

# Equality, Diversity and Inclusion Report 2019/20

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**PUBLISHED NOVEMBER 2020**  
EQUALITY, DIVERSITY AND  
INCLUSION FORUM

**RNCM**  
ROYAL NORTHERN  
COLLEGE of MUSIC

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## **Executive Summary**

This Annual Report provides a summary of highlights from the 2019/20 academic year. It gives an opportunity to celebrate the diversity of the Royal Northern College of Music (RNCM), as we look back on what we achieved during this time and renew our commitment to making progress on this important issue. The equality-related data gathered over the last year provides an evidence-based approach to our equality objectives and meets our legal obligations of the Equality Act 2010. It also enables us to continue to prioritise and focus our resources on specific areas.

The RNCM remains committed to promoting equality and opportunity irrespective of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, gender and sexual orientation. As a truly widening participation, socially inclusive and therefore diverse Higher Education Institution, we value the diversity of all in our community.

The report contains a reminder of the College's legal obligations as part of its Public Sector Equality Duty which require equality considerations to be reflected into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review. We enter the 2020/21 academic year with a focus on not just ensuring that the RNCM is compliant with current legislation but that our practices help us to go beyond our legal obligations.

## **Student and Staff Profile**

The report provides demographic data of the RNCM's 879 students (full person equivalent) and 502 staff (full person equivalent), as shown in the 2018/19 Higher Education Statistics Agency (HESA) staff and student report. A summary of our data can be found on page 16 onwards.

## **Equality Objectives**

The Equality Diversity and Inclusion Forum (EDIF) have developed and agreed evidence based equality objectives which have been published for the period June 2019 to May 2022. The objectives focus on staff, student and community activities. Further details can be found on Pages 7 and 8.

## **Gender Pay Gap**

There has been a reduction in the College's Gender Pay Gap from the previous 12-month period and as at 31 March 2019, the median pay gap is 0.02% from 9.35% (2018), compared to 15.5%<sup>1</sup> in the HE sector and 17.3%<sup>2</sup> nationally. Further details can be found on Pages 8 and 9.

## **Progress on 2019/20 Action Plan**

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

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<sup>1</sup> Data provided by UCEA and sourced from ONS ASHE 2019 (provisional).

<sup>2</sup> Data provided by UCEA and sourced from ONS ASHE 2019 (provisional).

## **Staff Equality training and interventions in 2019/20**

Whilst on-site training was disrupted from March onwards as a result of the lockdown, a number of events were still delivered. These included; Conducting Investigations and Investigating Sexual Harassment, Mental Health and Wellbeing in the Workplace and Dementia Friends workshops. Online training packages on equality and diversity, dignity at work, communicating with care and unconscious bias were also provided to staff.

### **Black Lives Matter**

Anti-racism protests were held in cities across the UK in June, in solidarity with US campaigners for Black Lives Matter after George Floyd, a 46-year-old black man, was murdered by police. In support of BLM, a series of online social media events were organised by RNCM students and a special extended meeting of the EDI Forum was called to give space to discuss issues of race at the College. In September a two-hour equality, diversity and inclusion training session was delivered to over 150 staff at the Annual Staff Conference. This session on race equality was delivered by Alyson Malach, Director of Equality and Diversity UK. The College will continue to build on the impetus created and keep the discussion on race equality live. We will ensure we are building a movement for long term change, rather than engaging only with performative actions as a reaction to this moment.



Suzie Thompson

**Director of Development and Chair of the Equality, Diversity and Inclusion Forum**

## 1. Introduction

### 1.1 Equality, Diversity and Inclusion at the RNCM

The Equality Diversity and Inclusion Forum (EDIF) is the College's principal vehicle for developing strategies and consulting on equality and diversity matters including responsibility for developing equality and diversity-related policies, procedures and guidance. It ensures the College meets legislative requirements and fosters a tolerant, inclusive working and learning environment. The 2020/21 action plan developed and agreed by the EDIF is included at the end of this report.

### 1.2 Progress on 2019/20 Action Plan

Progress made on the College's 2019/20 action plan is summarised in the table below

| Students   |
|--|
| <p><b>Students' Union</b></p> <ul style="list-style-type: none"><li>• <i>RNCM Zero</i> campaign reran, with the SU presenting key messaging and merchandise on the concourse for one week. Additional consent training session ran with Odd Arts.</li><li>• Successful and honest talk arranged with Rachel Watters of the NUS Women's Office. This related to general life and provided feedback for the College, which the SU could immediately act on with staff.</li><li>• Musicians' Union resource pack shared with all students.</li><li>• Student-led concert series celebrating diversity launched with <i>Tales from Other Worlds</i> to celebrate Chinese New Year. Unfortunately <i>Sounds from Ireland</i> on 17 March was cancelled due to Covid-19.</li><li>• Composer of the Week included in SU weekly emails throughout the first term, highlighting diverse composers, including a short bio and links to their music on Spotify.</li><li>• BLM group discussions held online in June 2020 by the RNCM SU BAME Society.</li></ul> |
| <p><b>Review Recruitment Cycle</b></p> <ul style="list-style-type: none"><li>• Representation at Open Days was achieved with efforts made to ensure gender balance across talks, information sessions and performance activities.</li><li>• Gender balance achieved in all film content, including Meet our Staff, RNCM Radio, Performance Opportunities, Professional Opportunities and Meet our Alumni.</li></ul>  |

## **Academic Programme**

- Most final recitals were cancelled for this academic year but planning for 2020/21 is set to include attention to gender balance of composers, both in music studied in academic studies modules and in recital programmes. Undergraduate and postgraduate programme teams tasked with monitoring.
- Programme review ongoing through the lens of inclusive pedagogy. Session planned at Learning & Teaching Conference in June 2020 arranged on considerations in designing online learning for students and staff with different learning needs (neurodiversity, physical disability etc.). Research elective on inclusive pedagogy now available.
- RNCM Research Roundtable held on women composers and programming.

## **Staff**

### **Staff Training**

- Focus on Equality and Diversity in Practice with 95 online training packages allocated to staff. Dignity at Work online training roll out College wide commenced at the start of June 2020. Unconscious bias training has been rolled out to 66 staff involved in the recruitment and selection process and will be issued to new staff at induction where they are likely to be involved in recruitment.
- Dignity at Work Policy is being reviewed and updated to provide greater clarity and information for line managers and their staff. Line Managers Guide – Bullying and Harassment has been produced and is now available on the intranet.

### **Staff Diversity and Recruitment**

- Recruitment activities have reduced significantly since early March but the plan is still to provide analysis of recruitment statistics to EDIF when numbers allow. This is being revisited by EDIF in 2020/21.
- HR induction process for new line managers now includes equality and diversity training for recruitment purposes as standard.
- New diversity statement agreed for inclusion on all recruitment materials, including board recruitment, and formally approved by Executive Committee and rolled out for use

### **Gender Pay Gap Action Plan**

- Promotions process now much more widely promoted to all Heads/Deputies and included communication with every PTHP member of teaching staff. Informal mentoring of female academic staff for promotion completed.
- Applications for promotion this year were 50% male 50% female. Current round has been put on hold due to lockdown.

### **College Committees**

- Progress reviewed in January 2020 to identify those committees which have potential to improve gender balance (i.e. focus on non-ex-officio).

### **Community**

#### **Widening Access**

- Following the creation of a joint theory of change document for our Access agenda, a clear process has been put in place now for evaluating our Access work (overseen by DoP), with a timeline in place for 20/21. A new equal opportunities form template will be used to gather data in a similar way across all our pre-tertiary activity. Access targets will be embedded in the next round of recruitment targets to give greater presence amongst senior RNCM staff.
- Despite a successful and rich first half of the year, Covid-19 has resulted in a reduced programme of activity for RNCM Engage after March, though online activity has continued successfully for Pathfinder and other Learning and Participation work. A new pilot Pathfinder scheme with the RLPO started this year. Work is underway to have a greater presence for this activity online as part of the new digital programme for the Autumn Term.

