

Before

Fig. 1. 1b UK-domiciled new entrants by IMD quintile⁶

Again, there has been a significant fall in the proportion of students from quintile 5, from 48% to 27% of new entrants, compared to 21% nationally in 2017/18. These data indicate a broader spread of students across the quintiles, including quintile 2 students making up 15% of new entrants in 2017/18. However, proportions of quintile 1 students remain low according to this measure, making up 8% of new entrants in 2014/15 and 2017/18 and with numbers being too small to display in other years. This is compared to 21.6% nationally in 2017/18.

There is a correlation between the lack of access to music provision in schools in low-participation areas identified in national research and the gap in the progression of the

Fig 1.1c Continuation/Non-continuation by POLAR4 quintile 2013/14 to 2017/18⁷

As shown in figure 1.1d, the percentage of students obtaining upper second degrees or above is high above all quintiles, with students from quintile 4 (the lowest quintile) having the highest percentage of students obtaining upper second degrees or above.

Fig. 1.1e: Progression to employment of further study by POLAR quintile⁹

In recent years the RCM has set Access Agreement targets to improve the proportion of students admitted from BAME backgrounds. Progress has been made and the most recent years' data indicates that the overall proportion of white/non-white students was close to being representative of the UK population: according to ONS data from the 2011 census, 14% of the UK population identify as non-white¹⁰. However, when calculated using a three-year rolling average as shown in figure 1.2a, the proportion of students identifying as non-white was 10%. This indicates that there is more work to do

Fig 1.2c Degree outcomes by ethnicity

As with low POLAR4 quintile entrants, there is no greater likelihood of students from ethnic minorities being unemployed nine months after graduation compared to students from white backgrounds, as shown in figure 1.2d:

Fig. 1.2d Progression to work or further training by ethnicity¹⁵

The RCM's undergraduate programme does not recruit high numbers of mature students (individuals aged 21 or over at the beginning of their course) compared to the national average, as shown in figure 1.3a. In 2017/18 mature students made up 9% of new entrants, compared to 27.8% nationally, and this figure has remained largely constant over the past five years.

It is very rare for a late starter on a musical instrument to achieve the required level of practical skill for entry. Sustained and regular tuition and practice is required from a relatively early age and without any break, meaning the vast majority of music conservatoire students progress directly from school to conservatoire. One exception is singers, who, for physiological and anatomical reasons, mature later than instrumental performers. For this same reason a number of mature singers choose to join the RCM as postgraduates rather than as undergraduates, with the RCM's [Graduate Diploma in Vocal Performance](#)

¹⁵ DLHE survey data 2013/14 – 2016/17

offering a pathway to help facilitate this. For these subject-specific reasons, the RCM considers that access gaps amongst other under-represented groups are a greater priority.

