

2019/20 Access and Participation Plan

Assessment of current performance

The Royal Northern College of Music (RNCM) is one of the world's leading conservatoires, fostering a culture of creativity, openness, exploration, individual development, and innovative practice within music performance and research. Its vision is to redefine the conservatoire as a centre for artistic innovation and creativity, inspiring and empowering all of its students to excel, to reach out and transform the lives of others and to shape the music industry of the future. The College's 2019/20 Access and Participation Plan sets out its approach to widening participation, to student access, success and progression, and to raising attainment in general to Higher Education, which is central to its overall mission.

The RNCM has a total HE student population of 882 (2018/19), 58% of which are Home and EU undergraduates. In addition, the Junior RNCM has over 200 pre-HE learners, 55% of which are supported by bursaries from the Music and Dance Scheme or the College's own bursary funds. On a yearly basis the College engages with over 7,000 community and school participants through its ambitious and innovative Learning and Participation Programme, while more than 85,000 people attend the institution each year as audience members across its three main public performance spaces. Last year the RNCM spent 36% of its higher fee income specifically on access and participation measures.

The RNCM is committed to the development of the highest level of artistic practice and, as such, has one major criterion for entry to its programmes, namely, an appropriate level of musical talent and potential, as assessed at audition. Such standards can only be achieved through access to high-quality musical training and education from a very young age, many years before contemplating study at a conservatoire.

Through evidence from HESA and TEF metrics (although in the TEF split metrics the numbers in each group are so small that statistical significance cannot be inferred), the College has benchmarked its level of success in relation to peer institutions and to national average statistics, and continues to put its efforts into addressing the wide range of barriers which can potentially discourage applications from disadvantaged groups, including:

- the overall cost of study at HE level (real or perceived);
- the cost of auditions – the audition fee plus the cost of travelling to Manchester;
- the increasing inequalities in state school music tuition provision nationally at pre-tertiary levels;
- the limited clear progression routes for young musicians from disadvantaged backgrounds;
- the lack of availability of suitable quality musical instruments for those students from disadvantaged backgrounds;

The College recognises the great benefit and value of a diverse student body in all respects and continues to seek to tackle these barriers through its extensive community and schools work, bursary support, offering all credible candidates an audition to its programmes, its fair admissions process and use of contextualised data, its creation of pathways to HE, its broad collaborative work and its work in pre-tertiary talent development.

Of the three elements of the student lifecycle - access, success and progression - the first of these, access, is currently the principal focus for the RNCM for investment and enhancement. The College has a strong record in both success and progression. At 1.6% in 2015/16 (down from 2.2% in 2014/15), the RNCM student non-continuation rate after one year is very low, the second lowest across the Conservatoires UK (CUK) group, and considerably lower than the 2015/16 UK HE average of 5%. TEF data for 2016/17 indicates a slight increase in non-continuation (at 3.8%) but still puts the College comfortably above the UK benchmark of 5.8%. 2016/17 saw a slight increase in all undergraduate non-completion rates to 2.2% from 1.8% in 2015/16. It is important to note, however, that this proportion is still very low and, given the scale of the RNCM, refers to a small increase from nine to 12 students in total.

Recent TEF 3 metrics (2016/17) indicate the RNCM is also in a very strong position for student progression with 99.2% students in employment (well above the national average 93.2%) and 86.4% being in high-skilled employment (above the national average 65%). Also LEO data indicates the RNCM has 83.9% of its graduates in sustained employment or further study (above the national average of 80.4%), with 50% earning above median earnings (above the national average of 38.9%).

With regard to access, given the low number of students involved, it is challenging to get any detailed information on the intersection of characteristics from TEF split metrics. Nevertheless, HESA data has shown a positive development for the College in the past few years in the following two main areas:

1. Proportion of students undertaking a first degree from a state school:

2016/17 has seen the highest proportion of any year at 78.4% (up from 61.1% in 2012/13), demonstrating that applicants are increasingly encouraged to apply to the RNCM from a broad range of backgrounds. This places the RNCM in a good position as the second highest proportion in the CUK membership group, though is still well below the UK average of 90% (HESA data 2016/17).

NB It must be noted that the percentage of students from state schools does not include the number of students at the College from the independent secondary schools specialising in music such as Chetham's, Purcell, Wells Cathedral and St Mary's, or independent schools offering generous music scholarships. These schools are designated Independent, and yet a high proportion of students studying there are supported by the Department for Education's Music and Dance Scheme that provides, through means-testing, high levels of financial assistance including free places, or school scholarships based on talent and potential. Nevertheless, there is an upward trend in this data since baseline.

2. Percentage of entrants undertaking first degree from low participation neighbourhoods (POLAR4):

This percentage has almost doubled to 5.8% in 2016/17 from 3.1% in 2015/16, however this is below the milestone predicted in the 2017/18 resource plan (6.9%). Previous years have shown this % fluctuate from 6.9% to 7% to 3.1% to 5.8%, and it must be remembered that these targets relate to very low numbers of students (5.8% refers to just 5 students). While this is the second highest in comparison to other CUK members, the College recognises the need to get closer to the UK average of 11.4%.

Other areas where the College has seen some success against target has been in the increase in the number of primary schools engaged to nine in 2016/17, almost double that of 2015/16 (five). The RNCM has also continued to increase its bursary support to students at Junior RNCM, its pre-tertiary College, growing from 48.9% of students supported in 2012/13 to reach 55% in 2016/17 and exceeding the target set. Bursary support for the main RNCM has also increased over the past five years from £167K to £200K.

The College has continued to receive and collect a large amount of qualitative feedback on access-related Learning and Participation projects, some of which is outlined below:

'Playing the cello means everything to M. She has her heart set on attending the RNCM when she's older and now she knows about the Junior RNCM she really does want to apply. This programme so far has been amazing for M, she absolutely loves the concerts and it just inspires her even more. I think it's wonderful that she is getting the chance to attend as she maybe wouldn't get the opportunity otherwise. I want to support M as much as possible, which can be difficult when I don't have a musical background and all the correct info, everything is new to me! So I appreciate M getting the chance to meet and watch people who inspire her and give her information that I can't. I personally think this programme is fantastic and I am grateful that M was put forward.'

