



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The Conservatoire for Dance and Drama against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The Conservatoire for Dance and Drama's ambition and strategy as detailed in the 2019-20 access and participation plan:

The Conservatoire holds to the basic principles outlined in its previous Access Agreements. We recognise that we need to be stretching in our aims, and joined-up in the outreach provision across the six schools, while developing a bespoke evaluation and monitoring system applicable across all our art forms and school cultures. These principles underpinned our revised strategic approach to widening access and success that resulted in our 2016-20 Widening Access and Success strategy. Our aims were as follows:

- 1/ To develop effective approaches to targeting and long-term tracking of students from underrepresented backgrounds into the Conservatoire for Dance and Drama and/or Higher Education more widely in order to monitor effectiveness of interventions.
- 2/ To create a sustained and progressive framework of access and outreach work that enables individuals to be supported to progress into prevocational training and be supported to be able to demonstrate their potential at audition.
- 3/ To develop further collaborative approaches to access and outreach that seed aspirations for a career in the Arts from an early age.
- 4/ To reduce barriers that prevent students from disadvantaged backgrounds applying to schools of the Conservatoire for Dance and Drama
- 5/ To ensure that students from underrepresented backgrounds are supported from application to enrolment to ensure their best chances of future success
- 6/ To ensure that auditions are fair and consistent and enable every individual to demonstrate their potential as outlined in the admissions policy statement and schools' admissions policies.
- 7/ To develop more comprehensive approaches to monitoring and evaluation of financial support that ensure it is having the maximum impact on access and success
- 8/ To ensure that regardless of background, students enrolled within Conservatoire for Dance and Drama show commensurate levels of attainment and progression within their studies and that this is being monitored effectively
- 9/ To ensure that regardless of background, students of the Conservatoire for Dance and Drama are supported to succeed within industry beyond graduation.

As has been reported through a number of surveys and the wider press, access to the arts is unequal across the UK. The Conservatoire schools have a key role to play in training the performing arts graduates of the future. We recognise that our shared widening access missions can contribute to the diversity of the industry as a whole. Through our long-term strategic work, the Conservatoire aims to develop the diversity of the pool of talent entering

training and thus working in the profession in the future. Our contribution to widening access in the arts and higher education more generally is an important part of our mission due to the selective nature of our courses and the limited number of places. Success in terms of outreach may not necessarily be evidenced solely through changes to our intakes but to the outcomes of those students' journeys in future higher education or training more widely. As such we are committed to considering further how we track the outcomes of our outreach participants.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The Conservatoire for Dance and Drama of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The Conservatoire for Dance and Drama's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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 £42,875 or less, rising from 45% in 2015-16 to 49% in 2019-20.	2011-12	CDD data	48%	49%	Percentage	2019-20	38	No progress
T16a_02 (Access)	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.	2011-12	83.2%	85%	85%	Percentage	2019-20	87	Expected progress
T16a_03 (Access)	To maintain the proportion of all UK domiciled undergraduate students declaring a disability	2015-16	29%	29%	29%	Percentage	2019-20	34	Expected progress
T16a_04 (Access)	To increase by 1% the number of BAME students entering the Conservatoire.	2011-12	15%	16%	16%	Percentage	2019-20	15	Limited progress
T16a_05 (Access)	To increase by 1% to a figure of 13% young, full-time, first degree students who are from low participation neighbourhoods	2011-12	11%	12.75%	13%	Percentage	2019-20	9	No progress
T16a_06 (Progression)	To maintain a retention rate that is consistently better than the allocated benchmark and to conduct work to explore where there may be differences in rates based on multiple dimensions of disadvantage to ensure that adequate support mechanisms are in place.	2015-16	2.4%	8.3%	8.3%	Percentage	2018-19	5	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Other/Multiple stages)	To work with industry to address issues of under-representation through targeted work with specific identified groups.	2011-12	We have worked with industry to identify key areas of under-representation. These include individuals from BAME and disabled backgrounds.	Continue dialogue with industry partners and to contribute to sector wide access and diversity initiatives.	Continue dialogue with industry partners and to contribute to sector wide access and diversity initiatives.	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	To better target our outreach work in order to translate participation of underrepresented groups into progression onto HE.	2011-12	Targeting is done at a school level but we will now explore how to adopt whole insitutional approaches	Adopt cross-CDD approach to monitoring outreach provision and targeting	Embed cross-CDD approach to monitoring outreach provision and targeting	N/A (see description / commentary)	2019-20		Expected progress
T16b_03 (Other/Multiple stages)	To strengthen our existing network of WP coordinators across the Conservatoire schools. Milestone as meetings per year	2011-12	3	3	3	Other	2019-20	3	Expected progress
T16b_04 (Access)	To establish a series of compact schemes to enhance progression from underrepresented groups	2011-12	Currently in exploration phase	pilot initial schemes and review progress towards enhancing progression	use learning from pilot process to develop compact schemes in other CDD schools	N/A (see description / commentary)	2019-20		Limited progress
T16b_05 (Student success)	We plan to create a mechanism for tracking student attainment and exit in order to identify areas where enhanced support may be necessary.	2011-12	currently this tracking is done at school level only which limits cross-CDD analysis	develop and implement a cross-CDD approach as part of the information strategy	develop and implement a cross-CDD approach as part of the information strategy	N/A (see description / commentary)	2019-20		Limited progress
T16b_06 (Access)	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.	2011-12	Many issues are systemic so we work collaboratively with organisations to address these	Continue dialogue with industry partners and to contribute to sector wide access and diversity initiatives.	Continue dialogue with industry partners and to contribute to sector wide access and diversity initiatives.	N/A (see description / commentary)	2019-20		Expected progress

