

## UPDATE ON PROGRESS in our 2012-2015 ACTION PLAN

This update needs to be read in conjunction with our Review of Progress and Achievements in Equality and Diversity in 2013:

[www.cdd.ac.uk/about/equality-and-diversity/](http://www.cdd.ac.uk/about/equality-and-diversity/) referred to as the '2013 Review' throughout this Action Plan

### A. STRATEGIC and ORGANISATIONAL OBJECTIVES

Action	Staff responsible	Timing / Completion	Update March 2013	Update April 2014
<b>1. Diversity and decision-making – The objectives listed here are closely linked to the equality objectives in the Conservatoire's Strategic Plan</b>				
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	The nominations committee have agreed a statement which clarifies its commitment to promoting equality and encouraging diversity in all aspects of its work. Further objectives to achieve these aims will be developed and monitored in 2013-14	The Chair of the Board is to act as Equality Champion for the CDD. New actions for 2014 include: <ul style="list-style-type: none"> <li>- Writing equality information and guidance for current Governors;</li> <li>- Induction of new governors,</li> <li>- A programme of governor development and training</li> </ul>

<p>1.2. To maintain the high profile of equality and diversity work in the Conservatoire and affiliate schools</p>	<p>BoG, Principals, COO/Registrar, E&amp;D Manager.</p>	<p>Related to individual data targets</p>	<p>Affiliate schools continue to give a high priority to equality and diversity work. Examples of continued good practice in this area can be found in the main body of this report.</p>	<p>Examples of our strategies to maintain the high profile the CDD gives to E&amp;D work can be found in the 2013 Review on the CDD website.</p>
<p>1.3. Continue to establish ways of fostering social diversity and inclusion amongst staff and students through widening participation and other activities</p>	<p>Principals, WP Advisor, Assistant Registrar (Q&amp;A), E&amp;D Manager.</p>	<p>Ongoing throughout the Plan</p>	<p>There have been a number of interesting and creative widening participation projects in 2012. For examples of good practice, see Section 5 of the 2012 Review.</p>	<p>We continue to work hard on developing WP Projects and initiatives. See: section 6 of the 2013 Review for more details. From 2014, WP Actions will be included in the CDD's Equality Action Plan.</p>
<p>1.4. Continue to improve statistical collection, monitoring and reporting in relation to equality and diversity</p>	<p>Head of Q&amp;R / E&amp;D Manager</p>	<p>To be reported at end of January each year</p>	<p>The Conservatoire has continued to improve the collection, collation and reporting of equality data. See section 2 of this action plan and Appendix 2 and 3 of the 2012 Review.</p>	<p>The Conservatoire now employs a highly skilled Assistant Registrar (Data) who has had a significant impact on our ability to provide accurate and robust equality data.</p>
<p>1.5. Provide publically available 'Information' on an annual basis and new Action Plan with Review of Progress in E&amp;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)</p>	<p>E&amp;D Manager, Communications and Projects Co-ordinator, affiliate communications managers</p>	<p>Annually by 31st January and in April every three years.</p>	<p>Successfully completed. From 2012, the Equality Information and Progress Report will be available in January and published in March each year in order to fit in with the Conservatoire's reporting schedule.</p>	<p>A thorough Review of Progress and Achievements in 2013 was completed, published and approved by the CDD Board of Governors in April 2014.</p>

