

ROYAL COLLEGE OF MUSIC 2019-20 ACCESS AND PARTICIPATION PLAN

‘Fifty scholarships have been established, of which twenty-five confer a free education in music, and twenty-five provide, not only a free education, but also maintenance for the scholars. Of these scholarships, half are held by boys and half by girls. I observe with pleasure that the various districts from which the scholars are drawn indicate the wide-spread distribution of a taste for music, and an adequate cultivation of music throughout the United Kingdom. London, with its vast population, sends only twelve out of the fifty. The remaining thirty-eight come as follows: twenty-eight from fourteen different counties in England, two from Scotland, six from Ireland, one from Wales, and one from Jersey. The occupations of the scholars are as various as the places from which they come. I find that a mill girl, the daughter of a brickmaker, and the son of a blacksmith, take high places in singing, and the son of a farm labourer in violin playing. The capacity of these candidates has been tested by an examination of unusual severity.’

Extract from speech of HRH The Prince of Wales, at the opening of the Royal College of Music as reported in *The Times*, 8 May 1883.

INTRODUCTION

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

Entrance to the RCM’s performance and composition programmes is by audition or interview. We audition or interview every applicant who applies by the deadline and the vast majority of applicants who apply late. Whilst each of our programmes has its own academic entry requirements (typically A levels for the Bachelor of Music (BMus), a first degree for the Masters programmes) the overriding factor which determines access to a place is performance at audition or interview. Our entrance assessment panels are made up of experienced professional musicians whose task is to recognise ability and to offer places to applicants who are likely to develop and succeed on the programmes and in turn become successful professional musicians themselves. A-level requirements for entrance are minimal reflecting the performance focus of our programmes and thereby further reducing unnecessary barriers to entry.

The success of this process is reflected in students’ progress through the programme, where more than 98% of entrants successfully complete the four year BMus programme. Employment rates for our graduates far exceed national norms; recent DLHE statistics show almost 100% of our UK graduates going into employment or progressing to postgraduate study.

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

	2018-19		2017/18		2016/17	
	Applications	Enrolments	Applications	Enrolments	Applications	Enrolments
All	2142	360	1992	355	1927	339
BMus	901	130	817	118	787	121

We have planned a small increase in student numbers in recent years and we plan for this to continue in 2019/20.

1. ASSESSMENT OF CURRENT PERFORMANCE

Drawing on the vision of Prince Albert for the advancement of the Arts and Sciences, the College's strategic plan sets out a vision for providing access to an inspirational learning experience for the widest possible range of students.

This Access and Participation Plan takes this vision forward in line with key objectives, to:

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

In executing these strategic priorities, the RCM's approach has always been collaborative. This is demonstrated by its wide range of partners. The approach to collaboration is strategic. It is focused on working in strategic partnership with the Tri-borough Music Hub (comprising the boroughs of Hammersmith and Fulham, Royal Borough of Kensington and Chelsea and Westminster City Council). Local authority partners are best able to identify students from disadvantaged backgrounds and are the key to successful projects. The relationship with the TBMH has led to strategic partnerships with schools at both primary and secondary level as well new partnerships with other arts organisations. The TBMH is a major Arts Council funded initiative and is very significant in the College's strategic approach to access, which builds on its work over a large number of years with these boroughs.

Other key collaborations include a long-term partnership with IntoUniversity – which provides a meaningful widening participation partnership.

The RCM is a founder member of CUK, which takes an active interest in access, especially in relation to UCAS Conservatoires, its on-line admissions service which has grown applications significantly.

Analysis by underrepresented groups

The table below represents a quantitative and longitudinal analysis of performance against various benchmarks in relation to each priority underrepresented group. Figures in the table are based on the UK domiciled undergraduate cohorts for each academic year and the corresponding HESA WPI data. In order to allow more meaningful comparisons due to a small cohort size, figures relating to the overall undergraduate UK domiciled cohort across all years of study in each academic year have been used, rather than intake figures. The cohort size is c240 for each academic year.

We have used two principal sources for data in the table:

1. Data supporting the RCM's evidence is taken from the HESA Student Collections for 2014/15, 2015/16 and 2016/17, specifically the Core Data files produced from the Data Supply outputs.
2. The HESA WPI files for the corresponding years have been used for identifying the national benchmarks, other than that for ethnicity, where a national figure from the Office of National Statistics has been used.

Underrepresented groups are identified as follows:

1. Students are identified as being from a low participation neighbourhood in accordance with the data analysis provided in the HESA Widening Participation files.
2. Applicants and students are identified as being from a minority ethnic background where they have selected a non-white ethnic group as defined in the HESA student collection coding manual. This dataset has not been broken down any further owing to the small numbers involved.
3. Mature students are identified as being 21 or older at the beginning of their course.
4. Disabled students are identified as those in receipt of a Disabled Students Allowance

Underrepresented Group	ACCESS			PROGRESSION/SUCCESS		
	National Benchmark	RCM performance	Assessment of performance	Benchmark	RCM performance	Assessment of performance
Low HE participation; low household income and/or low socioeconomic status	16/17 9.5%	3.1%	Significantly under benchmark	16/17 94.9%	98.1%	Above benchmark
	15/16 8.6%	4.2%		15/16 92.5%	94.2%	
	14/15 N/a	4.3%		14/15 94.4%	97.4%	
Students of particular ethnicities	16/17 14%	10.3%	Marginally below benchmark	16/17 94.9%	98.1%	Above benchmark
	15/16 14%	8.6%		15/16 92.5%	94.2%	
	14/15 14%	11.1%		14/15 94.4%	97.4%	
Mature students	16/17 N/a	5.8%		16/17 94.9%	98.1%	Above benchmark
	15/16 N/a	5.8%		15/16 92.5%	94.2%	
	14/15 N/a	5.3%		14/15 94.4%	97.4%	
Disabled students	16/17 8.7%	6.6%	Marginally below benchmark	16/17 94.9%	98.1%	Above benchmark
	15/16 7.1%	9.8		15/16 92.5%	94.2%	
	14/15 10.1	7.8		14/15 94.4%	97.4%	
Care leavers	N/a	No students 0%		N/a	No students	