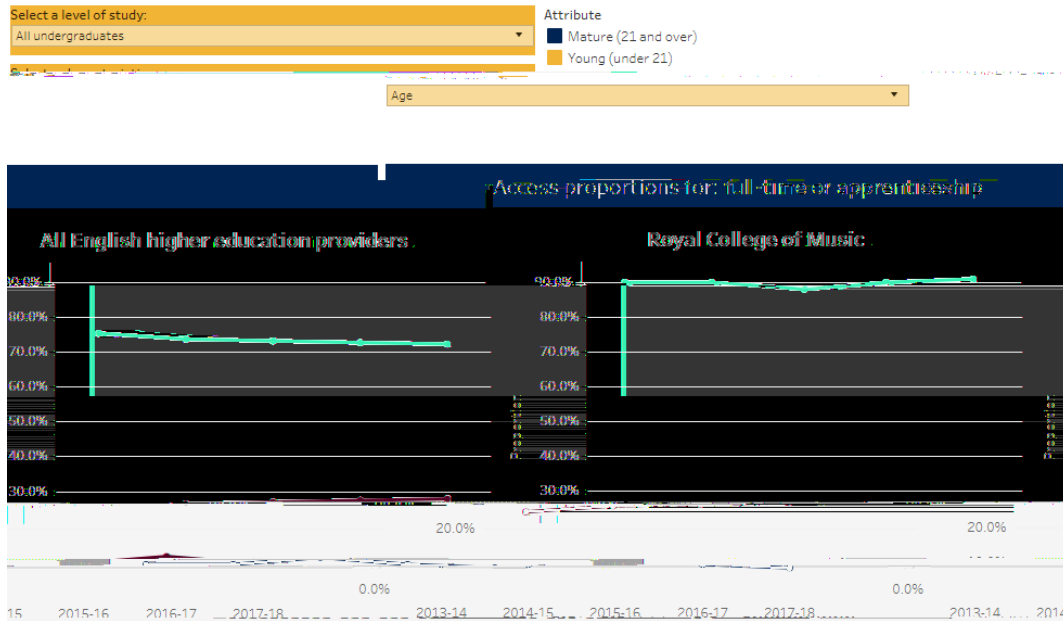


Fig. 1.3a: UK-domiciled new entrants by age group¹⁶

As figure 1.3b indicates, there is no significant difference in the proportion of young and mature students successfully completing the BMus degree. The chart may appear to indicate that there is a gap in continuation between young and mature entrants. However, the number of mature leavers during the five-year period is so low that the proportions appear distorted: the percentage of mature students shown represents fewer than 5 students. Therefore, the RCM does not consider this apparent gap to be statistically significant.

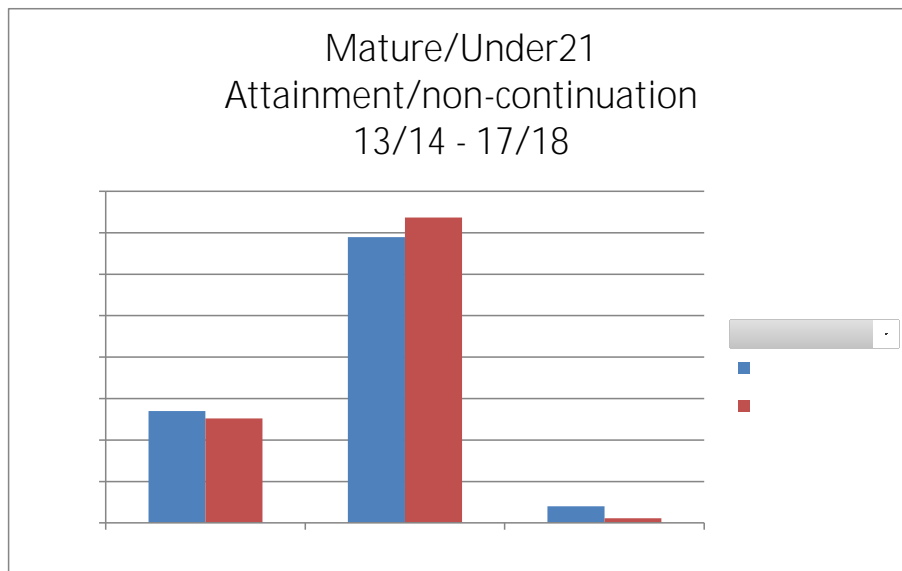


Table 1.3b Attainment and (Non)-Continuation of students by age group¹⁷

¹⁶ OfS Access and Participation Plan dataset

¹⁷ HESA output 2013/14 to 2017/18

Fig. 1.4a: UK-domiciled new entrants declaring a disability¹⁹

Once disaggregated by disability type, it is hard to draw any significant conclusions. As shown in figure 1.4b, the percentages of students in each disability category in most cases represent fewer than 5 students. For example, the 10% of new entrants declaring a learning disability in 2017/18 represents just 7 students. These numbers have fluctuated slightly over the past five years, but it is not possible to conclude

Applicants to the RCM are relatively unlikely to be care leavers, as a disrupted family life is not conducive to the high degree of consistency of instrumental tuition and the committed and sustained practice and performance regime that is essential to develop the high executant standard required to gain entry to a conservatoire. Nonetheless, audition fee waivers are available to ensure that care-leavers, who are likely to be self-funding, have equality of opportunity in being able to attend an audition.

Due to small numbers, it is very difficult to identify any specific trends of disadvantage between under-represented groups, and it is not possible to present the data here without identifying individuals. Our analysis indicates that there is no statistically significant correlation in Access, Success or Progression between POLAR4 quintile 1 students and either ethnicity or disability. Similarly, we also have not identified any noticeable intersection between these three groups and other protected characteristics such as sexual orientation or gender within our student body. However, internal anecdotal evidence suggests that students from under-represented groups are more likely to encounter financial or personal difficulties, sometimes related to a less stable home life, and may require additional pastoral support.

The RCM recognises that students from a number of other groups are currently under-represented in higher education at national level, including:

- Carersx

- People estranged from their families

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As the timeline for development of the skills needed to enter a conservatoire is a long one, the RCM will be targeting both sixth-form students preparing to apply to higher education and also young people at earlier stages of their musical development, responding to the national inequality of access to quality music education in schools and the community at large and the need to improve ethnic diversity within the music profession.