T16b_07 (Access)	To achieve the DfE agreed target for the number of CAT students coming from low-income households (joint parental income of under £29,297) in each of the CAT schemes within CDD. Numerical target relates to the number of schools to reach their individually set DfE targets	2016-17	3	3	3	Other	2019-20	3	Expected progress
T16b_08 (Student success)	To track white males from socio-economically disadvantaged backgrounds from application to graduation to better understand their experiences.	2016-17	Currently our understanding of this group is limited	Develop statistical milestones if applicable and create an appropriate milestone	work towards achieving milestone	N/A (see description / commentary)	2019-20		Limited progress
T16b_09 (Access)	To further develop outreach provision targeted at increasing access to those with physical and sensory disabilities.	2016-17	Currently no outreach focused specifically on those with physical and sensory disabilities.	Evaluate progress of Access to Acting and explore possibilities for expansion	Embed work within outreach offering	N/A (see description / commentary)	2019-20		Limited progress
T16b_10 (Access)	To achieve a progression rate from CDD CAT Schemes of over 80% going onto degree level vocational training or first degrees in performing arts.	2015-16	79%	80%	80%	Percentage	2019-20	75	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£260,000.00	£517,000.00	99%
Financial Support	£488,000.00	£465,000.00	-5%

4. Action plan

Where progress was less than expected The Conservatoire for Dance and Drama has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	<p>Due to the ongoing pandemic and the restrictions on travel to campus, many CDD schools have lowered their audition/application fees and are considering the continued use of remote auditions after lockdown restrictions have been lifted</p> <p>Finally, planning is underway in some schools to create additional entry routes into their yearlong youth provisions with much more generous bursaries. These pre-prevocational courses will target learners who do not have the prerequisite skill to engage with prevocational training to develop their skill and knowledge in the hope that they will continue into the prevocational course.</p>