Low HE participation; low household income and/or low socioeconomic status

Recruitment of students from NS-SEC classes 4, 5, 6 & 7 remains below our HESA benchmark and recruitment of students from low participation neighbourhoods (based on POLAR3 method) remains below our HESA benchmark and our ethnicity targets have proven challenging to achieve recently. This area is the one where the RCM is most significantly under benchmark for a variety of reasons and represents the RCM's priority area. The College has identified that the main underlying reason for this is the limited and diminishing specialist music provision in state schools, which makes it difficult for the College through its own efforts to significantly change its student mix. Development of performance skills to a standard likely to reach that required for admission to undergraduate conservatoire study requires sustained access to instrumental tuition, which is decreasingly available through the state school system. Private instrumental tuition is expensive and unavailable to most with low household income/low socioeconomic status. Another barrier to this group of individuals is the lack of exposure to western classical music in contemporary culture leading to a lack of awareness and aspiration. There is some intersection with this group and students from minority ethnic groups, although the RCM has a better record of recruiting students from minority ethnic groups who are not in this low HE participation/low household income/low socioeconomic group.

The College believes the area for most effective investment is outreach activity delivered by RCM Sparks and other outreach initiatives. The balance of RCM investment of time and other resources has significantly favoured outreach and related activity from the outset and our strategy is for this to continue.

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

The College's outreach activities are oriented to support study in music and other subjects in HE generally, as well as to the RCM. Evaluation of this activity has shown young people engaged with sustained activity with the RCM feel more confident within an HE environment, particularly when their families have had no previous experience with HE. The majority of participants also demonstrate an increased level of skills within mixed groups and feel more comfortable working with others.

The RCM operates an audition fee waiver scheme which allows students from families with low household income to audition free of charge. During the admissions cycle applicants from underrepresented groups (Polar 1, 2, socio-economic status) are flagged at the Admissions meeting and particular consideration is given to those who are near the threshold mark for entry. Whilst we acknowledge elsewhere the challenges of finding applicants from such groups, their subsequent success on the course and the progress to employment or further studies is indistinguishable from the high rates of success of the rest of the student body. We have not identified any students from underrepresented groups whose *success* or *progress* is demonstrably different from that of students from well-represented groups. Once admitted to the BMus course all students, regardless of background, are as likely to succeed; support, either academic or pastoral, is targeted equally, on an inclusive basis, at all students.

Students of particular ethnicities

The RCM has made reasonable progress in this area. According to ONS data from the 2011 census, 14% of the UK population identify as non-white. However, ethnic diversity remains a significant issue within the UK classical music industry as a whole, in part for cultural reasons. In a recent study by King's College London¹, only 1.7% of orchestral musicians were found to be from a black or minority ethnic background. Whilst it may be regarded that there is some intersection of this underrepresented group with the low HE participation/low household income/low socioeconomic status group, this is not borne out by the figures. We have not specifically targeted sub-groups by ethnicity owing to small numbers. Essentially, we wish to increase access by individuals from all ethnic minorities, including but not limited to Black, Asian and Mixed/Other. As for other underrepresented groups, subsequent success and progress to employment or further studies is indistinguishable from the high rates of success of the rest of the student body. Note that ethnicity data is not available to HEIs through UCAS at the point of application. Therefore, we have taken the initiative to contact all UK domiciled applicants for the BMus programme to invite them to express an interest in being considered for a BAME scholarship, provided they identify as being from a non-white ethnic background.

Mature students

The RCM's undergraduate programme does not recruit high numbers of mature students (individuals aged 21 or over at the beginning of their course). This is because it is very rare for a late starter on a musical instrument to be of a standard to achieve entry to the BMus. Reaching this standard requires sustained and regular tuition and practice without any break, meaning that almost all music conservatoire students progress directly from school to conservatoire. One exception is singers, who, for physiological reasons mature later than instrumental performers since their body is their instrument, though, for these same reasons, we mainly recruit singers as postgraduate students. Again, subsequent success and progress to employment or further studies is indistinguishable from the high rates of success of the rest of the student body.

Disabled students

The RCM has a good record of support for disabled students, which was cited in the RCM's most recent QAA report in 2012 as a feature of good practice: 'the exemplary support for disabled students including the support offered through the application stage, comprehensive handbooks for students and staff, and the individually tailored learning agreements'. However we are below our HESA benchmark for the number of students reporting they are in receipt of a Disabled Students' Allowance. The Students Services Manager has undertaken a review of our approach to the recruitment of disabled students and efforts have been made to ensure that all students who receive a DSA actually report it through the College, to ensure our HESA statistics actually reflect all those in receipt of an allowance.

¹ <https://www.theguardian.com/society/2016/dec/12/number-of-minority-arts-workers-must-improve-arts-council-england>
<https://www.artscouncil.org.uk/publication/equality-diversity-and-creative-case-2015-16>
<https://www.varsity.co.uk/music/13228>

HESA data on disabled students focuses on students in receipt of a DSA. Other students identify as having a disability but are not in receipt of a DSA. The Student Services team provides support to students identifying with a disability through a process of assessment, which is funded by the RCM, and assistance is provided for applications for a DSA. Close links between Student Services and Heads of Faculty, Personal Advisers and other academic staff ensure that, throughout each year, a number of students who may be struggling with aspects of their studies are referred to or encouraged to seek support from Student Services for diagnostic assessments for Specific Learning Difficulties, support for mental health issues or other disabling conditions. All students with a disability, regardless of whether or not they are in receipt of DSA, are offered a Learning Agreement which sets out reasonable adjustments that may be required. Given that musical performance is a physical discipline, requiring fine motor skills and highly developed aural skills, individuals with some physical disabilities and Specific Learning Difficulties such as dyspraxia, face additional barriers. Increasingly such students may be offered additional support, for example one to one sessions for improving fingering and sequencing, additional classes and individual coaching in aural training from the Area Leader in Aural and Personal Advisers. Therefore, achieving close to the benchmark constitutes positive progress in this area.

