

Statement of Access, Participation and Public Good

January 2023

Introduction

Mountview Academy of Theatre Arts, one of the UK's leading drama schools, is a small specialist conservatoire which was founded in 1945 and relocated to Peckham, South London in 2018 from its previous home in Wood Green, North London. We currently train approximately 560 students each year and we have a long standing and international reputation for providing the highest quality training at a foundation, undergraduate and postgraduate level in performance and theatre related industries.

We know that our environment will be enriched by embracing local, national and international students from a cross-section of backgrounds, experience, ethnicities, cultures and learning needs. Working together with our students we are pro-active in fostering changes that will make our training accessible and achievable to groups and individuals who might otherwise have been excluded due to their life circumstances.

This statement is designed to reflect our serious commitment to access, participation and contribution to the public good. We are committed to careful monitoring, identification of further progress that is needed and careful planning of action to achieve success, measured against our goals.

This statement reflects on three key themes highlighted by the Office for Students (OfS) and also serves as our Public Good Statement, as required by the Higher Education Funding Council for Wales (HEFCW).

Theme 1: The Areas we are Seeking to Address

Access

Mountview has an inclusive approach to recruitment, and this is represented across courses. Our student community includes neuro-diverse people; trans, non-binary and gender non-conforming people; Black African-Caribbean, Asian and Global Majority people; as well as students from both rural and urban areas across the UK and internationally and other underrepresented groups of hard-to-reach learners.

A breakdown of our students by their Ethnic Origin for the academic year 2021-22, can be found in Appendix 1.

Hard to reach learners would include people of all ages within the under-represented groups including those listed below:

- People living within the bottom two quintiles of the Index of Multiple Deprivation,
- Students with disabilities,
- Students from minority ethnic communities,
- Students studying part-time,

- Student living in UK low participation areas,
- Young males from low participation areas,
- Students living in workless households,
- Care experienced applicants, Looked after children and care leavers,
- Carers in all age groups,
- Refugees and asylum seekers,
- Students receiving an Educational Maintenance Allowance (EMA),
- Students who are the first in their family to enter higher education,
- Ex-offenders, and
- All individuals with protected characteristics¹

Auditions/Interviews

Mountview has an inclusive approach to recruitment, and this is represented across courses with a significant number of students who are neuro-diverse, non-binary and transgender, Black African-Caribbean, Asian and global majority students and students from rural or urban areas across the UK and internationally. In addition, the majority of our students come from state schools, and over half come from low social-economic households, measured by household income.

In 2021-22, 22% of the BA Performance students across all years and pathways and 23% of the entire student population identified as Black and Global Majority.

At level 4 in 2021-22, 12% of all our students identified as Black and Global Majority. For BA Performance, this is broken down in the following pathways as:

Recruited for Level 4 – 2021-22

BA Performance Pathway	Black and Global Majority
Acting	21%
Actor Musicianship	0%
Musical Theatre	15%

We are committed to developing the very best practitioners, irrespective of social, financial or cultural background and we audition or interview every applicant to our courses, demonstrating our commitment to open inclusion. Recognising that there is a significant pool of talent who would not traditionally consider drama training to be accessible, Mountview created a Scouting Outreach Programme. Through the scheme, we work with a network of over 40 scouting partners in order to identify young talent from diverse cultural and socio-economic backgrounds, and young people who will consider a three-year vocational drama training to be culturally or financially unattainable. Those identified receive free auditions and support, removing initial barriers and giving them the very best chance of success.

¹ Protected characteristics are: age; disability; gender reassignment; marriage or civil partnership; pregnancy and maternity; race; religion or belief; and sex.

In addition to auditioning or interviewing every applicant to our courses, we have now introduced an online first round audition and interview process, saving candidates the time and cost of travelling to London, in order to make auditions accessible to as many people as possible. We have also reviewed our audition fees and instead of all applicants (who are not eligible for the free auditions) paying a £45 audition fee, all applicants pay a £20 online audition fee and then only the successful applicants who are recalled pay the further £25 recall audition fee.

Moreover, Southwark residents are eligible for one free audition to any of our courses.

