

# Belonging, Equity, Diversity and Inclusion Report 2021/2022

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**RNCM**  
ROYAL NORTHERN  
COLLEGE of MUSIC

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## Executive Summary

Welcome to the Royal Northern College of Music (RNCM) annual Belonging, Equity, Diversity and Inclusion (BEDI) Report.

This document sets out the equality-related data we have gathered over the last year and demonstrates our compliance with the requirement to publish relevant equality information. It also provides an important opportunity to reflect on our progress towards meeting our goals and consider what further steps might be necessary as we continue on the next stage of our journey.

This report has been written in a year of transition which sees the College return to a fully face to face delivery model, post COVID and a change in BEDI Leadership in January 2022.

Since January 2022, there has been work undertaken to ensure our approach is strategically led, consistent and in partnership with students, via representation on key committees, as well as through the Underrepresented staff/student networking group. These efforts have enabled the RNCM to focus on impactful action, reduce duplication of effort in order to maximise progress. Under new leadership we have seen an introduction of an embedded strategic BEDI review model, revised BEDI policy, including a change in terminology, as well as an adjustment in the monitoring and reporting of activity in this area, with staff and student collaboration at its heart. A summary of the embedded strategic direction follows:

- BEDI objectives are already embedded into three institutional Supporting Strategies (Artistic, Research and Education) so it was not felt necessary to have additional, separate objectives, except for HR and staffing.
- BEDI reporting, in subsequent years will differ as we transition the BEDI Forum from completing separate actions, in parallel to strategic innovation, into a body which reviews and challenges the strategic BEDI progress. The intention is that the strategic leads (Artistic, Education and Research), as well as HR, will report progress to the BEDI Forum on a bi-annual basis.
- The BEDI Policy was developed by the forum, in consultation with staff and students across the College, including the Underrepresented network and Board of Governors. The revisions included clarity on roles and responsibilities as well as the title change, which was well received as it aligns well with Higher Education, embracing an 'Equity' approach, as we strive for 'Equality'.
- The RNCM remains committed to promoting the 'Protected Characteristics' and requirements of the Equality Act, but wanted to show commitment to removing barriers to all aspects of our delivery, ensuring that we are a community where everyone feels they belong.
- An equitable approach fits well with our culture and values, as well as the requirements of our Access and Participation Plan set by the Office of Students (OfS), which requires us to look beyond the protected characteristics and respond to the explicit needs of our community, through access and widening participation and social inclusion.
- The emphasis on Belonging is essential as it focusses the RNCM on ensuring that a culture is upheld where people are not only included, but that everyone considers they belong. Belonging is also key in ensuring an excellent staff and student experience, as well as wellbeing.

The Report also contains a reminder of the College's legal obligations as part of its



Public Sector Equality Duty, which requires equality considerations to be reflected in the design of internal policies and the delivery of services, and for progress to be monitored. The new strategically led, monitoring model, ensures a more joined-up and strategically led approach.

This report will show progress against the 2021/2022 action plan and the recommendations of the External Review, but will not define separate BEDI actions or objectives for subsequent years. Instead, subsequent reports will summarise the review and challenge of the leaders in each strategic area, against their own objectives, as set out in their supporting strategies, overseen by the BEDI Forum.

The role of the BEDI Forum will change, reviewing strategic progress, oversee the drafting of this report in future and highlighting good practice and making recommendations for further action. The BEDI Forum will also oversee and approve a new process for staff and students to bid for funds for BEDI projects, up to the value of £2,000.00, which will encourage staff and students led innovations, in partnership with the Students Union.

Overall, I am pleased to report that we continue to make positive progress around Belonging, Equity, Diversity and Inclusion as we enter the 2022/2023 academic year.

### **Progress on Action Plan and the External Review Recommendations (2021/2022)**

Progress has been made towards meeting the objectives identified as a priority in last year's report over the past academic year. Further details on the completed actions can be found on pages 5 to 7.

The recommendations from the External Review have been considered and progress has been made in implementing the recommendations, as appropriate. Further details can be found on pages 7 and 8.

### **Zero Tolerance – Sexual Misconduct**

The 'Zero-tolerance' campaign has been successful at raising awareness and the report and support system has enabled actions to be taken even when the reporting is anonymous. It has also enabled the RNCM to monitor and identify themes in future and report on our response. Previously the campaign has been used to highlight harassment and bullying and was extended to include any kind of discrimination.

In 2022/23 the intention is to use the campaign to inform and educate staff and students about our approach to supporting and reporting sexual misconduct, which is predominantly reported against women, but not exclusively. A recent report by UNIAC has recently found our approach to be in line with sector good practice, in accordance with OfS guidance for dealing with reports. However, we intend to enhance pre-emptive action, to educate our community on the impact of sexual misconduct by providing information and support around 'consent', via Welcome Week activity and ongoing communication in partnership with the Student Union (SU).

### **BEDI Project Funding**

Also, in 2022/23 we will be developing a fund to support staff and student led

projects to enhance Belonging, Equity, Diversity and Inclusion at the RNCM. Project proposals will be considered/approved by the BEDI Forum, with a maximum of £2,000.00 available for any one activity/project. It has been apparent in 2021/2022 that significant impact has derived from targeted interventions such as the pronoun badges and the period poverty project, championed by individuals with particular expertise or interest. It is hoped that the support of staff and student led projects will enable a broader range of our community to get engaged in BEDI activity and have a swift and visible impact. Priority will be given to those projects where there is co-creation and collaboration between staff and students.

A handwritten signature in black ink, appearing to read 'E. Hilton Wood', written in a cursive style.

**Emma Hilton Wood**

Academic Registrar and Chair of the Belonging, Equity, Diversity and Inclusion Forum

## 1. Introduction

### 1.1 Belonging, Equity, Diversity and Inclusion at the RNCM

The Belonging, Equity, Diversity and Inclusion Forum (BEDIF) is the College's principal vehicle for driving innovation and consulting on equality and diversity matters, including responsibility for developing equality and diversity-related policies, procedures and guidance. The monitoring by BEDI, is strategically led and will ensure that the College continues to meet the legislative requirements and fosters a tolerant, inclusive working and learning environment.

### 1.2 Progress on 2020/21 Action Plan

Progress made on the College's 2021/2022 action plan is summarised in the table below, please note there will be no subsequent BEDI action plan, as we move to a strategic and embedded approach, which monitors progress in accordance with the three Supporting Strategies (Artistic, Education and Research).