During the admissions cycle applicants who have indicated they have a disability are flagged at the Admissions meeting and particular consideration is given to those who are near the threshold mark for entry. The RCM has established systems to support disabled students and can provide highly personalised support, including through Learning Agreements. Similarly, the subsequent success and progress to employment or further studies is indistinguishable from the high rates of success of the rest of the student body.

Care leavers

Applicants to the RCM are highly unlikely to be care leavers owing to barriers which prevent sustained and regular tuition and practice on an instrument that is essential to enable students to develop the high executant standard of performance required to gain entry to the RCM. Children in care typically have disrupted family lives which are not conducive to the sustained and regular tuition and practice. Since the field identifying care leavers was first introduced through UCAS, no applications have been received. Not only is private instrumental tuition prohibitively expensive and unlikely to be available, individuals following a trajectory likely to enable them admission to conservatoire require a high degree of consistency of instrumental tuition and a committed and sustained practice and performance regime.

Nevertheless, our outreach partner, the Tri-borough Music Hub, has close relationship with alternative provision settings including the local Virtual School, which gives educational support to all children in the care of The Royal Borough of Kensington and Chelsea. It works with Looked After Children, and with their foster carers, social workers and designated teachers, wherever a child may live or go to school. This ensures all vulnerable learners can access the opportunities offered by the Tri-borough Music Hub (TBMH) – including instrumental lessons, ensembles and partnership projects. RCM Sparks works with TBMH to support general access to HEIs for looked after children and has developing project responsibilities in 2019-20 moving forward.

Whilst this underrepresented group intersects with other groups and therefore benefits from the range of outreach activity, the RCM has prioritised other underrepresented groups where it believes there is a greater chance of making a difference. The College's extensive outreach programme and the success of its strategic partnership with the Tri-Borough Music Hub, including its local orchestras and ensembles, represent the College's contribution to turning this around.

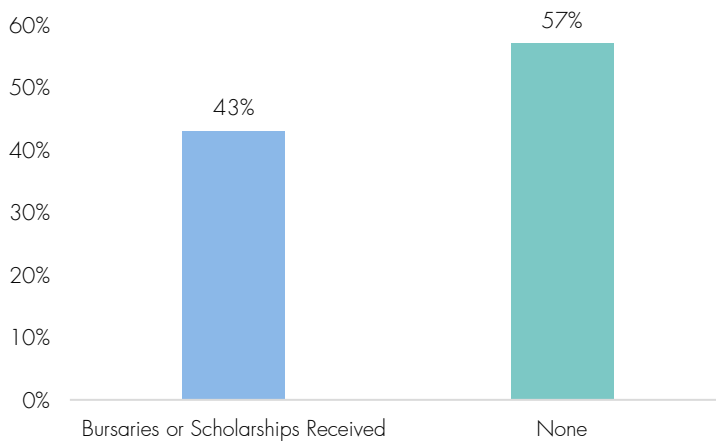
Given that the RCM does not have any students who are care leavers, it is not possible for us to comment on their trajectory with respect to success and progression.

Factors which artificially depress the appearance of RCM performance

Specialist State-funded Music Schools and Independent School Specialist Scholarships

The categorisation of these schools in official data as independent schools distorts the data. The College recruits a significant proportion of its BMus UK students from the specialist music schools. Even among independent schools, many RCM students are only able to study at them because of generous scholarships, but this will not be apparent in HESA performance indicators.

RCM Students Who Received Music Bursaries or Scholarships to Attend Non-music Specialist Independent Fee-paying School 11-16 Years



Focus on Undergraduate Students

Singers especially, enter the College directly to postgraduate programmes. Many of these are admitted on the basis of raw potential and from modest backgrounds; they are frequently supported by high value RCM scholarships. They, like EU students, do not figure in official data. For example, the 'world's favourite tenor':



'The world's favourite tenor', Alfie Boe left his local school in Fleetwood, to become a paint sprayer in a Blackpool car workshop. His unique talent was spotted, and a scholarship to the RCM catapulted him to fame. Alfie has appeared at many of the world's major opera houses including Covent Garden, English National Opera and La Scala Milan, and Les Misérables in London.

2. AMBITION AND STRATEGY

Strategy

The RCM is prioritising its ambition and strategy in the two areas where it believes it faces its greatest challenges/gaps and where the music industry faces most challenges:

1. The most significant underrepresented group at the RCM is Low HE participation; low household income and/or low socioeconomic status. Therefore, this is the top priority for the RCM in terms of widening participation and access. This group has been targeted most specifically by RCM initiatives over a sustained period of time.
2. The other focus for the College is BAME participation. Although we are only marginally below our benchmark in this area, the classical music industry has very low BAME participation, as set out in the figures in section 1. For this reason it is one of our priority areas. For now, we have not chosen to target specific sub-groups of minority ethnicities owing to the small number of students – students from all non-white ethnicities are encouraged through the BAME scholarship programme, among other initiatives. Also BAME participation is low in all ethnicities across classical music and thus target specific sub-groups of minority ethnicities is not a current priority

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

The RCM is focussing on areas where we believe we can achieve the greatest impact, notwithstanding external factors. For example, for reasons previously outlined, the College has chosen not to focus on care leavers specifically, but other initiatives intersect with this and indirectly support this underrepresented group. For reasons set out above, recruitment of mature students is not a priority.

Our success and progression data are above benchmark. While we have continuing initiatives that support this record, we do not plan new initiatives.

Key new initiatives reflecting our strategic priorities are:

- Research study to explore the social demographics of young people who are on pathways to conservatoire study
- BAME scholarships

Research study to explore the social demographics of young people who are on pathways to conservatoire study

We are undertaking an independent research study during 2017/18, collaboratively with another conservatoire, to explore the geographical and social demographics of A-level music students. The research study will inform the Royal College of Music's recruitment policy and enable us to target populations of young people traditionally under-represented in conservatoire study.