## **2. Embedding Equality**

### **2.1 Equality Objectives and legislative framework**

The Equality Act 2010 introduced legislation which seeks to end discrimination. It replaced previous legislation such as the Disability Discrimination Act 2005 and the Race Relations Act 1976. 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 and during 2018/19 took the opportunity to review and update its equality objectives. The development of these objectives through the EDIF was informed on the back of members receiving training on how to set meaningful and evidence-based equality objectives.

Three areas of focus have been identified, and the following equality objectives agreed for the period June 2019 to May 2022:

### **Staff**

1. Increase the numbers of BAME applicants from current 17% to 25-30% by end of 2021 academic year.
2. Produce action plan to reduce the gender pay gap.
3. Aim, where appropriate, to achieve 50/50 gender representation on College committees, including Board of Governors by 2022.

### **Students**

1. Ensure targets for BAME UK students in Access and Participation Plan are achieved (10% by 2022).
2. Ensure targets for Disabled students in Access and Participation plan are achieved (10-12% by 2022).
3. Analysis of recruitment cycle to understand why M/F ratios change across cycle.

### **Community**

1. Sign up to PRS Keychange pledge, with target to have 50/50 gender representation with guest artists by 2022.
2. Gather more robust data around participation and engagement work from protected characteristics.
3. Ensure Honorary Awards given by the RNCM have more balanced representation
4. Increase the number of BAME performers and collaborators in the programme by 50% by 2020.
5. Increase the number of BAME-related partnerships by 50% by 2020.

## **2.2 Gender Pay Gap**

The RNCM's Gender Pay Gap was analysed and the data published on the prescribed government web portal and RNCM website in March 2020. The RNCM aims to recruit the very best staff and is committed to ensure that all staff have equal access to promotional opportunities and development.



Whilst the College's gender pay gap is smaller than both the sector average and the national average, it remains determined to ensure that equality of opportunity is demonstrated across all its activities. Whilst recognising that modest staff numbers can have a disproportionate impact on statistics, its response to the gender pay gap is to understand and remove any actual or perceived barriers to entry or progression to more senior roles.

### **Key statistics**

- RNCM median pay gap has reduced to 0.02% (2019) from 9.35% (2018) in favour of males, compared to 15.5%<sup>3</sup> in the HE sector and 17.3%<sup>4</sup> nationally.
- Median pay gap for professional services staff is -2.9% (in favour of females).
- Academic staff median pay gap is 11.1%.
- RNCM staff gender balance is 54% male, 46% female.

### **The RNCM already:**

- Uses skill-based assessment tasks in recruitment.
- Uses structured interviews for recruitment.
- Provides unconscious bias training and equality and diversity training to all staff.
- Encourages salary negotiation by showing salary ranges and publishing salary scales.
- Provides transparent promotion, pay and reward processes.
- Provides shared parental leave.
- Encourages flexible working; practical teaching staff have flexibility in determining their working patterns.

### **The RNCM will:**

- Continue to promote greater engagement with promotion processes within the academic/tutor community to ensure staff and managers are aware of timescales and criteria.
- Focus on learning and participation activities for under-represented groups to encourage greater gender equality by instrument to support a more gender balanced pool of potential employees for the future.
- Working with Heads of Schools provide a detailed analysis of recruitment strategy and patterns by subject area to develop detailed actions for areas requiring a change in profile.

## **3. Staff**

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

During 2019/20, ATW contributed over £22,000 (£35k in 2018/19) which was used to

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<sup>3</sup> Data provided by UCEA and sourced from ONS ASHE 2019 (provisional).

<sup>4</sup> Data provided by UCEA and sourced from ONS ASHE 2019 (provisional).

implement adjustments the RNCM agreed to support staff. The types of support provided by the College included, support workers, IT aids, transport assistance and bespoke desk/chairs etc.

The College continues to provide a 24hr free and confidential counselling service, as well as a wider information service to all staff through the College's EAP provider Care First. This service was extended and made available for all students for a 6-month period over the summer to provide additional counselling support during the lockdown. Care First provided the College with a series of materials related to the pandemic and staff wellbeing which were used and made available for staff. These included helpful advice and support on 'resilience', 'work-life balance', 'mental health' and 'new routines after lockdown'

Two other initiatives provided as part of our programme with Care First which continue to be promoted to staff are Care First Zest and the more recently launched Woebot.

Care First Zest is an interactive health management portal which is a wellbeing resource for all staff and their families. It has been designed to help individuals manage and improve all aspects of mental and physical health and provides the College with a straightforward and effective way of pro-actively supporting the wellbeing of all our staff. It allows staff to track calories, set goals, share with the community and has a range of health and wellbeing tips.

Woebot is an artificial intelligence counsellor which allows a user to access in the moment emotional support 24/7 via the form of instant messenger. Woebot allows a user to track their mood, identify patterns and give insight into particular issues or concerns that the user may not have realised were causing emotional distress. Woebot can teach the user techniques and tools such as cognitive behavioural therapies or breathing exercises. One of the biggest benefits of using Woebot with Care First is that each user can be signposted/connected to a Care First professionally-trained counsellor should they trigger any Woebot crisis words.

### **3.2 Able Futures – Mental health support**

During 2019/20 the College partnered with Able Futures to provide additional support for staff and their mental health at work. Able Futures delivers the Access to Work mental health support service on behalf of the Department for Work and Pensions. It provides a wide range of first-class mental health support services delivered by qualified health care professionals.

The service is free, confidential, fast and flexible and is available over the phone, through email and face-to-face meetings. Once a member of staff signs-up, they will get a call within one working day and this service will provide nine months support, signposting and information from a qualified mental health professional.

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

2019/20 analysis of successful Reward and recognition applications.

| Staff Type            | Gender | Age             | Ethnic Origin | Disability                    | Award                               |
|-----------------------|--------|-----------------|---------------|-------------------------------|-------------------------------------|
| Professional Services | Female | 50 to 65 years  | White         | Unknown / Information refused | One-off payment                     |
| Professional Services | Female | 34yrs and under | White         | None                          | Accelerated incremental progression |

## 4. Students

### 4.1 Support for students with disabilities and specific learning needs

**Resource:** The College provides the Assistant Head of Registry (Wellbeing) (AHR(W)) and the Learning Support Tutor (LST) as dedicated resources toward the support of students with disabilities.

**Profile of students using the Learning Support Service:** Any student who has declared a disability/condition that may affect their study 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.

| Academic Year     | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-------------------|---------|---------|---------|---------|---------|
| Total PLPs issued | 104     | 107     | 112     | 113     | 137     |

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

| Disability type                       | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|---------|---------|---------|---------|---------|
| Specific learning difficulty          | 52      | 52      | 57      | 52      | 66      |
| Mental health condition               | 42      | 45      | 66      | 42      | 80      |
| Longstanding illness/health condition | 14      | 14      | 20      | 18      | 26      |
| Sensory impairment                    | 5       | 4       | 4       | 5       | 4       |
| Autistic spectrum                     | 10      | 10      | 9       | 8       | 12      |
| Physical and/or mobility impairment   | 4       | 4       | 9       | 5       | 3       |

The number of students reporting ill mental health continues to rise. The College has increased counselling provision and any specialist cases can be referred to the Manchester Student Mental Health service, which has funding for another year. During the pandemic, the Wellbeing service has offered group sessions to students so they can connect with their peers in a safe environment. Our Lecturer in Musicians' Health and Wellbeing has focussed a number of classes on mental health.

The College has MindView and ClaroRead assistive software on all its networked

PCs; these are being marketed as 'productivity tools' in accordance with inclusive best practice.