Students	
Student	Experience
<ul style="list-style-type: none"><li>• SU in partnership with the Student Health and Wellbeing Hub has implemented a pilot to provide free, emergency period products in College. This has been well received by students and staff, with stock monitored and replenished by the Student Health and Wellbeing Hub. This has also provided a signposting route for students who are experiencing hardship, more generally.</li><li>• SU in partnership with BEDI Forum, has made Pronoun badges available for staff and students.</li></ul>	
Academic Programmes	
<ul style="list-style-type: none"><li>• Excellent progress was made in piloting RNCM Engage Activities, including Young Brass and the Young Artists Programme:</li><li>• RNCM Young Artists Programme pilot provided training and support for young pop musicians (see Appendix 4). The programme saw 37 children (11-18) from the local community attend Saturday School between 24th April to 14th May, culminating in a 'Showcase'. The purpose was to remove barriers to education, focussing on local schools, with over half reporting receipt of free School meals or pupil premium, 40.5% reporting as Black, Asian or as being Ethnic Minority and 3 students reporting they had a disability. Feedback was positive with students reporting increased confidence, raising awareness around music education and recommending participation to their peers.</li><li>• The Engage Brass pilot project took place between October 2021 and June 2022. 14 RNCM students and one RNCM tutor were involved in the pilot, working together to remove barriers to music education in the North West. It involved 234 young people, across two phases, from Stockport, Astley, Bradford and</li></ul>	

Wirral. Evaluation data shows the impact of sustained work over the academic year, in particular on confidence and motivation, and engagement with the RNCM students through mentoring relationships was a key strength of pilot outcomes.

- The attainment gap between disabled and non-disabled student disappear, achieving the APP five year target in one year. The RNCM is also developing robust data reporting, to enable us to better understand the progression of our disabled students after graduation.
- A standard package of reasonable adjustments to recitals and technical assessments, for students with Personal Learning Plans (PLP), was approved in 2020/2021 by Academic Board. In addition, a package of academic tutorial and Wellbeing support was approved for students with resits, to ensure there were no barriers to success at this important progression point.

## **Staff**

### **Staff Training**

- Training licences for online equality training have been renewed and continue to be rolled out to new and existing staff, providing continuity of approach and information across college.
- Dignity at Work Policy has been reviewed, revised and approved via HRC. There was an awareness campaign conducted in Autumn 2021
- We are still awaiting legislation with regards to preventing workplace sexual harassment. Last year, the government confirmed its intention to introduce a new duty for employers to prevent sexual harassment in the workplace “as soon as” parliamentary time allows. However, the RNCM remains committed to its ‘zero tolerance’ approach for all forms of harassment.
- The RNCM is currently reviewing its approach to ‘learning and development’, particularly in respect of BEDI, with plans in progress to relaunch in 2022/2023.

### **Staff Diversity and Recruitment**

- College discussion on Positive Action was informed by a paper, which was considered at the BEDIF in May 22, the outcomes were supported and prioritised for 2022/2023.
- HR have recruited a new HR Business Partner, who will be working with Schools to develop a suite of equality reports at departmental/school level to inform line managers and Heads of School and to enable effective monitoring of racial/ gender/disability inequalities and to support targeted action planning.
- Regular reports have now been provided to RSSC, including staff equality data report relating to recruitment to include the profile of job applicants and their success rates, absence, promotion, leavers by gender, ethnicity and disability.

## **Gender Pay Gap Action Plan**

- Annual review process is widely promoted across all staff, and this has seen increased awareness and applications for promotion/teaching regarding within the academic community. Heads of School are encouraged to discuss promotion opportunities more openly with their staff.

## **Community**

### **Underrepresented**

- Underrepresented has had a busy year and have established itself as the staff/ student network for BEDI discussion and dissemination of best practice. The group is co-chaired by a member of staff/BEDI Forum member, the SU President and the SU Diversity Officer and acts as a 'think tank/ stakeholder group' for ideas emerging from the BEDI Forum.
- It also presents an opportunity for students and staff to hear and learn from external guests involved in EDI initiatives. In 2020/2021 guests included Jonathan Harper, CEO of Paraorchestra; Jo Nockels from Opera North Resonance scheme; pop producer Rebecca Lewis (Le Montais), and Linton Stephens (Radio 3, Chineke!, Musicians Union).
- Other Underrepresented-led initiatives include a trialled series of online Black History Month Listening Sessions with Nate Holder (International Chair in Music Education), and a new student-led Underrepresented Competition took place in March 2022.
- A new African-American song competition, the Williams-Howard Prize, was established by vocal tutor Michael Harper.

### **Community**

- A calendar of BEDI events has been agreed and will form part of the communications activity for 2022/2023. A particular highlight from 2021/2022 was the RNCMs participation at Manchester Pride in August 2022, when staff and students from the 5 Manchester HEIs marched together, it was a great event and wonderful to see RNCM represented at Manchester Pride, see Appendix 3.

### **Performance Programme**

- The 2021/2022 season saw a continued commitment to programming works by underrepresented composers and developing new initiatives. Highlights included masterclasses by members of the Chineke! Orchestra, a collaboration with BBC Radio 3's Diverse Composers project resulting in a broadcast of works by Chevalier de St Georges by RNCM students, a tribute to Lucy Hale in January 2022, a series of all-female programmes for International Women's Day, a queer-led recital by pianist Zubin Kanga and a focus on Anna Thorvaldsdottir at the RNCM and at Wigmore Hall.
- There was continued growth in students programming underrepresented composers in student-led performance opportunities, a trend which we



expect to see only growing in future years. This trend has also been recognised by panel chairs for end of year performance assessments.

### 1.3 Progress on consideration of 2021/22 External Review Recommendations

Recommendation	Progress
Underrepresented itself should remain separate from, and not become part of the formal reporting line into the EDI Forum but could act more consistently as a “check and challenge” mechanism, providing valuable perspectives from lived experience of structural inequity and exclusion.	Completed, Underrepresented has established itself as such, with close working relationships with the BEDIF though membership of both staff and students.
Enhance a focus on attracting and admitting students who are British and Black. Asian, Minority Ethnic and/or those who are disabled/neurodivergent, and/or those from disadvantaged backgrounds.	In progress, with commitments in both the recruitment targets and the Education and Research Supporting Strategies. The Development Team has also made excellent progress this year providing bursaries for a range of students.
Focus on identifying and attracting Black, Asian and Minority Ethnic job candidates, and/or those who are disabled/neurodivergent, and/or those from disadvantaged backgrounds. It could seek to find positive action and other mechanisms to do so.	In Progress, HR have committed to using a range of mechanisms to attract candidates, including advertising on alternative sites, using inclusive language, which is jargon free. Eliminates gender bias and reinforcing a commitment to trained and diverse panels, whilst supporting managers to reduce direct recruitment, all of which are embedded in the HR objectives for 2022/2023.
Consider the language guidance given in Annex 1, particularly in relation to ending the use of BAME.	Completed. The RNCM has committed to terminating the use of the acronym.
Continue to promote inclusion of a statement of preferred pronouns, for example in email footers, as a way of being gender-inclusive - but ensure that their use is voluntary.	Completed, Pronoun guidance was issued in 2021/2022, led by the BEDIF, which also included the provision of pronoun badges to staff and students at staff conferences and Welcome Week activities.
Ensure appropriate and proportionate linkage between APP and student recruitment work and oversight of the EDI Forum.	Completed, BEDIF has developed an embedded, strategic approach to overseeing BEDI, which was supported and approved by Board of Governors in 2021/2022. This ensures appropriate linkage between BEDI and the APP commitments, outlined within the Education Supporting

	Strategy, with the Director of Programmes (DoP) reporting to BEDI on progress, bi-annually.
Give further attention to inclusive pedagogy, drawing on theories and practices of decolonising curricula.	Progress in this area is embedded in the Education Supporting Strategy and the DoP will report to BEDI, bi-annually.