<b>2. Data Capture and Use: Students</b>				
<p><b>Strategic responsibility</b></p> <p>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.</p>	<p>PMG, Head of Q&amp;R, Affiliate school SMTs, E&amp;D Manager</p>	<p>By end of academic year 2013/14.</p>		<p>E&amp;D strategies and targets are now discussed at a number of committees including Equality and Diversity, Learning and Teaching, Widening Participation, Academic Board and the Board of Governors. The 'data' produced and discussed also includes qualitative data (See 2013 Review).</p>
<p><b>Data on students in receipt of the Disabled Students Allowance</b></p> <p>2.2 Affiliates to update Registrar annually on numbers of students in receipt of the Disabled Students Allowance.</p>	<p>SpLD Group, Head of Q&amp;R, E&amp;D Manager</p>	<p>June each year</p>	<p>Action completed. For more information and discussion on how to continue to improve the collection and updating of this information, see Appendix 2 of the 2012 Review.</p>	<p>An update on this is included in Appendix 1 of the 2013 Review. Affiliates continue to improve collection and reporting of DSA information.</p>
<p><b>Application Data</b></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"> <li>- Disability (by HESA impairment categories)</li> <li>- Ethnicity (and make decisions about the best way to group HESA ethnicity categories)</li> <li>- Gender</li> </ul>	<p>Admissions staff in affiliates schools, E&amp;D Manager</p>	<p>Through academic year 2012/13</p>	<p>An ambitious project to collect equality data on the different stages of the application process (application/audition/offer of place/registration) began in 2012. Significant progress has been made in this target and equality Information has been captured on all applications received in CDD affiliate schools for 2011-12.. See Appendix 2 of the 2012 Review.</p>	<p>Collecting and collating application data has continued to improve. As agreed last year, for the first time our 2013 data report separated data on BME applicants into home and overseas students.</p> <p>Although our data indicates that we do not discriminate against students with protected characteristics at the point of offer of place. (See Section 6, Appendix 1 of the 2013 Review) we will continue to review the collection and reporting of this data and set new actions as appropriate.</p>

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 Manager, E&DC Staff	Academic year 2013/14	This work will be discussed by PMG and PMG and the CDD Application Data Group will take place in summer 2013. This work will be discussed by PMG and the E&DC.	The Assistant Registrar (Data) and the CDD Data Working Group have had a significant and positive impact on the way data is now collected and reported to HESA.
2.5. Applications data to be analysed together with other student data included in affiliate school's Annual Programme Monitoring Review.	Registry staff, E&D Manager, L&TC, E&DC	2013/15	See Appendix 2 of the 2012 Review.	This work continues to be undertaken at affiliate level.
2.6. Equality priorities developed from this data to be included in schools' own action plans	Affiliate SMTs	2013/15	To be discussed in affiliates SMT meetings and at the E&DC meeting.	As above
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  * Initial scoping to be conducted at LCDS to test the possibility of conducting interviews with disabled and dyslexic applicants about their experience of audition	E&D Manager, E&DC, LCDS	2014/15		This action will be discussed with the SMT at LCDS to establish whether it is appropriate and/or feasible to ask applicants with protected characteristics about their experience of the audition process.
<b>Students with Other Protected Characteristics</b>  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)	E&D Manager, E&DC, projects developed in individual affiliates	2015		The Equality and Diversity Committee has agreed that we will continue to collect data on gender, ethnicity and disability. There are no plans to extend this to the collection of data on other protected characteristics in 2014-15.

<b>3. Data Capture and Use: Staff</b>				
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		No further progress made in 2013-14. There are plans to include this action in the agenda of the next HR Group Meeting, summer 2014
3.2. Support affiliates in their development of staff data: capture and use	As above	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&DC Manager	2013-14		We have conducted a significant piece of research in the difficulties faced by staff with SpLDs. See section 6 of the 2013 Review
3.4. Provide guidance to affiliate schools on updating Staff Handbooks to include guidance and information in supporting staff from protected groups and equality legislation	HR Manager, E&D Manager and relevant groups	2014-15		This is an action for 2014-15 and will include information on supporting staff with specific learning difficulties.
<b>4. Involvement Activities and Setting New Actions</b>				
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 Committee	Ongoing	Despite time constraints, the Equality and Diversity Committee continues to be an effective forum for raising these concerns. Two examples of this are the gender equality project with stage management students and the interviews with students with Learning Agreements/Personal Learning Plans. See Section 4 of the 2012 Review.	This work continued in 2013/14, particularly in understanding more about: - Staff with SpLDS and; - Acting and stage management students with Learning Agreements.  See the 2013 Review for more information.

