



Extract from speech of HRH The Prince of Wales, at the opening of the Royal College of Music as reported in *The Times*, 8 May 1883.

Drawing on the vision of Prince Albert for the advancement of the Arts and Sciences, the College's strategic plan sets out a vision for providing access to an inspirational learning experience for the widest possible range of students.

data show that recruitment



whole-

Following on from a recent application for National Network for Collaborative Outreach we are working more closely with local HEIs, Imperial College and Royal College of Art, to offer an annual event for secondary schools (identified from a cold spot area) that brings together science, art and music in a way that is innovative and engaging.

The College already has good retention rates, monitored and reported through Access Agreement targets. These are achieved through a strong system of personalised pastoral support for all students provided by heads/deputy heads of programmes and heads of faculty and through coordination of this support with Student Services. This has recently been extended to include a new tutorial support system and a specific role for the Counsellor in supporting retention. Great efforts are taken to ensure that those students who do leave the College, for example because they realise that a career as a musician is not for them, nevertheless stay within HE.

Despite the fact that it works against HESA PIs, the RCM coaches students who are not likely to succeed as musicians, to help them transfer to other HEIs.

We have also established systems to support disabled students - an area where we can provide highly personalised support, not least through personal learning agreements.

The College believes it can be most successful in widening participation through outreach activity rather than through

In relation to statistical milestones and targets relating to applicants, entrants and the student body, the College reviews performance not just against milestones and targets but also by comparing the RCM's performance with that of the HE sector as a whole and with conservatoire averages. The College considers the further actions that might be taken, if needed, to improve performance through its Student Services Manager and Welfare and Diversity Committee, to ensure effectiveness is monitored. A designated area of the RCM website provides detailed up-to-date information in relation the RCM's commitment to combat prejudice or discrimination in any form, particularly that derived from differences in race, gender, sexuality or disability. New attention will be given to highlight equality and diversity targets from among our widening participation targets and milestones and thereby to monitor this aspect of widening participation more explicitly.

Achievement against the range of targets and milestones will be monitored internally via an annual report by the Head of Junior Programmes and the Head of Learning & Participation to the College's Welfare & Diversity Committee, Staff Student Committee, Senate and governing Council. This report will cover all of the areas described above. The Welfare & Diversity Committee is chaired by the Deputy Director, who has Directorate responsibility for both widening participation and equal opportunities, and the Staff Student Committee is chaired by the Director.

There is student representation on all of these committees and students were consulted in drawing up this Access Agreement via the Students' Union and the Staff Student Committee, including ensuring that it is clear. We have also surveyed our NSP holders to seek their views on the effectiveness of our NSP programme and whether any other measures would have made them more likely to apply to the College, to accept a place, and to support their studies once underway.

In setting targets/milestones we have sought to ensure that these pay attention to the College's responsibilities under the Equality Act 2010. The RCM has adopted its Access Agreement targets as one of the mechanisms by which it measures its



HESA T1a – State School (Young, full-time, first degree entrants)	UK UG entrants from a state school or specialist music school	No	2014-15	73%	78%	78%	78%	80%	80%	The Royal College of Music has b 0 0 1 5u8-6(n)67
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