## 2. Embedding Belonging, Equity, Diversity and Inclusion

### 2.1 The Legislative Framework

The Equality Act 2010 introduced legislation which seeks to end discrimination. The College complies with the specific duties of the Equality Act, which are:

- Publish information to demonstrate its compliance with the general equality duty. This must include information relating to people who share a protected characteristic who are:
  - its employees
  - people affected by its policies and practices.
- Prepare and publish one or more objectives that it thinks it needs to achieve to further any of the aims of the general equality duty. The objectives must be specific and measurable.

The College is fully committed to meeting its duties under the Equality Act, which will be monitored by the BEDI Forum, whilst also identifying good practice and championing innovation, via the Belonging Project Funding.

### 2.2 Gender Pay Gap

The gender pay gap is the difference between the average (mean or median) earnings of men and women across the RNCM workforce.

Since 2017 and as an employer with a headcount of 250 or more on the 31st March of each year (snapshot date) the College must comply with regulations on gender pay gap reporting. Gender pay gap calculations are based on our payroll data drawn from a specific date each year. This specific date is called the 'snapshot date'.

The College analysed and published its gender pay gap data by 30th March 2022 using snapshot data from 31st March 2021.

Key statistics:

- RNCM median pay gap remains at 0% in 31st March 2021 compared with 0% in 2020 and 0.02% in 2019 in favour of males.
- HE sector gender pay gap is 16.25% and 15.4% for the whole economy.
- RNCM gender balance is 54% male and 46% female.

### **3. Staff**

#### **3.1 Access to Work Scheme (ATW) and Care First Employee Assistance Programme (EAP)**

Over the course of the 2021/2022 academic year the College has continued to support staff through funding available via Access to Work, a publicly funded employment support programme that aims to help more disabled people start or stay in work. It aims to provide practical and financial support for employees if they have a disability or long term physical or mental health condition. The College contributes towards the total cost of approved support with ATW making up the difference. Over the past twelve-month period we have received £12,900 from ATW.

The financial support received has contributed towards the cost of support workers and bespoke IT equipment for staff over the 2021/2022 academic year.

Care First are the College's Employee Assistance Provider (EAP) and provide personal support for every member of staff, whenever they need it, 24 hours a day, 365 days a year. Employees can directly access the expertise of the Care First counselling and information professionals. All are fully trained and permanently employed by Care First to ensure provision of a consistent, high-quality service.

Services that are available include:

- Telephone Helplines (Counselling, Information & Advice)
- Face to Face Counselling
- Cognitive Behavioural Therapy
- Information and Advice
- Management Support and Referral
- Health & Wellbeing
- Mediation
- Critical/Traumatic Incident Response
- Stress Management Programmes

#### **3.2 Staff Health and Staff Wellbeing Hub**

A Staff Wellbeing Hub was introduced during 2021/2022 with its main aim to ensure that all staff feel a sense of belonging and wellbeing at the RNCM. A Wellbeing Working Group has been set up and is working on a strategy and action plan. One of the key themes developing in the strategy is that relationships between staff are critical to staff wellbeing and engagement. This is also key to a sense of belonging and inclusion. RNCM continued to promote its employee assistance programme which can offer advice and support to staff on several issues including equity and diversity.

The RNCM continues to promote the disability confident scheme including where candidates meet minimum requirements, they are guaranteed an interview. This has resulted in appointments of staff with disabilities who although had less experience were able to show strong potential. With the focus being placed on potential, RNCM is able to increase diversity.

World Mental Health Day on 10 October 2021 provided the College with an opportunity to raise awareness amongst staff and students about the difficulties and challenges

facing people with mental health issues. Feedback from staff was positive, as they commented they felt better prepared to manage their own health and well-being, but also able to identify when others may be struggling and offer support. Regular update bulletins are sent by HR to all staff with well-being related content, including tips on remote working and resilience.

The RNCM continues to invest in our partnership with St Peters House, the Chaplaincy that provides wellbeing support to staff (and students) from the RNCM and University of Manchester. Free services include Pilates, Yoga, Mediation, Beekeeping classes, menopause support sessions, LGBTQ specific sessions, baking and cooking classes, as well as multi-faith based activities, including the provision of a prayer room.

### **3.3 Reward and Recognition monitoring**

2021/2022 analysis of successful Reward and recognition applications.

<b>Staff type</b>	<b>Gender</b>	<b>Age</b>	<b>Ethnicity</b>	<b>Disability</b>	<b>Award</b>
Professional Services	Male	35 years and under	White	No	One off payment
Professional Services	Male	36 to 50	White	No	One off payment

## **4. Students**

### **4.1 Supporting Student Success**

During the first semester of 2021/2022 it was noted that there was an increase in the number of withdrawals and interruptions, which was representative of the wider sector but largely due to health concerns, exacerbated by the Pandemic. The development of the Student Health and Wellbeing Hub has enabled Academic staff/Programme Leaders, Schools, Academic Services and the Student Health and Wellbeing Hub staff to take a joined-up approach to considering the holistic student journey and how health and wellbeing can impact on progress, attainment and academic studies. This has been a team effort, requiring staff from across the College to collaborate on providing information, support and interventions to ensure students success, as well as embedding Wellbeing education in the curriculum. The success of this co-ordinated approach and timely, pre-emptive intervention was most apparent at the Examination Board where it was noted that there was a noticeable reduction in problematic progression cases.

### **4.2 Student Health and Wellbeing Hub**

The College's Student Health and Wellbeing Hub has had a full and successful first year of activity. The Student Health and Wellbeing Hub has worked with a full case load of students, supporting wellbeing interventions, reasonable adjustments and provides support for study skills and applying for DSA funding. There is no doubt that the original intention to provide research informed advice and interventions, develop staff confidence in giving support, as well as providing integrated support across the College and clear referral routes, has been realised. The Wellbeing pathway embedded within the taught programmes has ensured all students are learning about musician wellbeing and are reflecting on their own health in a practical way, underpinned with current research. For example, students have to use an app to monitor ambient noise

for a defined period of time, which they are required to analyse and reflect on, in terms of the protection of their own hearing.

It is a strength of the structure of the Wellbeing modules, that they are flexible and built in a way that can respond to emerging well-being themes, fed in from our support services and the Manchester Mental Health Hub (MMHH). The relationship with the 24/7 MMHH has enhanced the resources and support available to our students, as well as influenced the development of our curricula. Consideration of take up statistics of our students to the MMHH, shows that our students are accessing this support in proportions that are higher than our neighbouring HEI partners on the Oxford Road corridor, however it is considered that this is largely due to other HEIs having in house access to clinical services, which we do not.

