

ROYAL ACADEMY OF MUSIC

Access and participation plan

2020-21 to 2024-25

Introduction

The Royal Academy of Music is one of the world's leading conservatoires and a member institution of the University of London. We have an unswerving focus on musical excellence and innovation, which we deliver through inspiring learning and teaching, collaboration with a wide range of partners, our outstanding teaching staff and a rich landscape of performance opportunities. Entrance is via a combination of competitive audition (performers and conductors) or interview/portfolio submission (composers) and the fulfilment of relevant academic entry requirements (two A level passes). The Academy's student population is small but diverse from a global perspective.

The Academy promotes an inclusive learning and working environment in which all students, staff and visitors are welcomed, with individual needs recognised and supported.

We are strongly committed to access and participation. Although our admissions procedures are highly competitive, at UG level we audition every candidate who applies, without exception. Offer-making decisions are undertaken by experienced and suitably-trained professionals who understand and are invested in our institutional strategy regarding access and participation.

Like all conservatoires in the UK, our 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. 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 access and participation both in our programmes of study, and for the purposes of raising aspiration and introducing music to young people through our Open Academy and Junior Academy departments. As a joint proprietor of the Associated Board of the Royal Schools of Music (ABRSM), the Academy is both strategically and financially committed to providing bursaries at both junior and senior levels, as well as co-contributing to regional schemes to identify and support young musicians from under-represented areas.

The Academy has a demonstrable commitment to outreach with a view to fostering greater diversity in its student population. There is, however, much work to be done to put mechanisms in place in order to ensure that we are using our higher fee income in ways that can demonstrate an impact. Owing to the length of time it takes to train the average musician to the level required for conservatoire study, the impact from early intervention activities will only be seen many years later.

We have seen increased student diversity in recent years, but this has been as a result of taking tactical measures, as opposed to embedded strategic aims supported by robust evaluation programmes followed by targeted methods of refining our approach to ensure that our activities remain effective. The Academy acknowledges that a firmer strategic approach is now required in order to support the Office for Students' aim of eliminating gaps in access, continuation, and success in Higher Education.

1. Assessment of performance

The Academy has invested heavily and seen a significant expansion of our widening participation and community-focused activity in recent years. In this context, the main challenge that we face and the key strategic priority for the Academy is in relation to access. As shown by a recent study jointly commissioned with the Royal College of Music, there is a worrying decline in the availability of A level Music in regions of the UK, with 60% of all A level entrants from students in Polar quintiles 4 or 5.

Our aim is to identify and implement effective ways to enable talented candidates from underrepresented groups to regard the Academy as an obvious place in which they can study, and to put provision and support in place prior to application to enable them to gain entry.

We have not identified any students from underrepresented groups whose success, continuation, attainment or progress is demonstrably different from that of students from well-represented groups. Once admitted to our BMus programmes all students are as likely to succeed, regardless of background. This is due to the high standard required to enter the Academy, the intensive nature of the training, coaching and mentoring that students receive and the academic and pastoral support that underpins this delivery. The tables of data below provide an illustration of our performance at each stage of the student lifecycle in relation to the UK undergraduate population at the Academy.

Table 1a - UK Undergraduate contextual data (aggregated)

		2014/15	2015/16	2016/17	2017/18	2018/19
		%	%	%	%	%
Level of Study	First degree	100	100	100	100	99.2
	Other UG	0	0	0	0	0.8
Ethnicity	White	93.2	91.5	86.2	82	85.4
	BAME	6.8	8.5	13.8	17.5	13.8
	Unknown	0	0	0	0.5	0.8
Sex	Male	60	59.6	59	58.4	55.8
	Female	40	39.7	40.5	41.1	43.8
	Other	0	0.7	0.5	0.5	0.4
Disability	Yes	16.4	18.2	16.5	18.8	18.4
	No	83.6	81.8	83.5	81.2	81.6

Source: RAM internal data 2018–19

Table 1b - UK Undergraduate Disability data (disaggregated)

		2014/15	2015/16	2016/17	2017/18	2018/19
		%	%	%	%	%
Disability	Mental Health condition	3.4	3.4	3.3	3.0	3.9
	Physical impairments	4.8	4.0	4.2	6.1	5.1
	Specific learning difficulties	8.2	10.8	9.0	9.7	9.4
	None	83.6	81.8	83.5	81.2	81.6

Table 1c - UK Undergraduate Ethnicity data (disaggregated)

		2014/15	2015/16	2016/17	2017/18	2018/19
		%	%	%	%	%
Ethnicity	Asian or Asian British	2.8	3.4	5.8	7.5	5.5
	Black or Black British	2.0	1.7	1.6	1.8	2.0
	Mixed Background	2.0	2.8	4.8	7.5	5.9
	Other Ethnic Background	0	0.6	1.6	0.6	0.4
	White	93.2	91.5	86.2	82	85.4
	Not disclosed/unknown	0	0	0	0.6	0.8

Source: RAM internal data 2018–19

Table 2 - HESA Widening Participation data

	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
2017-18	65	40.6	88.9	3.1	9.8
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
4-year average		44.9	88.1	3.3	8.9
Previous 4-year average		44.0	87.6	3.4	8.5

Source: HESA Performance Indicators

Table 3 - Non-continuation following year of entry: UK domiciled full-time first degree entrants

Year	Continuation rate (%)	No longer in HE (%)	Benchmark (%)
2017-18	98.3	1.7	5.1
2016-17	98.3	1.6	5.4
2015-16	97.0	1.5	5.0
2014-15	98.1	1.9	5.2

Source: HESA Performance Indicators

Table 4 – Progression to employment or further study: UK domiciled undergraduates

Year	Employment or further study (%)
2016-17	98%
2015-16	100%
2014-15	100%

Source: HESA DLHE figures

Table 5 – Age of first year entrants: Home fee-paying undergraduates

Year	18 years and under	19 years	20 years	21-24 years
2017-18	66.7%	19.2%	9.1%	5.1%
2016-17	66.3%	22.5%	3.4%	7.9%
2015-16	68.4%	17.9%	7.4%	6.3%
2014-15	60.5%	24.7%	7.4%	7.4%

Source: HESA Data

1.1 Higher education participation, household income, or socioeconomic status

Access

Access is the lifecycle stage which presents us with the greatest challenges in recruiting students from this group, particularly students from Low Participation Neighbourhoods and with low socioeconomic status. We fully acknowledge this as something that we must address in order to contribute to achievement of the Office for Student's Key Performance Measures Our performance in respect of students from Low Participation Neighbourhoods, according to the HESA Performance Indicators (see Table 2), has significant scope to improve. In terms of students with low household income, we know from a recent financial support data collection exercise that a number of our students in receipt of fee waivers because their household income is under £25,000 per year, are from specialist music schools and are not included in the HESA PIs (see Table 6 below). In 2017–18, fee waivers were allocated to 26.4% of the Academy's UK undergraduate student population, which indicates that a reasonable proportion of our students are from low income backgrounds.