## 5. Action Plan 2020/21

The College is committed to ensuring we make progress against the Equality Objectives and developing an inclusive environment. Our action plan for this academic year is outlined below.

| <b>Students</b>  |
|--|
| <p><b>Students' Union</b></p> <ul style="list-style-type: none"> <li>• Consent sessions during induction week run virtually via film content.</li> <li>• Relaunch 'Look after your mate' campaign.</li> <li>• Partner with P&amp;P on Underrepresented season to introduce staff and students to underrepresented music and develop resources which enable staff and students to self-educate.</li> <li>• Compile calendar of significant dates and festivals for celebrations across the year.</li> <li>• Student training on equality, diversity and inclusion.</li> <li>• Work closely with L&amp;P, academic staff to find more opportunities for students to work with local schools</li> </ul> |
| <p><b>Review recruitment cycle</b></p> <ul style="list-style-type: none"> <li>• Alumni mentoring for BAME students (through RNCM Connect).</li> <li>• Student mentoring for BAME applicants.</li> <li>• Build in time to consult with relevant groups re use of language in College marketing materials.</li> <li>• Establish new partnerships with feeder institutions with high % of BAME students (e.g. HBCU's in US).</li> <li>• Access targets will be embedded in the next round of recruitment targets to give greater presence amongst senior RNCM staff.</li> <li>• Gender balance implemented within the Online Test for 2021 applicants.</li> </ul>                                       |
| <p><b>Academic Programme</b></p> <ul style="list-style-type: none"> <li>• Planning for 2020/21 academic year to include attention to gender balance of composers, both in music studied in academic studies modules and in recital programmes. Undergraduate and postgraduate programme teams tasked with monitoring.</li> <li>• Use the course revalidation to broaden the scope of student learning, widen involvement from musicians from non-western classical tradition.</li> </ul>   |

- Ensure curriculum music choices are broad, and where appropriate, look at an overhaul of music choices and involve broader number of tutors in those selections.
- Include BAME composers within recital repertoire suggestion lists.

### **Student Experience**

- Communicate EDI action plan to students so all students understand actions happening and we create a culture of transparency.
- Increase the number of applicants from BAME students for the RNCM Entrepreneurship Awards.
- Review student induction process and how EDI is embedded within that process.
- Ensure SUP captures views of other SU Soc's and feeds that back to EDIF.

### **Staff**

#### **Staff Training**

Assign online equality packages across all Academic and Professional Services Staff:

- 450 x 'Equality and Diversity in Practice' training assigned by the end of summer term 20/21 with an aim for a minimum 75% completion rate.
- 450 x 'Dignity at Work' training assigned by the end of the summer term 20/21 with an aim for a minimum 75% completion rate.
- 450 x 'Communicating with Care' training assigned by the end of the summer term 20/21 with an aim for a minimum 75% completion rate.
- Re-launch of Dignity at Work Policy and awareness raising campaign.
- Mandatory training for all staff on unconscious bias. A bid will be submitted to EDIF in the autumn term to reflect this and any identified training needs arising from the September Staff Conference.
- Race equality training delivered to all staff during staff conference on 15 September.

#### **Staff Diversity and Recruitment**

- Prepare discussion document for EDIF on Positive Action in recruitment to improve diversity in the workforce (including proposals for shortlists to include any BAME candidates who meet the essential criteria for the job role/justification section.
- Discussion to be held at Heads of School meeting about current recruitment practices for teaching staff appointments. Actions to be identified to move away from direct appointment practices.
- Develop and introduce equality and diversity guidelines for recruitment

|   |
|---|
| <ul style="list-style-type: none"> <li>• panel members.</li> <li>• Provide report to RSSC Nov/June on steps taken to diversify staff and share staff data.</li> <li>• Raise equality awareness by providing annual departmental/school equality reports to line managers and Heads of School.</li> <li>• Heads of Schools/Programmes to develop actions to improve diversity and provide regular reports to EDIF.</li> <li>• DP(P&amp;P) to appoint diversity recruitment champion from schools to analyse school staffing and develop proposals to address any identified racial or gender inequalities in recruitment and promotions process.</li> <li>• Review induction process relating to the equality elements of induction for all staff but with particular focus on PTHP staff.</li> <li>• Produce list of organisations and places to advertise that will widen the spaces and places where RNCM jobs are seen, working with academic staff to identify organisations and individuals who can support this objective.</li> </ul> |
| <p><b>Staff Experience</b></p> <ul style="list-style-type: none"> <li>• Establish BAME staff/student support group.</li> <li>• Consider adoption of the International Holocaust Remembrance Alliance (IHRA) Working Definition of Antisemitism into all staff and student policies.</li> </ul>  |
| <p><b>Gender Pay Gap Action Plan</b></p> <ul style="list-style-type: none"> <li>• Provide Heads of School and Line Managers with GPG analysis for their schools/departments.</li> <li>• DP(P&amp;P) to appoint gender recruitment champion from Schools to develop proposals to improve gender balance in different schools and encourage more women to apply for promotion?</li> </ul>   |
| <p><b>College Committees</b></p> <ul style="list-style-type: none"> <li>• Use external search firm to support with diverse recruitment to RNCM Board.</li> <li>• Create more space for discussion/reflection and education within committee structure.</li> </ul>   |
| <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Ensure Honorary Memberships are more diverse and representative.</li> <li>• Pull together calendar so we can celebrate significant events (e.g. Black History Month, Pride, Chinese New Year, Autism Awareness Week, St Patrick's Day) in collaboration with SU Diversity officer. Support programme of celebration.</li> <li>• Involve more of SU BAME Soc on EDIF.</li> </ul>  |

- Establish online mentoring for alumni through RNCM Connect, including online networking for groups of students and alumni with shared experiences (e.g. BAME, women in brass).

### **Performance Programme**

- Underrepresented project in collaboration with SU (monthly speaker series, resource list development, podcast, new collaborations (e.g. Kids of Colour).
- Dedicated Thursday evening broadcasts, focussed on music of black origin (22/29 Oct) during Black History Month.
- Ensure better balance and diversity of visiting artists.
- Prepare Nkoda 'playlist' of repertoire by black composers.
- Creation of diverse O&E *Piece of the Week* list to extend beyond the usual canon.
- Work to capture some clearer data on audiences who attend RNCM events.
- Partner with one new organisation to help extend the diversity and experience of the programme (e.g. MIG Youth Forum / Contact Young Creatives).

### **Widening Access**

- Analyse data from Equal opportunities monitoring form introduced last year for all junior programmes. Determine appropriate actions to target underrepresented groups based on evidence from data.
- Work with SU BAME soc and L&P BAME ambassadors to identify barriers and find opportunities to demonstrate commitment to diversity of student body.
- The Engage Pass to be established and launched externally.
- Better engagement with our hyper local communities in Learning and Participation and Access work, involving more students in this work where possible.
- Create greater visibility and ownership of diversity targets for senior staff in College.
- Work in collaboration with the City's Cultural Leaders' Group to jointly create change in this area.
- Invite some key alumni to become BAME ambassadors.

## **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 2018/19 HESA Staff Return for all available conservatoires and local institutions for comparison and presented using the HEIDI Plus report tool.

### **The Full Person Equivalent for 2018/19: 502 staff**

#### **Staff Age: (Page 17)**

The majority of the College's workforce at 40.6% are aged between 35 and 49 years, and this is comparable across all CUK and Manchester Institutions apart from the Royal Academy of Music who have a higher age profile with the largest percentage of staff aged between 50 and 65 years. 18.7% of the workforce are aged 34 years and below, a figure that has declined over the past three years. 8.2% of staff are aged 66 years old and over.

#### **Staff Disability: (Page 18)**

5.4% of RNCM staff are known to have a disability, higher than the rest of the CUK institutions. Only MMU at 6.9% and MU at 5.9% have a higher percentage of staff with a known 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. The College continues to receive financial support through the government's Access to Work scheme.

#### **Staff Ethnicity: (Page 19)**

In common with all other CUK and Manchester Institutions the majority of the College's workforce describe themselves as 'White'. Encouraging news over the 2018/19 year is that all non-white ethnic categories have increased, and whilst relatively small increases it is a step in the right direction towards a diverse workforce. Changes in recruitment activities which include the use of 'positive action' have been introduced at the start of 2020/21 academic year which are hoped will reach a more diverse applicant base and improve equality within the workplace.