4.2 Set new actions designed to improve the experience of people with protected characteristics.	As above	Ongoing		New actions have been set in response to the findings of the work described in section 4.1 of the 2013 Review.
4.3 Develop policy guidelines, checklists and templates for affiliate schools.	As above	Ongoing	Following staff training and extensive consultation, the E&D Manager has produced a set of staff guidelines on responding to students with disordered eating.	Guidelines produced this year include those on <i>Inclusive Practice and Alternative Forms of Assessment</i> . These have been approved by the CDD's Learning and Teaching Committee.

<b>B. SPECIFIC OBJECTIVES for EXISTING AND NEW PROTECTED CHARACTERISTICS: STUDENT EXPERIENCE</b>				
<b>Action</b>	<b>Staff responsible</b>	<b>Timing / Completion</b>	<b>Update March 2013</b>	<b>Update April 2014</b>
<b>5. General aims: Student Experience</b>				
<p><b>Non-discriminatory equality statement and information</b></p> <p>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.</p>	Principals, E&D Manager, CDD Communications Coordinator, affiliate marketing managers	Initial review 2012-13 and ongoing	This is regularly reviewed by the CDD Marketing Group and the E&D Manager but we acknowledge that there is a need to ensure that all marketing staff, including new staff are aware of the need to monitor this. This was discussed at the Spring 2013 meeting of the Marketing Group and future targets have been set.	Reviewing and improving equality information on the CDD's and affiliate websites is a key target for 2014-15. We recognise that there is often a gap between the excellent level of support in place for applicants and students and the information provided on affiliate's websites.

<p><b>Student Handbooks</b></p> <p>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.</p>	<p>Affiliate staff, E&amp;D Manager, E&amp;DC</p>	<p>As above</p>	<p>To be reviewed by the Equality and Diversity Committee May 2013.</p>	<p>This work is mostly done at affiliate level. It will be reviewed and discussed at the November 2014 Equality and Diversity meeting.</p>
<p><b>6. Disability: Student Experience</b></p>				
<p><b>Mental health and wellbeing</b></p> <p>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.</p>	<p>E&amp;D Manager</p>	<p>2012 -13</p>	<p>Staff training on supporting students with mental health difficulties continued in 2012; the E&amp;D Manager delivered whole staff training at LAMDA and at RADA in March 2013. A further programme of staff development on responding to students with disordered eating is planned for 2013-14.</p>	<p>Staff training on mental health issues continues to be a central issue for the CDD. In 2013/14, the E&amp;D Manager delivered staff training on this area to staff at LCDS and National Centre for Circus Arts and assisted schools in developing their own Action Plan.</p> <p>Cross Affiliate staff training on mental health is planned for summer 2014 and will be reported on in next year's Review of Progress.</p>
<p>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.</p>	<p>E&amp;D Manager Prof. Julia Buckroyd, freelance trainer</p>	<p>July 2012</p>	<p>Successful training was delivered by Professor Julia Buckroyd in July 2012. This training was offered to all affiliate colleagues on two separate days with a very good take up. A report was circulated. Following this, guidelines on responding to students with disordered eating have been produced and circulated. See Appendix 4 of the 2012 Review.</p>	<p>These guidelines are circulated to affiliate schools as part of mental health training.</p>