Further information about our auditions and interviews can be found on our website:

<https://www.mountview.org.uk/courses/auditions-and-interviews/>

Foundation Programmes

Our current provision for Foundation level training courses at Mountview includes both full time and part time programmes for Acting and Musical Theatre as well as one Musical Theatre Foundation course run in Manchester. These options support and widen opportunities for prospective students without prior attainment and enable them to train in the Mountview environment whilst deciding if the school is right for them.

Disability

Our building in Peckham is accessible to disabled students, including wheelchair users, and is Disability Discrimination Act (DDA) compliant. This includes the theatres, studios, all front and back of house areas, as well as all other training and public facilities. As a result of this, we can engage more confidently in the inclusion of disabled students, as well as staff, who are wheelchair users.

Funding

A diverse student body is only possible with significant scholarship support, and we are committed to helping students navigate the financial challenges of living and studying in London. 49% of undergraduate performance students at Mountview are currently studying on Trinity Diplomas alongside their BA Performance training and 86% of these students are in receipt of Dance and Drama Award (DaDA) funding from the Education and Skills Funding Agency (ESFA). For 2021-22, we had 137 students studying Trinity Diplomas and in receipt of this funding, totalling £1.62m.

We provide opportunities for students to apply for other external scholarships and bursaries; those that require an audition, such as the Andrew Lloyd Webber Foundation Scholarship, are equal in terms of gender balance to ensure fairness.

We have substantially increased the level of internal bursaries and scholarships for those in financial need and will continue to do so in the coming period. The Judi Dench Fund for Access to Drama Training² – named in honour of our President – has been established as a major new fundraising initiative, aiming to increase support for initiatives that break down barriers to drama training including scholarships, hardship support and free auditions.

The budget for widening participation is integrated into a range of areas including admissions, student support, touring, outreach workshops and short courses. This helps to support Mountview's visits to schools, colleges and arts centres across the UK, leading workshops, holding auditions, touring productions and networking with communities. Across these areas of activity, our estimated total spend on widening participation in 2021-22 was at least £97,000, which represents around 1.5% of total student fee income for the year.

Success

Retention

Retention remains one of Mountview's strengths for all students. For instance, the average retention rate for all courses in 2021-22 was 100%. There is no trend of withdrawal or intercalation decisions being made amongst underrepresented groups. The intensive nature of the training that Mountview provides places a significant focus on collective learning as an ensemble and this very supportive method of delivery contributes to our extremely high student retention rates.

Results

Learning progression during this year is once again at a high level, evidenced in the final degree classifications for BA Performance students. Students arriving at the academy with little or no prior attainment all achieve well with 100% students receiving final awards.

This academic year, 48% of undergraduate graduates achieved a first-class degree (10% increase compared to 2020-21) and 49% achieved an upper second degree.

The number of lower second degrees and lower classifications awarded has been decreasing over the past five years and the number of firsts and upper second degrees awarded has been increasing. This is likely to be due to the standard of student ability at the audition stage increasing as well as the standard of teaching quality. Attainment across our undergraduate provision is very high and over the past four academic years, no undergraduate students have failed. Our continued improvement in recruitment quality is resulting in a high number of students achieving 2:1 degrees overall, as a result of their higher potential. For the most part our grades maintain a consistent picture.

² <https://www.mountview.org.uk/support-us/the-judi-dench-fund/>

In 2022, 100% of white level 6 undergraduate students achieved a first or a 2:1 and 100% of Global Majority students achieved a first or 2:1, therefore our undergraduate attainment gap was 0%. Global Majority students represented 23% of the undergraduate graduates in 2021-22 and 29% of these graduates achieved a first-class degree.

In 2021-22, 49% of BA Performance graduates achieved a first-class degree (9% increase from 2020-21), with the remaining 51% achieving an upper second degree. Global Majority students represented 25% of the BA Performance graduates in 2021-22 and 9% of these graduates (6 graduates) achieved a first-class degree.

39% of BA Performance graduates with a disability³ in 2022 achieved a 1st (1% increase on previous year). We have identified that there is still room for improvement, and we hope for more BA Performance students with Specific Learning Disabilities to achieve first class degrees going forward.

Visual representations of these statistics can be found in Appendix 2.