If LPNs can be used as a proxy for low income backgrounds, we have more reliable information on our performance in this area from internal data collection which established that in 2017–18, fee waivers were allocated to 26.4% of the Academy's UK undergraduate student population, which indicates that a reasonable proportion of our students are in fact from low income backgrounds.

Table 6 – UK undergraduate Fee Waivers by school type 2017-18

School type	Fee waivers (%)
Specialist	44%
Independent	15%

State school	31%
Grammar	10%

Source: RAM internal data 2017–18

We have undertaken to collect more meaningful data so that we have a clearer evidence base for this from September 2019 and can monitor this routinely from this point. We will be in a stronger position to make a case for the fact that we are admitting more students from low household income groups than the HESA Performance Indicators suggest.

In order to remove barriers to application from candidates in this group we offer audition fee waivers and strongly publicise our financial support packages.

For many years we have been operating activities and initiatives through our Open Academy and Junior Academy with the aim of raising aspirations about studying music, but these have not been underpinned by an institutional strategy that aims to create a viable route by which these participants are more likely to reach the level in order to study here. We acknowledge that we need to progress in this area and to invest strategically rather than tactically.

Success, Non-continuation, Attainment, progression to employment or further study

Once admitted to the Academy, our annual assessment of attainment gaps across underrepresented groups (carried out via the annual monitoring of continuation, progression and attainment) shows that there are no attainment gaps between students from Low Participation Neighbourhoods, low household income or socioeconomic status at the stages of success, retention, attainment or progression to employment or further study. This is largely due to our robust academic support and pastoral care system for students at all levels of study. This includes dedicated study skills support; an active, committed and engaged personal tutor system and the recent introduction of our new Resilience Framework (described in more detail under Strategic Measures), which aims to equip students with a range of skills to ensure that they continue in higher education and fulfil their degree attainment potential.

The Academy has an outstanding record in terms of progression to employment or further study (see Table 4). The figures clearly show that there are no gaps in progression from these underrepresented groups.

Tables 3 and 4 reference our general cohort rather than our target groups owing to limited data and small student numbers in our UK Undergraduate cohort (between 55 and 65 students over the past 4 years). Following the recent appointment of a full-time Student Data Manager, from July 2019 we will have the in-house resource to more closely monitor and evaluate our performance across these particular target groups rather than against the whole student population.

1.2 Black, Asian and minority ethnic students

Access

Our performance in this area has improved dramatically over the past five years, overtaking the National Census figure of 13% by some way in 2017–18 and holding steady progress into 2018–19 (see Table 1a). This is in line with the percentage of children from BAME backgrounds in the national population

receiving music tuition via Music Education Hubs¹. We endeavour to maintain this position as reflected in our targets. As Table 1c shows, and taking a small UK undergraduate population into account, the number of students from Asian and mixed backgrounds has increased the most notably. We would like to continue to build on our success in this area over the past five years and have reflected this in our targets, with a view to increasing our percentage of BAME students and maintaining a percentage above the national average and up to 19% by 2024–25.

We have targeted funded places at Junior Academy level First String Experience and we have strong links with leading organisations to encourage applications from particular ethnic groups. We offer 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. We regularly review our prospectus and website materials to reflect that the Academy is an inclusive, supportive environment where musical ability is the key.

Success, Non-continuation, Attainment, progression to employment or further study

Once admitted to the Academy, our annual assessment of attainment gaps across underrepresented groups (carried out via the annual monitoring of continuation, progression and attainment) shows that there are no attainment gaps between students from Black, Asian and minority ethnic students and white students at the stages of success, retention, attainment or progression to employment or further study. We will undertake from September 2019 to present this material in more detailed statistical form.

This is largely due to our robust academic support and pastoral care system for students at all levels of study. This includes dedicated study skills support; an active, committed and engaged personal tutor system and the recent introduction of our new Resilience Framework (described in more detail under Strategic Measures), which aims to equip students with a range of skills to ensure that they continue in higher education and fulfil their degree attainment potential.

The Academy has an excellent record in terms of progression to employment or further study (see Table 4). The figures clearly show that there are no gaps in progression from these underrepresented groups.

Tables 3 and 4 reference our general cohort rather than our target groups owing to limited data and small student numbers in our UK Undergraduate cohort (between 55 and 65 students over the past 4 years). Following the recent appointment of a full-time Student Data Manager, from July 2019 we will have the in-house resource to more closely monitor and evaluate our performance across these particular target groups rather than against the whole student population.

1.3 Mature students

Access

Whilst we have a reasonable proportion of mature students across the overall student population, the Academy does not recruit large numbers of mature students to our undergraduate programmes. Students of all ages are accepted to audition, though the majority of relevant musical training and progress takes place during early developmental years. It is very rare for mature students to reach the requisite level for entry to our programmes without a sustained background of this specialist training.

¹ 'Key Data on Music Education Hubs 2016', Martin Fautley and Adam Whittaker, p.14-15 (July 2017).

We do however recruit a number of students directly into Postgraduate Study who do not have a first degree (mostly singers and musical theatre performers), so that this is their first experience of higher education. This intake is supported by a robust AP(E)L process to ensure that these students are sufficiently prepared to enter and succeed in the Higher Education environment.

Success, Non-continuation, Attainment, progression to employment or further study

Once admitted to the Academy, our annual assessment of attainment gaps across underrepresented groups (carried out via the annual monitoring of continuation, progression and attainment) shows that there are no attainment gaps between students of differing age at the stages of success, retention, attainment or progression to employment or further study. We will undertake from September 2019 to present this material in more detailed statistical form. This is largely due to our robust academic support and pastoral care system for students at all levels of study. This includes dedicated study skills support, an active, committed and engaged personal tutor system and the recent introduction of our new Resilience Framework (described in more detail under Strategic Measures), which aims to equip students with a range of skills to ensure that they continue in higher education and fulfil their degree attainment potential.

