



ROYAL ACADEMY
OF MUSIC

Royal Academy of Music
Access and Participation Plan
2019-20

1. Assessment of Current Performance

1.1 Overview

The Royal Academy of Music is deeply committed to making its educational programmes, facilities and expertise available to the widest possible constituency. Like all conservatoires in the UK, our undergraduate and postgraduate programmes are only accessible to applicants who have already achieved a very high standard in their instrumental discipline or show clear promise of doing so. Places are awarded on our programmes through open competition, demand is high, standards are high and entry is exceptionally competitive. This means that most applicants who have not had the advantage of high quality individual tuition over a period of many years prior to application are disadvantaged. Nevertheless, the Academy remains committed to widening participation both on our full time programmes of study, and for the purposes of improving access for young people through our Open Academy and Junior Academy departments.

Open Academy is a department within the Academy which enables participants from schools, local authorities and a variety of community groups to work creatively alongside the Academy's students and world-class artists, making music at the highest level. It aims to raise aspirations, to make connections, challenge preconceptions, and create new possibilities through a range of activities delivered with partner schools and organisations.

Junior Academy provides an opportunity for young musicians from all backgrounds to be challenged and inspired through their music-making and operates a range of targeted initiatives to encourage participation from children from underrepresented groups to engage with this.

The Academy has invested heavily and seen a significant expansion of our widening participation and community-focused activity in recent years. In context of the above, the main challenge that we face and the key strategic priority for the Academy is in relation to **access**. Our continual aim is to identify and implement effective ways to enable potential candidates from underrepresented groups with significant natural talent, to regard the Academy as an obvious place in which they can study and to put provision and support in place to enable them to gain entry.

1.2 Performance in terms of target groups

Assessment of performance against target groups summary (information pertaining to qualifying courses and others):

Target Group and performance	Access	Success	Progression
Low higher education participation, low household income, or low socio economic status Our performance in this area, according to the HESA Performance	Offering audition fee waivers to remove barriers to application, publicise financial support packages. Numbers are still low, but we are making progress in this area. This is monitored via the Equality and Diversity statistics	Our annual evaluations of attainment in respect of retention, progression and degree outcomes demonstrates that the intensive nature of our teaching and robust support systems mean that there are no	Our 2015-16 DLHE results show that 100% of UK undergraduates went on to either work or further study, so we have have not identified any attainment gaps pertaining to this target group.

<p>Indicators, has significant scope to improve, however a large proportion of our UK Undergraduate intake are on large scholarships at specialist music schools. See 1.4 for further information.</p>	<p>which we publish annually and submit to our Governing Body.</p>	<p>identified attainment gaps within this target group.</p>	
<p>Students of particular ethnicities</p> <p>Our performance in this area could be improved and we are taking deliberate steps to do this via the targets and milestones we have set. Over the past 4 years our ethnicity profile has remained reasonably static - see 1.3 for further information. The data we collect for evaluation purposes is reliant on students being willing to disclose their ethnicity and HESA figures show that a relatively high proportion of the student population elect not to provide this information.</p>	<p>We have targeted funded places at Junior Academy level and clear links with leading focussed organisations to encourage applications from particular ethnicities. We offer 4 industry supported scholarships (full fees and maintenance) on our Musical Theatre programme for students from BAME backgrounds with a view to providing access for highly talented mature students to our MA programme. 3 out of the 4 students who attended the programme in 2017-18 have already offered major roles in prestigious productions in both the UK and internationally. We regularly review our prospectus and website materials to reflect that the Academy is an inclusive, supportive environment where musical ability is the key</p>	<p>Our annual evaluations of attainment in respect of retention, progression and degree outcomes demonstrates that the intensive nature of our teaching and robust support systems mean that there are no identified attainment gaps within this target group.</p>	<p>Our 2015-16 DLHE results show that 100% of UK undergraduates went on to either work or further study, so we have not identified any attainment gaps pertaining to this target group.</p>
<p>Mature students</p> <p>Whilst we have a reasonable proportion of mature students across the student</p>	<p>Students of all ages are accepted to audition. It is challenging for us to recruit mature students to undergraduate</p>	<p>Our annual evaluations of attainment in respect of retention, progression and degree outcomes</p>	<p>Our 2015-16 DLHE results show that 100% of UK undergraduates went on to either work or further study, so we</p>