'I just wanted to take the time to say a big thank you to the RNCM for the fantastic experience you provide for young people through RNCM Young Company. Xxxx has had an amazing time since she joined; she has enhanced her skills and confidence, and as she said 'found her people in life' which is great for these teenagers. It has been great to be involved with such a fantastic outreach and community opportunity that gives young people access to RNCM and encourages their development in the performing arts. We are so lucky to have groups like this in our area and for them to be so supported by fantastic RNCM musicians. Thanks again.'

'We have recently had a group of RNCM composers working in our school to support our GCSE pupils with their compositions. It was a great opportunity for our pupils and working alongside student composers was really inspirational for them. All of the RNCM team were professional and spent a lot of time with pupils individually, making sure they got the time they needed to improve their work. The opportunity to then visit the college to record these pieces was the icing on the cake. None of our pupils have visited the college before and they loved it! They had the chance to look around, speak to students and have a small taste of student life. All of them came away from the day buzzing and it has given them much more confidence in their own music-making.'

'xxxx Primary School recently took part in a production called Letters at the RNCM, which was part of [the College's French Connections project]. Our children have been to the College before and have performed in the Children's Opera [Project], so it was great to bring another of our year groups and for them to have a similar experience. On both of these occasions the feedback we received from governors and parents was brilliant and we cannot tell you the difference it makes to the confidence of the children involved. We encourage singing in our school but not many of our parents can afford lessons so we are always looking for ways to provide other opportunities for children to experience music, and you provide wonderful opportunities! Thank you for inviting us to be part of a project again and please have us back again soon!'

The College has two broad approaches to widening participation, namely targeted interventions with young and talented musicians, and aspiration raising for pre-tertiary students (particularly primary). The decline of music education in state schools is a major concern for the RNCM (and the conservatoire sector generally) as it represents a threat to the continuing supply of talented, suitably qualified applicants from this section of society and will inevitably add extra challenges to the development and realisation of access and participation targets over the coming years. Nevertheless, the College recognises the need to invest more, particularly in students from state schools and areas of low participation, where some success has been achieved in the previous years, but where the data shows the College has the potential to get closer to the national average.

Ambition and Strategy

Since the appointment of a new Director of Performance, who has strategic oversight of access and participation, the College has been re-evaluating its priorities and has developed the following key areas for strategic development over the next five years:

- adopting a whole institution approach to Access and Participation through including more senior staff across the College (in particular the Heads of School) in its ambitions for access and participation – a completely realistic ambition considering the scale of the RNCM;
- having a robust, structured and continuous evaluation of work undertaken, examining success in relation to targets and investment;
- continuing to place most of its energies and investment in the area of access (where there is greatest need), with the majority of our targets situated in this area;
- focusing the College's Learning and Participation work with its current students to align it with targets set, and to work more with schools in low participation areas;
- further developing and refining the internal database for capturing qualitative and quantitative data, with a greater focus on capturing evidence on the outcomes and impact of our projects;
- strengthening collaboration with its strategic partners across the city and region to extend the reach and impact of its work, and create a stronger complement to work already happening;
- improving the progression pathways to the RNCM, through more collaboration with schools and community engagement work in POLAR quintiles 1 and 2;
- continuing to invest in bursaries to remove or reduce the financial barriers to the RNCM.

Measures around success and progression (which are available for all students, but are of particular benefit to students from disadvantaged groups) are already clearly built into College strategies. The initiatives to be undertaken under this element of the plan are driven by the College's key educational goals within its overarching strategic Plan *RNCM 2020*, these being:

- develop flexible programmes of study which respond to demand and to the learning aspirations of the individual;
- develop entrepreneurship, professional placement and project-based learning opportunities across the curriculum;
- enable students to develop the breadth of skills needed to establish and sustain freelance careers in the music industry;
- develop a Professional Mentoring Scheme to engage students with alumni, raise aspiration and build important networking opportunities;
- use graduate destination data to inform curriculum design and development;
- embed music industry feedback into annual and periodic programme reviews.

This strategic direction will continue to be a responsive approach to the demands of prospective students from all backgrounds and circumstances, manifest in the continuing diversification of the musical styles available in the College's programme offer, including early music, jazz and popular genres. The College will continue its emphasis on a proto-professional environment for all students, with its ongoing and developing series of professional placement opportunities, embedded within programme structures.

With a strategic focus particularly on access and creating strong progression routes, the College has identified a number of key priorities in this area for development over the next five years, namely continuing to build on recent success to bring the College closer to the UK national average for entrants from state schools and from low participation neighbourhoods. The resource plan outlines the targets and milestones the College has put in place, the majority of which are a continuation and strengthening of targets set in previous years, though the College has identified some areas of weakness which it plans to address strategically through the re-focusing of ongoing projects and the developing of some new measures in this area. In addition, a number of new additional targets or more challenging targets have been put in place to help achieve a clearer picture and strategic understanding of the College's achievements and weaknesses in access, and to help focus specific areas for development. These include the following:

- 1. Number of primary pupils engaged in musical activities with RNCM Learning and Participation:** this is an area where the College feels more challenging targets are appropriate over the next five years, to help counter some of the increasing issues with state school provision of music. An additional target has also been set for secondary schools, with a focus to be on schools in low participation neighbourhoods.
- 2. Number of BAME students:** the College has created a new target and will also be adding an additional target for BAME entrants as soon as the data becomes available.
- 3. Percentage of RNCM bursary students who mentor low participation neighbourhood school students:** new targets set

With regard to mature students, the RNCM will continue to work to increase numbers, although given the nature of the College's specialism, mature undergraduate entry is not a natural occurrence for us. The College is committed to life-long learning and will continue to work with Music Education Hubs, schools and professional ensembles to encourage recruitment for CPD or other further qualifications.