We have also successfully provided Alexander Technique provision for students on a one to one basis. We are exploring how we can credit rate this and embed it within the programmes of study, recognising the benefits it can have on the health and wellbeing of musicians, vocalists and performers.

Finally, in order to take the development of the RNCM Student Health and Wellbeing Hub to the next level, we have recently appointed a Head of Student Disability and Wellbeing Services. This role will support the Head of Music Health and Wellbeing to strategically lead on the provision of disability, counselling and wellbeing services. By developing a 'Student Support Framework' and overseeing engagement monitoring we can provide early warning of students in crisis, enabling us to take preventative action and remove barriers to success.

#### **4.3 Support for students with disabilities and specific learning needs**

Resource: The College provided 2 Student Wellbeing Advisors (SWA) and a Learning Support Tutor (LST) as dedicated resources towards the support of students with disabilities in 2021/2022. For 2022/2023 the LST will be replaced by the Head of Student Disability Support and Wellbeing Services, reporting to the Head of Music Health and Wellbeing, providing specialist learning support and strategic management for Student Wellbeing Advisers and the Counselling team.

The introduction of this new role has enabled the support provided to transition from a subject led learning support model, to a Specialist Skills Model, further utilising DAS funding support and progressing external partnerships with BAPAM and 'HelpMusician'.

Profile of students using the Learning Support Service: Any student who has declared a disability/condition that may affect their studies is offered the opportunity to set up a Personal Learning Plan (PLP). A PLP details their condition and the effect it has across all areas of their learning, both performance and academic. It also incorporates any reasonable adjustments that the College is required to make in order to support them, such as extra time in examinations.

<b>Academic Year</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Total PLP's issued	112	113	137	105	112

The breakdown according to sector-standard disability categories was as follows:

<b>Disability Type</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Specific learning difficulty	57	52	66	67	74
Mental health condition	66	42	80	68	49
Longstanding illness/health condition	20	18	26	27	21
Sensory impairment	4	5	4	3	5
Autistic spectrum	9	8	12	8	15
Physical and/or mobility impairment	9	5	3	8	6

The number of students reporting mental health issues has dropped to pre-pandemic levels. However, students continue to deal with and require support for the impact of COVID including bereavement, loss and the breakdown of relationships, continues to rise. It is pleasing to see the numbers reporting mental health challenges has decreased and can be attributed to the development of the Health and Wellbeing Hub, holistic support for the student journey, embedding health and wellbeing education in the curriculum, whilst also engaging with our neighbours in a co-ordinated partnership via the MMHH. Whilst most areas have maintained a steady state of reported numbers, it is noted that there has been an increase in reported 'Specific Learning Difficulties'. This can be equated to increases in ADHD diagnosis, which is reflective of the sector and society as a whole.

## **5. Reporting Progress in 2022/2023**

The College is committed to ensure we make progress against the objectives set out in our Supporting Strategies for Research, Education and our Artistic Strategy, particularly the targets set out in the Access and Participation Plan (APP).

Next year's report will focus on the BEDI Forums review on progress to date via the lead of each of the three Supporting Strategies, ensuring a strategic oversight of progress is made, rather than setting separate BEDI objectives and action plans.

Subsequent reports will also report on the annual impact of the BEDI Funded projects.



## Appendix 1 - Workforce Equality Analysis

The following statistical analysis of staff is based on a Full Person Equivalent (FPE) of all RNCM staff. The data is an analysis of the 2020/21 HESA Staff Return for all available conservatoires and local institutions for comparison and presented using the HEIDI Plus report tool. Please note: the HEIDI Plus reports are always one year behind, but provide useful comparison with our neighbours and CUK peers.

The Full Person Equivalent for 2020/21: 505 staff

Staff equality statistics: 2018/19, 2019/20 and 2020/21

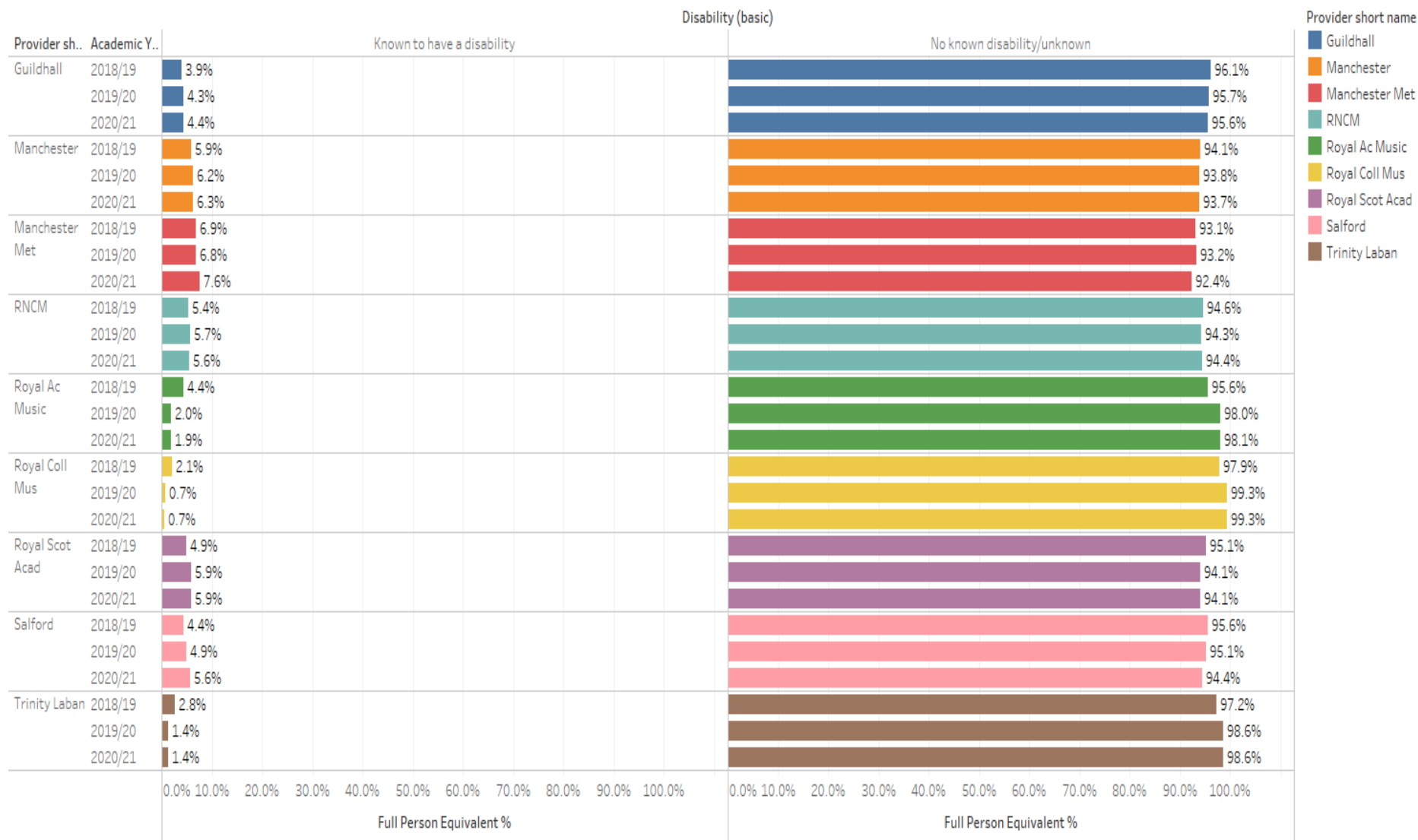
**Staff Disability:** (Page 2) 5.6% of RNCM staff are known to have a disability, the second highest declared amongst Conservatoires behind RSA at 5.9%. Only MMU at 7.6% and MU at 6.3% have a higher percentage of staff who have declared a disability. The College continues to engage with staff to give them the confidence to report disabilities so that we can work with them to identify and provide support where necessary. In 2022/23 we will look at what further actions we can take to encourage staff to report a disability so it is seen as a positive action that will empower, protect and assist staff in the workplace. The College continues to receive financial support through the governments Access to Work scheme making reasonable adjustments within the workplace.