These statistics suggest that whilst our Global Majority students and students with disabilities are achieving success across all pathways, they currently require more support than their white counterparts. In part, this is due to the intersection of Black students that come from low-income households, those living in areas of low higher education participation and those with Specific Learning Disabilities. We continue to develop additional support mechanisms for these students.

Progression

Graduate Destinations and Employment

Given the vocational nature of the training, all Mountview students are intensively prepared for employment throughout their training and in their final year they actively seek agent representation and employment. All of this activity is supported by Mountview's Industry Liaison Manager. It is unusual in this environment for students to choose to go on to further study immediately and this tends to be an option explored by alumni after an average of five years out and working in the industry.

2021 Graduates

Despite a difficult year for Industry due to the continuation of Covid, 91% of BA Performance Acting graduates signed, 97% of BA Musical Theatre students signed, and 100% of BA Actor Musicians signed. This made a total BA Performance signing of 96%.

Black and Global Majority Students made up 23% of the BA Student graduating cohort of 2021 over the three BA Performance pathways, 100% of whom are currently signed with agents.

³ Either a specific learning disability, a mental health condition, a disability, impairment or medical condition

56% of the 2021 Graduating BA Performance Cohort received DaDA funding, 98% of whom signed with agents.

The Coronavirus continued to have a catastrophic effect on the availability of work for new graduates, but seeing more performance work able to be produced since graduating in the first full year since leaving Mountview, 69% of BA Performance graduates gained professional work in theatre, television, film and associated media, including work for Royal National Theatre, Royal Shakespeare Company, Netflix, Television, and in West End, regional and UK touring plays and musicals. Additionally, the entire graduating cohort of musical theatre students sung at a major West Musicals Gala at the Royal Albert Hall, backing leading west end artists and 60-piece orchestra.

2022 Graduates

Of the 2022 Graduates, graduating from Mountview in November 2022, despite a difficult year particularly for agencies, due to the continuation of Covid, 97% of BA Actors signed, 100% of BA Musical Theatre students signed, and 100% of BA Actor Musicians signed. This made a total BA Performance signing of 99%.

Black and Global Majority Students made up 21% of the BA Student graduating cohort of 2022 over the three BA Performance pathways, 100% of whom signed with agents.

56% of the 2021 Graduating BA Performance Cohort received DADA funding, 98% of whom signed with agents.

Since finishing study at the end of May 2022, in the first 4 months as professional artists, 57% of 2022 graduates have successfully found professional work.

It is important to recognise that given the very specific nature of the industry, there is often little correlation between agent representation and employment gain and indeed there is rarely any correlation between degree classification and employment or agent representation. We simply encourage our students to achieve excellent results across all three of these measures: grades, agent representation and employment, and ensure that they have the skills to do so. Whilst some students are not always in paid employment in their industry of choice, all students have transferrable skills due to the high level of communication skills taught on all courses. The nature of the employment that Mountview students seek is short term freelance contracts, typically ranging between a two-day filming contract to a one-year contract in a West End Musical.

Alumni

Our alumni continue to be supported by us throughout their careers, using Mountview library resources, booking studios at a discounted rate, meeting with staff and receiving ongoing careers advice and communications.

Theme 2: Our Ambitions and Strategy

Mountview's ambition is to create an environment where difference is celebrated, and equality of opportunity is embedded for all students and staff. Mountview was one of the first Drama Schools in the sector to commit to partnering with the Diversity School Initiative and did so until they closed last year. In partnering with organisations such as the Diversity School and Stage Sight, we are helping to get the message across of accessible high quality drama training to talent all over the UK and around the world.

Drama training is intensive and challenging, and for those students who haven't been afforded prior high-level training, it can be difficult to adjust. As well as supporting those with disclosed mental health conditions and Specific Learning Difficulties, we recognise that wellbeing and welfare provision is vital, so that all students can thrive throughout their training.

We continue to work on closing the attainment gaps noted in 'Theme 1 – Success' and ensuring visibility of the range of support available to students.

Our prior action plan set out a number of aims and initiatives to assist us in enhancing and developing our commitment to access and participation and contribution to the public good. We will continue working on these initiatives through our Academic Quality and Planning Committee (APQC) and our Learning, Teaching and Assessment Strategy (LTAS) working group, which is currently being revised.

