

Royal Scottish Academy *of Music and Drama*

Disability Equality Scheme

Review of Progress

December 2010

All comments on this review are welcome.

Comments should be made by post or e-mail to:

Jane Balmforth, Academy Counsellor & Disability Adviser, RSAMD,

100 Renfrew Street, Glasgow G2 3DB

Email: j.balmforth@rsamd.ac.uk

1. Introduction

The mission of the RSAMD is: *To create in Scotland the international centre of excellence and innovation for learning, teaching and research in performance, in which quality of student experience is paramount.* This mission is constantly evolving in order to enhance the Academy's position in the world as a leading progressive conservatoire of music and drama. The Academy continues to provide an environment in which a spirit of creativity, innovation, enterprise and excellence is imbued in students and staff, thereby preparing our students for the rapidly changing artistic and economic landscape of the 21st century.

The Academy is proud of its commitment to equality of opportunity and the promotion of access to work and study. The Academy has a long-standing commitment to Equalities work which will continue to occupy a key place in its plans for the future, despite the challenging economic times in which the current review takes place.

This review takes us forward towards our development of a Single Equality Scheme, which will build on the Disability Equality Scheme (DES) and the Academy's Race and Gender Equality Schemes and Action Plans that are already in place.

2. Background Information

This report covers the Academy's progress since the publication of the revised Disability Equality Scheme in 2009. It sets out what we have done in the area of disability equality over the last twelve months and identifies the next steps to be taken to ensure that the Academy continues to fulfil its duties and responsibilities towards disabled people in general and Academy staff and students in particular.

The priorities that were identified in the previous DES based on the engagement with disabled people remain key areas:

- Curriculum Development and Delivery
- Impact assessments
- Policies and Procedures
- Staff and Student Monitoring
- Staff and Student Participation and Consultation
- Staff Training

The Academy is confident that the items contained within the Action Plan will be achieved within the timescales indicated.

3. Achievements in Disability Equality

As reported in the DES 2009, progress on the DES and Action Plan is now monitored and reviewed by the Academy's Equality and Diversity Forum (EDF). The EDF is now chaired by the Vice Principal and facilitated by the Academy Equality and Diversity Officer.

Since the publication of the revised DES in December 2009 the Academy has made considerable progress in addressing identified areas for development. These include:

- The establishment of the Equality and Diversity Forum (EDF), which meets termly and is chaired by the Vice Principal and facilitated by the Academy Equality & Diversity Officer; the EDF represents all strands of equality, including disability Annual monitoring of students with disabilities about satisfaction with the support provided and suggestions for improvements. Data is included in the Counsellor & Disability Adviser's Annual Report, which is presented to the Learning & Teaching Committee
- All Learning Agreements, stating disabled students' support needs, are now accessible on-line, attached to the students' record. This replaces the previous paper system.

Curriculum Development & Delivery

- The comprehensive curriculum reform project as described in the DES 2009 is being developed. One of the key questions being addressed is 'How should we promote equality and diversity through our curriculum and what practical steps can we take to further promote access?'. Stage 2 of the Curriculum Reform project is currently underway, leading towards validation of the new Academic Framework in January 2011.

Information Services

- A Technology Enhanced Learning Group has been set to share best practice, identify issues and solutions, and to promote the use of technology across the Academy to support the embedding of ICT and assistive technology, including for staff and students with disabilities.

Policies & Procedures

- The Academy's Recruitment & Selection Policy has been revised and updated, taking into account the Equality Act 2010, which requires questions about previous sickness absence to be removed from the initial application form.

Partnership Working & Procurement

- The Academy has now launched PECOS, the e-procurement system, and all relevant staff have been trained. PECOS includes a commitment to equality and diversity, including disability, within its remit.

Staff & Student Monitoring

- Equality data, including disability data, for staff and students is regularly collected. Disability data is collected for the Counsellor & Disability Adviser's Annual Report, and presented to the Learning & Teaching Committee.
- The Academy Equality & Diversity Officer is currently conducting an in-depth survey of diversity amongst Academy staff. This survey will provide the most up to date information on the range of diversity within the Academy's staff, including disability. The data collected will be used to ensure that we are providing all the necessary support to our disabled staff and to identify any opportunities for enhancing our support provision.

Staff & student participation & consultation

- Staff and students with disabilities are members of the Equality and Diversity Forum and provide feedback to the Counsellor and Disability Adviser through on-line questionnaires and group meetings

Staff development

- Equality Training, including Disability Equality, is now compulsory for all members of Academy audition and interview panels. A pilot training module was run in June 2010 and is now being rolled out to all internal and external staff involved in auditioning and interviewing applicants. Evaluation forms are distributed to participants and an overall evaluation of the training will take place in early 2011. With effect from April 2011, staff will not be able to participate in audition panels if they have not attended the training.
- Compulsory disability awareness training is carried out for all new staff by Capability Scotland, to ensure that all colleagues have an understanding of disability issues as they affect staff, students and members of the public.