Drawing on a range of governmental datasets and key performance indicators and collating them, this report will explore emerging trends in numbers and social demographics of centres of A-level music entry, a qualification that many students entering higher music education will have undertaken. In order to better understand the numbers of A-level entries, the types of schools that these entries were coming from, and the socio-economic backgrounds of the school areas, researchers will use publicly available datasets from the National Pupil Database, provided by the Department for Education, and POLAR postcode data. A qualitative element to the research will involve a questionnaire to students at the two conservatoires.

The report of this research is expected in the autumn of 2018 and will inform future Access & Participation Plans and associated targets and milestones, particularly in the area of low HE participation; low household income and/or low socioeconomic status, students of particular ethnicities and care leavers. The research is likely to provide information to enable the College to target particular schools, as well as to highlight the scale of the challenge presented by reducing numbers of A level music entrants.

Scholarships for BAME students

UK black and minority ethnic (BAME) musicians are currently under-represented across the performing arts and these scholarships demonstrate the RCM's continued commitment to diversity. The scholarships will be awarded on merit and will provide talented students with the opportunity to study at the UK's leading institution for music education with financial security. The scholarships will be up to the value of full fees (currently £9,250 a year) and can be used either to cover tuition fees or to help with living costs. Each scholarship will be for the full four years of the BMus programme, providing the student makes satisfactory progress.

Applicants for the Bachelor of Music programme auditioning in person at the RCM and who are UK nationals and who identify as being from a BAME background were eligible to be considered for the scholarship. For 2018/19 three scholarships were awarded and we anticipate awarding a further three scholarships in 2019/20, and to continue awarding three new scholarships each year thereafter. By 2021/22 annual expenditure on the BAME scholarship programme will be in excess of £110,000, allowing for increases in the level of tuition fees.

In a recent study by Kings College London, only 1.7% of orchestral musicians were found to be from a black or minority ethnic background. In the same way as intervention is needed during early school years to increase the diversity of the pool of potential applicants to conservatoires, similarly the conservatoires, as the training grounds for

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

Continuing initiatives

Collaborative Partners

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

- being a strategic partner of the Tri-Borough Music Hub has led to new partnerships with schools at both primary and secondary level as well new partnerships with other arts organisations. This is a major Arts Council funded initiative and is a very significant development in the College's approach to access, which builds on its work over a large number of years.
- RCM Springboard Composition Project – a collaboration with local authorities Richmond, Hammersmith & Fulham, Kensington & Chelsea and Westminster
- Partnership with IntoUniversity (IU) – nine activities per year across three local IU centres which provide a meaningful widening participation partnership
- Partnership with Royal Albert Hall – collaborative community programme engaging hard-to-reach families
- Collaboration through CUK, especially in relation to UCAS conservatoires

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

Outreach

A flourishing outreach programme focusing on sustained relationships, delivered by **RCM Sparks**. This includes the *Sparks Juniors* initiative that connects outreach activity with fee-free study in the College's Junior Department and offers access routes through to RCM BMus study for children from disadvantaged backgrounds. This programme started in September 2009 and is funded by both the College's additional fee income and generous donations. In 2012 the programme added an additional extension element to allow the young musicians to access a further three years of specialist tuition – taking participants to GCSE age. The extension programme includes a paired lesson, musicianship support, and involvement in a local gifted and talented choir – all of which takes place at the RCM. Following an extensive review, from 2018-19 the RCM Sparks Juniors programme will further encourage sustained relationships by increasing the number of children starting the Sparks Juniors programme at a younger age over a five-year period.

The range of outreach activity contributes most significantly to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers.

The RCM has also appointed staff to promote the College to school leavers in order to enhance awareness of the RCM and the opportunities available. As a consequence, applications to the RCM have steadily increased in recent years.

Pre-tertiary Financial Awards

Funded places in the College's Junior Department – through privately funded bursaries and the Music and Dance Scheme (MDS) – providing additional access routes to HE music, including the RCM BMus for students from disadvantaged backgrounds. This contributes to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers.

Accessible Resources – RCM Museum

The RCM is significantly investing in a redevelopment project, with additional funding from the Heritage Lottery Fund. The transformation will significantly focus on outreach and will position the Museum at the heart of the College. There will be an exciting programme of workshops, concerts and lectures organised in partnership with other cultural venues, colleges, libraries, museums and schools in London. This contributes to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers.

Identifying Talent

The College places an increased emphasis on recognising potential as well as existing executant skill when making admissions decisions; we now use contextual data about educational background in reaching admissions decisions. This contributes to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers. The lack of ethnicity data from UCAS prevents us from taking more targeted action with regards to students of particular ethnicities.

Supporting Disabled Students

The Student Services team support disabled students through provision of learning agreements, coordinated between combined Student Services and academic staff teams. Disabled applicants are given personal support through the application process by the Student Services Manager, including supporting and preparing access requirements when attending auditions.

In 2018-19 RCM Sparks will be piloting a programme delivered in Tri-borough schools to focus on teaching music to children with dyslexia, OCD and mental health issues. This will also include CPD for teachers and training for RCM student mentors who will help to deliver the projects. This contributes to supporting the disabled students underrepresented group.

Audition fee waiver scheme

The RCM operates an audition fee waiver scheme for applicants who are from families with low household income. This contributes to supporting the low household income and/or low socioeconomic status underrepresented group, intersecting with care leavers.

Retention Rates

Retention rates are monitored and reported through Access & Participation Plan targets. These are achieved through a strong system of personalised pastoral support for all students provided by heads/deputy heads of programmes and heads of faculty and through coordination of this support with Student Services. This was extended from 2011, to include a new tutoring system and a specific role for the Counsellor in supporting retention. This contributes to supporting the disabled students underrepresented group and intersects with other underrepresented groups that may find Higher Education challenging, such as those from low HE participation backgrounds, mature students, and care leavers.