Whilst our assessment indicates that students from black and mixed black backgrounds are particularly under-represented, there are still improvements to be made in access for students from all BAME groups, and we do not wish to deter applicants from other BAME backgrounds, hence our decision to develop not to restrict our strategic measures to black students.

The RCM recognises that some other groups such as mature students and care leavers are currently under-represented, as previously explained this is unlikely to change due to subject-specific and other factors that are difficult for the RCM to influence. As a small specialist institution with relatively limited resources, it is necessary to prioritise our efforts where we believe a proportional investment can be most effective.

Analysis of the OfS' Access and Participation dataset indicates a gap in access for students from IMD quintile 1. However, as this information is not currently provided to the RCM as part of applicants' UCAS Conservatoires applications, the College is not in the position to set targets in this area at this time. However, the RCM will be introducing measures to calculate this data on an individualised basis and make it available to audition panels, which it is expected to have in place for the 2021 recruitment cycle (aligning with the introduction of UCAS' new application system and the expected implementation date of the RCM's new student records system).

The RCM's current performance in relation to attainment and progression is strong, and we have not identified any current statistically significant differences in outcomes for students from under-represented groups. However, our commitments within this plan recognise that, in diversifying the student body, it will be necessary to increase support for these students, to ensure that equality of opportunity and attainment is maintained. Therefore, whilst we have not set specific targets in relation to Success and Progression, the provision of appropriate support to students from the groups above forms a key element of our

needed to enter a conservatoire. The RCM, is a small institution and cannot single-handedly reverse this trend. However, we aim to contribute to resolving this problem by ensuring that, through our own pre-tertiary programmes and outreach work with collaborative partners, disadvantaged children who might not otherwise have access to music education have the opportunity to develop the skills that can set them on the pathway to conservatoire study.

The RCM has set a long-term target of 50% of children in the final year of the Sparks Juniors programme (age 4–8) progressing to a fully auditioned place at RCMJD (age 8+) by 2024–25, which in turn provides a pathway to higher music education. This target takes into account the likelihood

Sharing expertise and best practice to address the challenges and remove any barriers for underrepresented student groups
Promoting conservatoire education as a positive study choice for underrepresented groups locally, regionally and nationally
Engaging in dialogue with the wider higher education sector to evidence the impact of the decline in access to performing arts education within schools and the disproportionate impact this can have on disadvantaged young people

Widening participation issues are considered in all areas of the RCM's work; not just in dedicated departments such as Student Services and Learning & Participation, and by the Welfare & Diversity Committee (which includes significant student representation) and the Student Staff Committee, but also throughout the institution, including Admissions, Learning and Teaching, the Creative Careers Centre, the RCM Museum and the Estates team.

The musical development journey starts early, as illustrated in the model below, and it is critical to identify and nurture talent from a young age.

Only a small number of exceptionally talented individuals will ultimately become music professionals, but in order to identify and then support them, as many children as possible must be given the opportunity to discover their potential through equality of access to music tuition. This should enable equality of opportunity to enter higher music education at the RCM for those with the level of skill to do so and the potential to develop further. Once at the RCM, a combination of high-quality tuition, appropriate support and professional skills development equips students with the complex of skills necessary not only to succeed in their studies, but to progress to a career in music. If equality of opportunity can be achieved at each stage, in due course the classical music profession should be enriched by increasing diversity.

The RCM's learning and participation programme, RCM Sparks, provides inspiring opportunities for families, schools and young people to engage with music education. RCM Sparks runs a series of public events and activities for schools at the Royal College of Music, as well as a special programme in our local area, partnering with other institutions to provide the benefits of music education where they are most needed in the community. All of its work is based around clear learning pathways, which cater for children's changing needs as they develop, fostering musicianship and learning skills year-on-year throughout their educational journey. The programme is designed by experienced RCM staff and led by outstanding workshop leaders who are experts in their fields. These leaders are supported by teams of RCM students who are trained and supported in community- and primary school-based learning and participation work, in turn developing a new generation of music educators with relevant and meaningful practical experience.

Our target groups are:

- Children, young people and families from low income-households/low socio-economic groups
- Children and young people from underrepresented groups (including BAME backgrounds)
- Children and young people with disabilities

Most of the programme is provided free of charge, funded through active fundraising and supported by a core grant. Free and subsidised places are available to the following groups:

- Children who are eligible (whether claimed or not) for free school meals (after age 7) and their families
- 'Looked-after' children i.e. children looked after by the local authority or in foster care, and their families
- Families who live in social housing
- Families who are eligible for housing benefit
- Families who are eligible for family tax credit

Families/individuals who are eligible for disability benefit
Service families

The information below sets out the learning pathway a child from a target group could take through RCM Sparks.