4. Summary of Current DES Commitments

Over the coming year the Academy is committed to progressing the work identified in the following areas, as outlined in the attached Action Plan (Appendix A):

Commitment DES 1: Impact assessments. Equality Impact Assessments are currently on-going in the Academy. The process is taking longer than had originally been estimated and therefore a new deadline has been set of April 2011.

Commitment DES 2: Introduction of Equality & Diversity issues into the Career Review process. Equality & Diversity issues are now included in [training delivery for career review and goals setting sessions](#), as well as being intrinsic to induction.

The Academy is about to undertake an Academy-wide Values project, which will result in One Academy Values (and subsequent behavioural competencies), and this project will be carried forward as part of this commitment, which aims for completion in December 2011.

Commitment DES 3: Enhancing monitoring systems. As described above, the Academy Equality & Diversity Officer is conducting a diversity survey of the

Academy's staff. This will allow us to identify any under- represented groups, identify barriers and set targets for improving outcomes.

Commitment DES 4: Curriculum Review Process. As described above, Phase 2 of the Curriculum Review project is underway.

Commitment DES 5: Promotion of Equality in all workplace activities. This has been completed via the introduction of the Dignity at Work and Study Policy and subsequent mandatory workshop for all staff.

Commitment DES 6: To work and achieve the "Two Ticks – Positive About Disabled People" Award. This process is progressing well and we expect to achieve the award within the next 12 months.

Commitment DES 7: The completion of the "Disability in Employment Policy" is a new commitment this year. This policy, which we aim to have in place by April 2011, will clarify existing procedures and the support provided by the Academy to disabled applicants and employees, in addition to those employees who become disabled during their employment with the Academy.

5. Appendices

Appendix A: Action Plan

REF:	OBJECTIVE	WHO	UPDATE	STATUS	DEADLINE
DES 1	Implement meaningful impact assessment processes in relation to equality in general and disability in particular	Academy Equality & Diversity Officer; Academy Counsellor & Disability Adviser	Academy policies are in the process of being assessed; the process is taking longer than anticipated	On-going	Revised to April 2011
DES 2	Introduce Equality & Diversity issues into the Career Review Process	HR Manager	Equality & Diversity (including disability) considerations are now part of the training delivery for career review / goals setting sessions	Completed	Completed
DES 3	Implement meaningful monitoring data collection and monitoring processes in the area of equality in general and Disability in particular	HR Manager/ Academy E & D Officer; Academy Counsellor & Disability Adviser	An Academy wide analysis is currently in progress: the purpose is to review all statistical data that is produced and to finalise a template for meaningful and standardised corporate data collection to enable future priorities to be identified and benchmarking to take place with other conservatoires.	On-going	December 2011

DES 4	Promote and encourage active engagement in the area disability, and encourage the development of inclusive learning, teaching and working practices	Director of Academic Development/Learning & Teaching Committee	The Academy's Curriculum Reform programme will be the vehicle by which equality and diversity initiatives, including disability will be embedded into all learning and teaching practices.	On-going	December 2011
DES 5	Develop policies and procedures to ensure that equality in general and disability in particular is promoted within all workplace practices	HR Manager /Academy E & D Officer; Academy Counsellor & Disability Adviser	The Dignity at Work and Study policy has been refined to maximise its benefits and effectiveness for staff and students.	Completed	Completed
DES 6	To work towards and achieve the Two Ticks - Positive About Disabled People Award	HR Manager/Academy E & D Officer; Academy Counsellor & Disability Adviser	Progress has been made and the Academy expects to achieve the award in the next 12 months	On-going	December 2011
DES 7	Completion of the Disability in Employment Policy	/Academy E & D Officer; Academy Counsellor & Disability Adviser	A new policy is being developed to bring together all procedures and provisions for disable staff.	On-going	April 2011

Appendix B: Statistics - Staff

The Academy currently collects a range of quantitative data (staff, students, applicants) and qualitative data (students) relating to diversity in general and disability in particular. The collected data is monitored and reviewed and used to inform strategies and operational plans. The data will be presented to the Equality & Diversity Forum and recommendations will be taken forward.

The Academy's staff data as of 1 August 2009 is as follows:

Teaching staff

	Full-time	Part-time	Total
Disabled	2	4	6
Not disabled	31	21	52
Information not provided	0	0	0

(source: HESA)

Support staff

	Full-time	Part-time	Total
Disabled	5	2	7
Not disabled	109	21	130
Information not provided	0	0	0

(source: HESA)

Part-time hourly paid staff

	Teaching	Support	Total
Disabled	10	0	10
Not disabled	535	0	535
Information not provided	0	0	0

(source: HESA)

Appendix C: Statistics - Students

The 2009/10 data for undergraduate students with disabilities is shown below.