Identifying, Monitoring and Nurturing Those with Potential

RCM Sparks Juniors

RCM Sparks Juniors is a collaboration between RCM Junior Department and RCM Sparks, Sparks Juniors is an instrumental teaching programme designed to provide a progression route to RCM Junior Department for children whose potential might otherwise be overlooked. Now in its ninth year, it recruits eight children each year from Key Stage 2, for a three-year programme. They attend Junior Department on a Saturday, where their timetable includes instrumental and musicianship lessons, ensemble and participation in the JD Junior Choir. Children are recruited in consultation with the school, following a series of whole-class workshops led by the RCM at which exceptional musical promise is identified. 80% are from LSE backgrounds, have English as a second language or have a special learning need. Whole families are encouraged to become involved and many parents and siblings attend Family Days with their children.

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

In 2018-19, following an internal review of the programme to date, the Sparks Juniors programme will focus on recruiting children from a younger age to provide a solid foundation for continuing musical studies and the essential **sustained relationships**. This strategic approach will replace the Extension programme in its current form, instead children will graduate from the Sparks Juniors programme and be actively supported to the next stage of appropriate opportunity with other young people as part of the RCMs strategic partnership with the Tri-borough Music Hub. This is intended to strengthen pathways to conservatoire study through the Sparks Programme, onto our Junior Programme and ultimately to our BMus degree.

The RCM Sparks Juniors programme contributes significantly to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, intersecting with students of particular ethnicities, and care leavers.

'In the beginning the family had no intention of sending our children to any music lesson, in part this is due to our financial status and as well as our lack of knowledge in music. When we first knew of the programme we actually needed to search for information on "Percussion". But ever since our daughter has engaged in music, her sister has taking up Violin lesson. We are ever thankful the programme had given us as a family opportunity to attend free music workshop and discounted tickets to concerts.

Sparks Junior parent

'Being involved with RCM as parents who are coming from without any music backgrounds from either of us, has not only given an opportunity to our son, it has certainly given all of us in the family a new hope for getting involve with the world of music. Music is heavily embedded into our life style even though it is only one person goes for lesson. We feel like we all are taking part in the programme. Seeing our younger daughter experimenting with instruments from her early stage of life is fabulous and she's now already keen to learn music. The whole experience has added values to our family and we are determined to continue that way.'

Sparks Junior parent

RCM Junior Department

This provides specialist training for talented children aged 8-18. It comprises 309 students who meet on term-time Saturdays. The challenging curriculum, including individual instrumental or vocal lessons, ensembles, choirs and general musicianship, is designed to nurture talented musicians and prepare them for entry to conservatoire or other HEI. Admission is by competitive audition and a bursary system, which includes DfE Music & Dance Scheme bursaries, ensures that no talented child is refused a place on financial grounds alone. Nearly half the students are from state schools and 36% are from BAME backgrounds. RCM senior staff are working with individual students from BAME backgrounds with a view to supporting their progression to BMus study.

The RCM Junior Department contributes significantly to supporting the low HE participation; low household income and/or low socioeconomic status underrepresented group, students of particular ethnicities, and care leavers.

Collaborative Working Between HE Institutions

Conservatoires UK and UCAS Conservatoires

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

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

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

Monitoring and Evaluation Arrangements, Consulting Students and Equality & Diversity

Focusing on Output

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

All learning and participation work undergoes ongoing monitoring and evaluation. Projects such as Sparks Juniors involve formative assessment, ongoing evaluation and reporting to parents. We evaluate each project through written evaluation from participants and teachers. Regular photographic and video evidence is also taken to allow reflective evaluation. RCM Sparks & external partners also undertake regular observations of sessions and give feedback to the College and to workshop leaders and students.

In relation to statistical milestones and targets relating to applicants, entrants and the student body, the College reviews performance not just against milestones and targets but also by comparing the RCM's performance with that of the HE sector as a whole and with conservatoire averages. The College considers the further actions that might be taken, if needed, to improve performance through its Student Services Manager and Welfare and Diversity Committee, to ensure effectiveness is monitored. A designated area of the RCM website provides detailed up-to-date information in relation the RCM's commitment to combat prejudice or discrimination in any form, particularly that derived from differences in race, gender, sexuality or disability.

Achievement against the range of targets and milestones is monitored internally via an annual report by the Head of Junior Programmes and the Head of Learning & Participation to the College's Welfare & Diversity Committee, Staff Student Committee, Senate and governing Council. This report covers all of the areas described above. The Welfare & Diversity Committee is chaired by the Deputy Director, who has Directorate responsibility for both widening participation and equal opportunities, and the Staff Student Committee is chaired by the Director.

There is student representation on all of these committees and students were consulted in drawing up this Access & Participation Plan via the Students' Union and the Staff Student Committee, including ensuring that it is clear.

In setting targets/milestones we have sought to ensure that these pay attention to the College's responsibilities under the Equality Act 2010. The RCM has adopted its Access & Participation Plan targets as one of the mechanisms by which it measures its compliance with the Equality Act and has committed to publishing achievement of/progress with these targets/milestones on its website. As these targets show, they are focused on disability, social deprivation and BME populations. Initiatives include allocating responsibility for equal opportunities across the institution to the Student Services

Manager and establishing liaison arrangements between the Student Services Manager and the Head of Learning & Participation to ensure that equal opportunities and widening participation initiatives and policies are fully aligned.

Monitoring and Evaluation



The example below highlights how the strategic approach to monitoring and evaluation is put in place from a practical perspective.

RCM Sparks Juniors:

- i. Annual evaluation completed by Sparks Juniors stakeholders including parents, participants and teachers. This is in either written form or through meeting with teaching staff.
- ii. Results then checked against milestones to ensure correct demographic, retention and examination progress.
- iii. In the year 2018 it was evaluated that Sparks Juniors children were generally not reaching the desired standard required for entering the RCM Junior Department at the end of their 3 year programme. In 2018-19 the Sparks Juniors programme will be starting at a younger age, to improve prospects for sustained engagement.
- iv. Starting in 2018-19 there will be a pilot year engaging children from Reception and Year 1.
- v. Continue to monitor throughout the 3 year programme.