<p>population, (see 1.5 below) we do not perform well against the target to recruit mature students to our undergraduate programmes. There are valid reasons for this, as explained herein.</p>	<p>programmes as the majority of relevant musical training and development takes place during developmental years. It is exceedingly rare for mature students to reach the requisite level for entry to our programmes without a background of this specialist training.</p>	<p>demonstrates that the intensive nature of our teaching and robust support systems mean that there are no identified attainment gaps within this target group.</p>	<p>have have not identified any attainment gaps pertaining to this target group.</p>
<p>Disabled students</p> <p>Roughly 10% of the total student population have a declared disability, see 1.6 below, which is in line with other comparable institutions.</p>	<p>Support with audition requirements, candidates who accept are offered support at a very early stage to make sure that we can support them from enrolment. We regularly review our prospectus and website materials to reflect that the Academy is an inclusive, supportive environment</p>	<p>We offer a dedicated student support team and dedicated Undergraduate Tutor role to support student success within this target group. Personal Learning Plans support engagement with the curriculum and we put in place flexible and reasonable adjustments to support students in their performance assessments.</p>	<p>Our 2015-16 DLHE results show that 100% of UK undergraduates went on to either work or further study, so we have have not identified any attainment gaps pertaining to this target group.</p>
<p>Care leavers</p> <p>We do not have any students who identified as being care leavers in the current student population. This is a very challenging area to make any progress in, owing to the nature of our educational offering.</p>	<p>Access for this target group presents a significant challenge, as the chances that people in this group would have had sustained access to high-level musical training from an early point in their lives is very unlikely. We do however have an auditions process which is open to all, and offer audition fee waivers.</p>	<p>Any students who disclosed the fact that they were care leavers would have access to our extensive student support framework if required.</p>	<p>Our 2015-16 DLHE results show that 100% of UK undergraduates went on to either work or further study. We would not expect to observe any attainment gaps in respect of this target group as once students are admitted, the nature of study and delivery of support works well in terms of providing a level playing field in terms of opportunity for achievement.</p>

1.3 Context

Owing to small numbers, it is not possible to provide meaningful contextual data in respect of our performance in all of the areas highlighted above as we would need to apply the HESA rounding system, which makes our ability to draw and convey conclusions difficult.

Once students are enrolled, regardless of their background, we achieve excellent records in **student success** and **progression**, with a 2015-16 non-continuation rate of 1.5% against a benchmark of 5%. Equally from the 2015-16 DLHE survey, 100% of UK domiciled undergraduate students progressed either into employment or further study. Our challenges lie however in recruiting and admitting a more diverse student body to begin with.

In previous years we have closely monitored our intake from two key areas featured in the HESA Widening Participation Performance Indicators. Owing to the size of our student body which is relevant to this dataset we present these figures as 4-year averages as the percentages are subject to significant statistical variance.

Generally speaking our entrants need to have been in receipt of high-level musical training from an early age. This is reflected in the high proportion of our BMus year 1 entrants who studied either at the specialist music schools or at the junior departments of conservatoires.

1.4 Summary of performance against HESA widening participation performance indicators

	Number of UK domiciled entrants	Entrants from state schools		Entrants from Low Participation Neighbourhoods	
Year		% from state schools or colleges	location adjusted benchmark	% from LPNs	location adjusted benchmark
2016-17	68	44.1	88.6	5.1	8.3
2015-16	65	47.7	86.3	3.0	8.9
2014-15	55	47.2	88.7	1.9	8.9
2013-14	55	37.0	86.8	3.7	7.7
4 year average		44.0	87.6	3.4	8.5
Previous 4 year average		42.5	87.5	3.9	8.6

We wish to emphasise strongly the fact that our state school entrant performance against the sector benchmarks is misleading. We know that a significant proportion of our students are entrants from the specialist music schools, who are on fully funded places on account of being from areas of low higher education participation, low household income and low socio-economic status. This is not reflected in the Performance Indicators and we unfortunately do not have access to the data to be able to supply a full set of metrics to support this. We endeavour to increase our performance in terms of entrants from Low Participation

Neighbourhoods though our work in Junior and Open Academy, but again, this is challenging for us due to the fact that children from these areas are highly unlikely to have received music tuition from an early age to enable them to reach the requisite level to gain entry to a conservatoire.

1.5 Enrolments by age group in 2016-17

20 and under	21-24	25-29	30 and over	Total
260	390	145	30	820

We perform well in terms of our recruitment of mature students (over the age of 21). These enrolments cover the whole range of programmes and levels of study. It is relatively rare that we would see enrolments by mature students onto our Undergraduate programmes. HE level musical training needs to be undertaken at a relatively early age if talented students are to fulfil their full potential. It is rare to receive applications from mature candidates and it is even rarer that they are of the requisite standard. The focus of the Access and Participation Plan on the UG population does not allow us to demonstrate the large amount of work which takes place in terms of improving access at Postgraduate level, in terms of the fact that we admit a number of students to postgraduate study who are new entrants to Higher Education because they do not have standard undergraduate qualifications, on the basis of their talent and potential, based on what we have seen at audition. In terms of care leavers unfortunately we also tend not to recruit from this group owing to the need for candidates to have received high-level sustained musical training from an early stage in their lives.

1.6 Students with declared disabilities

Year	2014-15	2015-16	2016-17	2017-18
Number of students	80	90	90	89
% of total population	10.3%	11.8%	10.9%	10.7%

We maintain a similar profile in terms of the number of students with declared disabilities to other comparable institutions. Disabilities include specific learning conditions such as dyslexia, those relating to mental health and long-standing and permanent medical conditions such as blindness or those relating to mobility.