Mini Sparks age (0-3): Following the launch of Tri-Music Together, the Royal College of Music now runs two Mini Sparks programmes in local communities. These weekly sessions teach families the value of learning how to listen in the truest sense, to tune-in and play with their children through music. This can raise self-esteem and confidence and can heighten a child's ability to focus, listen and contribute with others over time. It also teaches and promotes healthy attachment and communication methods between parents and children through play.

Sparks Juniors (age 3-8) (further details below): Sparks Juniors is an innovative collaboration between RCM Sparks and the RCM Junior Department, launched in September 2009. Each year, the initiative offers eight pupils a free three-year programme of high-level tuition led by RCMJD staff and Royal College of Music student mentors.

Get, Set, Play (6-8) is a year-long free programme offered to families and young people from the least affluent neighbourhoods of the Tri-borough area. It offers an accessible way for parents, grandparents and carers to learn music alongside their children and provides a pathway for a continuing musical journey. The programme features the composer Sally G reaves' 'G roove n' Play series, exploring firstaccess instruments such as ukulele, recorder and violin.

After the age of 8 and at the end of the Get, Set, Play programme, engaged families are offered subsidised music lessons and choir membership with the Tri-borough Music Hub as well as information to signpost other events for families to continue their engagement. Particularly talented children are encouraged to audition for the RCM Junior Department, a dedicated high-quality Saturday school for performing musicians aged 8-18.

An enhanced bursary programme is available to support students from lower socio-economic backgrounds on the Sparks

Sparkles delivers weekly sessions to 240 3–5 year-old children, thus creating a pool of especially musically developed children, nurturing access and supporting progression into the Sparks community programme, the TriBorough Music Hub, and a revised Sparks Juniors programme at the RCMJD for students aged 5 (September 2019). By enabling students to access high-quality musical education at a very early age, RCM Sparkles maximizes their chances of progressing through the Sparks Juniors programme, the RCMJD, and beyond.

The RCMJD provides specialist training for talented children aged 8–18. It comprises around 300 students who meet on term-time Saturdays. Young people travel to the RCMJD from all over Britain for an intensive day of music-making. The

demonstrate their talent and potential. Panel decisions are moderated by the Senate Executive Committee, to ensure all applicants are considered fairly, with particular close consideration paid to applicants flagged as being from under-represented groups.

The RCM operates an audition fee-waiver scheme for applicants who come from families with low household income

career-building opportunities and a direct route into the music industry. The Creative Careers Centre's primary goal is to offer a broad range of professional contacts and services, which will enable musicians to discover their own identity, gain hands-on experience and new skills, develop an entrepreneurial mind-set, and ultimately build a successful and fulfilling professional portfolio.

The RCM offers a wider programme of activities to the local community through its series of public events delivered by RCM Sparks. These events are tailored to specific age groups, allowing to offer the most constructive, enjoyable and engaging learning experience for participants. Events are available for children aged from 4–18. The programme provides a consistent and nurturing learning journey for those who return year after year, offering an excellent opportunity for access to high quality music experience.

Family Create (ages 4–5)

Ignite (age 6–8) and Explorers (age 8–12)

Springboard (ages 13–18)

In its commitment to life-long learning the RCM is also a partner with Turtle Key Arts and English Touring Opera in the delivery of Turtle Song. The project brings music, movement, and singing to people with memory problems and their carers, whilst also providing valuable experience to RCM.

The RCM's Creative Careers Centre is developing its partnership with Chelsea and Westminster Hospital by providing musicians for their waiting areas, as well as on wards and Intensive Care Units.

The RCM Museum is not only an invaluable resource for students, but also plays a key role in the RCM's aim to bring music to a wider audience. The Museum seeks to combat physical, intellectual, social and economic barriers to welcome a diverse range of visitors through a number of measures, including:

- A free admissions policy

- Making interpretation content easy to understand and providing opportunities to learn through touch and other senses.

- Representing inclusive communities (such as minority groups) within the collections and displays where possible, promoting tolerance, inter-community respect and challenging stereotypes

- Hosting a monthly relaxed concert in the gallery, collaborating with external service providers to work with people with learning disabilities.

- Further activities targeted at harder to reach groups will be planned following the Museum's re-opening in 2020, such as regular BSL and audio description tours led by trained guides.

The RCM will complete a major £40 million project, More Music, to redevelop its estate in early 2020. A key element of the project involves making the historic building more welcoming and accessible to applicants, students and 7(a)6(r)1-4(y 2)-710(si)-4(b

attainment with young learners from disadvantaged backgrounds through RCM Sparks. It emphasises the need to provide appropriate support for students with diverse needs and from differing backgrounds, which includes students from low-participation and BAME backgrounds, along with tailored support for students with disabilities. The policy furthermore highlights the need for safe and healthy music making, including appropriate mental health support, to help students to achieve their potential.