RCM Sparks uses the database, Paritor, designed with our specific needs in mind, taking into consideration how we collect the relevant data to enable efficient reporting throughout the year. We continue to revise evaluation methods through updating our online evaluation forms to be more streamline therefore quicker and easier for stakeholders to complete - and in turn making the data collection and analysis more focussed to inform future work and progress towards milestones. In

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

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

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

In developing this plan, a special staff led workshop was convened with students representing a wide variety of target backgrounds in order to ensure that students' views were fully reflected in the plan. The purpose of this workshop was to consult on initiatives in the plan and as an impact assessment on groups with protected characteristics. We concluded that the only impacts on those with protected characteristics would be positive, specifically those who are the subjects of the initiatives in the plan. Through the Welfare & Diversity Committee we plan to conduct a more systematic qualitative impact assessment commencing in autumn 2018.

Many of our students are involved in the delivery of our outreach programmes. At the conclusion of each activity feedback is requested from the RCM students to facilitate a detailed reflection on their involvement, and due consideration given to the benefits and challenges of their engagement with each project. This feedback is fed into future planning of outreach activities.

3. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Raising Attainment in Schools and Colleges

RCM Sparks

RCM Sparks is the Royal College of Music's learning and participation programme, providing opportunities for everyone to make or learn about music at the RCM, regardless of musical ability. From weekend workshops for children to holiday courses for teenagers, vocal days for families to opera matinees for schools, RCM Sparks offers a musically enriching experience for all. RCM Sparks projects aim to break down barriers, real or perceived, and unlock musical opportunity to those who otherwise would have little or no experience of live music.

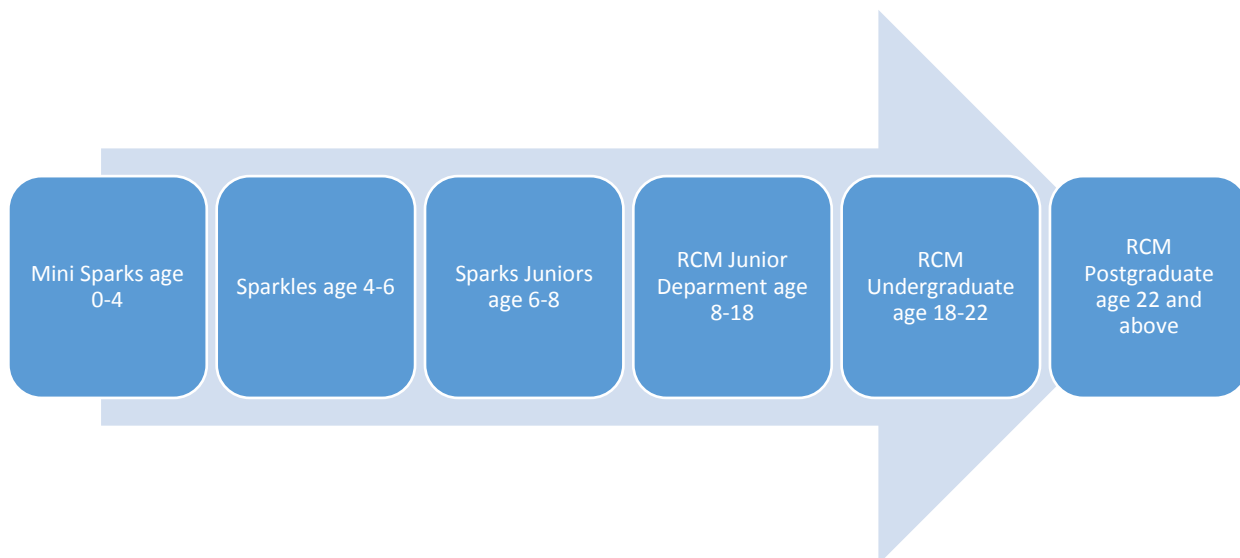
RCM Sparks works in schools and community settings to target three main groups:

- Children, young people and families from low income-households/low socio-economic groups
- Children and young people from underrepresented groups
- Children and young people with disabilities

65% places at community workshops are offered free of charge. We work closely in partnership with the Tri-Borough Music Hub to actively recruit from the local Borough to allow children from low socio-economic (LSE) backgrounds to take part regardless of means, looked after children, families in receipt of housing benefit and those in social housing.

In 2016-17 RCM Sparks worked with over 2150 school participants over 43 individual schools, and 75 schools related to wider Hub and Sparks partnership work. RCM Sparks offered over 892 community workshop places during the academic year. 46% of young people and families engaged in the Community programme were from lower socioeconomic backgrounds, increased from 23% in 2013-14. Approximately 36% of young people and families engaged in the Community programme were non-white ethnic.

Pathways through to HE are clearly signposted as part of the RCM Sparks programme - providing a direct access route from nursery age through to postgraduate study.



Geographical Context for the work of RCM Sparks

Since 2012 the RCM has been a strategic partner of the Tri-borough Music Hub (TBMH) – the context for which is as follows:

In the Tri-borough maintained schools, over 50% pupils speak English as an additional language within Westminster City Council (WCC), 64% from the Royal Borough of Kensington and Chelsea (RBKC), 51% in London Borough of Hammersmith and Fulham (LBHF), compared to just 18% nationally. Pupils speak over 120 languages other than English, and around a third of pupils on roll are not fully fluent in English and require specialist support.

In Westminster schools 24% of children qualify for free school meals (FSM) which is well above the national average (15%). 20% of pupils in RBKC and 22% in LBHF were entitled to FSM. The aggregated Pupil Premium Grant figure across all three LAs is 43%. Some schools also experience extremely high mobility. This is often the result of the movement of travellers, migrant workers, families in temporary accommodation plus asylum seekers and refugees.

The Tri-Borough local authorities are diverse, multicultural and multilingual inner-London boroughs with a combined population of approximately 600,000. The LAs display remarkable diversity and contrasts including ethnic and linguistic diversity and wide socio-economic disparities. There are pockets of high deprivation with 25 super output areas amongst the 10% of the most deprived in England. The Tri-borough covers a large geographical area – RBKC 4.6 square miles; LBHF, 6.3 square miles; WCC, 8.3 square miles – total 19.2 square miles.