(Source: RSAMD Student Records System)

Students	Total Number		Percentage	
	Undergraduate (U)	Postgraduate (P)	Undergraduate (U)	Postgraduate (P)
Declared a disability	139	13	23.3%	8%
No disability	459	149	76.7%	92%
Students	Totals for each School		Percentage	
	Music	Drama	Music	Drama
Declared a disability	(U) 52	(U) 87	(U) 16%	(U) 32%
	(P) 9	(P) 4	(P) 8.2%	(P) 7.5%
No disability	(U) 275	(U) 184	(U) 84%	(U) 68%
	(P) 100	(P) 49	(P) 91.7%	(P) 92.5%

Type of Disability	Number of students	% of disabled student body (152)	% of total student body (760)
Blind/visual impairment	0	0	0
Deaf/ hearing impairment	6	3.9%	0.7%
Dyslexia/SpLD*	101	66.4%	13.2%
Mental health	10	6.5%	1.3%
Mobility impairment	2	1.3%	0.2%
Autistic spectrum	4	2.6%	0.5%
Multiple disabilities	4	2.6%	0.5%
Unseen disabilities**	25	16.4%	3.2%
TOTAL	152	100%	19.6%

* includes dyspraxia and dyscalculia

** includes ME, asthma, epilepsy, arthritis, CF and diabetes

Breakdown of classification of total undergraduate degrees awarded 2009/10.

Degrees awarded	Ordinary degree		1 st class		2 nd class (upper)		2 nd class (lower)	
	Music*	Drama**	Music*	Drama†	Music***	Drama†	Music***	Drama†
Disabled students	0	16	0	4	6	3	1	1
Non disabled students	7	32	14	9	36	7	25	2

* These figures are 3rd year students on Honours programmes exiting with an Ordinary degree and BA Performance degrees

** BA Acting and BA Technical & Production Arts are Ordinary degree programmes

*** BMus Honours, BEd Honours and BA Honours Scottish Music/Scottish Music (Piping)

† BA Honours Contemporary Theatre Practice, BA Honours Digital Film & Television

Breakdown of classification by percentage of total of graduating students with a disability (31)

Degrees awarded	Ordinary degree		1 st class		2 nd class (upper)		2 nd class (lower)	
	Music*	Drama**	Music	Drama	Music	Drama	Music	Drama
	%	%	%	%	%	%	%	%
Disabled students	0	51.8%	0	12.9%	19.3%	9.6%	3.2%	3.2%

Breakdown of classification by percentage of total number of graduating students (163)

Degrees awarded	Ordinary degree		1 st class		2 nd class (upper)		2 nd class (lower)	
	Music*	Drama**	Music	Drama	Music	Drama	Music	Drama
Disabled students	0	9.8%	0	2.4%	3.6%	1.8%	0.6%	0.6%
Non disabled students	4.2%	19.8%	8.6%	5.7%	22%	4.4%	15.3%	1.2%

Postgraduate degrees

Breakdown of total postgraduate degree results 2009/10.

Degrees awarded	Postgrad Diploma		Masters degree	
	Music** (52)	Drama n/a	Music (56) ***	Drama (53)†
Disabled students	1 Fail 3 Pass 0 Merit 2 Distinction		0 Fail 2 Pass 0 Merit 0 Distinction	0 Fail 1 Pass 2 Merit 1 Distinction
Non disabled students	0 Fail 33 Pass 0 Merit 13 Distinction		0 Fail 39 Pass 0 Merit 15 Distinction	0 Fail 1 Pass 34 Merit 14 Distinction

** PGDip: Advanced Accompaniment, Opera Studies, Scottish Music, Repetiteur, Performance, Pianist for Dance

*** MMus Perf, MMus Opera, MOpera

† MA CCT Acting, MA CCT Directing, MA Musical Theatre, Performance, MA Musical Theatre, Directing (graduated in November 2010)

Appendix D: Student Qualitative Data

As well as quantitative data the Counsellor & Disability Adviser also collects qualitative data from disabled students on the support provided by the Academy. All disabled students are contacted by e-mail at the end of each academic year and asked the following question: 'What is one thing the Academy does well in supporting students with disabilities? What is one thing the Academy needs to improve in supporting students with disabilities?' The responses are passed to the Equality & Diversity Forum and the Learning & Teaching Committee for action. A more in-depth on-line survey will be carried out in 2010/11.

(N.B. The comments are presented here in the form in which they were received.)

Does well:

'offers help and guidance for the student and treat them as equally as any other person with out the disability.' (yr 1 Drama student)

'I think RSAMD have an excellent range of help services, if I've ever got a problem in any area theres always someone I can go and speak to for advice.' (Yr 1 Drama student)

'I was really impressed with the support that the academy provided. I 'declared' my condition earlier this year and was offered a lot of help in the meeting I had.' (Yr 3 Music student)

'Always listen, give great support and genuine advice.' (Yr 3 Drama student)

'They provide excellent help and support and a very friendly atmosphere.' (Yr 2 Drama student)

Could improve:

'Moodel! I find it near impossible to find anything I need on it.' (Yr 1 Drama student)

'I think the academy could do more to promote the help that it gives to students as i only found out that i could recive help through other students.' (Yr 2 Drama student)