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A)LIW\ VFKRODUVKLSV KDYH EHHIe d n v W D r e C o l l e g e o n M u s i c, Z K L F K W Z H Q W \ twenty-five provide, not only a free education, but also maintenance for the scholars. Of these scholarships, half are held by boys and half by girls. I observe with pleasure that the various districts from which the scholars are drawn indicate the widespread distribution of a taste for music, and an adequate cultivation of music throughout the United Kingdom. London, with its vast population, sends only twelve out of the fifty. The remaining thirty-eight come as follows: twenty-eight from fourteen different counties in England, two from Scotland, six from Ireland, one from Wales, and one from Jersey. The occupations of the scholars are as various as the places from which they come. I find that a mill girl, the daughter of a brickmaker, and the son of a blacksmith, take high places in singing, and the son of a farm labourer in violin playing. The capacity of these candidates has been tested by an examination

reported in *The Times* 8 May 1883.

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## Strategic Approach to Access and Student Success and Assessment of Performance

'UDZLQJ RQ WKH YLVLRQ RI 3ULQFH \$OEHUW IRU WKH DGYDQFH PHQW RI W vision for providing access to an inspirational learning experience for the widest possible range of students.

This Access Agreement takes this vision forward in line with key objectives, to:

- x encourage applications, enable participation and enable student success and to
- x raise aspiration to engage with music and to study at higher education level

The College believes the area for most effective investment is outreach activity delivered by RCM Sparks and other outreach initiatives, in keeping with national priorities articulated by OFFA. The balance of RCM investment of time and other resources has significantly favoured outreach and related activity from the outset and our strategy is for this to continue. The RCM has a good record of success in retaining all students through to graduation





## 2. Expenditure on Additional Access and Retention Measures

We plan to spend more than £1,000 per BMus fulltime home/EU student on access and retention measures. In 2018/19, as in previous years, because of the significant scale of our outreach programme, we will be spending significantly in excess of this amount. Our overall investment in access, student success and progression will amount to over £475,000. This level of investment in outreach and student success compares to previous years. For an institution our size, with overall turnover of a little over 20m, this is a very considerable investment. The major part of this investment reflects our challenges in widening participation, with £300,000 on access measures; £134,000 will be spent on student success and £42,000 on student progression. The latter is an area of particular success for the College already with near 100% going on to further study or graduate level employment regardless of background. Section 10 below sets out our approach to and spend on financial support.

## 3. Successes of the College B V & X U U H C a M A s s e s s m e n t P e r f o r m a n c e

### Collaborative Partners

The RCM has a wealth of collaborative partners, which informs its entire approach to outreach and widening participation generally. This includes:

- x being a strategic partner of the Borough Music Hub (comprising the boroughs of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea and Westminster City Council) and has led to new partnerships with schools at both primary and secondary level as well new partnerships with other organisations. This is a major \$ U W V & R X Q F L O I X Q G H G L Q L W L D W L Y H D Q G L V D Y H U \ V L J Q L I L F D Q W G builds on its work over a large number of years.
- x RCM Springboard Composition Project a collaboration with local authorities Richmond, Hammersmith & Fulham, Kensington & Chelsea and Westminster
- x Regular partnership with IntoUniversity (K) nine activities per year across three local IU centre which provide a meaningful widening participation partnership that replaces the AccessHE partnership we had formerly which, in our specialist context, did not contribute to widening participation
- x Following on from the recent application for National Network for Collaborative Outreach we continue to work more closely with local HEIs, Imperial College and Royal College of Art, to review our joined up offers for secondary schools identified from a cold spot area) that brings together science, art and music in a way that is innovative and engaging.
- x Collaboration through CUK especially in relation to UCAS conservatoires

establishment of the new borough local authority structure from September 2013 has meant these ensembles have

Specialist State-funded Music Schools and Independent School Specialist Scholarships