In addition, we will continue to develop our existing commitment to access and participation through:

- Running regional auditions and taster workshops
- Opening regional hubs for foundation courses to add to our existing initiative in Manchester
- Staff mental health first aid training, and expansion and diversification of our student counselling offer
- Developing meaningful links with existing arts provision in the community and opening our doors to their needs
- Growing community classes to provide arts experiences for participants of all ages
- Working closely with all students and the Students Union to reflexively provide enhanced support for students
- Employing diverse practitioners as exemplars for underrepresented groups

We will monitor our progress against these initiatives and continue to innovate strategically towards our aim of access of opportunity for all.

A full list of Mountview's strategic aims and priorities can be found in Appendix 3.

Theme 3: Our Activities and Support for Students

Equality in Performance Opportunities

Mountview employs colour, gender and identity conscious casting and selects materials for students that will offer a balance of opportunities from writers of all ethnicities and backgrounds. This ensures fairness and equality for assessment and opportunities for all, enabling students to achieve success.

Diversity and Inclusivity in the Curriculum

We continue to repair the curriculum and provide wider choice for students in terms of structure and content. We created a Cultural Reading and Resource List which is regularly updated through recommendations. Teaching staff regularly engage with initiatives to diversify and make the curriculum more inclusive.

Community Hub

Mountview has become a thriving resource for the local community, offering weekend and evening classes, to both adults and young people. Particularly successful is Generation N*xt, our principal young people's programme, which is not only an excellent resource for the local community, but it also helps historically excluded young people to experience conservatoire training and create pathways to drama training / careers later in life.

Reasonable Adjustments

Reasonable adjustments to learning and assessment are implemented for students with Specific Learning Disabilities and additional 1-1 support is provided where necessary. Students working in English as a second language are also given support. Mountview staff are skilled at working with students to create adaptations for learning and assessment and in using a wide range of learning styles in their teaching. Staff also attend training sessions on Specific Learning and Educational Needs (SEND) and share best practice at teaching and learning sessions. We have now fully developed our Summary of Reasonable Adjustments process.

Pastoral Care

All undergraduate students are assigned a Personal Tutor and this scheme supports both learning progress and pastoral support throughout their training through individual and group tutorials. Postgraduate and Foundation students can access this support through their Course Leader. A majority of Personal Tutors and Course Leaders are now trained Mental Health First Aiders.

The links between mental health wellness and its impact on educational outcomes for students is becoming much clearer across the sector and in January 2020, our Student Welfare Manager introduced a new, increased and diversified counselling provision for our students. Information about this service can be found here: <https://sway.office.com/WhtWUXb18ETPSbrP?ref=Link>

Mountview is also signed up to the Mental Health Charter #timeforchange which is a sector-wide initiative to raise awareness of mental health issues and sign of commitment to promoting change in attitudes and providing practical support.

Identity

Over the past few years, we have also been focussing on identity and inclusivity, and developing schemes and initiatives to combat unconscious bias to ensure all our students feel included in our community, no matter their background.

We have also been engaging pronouns in various ways as a strategy towards gender diversity/trans inclusion. We encourage staff to share their pronouns when meeting students for the first time and invite students to do the same. We also have pronoun badges available for students and staff to wear when they are in the building to enable students to share their pronouns visibly. We are continuing this work by organising gender inclusion workshops and working on how best to support trans and gender non-conforming students throughout their training.

We believe that our names are a crucial part of our identity, linking us to our past, to our family and to our culture. It is like our fingerprint, owned by each of us exclusively and when someone does not call you by your real name they are taking uninvited ownership of your property. In 2020, alongside the newly formed African-Caribbean Society (ACS), we delivered 'What's in a Name?' training which inspired the 'Say it Right' initiative, aiming to ensure that people's names within our organisation are not mispronounced.

We began by reaching out to the student body and asking whether they felt their names could be or have ever been mispronounced. If so, we asked them to send us a recording of their name as they wish to hear it going forward. We have compiled these recordings, along with a phonetic transcription of each one, and staff and students are encouraged to listen to these recordings and commit to pronouncing names as per the 'Say it Right' database.