Demand for our activities working with young people is encouragingly high, and we will continue to work with specific and well-targeted schools and other partners in the community. In recognition of the fact that as a small specialist institution we face a particular set of challenges in relation to access, we focus our activity with increasing strategic focus and are forming more effective methods of measuring and evaluating the effect of this activity. This has developed over the years into a smaller number of closer embedded partnerships, where we can play a role in the musical education of young people in particular organisations

throughout their school careers which will enable us to measure the success of these initiatives more effectively. This will, in time, enable us to track participants into further study, and hopefully into professional music careers.

We have developed a culture of addressing matters of widening participation and equality and diversity as complementary and integrated – effectively adopting the ‘whole institution approach’. Junior Academy has an important part to play, as does Open Academy in its capacity to provide timely windows into the life of a high-level centre for musical training for many who would not otherwise receive such opportunities.

Our institutional Equality and Diversity objectives include a focus on widening participation, specifically by those from BAME backgrounds and by those with disabilities, both of whom are currently underrepresented within the Academy and within the classical music world more generally. Additionally, the Academy’s strategy communicates a strong institution-wide desire to extend our educational offerings, relevance and influence beyond the core provision of full-time programmes of study.

2. Ambition and Strategy

The areas for development that we have identified in our assessment of current performance, the changes we aim to achieve, how we will ensure continuous improvement and monitor our performance, are detailed below.

2.1 Access

Our key ambition is to increase our intake of students from particular underrepresented groups, where we have seen potential for inclusion through our widening participation activities so far. These groups include those living in areas of low higher education participation, low household income, or socio economic status; students of particular ethnicities; and disabled students. Our Campaigns and Advancement team sees the raising of money to support students from disadvantaged backgrounds as one of their highest priorities and we have ambitious plans under development in order to do this. We will report on these through the Access and Participation Plan as they develop and crystallise.

Our performance against sector expectations and targets in terms of improving access from most of the underrepresented groups identified above is underpinned by the same challenge: the fact that students we admit must be of a certain calibre in order to gain entry and to succeed. This challenge is compounded by the continuing gaps in the provision of music education in regular state schools, which makes it difficult for one institution alone to influence student behaviour in a manner which will enable a student not already on a musical pathway to progress into a conservatoire education.

Our outreach is therefore targeted primarily at raising awareness and aspiration more generally though Junior Academy and Open Academy, rather than as a direct contributor to recruitment to the Academy in the short-term. We do not expect to see immediate impacts on the diversity of our student cohort, seeing this rather as a longer-term investment which will pay dividends in many years' time.

We monitor the progression of students from Junior Academy and are pleased to see that the vast majority progress onto an undergraduate programme in Higher Education, with 58% entering a conservatoire.

Destinations of Junior Academy leavers from 2016-17

Total cohort	Studying music at a conservatoire	Studying music at a university	Studying other subject at a university	Gap year
48	28 (58%)	8 (17%)	8 (17%)	4 (8%)

Disabled students

In terms of supporting and increasing applications and enrolments from disabled students, we are now the recipients of two generous scholarships from the Snowdon Trust to support students with disabilities in terms of their fees and living costs. We have scaled up our promotion of the amount of bespoke support we have available to disabled students via our website and audition support pages, to encourage more applications and emphasise that we

have provision in place to enable disabled students to achieve their full potential at the Academy.

Low income backgrounds

We have offered audition fee waivers to candidates from low income households and disadvantaged backgrounds for many years. We aim to promote this more actively to encourage applications from candidates who fall into these groups to audition for places on our programmes and to see the Academy as the kind of place in which they could thrive.

Smart intervention

We are in the process of developing a more direct and targeted approach to access which involves identifying opportunities to make ‘smart interventions’ in cases where we see raw potential in an individual. This potential may be identified for example through a Junior Academy audition where it is clear that the candidate is in possession of clear musical ability which requires more investment. In cases like this we may step in and offer assistance in the form of lessons or other coaching or mentoring provision. The critical challenge for music education in London is to seek out and identify gifted young musicians who do not have access to the quality of teaching they deserve, either through financial disadvantage or simply because they do not have the informed advice and support they need to find the environment that will allow their talent to flourish.

We have identified four clear points in the educational cycle where significant intervention would create an effective approach to addressing this vital concern: ages five, seven, ten and sixteen. Each of these represents a natural entry point into a particular level of musical training, but young people from disadvantaged backgrounds usually need additional specialist tuition and support to allow them to achieve the necessary standard. This will be a particular focus of our Development Strategy over the coming years.

In terms of changes, we would aim to see a solid, consistent increase in the numbers of applications and enrolments from the groups listed above in response to the activity we have been engaged in over a number of years now and as we continue this work in more strategic and targeted ways. We have a number of targets and milestones in place to support and track our progress in these areas.

We will also be looking to implement a system for monitoring applications to Junior Academy with a view to using this data to evaluate the effectiveness of recruitment activities targeted at underrepresented groups.

2.2 Student success

As detailed in the previous section of the plan, once students are enrolled, the nature of our educational delivery and robust student support measures ensure that students achieve their full potential regardless of their background.