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## 6. Additional AccessM

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A , Q W K H E H J L Q Q b Q u i n t a n k o n o f s e p i n g o u r c h i l d r e n t o a n y m u s i c l e s s o n , i n p a r t t h i s i s d u e t o o u r f i n a n c i a l s t a t u s a n d a s w e l l a s o u r l a c k o f k n o w l e d g e i n m u s i c . W h e n w e f i r s t k n e w o f t h e p r o g r a m m e w e a c t u a l l y n e e d e d W R V H D U F K I R U L Q I R U P D W L R s i n c e o u r d a u g h t e r F X V V L R Q D % X W h a s e n g a g e d i n m u s i c , h e r s i s t e r h a s t a k i n g u p V i o l i n l e s s o n . W e a r e e v e r t h a n k f u l t h e p r o g r a m m e h a d g i v e n u s a s a f a m i l y o p p o r t u n i t y t o a t t e n d f r e e m u s i c w o r k s h o p a n d d i s c o u n t e d t i c k e t c o n c e r t s .

Sparks Junior parent

A % H L Q J d w i t h R C M a s p a r e n t s w h o a r e c o m i n g f r o m w i t h o u t a n y m u s i c b a c k g r o u n d s f r o m e i t h e r o f u s , h a s n o t o n l y g i v e n a n o p p o r t u n i t y t o o u r s o n , i t h a s c e r t a i n l y g i v e n a l l o f u s i n t h e f a m i l y a n e w h o p e f o r g e t t i n g i n v o l v e w i t h t h e w o r l d o f m u s i c . M u s i c i s h e a v i l y e m b e d d e d i n t o o u r l i f e s t y l e e v e n t h o u g h i t i s o n l y o n e p e r s o n g o e s f o r l e s s o n . W e f e e l l i k e w e a l l a r e t a k i n g p a r t i n t h e p r o g r a m m e . S e e i n g o u r y o u n g e r d a u g h t e r e x p e r i m e n t i n g w i t h i n s t r u m e n t s f r o m h e r e a r l y s t a g e o f l i f e i s f a b u l o u s a n d s h e ' s n o w a l r e a d y k e e n t o l e a r n m u s i c . T h e w h o l e e x p e r i e n c e h a s a d d e d v a l u e s t o o u r f a m i l y a n d w e a r e G H W H U P L Q H G W R F R Q W L Q X H W K D W Z D \ B

Sparks Junior parent

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RCM Junior Department



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 ~~as per~~ widening participation more explicitly.

Achievement against the range of targets and milestones will be monitored internally via an annual report by the Head of

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- ii. Results then checked against milestones to ensure correct demographic, retention and examination progress.
- iii. In the year 2015 it was evaluated that individual lessons were needed in year 3 and beyond of the programme to support focussed learning and raise attainment.
- iv. Set target and complete target to revise timetable to offer better provision in the identified area.
- v. Continue to monitor throughout the following academic year.

In September 2015 the RCM invested in a new database, Paritor. The database was built with our specific needs in mind taking into consideration how we collect the relevant data to enable efficient reporting throughout the year. We continue to revise evaluation methods through updating our online evaluation forms to be more streamline therefore quicker and easier for stakeholders to complete and in turn making the data collection and analysis more focussed to inform future work and progress towards milestones. In 2017 we are also investing in some external consultation on how we can improve and develop our evaluation techniques and processes for our varied groups.

### 13. Providing information to prospective and existing students

#### Clear, Accessible and Timely Information

Clear, accessible and timely information will be available for applicants and students on the fees that we charge and the financial support that we will offer. This information will make clear exactly what level of financial support we are offering students in each year of their studies (including for national scholarships, as of benefit rather than a recurrent annual award). This information will be provided on our website and in our prospectus. We will provide timely information to UCAS for the UCAS Conservatoire admissions service and to the SLC to enable them to populate their application web services. A new CUK website launched in 2015 provides information about study at conservatoires, including the RCM.

### 14. Targets and Milestones

7KH IRXU NH\ GULYHUV RI WKH &ROOHJHBV \$FFHVV \$JUHHPHQW DUH PHDV

- x enable participation
- x raise aspiration
- x encourage applications
- x improve retention.

The table on the following page detail targets and milestones.