Collaborative working:

Collaboration with an extensive network of external partners is at the centre of much of the RNCM's strategy for Access and Participation work. In order to achieve its strategic ambitions and have greater impact, over the next five years, the College aims to focus its collaborative work in two main areas – Music Education Hubs and local regional arts organisations:

Music Education Hubs - As the RNCM is a single subject institution, independent sponsoring of a non-specialist music school would not be appropriate nor the best way to achieve its aspirations for access, therefore strategically it makes greater sense to reach out to a much larger number of pupils who are interested in music across Greater Manchester and beyond through the vehicle of Music Education Hubs, and the network of schools through which they engage. The RNCM plans to be increasingly proactive in the scope and impact of its work through greater targeted involvement with several Music Education Hubs to which the College is already affiliated:

- **'One Education (Music)'** is responsible for pre-tertiary music education in the City of Manchester, and showcases a wide range of musical and vocal events for young people, school and families. It has established a detailed project plan, and has the RNCM Vice-Principal (Academic) as a member of its Strategic Board.
- The **Greater Manchester Music Education Hub**, led by the former Bolton Music Service, is a ground-breaking confederation in terms of its scale and ambition, and brings together nine music services within Greater Manchester, the region's three professional orchestras, Chetham's School of Music, and a range of other public and private providers. The Mission Statement is:
The RNCM is a member of the Hub's Partnership Board, and working collaboratively with the other partners to increase and maximise the scope and quality of activities available to young musicians through the development and implementation of a joint strategy. The RNCM Principal is a member of the Hub's Partnership Board.
- The College currently also has relationships with the Cheshire East Music Education Hub 'Love Music Trust', the Northamptonshire and Derbyshire Music Education Hubs, and the Isle of Man Music Service.

Manchester and Northwest Arts organisations

The RNCM has very strong partnerships with all the North West orchestral groups – BBC Philharmonic, Hallé, Manchester Camerata, Liverpool Philharmonic, Psappha, Opera North and Royal Northern Sinfonia. Each of these organisations has its own advanced and extensive community and schools' work, and over the next five years, the RNCM plans to work in a closer strategic way with them to help achieve its ambitions in Access and Participation, as well as complementing the extensive work already being undertaken by these institutions. The RNCM also works regularly across the city with other arts organisations such as HOME, Manchester International Festival and the Royal Exchange. In addition, the Director of Performance sits on Manchester's Cultural Leaders' Group, which has an ambition to bring together learning and participation work across the city in a more strategic fashion, and the RNCM Head of Learning and Participation sits on the Manchester Creative Learning Network Group.

A long-standing collaboration with Community Arts Northwest continues to support the jointly-formed Manchester International Roots Orchestra, and there are plans to work together on other such projects in the future.

At present the RNCM is committed to the development of a new large-scale initiative in partnership with the Hallé, including youth and community choirs, specialist choirs and short course and summer school opportunities, particularly for underrepresented groups.

In addition, the RNCM has important strategic partnerships with the following:

The Associated Board of the Royal Schools of Music (ABRSM)

This is the UK's largest music education body, one of its largest music publishers and the world's leading provider of music exams, offering assessments to more than 630,000 candidates in 93 countries every year. ABRSM's mission is to inspire achievement in music. In partnership with the College (as one of four Royal Schools of Music), it supports high-quality

music-making and learning across the UK and around the world. ABRSM offers pathways and resources for learners and teachers that help build musical skills, provide goals and encourage progress.

The RNCM works with ABRSM to promote engagement with music, having an active role on the Board of ABRSM to ensure the promotion of music engagement. ABRSM has a strong schools' strategy, and is investing heavily in the development of this aspect of its work. ABRSM has worked with primary schools and their music provision as well as sponsoring 'Music for Youth', the National Youth Orchestra of Great Britain and the National Youth Choir for Great Britain, and various awards for music education (eg RPS). It also leads the Music Commission currently looking into music education provision across the UK. The RNCM Principal is the Chair of the ABRSM Music Education Advisory Committee (MEAC) of which Andy Stott (Head of Popular Music at the College) is a member. MEAC focuses on pre-tertiary education and advises ABRSM on the direction of its educational programmes and impact as well as providing insight into key trends and developments within music and education. At a MEAC meeting in February 2017, discussion focused on the development of a schools' strategy for ABRSM, taking into account the changing educational landscape and recognising the role ABRSM and the College (as a key member) will play in the development and support of the curriculum and the teachers who deliver it.

Music Schools (pre-tertiary)

The College has a Memorandum of Understanding with Chetham's School of Music, Manchester, where a significant number of students are in receipt of bursaries through the Government's Music and Dance scheme, which incentivises Chetham's students to progress to the College for their higher education. The Principal, Professor Linda Merrick, is a member of the School Board of Governors, advising on strategy and future permanent progression activities.

The RNCM also has strong links with the other specialist music schools in the UK, including Wells Cathedral, Purcell and St Mary's, who similarly are designated Independent, and yet a high proportion of students studying there are supported by the Music and Dance Scheme providing, through means-testing, high levels of financial assistance, including free places.

Conservatoires UK

The RNCM Principal is Chair of Conservatoires UK (CUK). CUK is the voice of conservatoire education in the UK, representing the collective views of eleven UK conservatoires, developing best practice for training and education in music and the performing arts and promoting the sector's excellence nationally and globally (www.conservatoiresuk.ac.uk). Professor Merrick was Chair of the CUK Junior Conservatoire Forum for four years. This illustrates the wider reaching influence that the College has on shaping and developing pre-tertiary music education. CUK has recently established a new Equality, Diversity and Inclusivity Forum reporting to the CUK Board, and has recently developed a 'call for action' relating to BAME recruitment.

OfS National Collaborative Outreach Programme (NCOP)

From 2017/18, as part of the HEFCE NCOP, the RNCM has played a key role in Greater Manchester Higher, a group of HE and FE institutions tasked with delivering a broad programme of activities across the North West to encourage those from disadvantaged backgrounds to consider application to university. The RNCM Head of Learning and Participation is Vice Chair of the Greater Manchester Higher group and sits on the Steering Group for the region.

Partners to help with BAME ambitions

The RNCM, in addition to its own project work, has recognised the need to develop new partners to help tackle the issues of the small number of BAME applicants and entrants, and realises the essential importance of partnership in achieving this. The College recognises that this is a long-term, but vital, ambition and the following strategic collaborations have been initiated to help this area – joint collaborative conference on BAME composition with BBC Radio 3; joint Pathfinder project with the BBC Philharmonic with a specific focus on BAME participants; collaboration with London Music Masters to create a new app to tackle unconscious bias, particularly around BAME; collaboration with the Chineke Foundation, who are challenging diversity in the Classical Music sector.