Support and wellbeing embedded in the curriculum

To maintain our success and increase our performance in this area, we are currently developing a programme of wellbeing lectures to be delivered as part of our Professional Development provision and embedded within the curriculum to support student success. There will be a strong emphasis on promotion of wellbeing and resilience and prevention of injury, delivered through an inclusive programme of cohort lectures for all undergraduate students. The programme will cover a range of other areas such as mental health, consent, study skills, professional practice, fitness, personal safety and identity. These sessions will be targeted at each year of their study. Wide consultation with the student body was undertaken in order to determine the particular sessions that should be included and where in the student journey they should feature. We will be monitoring our success in this initiative in the short term via basic metrics such as engagement and participation figures and in the medium to long term potentially against data relating to engagement with our student support mechanisms.

2.3 Progression

As we enjoy excellent results in relation to student progression, our task will be maintain these results and to ensure that as our student body diversifies to include more students from underrepresented groups, that we see little or no change in relation to progression and attainment data. We will continue to offer full scholarships for students from BAME backgrounds on the Academy's Master of Arts in Musical Theatre programme. This is a major and ground-breaking initiative and a model of how the Academy is able to collaborate directly with the industry with a view to supporting students firstly into postgraduate study and then into the profession.

The suite of wellbeing sessions noted in the success section above, will also heavily focus on supporting students into postgraduate study or into their careers.

Widening Participation Committee

As a small specialist institution, our Access and Participation Plan (previously the Access Agreement) naturally forms a core part of our institution-wide equality and diversity strategy and objectives. In order to continue to embed a 'whole institution approach' to widening participation, the Academy's Equality and Diversity Committee has recently been reconfigured in terms of its title, membership and terms of reference. It has been renamed the Widening Participation Committee and now has representation from colleagues across the institution, including Senior Management, Heads of Programme, Junior Academy, Open Academy, Student Support, Registry, Estates, to try and draw together all of the relevant areas where this activity is taking place and to form a shared institutional strategy in relation to widening participation. We envisage that this will allow us to share information on the various activities that are taking place more cohesively and to report on them more effectively through future versions of the Access and Participation Plan.

Through this approach we can ensure that our outreach work and our measures to safeguard retention and progression as they relate to equality matters can be strategically aligned and provide the most impact for the direction and allocation of our resources. Our institutional objectives to improve the diversity of our student cohort in terms of ethnicity and disability will continue to drive some of major outreach programmes and partnerships delivered by Junior Academy and Open Academy.

The range of areas of Academy work given in the examples above demonstrate the full extent to which the Academy is striving to embed the themes of access, student success and student progression and the monitoring of these areas into its day to day operations.

The Academy's Equality Action Plan and the Access and Participation Plan are both linked and complementary. The Equality Action Plan sets out a range of measures intended to diversify the Academy's student intake, both in terms of ethnicity and disability. The work being delivered by the Open Academy and Junior Academy through this Access and Participation Plan, particularly the First Strings Experience, Chance to Play scheme, our growing partnerships with London Music Masters and the work with the RNIB, are additional means through which we can achieve our equality aims. The Equality and Diversity Committee will receive the Access and Participation Plan which will form one of its key reference documents.

The monitoring of protected characteristics sits alongside the data we analyse to inform our Access and Participation Plan targets, and in many cases our widening participation activity is centred on schools where the activity can be beneficial to students from underrepresented groups, or specifically with disabled students. A statistical report on the diversity of the Academy student body, both in terms of protected characteristics and in terms of widening participation targets will be presented to the Widening Participation Committee in order to inform activity planning within our outreach portfolio.

We consulted our Student Union President in the development of the Access and Participation plan as part of a wider exercise on student support and wellbeing as a means of supporting access, success and progression. The Academy's fees and funding resource is routinely considered by Student Union representatives who sit on all academic committees at the Academy as well as the Governing Body. Our strong Tutorial system and Student-Staff Liaison Committee act as excellent fora for the Academy to develop its understanding of the challenges faced by different groups of students when accessing and studying at the Academy.

A summary of the activities and support that we will undertake in 2019-20 to improve Access, success and progression:

1. Raising money with the specific purpose of supporting students from underrepresented groups.
2. Sustained work with our partner schools through Open Academy to encourage attainment and inspire children of a young age to get involved with music.
3. Sustained work through Junior Academy to fund places for children from underrepresented groups through working directly with specific schools.
4. Further promotion of the support we offer to disabled candidates for auditions and disabled students who study with us.
5. Continue to promote and offer audition fee waivers to remove as many barriers as possible for those from underrepresented groups.
6. A system of 'smart intervention' where we identify bespoke measures that could support an individual student with raising attainment sufficiently to progress into either Junior Academy or Senior Academy.

7. Sustained interrogation of application, admissions and attainment data to identify trends and allow a more informed effective approach to improving access.
8. Continue to foster and embed a 'whole institution approach' to widening participation.
9. Work closely with students in all areas of work contributing to improving access, success and progression.

3. Access, success and progression measures

3.1 Access

The work that we undertake in relation to access is channelled through two key departments: Junior Academy and Open Academy.

Junior Academy

Junior Academy is the Academy's pre-HE department for gifted and talented young musicians. Students attend on Saturdays to receive instrumental lessons and perform in ensembles through a variety of different programmes of activity. The catchment area for students is national. Entrance is by competitive audition, however at this stage in student's lives, far more emphasis is placed on potential as opposed to the demonstration of pure talent.