**Staff Age:** (Page 3) The majority of the College's workforce at 40.7% are aged between 36 and 50 years. The percentage of staff aged 35 years and younger has dropped to 17.9% from the previous years 20.3%, although this still compares well across the Conservatoire sector. Staff aged 66 and over has increased for the fourth year running and now stands at 9.3%.

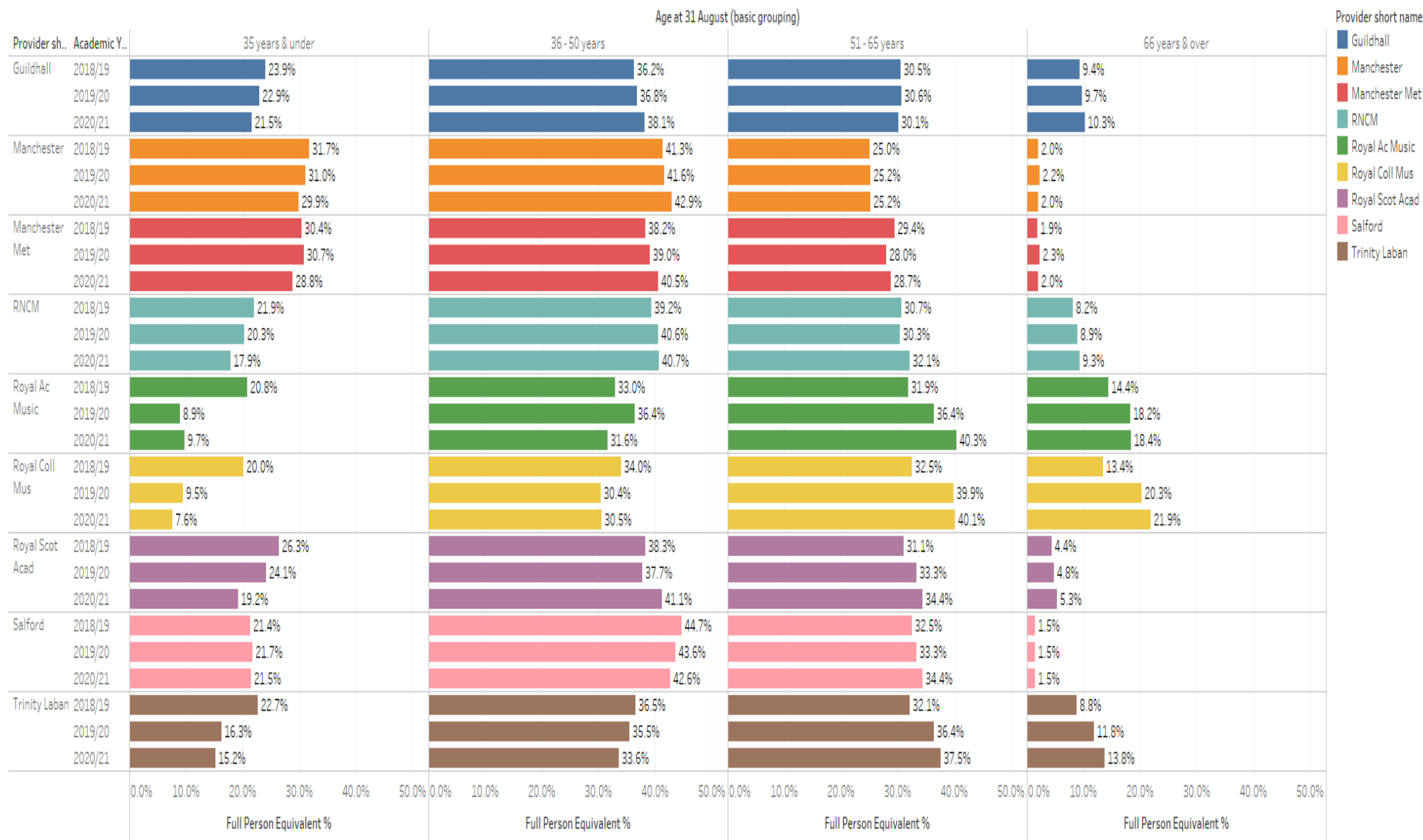
**Staff Ethnicity:** (Page 4) In common with all other CUK and Manchester Institutions the majority of the College's workforce describe themselves as 'White', 88.5%. Recruitment initiatives aimed at reaching a more diverse audience to impact on the diversity of the College workforce are being prioritised.

**Staff Sex:** (Page 5) 54.2% of staff are male and 45.8% female, a ratio that has remained relatively stable over the past three years. Four of the other five CUK comparators also have a majority of male staff with the highest percentages being the Royal College of Music at 65.6% and the Royal Academy of Music at 65.2%. The exception is the Royal Conservatoire of Scotland with 51% of staff being female.

