
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.

The UK has a number of successful small, specialist Higher Education Institutions, each with its own distinctive access trajectory. For music conservatoires, this trajectory begins at a very young age. Children who are likely to become credible applicants for the RCM's single undergraduate programme, the Bachelor of Music degree, will have access to and be engaged with music making throughout their school lives and will usually have reached a high level of attainment by the time they are in their mid-teens. One or more distinctions at ABRSM Grade 8 level is usual. The RCM supports children of primary and secondary school age through its [outreach programmes](#) and its [Junior Department](#) activities which are described in detail in this Plan.

Entrance to the RCM's performance and composition programmes is by audition or interview. We audition or interview every applicant who applies by the deadline and the vast majority of applicants who apply late. Whilst each of our programmes has its own academic entry requirements (typically A levels for the Bachelor of Music (BMus), a first degree for the Masters programmes) the overriding factor which determines access to a place is performance at audition or interview. Our entrance assessment panels are made up of experienced professional musicians whose task is to recognise

The following table show the number of applications received for all programmes in the BMus programme and the resulting enrolments:

	2018-19		2017/18		2016/17	
	Applications	Enrolments	Applications	Enrolments	Applications	Enrolments
All	2142	360	1992	355	1927	339

The RCM has a good record of success in retaining all students through to graduation those from disadvantaged backgrounds and other students, as demonstrated by HESA and RCM statistics.

The College's outreach activities are oriented to support study in music and other subjects in HE generally, as well as to the RCM. Evaluation of this activity has shown young people engaged with sustained activity with the RCM feel more confident

Overall we aim to achieve continuous improvement. We have a number of ongoing initiatives aimed at continuous improvement- some targeted at specific groups such as disability, some addressing multiple and, in some cases, intersecting groups

The RCM is focuss

the UK's professional orchestras, have a duty to play their part in identifying BME talent and training the diverse workforce of the future. For this reason we feel it is important to target our access resources in this area.

Continuing initiatives

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 ~~T~~Borough Music Hub has led to new partnerships with schools at both primary and secondary level as well new partnerships with other arts organisations. This is a major Arts Council funded initiative and is a very significant development in the College's approach to access, which 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 Partnership with IntoUniversity (IU) ~~ine~~ activities per year across three local IU centres which provide a meaningful widening participation partnership
- x Partnership with Royal Albert Hall collaborative community programme engaging hard-to-reach families
- x Collaboration through CUK, especially in relation to UCAS conservatoires

Details of each of these collaborations and the projects they have led to can be found in the sections which follow. These collaborations contribute most significantly to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers.

Outreach

A flourishing outreach programme focusing on sustained relationships, delivered by RCM Sparks includes the Sparks Juniors initiative that connects outreach activity with free study in the College's Junior Department and offers access routes through to RCM BMus study for children from disadvantaged backgrounds. This programme started in September 2009 and is funded by both the College's additional fee income and generous donations. In 2012 the programme added an additional extension element to allow the young musicians to access the three years of specialist tuition taking participants to GCSE age. The extension programme includes a paired lesson, musicianship support, and involvement in a local gifted and talented choir - all of which takes place at the RCM. Following an extensive review, from 2018/19 the RCM Sparks Juniors programme will further encourage sustained relationships by increasing the number of children starting the Sparks Outreach Programme. 193d70e3(2)05e-8(i)4(n)-9(e)-2(d)-15(r)-16. 0.026S)-11.2-5.9(4e)-e5 Tc 0.03.8(f)-1cir-3.1()-1nnS44.8(r)

Accessible Resources RCM Museum

The RCM is significantly investing in a redevelopment project, with additional funding from the Heritage Lottery Fund. The transformation will significantly focus on outreach and will position the Museum at the heart of the College. There will be a

The Sparks Juniors Extension programme set up in September 2012 has had great success and retention. It ensures 'graduates' from the scheme have progression to the next musical step and provides them with a high quality, carefully monitored pathway to GCSE. The Sparks Juniors Extension programmes runs on a weekday and offers individual lessons, a group musicianship, an ensemble class and a vocal group. Both programmes are fully funded.

Collaborative Working Between HE Institution

Conservatoires UK and UCAS Conservatoires

Conservatoires UK (CUK) is the umbrella organisation which currently represents the collective views of music education and training across the nine major UK conservatoires.

CUK member institutions collaborated to establish an online admissions service for conservatoire entry. The prime motivation of this collaborative initiative was to provide for more public and accessible conservatoire admissions, especially for those from underrepresented groups. Called UCAS Conservatoires it is an online admissions service, administered by UCAS that started in May 2005: <https://www.ucas.com/ucas/conservatoires/ucas-conservatoires-getting-started>. The seven founder member conservatoires, as well as HEFCE, invested heavily to establish the service (a total of £675,000, of which £365,000 was provided by HEFCE). As a result of the establishment of this service applications to the RCM have increased significantly from c1400 a year to over 2000 currently

The CUK agenda more broadly contributes to a range of widening participation issues, supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, students of particular ethnicities, and care leavers, mature students, disabled students and offenders. UCAS Conservatoires facilitates fair and transparent admission to students from a range of backgrounds which might otherwise not access higher education in the conservatoire sector.