The Academy has an outstanding record in terms of progression to employment or further study (see Table 4). The figures clearly show that there are no gaps in progression from these underrepresented groups.

Tables 3 and 4 reference our general cohort rather than our target groups owing to limited data and small student numbers in our UK Undergraduate cohort (between 55 and 65 students over the past 4 years). Following the recent appointment of a full-time Student Data Manager, from July 2019 we will have the in-house resource to more closely monitor and evaluate our performance across these particular target groups rather than against the whole student population.

1.4 Disabled students

Access

Roughly 18% of the Academy's UK undergraduate population have a declared disability (see Tables 1 and 1a), a proportion which is in line with other comparable institutions and a statistic that we will seek to maintain over the next five years. The Academy is committed to ensuring that candidates with disabilities and specific learning difficulties are not disadvantaged by the admissions or audition process and we strongly emphasise this in our auditions advice and guidance material. Disabilities include specific learning conditions such as dyslexia, those relating to mental health and long-standing and permanent medical conditions such as visual impairment or those relating to mobility. The Academy applies the social model to its understanding of disability. The social model focuses on how people are disabled by the restrictions that exist within society rather than by their impairment or condition. The social model provides a framework that focuses on removing barriers and creating a more inclusive environment. By using the social model, the Academy strives to provide an inclusive environment, for students in respect of auditions, enrolment, learning and teaching, performance opportunities and access to facilities.

We offer dedicated support to students with disabilities in terms of their audition requirements. Candidates who are made offers and subsequently accept their place are offered support at a very early stage to

make sure that we can support them immediately as soon as they enrol. We regularly review our prospectus and website materials to reflect that the Academy is an inclusive, supportive environment.

Success, Non-continuation, Attainment, progression to employment or further study

Once admitted to the Academy, our annual assessment of attainment gaps across underrepresented groups (carried out via the annual monitoring of continuation, progression and attainment) shows that there are no attainment gaps between students with disabilities and those without disabilities at the stages of success, retention, attainment or progression to employment or further study.

This is largely due to our robust academic support and pastoral care system for students at all levels of study. This includes dedicated study skills support; an active, committed and engaged personal tutor system and the recent introduction of our new Resilience Framework (described in more detail under Strategic Measures), which aims to equip students with a range of skills to ensure that they continue in higher education and fulfil their degree attainment potential.

With the student's consent, the Disability Advisor works alongside the Senior Tutor in Undergraduate Pastoral Support, Programme Tutors and Additional Support Tutors to support each student's individual needs. The Senior Tutor in Undergraduate Pastoral Support works as an interface between students, Tutors, Disability Adviser and other Academy support mechanisms and are available to be contacted directly at any time to discuss any aspect of the support systems available as they impact on study. Personal Learning Plans (PLPs) are created by the Disability Advisor in consultation with each student's Tutor and relevant teaching staff and reviewed every academic year to ensure that students are supported consistently and appropriately at each stage of their programme.

The Academy has an excellent record in terms of progression to employment or further study (see Table 4). The figures clearly show that there are no gaps in progression between students with disabilities and those with no disability.

Tables 3 and 4 reference our general cohort rather than our target groups owing to limited data and small student numbers in our UK Undergraduate cohort (between 55 and 65 students over the past 4 years). Following the recent appointment of a full-time Student Data Manager, from July 2019 we will have the in-house resource to more closely monitor and evaluate our performance across these particular target groups rather than against the whole student population.

1.5 Care leavers

Access

We do not have any students who identified as being care leavers in the current student population. This is the most challenging group for us to make progress in, owing to the nature of our educational offering.

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.

It is envisaged that through our plans to target access in relation to students from low participation neighbourhoods and low income backgrounds, that these could potentially intersect with care leavers.

Success, Non-continuation, Attainment, progression to employment or further study

Any students who disclosed the fact that they were care leavers would have access to our extensive student support framework if required, and we would not envisage any gaps in success, non-continuation, attainment or progression students from this group compared to the wider student population.

Tables 3 and 4 reference our general cohort rather than our target groups owing to limited data and small student numbers in our UK Undergraduate cohort (between 55 and 65 students over the past 4 years). Following the recent appointment of a full-time Student Data Manager from July 2019, we will have the in-house resource to more closely monitor and evaluate our performance across these particular target groups rather than against the whole student population.

1.6 Intersections of disadvantage

A recently completed restructure and increased investment in staffing including the recent appointment of a full time Student Data Manager and an Assistant Registrar (Admissions and Financial Awards) from July 2019. This will enable us to undertake more defined and advanced analysis of data relating to intersections of disadvantage across the above groups and to formulate aims and objectives specific to these intersections as necessary.

1.7 Other groups who experience barriers in higher education

We are currently treating the groups identified by the Office for Students as our priority in terms of reducing gaps within the student lifecycle.

2. Strategic aims and objectives

The Academy's main strategic aims are to deliver an exceptional educational experience that is underpinned by ambitious artistic projects; to recruit and retain the best student talent from around the world; and to demonstrate outstanding engagement with the wider community.

The Academy is committed to providing a range of long-term outreach activities targeted at groups that are under-represented in higher education. This includes working collaboratively to raise aspirations to make music more accessible, through our recruitment at all levels and the wide-ranging activities of our students, both in the UK and internationally. By taking music out into the community and providing high level musical tuition to children and young people, our Open Academy and Junior Academy departments reach ever further, raising aspirations, making connections and challenging preconceptions via a range of projects delivered with partner schools and organisations.

2.1 Target groups

Following our assessment of performance, we have chosen to target the following groups as a priority, as these are the areas in which we believe we can make the most impact and deliver the most change in respect of access to our programmes. They are all in relation to Access:

- Low participation Neighbourhood
- Low income backgrounds
- Black, Asian and minority ethnic backgrounds
- Disabled students

2.2 Aims and objectives

- Low participation Neighbourhood

We aim to reduce the gap between UK UG entrants from POLAR4 quintile 5 and quintiles 1 and 2 over the duration of the plan and beyond.

- Low income backgrounds

We aim to reduce the gap between the number of UK UG students in receipt of fee waivers of £2k and £3k (identified as those with household incomes of less than £25,000 or between £25,001 and £33,050) and the rest of the UK UG population not in receipt of a fee waiver.