<p>6.3 Research the use of DSA to support students with mental health difficulties.</p>	<p>E&amp;D Manager</p>	<p>July 2012</p>	<p>Two students with mental health difficulties applied for and received the DSA this year. This practice will be shared with other colleagues when we can be sure that we can protect student confidentiality.</p>	<p>No further work in this area but we continue to emphasise this in staff training.</p>
<p><b>Learning Agreements (or learning plans)</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>- Reviewing learning agreements/plans currently in use in affiliate schools</li> <li>- Interviews with staff and students on the effectiveness of these Plans</li> <li>- Develop a programme of staff development and written guidelines based on the findings.</li> </ul>	<p>E&amp;D Manager, E&amp;DC members, Principals, affiliate staff with responsibility for student support</p>	<p>To begin May 2012</p>	<p>The first phase of this work has been completed. The work included a review of current affiliate practices on the use of Learning Agreements (or Personal Learning Plans) and interviews with students in two dance schools to establish the effectiveness of these Plans. See Section 4 of the 2012 Review.</p> <p>The second stage of the work will continue in 2013-14.</p>	<p>The second stage of this work is now completed with interviews with acting and technical theatre students at RADA and BOVTS. See Section 1 of the 2013 Review.</p> <p>The necessity for part 3 of action 6.4. i.e. a programme of staff development and written guidelines will be incorporated into the programme of staff training on developing disability confidence.</p>
<p><b>Inclusive or Alternative Assessment</b></p> <p>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)</p> <p>6.6 Develop and run staff training on this guidance.</p>	<p>E&amp;D Manager, Ros Lehany (NSCD), and other affiliate support staff</p>	<p>2012-13</p>	<p>A cross affiliate staff seminar is planned for summer 2013: The aim is to share best practice and produce a set of guidelines and suggestions on alternative/inclusive assessment and to ensure that these are approved by the awarding university and external examiners.</p>	<p>These guidelines were written and published in 2013 and discussed at E&amp;DC and LTQAC. There are plans for a sector launch of the Guidelines to take place in July 2014 with support from the HEA.</p>

<p><b>Application Data</b></p> <p>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.</p>	<p>E&amp;D Manager. Project in individual affiliate school (to be decided)</p>	<p>2014-15</p>		<p>This data has been collected and reported on in the data section of our annual Review for the past two years. Numbers of disabled applicants with conditions other than SpLDs are very small so numbers must be viewed with caution.</p> <p>It may be that a scoping project to investigate the possibility of qualitative research will begin at LCDS. (see Action 2.7)</p>
<p><b>7. Ethnicity: Student Experience</b></p>				
<p>7.1 Further develop objectives to take forward actions identified in the BME student involvement activities conducted in 2008-10.</p>	<p>E&amp;D, discussions with affiliate Principals</p>	<p>2012-14</p>	<p>A number of interesting projects are taking place in affiliate schools. For examples, see Sections 4 and 5 of the 2012 Review.</p>	<p>No further work conducted in 2013-14 but this action needs to be reviewed in 2014-15</p>
<p>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)</p>	<p>E&amp;D Manager, COO/ Registrar, Head of Q&amp;R</p>	<p>Objectives developed in 2012-13.</p> <p>Actions to begin in following year.</p>	<p>See above</p>	<p>This action was completed in 2012-13. Data included in the 2013 Review separated Home and Overseas BME students and indicates that there is still some under-representation of Home BME female students. See pages 64-66 of the 2013 Review. Affiliates to set targets as and where appropriate.</p>

<p>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</p>	<p>Led by Edward Kemp, RADA Principal</p>	<p>2012-13</p>	<p>This work has been postponed. as it became clear that a truly accessible conference about access would require significant funding. RADA is still exploring how this might be achieved</p>	<p>No further progress in 2013-14</p>
<p><b>8. Gender: Student Experience</b></p>				
<p>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:</p> <ul style="list-style-type: none"> <li>- Student questionnaire and report on findings,</li> <li>- Benchmark data from other stage management courses in comparable drama schools,</li> <li>- Discussion with students who have expressed an interest in this work,</li> <li>- Using these methods at LAMDA and BOVTS,</li> <li>- Organising a workshop/seminar with staff and students from all affiliate drama schools and members of the industry who have broken through gender stereotypes,</li> <li>- Develop guidelines based on the findings of this research.</li> </ul>	<p>E&amp;D Manager, Registrar, Head of Technical Training &amp; students at RADA, Heads of SMT at LAMDA and BOVTS</p>	<p>2012-2015</p>	<p>The first stage of this work with RADA students and staff was completed in 2012 and presented to the E&amp;D group for discussion in autumn 2012. Further data and information from LAMDA students was incorporated into the report in early 2013. The research including sector benchmarking data and consultation with staff and recent graduates is included in a report available from the E&amp;D Manager.</p> <p>The next stage will include staff views of gender equality re: students and their own employment.</p> <p>Decisions about the best way to use this research will be made by PMG and the Heads of Technical Training in 2013-14.</p>	<p>The work to seek the views of staff on gender equality in the employment of SM/TT staff began but was not completed.</p> <p>The E&amp;D Manager presented the initial report at a sector conference for teachers and professionals at RADA in 2013.</p> <p>No further actions to be undertaken centrally in 2014-15 although work in this area continues at affiliate level.</p>