Evaluation

The RNCM has recently developed a new internal database for the monitoring of quantitative and qualitative feedback of all access and participation work, and to create a clearer picture of trends in the areas in which it is working, and the outcomes and overall impact of our work. This database will enable the College to evaluate its work in a way not possible previously and build a model of continuous improvement into all its activity. It will also enable the College to review the allocated spend against each project to assess where budget is most usefully allocated, creating a working method responsive to ongoing data analysis. The College also has a strong interest in the developing Evidence and Impact Exchange, and what can be learned from a broader sector-wide sharing of best practice.

At present evaluation of all Learning and Participation projects is undertaken through questionnaires and through verbal and written feedback. The outcomes are fed into an overall monitoring database overseen by the Head of Learning and Participation, which breaks down data on projects into numerous areas to help monitoring of the work more clearly against target. The feedback we get from our activities, from any participant - young people, school staff and others - highlights where the College is successful in creating valuable experiences for people, and feeds directly back into the development of future projects and into the strategic monitoring for the new Access and Participation Strategy.

In addition to the above internal and continuous evaluation, this Summer (2018) an external evaluation will be conducted of all Access and Participation work to give the College a broader and objective perspective on the effectiveness, focus, outcomes and impact of its work. The College is also a continuing partner in an evaluation research project conducted by Exeter University and (formerly) OFFA, together with other universities and charities (including Brightside and the Sutton Trust).

The Director of Performance has overall strategic responsibility for the Access and Participation Plan. The College's internal Access and Participation Working Group, which is the primary cross-College forum for this work – comprises representatives from Junior RNCM, Creative Professional Practice, Registry and Learning and Participation – will analyse data quarterly, and review progress against targets, and the Director of Performance will report the outcomes to the College's Executive Committee on a quarterly basis, and through this Committee to the Board of Governors, who have expressed their strong support for Access and Participation.

Equality and Diversity

The College is committed to the application of one major criterion for entry to its programmes, namely an appropriate level of musical talent and potential, as assessed at audition. As part of its duties under the Equality Act (2010), on an annual basis, the College publishes a statement of its commitment to equality and diversity, as follows:

The RNCM is committed to eliminating discrimination and encouraging diversity as an employer, higher education provider and as a performance venue. Our aim is that where possible our organisation will be truly representative of all sections of society and each will feel respected.

Our aim is to provide equality and fairness in all our activities and not to discriminate on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. We oppose all forms of unlawful and unfair discrimination.

This statement is reviewed annually by the Equality and Diversity Forum, which contains representatives of a wide range of groups within the College, including both academic and support staff, students and union representatives. The Learning and Participation Team work with a wide a range of schools and community groups each year and adapts its programme to the changing needs of the local and wider community.

During 2018/19 the College Equality and Diversity Forum is continuing to investigate key stages of the student life cycle and defined protected characteristics. The stages concerned with this plan are access (the application process from start to finish) and success/

progression (retention and final degree classifications). These investigations (which will be presented in the annual Equality and Diversity Report) will assist the College in highlighting any trends and help to focus expenditure and projects within the context of widening participation in the future.

Student involvement

This plan has been produced with the input of a number of individuals. Due to the size of the organisation, it was felt that it was entirely appropriate for the President of the Students' Union to contribute on behalf of the student body. As such, the President has been able to contribute and comment on this plan for 2019/20, and his input has helped to finalise this document. It is envisaged that the input of the SU President will continue and develop in the future Access and Participation Plan review and production.

Access, student success and progression measures

Access

The majority of the College's access measures are overseen by the Learning and Participation (L&P) department. This department focuses on three main types of project with a year-round programme of events for the wider community – those which form a first point of contact; those aimed at general attainment, creating progression pathways and encouraging HE entry; those aimed specifically at RNCM recruitment. All projects seek to address underrepresented groups, in particular young people from BAME backgrounds, low HE backgrounds, low income households and low engagement areas.

One important aspect of the department's work is that the professionals employed (both from within the RNCM and from outside) always have a team of RNCM students working alongside them, and learning from them in a mentoring-type situation. Through this they typically provide 1200 hours of training for students each year, aiding the students' progression into professional life.

Typically, the L&P department works on projects involving amateurs, directors, performers and composers, and has worked in partnership with organisations such as Opera North, the Royal Exchange, the Hallé, Community Arts Northwest, HOME and Manchester International Festival. In an average year the department works with c.6000 people in the community in activities and projects, ranging from age three to 70. Through close partnership with the music hubs, it communicates regularly with schools (particularly low participation schools) in all of the Greater Manchester Boroughs and often with those throughout the North West and beyond.

RNCM staff also arrange for people from a range of family and other community groups, including a large number of schools, to visit the College regularly to experience performances given by its students and/or to participate directly in music making on site. Across the academic year, the College offers over 50 free student lunchtime concerts and over 20 evening spotlight performances, all of which are made available to schools in low participation areas. Around 7,000 participants and audience members are expected to visit the building in 2017/18 specifically for L&P-run projects.

The following access projects are designed for children and young people with their families, with a specific focus on primary age from low income and low participation neighbourhoods:

Young Explorers Concerts

These are a series of concerts, three times a year, for families, designed as a first introduction to music and the RNCM. Children and young people are encouraged to join a Young Explorers club to create a sustained, longer-term connection. For each event, 100 free tickets are offered to primary schools specifically from low participation neighbourhoods (e.g. Harpurhey and Gorton), all of which are always accepted, showing a strong interest and need.

Family Days

Family Days offer an opportunity to people of all ages to participate in music-making activities and see current RNCM students in action. They are specifically kept as low-cost events to aid access from low participation areas, and are for children aged 16 and under and include workshops, storytelling, film screenings and concerts.

Children's Opera Project

Each year the Learning and Participation staff bring local primary schools together with a composer and a team of RNCM students to stage a new musical production in the College's Theatre. The most recent project included the attendance of almost 200 children from four different schools in the low participation areas of Levenshulme, Gorton, Whitefield and Harpurhey, at the RNCM for a performance of a new opera, *Into the Underworld*, based on the story of Orpheus. With the help of a composer employed by the RNCM for this project, and 52 RNCM students, who spent time visiting each school, the children wrote the script, composed the songs, and choreographed the action ready for two performances to packed audiences. This groundbreaking project was shortlisted for a THE Award in 2017.