In addition to these initiatives, we have been holding staff and student training sessions on unconscious bias awareness and the five pillars of anti-racism.

Anti-Racism

In response to the murder of George Floyd and the rising up of Mountview students and alumni, Mountview committed to play our part in addressing the structural and systemic forms of racism and privilege. We identified a target-driven action plan and formed a working group of trustees and staff to oversee it. We committed to regularly report our actions to trustees, students and alumni. Our Black Lives Matter Statement of Intent is available on our website: <https://www.mountview.org.uk/about/equality-and-inclusion/> This action plan was dynamic and a part of an ongoing dialogue with students and staff about measurable systemic change. We remain committed to taking a proactive stand in the fight against racism, inequality and discrimination, we will actively challenge systemic and endemic prejudice, exploitation and intersectional oppression. The process of constructing an authentic plan meant fully consulting with students and alumni before deciding priorities / thinking strategically. This was the first significant step in our learning and it highlighted the naïve assumptions we had made previously around issues of equality in our environment.

Our recently set up Equality, Equity, Diversity and Inclusion Committee (EEDI) brings together a range of staff from different areas of the organisation, trustees, executives and students each with different lived experience. Working collaboratively to reimagine our practices in a meaningful way, anti-racism will remain a key pillar of activity.

Collaboration with Students

Student Voice is at the heart of Mountview's quality review cycle and students are consulted with any changes to the curriculum or processes. Student Representatives are elected for each cohort every year and we hold termly Student Rep meetings to check in with these students. We also hold an annual Student Board meeting, where the Student Reps meet with several Board members to discuss the student experience at Mountview. We gather student feedback through the annual NSS survey and students are consulted through focus groups for course validations, revalidations and modifications. As well as Student Representatives for all of our courses, we also have elected students forming our Students' Union (<https://www.mountview.org.uk/courses/life-at-mountview/students-union/>).

Collaboration with students also forms part of our learning and teaching methodology. We actively team teach in order to model effective collaboration and to demonstrate the value of collaboration both in the learning space and in the institution.

Underrepresented Groups

We are committed to tackling inequality in all its forms. We believe there is No Grey Area for sexual harassment and we believe that Black Lives Matter and that Trans Lives Matter.

Our Equality, Diversity and Inclusion Policy sets out our commitment to creating an environment where diversity is celebrated and equality of opportunity is embedded for all students and staff regardless of race, ethnicity, gender, disability, age, sexual orientation, belief or religion. Our aim is for our staff and student bodies to be truly representative of all areas of society.

We are resolute to both meet and exceed current obligations under legislation. By doing more than is required by law we will continue to build on Mountview's current reputation and practice as a diverse and truly inclusive arts training institution. We recognise that there is more work to be done.

In celebration of the extraordinary achievements made by pioneers from underrepresented groups, we have created the Mountview Prize which celebrates trailblazers who inspire social change and whose lived experience is inspirational to others.

We audition or interview every applicant seeking entry, demonstrating our commitment to access and our Development team are actively working to increase our financial support for students to ensure that financial challenges do not prevent our students to complete their training. In a typical year, we also conduct regional and international auditions so that all potential applicants have the opportunity to audition, even if they cannot travel to London. Unfortunately, this was not possible over the past few years, due to the global pandemic, but we offered online first round auditions instead. Prospective Performance students that are not considered ready for training at undergraduate level are referred for consideration to the Mountview Foundation courses. On many occasions, students have been nurtured through this process and have subsequently secured a full-time training place.

Mountview has an inclusive approach to recruitment and this is represented across courses with a significant number of students who are neuro-diverse, non-binary and transgender, Black African-Caribbean, Asian and global majority students and students from rural or urban areas across the UK and internationally. In addition, the majority of our students come from state schools, and over half come from low social-economic households, measured by household income.

In addition, we work closely within our local community and we have re-launched some of our in person short course programmes following the COVID-19 lockdowns. We also continue to run the Mountview Scouting Outreach initiative with 48 partner organisations working with a range of youth theatre partners offering free auditions for nominated participants:

Other activities where we are delivering to increase under-represented groups include building on our social media strategy, working and partnering with external companies improving our national outreach in schools and colleges and using our current students' word of mouth to promote Mountview and our training to prospective students.