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T16a_04	<p>The targeting methods of all CDD schools are improving with most now targeting bursaries and outreach workshops at ethnically diverse schools.</p> <p>All CDD schools are also developing partnerships with schools with a particular focus being leant to ethnically diverse schools with a catchment area in IMD Q1+2 to address the intersection between ethnicity and socio-economic deprivation. Central School of Ballet for example is hoping to develop further school partnerships in Hackney and Southwark.</p> <p>Finally, CDD has been exploring racial inequality within the institution. As part of this work, admissions staff and those who sit on audition panels have participated in unconscious bias training and most schools will be rolling out allyship and anti-racism training to all their students. CDD will also soon publish, as part of its Inclusive Cultures Strategy, an Inclusivity Policy and Protocol for Tackling Racial Inequality.</p>
T16a_05	<p>This has been superseded in the 2020-2025 APP. We are now seeking to close the gap between student in POLAR4 Q1+2 and Q5. This target is considered more reasonable given our cohort size and the number of our schools located in London. Prior to the pandemic, CDD schools reported that targeting schools in POLAR4 Q2 had been much more successful.</p> <p>Rambert School will be expanding its Aspire programme to engage with more schools in POLAR4 Q2 within their local area to offer sustained support for the GCSE dance curriculum. CDD's London based schools will continue their work in developing partnerships with schools outside of the M25 for their workshops and talent scouting activities.</p>
T16b_04	<p>Rambert will be extending its successful Aspire schools programme to deliver 20 hours of GCSE dance curriculum support over ten weeks to three secondary schools with the aim of reaching 180 learners. Schools in POLAR4 / IMD Q1+2 areas or with ethnically diverse populations will be specifically targeted</p> <p>Finally, London Contemporary Dance School have been developing relationships with regional partners in schools outside of London.</p>
T16b_05	<p>CDD will continue to monitor the attainment and exit of students to address any emerging issues of support. However, given the size of our cohorts this will be on an individual basis. CDD is fortunate that its size enables schools to provide students with one-to-one support as standard.</p>
T16b_08	<p>CDD has been making excellent progress in closing the gap between students in IMD Q1+2 and Q5. Work targeting this group will capture white boys</p>
T16b_09	<p>The CDD research project into training for those with physical and sensory impairments will begin (pandemic permitting) in May 2021 and conclude in June 2022.</p>

5. Confirmation

The Conservatoire for Dance and Drama confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The Conservatoire for Dance and Drama has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Jill Leigh
Position	Academic Registrar

Annex A: Commentary on progress against targets

The Conservatoire for Dance and Drama's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>CDD has identified our year long, pre-vocational training programmes to be our most effective route to widening access into training. These extracurricular activities come at a considerable cost. To mitigate this, all CDD dance and circus schools offer fee discounts, travel bursaries and other financial support to young people from lower income households. In some cases, such as the Centres for Advanced Training, course fees are on a sliding scale linked with household income. All CDD schools also offer fee discounts and bursaries for their short intensive courses and recreational classes.</p> <p>In addition, CDD continue to offer an audition fee waiver to UK domiciled applicants from households earning less than £25,000 and to offer financial support to students from households with income under £42,875.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>In recognition that a lack of prior (extra-curricular and expensive) dance training is often a barrier to access (even into our prevocational courses), some CDD schools have developed skills building and bridging courses. These courses are targeted at talented learners who may be lacking certain skills due to being unable to consistently engage with dance classes. These classes are heavily discounted, and in some cases free, and are intended to facilitate access into the more professional prevocational courses.</p>

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
<p>Different arts forms have taken different approaches to improve the access of students from black, Asian and minority ethnic backgrounds into CDD schools. To address the underrepresentation of ethnically diverse students who may be affected by racism on production arts and technical theatre courses, Bristol Old Vic Theatre School have been targeting short courses and other technical theatre interventions at ethnically diverse schools, colleges, and communities in the Bristol area. They have also continued their collaboration with the Diversity School Initiative.</p> <p>All CDD schools are also targeting their outreach work at local ethnically diverse schools. For example, Central School of Ballet has offered free ballet classes for primary school aged children in Southwark primary schools which have been selected based on certain criteria one of which is ethnic diversity.</p> <p>London Contemporary Dance School have continued their multi-year partnership with Camden schools, many of which have an ethnically diverse population.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In addition to specific targeted projects, CDD schools continue to target bursaries to pre-entry training and short courses to ethnically diverse schools and communities. Ethnic diversity is also one of the targeting measures for interventions such as performances and talent spotting workshops.

Rambert School has developed a tailor-made yearlong scholarship targeted at learners from ethnically diverse backgrounds that combines access into their half-term intensives, several weekly classes and also mentoring support. This intervention seeks to address both the financial and pastoral barriers learners may face.

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?

Considerable work has been undertaken by all CDD schools to target their work at schools in low POLAR3 (and subsequently POLAR4) quintile areas. This includes offering performances or workshop delivery to schools and community groups in POLAR3 Q1 communities and targeting bursaries at schools in these areas.

