is via audition, except in the case of Technical Theatre and Stage Management programmes where applicants attend an interview.

disabled, 25% of applicants identifying as being from a BAME group, and 38% of recipients coming from low participation neighbourhoods (POLAR areas 1 and 2). A considerable proportion of recipients described themselves as being from single parent families, and a significant minority were estranged from their family and living independently. In a survey of fee waiver recipients, almost a third of respondents indicated that they would not have been able to make an application at all if the scheme had not been available.

- 35 We will continue to monitor and evaluate the scheme to establish whether any trends emerge, with the intention of identifying ways in which the scheme can be improved upon in future years. The Conservatoire is also taking action to strengthen monitoring and evaluation across the eight schools. In 2012-13, the number of free audition/interview places available was increased by 20% to 120. We will consider, funding permitting, the possibility of increasing this number still further to 140 in 2016-17 and subsequent years.
- 36 The Conservatoire's Access Agreement and WP work is monitored by various groups and committees. WP activity is the responsibility of the WP Working Group, which is chaired by one of the school Principals with thematic responsibility for WP and Equality and Diversity. The WP Working Group also reports to the Academic Board. The Finance Committee is involved in consideration of the Conservatoire's Access Agreement on behalf of the Board of Governors, which includes a student governor. We have reviewed the staffing structures for both WP and E&D within the Conservatoire's shared services team, in order to create a more integrated approach to these linked areas.
- 37 The Conservatoire will be monitoring the impact of its bursary scheme on participation from State school and lower income students, which forms a central part of the Access Agreement.

INFORMATION FOR STUDENTS

- 38 The Conservatoire will continue to publish on its website (linked to school websites and elsewhere within the higher education system) an annual *Guide to Fees and Financial Support* leaflet. This will set out clearly the fees students are charged, the loan repayment requirements and the fee discount and other forms of support available from the Conservatoire. As in past leaflets, it will include examples to enable students to understand what support they will receive whilst studying and when this will be received. It will also include examples of relevant careers and likely repayments to assist students and parents in understanding the financial commitment they are making and their cash flow for the future.
- 39 The Conservatoire will continue to produce separate pages within its website to assist both potential and existing students in understanding the different fees and financial packages available to them depending on the year in which they started studying (for example, the 2016-17 page is at <http://www.cdd.ac.uk/students/fees-and-financial-support/entry-in-2016/>). Every effort will be made to provide clear, concise and easily understandable information for students and to ensure that all students receive all financial support for which they are eligible.
- 40 The Conservatoire has an excellent track record in ensuring that students eligible for bursaries receive their bursaries and this experience will be translated to the new financial arrangements.

Students apply direct to the Conservatoire schools rather than through UCAS, but staff work closely with the Student Loans Company to provide the necessary information for students to receive appropriate financial assessment.

SUMMARY OF MILESTONES

41 The Conservatoire's milestones are:

To increase by one percentage point each year the proportion of UK students who are new to higher education coming from families with incomes of £42,620 or less, rising from 45% in 2015-16 to 49% in 2019-20.

To achieve a target of 85% of UK students coming from state schools or from pre-vocational training paid for the state by 2018-19.

To maintain the significant support for disabled students and aim to meet an internal target of 10% based on all UK/EU undergraduate students, not just those in receipt of DSA

To increase by 1% the number of BAME students entering the Conservatoire.

To increase by 1% to a figure of 12% young, full-time, first degree students who are from low participation neighbourhoods.

To work with industry to identify which groups are underrepresented and take action to enhance participation.

To better target our outreach work in order to translate participation of underrepresented groups into progression onto HE.

To strengthen our existing network of WP coordinators across the Conservatoire schools.

To establish a series of compact schemes to enhance progression from underrepresented groups.

We plan to create a mechanism for tracking the student attainment and exit in order to identify areas where enhanced support may be necessary.

To work with arts organisations, schools, the FE sector and other conservatoires to increase participation from BAME students and other underrepresented groups across all of our programmes.

Table 7 - Targets and milestones

Institution name: The Conservatoire for Dance and Drama

Institution UKPRN: 10001653

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	Other statistic - Low-income backgrounds (please give details in the next column)	To increase by one percentage point each year the proportion of UK students who are new to higher education coming from families with incomes of £42,620 or less, rising from 45% in 2015-16 to 49% in 2019-20.	No	2011-12	CDD data	46%	47%	48%	49%	49%	The collaborative indicator has been corrected.
T16a_02	Access	HESA T1b - State School (Young, full-time, undergraduate entrants)	To achieve a target of 85% of UK students coming from state schools or from pre-vocational training paid for the the state by 2018-19.	No	2011-12	83.2%	84%	84.5%	85%	85%	85%	The collaborative indicator has been corrected.
T16a_03	Other/Multiple stages	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	To maintain the significant support for disabled students and aim to meet an internal target of 10% based on all UK/EU undergraduate students, not just those in receipt of DSA	No	2011-12	9.8%	10%	10%	10%	10%	10%	The collaborative indicator has been corrected.
T16a_04	Access	Other statistic - Ethnicity (please give details in the next column)	To increase by 1% the number of BAME students entering the Conservatoire.	No	2011-12	15%	16%	16%	16%	16%	16%	The collaborative indicator has been corrected.
T16a_05	Access	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase by 1% to a figure of 12% young, full-time, first degree students who are from low participation neighbourhoods	No	2011-12	11%	12.25%	12.5%	12.75%	13%	13%	The collaborative indicator has been corrected. Reference to SEC 4-7 has been removed as we are focusing on POLAR3 data.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Other/Multiple stages	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To work with industry to identify which groups are underrepresented and take action to enhance participation	Yes	2011-12	0						We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review. Typographical errors amended in description
T16b_02	Access	Outreach / WP activity (collaborative - please give details in the next column)	To better target our outreach work in order to translate participation of underrepresented groups into progression onto HE. Paragraph 30 and 31.	No	2011-12	0						We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review. This has been corrected to a non-collaborative target. Typographical errors amended in the description.

T16b_03	Other/Multiple stages	Management targets	To strengthen our existing network of WP coordinators across the Conservatoire schools	No	2011-12	0							We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review. This has been corrected to a non-collaborative target
T16b_04	Access	Strategic partnerships (eg formal relationships with schools/colleges/employers)	To establish a series of compact schemes to enhance progression from underrepresented groups	No	2011-12	0							We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review. This has been corrected to a non-collaborative target
T16b_05	Student success	Management targets	We plan to create a mechanism for tracking the student attainment and exit in order to identify areas where enhanced support may be necessary.	No	2011-12	0							We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review. This has been corrected to a non-collaborative target
T16b_06	Access	Management targets	To work with arts organisations, schools, the FE sector and other conservatoires to increase participation from BAME students and other underrepresented groups across all of our programmes	Yes	2011-12	0							We do not have a numeric target for this milestone as it is a qualitative approach rather than a quantitative one, although we will keep this under review.