Mountview is creating an environment where diversity is celebrated, and equality of opportunity is embedded for all students and staff.

This statement is also available on our website:

<https://www.mountview.org.uk/courses/life-at-mountview/access-diversity/>

<u>Equality of Opportunity Action Plan</u>				
Objective/ Target	Key Strategic Document	Progression/ Success Measures	Who is Responsible?	Status
To attract and retain students from under-represented groups	This target aligns with our Equality, Diversity and Inclusivity Policy and BLM Action Plan	Data for these students will be analysed annually for this report	All staff	Ongoing
To raise the educational aspirations and skills of people from under-represented groups to support success in higher education	This target aligns with our Equality, Diversity and Inclusivity Policy and BLM Action Plan	Data for these students will be analysed annually for this report	All staff	Ongoing
To increase the provision of academic and welfare support to those from under-represented groups, including those with protected characteristics	This target aligns with our Equality, Diversity and Inclusivity Policy and BLM Action Plan. This will also be considered in our bi-monthly APQC meetings	Support provisions will be reported and reviewed by APQC and LTAS committees	Executive Team and Student Welfare Manager	Ongoing
To increase the provision of bursary schemes, fee waivers, scholarships or hardship funding	Advancement Department reports		Advancement department	Ongoing

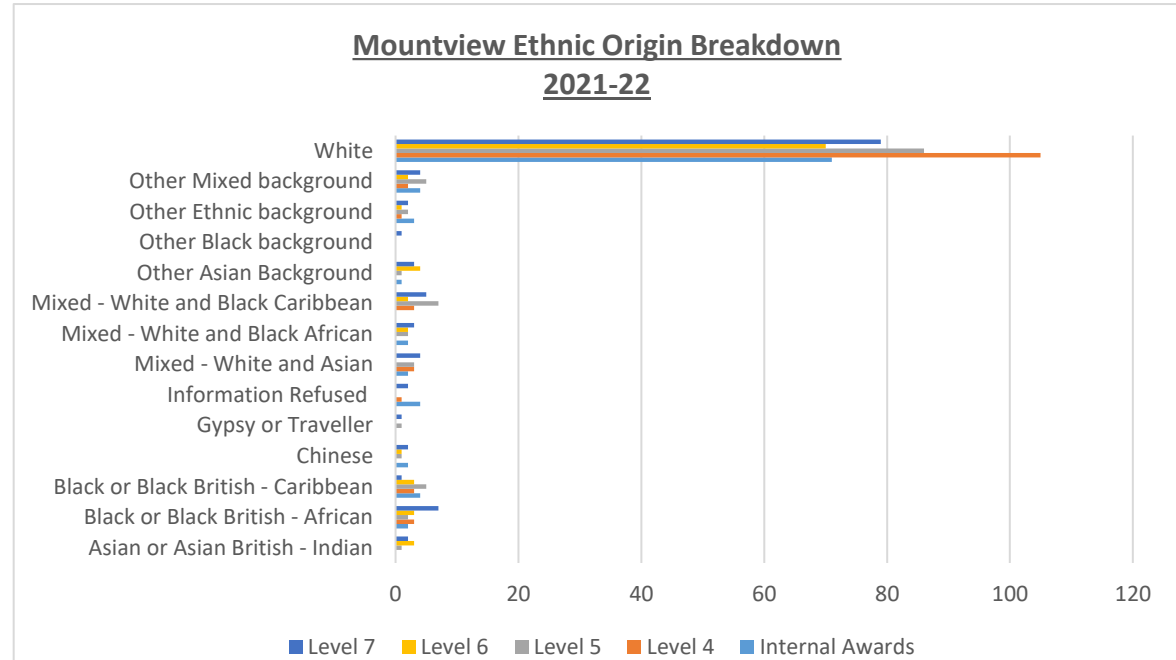
To improve the higher education experience for groups under-represented in higher education	Mission, Vision & Values,	Student Representative Meeting Minutes	Principal	Ongoing
To improve the provision of effective information to under-represented groups, before and during their studies	Student Experience	Student Representative Meeting Minutes	Student Services	Ongoing
To support the progression to employment or further study of groups underrepresented in higher education.	Student Handbook	Agent sign up Employment statistics	Industry Liaison Manager	Ongoing