Strategic Role within Tri-borough Music Hub

The overriding strategic purpose of the TBMH is three-fold: (1) to engage with all schools in the Tri-borough area, in order to reach all pupils and provide them with access to high-quality music education opportunities. (2) to raise standards and support musical progression for all pupils. (3) to ensure a broad range of outstanding musical opportunities for pupils, parents and the community.

A full annual music provision audit at the end of the academic year allows the RCM to gain a more detailed understanding of the areas of need in the three surrounding Boroughs and plan widening participation work accordingly. The Hub has created a centrally located data system to allow the strategic team to see an overview of the demography of children who access music activities. This is used to inform planning of future work to address any areas of need. Through the relationship with the TBMH, RCM Sparks and the College has regular links with 75 state schools in local authorities. Pupils participate in creative workshops, programmes specifically designed for children with special educational needs, learn instruments taught by RCM students, attend concerts and classes at the RCM, have access to RCM Springboard courses, and can participate in the Hub programmes that are supported by the RCM which include Folk Ensemble or Youth Orchestra and two Saturday Music Centres.

Strategic Secondary School Partnership programme

RCM Sparks implemented a Secondary School Partnership programme in 2016-17 which continues with success. This programme intensely supports three secondary schools for three years with higher than average pupil premium numbers from the Tri-Borough area on a rolling programme– high, medium and low (moving through the three years), after which they move to become a link school. As schools move into low support/link support, we will engage new partner schools to continue the cycle. An audit of need is conducted at the beginning of the partnership to allow the RCM to create a bespoke programme of support – this ranges for academic classroom support, access to inspirational role models, access to high level training and support, as well as additional enrichment activities.

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

- To increase in instrumental uptake – success criteria: upward movement of instrumental number
- To increase those working at GCSE level - success criteria: greater number of students working at GCSE level

Having responsibility for attainment in an arts subject is somewhat challenging as these subjects continue to be non-compulsory in schools, leading to changes we cannot control e.g. in staff contact time, where it is taught (i.e. moving to another school for joint delivery) etc. However, our commitment is to ensure all of our partner schools have the most up to date support and CPD training for the areas they need, for example as it has already been stated composition in the classroom needs expert support and is an area for teacher development, therefore we are able to put measures in place to impact the delivery of this specialism.

We are monitoring this programme through baseline data collection of identified cohorts which we will track through the three year partnership and respond/plan accordingly to develop and raise attainment within these groups.

In 2017-18 RCM Sparks rolled out a similar 3-year rolling Primary School Partnership Programme to consolidate the good work already happening in this area in a more focussed and measurable way.

We are not planning school sponsorship arrangements as we believe we can be more effective working through our existing networks and through our own Junior Department Saturday school (see below).

IntoUniversity

RCM Sparks works in partnership with IntoUniversity (IU). IU provides local learning centres where young people are inspired to achieve. At each local centre IU offers an innovative programme that supports young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration. RCM Sparks works closely with IU centres in Hammersmith, North Kensington and Brent and in other boroughs of London to provide inspirational music workshops for young people and their families to discover music and performance with hands-on experiences. Sparks delivers workshops within the local centres and also at the RCM, offering a range of opportunities in a variety of settings for participants to develop and sustain their interest in music. IU education workers actively encourage and support participation and regularly accompany participants to Sparks events, giving the support not always possible at home. Currently 75% of IntoUniversity students progress to university compared with the national average of 39%.

'Just seen one of our regular students at our homework club and he was so enthusiastic about this weekend's experience with RCM Sparks. He said the performance was "awesome". We are so pleased for him. It's the kind of experience he could never have had without the RCM support.'

IntoUni Brent

Community Programme

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

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

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

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

Parent, RCM Get Set Play programme

Student Success

The College already has good retention rates, monitored and reported through Access & Participation Plan targets. These are achieved through a strong system of personalised pastoral support for all students provided by heads/deputy heads of programmes and heads of faculty and through coordination of this support with Student Services. This has recently been extended to include a new tutorial support system and a specific role for the Counsellor in supporting retention. Great efforts are taken to ensure that those students who do leave the College, for example because they realise that a career as a musician is not for them, nevertheless stay within HE.

Despite the fact that it works against HESA Performance Indicators, the RCM coaches students who are not likely to succeed as musicians, to help them transfer to other HEIs.

We have also established systems to support disabled students - an area where we can provide highly personalised support, not least through personal learning agreements.

Progression

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

4. INVESTMENT: EXPENDITURE ON ADDITIONAL ACCESS & RETENTION MEASURES

We plan to spend more than £1,000 per BMus full-time home/EU student on access and retention measures. In 2019/20, as in previous years, because of the significant scale of our outreach programme, we will be spending significantly in excess of this amount. Our overall investment in access, student success and progression will amount to over £435,000. This level of investment in outreach and student success compares well to previous years. For an institution our size, with overall turnover of a little over £20m, this is a very considerable investment. The major part of this investment reflects our challenges in widening participation, with £200,000 on access measures; £134,000 will be spent on student success and £42,000 on student progression. The latter being an area of particular success for the College already with near 100% going on to further study or graduate level employment regardless of background.

Balancing Financial Support and Non-financial Measures

The College believes it can be most successful in widening participation through outreach activity and other initiatives, rather than through financial or retention measures: the College's evidence suggests that our previous bursary scheme was not a significant factor in widening participation.

Nevertheless, the College has instituted new BAME scholarships, which provide full tuition fees, starting 2018/19. We have introduced these for this target group because we believe that the publicity that these specific scholarships will produce, eg through social media, will reinforce the message that the College is welcoming of those from all ethnicities and that classical music can be studied by everyone. The initiative aims to improve BAME representation not just the RCM, but also in the classical music profession. Where such students face a financial burden these will also provide a further reason to choose to study at the RCM. We will closely monitor the success of this programme to ensure it is achieving its objective to increase BAME participation.