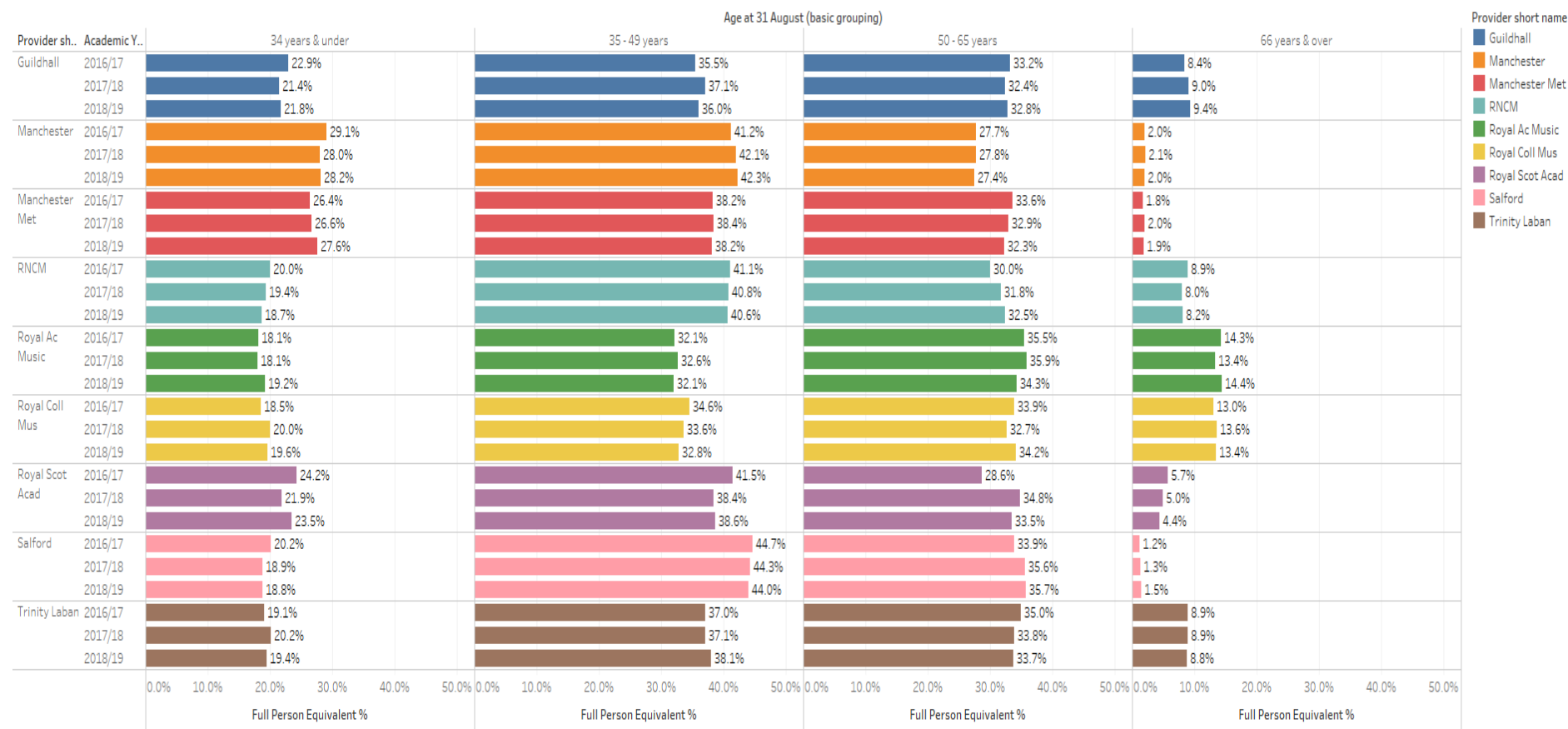
#### **Staff Sex: (Page 20)**

53.6% of staff are male and 46.4% female. Five out of the nine benchmark comparators have a majority of male staff. The RNCM profile has remained relatively stable and similar of the past three years.