Additional new projects being developed to increase first engagement and aspiration include:

- L&P projects linked to all College festivals - these helps to broaden participants' horizons and increase perceptions of accessibility and music for all. This is an area which the College will be developing further over the next five years.
- Community and School Open Events: 'Come and try', 'Come and watch' etc. These will be free for specific low participation postcodes.
- A menu of follow-up activities to hand out to parents/schools.

The following projects are designed specifically for secondary age students, with a specific focus on creating a pathway for students from low income, low participation neighbourhoods and BAME backgrounds:

RNCM Young Company

This is the College's musical theatre group for young people who have a passion for performance, focused on secondary schools across the North West, with a particular emphasis at present on NCOP schools. Regardless of ability, background or experience, it offers everyone aged 13 to 18 the opportunity to work with industry professionals to develop singing, dancing and acting skills. The group meets once a week and presents a public performance in one of the College's venues each year, supported by professional RNCM technical and backstage staff.

Young people in RNCM Young Company have gone on to study Performing Arts and related subjects at prestigious institutions, including the RNCM, Mountview, Central School of Speech and Drama, Guildhall School of Music and Drama, Northern Ballet School, Royal Ballet School, Guildford School of Acting, University of Birmingham and the University of Cambridge. In 2016 the production of *On the Town* was nominated for a Manchester Theatre Award for the first time, in a new category for youth productions. In 2017 the group was nominated again, this time for *Singin' in the Rain*, and won the award.

In the coming year the group will work in partnership with Streetwise Opera, Manchester Histories and is exploring a relationship with the charity Reclaim, on a new work to mark the anniversary of the Peterloo massacre.

RNCM Young Projects (primary and secondary)

These are a series of open access workshops for young people aged six to 18, learning some of the rarer orchestral instruments, from beginners to post-Diploma standard. The workshops occur twice per term, and are open to everyone with no charge to attend, to enable access from a broad range of students. The catchment area is Greater Manchester, Midlands, Derbyshire, Staffordshire, Yorkshire, Merseyside, Cheshire and North Wales.

The projects include Young Oboes (28 attendees in 2016/17); Young Bassoons (19 attendees in 2016/17); Young Horns (31 attendees in 2016/17); Young Tubas (17 attendees in 2016/17); Young Basses (48 attendees in 2016/17); Young Harps (31 attendees in 2016/17) and Young Violas (34 attendees in 2016/17).

The RNCM also runs Young Strings weekly (34 weeks, 72 attendees in 2016/17). Within Young Strings, 13 students are supported by bursaries. The success of these projects can be deduced by the healthy attendance figures and the feedback from attendees and parents:

'Thank you for organising the Oboe session on Sunday, he really enjoyed it, particularly the ensemble work. Here's to attending future sessions. Many thanks for a great day.'

'Thank you so much for the wonderful oboe morning on Sunday. Will found it so inspirational that he practiced all afternoon and even got up early this morning to practice before school!'

'Thanks so much to you and all of the people who make the RNCM Young musician workshops possible. It's such a wonderful opportunity for the children and their parents.'

The RNCM will introduce a Young Percussion Project in September 2018.

RNCM Pathfinder

Having identified a gap in progression routes for music students from low income, low participation and BAME backgrounds, the RNCM recently set up a new, innovative and collaborative scheme to enable talented young musicians aged eight to 16 to overcome financial, social and cultural barriers to progressing their musical talent. With support from regional Music Education Hubs and professional orchestral partners such as the BBC Philharmonic, participants are able to access a bespoke programme of workshops, mentorship from RNCM students and professional musicians, giving them unique insights into the classical music industry. Equal emphasis is being placed on participatory activity, mentorship, and signposting to complementary music opportunities. The scheme's core outcome is that participants are developing their musical engagement independently, preparing the way for advanced training and future prospects that would otherwise be out of their reach. The impact of this programme in a short period has already been strong with three Pathfinder participants having auditioned to attend the Junior RNCM in 2018, and four having now gone on to be part of the Awards for Young Musicians, Furthering Talent Programme. The Pathfinder programme has also engaged many supportive adults, including parents, grandparents, carers, classroom teachers, and siblings. The present cohort includes young people with disabilities, young carers, children in care, those on pupil premium, those attending a Pupil Referral Unit and young people from the BAME community.

RNCM Mentoring

RNCM bursary students (up to 10 each year) will use their bursary hours to mentor young people from low participation areas. Sessions will take place at College, with free transport provided. The L&P department will work with schools to also specifically handpick BAME students to mentor.

Other new Learning and Participation projects being developed to focus particularly in state schools and areas of low participation include:

- Performing Arts Careers Conference – a day of panel discussions and workshops delivered by representatives from leading Performing Arts Institutions for secondary school students;
- Open rehearsal programme – bringing local school groups from low participation areas into the building to watch rehearsals / dress rehearsals, meet players, discuss music and ask questions;
- Visit Days – days designed to support the music curriculum and application to HE ;
- Twilight sessions for GCSE and A-level teachers to support sections of the curriculum, as requested.

Junior RNCM

Junior RNCM offers a high quality music education experience on Saturdays to approximately 200 students each year in the College. The catchment area of attendees extends to Guernsey, The Isle of Man, Roxburghshire, Carlisle, Northumberland, Scarborough, Skegness, Lincoln, Nottingham, Wolverhampton, Aberystwyth and Anglesey. To address the inequalities of instrumental/vocal tuition in pre-tertiary education, the College makes available funds from additional fee income to support pupils from state schools and disadvantaged backgrounds each year and the Junior RNCM has a culture to encourage all students to progress into higher education. Over recent years Junior RNCM students supported by the Access Fund have gone on to study at the Royal Academy of Music, the Royal College of Music, the RNCM, the Royal Conservatoire of Scotland, Trinity Laban School of Music and Dance, Birmingham

Conservatoire and Oxford University, as well as leading UK and other Universities in music and other subjects.