- Black, Asian and minority ethnic backgrounds

We aim to reduce the gap between BAME and non-BAME students. We undertake to disaggregate our data and form a more aspirational target in respect of this area following year 1 of the plan.

- Disabled students

We aim to maintain our performance in terms of the number of disabled students represented in the undergraduate population with a view to forming a more aspirational target in respect of this area following year 1 of the plan.

Existing targets

The Academy views the submission of the Access and Participation Plan for 2020-2025 as the beginning of a new embedded strategic approach. As such we would like to reframe our existing targets with updated benchmarks and baseline data and close off those which have been inherited and are no longer relevant, suitably measurable or appropriate.

The very small number of UK undergraduates in any one year (less than 70) will inevitably lead to considerable statistical variability from year to year, and we do not expect to have a step-by-step increase from year to year. Our success needs to be measured over our increase in the representation of targeted groups over the five-year period.

3. Strategic measures

3.1 Whole provider strategic approach

The Academy's underlying strategic aims are:

- To increase the pool of talented applicants from under-represented groups so that we can continue to foster greater diversity in our population of undergraduate students from the UK and contribute to the Office for Students' aim of eradicating gaps in access to higher education;
- To enhance our admissions, teaching and learning, assessment, student support and employability strategies to ensure that as the Academy's population of undergraduate students from the UK becomes more diverse we will maintain our excellent track-record in student continuation and progression.

To bring about the changes required to achieve these aims a whole provider strategic approach has been developed with oversight from the Governing Body and Senior Management Team. It has four core components:

(a) we continue to finesse the alignment of our access, educational and support strategies to ensure that they:

- have optimum impact on our access and participation measures
- do not discriminate against students from under-represented groups
- do not discriminate against students who have one or more protected characteristics

(b) access and participation measures are discussed and approved by appropriate committees within our academic governance structure, namely the Academic Board, the Access and Participation Committee, and the Undergraduate Programmes Board

(c) we have begun to enhance the annual cycle of staff training events to include more detailed discussion of strategic measures and the role of staff in their delivery

(d) students are involved in all aspects of the planning, delivery, evaluation and monitoring of our APP strategy through student representation on academic governance committees (from the Governing Body down) and the Student-Staff Liaison Committee.

Strategic Measures to Achieve Aim 1

Our strategic measures to increase the pool of talented applicants from under-represented groups fall into three broad initiatives:

1. **Junior Academy**, which provides sustained high-level training for talented musicians of all backgrounds between the ages of 5 and 18.
2. **Open Academy**, which gives children and adults from under-represented groups the opportunity to participate in artistic and educational musical projects side-by-side with current Academy students.
3. **Your Academy**, within which individual departments carry out projects to identify talented musicians aged 14–17 from under-represented groups with the aim of familiarising them with the Academy and its undergraduate programmes, and – where appropriate – working with them and their families on a training strategy that will make them competitive applicants to the Academy or other UK conservatoires.

Junior Academy measures

Junior Academy is the department within which we can identify musical talent and potential at an early age and develop it ‘in-house’ over a sustained period of intensive tuition to enable young musicians from all backgrounds to make viable applications for undergraduate study at the Academy and other UK conservatoires.

As Table 7 shows, those who participate in Junior Academy are overwhelmingly likely to progress into higher education with a significant proportion progressing into an undergraduate programme at a conservatoire.

Table 7 – Destinations of Junior Academy Leavers, 2014–2018

Year	Total Cohort	Studying Music at a conservatoire	Studying Music at a university	Studying another subject at a university	Total progressed into HE	Gap year
2014–15	44	16 (36%)	14 (32%)	14 (32%)	44 (100%)	0 (0%)
2015–16	41	15 (37%)	9 (22%)	9 (22%)	33 (71%)	9 (19%)
2016–17	48	28 (58%)	8 (17%)	8 (17%)	44 (92%)	4 (8%)
2017–18	49	19 (39%)	14 (29%)	8 (16%)	41 (82%)	8 (16%)

We have therefore developed a series of ‘smart interventions’ to identify and nurture musical potential and develop relevant skills sets in individuals from under-represented groups in order to develop a student demographic within Junior Academy which reflects the social, financial and ethnic mix of British society as a whole. Achieving this aim with an important feeder route into our undergraduate programmes will significantly contribute to our ability to meet our underlying strategic aim for access and participation.

- (a) First Strings Experience is a three-year preliminary music course for students aged four to seven, designed to introduce very young children to the concept and skills of playing a stringed instrument from a very early age (a requirement for continuing to high-level study in that family of instruments). No previous musical training is required, so there are no barriers to participation. In order to encourage the participation of children from under-represented groups to participate in the programme we have established an access initiative Chance to Play. This has two inter-linked components. First, the Head of First Strings Experience is undertaking extensive work with selected primary schools in London to identify students with musical potential from low-participation neighbourhoods, low-income backgrounds, and black, Asian and ethnic-minority backgrounds. Second, fully funded places are available for children from low-income backgrounds who would otherwise be unable to participate in the scheme. Over the next three years we plan to triple the number of Chance to Play places from 10 to 30, so that one third of all First Strings Experience places can be devoted to participants from under-represented groups.
- (b) Children completing the *First Strings Experience* need additional tuition and support to reach the level required for entry to a junior conservatoire at the age of nine. Over the next five years we will develop a two-year transitional programme to enable talented individuals from under-represented groups to continue receiving expert tuition after *First Strings Experience* so that they can continue to study at Junior Academy or on comparable programmes at other conservatoires beyond the age of nine. This measure should significantly increase the number of applicants from low-participation neighbourhoods, state schools, low-income backgrounds, and black, Asian and ethnic-minority backgrounds to the Academy’s undergraduate programme from 2028 onwards.
- (c) Other musical disciplines do not require such early intervention as stringed instruments. The transition to secondary education marks a point at which smart interventions can be made for woodwind, brass and percussion instruments. Over the next five years we will develop the partnerships we already have with Music Hubs and state schools in London and generate new partnerships to identify and support children from low-participation neighbourhoods, low-income backgrounds, and black, Asian

and ethnic-minority backgrounds so that they can make a viable application to Junior Academy or comparable programmes at other conservatoires. Our initial target will be to identify five talented children in this category and to increase that number gradually year-on-year so that by 2024 the number of applicants from these under-represented groups to Junior Academy for woodwind, brass and percussion should increase at least threefold from its 2019 baseline. This in turn will widen the pool of applicants from these under-represented groups to the Academy's undergraduate programme.