Monitoring and Evaluation Arrangements, Consulting Students and Equality & Diversity

Focusing on Output

The College's widening participation targets are now much more oriented to measuring output rather than input. This requires more energy in the strategic prioritisation of monitoring and evaluation than was previously the case, especially in obtaining and then analysing data from partner institutions to measure the success of outreach activity.

All learning and p

2018-19 we are also investing in some external consultation on how we can improve and develop our evaluation techniques and processes for our varied groups and encourage sustained relationships

How we involve students in the implementation, monitoring and evaluation of this plan

The responsibility for the Action and Participation Plan lies with our Welfare and Diversity Committee, which is chaired by the Deputy Director and includes four student representatives. See section the section 'focussing on output' above, for more details on how we monitor and evaluate performance through our committee structure.

In developing this plan, a special staff led workshop was convened with students representing a wide variety of target backgrounds in order to ensure that the plan is relevant to all students. See section the section 'focussing on output' above, for more details on how we monitor and evaluate performance through our committee structure.

Geographical Context for the work of RCM Sparks

Since 2012 the RCM has been a strategic partner of the-Tri

Strategic Secondary School Partnership programme

RCM Sparks implemented a Secondary School Partnership programme in 2016 which continues with success. This programme intensely supports three secondary schools for three years with higher than average pupil premium numbers from the Truro area on a rolling programme high, medium and low (moving through the three years), after which they move to become a link school. As schools move into low support/link support, we will engage new partner schools to continue the cycle. An audit of need is conducted at the beginning of the partnership to allow the RCM to create a bespoke programme of support - this ranges for academic classroom support, access to inspirational role models, access to high level training and support, as well as additional enrichment activities.

The aims of this work is to best support the partner schools in the way they identify. Key focus are:

- To increase in instrumental uptake success criteria: upward movement of instrumental number
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Community Programme

The RCM Sparks community programme in partnership with the Royal Albert Hall and Truro Music Hub focuses activity in community centres in disadvantaged areas within the Truro area. The programme aims are as follows:

- 1) to increase the proportion of participants from underrepresented and disadvantaged groups who engage with the RCM, RAH & Truro Music Hub
- 2) to bridge the gap and broker the relationship with local families, their community centres and the Music Hub
- 3) to provide a pregrade 1 foundation programme for children/families from disadvantaged neighbourhoods, many of whom struggle to access extracurricular and recreational activities after school, at the weekend and during the holidays
- 4) to signpost and open doors to other RCM/HuRAH activities in order to empower families to seek out their continuing musical journey.

At the end of the programme, engaged families are offered continuing opportunities with the three organisations in order to encourage sustained engagement

"I am currently not working and receiving ESA benefit, so don't have any additional income to support my child for her to learn music. I really love music and my family are from a musical background, so I'm trying to find her various ways possible for her to get into music, but I need big help."

Parent, RCM Get Set Play programme

Student Success

The College already has good retention rates, monitored and reported through Access & Participation Plan 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 Performance Indicators, 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 in an area where we can provide highly personalised support, not least through personal learning agreements.

Progression

Graduate destinations the RCM has an unprecedented record in employability, regularly placed at the head of all UK HEIs, as reported through HESA DLHE data, with 100% or near 100% employability of its students. UNISTATS statistics show 100% going on to work or further study; with 100% in a professional or managerial job; 80% in 'artistic or literary occupations' (ie working as a musician)

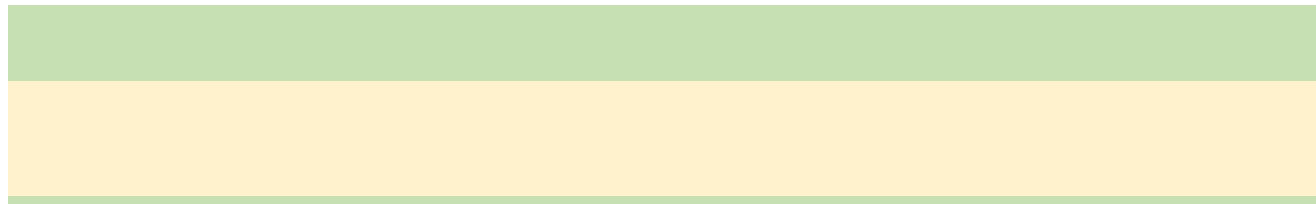
4. INVESTMENT: EXPENDITURE ON ADDITIONAL ACCESS & RETENTION MEASURES

We plan to spend more than £1,000 per BMus full-time home/EU student on access and retention measures. In 2019/20, 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 amount to over £435,000. 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 £200,000 on access measures; £134,000 will be spent on student success and £42,000 on student progression. The

Fees

The fees for home full-time undergraduate degree student entrants in 20120 (currently £9250) will be set at the higher fee cap once this is published by government, rising by the amount permitted by government as the higher fee cap for each year of the BMus for this cohort.

The BMus is only offered as a full-time programme, although, as part of its student retention strategy, the college



Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*