The College currently provides bursaries to approximately 52% of students entering the Junior RNCM – 40 supported by the Music and Dance Scheme (MDS), and 64 by the College itself. The College also acknowledges that some pupils, especially those playing shortage instruments such as oboe, bassoon, French horn, viola and double bass, may require additional support and guidance prior to entry to the Junior RNCM. Funds will continue to be directed towards workshops and other events which raise the aspiration of these young musicians and guide them towards application for the Junior RNCM when appropriate.

The College is also committed to the continuation of a fund for instrument purchase in order to address the problem of the inadequacy of instruments for many young musicians. Into this fund the College will continue to contribute an amount of up to £20,000 per annum. This fund will finance the costs of providing good quality musical instruments to pupils in the Junior RNCM from disadvantaged backgrounds. Instruments will normally be provided using the following criteria:

- pupils aged 16 – 18 who are likely to be applying to RNCM at HE level;
- pupils who play, or who are advised to begin playing, very expensive, shortage instruments (e.g. oboe, bassoon, French horn, viola and double bass etc.);
- ‘doubling’ instruments, where an individual learns to play two different, but similar instruments, which will enhance greatly the musical experience of pupils in chamber music and ensembles and their future employability as musicians (e.g. flute and alto flute, clarinet and bass clarinet, saxophone and baritone saxophone, trumpet and piccolo trumpet etc.).

The Junior RNCM has a strong relationship with the senior College, with participation of its students in festivals, masterclasses and collaborative projects. There have been several collaborative projects with Dance School at The Lowry, and there is a well-established short overseas exchange programme with Sibelius Academy, Helsinki and the Royal Irish Academy of Music in Dublin.

ABRSM financial support

ABRSM offers six programme-length scholarships each year for students at the College (four of which are available specifically to Home and EU students). These scholarships help remove financial barriers to higher education, and assist these students in concentrating on their studies. In addition, ABRSM’s continuing annual donations have enabled the College to develop significant initiatives over the years that relate specifically to access (and success and progression), directly benefiting students in need and enhancing their employability. Because of the College’s strategic connection to ABRSM, it has been able to influence such projects as ‘Classical 100’, an ABRSM free online resource for bringing Classical music to primary schools across the UK.

Contextual information

In addition to its many access projects and Junior RNCM pre-tertiary work, the RNCM seeks to ensure that all applicants to the College are assessed fairly and holistically, and therefore will be refining its use of contextual data, and considering additional information that provides a more complete picture of the educational and social circumstances that underpin students’ applications and performance at audition. The College will use the following types of contextual data as a means of establishing the most in-depth profile of an applicant:

- **Geo-demographic data** – the socio-economic characteristics of an applicant’s local area, and the rates of progression to higher education in an applicant’s local area
- **School/College data** – the GCSE performance of an applicant’s school or college
- **Individual circumstances** – whether an applicant has spent time in local authority care

This information is intended to give an audition panel an holistic picture of an applicant, and the context within which their musical achievements to date have evolved.

Due to the availability and comparability of data, primarily through UCAS, the use of contextual information will apply only to UK Home applicants.

Student Success:

RNCM Students are already highly motivated to complete their programme of study when they are recruited having spent many years preparing for life as a musician, but the College has in place an extensive range of measures designed to ensure that students remain on their programme through to completion. Whilst not designed specifically for those from under-represented groups, these measures are of particular benefit to them, and will be regularly reviewed in line with the projected increase in students from low participation neighbourhoods:

- **Attendance Monitoring** – this is universal with registers taken and non-attendance followed up for all formal classes, from one-to-one instrumental tuition to larger academic studies classes as well as performance activities, with electronic registers used where possible which greatly improves the timeliness of reporting capabilities allowing any follow up with a student to be swift. Non-submission of work is also closely monitored and immediately followed up. Both of these can be early indicators of disengagement by a student.
- **Weekly one-to-one classes** with principal study tutors form a key part of the College's pastoral system, supported by course leaders and Heads of School as appropriate.
- **Student financial support** – the College provides extensive student financial support and help is provided both through the Student Finance Office and the Development Office for students to get advice on managing their finances and seeking funding. This particularly assists those students who come from low income/disadvantaged backgrounds, for whom successful progression through their programme may be undermined by financial constraints. Bursaries are awarded on the basis of student need each year, each individual case being considered in detail.
- A **professional engagement service** operates as an in-house agency for students who are able and wish to undertake income-earning external professional performances, providing some 350 opportunities per annum.
- The **student support service** provides wide ranging support including a well-used counselling service (with increased capacity in recent years) – this is open to any student needing assistance, and is especially helpful to students undergoing mental health issues through their time at College. Approximately 11% of the student body access the counselling service each year. The student support service provides reference to specialist medical support services for musicians through organisations such as BAPAM, and extensive support for students with disabilities, particularly learning support needs, through a dedicated learning support tutor. The College has recently set up a Student Health & Wellbeing Standing Committee. Support from DSA is being monitored, as is the provision of Personalised Learning Plans (PLPs). PLPs provide additional resource, assistance and extra time for many students to assist them in their success within their programme covering the areas that are affected by the disability/condition such as Learning & Participation, General Studentship, Musicianship, Principal Study, Study Skills/Additional Learning Support, Written Work, Tutorials/Lectures, Examinations, Library Use and Study Placements/Off-campus Study/Classes.
- Registry includes staff administering student attendance and assessments with the welfare and support service to ensure a holistic approach to student support. Student finance, support and well-being are now concentrated within one team as all three of these areas are closely connected. The designated team dealing with all these factors has enabled the identification of any student issues at an early stage, leading to timely intervention and reducing retention problems to a minimum.

Of the 114 students with a PLP in 2016/17, 84% were assessed with ADHD, on the Autistic Spectrum, Specific Learning Difficulties or ongoing mental health conditions. Without the extra support offered by their PLP, many of these students would struggle to complete their programme.

The College works closely with the Students' Union (SU), which offers support to all students whilst at the RNCM, as follows:

- New students (first year undergraduate and postgraduate) are offered places on the SU Mentoring Scheme prior to the beginning of each year. Each new student is allocated 2 current students to assist them in their transition into becoming a full-time student at the RNCM.