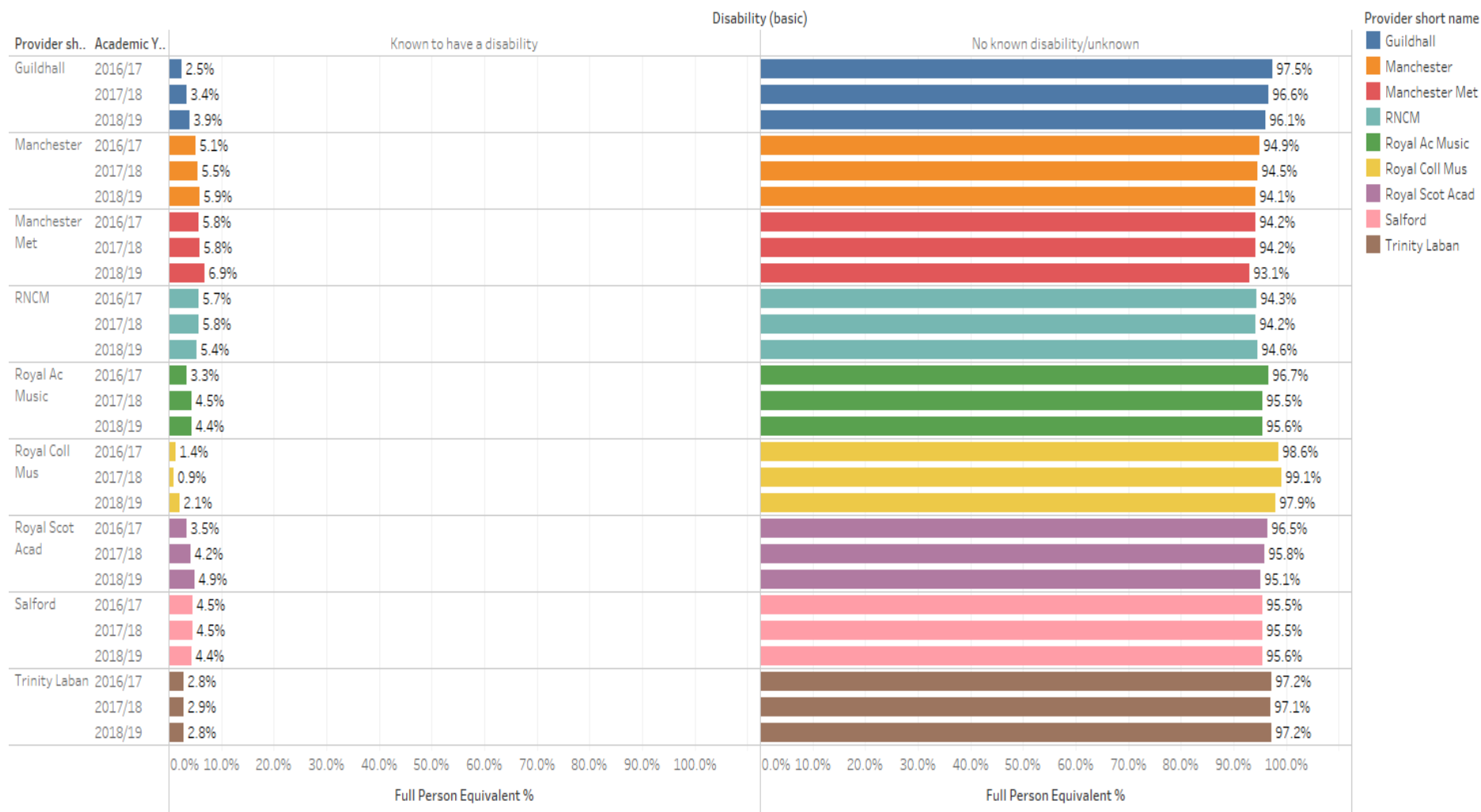


## Staff equality statistics: 2016/17, 2017/18 and 2018/19

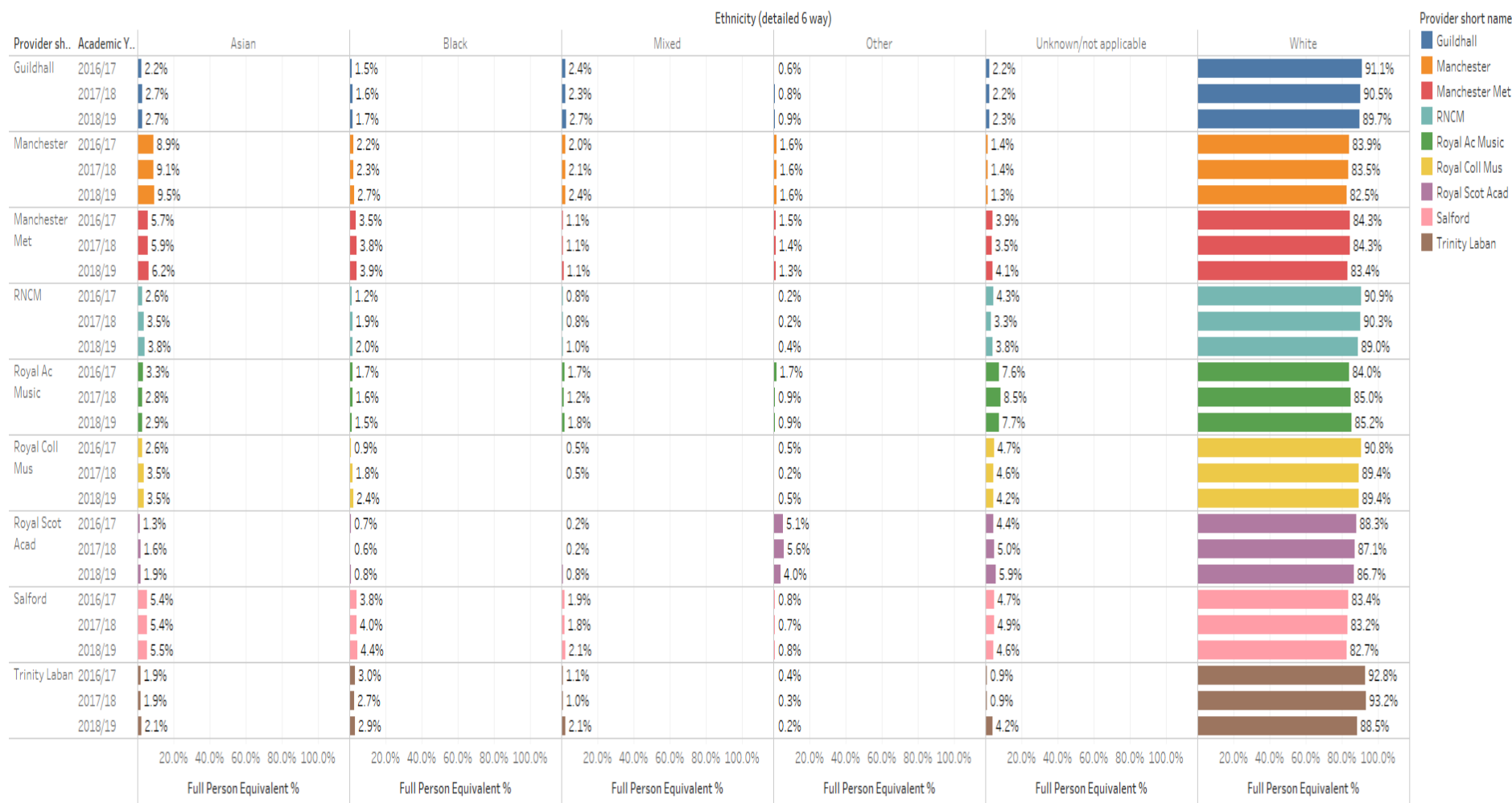
Staff by Age: CUK and Manchester Institutions 3 yrs



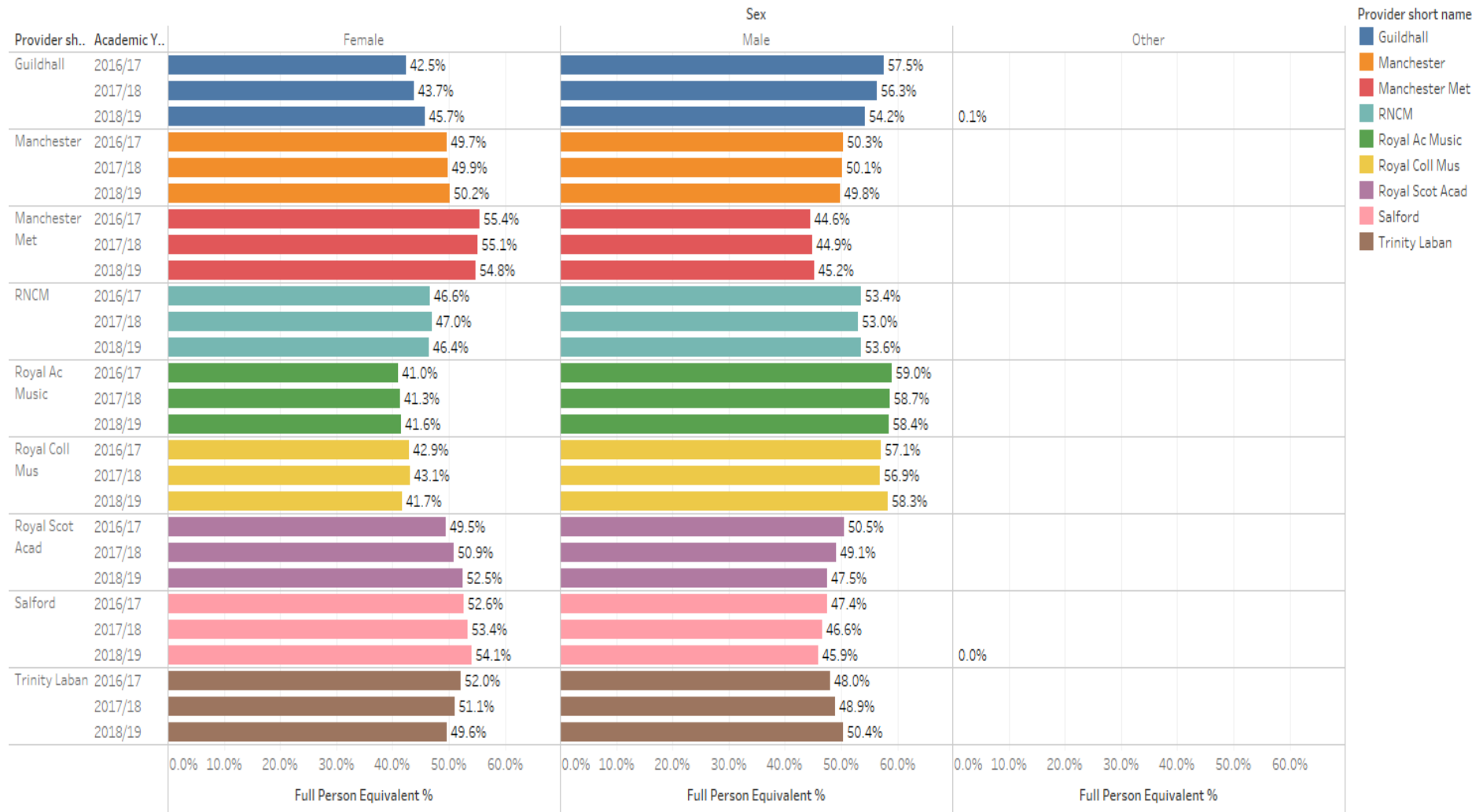
## Staff by Disability: CUK and Manchester Institutions 3 yrs



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



## 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 2016-17 to 2018-19, from the HESA Student Returns for all available conservatoires and local institutions for comparison and presented using the HEIDI Plus report tool.

### **Student Age: (Page 22)**

As you would perhaps expect, the majority, 86.6% of all RNCM students are aged 24 or below, 13.4% being aged 25 and above (17.3% in 2017-18 and 17% in 2016-17). Over previous years there had been a slight decrease in the proportion of under 25 years, however this has reversed in 2018-19. The College encouragement in increasing widening participation to those not straight from school/college continues, and it will be interesting to see if 2018-19 is an anomalous year. Across other institutions, the RNCM is has the highest proportion of students aged 24 or below, and subsequently the lowest proportion aged 25 or over, behind all other institutions presented.