## Staff by Disability: CUK and Manchester Institutions 3 yrs



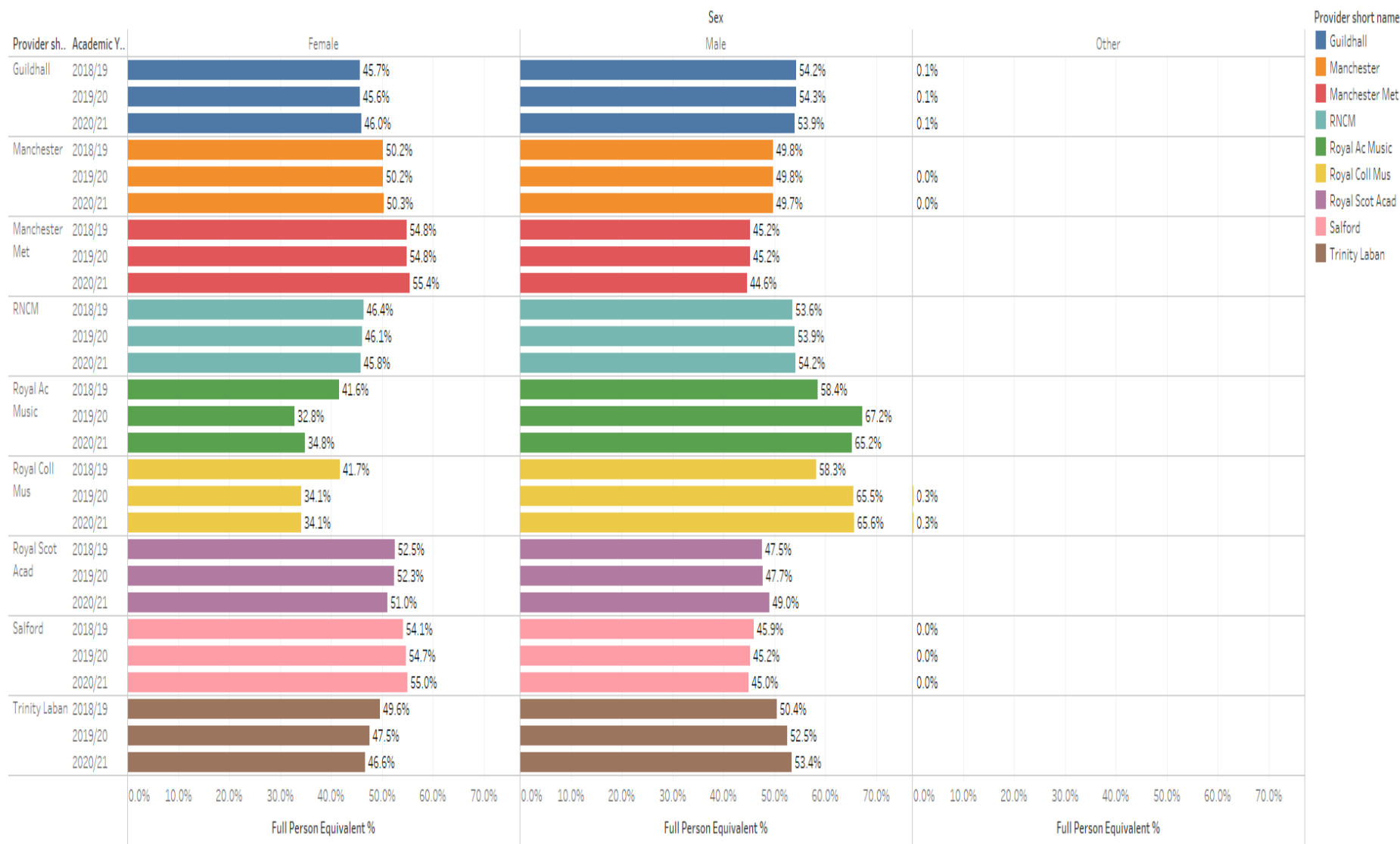
## Staff by Age: CUK and Manchester Institutions 3 yrs



Staff by Ethnicity: CUK and Manchester Institutions 3 yrs

[illegible]

## Staff by Sex: CUK and Manchester Institutions 3 yrs



## Appendix 2 – Student Equality Analysis

Student analysis is based on a Full Person Equivalent (FPE) of all students, rounded to the nearest 5. The student data is from 2018/19 to 2020/21, from the HESA Student Returns for all available conservatoires and local institutions for comparison and presented using the HEIDI Plus reporting tool. Please note: the HEIDI Plus reports are always one year behind, but provide useful comparison with our neighbours and CUK peers.

**Student Age:** (Page 7) As you would perhaps expect, the majority, 82.1% of all RNCM students are aged 24 or below, 17.9% being aged 25 and above (13.4% in 2018/19 and 15.4% in 2019/20). Across other institutions, the RNCM has one of the highest proportion of students aged 24 or below, and subsequently the lowest proportion aged 25 or over.

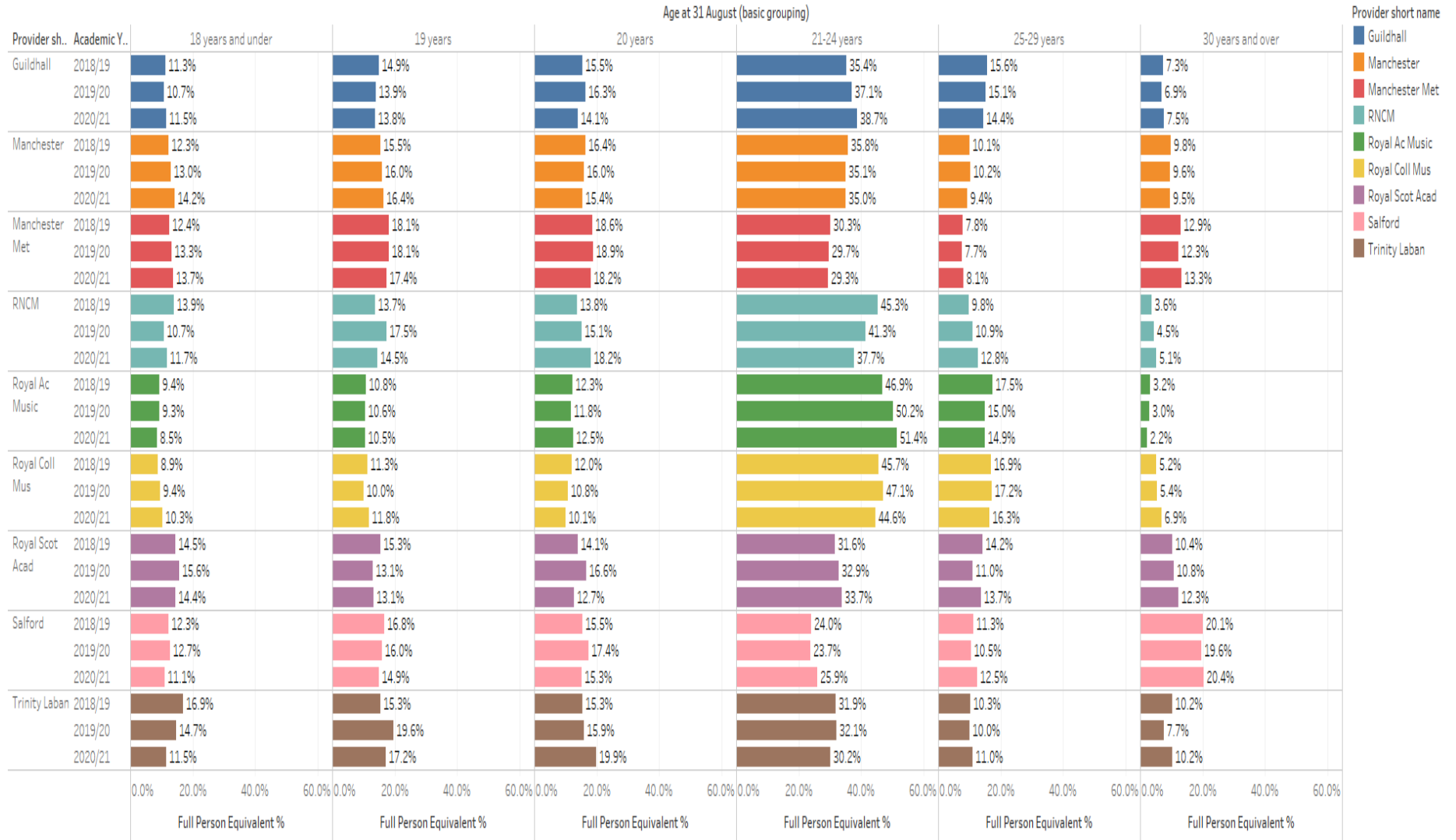
**Student Disability:** (Page 8) During 2020/21 18.4% of RNCM students declared a disability, the highest in recent years (2018/19 15.5% and 17.6% in 2019/20). The Royal Conservatoire of Scotland once again had the highest percentage of students declaring a disability at 26.4% and the Royal College of Music the least at 11.1%. The overall trend in declared disabilities is upward amongst the majority of comparators.

