

Conservatoire for Dance and Drama

# **Developing evaluation skills in non-evaluators: A case study**

**Jon Rainford**

**Access and Widening Participation Co-ordinator**

**[Jon.Rainford@cdd.ac.uk](mailto:Jon.Rainford@cdd.ac.uk)**

# Who are we?



**We are a conservatoire of world-leading schools training artists and production professionals in the disciplines of dance, drama, circus arts and technical theatre**

**STUDENTS:**  
**1,200 UNDERGRADUATE**  
**240 POSTGRADUATE**

**STUDENTS SPEND AROUND 35 hours a week in training**

- **84% STATE SCHOOL**
- **36% UNDER £25K INCOME**
- **15% BAME**
- **30% DISABLED**

**national centre for circus arts**

Central School of Ballet

Bristol Old Vic Theatre School

Northern School of Contemporary Dance

**RADA** **RAMBERT SCHOOL** **LAMDA**

the place London Contemporary Dance School

# What does access and success work look like?



## *OFFA Countable*

Low income financial assistance	650,000
Access and Outreach	400,000
Student success	200,000
Progression	50,000
<b>Total</b>	<b>1,300,000</b>

As a percentage of additional fee income 46%

## *And the rest....*

**PERFORMANCES, EXHIBITIONS AND  
EVENTS ATTRACT AROUND 200,000  
ANNUALLY AND CHILDREN AND ADULTS  
PARTICIPATE IN AROUND 40,000 DAYS  
OF CLASSES AND COURSES**

**£17,365 PER YEAR  
TO TRAIN A CONSERVATOIRE STUDENT**

# What were we trying to achieve



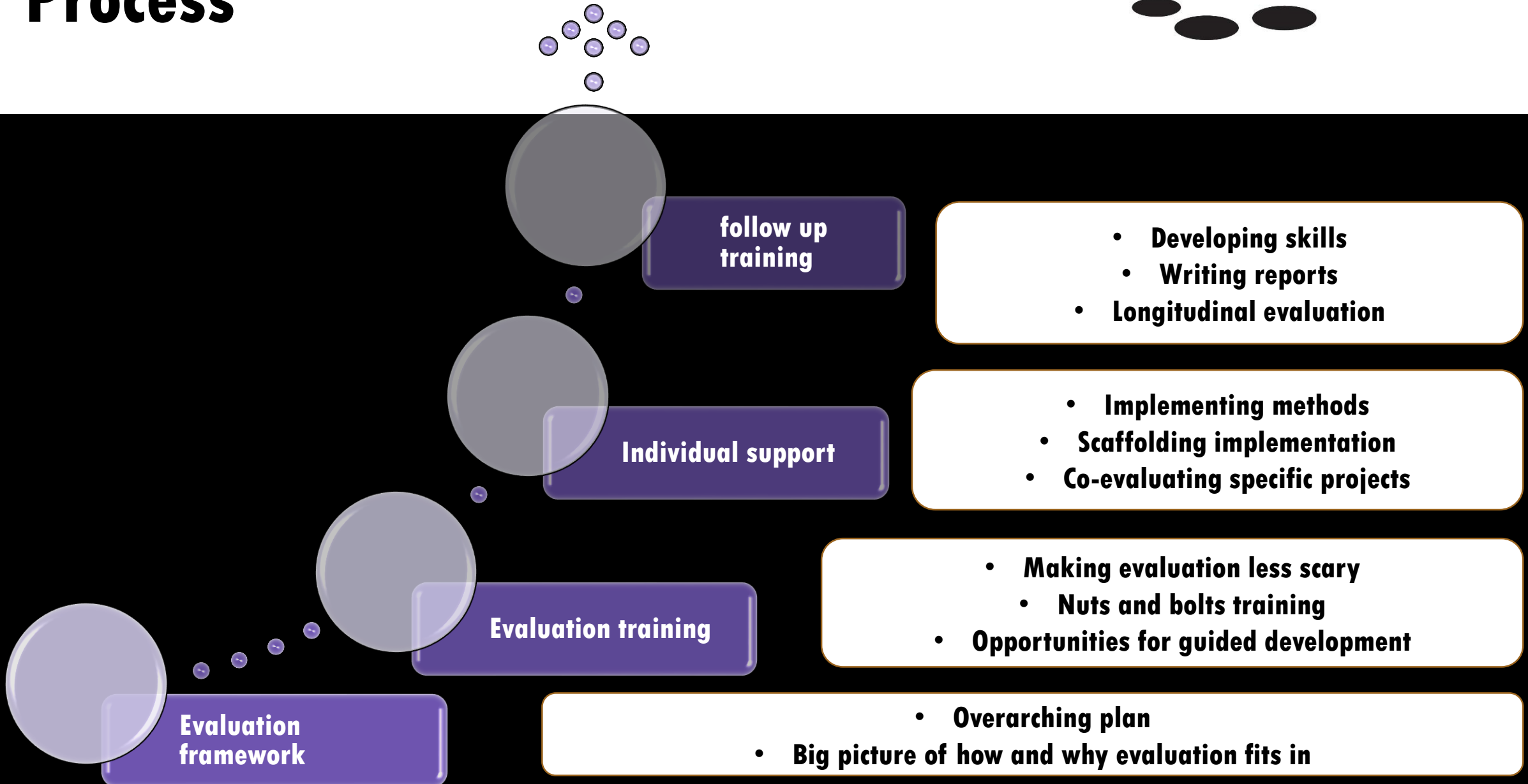
- **Realistic approach to what is doable**
- **Gaining buy in**
  - **Thinking about WHY!**
  - **Making evaluation a want to do**
  - **Seeing the benefits to practice**
- **Providing basic skills**
  - **Theories of change**
  - **Evaluation methods**
- **Incremental change**

**PORGRESS  
NOT  
PERFECTION**



SNOWBRINGER@GMAIL.COM

# Process





# Supported scaffolded environment



- **Stage 1: Group training**
  - Developing a theory of change
  - Thinking about an instrument
- **Stage 2: 1 to 1 support**
  - Finalising instruments
  - Co-implementation (especially for interviews / focus groups)



# Where we are now?

## What's next?



- **Good engagement in training**
- **Reports of early adoption of large group evaluation**
- **Starting to support 1 to 1s**
- **Likely to see effects in 2017-18 reporting**
- **Plans to develop peer support working group**





# Group Discussion

- **Who are non-evaluators in your contexts that might be required to evaluate?**
- **Do they currently evaluate and how?**
- **How might this translate to your contexts?**
- **Does anyone else have other ideas?**