The College has its own long-standing scholarship programme, which will provide in excess of £3 million of support each year to undergraduate, postgraduate, Home/EU and international students by 2019/20. While this is primarily a merit-based scheme, need is taken into account and many students from less advantaged backgrounds are only able to study at the RCM because of the support scholarships provide. This is the means through which we intend to provide support for all students, regardless of background, in future, with the demise of the National Scholarship Programme (which we do not believe played any part in decisions to study at the RCM or to progress through the programme). Scholarship offers are made at the point of offer of a place to study at the College, thereby having the most direct influence on a student's likelihood of taking up the offer of a place.

How we spend our higher fee income (HFI)

In 2019/20 we will spend 45.6% of our HFI on access and participation. 20.8% will be spent on investing in access; 13.9% will be spent on supporting students through their studies and 4.4% will be spent on their progression to employment or further study. The balance (6.5%) will be spent on investment in financial support. The highest proportion of this spend is allocated to Access as this is the area where we wish to achieve the greatest improvement.

5. PROVISION OF INFORMATION TO PROSPECTIVE AND CURRENT STUDENTS

Clear, Accessible and Timely Information

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

This Action and Participation Plan will be published on the RCM's website alongside our previous Access Agreements [here](#), where it will be available to all applicants. It will also be made available to current students via the RCM's virtual learning environment, Canvas.

Fees

The fees for home full-time undergraduate degree student entrants in 2019/20 (currently £9,250) will be set at the higher fee cap once this is published by government, rising by the amount permitted by government as the higher fee cap for each year of the BMus for this cohort.

The BMus is only offered as a full-time programme, although, as part of its student-centred retention strategy, the College sometimes permits students who would not otherwise be able to progress to transfer to a year of part-time study to complete deferred units or to retake failed units. The part-time fee for home/EU undergraduate degree student entrants in 2019/20 will be £5,000, rising by the same % increase as that for the higher fee cap for each year of the BMus.

Presently fees for students from EU countries are aligned to the rate set for home students although it is not clear whether this arrangement will continue for EU students beginning courses in 2019/20.

* 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.

Only tuition fee levels for first degree programmes are applicable to the RCM. The fees for home/EU full-time undergraduate degree student entrants in 2019/20 (currently £9,250) will be set at the higher fee cap once this is published by government, rising by the amount permitted by government as the higher fee cap for each year of the BMus for this and all other cohorts.

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		*
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		£4,625
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_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	UK UG entrants from a state school or specialist music school	No	2014/15	73%	78%	80%	80%	82%	82%	The Royal College of Music has been successful in recruiting from both state and specialist music schools and wishes to maintain this level of recruitment from this sector
T16a_02	Student success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Continuation rates of UK UG students from Year 1 to Year 2	No	2011/12	98%	98%	98%	98%	98%	98%	We wish to maintain our exceptionally high levels of continuation from year 1 to year 2 of the Bachelor of Music programme
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)	Progression of final year UK UGs to employment or further studies	No	2014/15	99%	98%	98%	98%	98%	98%	We regard maintaining an exceptionally high progression rate as a key indicator of the success of the Royal College of Music
T16a_04	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Participation of under-represented groups in higher education: young 1st time degree entrants.	No	2011/12	4.5%	5.6	6%	6.2%	6.4%	6.4%	Three year rolling average is used, as low numbers are involved and plan to increase access to LPN applicants and entrants
T16a_05	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Of those applicants who declared their ethnicity, UG UK applicants from BAME groups	No	2014-15	99	10%	10%	10%	10%	10%	target replaced by new BAME scholarships target, as UCAS will not provide data for existing target
T16a_06	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	UG UK new entrants from BAME	No	2014-15	77	12%	12%	12%	12%	12%	Maintain a steady percentage of new entrants from BAME groups
T16a_07	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Disability - Number of applicants declaring a disability on application (3 year rolling average)	No	2012-13	61	77	78	79	80	80	We wish to maintain the 3 year rolling average noting that numbers of applicants declaring a disability is low.
T16a_08	Multiple	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Number of full fee scholarships supporting UK UG BAME students	No	2018-19	3	3	6	9	12	12	The BAME scholarship was new in 2018/19. We plan to advertise this scholarship more widely and earlier in order to attract more applicants from BAME backgrounds. This target replaces a former target on BAME applications.

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	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	To encourage sustained relationships by increasing the number of children from underrepresented groups to enter the Sparks Juniors programme from a younger age.	No	2017-18	0	0	8	16	24	24	RCM Sparks Juniors offers weekly, term time high level tuition to local young people who would not normally be able to access such as opportunity. 80% of young people on the Sparks Juniors programme come from underrepresented backgrounds. 2018-19 will be a pilot year where workshops are delivered to a large number of children before offering places for 2019-20. This is cyclical 3-year programme with a maximum cohort of 24.
T16b_02	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	To increase the number of children participating in subsidised music lessons and/or choir membership with the Tri-borough Music Hub (TBMH) following participation in the RCM Sparks community access programme in partnership with the TBMH and Royal Albert Hall.	Yes	2017-18	10	12	14	16	18	20	This programme focuses activity in community centres within the Tri-borough area. The programme aims to increase the proportion of participants from under-represented and disadvantaged groups who engage with the RCM, RAH & Tri-Borough Music Hub.
T16b_03	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	To increase the number of children from Tri-borough schools who are engaging with RCM Sparks SEND-specific programmes.	No	2017-18	0	10	12	14	16	18	SEND programmes will be delivered in Tri-borough schools and will focus on teaching music to children with dyslexia and/or OCD and mental health issues. This will also include CPD for teachers and training for RCM student mentors who will help to deliver the projects.
T16b_04	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Enabling participation - to increase the % number of pupils learning an instrument to a graded level in partner schools.	Yes	2016-17	10%	11%	12%	13%	14%	15%	These figures are based on pupils receiving individual or group lessons in our partner schools.