### **Student Disability: (Page 23)**

During 2018-19 15.5% of RNCM students declared a disability, the highest in recent years (2017-18 14.2% and 12.6% in 2016-17). The average against all institutions presented is 15.9%, and so the College is slightly below the average. The Royal Conservatoire of Scotland once again had the highest percentage of students declaring a disability at 27.4% and the Royal College of Music the least at 10.4%. The changes in the provision of Disabled Students allowance (DSA) may still be having an effect on this data - (provision in Scotland is funded differently to England/NI/Wales, where students receive an allowance up front).

### **Student Ethnicity: (Page 24)**

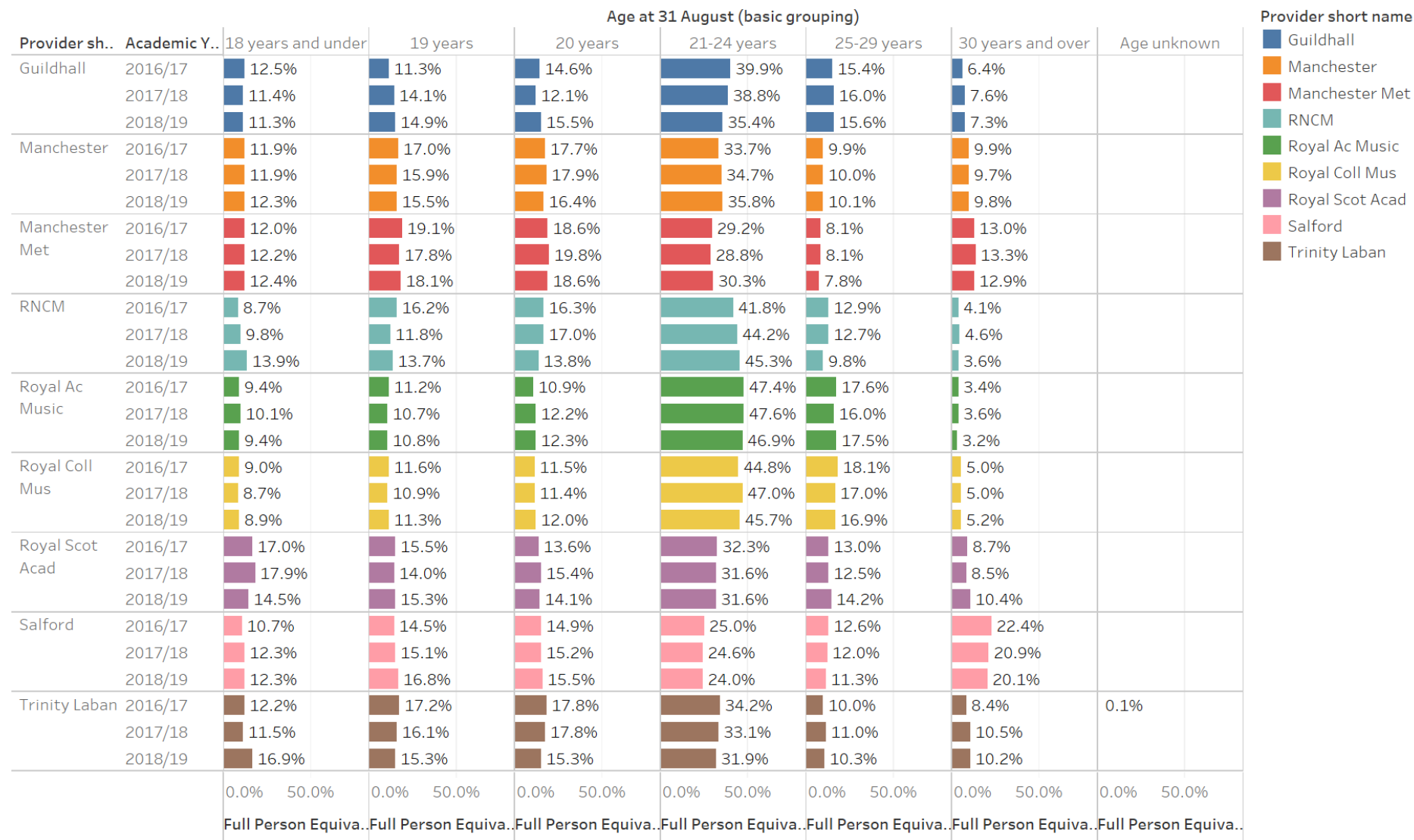
62.3%, down from 63.3% in 2017-18 and 65.1% in 2016-17, of the College's student population identify as 'white' which is comparable with the other HEI's being analysed. Unknown ethnicity category is stable at 31.3%, from 31.4% and 29.7% previously. Both Mixed and Other have seen a 0.5% increase. The challenge for the sector is to increase the percentage of BAME home students, as well as encourage self-reporting of ethnicity across the student populations in order to reduce the percentage of Unknown/not available data.

### **Student Sex: (Page 25)**

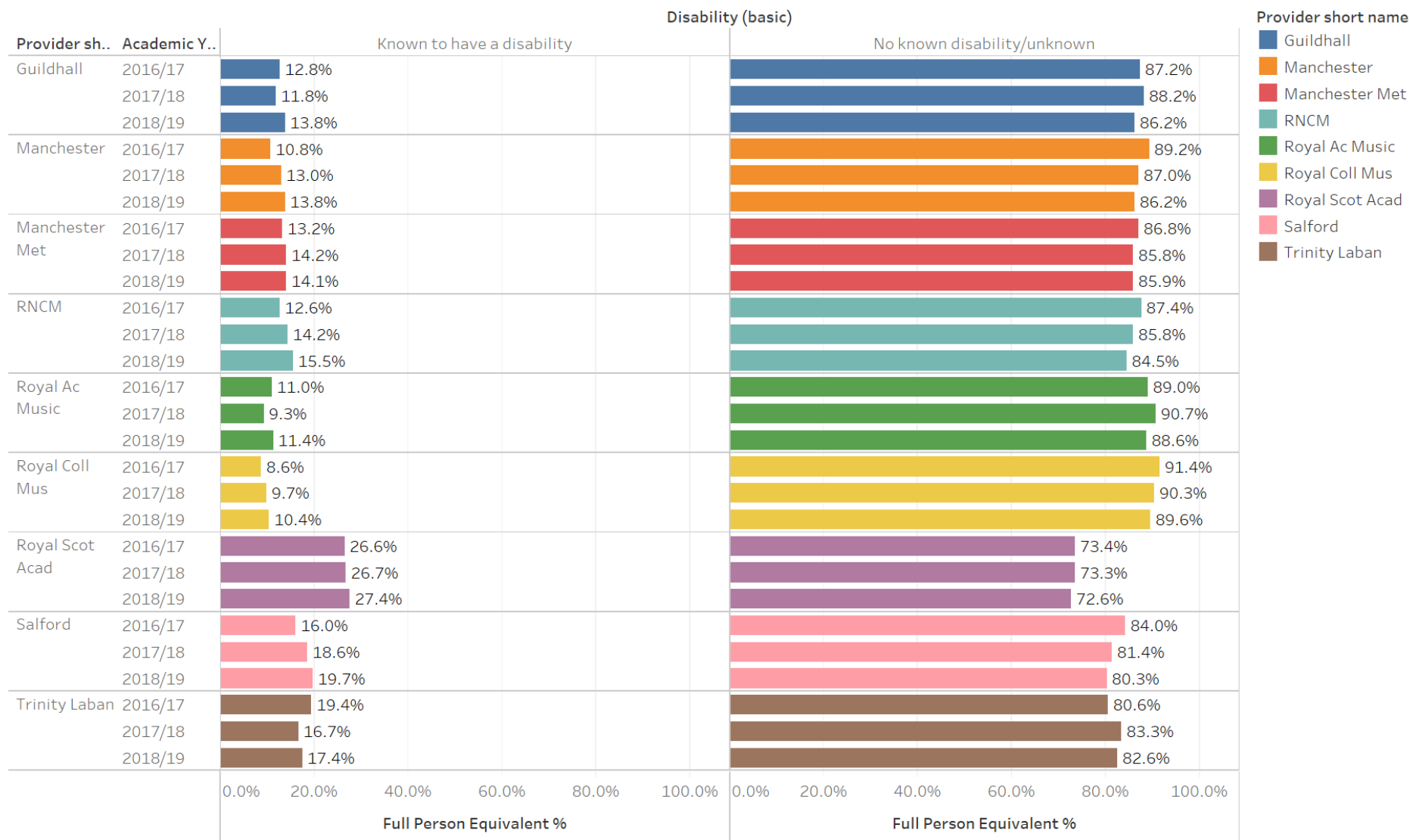
In 2018-19 51.2% of the student population were male and 48.7% female, which has switched since 2017-18 when it was 49.5% and 50.5%. Trinity Laban has a much higher female student population than male at 66.3%, however the provision of dance at this conservatoire will have an effect on this proportion. The RNCM is now different to the UK male/female population as a whole which is 49.4% male/50.6% female (Office for National Statistics, August 2019).