- SU offers a supplementary induction timetable in addition to the induction organised by Registry. This is to help students quickly assimilate into full-time student life.
- SU has a number of societies which students can join, further encouraging engagement and involvement in student life. These range from health and sports activities to cultural events and professional development.
- The SU President contacts all students weekly to offer College-wide updates, opportunities for student involvement and information on external events and promotions. Confidential meetings can be arranged to discuss any problems, issues or concerns which any student may have. The SU President may signpost students to other colleagues as appropriate.
- There is an expanded team of SU representatives (Welfare, Diversity, Education, Activities and Community) offering advice, information and opportunities for meetings to any student who wants to discuss any issue. The representatives may signpost students to other colleagues as appropriate.
- The SU organises a Health, Safety and Wellbeing Week each year at the end of October.
- The SU organises a range of regular social activities for all students to take part in and engage with peers and students from regional HEIs.
- The SU maintains an active and informative online presence with which students can interact as a form of communication or to obtain information. The SU Moodle page is also upheld as a source of information for students and regularly used as a signposting tool.
- The SU President sits on most of the College's Committees in order to represent the students. These range from the Equality and Diversity Forum to Undergraduate Programme Board. S/He is also a member of the Board of Governors. The Principal and SU President jointly chair the Student Experience Forum which is open to all students and allows them to voice any concerns or questions that they may have about pastoral and operational (non-academic) matters. The SU President also works closely with Heads of departments in the College to organise working groups for staff and students when needed.

Funding for these Student Union support activities largely comes directly from the College.

Progression Activity

Progression activity is offered to all undergraduate (and postgraduate) students. The section below highlights the areas in which the College assists all students to progress from their programme into the wider music industry:

- **Professional skills sessions** – RNCM students undertake professional skills sessions as part of their programme. Students have opportunities to develop their skills in teaching and also creative and professional practice, fulfilling the College's mission to train the next generation of dynamic and entrepreneurial music educators and practitioners. This is designed to support students' professional development in the different, but complementary, areas of their musical lives. In the third year of the BMus programme, this work develops into a placement for all students (with a range of professional partners) and for students in their fourth year to undertake an Independent or Collaborative Project as a means to develop their initiative, entrepreneurship and employability skills, enhancing their portfolio of career-focused experience. A portfolio musician would not only play their instrument but may be involved in organising and presenting concerts, teaching music, conducting, composing, arranging, recording or promoting music and organising their own freelance career, skills which are essential to their progression into the profession and future success.
- **The Platform** – Each year the RNCM provides well over 400 professional experience opportunities for students to participate in auditions, education projects and public performances in the UK and Mainland Europe with a whole range of professional partners. It offers an unrivalled breadth and depth of immersive learning experiences that develop the skills needed to become a professional musician. This also enables all students at the College, regardless of background, to gain experience to assist them in securing opportunities once they have graduated, an invaluable asset to the modern musician.

- The provision of **Careers Advice** at the RNCM is distributed across a number of areas. Students receive specialist discipline-related training from their performance/ composition tutor(s) and all other members of academic staff with whom they work closely, including their Head of School and his/her Deputy, members of the RNCM's Professional Engagements Team and Orchestras Office staff, and the Mentoring system, which will facilitate students' direct and indirect access to relevant resources, RNCM staff, and (where appropriate) external individuals. All these are a crucial component in the network of contacts which students will make during their period of study. In addition, RNCM students have access to the generic Career Advice Library at the University of Manchester, and the RNCM Library has a section pertaining to advice on careers within music, including books and manuals dealing with such aspects as business skills, overviews of careers available to music graduates and postgraduates, and preparation for auditioning.
- The **Professional Engagements Department** arranges student playing, placement and performance opportunities as part of their programme, but within venues and spaces external to the College. The team co-ordinates in excess of 350 paid engagements on behalf of music societies, clubs, companies and individuals throughout the year. This provides students with vital and valuable experience of being a 'working musician', preparing them for their future careers. The Professional Engagements Department also runs *Sound Advice*, a bespoke careers service for RNCM musicians (students and recent alumni). Students may request weekly job bulletins, find out about arts and music related activities, and have their details added to the musicians' database so that potential employers can contact them about performance work. The department also offers advice to students and graduates on a variety of subjects from writing a CV to completing a tax return.

Investment

The table below shows an overview of the College's planned investment in access and participation up to 2023, with the majority of the investment being put towards supporting and developing the measures outlined in this plan in the priority area of access.

Summary of Financial Tables in Submission

	2019/20(£k)	2020/21 (£k)	2021/22 (£k)	2022/23 (£k)
Higher Fee Income (HFI)	1 554	1 583	1 583	1 583
Access Expenditure	258	259	261	263
Student Success Expenditure	87	88	89	91
Progression Expenditure	50	51	52	52
Expenditure on Financial Support	222	224	226	228
Total Expenditure (£k)	619	624	630	636
Total Expenditure (% of HFI)	39.8	39.4	39.8	40.2

In order to attempt to reduce cost barriers of entry to HE, the College will continue to provide the following financial support to applicants from disadvantaged backgrounds:

- **Bursaries and scholarships** – the College currently provides scholarship and bursary support to students at a level in excess of £1,200,000 per annum, from a range of sources. The College has substantial experience in the management of the bursary and scholarship process and effective procedures for the processing of support applications. A formal Student Awards Committee meets four times a year to review and determine bursary awards and processes. The College is committed to expanding the level of endowments to enable the bursary and scholarship scheme to continue to grow. In line with ambitions to increase the number of students from low participation neighbourhoods, the College will continue to monitor the levels of bursary support allocated and will expect an increase in this area.
- **Audition fee refund** – audition fees will continue to be refunded to applicants whose families are in receipt of means-tested state benefits. An audition fee is payable on application through UCAS Conservatoires, the Conservatoires UK Admissions System (formerly CUKAS), which will be refunded. In addition, the College will refund up to £50 of the cost of travel to an RNCM audition to such applicants.
- **Advice Auditions** – the College also provides Advice Auditions to those unable to access specialist support and guidance, providing feedback and an audition fee deduction if they then progress to a formal application.