<b>9. Other Protected Characteristics: student experience (see Introduction)</b>				
<p><b>Religion and Belief</b></p> <p>9.1.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.</p>	<p>E&amp;D Manager, E&amp;DC, student reps.</p>	<p>2014-15</p>		<p>This action was completed early. A policy on religion and belief was written by the E&amp;D Manager and approved by Principals and Governors. There are two versions of this policy: a CDD version and one to be adapted for use by affiliate schools.</p>
<p><b>Pregnancy and Maternity</b></p> <p>9.2.To consider how to manage and support pregnant student's successful progression through their training.</p>	<p>E&amp;D Manager, E&amp;D Committee</p>	<p>2013-14</p>		<p>This is not considered to be a significant issue in CDD schools but will be looked at again in 2014-15.</p>
<p><b>Sexual Preference and Homophobia</b></p> <p>9.3.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"> <li>- Appropriate training materials for staff to use with students,</li> <li>- Written guidelines.</li> </ul>	<p>E&amp;D Manager, Michael Jones (CSB) with support from Rose Betteridge / Amy Richardson</p>	<p>Summer 2012</p>	<p>This work has been slightly delayed. A report with practical suggestions for work with students will be discussed by the E&amp;D Group in 2013 and ideas developed for further use and training.</p>	<p>A set of guidelines entitled <i>Respecting Difference: Guidance on Challenging Homophobia and Promoting Fair Treatment</i> was produced in 2013/14. This is currently being discussed by student reps with support from members of the E&amp;D Committee. E&amp;DC members will report on progress at the May meeting of the E&amp;DC.</p>

<p><b>Other protected characteristics</b></p> <p>9.4. Develop equality objectives on other protected characteristics using data, qualitative research and information and concerns expressed by affiliate staff.</p>		<p>Throughout 2013-15</p>		<p>Ongoing</p>
<p><b>10. Widening Participation: Student Experience</b></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"> <li>- Foster partnerships with schools, FE colleges and relevant community groups and organisations to better reach young people from WP target groups,</li> <li>- Offer support and advice to CDD schools looking to develop these partnerships,</li> <li>- Develop the Conservatoire's WP working group,</li> <li>- 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.</li> </ul>	<p>WP Advisor, Assistant Registrar (Q&amp;A), WP representatives in affiliate schools</p>	<p>Ongoing</p>	<p>Since setting these actions, the focus of Conservatoire WP strategy has moved toward supporting, monitoring and evaluating WP work already taking place in affiliate schools. Centralised WP work has been developed in four key areas:</p> <ul style="list-style-type: none"> <li>- Establishing an audition/ interview fee waiver scheme for 100 applicants;</li> <li>- Creating a WP Project fund to support funded places at summer schools, workshops etc.</li> <li>- Monitoring and evaluating the beneficiaries of these projects and;</li> <li>- Staff training on monitoring and evaluating this work</li> </ul> <p>The WP group continues to meet twice per year, and provides a valuable forum for sharing best practice and developing Conservatoire-wide policy.</p>	<p>Good progress has been made in our widening participation targets. These are reported in detail in Section 6 of the 2013 Review.</p> <p>Future plans include:</p> <ul style="list-style-type: none"> <li>- Quantitative research into student success in relation gender, disability, ethnicity and bursary support</li> <li>- Conducting an equality audit of websites with support of the E&amp;D Manager</li> <li>- Improved sharing of information between E&amp;D and WP and the inclusion of WP targets in the E&amp;D Action Plan from 2014.</li> </ul>