- (d) The nature of professional training in composition and vocal studies means that talent and potential can be identified at a relatively late stage before entry to higher education. The middle teen years are an ideal age to make a smart intervention with talented composers and singers with the aim of supporting them to enter Junior Academy in Year 12 and equipping them with the skills and experience for a successful application to undergraduate programmes in Music. Over the next five years Junior Academy will develop initiatives with partner Music Hubs and state schools in London to identify and support talented young singers and composers from low-participation neighbourhoods, low-income families and black, Asian and ethnic-minority backgrounds so that they can make a viable application to Junior Academy or comparable programmes at other conservatoires at Year 12. Our initial target will be to identify four talented young people in this category and to increase that number gradually year-on-year so that by 2024 the number of applicants from these under-represented groups to Junior Academy for composition and vocal studies should double from its 2019 baseline. This in turn will widen the pool of applicants from these under-represented groups to the Academy's undergraduate programme.
- (e) Junior Academy is supported by the Music and Dance Scheme 'Access to Excellence' programme. Junior Academy students also receive support from the Leverhulme and Wolfson Trusts and other sources. The Music and Dance Scheme criteria and funding model are used for all other bursary awards in Junior Academy. Over the next year the Academy will undertake a review of bursary processes at Junior Academy to ensure that they operate efficiently and effectively in supporting our access and participation strategy. *Chance to Play* is supported by a combination of higher fee income and private philanthropy. The Academy has already received a significant gift to help us implement the transition project from *Frist Strings Experience* to Junior Academy over the next five years.

Open Academy measures

Open Academy is our outreach department where students learn to engage with the community, acting as advocates for music and for access to higher education and providing first exposure to creative music making. Open Academy projects aim to raise aspirations, make connections, challenge preconceptions and create new possibilities through a range of activities delivered with partner organisations. They enable participants from state schools and community groups to work alongside our students to create and perform new works in public. For many participants these projects are their first experience of musical creativity and performance.

In order to help achieve the Academy's access and participation strategic aims, Open Academy's strategy is to target schools and community groups whose individuals predominantly have backgrounds that are under-represented in participation in the performing arts and where levels of multiple deprivation are well above the national average. These include long-term partnerships with the Camden, Haringey and Tri-borough Music Education Hubs, Spitalfields Music, London Music Masters, Regent High School, and Wigmore Hall. By raising the aspiration of participants we aim to encourage more children from under-represented groups to explore the benefits of participation in higher education, and for talented individuals to consider engaging in sustained musical training, widening the application pool to Junior Academy and – in the longer term – to the Academy's undergraduate programmes. Intensive project work with children also allows us to identify early talent and, where possible, make a smart intervention to enable individuals who demonstrate exceptional potential to have access to sustained musical training with the long-term aim of making them viable applicants to undergraduate conservatoire programmes.

In 2017–18, Open Academy undertook 18 projects with primary school children and two projects with secondary school children, engaging a total of 3,285 participants at a pre-HE stage of their education.

Over the five years of this plan we shall take the following measures to increase the pool of applicants from under-represented groups:

- (a) triple the number of projects with secondary school children to six per year;
- (b) increase the number of pre-HE participants by 20% to just under 4,000 per year;
- (c) develop new partnerships with community organisations in London whose members are from the most under-represented groups in our undergraduate population, with a view to closing the largest gaps in our access targets
- (d) develop our partnership with *IntoUniversity* to access state schools that have hitherto been outside our networks.

Your Academy measures

Your Academy is the umbrella under which individual departments at the Academy undertake projects to complement the access and participation work of Junior Academy and Open Academy. These projects are designed to:

- identify talented individuals from state schools, low-participation neighbourhoods, low-income backgrounds and black, Asian and minority-ethnic backgrounds and challenge their perceptions about Music studies in higher education
- engage talented individuals from under-represented groups throughout the UK in tasters of HE Music studies
- provide support and mentorship for talented individuals from under-represented groups who would otherwise not have access to information, advice and guidance about undergraduate programmes in Music, with a view to making them viable applicants for undergraduate programmes at the Academy and other conservatoires.

Each of the Academy's Principal Study departments holds an annual Open Day. Over the duration of this plan we will develop a marketing strategy for our Open Days to state schools whose pupils predominantly have backgrounds that are under-represented in participation in the performing arts and where levels of multiple deprivation are well above the national average. The purpose of the Open Days is to raise aspirations and challenge preconceptions, with the aim of increasing the pool of talented applicants from under-represented groups. We recognise that individuals from low-income backgrounds may require support to attend Open Days in London and we will establish a fund to help those who would otherwise be unable to afford the costs of attendance.

Academic staff at the Academy are encouraged to develop and maintain contacts with musical organisations throughout the UK as a means of identifying and fostering musical talent wherever it might be found and encouraging talented individuals to consider HE-level music training. These contacts will typically range from organisations that provide standard routes into conservatoire programmes (for the example the specialist music schools and the National Youth Orchestras and Choirs) through to Music Education Hubs, amateur youth ensembles, local and national music competitions, and music clubs.

Historically, much activity of this sort has taken place 'under the radar' but has yielded significant (in terms of quality and quantity) applications from members of under-represented groups. The Academy has now begun to develop a strategy to frame and enhance its access and participation measures within Your Academy by identifying and prioritising the musical disciplines that our analysis of the historical evidence suggests are most likely to have the greatest impact on the diversity of our undergraduate population from the UK, namely Composition, Vocal Studies and Brass. The three initial projects that we will launch as part of this plan are:

(a). a *Young Composers' Club* for pupils studying final-year GCSE Music and AS level Music at state schools in Greater London to inspire, encourage and support talented composers to progress to Higher Education;

(b). *Unsung Talent* – the development of partnerships with community choirs and regional vocal competitions (such as the Welsh *Eisteddfodau*) to identify talented individuals from under-represented groups and encourage and support them to progress to Higher Education;

(c). *Blown Away* – the development of partnerships with community brass bands in regions which combine historically strong brass-band traditions with levels of multiple deprivation that are above the national average and populations whose backgrounds are under-represented in Higher Education: particularly Cornwall, South Wales, the North of England, and the post-industrial belt of Scotland. These partnerships will aim to identify talented young individuals and inspire, encourage and support them to progress to Higher Education.