The Chance to Play scheme was set up for children specifically from BAME communities in East London to access high quality initial string training. Junior Academy offers 5 free places on this scheme each year, with the aim of encouraging these children to aspire to further musical training. It has evolved, in line with the guidance from the Arts Council, to be directed at all children from boroughs where there are large numbers of children from underrepresented groups.

The First Strings Experience is a preliminary music course for students aged 4-7. It is a 3-year programme established to introduce very young children to the concept of playing a stringed instrument and provide students with beginner musical training from a very young age. No previous musical training or activity is required, so there are no barriers to participation. Junior Academy is undertaking specific work via school visits. The Director of Junior Academy is in the process of applying for significant funding to further and support this.

The Director of the First String Experience is undertaking extensive work with partners in Hubs, primary schools and music clubs with the specific aim of identifying students who would be eligible for the Chance to Play Scheme.

The Chance to Play participants join the First String Experience programme on Saturdays at the Academy. In recognition of the fact that it is not just the children who need support in order to engage with this kind of activity, their families are supported through the programme by Junior Academy's Widening Participation team, together with partnership groups in order to encourage students' future participation in musical activity. This has been very successful in terms of ensuring continued participation in the scheme.

Junior Academy is supported by the Music and Dance Scheme 'Access to Excellence' programme. The aim of the scheme is 'to help identify, and assist, children with exceptional potential, regardless of their personal circumstances, to benefit from world-class specialist training as part of a broad and balanced education, which will enable them, if they choose, to proceed towards self-sustaining careers in music and dance'. Other means-tested bursaries are available for applicants with acute financial need via an accessible application process.

A number of years ago we identified a target/milestone to increase our spend on Junior Academy bursaries year on year. Progress in relation to this target/milestone is variable as it is dependent on the number and type of applications we receive. We will retain it for the time

being and will be looking to implement ways of monitoring applicant data more effectively in order to evaluate our performance from this perspective.

The ultimate aim is for Junior Academy to fully reflect the national landscape of young people, especially in terms of socio, economic and ethnic diversity. With a significant number of Junior Academy students moving on to the senior Academy at age 18 (or returning to the Academy after an undergraduate university course) or to other senior Conservatoires, the medium term aim is that this increased diversity will have an impact upwards in terms of intake. Ultimately, we would hope that this will result in greater diversity in the professional music world.

A key organisation with whom Junior Academy regularly collaborates is London Music Masters. London Music Masters is a charity that supports the involvement of young musicians in classical music. It is focused on both community development activities and supporting exceptional individual talent. A forthcoming collaborative project called ‘Academy takeover’ will see primary school children receiving coaching, lessons and mentoring from Junior Academy staff and students.

Through the involvement of a number of students in its projects, Junior Academy maintains a healthy dialogue and relationship with Chineke! Orchestra, the first professional orchestra in Europe to be made up of majority black and minority ethnic musicians.

Open Academy

Open Academy recognises that a career in music and entry to a conservatoire can normally only be achieved after many years of musical training and that aspirations and attainment need to be raised and encouraged from an extremely young age if young people are to reach the standards necessary to participate in conservatoire education. With this in mind, our outreach activities centre on longer-term sustainable partnerships working with children in primary schools to identify and inspire young talent. The longer-term aspiration is that we will be able to nurture young talent in underrepresented areas, and support the delivery of the music curriculum in schools, with the aim that students can then progress into a junior conservatoire setting, and therefore later into a senior conservatoire.

Some examples of the spread of Open Academy’s work in 2016-17 are as follows:

In 2016-17 Open Academy (OA) worked with a total of 5954 participants, over 47 projects.

The breakdown of participants was as follows:

- 3125 primary school pupils
- 461 secondary school pupils
- 32 young people / young adults with Special Educational Needs
- 10 young people in out-of-school projects
- 80 young people in hospital settings
- 444 people living with dementias
- 1250 children aged between 0-5 years old
- 75 vulnerable adults
- 77 other participants

Open Academy has been working to develop a group of strategic partners with which to deliver a range of activities which focus on bringing music to groups and individuals who would

otherwise have very limited opportunities to engage with the arts. A summary of these partners and activities is below. As well as having an embedded profile in the undergraduate and postgraduate curricula via its Creative Music Leadership pathways and modules, Open Academy also has a group of 6 fellows appointed to support the work of the department, developing their skills in public engagement and creative leadership with the idea of that being a future career pathway for them.

Regent High School

Regent High School is an 11-19 co-educational comprehensive school located within 2 miles of the Academy within an area that ranks highly on the index of multiple deprivation. About 75% of the students are eligible for the pupil premium, and over 75% have English as an additional language. We have been building a long term partnership with Regent High School to address the needs identified by the teachers and to think holistically about progression routes to the Academy within our local community.