## Student equality statistics: 2016/17, 2017/18 and 2018/19

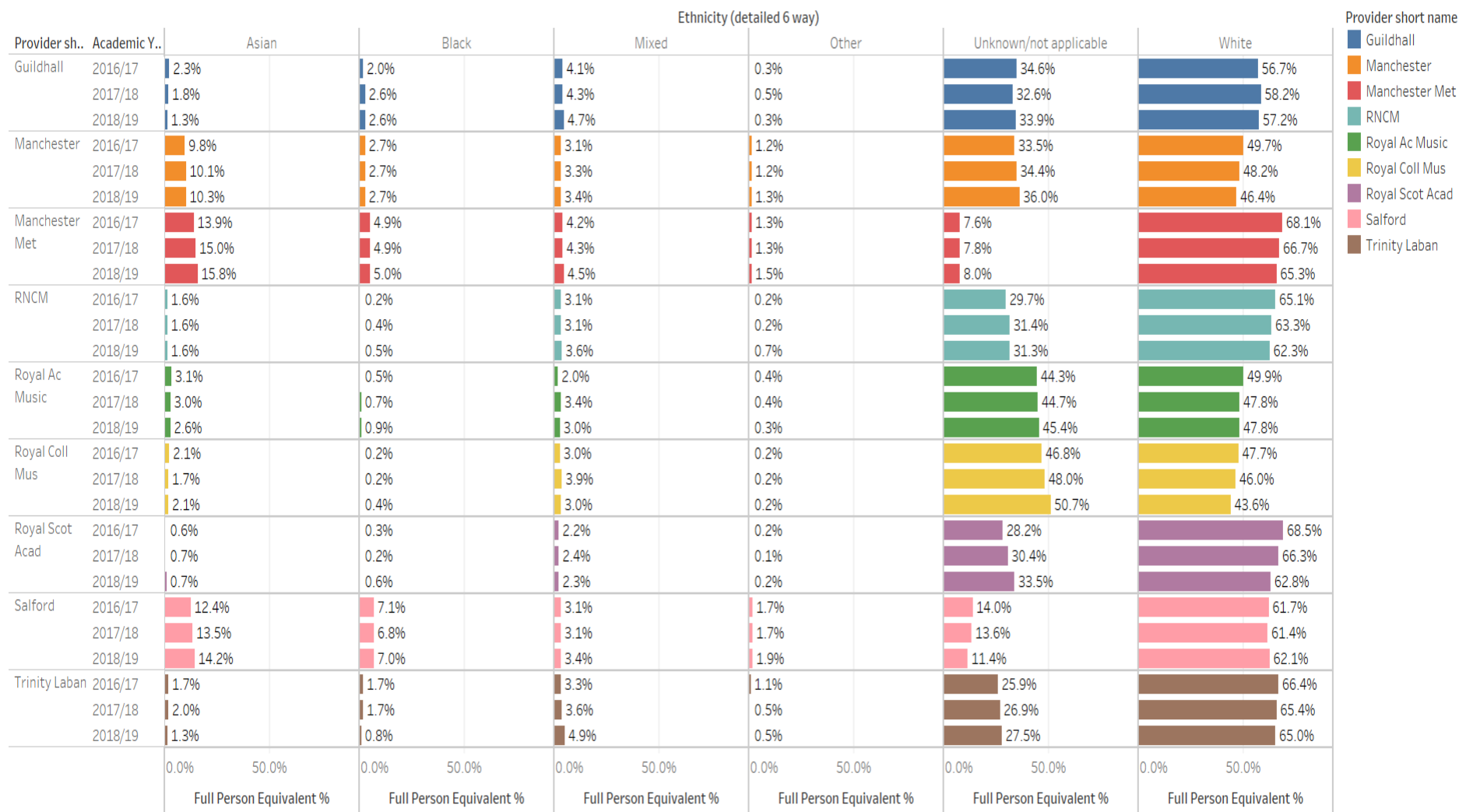
### Student by Age: CUK and Manchester Institutions 3 yrs