The initial target we will set for these initiatives in the first year of the plan is five additional applicants from under-represented groups in these disciplines, measured against the baseline of 2018–19. The target will be reviewed annually with the expectation that by the fifth year it will have increased by at least 50%.

Strategic Alignment

All the strategic measures outlined above are predicated on the need to close as far as possible the skills gap between applicants who apply from 'standard' routes such as specialist music schools and applicants from under-represented groups *before* they apply to the Academy. This is necessary because the intensive training model of our undergraduate programmes and the collaborative nature of their educational delivery works best when the skills gap between entrants to the programme is narrowest. The delivery of most of the strategic aims as time-limited projects with side-by-side elements aligns with the successful employability strategy of our undergraduate programmes, in which intensive short-term artistic projects in collaboration with leading professional musicians prepare our students for professional musical life.

Strategic Measures to Achieve Aim 2

We recognise that increasing the pool of talented applicants from under-represented groups is only the first step in diversifying our population of undergraduate students from the UK. In order to close the gaps in access and participation we must align the measures outlined above with strategic measures to support students from under-represented groups into and through our undergraduate programmes and onward to postgraduate studies or the workplace.

The strategic measures we are taking to achieve this aim fall into five categories:

1. Admissions
2. Curriculum Design
3. Academic and Pastoral Support
4. Employability
5. Financial support

Admissions measures

The Academy undertakes a rigorous admissions process so that we can assess fully the suitability of each applicant to meet the challenges of our intensive, demanding undergraduate programmes. For UK applicants this involves travel to central London and commitment to a full day of auditions, diagnostic assessments of musicianship and interviews. Over the period of this plan we will take the following measures to encourage access and participation by under-represented groups:

- We currently audition all applicants to our undergraduate programmes to ensure that there is parity of opportunity. We will continue this policy.
- The care we take with auditions carries costs which are shared with applicants in the form of an audition fee. In order to ensure that applicants with a low-income background are not disadvantaged, any applicant who cannot afford the audition fee can apply for an audition fee waiver. We will continue this policy.
- We do not currently cover the travel costs of applicants to central London for their audition. We intend to review this policy so that by the end of the period covered by this plan we will have mitigated or removed this disincentive for applicants from low-income backgrounds.
- Feedback from applicants on their audition experience at the Academy has been overwhelmingly positive in the last five years, but we keep the fitness-for-purpose of our auditions under review. As part of our quality assurance cycle we will be undertaking a periodic review of our undergraduate programmes in 2019–20. This will include an analysis of how effectively our auditions procedures give equality of opportunity to applicants from under-represented groups. We will conduct impact equality assessments on any enhancement proposals that emerge before implementing the most effective enhancements.
- Over the period of this plan we will develop the mandatory training programme for academic staff involved in auditions and interviews to increase their sensitivity to the potential of those applicants from under-represented groups who have not had access to equivalent prior training opportunities as those from well represented groups.

Curriculum design measures

As described above, our strategic measures to increase the pool of talented applicants from under-represented groups have a subsidiary aim of closing the skills gap between individuals from under- and well-represented groups. Nevertheless, we recognise that the design of the first two years of our four-year undergraduate curriculum must address any residual skills gaps between UK students from those different groups, as well as between UK and international students who may bring a wide variety of prior learning experiences. With the periodic review of our undergraduate programmes in 2019–20 we plan to revise thoroughly the curriculum, delivery and assessment structure of the first two years of the programmes to accommodate evolving student demographics over the time frame of this plan. To help us develop a curriculum that will be fit for purpose for at least the next decade we will consult thoroughly with a range of stakeholders, including sixth-form teachers of Music in state schools, directors of Music Hubs, and current students from under-represented groups. All proposals will be subject to equality impact assessments before implementation. We plan to implement the revised curriculum on a rolling basis from September 2020.

Academic and pastoral support measures

We are proud of our excellent record regarding the continuation of students from all backgrounds within our undergraduate programmes. Our success is largely due to the quality of academic and pastoral support we offer our students. Over the period of this plan our underlying strategic measure will be to continue to enhance this aspect of our provision to ensure that it remains fit for purpose as the demographic of our UK undergraduate students evolves. In particular:

- (a) We will continue to refine the tutorial support we offer our students. On arrival at the Academy, each student is allocated to a programme Tutor (from September 2019 'Head of Year') and is encouraged to meet with them at key points during the academic cycle. Tutors provide oversight for each student's academic progress and wellbeing; they are the first point of contact for referral or additional support mechanisms such as study skills support or disability support. Throughout the period of this plan we will implement a training cycle for Tutors to raise awareness of the support issues faced by students from under-represented groups and how best to support those students.
- (b) We will continue to enhance the range and quality of the academic support we offer to students in addition to the core delivery of the programmes, including:
- Practice, preparation and rehearsal skills for students who have not had sustained access to high-level tuition before entering the Academy
 - General study skills, bibliographical skills and essay-writing skills
 - English Language skills for those whose first language is not English
 - Academic support classes for students whose prior experience requires some remedial work in music theory, analysis, and aural skills
 - Recording and technology skills for students who have not had access to music technology before entering the Academy.
- (c) We will develop mechanisms to support mature students in our undergraduate programmes, drawing on our long experience of successfully supporting mature students in our postgraduate programmes. In particular we will:
- operate a robust APEL policy to provide equality of opportunity to mature students with non-traditional qualifications in accessing our undergraduate programmes
 - review the learning support we provide to mature learners who need the opportunity to generate income through work alongside their fulltime programme of studies
 - review the flexible study patterns that are feasible within our intensive fulltime undergraduate programmes (through mechanisms like Leave of Absence and Special Circumstances) to accommodate as far as possible mature students with family or caring responsibilities.
- (d) We will continue to support students with disabilities through Personal Learning Plans and access to dedicated support. Within the new curriculum that we will implement after the periodic review of the undergraduate programmes in 2019–20 we will ensure that that the delivery and assessment models do not disadvantage students with disabilities.
- (e) We will continue to ensure that we embed the wellbeing of all our students by enhancing the 'Resilience' strand of our undergraduate programmes – weekly workshops that focus on wellbeing and professional development issues, an initiative that was implemented in 2018–19. We will ensure that the topics covered in the workshops address issues faced particularly by students from under-represented groups, providing students from those groups with focused information, advice and guidance.