Raising aspirations is a key part of the Open Academy remit and alongside the work at the High School we plan to also target the feeder primary schools to Regent High. By aiming outreach work at Regent High and its feeder schools, we hope to augment the musical provision and to build a long term collaboration to raise aspirations and attainment. The long-term aim is that by the time pupils reach Regent High they should be familiar with the Academy and with music making with the ultimate goal to open up the progression route to the Academy to those who might not have previously considered it.

Camden Music Hub

We have worked in partnership with Camden Music Hub since its creation, and prior to that with Camden Music Service. Alongside the hub we have been able to identify primary schools who would most benefit from working with the Academy; offer tickets to schools concerts for both primary and secondary schools; hold project culminations at the Academy for local schools; arrange for Academy students to play short concerts in many of the primary schools in the borough; and to support local teachers by providing teacher training based on Academy projects. Most recently Open Academy delivered a continuing professional development programme in composition for primary school teachers and how to bring it into the classroom.

Haringey Music Hub and the Tri-borough Hub

We have also worked in partnership with these two hubs since their creation to provide music workshops, schools concerts tickets and visits to the Academy for local pupils. Local schools from this area include College Park (a SEN school) running an additional project with a focus on the application of digital technology in supporting disabled young people in participating in creating and performing music.

Spitalfields Music

We have a long-standing partnership with Spitalfields Music designing and delivering creative music projects, including large scale composition and performance opportunities to children living in Tower Hamlets. Spitalfields have been working in many of their neighbourhood schools for over 10 years, and thanks to the trust and effective relationships that they have developed, Open Academy is able to work in partnership with them in a way that is hugely

beneficial to all parties. Projects are designed and developed in response to specific needs of the schools. Our 2017-18 project involved the Open Academy fellows performing in 6 primary schools in Tower Hamlets.

Wigmore Hall

We have a long-standing partnership with Wigmore Hall in terms of delivering outreach activity to a wide range of audiences. The Open Academy Fellows are involved in the outreach projects with the Wigmore Hall in partnership with schools from areas of London which experience higher than average levels of deprivation.

City Lit

A new partnership was formed with City Lit in 2016, which saw the beginnings of a collaborative project for learning disabled adults and Academy students. This has continued and project participants meet weekly over the academic year, with Academy students visiting regularly, culminating in the performance of several newly composed pieces.

London Music Masters

Open Academy has established a partnership with London Music Masters participating in their Bridge project, which aims to bring high quality long-term music education to children in inner-city primary schools in some of the most ethnically, culturally and socially diverse parts of London. The Bridge Project is an educational initiative which identifies and nurtures young children who might not otherwise have the opportunity to engage in classical music.

A whole institution approach

Equally outside of the normal outreach departments and as evidence of a 'whole institution approach' to widening participation, Academy Principal Study departments are also involved in various projects, which demonstrates our institution-wide commitment to widening access. For example in early 2018 we hosted the 'Discovering Brass' project in partnership with the Wallace Collection, which involved 90 pupils from three primary schools in Brent, Hornchurch and Dagenham visiting the Academy to take part in natural trumpet workshops and performances with support and participation from Academy students.

Disabled candidates

We have a strong mechanism to support applications from disabled candidates and strive to extend this to the widest possible pool of applicants in this area. If a candidate declares a disability on their application we contact them to discuss whether they require any particular arrangements or support in the audition process. This includes the provision of additional time or alternative formats in the sitting of the written entrance paper, alternative environments in which to take the assessment and the provision of other methods of human support such as amanuenses.

Public Engagement

Our enviable concerts and events programme forms not only a major strategic element of our degree programmes, but also underpins our work to support, enthuse and engage young people

and to promote public engagement. We regularly receive groups of school students at our 'Free on Friday' concert series, enabling large numbers of young people from local schools to access and experience classical music at conservatoire level. We value this broad reach immensely in introducing the concept of a conservatoire education to many more young people than we can reach through our more intensive, targeted outreach work.

3.2 Student Success

The Academy has robust support systems in place to ensure that students thrive and achieve their full potential once they are studying with us, which is evidenced through very healthy retention rates and degree attainment data. A recent study demonstrates that we cannot identify any strong trends to suggest that there are attainment gaps between students from underrepresented groups (BAME students, disabled students or those in receipt of fee waivers) compared to the rest of the student population. Unfortunately owing to small numbers we are unable to publish this data here as these are special categories of information and the application of the HESA rounding strategy would render the presentation of the data redundant. We hope that through our efforts to diversify the student population, we will be able to present data which reflects our track record in student success in this area in due course.

A specially designated role of Senior Tutor in Undergraduate Pastoral Support is in place to help and support students with dyslexia and dyspraxia through their studies, to monitor the implementation of their bespoke Personal Learning Plans (PLPs) and to support them in learning about and preparing for the specific challenges that this can cause in the music profession. This represented a step-change in our approach to supporting students with additional needs via a blended approach, which links into the existing Tutorial system.

In terms of supporting student success ore generally, the Academy operates a robust and targeted Tutorial system for all students at all levels of study, including doctoral level. All Academy students are assigned a personal tutor for the duration of their studies and the Academy spends a significant amount of its committed student success expenditure on this area. Tutors assist and guide students in all areas of their studies, including: performance and academic options, pastoral support, timetabling, progress, and any other aspect of students 'programmes of study.