Promotion of Higher Education Action Plan				
Objective/ Target	Key Strategic Document	Progression/ Success Measures	Who is Responsible?	Status
To work with schools, colleges and other public, private and voluntary bodies to communicate the benefits of higher education and promote a culture of learning and education	Mission, Vision & Values	Engagement evaluation	Participation Team	Ongoing
To increase engagement with local communities by providing access to facilities, providing free or reduced cost access to courses or lectures, or delivering a service as an integral part of the provider's civic duty or corporate social responsibility agenda. This provision may be for the general public or specific groups. It may also include programmes in which students are supported to be active in their local communities, including but not limited to volunteering	Mission, Vision & Values	Engagement evaluation	Participation Team	Ongoing

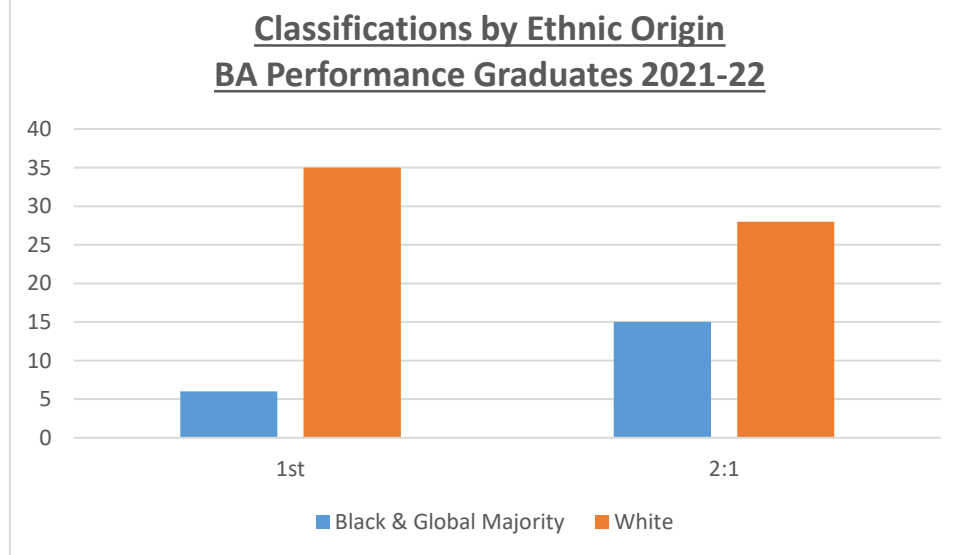
To develop the employability of students, over and above the provision of education, including: links to employers; the development of employability, enterprise or personal effectiveness skills; and/ or work placements	Mission, Vision and Values	Employment statistics and feedback	Industry Liaison Manager	Ongoing
To improve the quality of learning and teaching, with reference to the quality of the student experience	Mission, Vision and Values	Student Representative minutes	Principal	Ongoing
To deliver sustainable higher education	Mission Vision and Values	Activity Evaluation	Sustainability working group	Ongoing