**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"> <li>- Annual training on supporting students with specific learning difficulties,</li> <li>- Developing policy and practice to support students with disordered eating,</li> <li>- The development, use and review of Learning Agreements (including reasonable adjustments),</li> <li>- Training for new and established staff on general issues of equality and diversity including new protected characteristics.</li> </ul>	<p>Staff development sessions to be organised by the E&amp;D Manager and to be delivered by the E&amp;D Manager and/or specialist trainers with expertise in this area</p>	<p>June each year</p> <p>July 2012</p> <p>April 2013</p> <p>Annually</p>	<p>Staff development is an important aspect of our work and the E&amp;D Manager continues to be proactive in deciding new areas of training and responsive to training requests from affiliate colleagues. In 2012, staff training was delivered on:</p> <ul style="list-style-type: none"> <li>- Supporting students with disordered eating</li> <li>- Developing mental health policy and practice and;</li> <li>- Developing inclusive practice and disability confidence in performing arts training.</li> </ul> <p>Required annual staff training on general issues of equality and diversity for new staff has been approved by PMG.</p>	<p>Staff development at both cross affiliate and individual school level continued in 2013 and early 2014. Staff training included:</p> <ul style="list-style-type: none"> <li>- Cross-affiliate training in developing inclusive practice and disability confidence;</li> <li>- Developing disability confidence training at LCDS</li> <li>- Training on supporting students with mental health difficulties at LCDS and National Centre for Circus Arts</li> </ul>
---	--	--	--	--



14. Disability: Staff Experience				
<p><b>Conservatoire Guidance on Recruiting and Supporting Disabled Members of Staff</b></p> <p>14.1. To review and develop affiliates' use of this guidance to include:</p> <ul style="list-style-type: none"> <li>- 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,</li> <li>- Staff training for line managers on supporting disabled staff,</li> <li>- Recording and using data on disabled staff in order to understand where to make improvements in how data on disabled staff is collected in order to provide targeted support in recruitment and in role.</li> </ul>	<p>E&amp;D Manager, HR Manager, HR Group, line managers in affiliates schools</p>	<p>Ongoing</p>	<p>The <i>Conservatoire Guidelines on Recruiting And Supporting Disabled Staff</i> will be recirculated at the HR Group.</p> <p>Cross affiliate staff training for line managers who not received this training will be offered in 2013.</p>	<p>These targets were not achieved in 2013. The plan is to incorporate them into the work described in 13.1. above</p>

<p><b>Staff with Specific Learning Difficulties</b></p> <p>14.2. To investigate improving support for dyslexic staff (SpLDs), for example by:</p> <ul style="list-style-type: none"> <li>- Learning more about dyslexic and dyspraxic staff through a questionnaire, information in newsletters and payslips etc.,</li> <li>- Conducting involvement activities with staff who identify themselves as having SpLDS e.g. through discussion forums and/or other staff development activities,</li> <li>- 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,</li> <li>- Disseminate the results of this research,</li> <li>- Organise appropriate staff training,</li> <li>- Provide written Guidance on improving support for staff with SpLDs.</li> </ul>	<p>E&amp;D Manager, with support from Ros Lehany (NSCD)</p>	<p>2012-2014</p>	<p>The start of this project has been slightly delayed but is a key action for 2013-14.</p> <p>Many affiliates now offer support to staff with SpLDs and a support group has begun at NSCD under the guidance of Ros Lehany. We plan to use this expertise to develop a questionnaire seeking the views and experiences of staff; to be circulated to staff in all affiliate schools.</p> <p>Following this, respondents will be invited to attend a ‘focus group’ discussion to discuss the kind of support / reasonable adjustments needed to assist dyslexic staff to reach their full potential at work.</p> <p>The aim is to achieve all targets (including written guidelines with case studies and examples of best practice) by the end of 2014.</p>	<p>As described above, the first part of this work was successfully completed in 2013 and is reported in full in Section 5 of the 2013 Review.</p> <p>The research indicated that staff with SpLDs face significant challenges in succeeding at work. They do not always receive appropriate and effective support from line managers.</p> <p>There are plans for a seminar/workshop from respondents to the questionnaire and written guidelines for line managers and staff with SpLDs will be produced in 2014-15.</p>
--	---	------------------	--	---