The RCM's new Equality and Diversity Strategy³⁰, approved in 2019,

Students from disadvantaged backgrounds are less likely to have had access to the high-quality tuition or the conditions needed for the hours of daily practice needed to succeed as a musician, making them more likely to have technical shortcomings that need addressing, especially at the start of their HE studies, or pastoral challenges requiring additional support. Students from such backgrounds who have been admitted to the RCM previously have often needed significantly more individual support throughout their studies to enable them to succeed. Fortunately, the nature of the RCM's BMus course, which is highly tailored to the individual student and comprises many significant hours of one to one tuition, is conducive to providing this. However, in increasing its proportional intake of students from under-represented backgrounds, the RCM will need to devote additional resources to developing a more structured package of support, to ensure these students have equality of opportunity to succeed in their studies.

In diversifying its student body, the RCM will review its support systems, to ensure students from such backgrounds have the same possibilities as more privileged young people to succeed on the BMus course. The RCM is currently undertaking its regular five-

As the 2020 recruitment cycle will open shortly, it is anticipated that activities targeting external applicants and teachers will first be implemented from the 2021 cycle.

In order to diversify the pool of potential applicants, the RCM must address the national inequality of access to instrumental

Disabilities Officer and a Diversity Officer, who will have specific responsibility for wellbeing and inclusion matters. As a small institution, the SU President and Executive members know a high proportion of their fellow students personally and provide a representative sample of student opinion.

The impact of bursaries on acceptance rates will be reviewed throughout the year alongside the existing monitoring process for uptake of RCM scholarships. Reports are reviewed at regular intervals through the recruitment cycle by the Senate Executive Committee. Monitoring will include more general monitoring of the student support elements contained in this plan, for example the provision of support for students with mental health issues.

Students identified as requiring a bespoke package of support will be identified to their one to one professors and personal tutors, who will be expected to report any causes for concern about progress as soon as they arise. Heads of Faculty and the Head of Undergraduate Programmes will check the progress of these students at regular intervals through the year, to ensure they are on track.

Whilst the RCM has not identified significant gaps in performance in relation to success and progression and therefore has not specific targets in these areas, it is planned to maintain current performance in these areas through the lifetime of the plan. This will be monitored as part of the monitoring of the effectiveness of the support packages offered to applicants admitted on the basis of contextual admissions, to ensure that the support they receive provides them with equal opportunity to succeed on the BMus course. This will also include ongoing monitoring of the performance of students from other groups that have not been specifically targeted for access purposes in this plan, including mature students and students with a disability.

Primary responsibility for monitoring this area of work will lie with the RCM's Senate Executive Committee, whose membership includes all Heads of Faculty and the Head of Junior Programmes, who will play key roles in this area of work. Regular updates will be required through the year and reported on an annual basis to other committees including Staff Student Committee, Senate and Council.

The outcomes of the proposed annual evaluation exercise will be monitored by various committees, including Welfare & Diversity committee, Staff Student Committee, Senate and Council.

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 it clear exactly what level of financial support we are offering students in each year of their studies. The information will be provided on our website and in our prospectus. We will provide timely information to UCAS for the UCAS Conservatoires admissions service and to the SLC to enable them to populate their applicant-facing web services.

Presently fees for students from other EU countries are aligned to the rate set for home students, although it is not clear from Government whether this arrangement will continue for EU students beginning courses in 2021-22.

This Access and Participation Plan will be published on the RCM's website alongside our previous Access Agreements [here](#), where it will be available to all applicants.

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

- 1. Targets (tables 2a, 2b and 2c in the targets and investment plan)*
- 2. Investment summary (tables 4a and 4b in the targets and investment plan)*
- 3. Fee summary (table 4a and 4b in the fee information document)*





	£303,977.00	£311,577.00	£319,366.00	£327,350.00	£335,534.00
	£271,660.00	£278,452.00	£285,413.00	£292,548.00	£299,862.00
	£14,700.00	£15,068.00	£15,444.00	£15,830.00	£16,226.00
	£0.00	£0.00	£0.00	£0.00	£0.00
	£17,617.00	£18,057.00	£18,509.00	£18,972.00	£19,446.00
	£114,050.00	£160,440.00	£179,084.00	£197,731.00	£197,881.00
	£43,584.00	£44,674.00	£45,790.00	£46,935.00	£48,109.00