We also have a dedicated student support system, which offers a wide range of support for students who have specific learning difficulties and disabilities, including exam arrangements and specialist tuition. For further details see <https://www.ram.ac.uk/study/studying-at-the-academy/support-and-wellbeing>.

3.3 Student Progression

In order to support student progression into either Postgraduate Study or into careers, the Academy operates a dedicated Professional Development service, which draws on excellence throughout the industry. It delivers current, relevant professional activity and is embedded at the heart of the Academy's ethos in close partnership with Open Academy. Our holistic and streamlined series of events, seminars, lectures and training opportunities provide Academy students with rich and varied professional experience throughout their studies.

Giving particular consideration to the fact that many students will already have amassed significant debts when applying to postgraduate programmes, the Academy's bursary process will continue to support students from disadvantaged backgrounds into postgraduate study.

The Academy has an excellent track-record of supporting students through to either further study or employment. Destinations of Leavers in Higher Education (DLHE) statistics for 2015-16 show that 100% of our undergraduate students went on to work or further study.

4. Investment

The total investment we will make through our Access and Participation Plan in 2019-20 is as follows:

Investment Type	Cash	As a proportion of higher fee income
Access	£122 559	12.0%
Success	£101 672	10.0%
Progression	£3649	0.4%
Financial Support	£291 600	28.6%
Total	£519 480	51.0%

We aim to increase the number of applications and enrolments from students from underrepresented groups according to the targets we have set ourselves. We will therefore continue to direct a significant amount of our higher fee income towards investment in access activity and initiatives through Open Academy and Junior Academy's work.

Our distribution of spend across the three student lifecycle stages has altered for 2019-20 following a comprehensive review and rationalisation of our committed spend to widening participation activity. This suggests a reduction in our activity relating to access, however our priorities remain access-led, hence the majority of our investment remaining within this area.

In terms of our investment in financial support, the Academy's existing bursary award arrangements are as follows:

For students whose household income is £25,000 or below, the Academy automatically provides a bursary in the form of a £3000 fee waiver for each year of study. For students whose household income is between £25,001 and £33,500, the Academy automatically provides a bursary in the form of a £2000 fee waiver for each year of study. There are no automatic bursaries for students whose household income is more than £33,500.

In our previous Access Agreement we indicated that we would be phasing out tuition fee waivers over a 4-year period from September 2018. Following wider consultation on this with Heads of Principal Study Departments and principal study teachers, who are at the front line of student support; consultation with our Governing Body and the expansion of our Development team, whose priorities include raising money for student support, we have decided for the time being to retain them as part of our packages of financial support as there is strong and reliable evidence that they are crucial and not just beneficial to students taking up their places to study with us. They are aware of this owing to the amount of dialogue and contact they have with students prior to commencement of their studies, which is not standard practice in the rest of the HE sector. Additionally, the number of regular bursary applications received year on year coupled with the number of appeals received against rejected applications has given us sufficient evidence that all of our current offerings of financial support are necessary and appropriate in terms of supporting students at the Access and Success stages of the student lifecycle.

The amount of financial support that we provide to students is significant, accounting for nearly 30% of our higher fee income. We believe that this is necessary and beneficial for the following key reasons:

Fee waivers are targeted at students from disadvantaged backgrounds/low income families. The combination of this as well as our bursary support primarily underwrites the exceptional

expenses which accompany musical training at this level, such as instrument cost, instrument maintenance and equipment, concert dress, music and other specific costs associated with particular musical disciplines. This amount varies year on year depending on the demographic of applicants and their backgrounds and whether they qualify for fee waivers at particular levels. We evaluate the efficacy of targeting these funds towards financial support through review of the kinds of rationales that students supply when making a formal application (via a self-declaration form) for bursary support, as well as monitoring and evaluating the amount of hardship spend we make. We maintain that offering targeted bursary support in response to declared need at the start of the studentship is far preferable to offering hardship support at a later stage.

5. Monitoring and evaluation

In previous years owing to our size and the culture of the institution, we have used reliable, specific and detailed anecdotal information to inform decision-making with regard to measuring our performance in terms of target groups at each stage of the student lifecycle and to give us clear indications of whether we are likely to meet our ambitions, targets and milestones. We have maintained a very strong awareness that access has always been our main challenge and this is reflected in the amount of work we have been doing in this area. As we have begun to notice improvements in terms of increased applications and enrolments from particular groups (mainly in terms of entrants from disadvantaged backgrounds, those of particular ethnicities and disabled students), it has become increasingly necessary for us to monitor and evaluate their performance at the success and progression stages in a more formal, evidence-based way.

In response to the direction in which the sector is moving, we are now making more use of data and analytics to support our planning, decision making and strategies in terms of widening participation and have invested in staff resource to this end via the recent appointment of an Academic Planning Officer who is responsible for providing data and learner analytics at each stage of the student lifecycle. This will enable the closer monitoring of our performance at these key stages and to monitor for any gaps in success and progression. The role holder also has responsibility for developing and embedding a longer term institutional evaluation strategy to support planning and improvements in respect of our access related goals.