<b>15. Gender: Staff Experience</b>				
15.1 Further work on job evaluation and equal pay audits.	HR Manager	Dec 2012	Job evaluation has been conducted in a number of affiliate schools and anomalies are being addressed in affiliate schools as appropriate and where funding allows.	<p>An initial job evaluation including equal pay audits have been completed in seven of our eight affiliate schools. This work is now complete.</p> <p>Further evaluations on particular jobs, for example where the post has changed are carried out as required.</p>
<b>16. Other protected characteristics: Staff Experience</b>				
<p><b>New legislation on the retirement age:</b></p> <p>16.1.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	Completed. The HR Manager has circulated written guidelines on managing the removal of the default retirement age.	This work is now embedded in the work of all affiliates

<p><b>New Protected Characteristics</b></p> <p>16.2 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"> <li>- There may be discrimination,</li> <li>- We can improve our custom and practice,</li> <li>- We need to set new equality targets.</li> </ul> <p>16.3. To investigate issues relating to religion and belief, in particular to establish:</p> <ul style="list-style-type: none"> <li>- The views of staff who require time off for religious holidays or observance and;</li> <li>- Any actions we take that might be unwittingly prejudiced.</li> </ul>	<p>HR Manager</p>	<p>Dec 2012</p>	<p>Our survey with staff from BME backgrounds did not reveal any outstanding issues of inequality with regard to race and ethnicity. With this in mind, and following discussion with the HR and E&amp;D Managers and the HR Group, we have decided that little is likely to be gained from carrying out actions 16.2 and 16.3 at this point.</p> <p>We have a commitment to staff equality issues and the HR Manager and the HR Group will continue to be responsive to staff equality issues as they arise.</p>	<p>No new work in this area was undertaken in 2013. We will review this again in 2014-15</p>
--	-------------------	-----------------	---	--

## 17. New Actions for 2014-14

A number of new and additional targets are included in the actions above. Other targets are as follows:

Action	Staff responsible	Timing, completion	To be updated in 2015
<p><b>Board of Governors</b></p> <p>17.1 To write equality information and guidance to be used in equality and diversity training for current and new Governors and to lead a discussion on developing confidence in equality and diversity.</p>	<p>E&amp;D Manager, Chair of CDD Governors, Clerk to the Governors</p>	<p>2014-15</p>	
<p><b>Guidelines on Inclusive Practice and Alternative Assessment</b></p> <p>17.2</p> <ul style="list-style-type: none"> <li>- To ensure a continued emphasis on inclusive practice in assessment and in the design of new curricula,</li> <li>- To review and develop this work to include practical and performance work across all disciplines.</li> <li>- To investigate the possibility of conducting of conducting a sector wide seminar/launch of these guidelines with financial support from the HEA.</li> </ul>	<p>E&amp;D Manager, Head of Q&amp;R, LTQAC</p> <p>E&amp;D Manager, Head of Q&amp;R, CDD Research Associate</p> <p>CDD Registry staff, E&amp;D Manager</p>	<p>2014-15</p>	

<p><b>Data</b></p> <p>17.3 Targets to include:</p> <ul style="list-style-type: none"> <li>- Improving our methods of capturing data on recently identified disabled/dyslexic students and those in receipt of the DSA</li> <li>- To co-ordinate the collection and reporting of equality data for increased efficiency</li> <li>- Review and develop our information in order to encourage early disclosure of students with mental health difficulties.</li> </ul>			
<p><b>Equality and Widening Participation</b></p> <p>17.4 Information on the CDD and affiliate website:</p> <p>A joint activity with WP to offer schools an 'equality audit' of their website and where appropriate, make recommendations on how to improve information on student support, WP targets etc. and accessibility to this information.</p>	<p>WP Advisor, Assistant Registrar (Q&amp;A), E&amp;D Manager, Marketing Group</p>	<p>2014-15</p>	
<p><b>Case Studies of students with protected characteristics</b></p> <p>17.5 To work with WP to commission and prepare new student case students to show diverse range of CDD students and the support we offer in training to be included on website and other publicity</p>	<p>WP Advisor, Assistant Registrar (Q&amp;A), E&amp;D Manager, WP Group, E&amp;DC</p>	<p>From 2015</p>	