**Student Ethnicity:** (Page 9) 61.5% of the College's student population identify as 'white' and apart from MMU, is the highest percentage in this category. Unknown ethnicity category is relatively high at 31.4% and further work is necessary to investigate and understand the reasons for this lack of detail. The new Student Records System provides a new opportunity for collecting more accurate ethnicity data in 22/23 and these data fields will become compulsory (although they will be able to choose 'prefer not to say'). The challenge of increasing the number of BAME home students remains, for the RNCM.

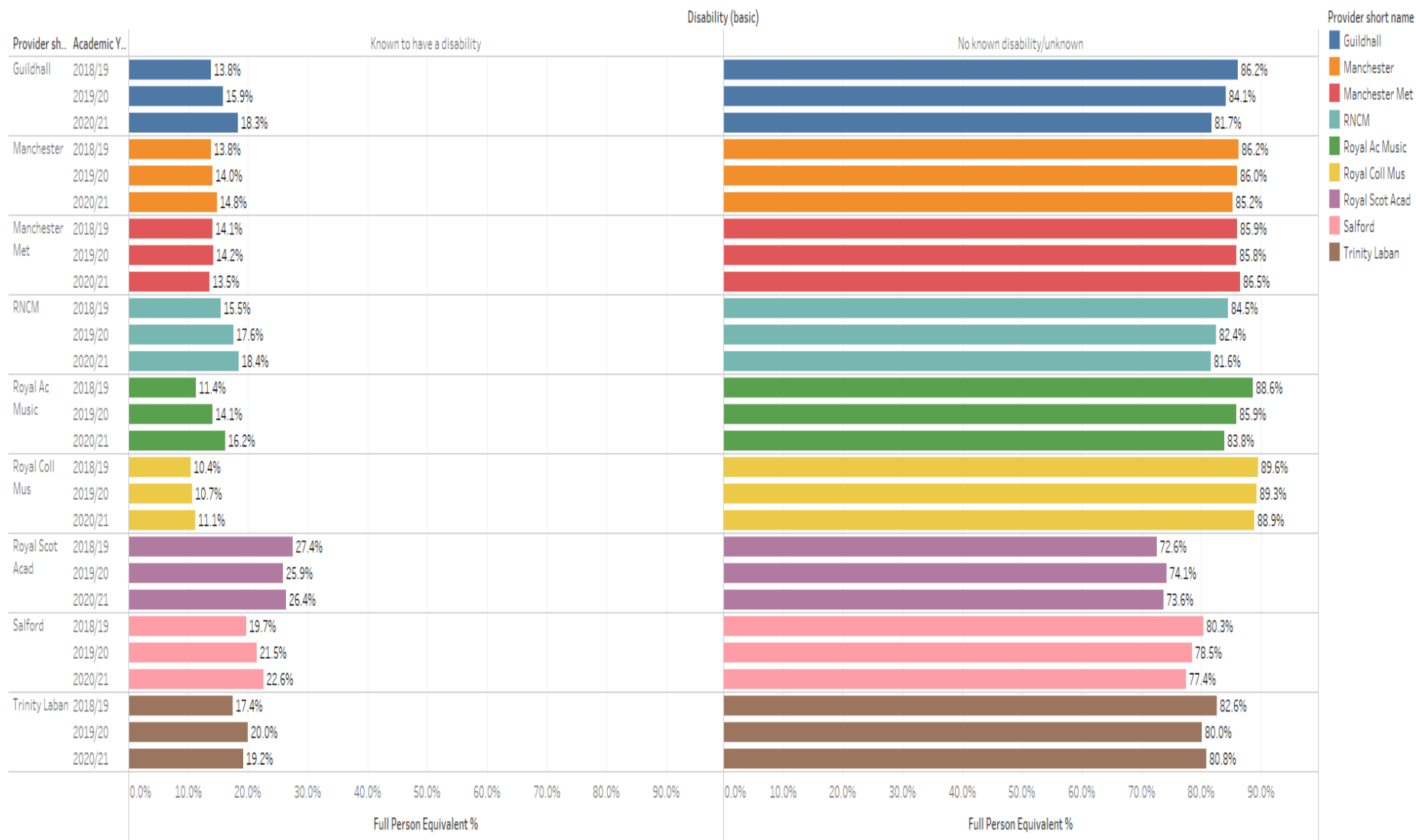
**Student Sex:** (Page 10) In 2020/21 50.7% of the RNCM student population were male and 49.1% female (0.2% 'other'). In the UK in 2021 the percentage of female population is 50.57% compared to 49.43% male population. (Office for National Statistics, 2021).