Employability measures

Since the 1820s the core mission of the Academy has been to train talented young people for a career in music. Employability has therefore been at the core of our educational delivery over the last 200 years. It continues to drive our programmes of study. We are proud of our excellent record in student destinations and aim to maintain it as the demographic of our population of undergraduates from the UK evolves.

If we achieve the aims of our pre-admissions measures, admissions measures and curriculum design measures we will be successful in closing the skills gaps between students from under- and well-

represented backgrounds and the employability measures embedded in our undergraduate programmes will have an equally effective impact on all our students. Nevertheless, we recognise that additional measures may be necessary to support students from under-represented groups in developing their employability over the duration of the four-year programme:

- We will continue to ensure that the range of collaborative projects with leading professional musicians and placements in partner ensembles offers opportunities at the Academy as well as in different sites throughout London and the south east of England, so that those with limited financial means will have access to them.
- We will ensure that the professional development and artist development strands embedded in our undergraduate programmes address challenges faced by students from under-represented groups.
- We will promote a programme of staff training to improve the understanding that principal-study teachers have of the challenges faced by students from under-represented groups and their support needs with the aim of enhancing the professional mentorship provided by the staff.

Financial Support

Success on our intensive undergraduate programmes demands a high level of sustained engagement from students. There is no shortcut to the many hours of practice, private study, preparation and rehearsal needed to develop the professional skills that make our graduates employable musicians.

Students whose financial circumstances require them to devote significantly less time to their studies so that they can undertake course-unrelated paid work face particularly acute problems with continuation and employability. We therefore target financial support at students in that situation to mitigate or eradicate those negative effects. Our aim is simply to enable students to focus on their studies by removing the need for them to earn income through work unrelated to their studies.

In the past our deployment of financial support has been tactical rather than strategic. Students in straitened circumstances have made a first approach to us and we have assessed their need on a case-by-case basis. While we can demonstrate that students supported in this way have continued and progressed, we cannot demonstrate that they would have failed to continue and progress if we had not intervened. Nevertheless, we acknowledge that we need to develop a framework for evidence-based strategic targeting of financial support. To this end, in 2019 we have begun a research project in collaboration with the Bridge Group to establish parameters, identify data sets, and construct a robust evidence-based methodology that will work effectively in our institutional context. We aim to implement this framework in September 2020.

In order to gather and analyse data to inform the strategic deployment of financial support we have restructured our small Registry team and appointed new members of staff with roles targeted at delivering our identified goals. A new full-time Assistant Registrar (Admissions and Financial Awards) will play a key role in developing robust mechanisms to support our Access and Participation Plan, managing the journey from application to enrolment and oversight of our bursary application process. We have created a new post of Student Data Manager to coordinate the data necessary for our strategic framework for financial support.

3.2 Student consultation

All students were invited to register interest in contributing to and developing the Academy's Access and Participation Plan for 2021–2025. Through this we were made aware of some student initiatives

specifically relating to improving access for under-represented groups, such as state school participants in the North of England. Under the Terms of Reference for the new Access and Participation Committee, we will appoint two student representatives (ideally from under-represented groups or those with a particular interest in access and outreach activities) to ensure that there is engaged student input into our evaluation, monitoring and enhancement of access and participation measures.

The Academy's student body has elected not to make a formal contribution to this Access and Participation Plan, but the President of the Student Union has been consulted by virtue of his membership of the Equality and Diversity Committee and his comments and feedback have been incorporated into this plan.

3.3 Evaluation Strategy

The Academy is moving from a *tactical* approach to widening participation to a *strategic* evidence-based approach to closing the gaps in participation between under-represented and well-represented groups.

Self-evaluation of our historic and current position

In the past our evaluation of our interventions has been geared towards their impact on all participants, not just those from under-represented groups. We have:

- analysed annual statistics in progression from the Junior Academy to Higher Education
- conducted sample surveys of participants from under-represented groups in Open Academy Projects, reviewing the impact of the project and the likelihood of future participation in Higher Education
- sought informal qualitative feedback from applicants who have not taken up their places on our BMus programme for financial reasons.

While this information has been useful in gauging appropriate levels of financial support to enable undergraduate applicants to take up their places, and has enabled us to refine our Junior Academy and Open Academy offerings to encourage and enable participation in Higher Education, we cannot assure ourselves that it has made a measurable contribution to closing gaps in participation.

Building a more robust system of evaluation

In 2018 we reviewed our approach and decided to build systems and invest in specialist staff to enable us to develop an evidence-based evaluation strategy to inform our target setting and strategic measures. We recognise the imperative of gathering reliable, relevant data and robustly analysing it as a means to evaluating the impact of our access and participation activities and refining our targets and the steps we shall be taking to meet them. The timescale for this building phase is as follows:

April 2019	Appointment of new Assistant Registrar (Admissions and Financial Awards) with responsibility for admissions and financial awards processes [post holder began in June 2019]
May 2019	Appointment of new Student Data Manager in Registry with responsibility for data collection and analysis [post holder began in July 2019]
May–November 2019	Research project in collaboration with the Bridge Group to develop robust methods for applying the OfS validated toolkit to the context

	of a small, specialist institution, particularly in the evaluation of financial support [project due to report in November 2019]
July 2019	Appointment of a new Senior Management Team post, Dean of Students, with responsibility for driving and overseeing strategy and activities in access and participation and student support [post holder will begin on 1 December 2019]
September 2019	First meeting of a new Access and Participation Committee, staffed by multiple stakeholders [Dean of Students, Academic Registrar, Head of Finance, Head of Junior Academy, Head of Open Academy, Access and Participation Officer, Student Data Manager, Disability Advisor, President of the Student Union, student representatives from under-represented groups] with a remit to analyse and evaluate data, take an enhancement approach to the process of evaluation to ensure continuous improvement, monitor the impact of evaluation on the refinement of our targets and measures, and plan staff training related to access and participation. The Access and Participation Committee will report to the Academic Board, thence to the Academy's Governing Body.
October 2019	Appointment of new Access and Participation Officer [post holder to begin in January 2020]
January–May 2020	Implementation of recommendations from the Bridge Group research project and pilot round of data gathering and analysis.
June–July 2020	Evaluation of pilot round refinement of targets, strategic measures, evaluation strategy and monitoring strategy.