Evaluation of spend on Access, Success and Progression

<p>Description of Evaluation programme for 2019-20</p>	<p>The evaluation programme will involve tracking students’ progress from pre-enrolment through to employment and mapping onto particular target groups as identified in the APP. Specifically this will involve tracking our entrants from specialist music schools who are recipients of fully funded places to help us to demonstrate that we are recruiting more students from low income backgrounds and low participation</p>
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	<p>neighbourhoods than the HESA Performance Indicators suggest.</p> <p>The Academic Planning Officer is at present confirming the methodology for this exercise so that we have a formal, evidence-based approach which will be fully embedded by 2019-20.</p>
Long term impact goals	To see a demonstrable increase in diversity in terms of students of particular ethnicities among our student population, to maintain numbers of students declaring disabilities and to support them, to see increased applications and enrolments from students from low income backgrounds.
Activities	Junior Academy and Open Academy will maintain their partnerships and outreach work with partner organisations and schools, and will report on any new areas for targeted work via the Widening Participation Committee on a termly basis.
Changes to be made	Via surveys in the first year of undergraduate study, to undertake more activity to identify where our students are coming from, particularly those from target groups, so that we can direct our access agenda specifically to areas where we have identified a possible link.
Resources	We now have the relevant resources in terms of the Academic Planning Officer to undertake this evaluation activity in such a way that we can provide evidence that our work and spend on these areas is effective and properly targeted.
Indicators of progress	The tracking exercise will begin to show higher numbers of students from target groups as part of the Home UG demographic.

Evaluation of spend on student financial support

We will undertake to make use of the OFFA Toolkit for evaluating our financial support using both the statistical tool and more bespoke internal surveys in 2019-20. This will provide us with the coupling of quantitative and qualitative information that the OfS requires. The rationale for this is that we are currently assured via knowledge of a number of specific cases that our financial support enables our students to fulfil their potential regardless of their background. We have extraordinarily high progression, retention and attainment statistics and have no identifiable groups of students who are failing to achieve, so it is difficult to map the impact of this support against any negative outcomes as these are minimal. Similarly it is difficult to identify trends where there are negative outcomes owing to such a small sample size of students.

6. Provision of information

We have comprehensive information available on our website for prospective and current students which sets out our commitment to financial support and the various streams of funding available to particular groups. We signpost candidates with offers to this information as early as possible and disseminate bursary forms to all candidates with offers as part of our preparation for entry procedures along with transparent information about how decisions are made.

Any financial support delivered through bursaries is guaranteed for the duration of a student's programme of study, provided that they meet the eligibility requirements for a continuing award in terms of engagement with the programme and satisfactory academic progress.

Our tuition fees for the current and following year are published on our website and are updated for the coming years once we receive confirmation that we are permitted to charge the higher fee levels. We note that fees may change in line with inflation, thereby allowing students to foresee possible changes to the level of tuition fees year on year.

Once approved, the Academy's Access and Participation Plan will be published on our website.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition Fees are reviewed and set on an annual basis by the Academy's Finance & General Purposes Committee. Any increases for continuing students will not exceed RPI-X.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_02	Access	Low participation neighbourhoods (LPN)	Other statistic - Applications (please give details in the next column)	To increase the percentage of applications from students in POLAR 1 and 2 from 2013-14 baseline.	No	2013-14	7%	9%	9.5%	10%	10.5%	11%	
T16a_03	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	To maintain the percentage of UK Undergraduate students progressing into employment or further study	No	2015-16	100%	99%	99%	99%	99%	99%	Target redirected as reliable data not available to identify success in the area concerned.
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase the percentage of entrants from low participation neighbourhoods (POLAR 3) from 2013-14 baseline	No	2013-14	3.7%	5.5%	6%	6.5%	7%	7.5%	Rhetoric of target clarified
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the number of new UK UG BME entrants	No	2016-17	12%	14%	15%	16%	17%	18%	New target for 16-17 onwards
T16a_06	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Increase the number of applications from UK UG BME groups	No	2016-17	7%	8%	9%	10%	10%	11%	New target for 16-17 onwards

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Other/Multiple stages	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Increase number of embedded strategic partners with Open Academy	Yes	2013-14	2	5	6	7	8	8	We are looking to maintain a healthy pool of strategic partners with whom to undertake effective work, rather than growing the number year on year indefinitely.
T16b_02	Access	Attainment raising	Other (please give details in the next column)	Increase progression from Junior Academy into Conservatoire education	Yes	2013-14	33	50%	53%	55%	57%	60%	More stretching milestones introduced as % targets already met.
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Growth in number of places on First Strings experience which are ring-fenced for BME students or those from areas of high deprivation	No	2016-17	5	7	8	9	10	10	Target working clarified, baseline year and data revised owing to internal developments
T16b_04	Access	Low income background	Outreach / WP activity (other - please give details in the next column)	Increase expenditure on Junior Academy bursaries to children from the lowest income backgrounds by 2% each year	No	2013-14	0	2%	2%	2%	2%	2%	