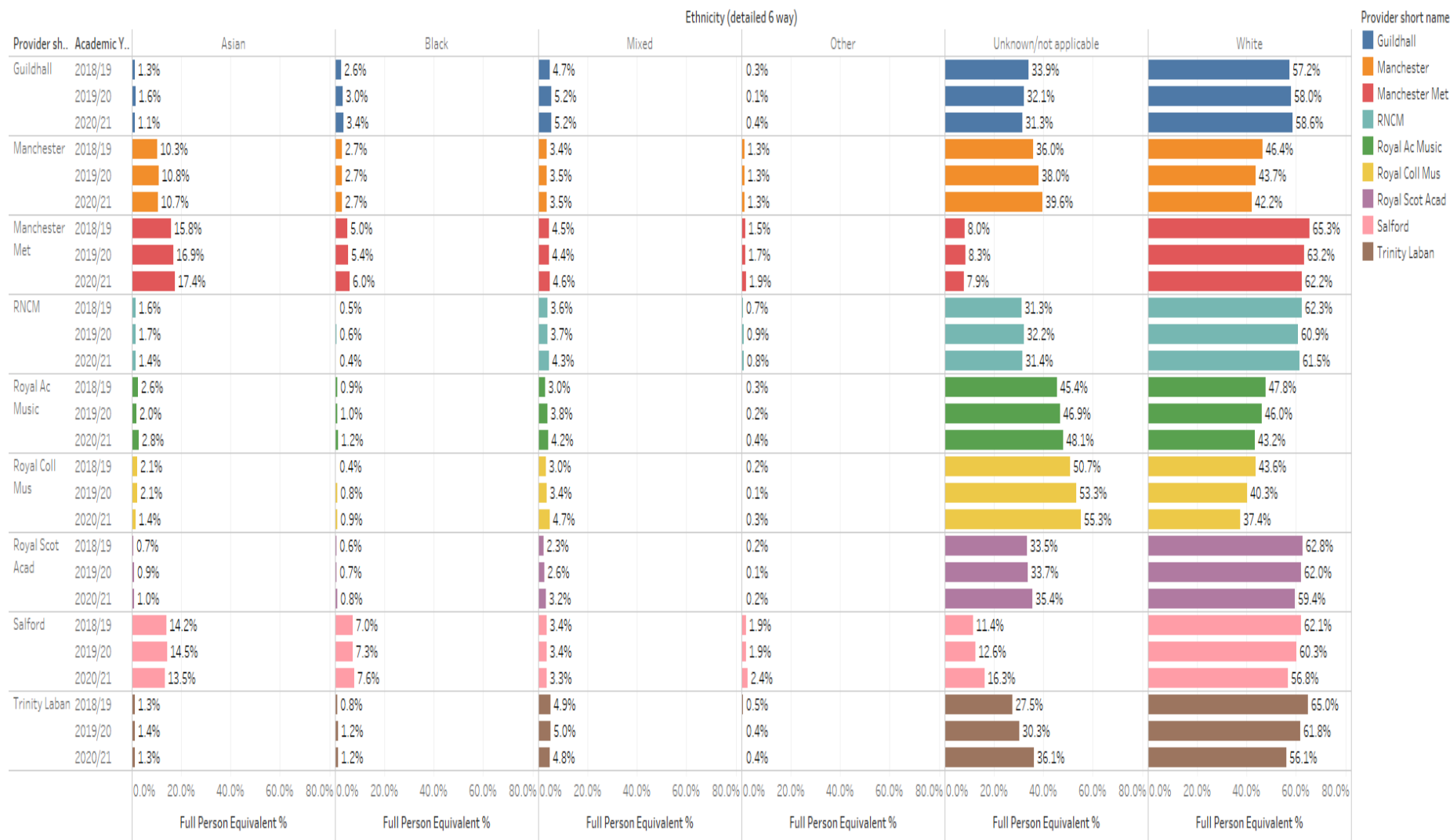
## Student by Age: CUK and Manchester Institutions 3 yrs



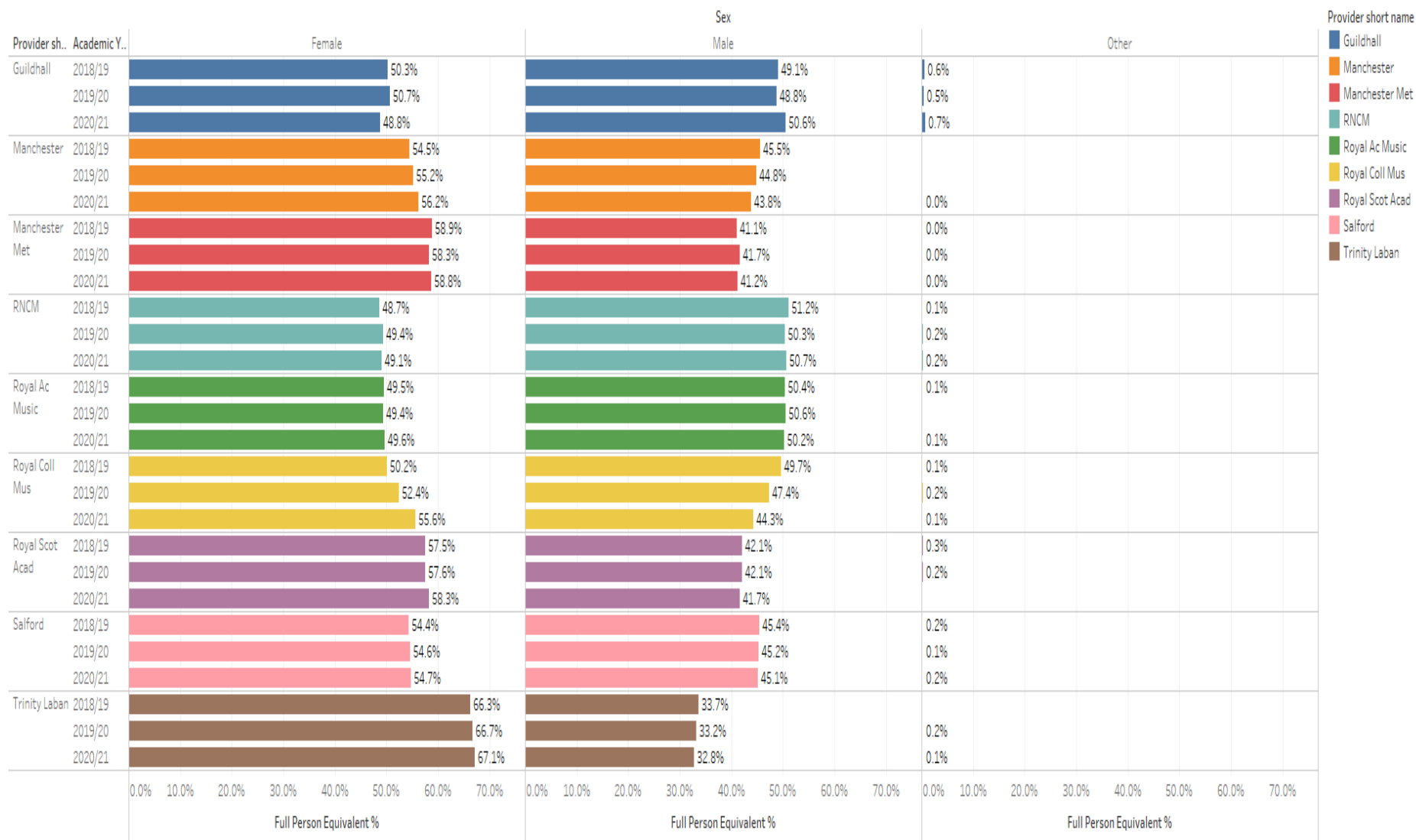
## Student by Disability: CUK and Manchester Institutions 3 yrs



## Student by Ethnicity: CUK and Manchester Institutions 3 yrs



## Student by Sex: CUK and Manchester Institutions 3 yrs





## Appendix 3

# RNCM at Manchester Pride

August 2022









#### Appendix 4 - RNCM Young Artists