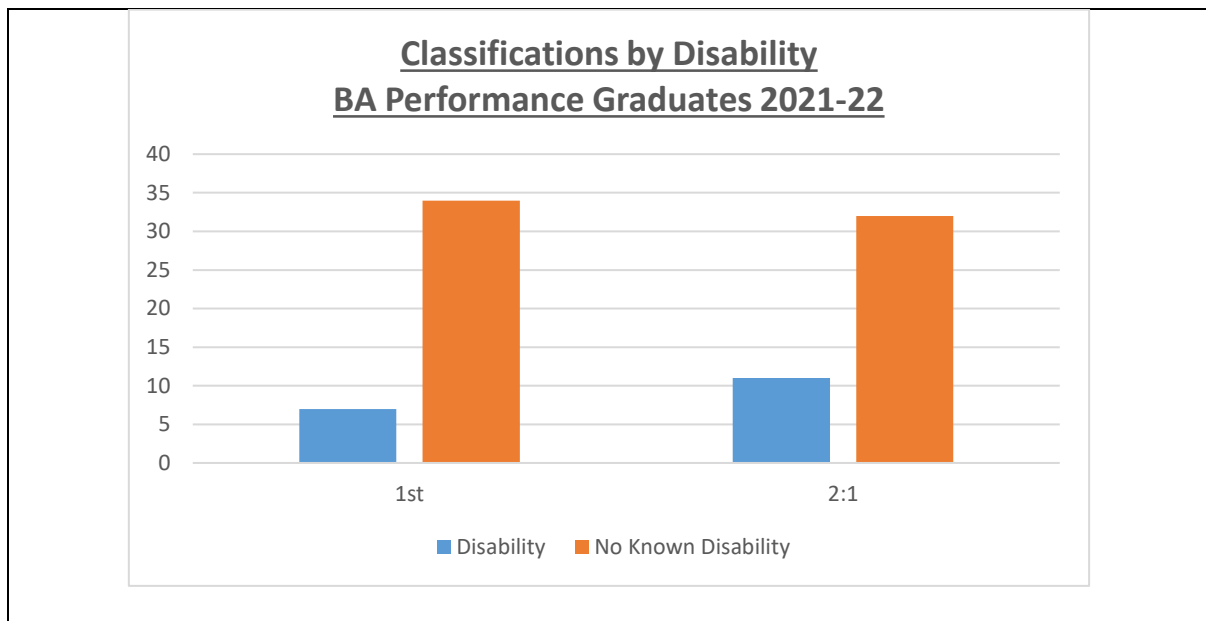
Appendices

Appendix 1: Ethnic Origin Breakdown for 2021-22



Appendix 2: Classification Analysis of BA Performance Graduates 2021-22





Appendix 3: Mountview's Strategic Aims & Priorities

VISION

**ENABLING, TRAINING and PROMOTING
CREATIVE PERFORMANCE AND PRODUCTION ARTISTS**

MISSION

❖ World Class Training

- Foundation preparation, undergraduate and postgraduate degrees
- Young people's programme of skills development with professional practitioners
 - Professional Practitioner Development

❖ Exceptional Performance

- Professional rehearsal space for world-class performance artists
- Year-Round Programme of Professional Performances and Rehearsal Residencies
 - Contemporary music, comedy, dance, theatre

❖ Creative and Cultural Practice

- Adult Programmes
- Artists Work Spaces
- Resident Companies
- Community Engagement

OUR PRINCIPLES AND VALUES																	
Excellence				Access				Innovation				Transformation					
STRATEGIC FOCUS AREAS																	
World Class			Relevance			Connected			Resilient			Civic					
Training and Skills-Development			Fit for Purpose			London			Organisational Effectiveness			Fostering a Cultural Neighbourhood					
Facilities for Creative Artists			Commissioning & Developing new work			National			Diverse, Inclusive and Collaborative			Developing the Civic role of the institution					
Industry Leadership			Fostering Contemporary Practice and Thought Leadership			International/ Global			Environmentally Responsive and Responsible			Developing Home-Grown Talent					
INITIVATES																	
PERFORMANCE			PRODUCTION			CREATIVE PRACTICE				COMMUNITY			STRATEGIC				
ACTING	MUSICAL THEATRE	ACTOR MUSICIAN	TECHNICAL THEATRE, TV, RADIO & BROADCAST			STAGE MANAEMENT	DIRECTING	CREATIVE PRODUCING	MUSICAL DIRECTION	SITE SPECIFIC PRACTICE	COMMUNITY & EDUCATION	WHAT'S NE*T (YOUNG PEOPLE)	IN-RESIDENCE (ADULT)	CULTURAL NEIGHBOURHOOD	INTERNATIONAL	NEW WRITING	
			DESIGN REALISATION - SCENIC ARTS &														
			STAGE MANAEMENT														
													PRESS REALTIONS AND PUBLIC RELATIONS				
													FUNDRAISING				
													DIVERSITY, ACCESS AND INCLUSION				
													WELLBEING				
													ENVIRONMENTAL SUSTAINABILITY				