Without prejudging the outcomes of the research project with the Bridge Group, we anticipate that we will use HESA data to evaluate the effectiveness of our access and continuation targets, in particular the ratio of POLAR quintiles 1:5, supplemented by the use of the survey and interview tools of the OfS validated toolkit. We will evaluate the effectiveness of our financial support strategy using the survey and interview tools of the OfS validated toolkit. Given the size of our UK undergraduate cohort, we do not believe that the statistical tool in the OfS toolkit would be useful in our evaluation processes. We also anticipate that data sets taken over three years will be more robust than an annual data set, and we plan to test this assumption in the pilot round in 2020.

Objectives beyond 2020

Our aim is to establish a reiterative process of evidence-based evaluation that will enable us to give the following commitments by the end of the 2020/21 cycle and thereafter for each year of this plan:

- To refine our targets and recruitment strategy regarding LPNs
- To refine our targets and recruitment strategy regarding under-represented subgroups within the BAME category
- To refine our financial support strategy to ensure that the financial support we offer our students is as efficient and effective as possible in helping us to close the gaps in participation
- To revisit targets regarding other under-represented groups
- To refine our mechanisms for tracking the continuation, attainment and progression of students from under-represented groups in order to monitor our performance, evaluate the impact of our student support strategy, and enhance it accordingly.

How evaluation findings will inform programme design

By reporting directly to the Academy's Academic Board, and thence to its Governing Body, the Access and Participation Committee will play a key role in disseminating the findings of the evaluations and

ensuring that they inform the development of the institution's strategies. The chair of the Access and Participation Committee will be the Dean of Students, a member of the Senior Management Team who will therefore be able to draw on the results of the evaluations to affect relevant management decisions from the highest level of the Academy down.

As a member of the Academic Board and, alongside all other members of SMT, an attendee at Governing Body meetings, the Dean of Students will be well placed to present the findings of the evaluations to leading decision makers at the Academy. Working with the Deputy Principal, Registrar, Head of Undergraduate Programmes and Heads of Principal Study Departments, the Dean will ensure that delivery issues arising from the evaluations will be addressed through the publication of information, advice and guidance, and through staff training initiatives. He will also ensure that changes to strategy and delivery will be subject to Equality Impact Assessments to provide assurance that the Academy is conforming to its statutory duties under the 2010 Act.

3.4 Monitoring progress against delivery of the plan

Our monitoring of progress against delivery of the plan will consider the following:

- How effective have each of the measures been in achieving their annual targets?
- What actions should be taken with regard to measures that are failing to achieve their targets?

We have identified a series of targets through which we aim to either maintain or improve our performance in respect of underrepresented groups. Our most stretching targets concern our priority of reducing the gaps between the percentage of entrants from:

- Low Participation Neighbourhoods

We will aim to build on our recent success in terms of the percentage of the total UK undergraduate population:

- From Low income backgrounds (those in receipt of fee waivers)
- From BAME backgrounds

We give an undertaking to establish targets for sub-groups within BAME when we have the means to carry out a robust evaluation of our current position in the first half of 2020. As an interim, undifferentiated set of targets we aim to close the gap by over 33%, reducing the ratio of non-BAME to BAME students to lower than 4:1 over the period of the plan.

We also commit to maintain our performance in the following areas (with a view to setting targets specifically in relation to underrepresented groups once we have greater data handling resources in place).

- Continuation rate from year 1 to year 2 of the BMus programmes
- Percentage of UK undergraduates progressing into employment or further study

We will commit to setting a more aspirational target in respect of disability following year 1 of this plan.

Delivery of the Academy's Access and Participation Plan and progress against our targets will be overseen by the newly appointed Access and Participation Committee. It will meet once per term with specific responsibility for receiving updates from relevant departments concerning progress against the targets set out in the plan. It will also be responsible for monitoring evaluation programmes and for taking strategic decisions relating to new activities and targets. The Committee will be chaired by the Dean of

Students, and will have representation from senior managers and colleagues across the Academy who have responsibility within the areas of access, continuation, attainment and progression.

In the event that the committee identifies that we are failing to make progress against our strategic aims and objectives and targets, the committee will identify this and the Dean of Students will work with relevant colleagues to develop, implement, develop and evaluate an action plan with the aim of reversing the trend.

4. Provision of information to students

Information on tuition fees is published on our website. Students are informed ahead of application and enrolment of the fee cost and the process for any permitted increase that may be applied during the course of their studies within the appropriate maximum fee cap.

Fee information is available on our website and we provide UCAS Conservatoires and the Student Loan Company with timely updates of all necessary information to ensure that applicants can make informed decisions.

Higher Fee income gives the Academy the opportunity to increase its commitment to help talented UK and EU BMus students from low-income households to study here:

- For students whose household income is £25,000 or below, the Academy will automatically provide a bursary in the form of a £3,000 fee waiver.
- For students whose household income is between £25,001 and £33,500, the Academy will automatically provide a bursary in the form of a £2,000 fee waiver.

We also provide accessible and accurate information to potential students about our programmes of study, tuition fees and financial support arrangements in accordance with Competitions and Markets Authority regulations.

The Access and Participation Plan will be published on the Academy's website once approved.

5. Appendix

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: The Royal Academy of Music

Provider UKPRN: 10007835

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£129,302.00	£130,422.00	£131,559.00	£132,713.00	£133,883.00
Access (pre-16)	£99,715.00	£100,449.00	£101,194.00	£101,950.00	£102,716.00
Access (post-16)	£29,587.00	£29,973.00	£30,365.00	£30,763.00	£31,167.00
Access (adults and the community)	£0.00	£0.00	£0.00	£0.00	£0.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£291,600.00	£291,600.00	£291,600.00	£291,600.00	£291,600.00
Research and evaluation (£)	£4,095.00	£4,156.00	£4,218.00	£4,282.00	£4,346.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,020,840.00	£1,020,840.00	£1,020,840.00	£1,020,840.00	£1,020,840.00
Access investment	12.7%	12.8%	12.9%	13.0%	13.1%
Financial support	28.6%	28.6%	28.6%	28.6%	28.6%
Research and evaluation	0.4%	0.4%	0.4%	0.4%	0.4%
Total investment (as %HFI)	41.6%	41.7%	41.9%	42.0%	42.1%