CDD dance schools with a Centre for Advanced Training have been targeting workshops and other outreach interventions in POLAR3/4 Q1 areas in Leeds and in Barking and Dagenham. These interventions are intended to build a pathway for learners to engage with the Centre for Advanced Training which is recognised as one of our schools' strongest entry route.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Rambert School have continued to operate their Aspire programme which seeks to support the delivery of Dance GCSE in local schools. This programme seeks to scout three students who are then offered bursaries for tuition and travel to attend extracurricular classes at Rambert. This project targets schools in Polar4 Q2.

Although delayed by the pandemic, Central School of Ballet had planned work in 2019-2020 with regional ballet schools some of which are in Q1 areas. Many of our London based schools had also planned to focus some activity outside of London to try and reach POLAR3/4 Q1 cohorts but issues of capacity and the pandemic have halted this work.

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

Many CDD schools have very close partnerships with schools that are quite successful. Obviously, progress on this has been stunted by the pandemic. Although on suspended due to the pandemic Central School of Ballet has established a series of satellite schools delivering dance training to primary school children and is continuing its partnership with Walsall Academy. London Contemporary Dance School has also continued its longstanding partnership with local schools in Camden through its Camden Estates and Get Camden Dancing Programmes. Both of these have been places on hiatus due to the pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

In addition to more formal partnerships, Northern School of Contemporary Dance also works in partnership with schools in Department of Education opportunity areas to increase participation onto their Centre for Advanced Training. Finally, Rambert School have continued to support year ten learners studying dance GCSE at local schools. From this project, three learners are given scholarships to engage with extracurricular at Rambert School with the aim of encouraging them to audition for Rambert's pre-vocational training course.

Target reference number: T16b_05
How have you met the commitments in your plan related to this target?
CDD's annual programme monitoring captures information regarding student attainment and exit. However, CDD has such high completion and success rates that our data shows no statistically significant differential outcomes.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Given our data, we have taken no action beyond improving existing student pastoral and academic support.

Target reference number: T16b_08
How have you met the commitments in your plan related to this target?
The CDD cohort is so small that this level of intersectional targeting is unrealistic and any data as to differential outcomes statistically insignificant. All CDD schools have been focusing on targeting their work to lower participation areas and areas in IMD quintiles 1 and 2 which will capture white working-class boys.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
While not focused on white boys, many CDD dance schools have developed successful projects targeted at boys from socio-economically disadvantaged backgrounds. Central School of Ballet have developed several programmes aimed at increasing the participation of boys in dance with a specific focus on providing bursaries to boys in and outside London. London Contemporary Dance School has developed a series of boys only outreach days. Finally, Northern School of Contemporary Dance's collaborative boys project has continued to increase the participation of boys in their CAT and other dance programmes in Leeds.

Target reference number: T16b_09
How have you met the commitments in your plan related to this target?
Many CDD schools offer outreach and participation activities targeted to learners with disabilities, although these are not targeted at learners with physical and sensory impairments. For example, the National Centre for Circus Arts delivers weekly circus workshops to autistic learners. Bristol Old Vic Theatre School and London Contemporary Dance School also deliver inclusive recreational training.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

CDD has developed a research proposal which aims to explore the experience of learners with sensory and physical disabilities in our schools. The ensuing research report hopes to highlight areas of good practice and areas of challenge from which schools can develop their practice.