In order to reduce still further any cost barriers to HE, the College will provide bursaries to those students in receipt of full state support (means tested), for each year of study for which they are eligible. The bursary amount for 2019/20 will be reviewed as part of the annual financial processes. However, the following amounts in 2018/19 that will be offered are £1,420 for those with a family income less than £25,000, and between £480 and £1,420 for those whose family income is greater than £25,000 but less than £40,000. Current expenditure on this measure is designed to directly support students from lower socio-economic backgrounds both in making decisions to apply to the College (access) and in being able to remain on their undergraduate course (success). The College will invite all UK and EU undergraduate students to apply for bursary support under this scheme. The College participates in HEBSS, fully administered by the Student Loans Company (SLC). The College's Student Awards Committee will then ratify the bursary to be awarded to each student, in accordance with the above scheme. Bursary support will be paid to students in termly instalments, and will be reassessed each academic year.

Provision of information to students

Appropriate information about this Access and Participation Plan will be made available and published on the College VLE and website. The website includes clear information on all forms of support available from the College, from assistance with auditions to bursaries. With regard to the provision of this information, the College conforms to the QAA UK Quality Code for Higher Education, specifically Chapter B2: Recruitment and Admission to Higher Education and Chapter 6: Assessment of Students and Recognition of Prior Learning. The College is reviewing information available to prospective students and guidance provided by the Competition and Markets Authority (CMA).

The College, alongside other members of Conservatoires UK (CUK), has recently moved from the UCAS Conservatoires scheme for applications, to the main UCAS scheme. This standardises the process for entry to the RNCM with that relating to the bulk of HE institutions nationally. Amongst other objectives, one of the aims is to make the application process to RNCM more accessible for those candidates in schools and colleges who are less familiar with conservatoire practice, and to facilitate the use of contextual data as part of the audition process.

Detailed information on fees and financial support for current and prospective students is outlined, and regularly maintained and updated, on the College website. A section of the website is entitled Fees and Funding, providing details of tuition fees; audition fees; scholarships and bursaries and external funding sources. Furthermore, details of the bursary scheme are sent to all eligible students offered a place, together with a bursary application form.

* 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.

If permitted, the College will increase regulated fees for 2019-20 entrants in-line with government inflation guidelines. This charge will be increased in-line with government regulations in future years, such as any changes proposed within discussions on the Teaching Excellence Framework.

Full-time course type:	Additional information:	Course fee:
First degree	£9250 fee (2017-18 entry onwards)	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Percentage of entrants undertaking first degree coming from a state school	No	2016-17	78.4%	80-84%	80-84%	80-84%	81-85%	81-85%	Baseline data updated, previous targets retained - Specialist music schools are not state schools. It should also be recognised that given the number of undergraduates recruited, each student is effectively a 1% difference. Due to the nature of music provision in schools, there is a long lead time from early intervention to students applying to HE within the conservatoire sector.
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Percentage of entrants undertaking first degree from low participation neighbourhoods (POLAR3)	No	2016-17	5.3%	9-11%	9-11%	10-12%	10-12%	11-13%	Baseline data updated, previous targets retained and measure amended to 3 year average (after discussion with OFFA), also changed from a range to an absolute number - Due to the nature of music provision in schools, there is a long lead time from early intervention to students applying to HE within the conservatoire sector.
T16a_03	Success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Percentage of young full-time first degree entrants who are no longer in HE after 1 year	No	2016-17	1.6%	1.5%	1.5%	1.4%	1.4%	1.3%	Baseline data & targets updated, also changed from a range to an absolute number - RNCM wishes to maintain the current very low dropout rate, and will continue to compare with other Conservatoires UK (CUK) institutions.
T16a_04	Success	Other (please give details in Description column)	Other statistic - Completion/Non continuation (please give details in the next column)	Percentage of non-completions of all HEFCE fundable Undergraduate students (HESES Table H)	No	2016-17	2.2%	1.8%	1.7%	1.6%	1.5%	1.4%	Baseline data & targets updated - RNCM wishes to maintain the current very low dropout rate.
T16a_05	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, first degree entrants)	Percentage of Undergraduate students in receipt of DSA	No	2016-17	5.0%	10-12%	10-12%	10-12%	10-12%	10-12%	Baseline data updated, previous targets retained - The RNCM will monitor this over the next few years, however, the changes to DSA provision has had an adverse effect on this measure. The RNCM has introduced a replacement measure (T16a_07).
T16a_06	Multiple	Low income background	Other statistic - Low-income backgrounds (please give details in the next column)	Percentage of students receiving bursary support in the College's Junior School (JRNCM)	No	2016-17	55%	55%	55.5%	56%	56.5%	57%	Baseline data & targets updated also changed from a range to an absolute number - The JRNCM will continue to support students from lower income backgrounds, but will review the appropriateness of the specific support.
T16a_07	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Percentage of students receiving additional support via a Personalised Learning Plan (PLP)	No	2016-17	12.8%	12.5-13%	12.5-13%	13-13.5%	13-13.5%	13.5-14%	Baseline data updated, previous targets retained - To provide data on students with disabilities and receiving additional support with a PLP, to ultimately replace DSA data post-criteria changes.
T16a_08	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Percentage of Home UG students self-classified as BAME (December of each academic year)	No	2016-17	8.7%	9.0%	9.25%	9.5%	9.75%	10.0%	Data on BAME students will be recorded in December of each academic year.
T16a_09	Progression	Multiple	Other statistic - Other (please give details in the next column)	Number of bursary students who mentor school/LPN students	Yes	2018-19	6	6	8	10	12	15	Data on the number of RNCM students receiving a bursary (low income) who mentor school/LPN students as part of their programme/training for the profession. The intention is that as increased numbers of current students (from low income backgrounds) engage in mentoring school/LPN students, that this will have a positive effect on future recruitment within that group.

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	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Number of primary schools per year engaging in musical activities with RNCM Engage	Yes	2016-17	9	10	11	12	13	14	RNCM is committed to working with a rising number of primary schools through this plan to increase the uptake of musical activities and develop the creativity of the children and their families. This will raise participation and ultimately attainment within music education. The interventions will increase access to music for school children, which it is hoped will in turn raise the attainment of them in musical activity and assessments. The RNCM, through the introduction of the monitoring database, will begin to assess the success of these projects, and look at ways of recording and monitoring attainment raising of individuals who participate (as applicable).