Annex B: Optional commentary on targets

The Conservatoire for Dance and Drama's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	<p>This target has been replaced in the 2020-2025 APP with a target addressing the gap between IMD quintiles 1+2 and 5. The decision to remove this target reflects CDD's decision to offer more targeted financial support by offering fewer students with a lower household income (under £25,000) a larger sum (£2000).</p> <p>Unfortunately, we were able to recreate the figures supplied for 2015-2016. The members of staff involved in the process of developing this APP are no longer at CDD and we can find none of their data workings. We cannot be confident that in 2015-2016 45% of UK undergraduate entrants new to HE were from households with an income below £42,875. However, we can be certain that in 2019-2020 38% of all UK undergraduate entrants were in receipt of the Conservatoire Scholarship which is reserved for those with a household income of under £42.875.</p>
T16a_02	
T16a_03	
T16a_04	<p>It should be noted that the available data does not accurately reflect CDD's progress against this target. First, in the past three years (2017-2018 to 2019-2020) CDD has only admitted an average of approximately 270 new UK domiciled undergraduate registrations each year. This makes our data extremely volatile with only 2.7 students reflecting a percentage point. A rolling three-year average shows slow but steady progress being made in this area. The rolling average for 2015-2018 was 14.5% which has risen to 16.5% in 2017-2020.</p> <p>Additionally, half of CDD member schools deliver their courses as a foundation degree followed by a BA top-up year, leaving CDD with only an average of 205 genuinely 'new' students each year. CDD data which excludes students progressing into a BA top up shows that in 2018-2019 22% of our student were from black, Asian or minority ethnic backgrounds. In 2019-2020 a drop in three students but an overall cohort increase of 35 students brought this down to 17%. A three-year rolling average of 2017-2020 shows that students who are affected by racism made up 18% of the CDD entrant cohort.</p>
T16a_05	<p>It is well known that as a metric, POLAR is incompatible with London where overall participation rates are high and where inequality within postcodes/wards is significantly higher than other regions. The CDD school making the most progress in increasing the proportion of entrants from POLAR4 Q1 is, unsurprisingly, Bristol Old Theatre School. This is due both to the art form, acting, which requires less long-term extracurricular training, and location.</p>

T16a_06	Data work undertaken in the preparation of CDD's 2020-2025 APP indicated that there were no material gaps in performance across any dimension of disadvantage. Intersectional analysis has been unable to provide reliable data due to our very small cohorts.
T16b_01	The lack of numerical target makes judging the success of this commitment complicated. CDD schools have continued to work with their various industry partners to address underrepresentation. A particularly striking example of Northern School of Contemporary Dance Boys project run in partnership with Dance Action Zone Leeds, Phoenix Theatre and Leeds City College. This project seeks to address the underrepresentation of boys from low socioeconomic backgrounds in dance. Other schools have similar projects working with theatre and dance companies to address this and other areas of underrepresentation. For example several outreach programmes for the CAT specifically target DfE opportunity areas that include areas of high ethnic diversity and low income.
T16b_02	In 2019-2020, CDD developed a Widening Access and Participation Project Development and Evaluation Handbook as a single point of reference for both impact evaluation and the development of new outcomes focused interventions. The Handbook offers various tools including check lists and strategies for targeting activities. The Handbooks serves as scaffolding for the development of annual School activity plans and termly monitoring reports where targeting and outcomes are strongly emphasised. In addition to supporting schools to place targeting at the forefront of their planning, CDD has also issued school level targets extrapolated from the CDD APP. This allows each school to pinpoint specific areas on concern and address these. Since publication of the Handbook, school plans and evaluation reports have demonstrated increased sophistication in targeting techniques.
T16b_03	The CDD Widening Access and Diversity Committee meets three times a year. Since 2019-2020 activity planning, monitoring and evaluation have been standing items of the agenda. In addition to these three meetings, most schools now have local, school-level Widening Access groups that meet regularly. Most CDD Schools are also represented on a Performing Arts WP practitioner group established by Guildhall School of Music and Drama and Leeds Conservatoire.
T16b_04	na
T16b_05	Na
T16b_06	This target is similar to the one above. All CDD Schools have continued their work with partners, including arts organisations, schools and FE partners, to address underrepresentation in their programmes. Examples include Bristol Old Vic Theatre School's partnership with the Diversity School, as previously mentioned, the various school partnerships mentioned above that specifically target schools with an ethnically diverse intake, and CAT outreach work centred on DofE Opportunity Areas many of which are ethnically diverse.
T16b_07	While data is patchy on this metric due to changes at the Department of Education, originally targets were set aiming to achieve a minimum 40% of CAT grant holders being in receipt of a full CAT grant. All CDD CATs are achieving this with lowest proportion of full grant to any grant holders in 2019-2020 being 42% and the highest 67%.
T16b_08	NA

T16b_09	NA
T16b_10	Unfortunately, we were able to recreate the figures supplied for 2015-2016 with all available data suggesting 79% to be unrealistic. Data relating to CAT graduate outcomes has historically been compiled centrally by the DofE with CDD data extracted later. Due to several changes of staff and changes to how data has been collected and interrogated there is no consistency across the years. We can only be certain that in 2019-2020 75% of CAT graduates who did not go onto FE study, continued to HE Dance or performing arts training either at a traditional university of specialist provider.