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

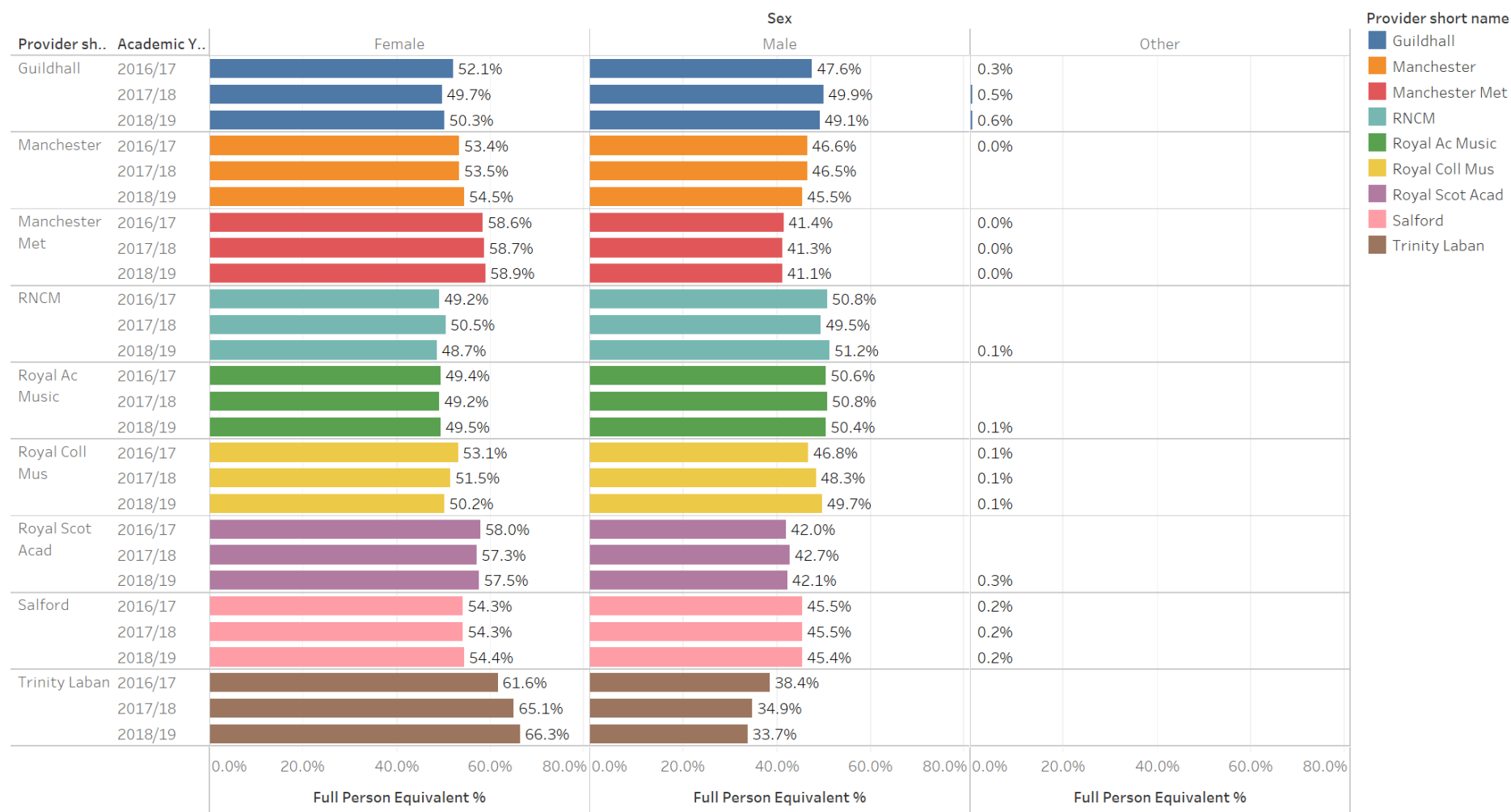


## Student by Ethnicity: CUK and Manchester Institutions 3 yrs





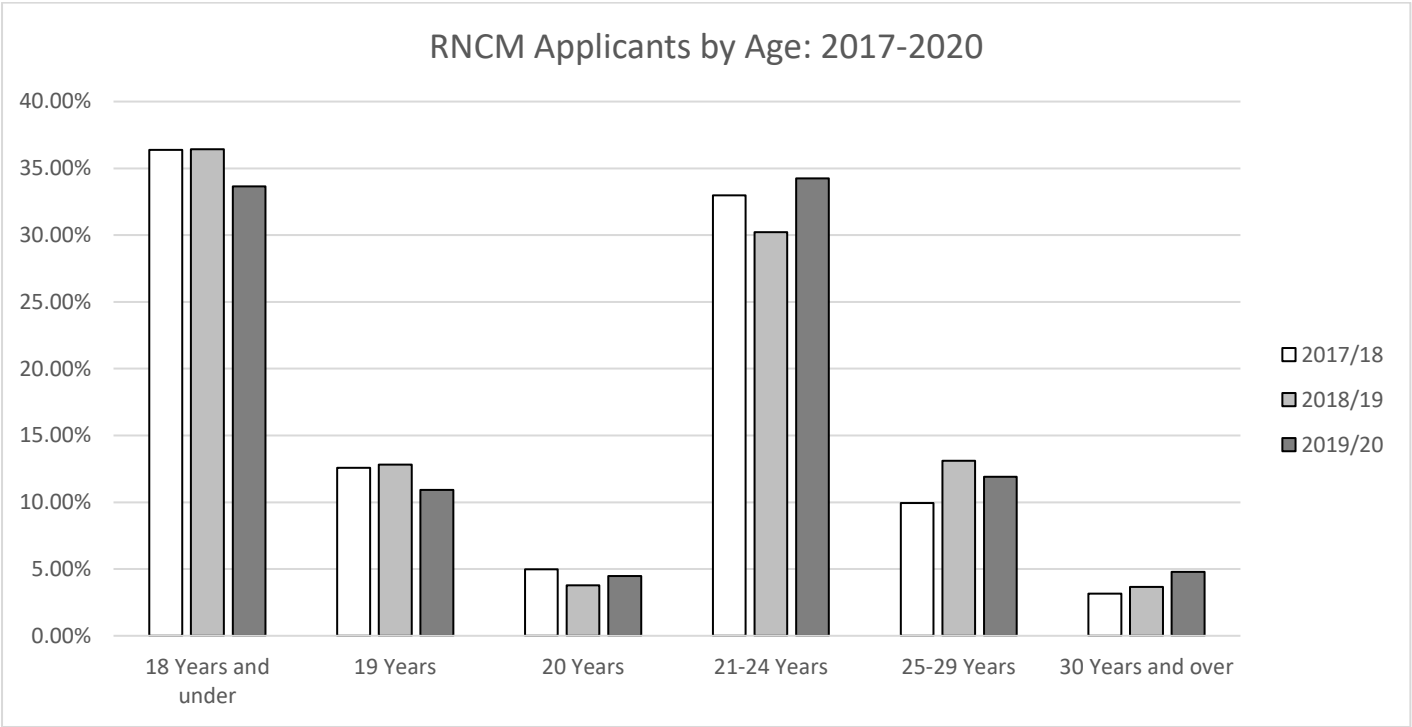
## Student by Sex: CUK and Manchester Institutions 3 yrs



**Applicant Equality Statistics**

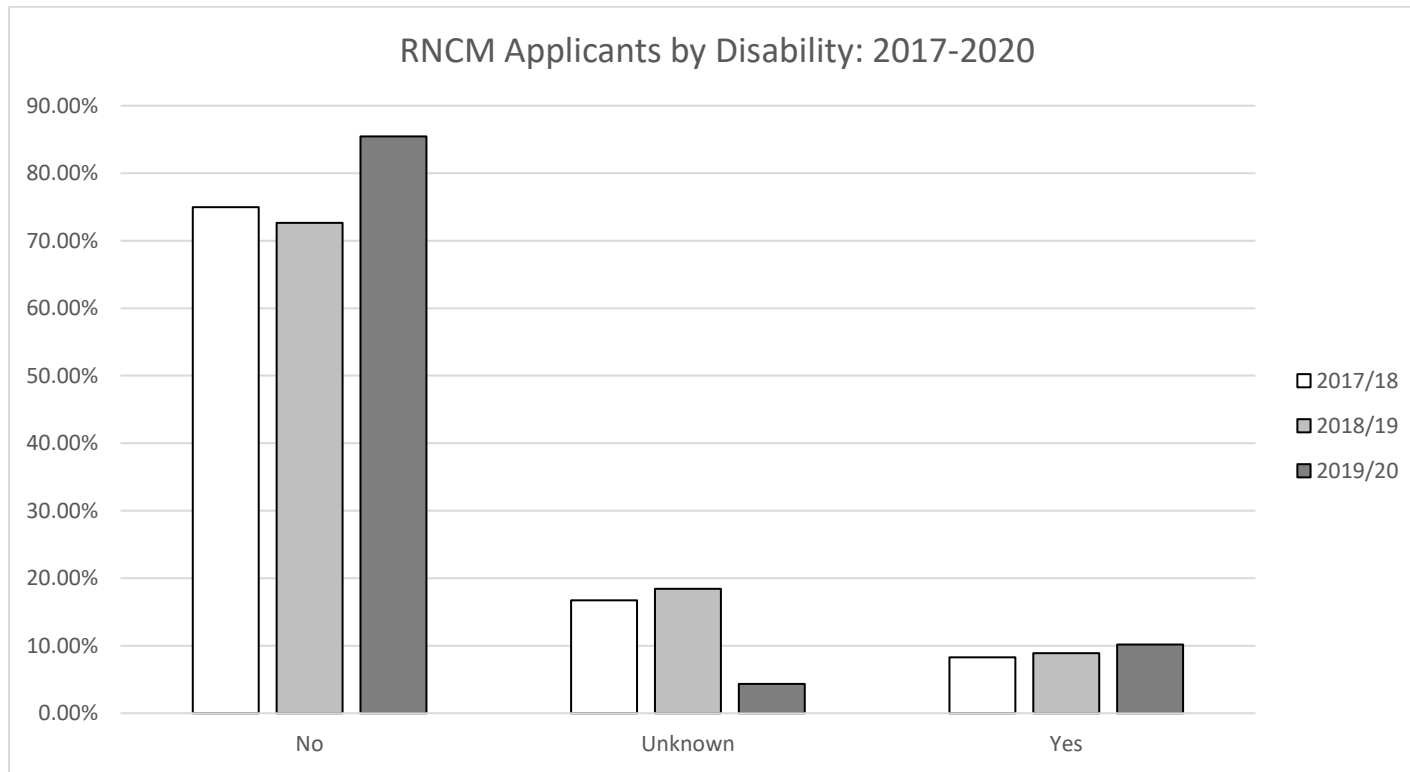
Applicant analysis is based on the last 3 entry cycles (2017-18, 2018-19 and 2019-20) expressed as a percentage.

**Applicants by age (at point of entry)**



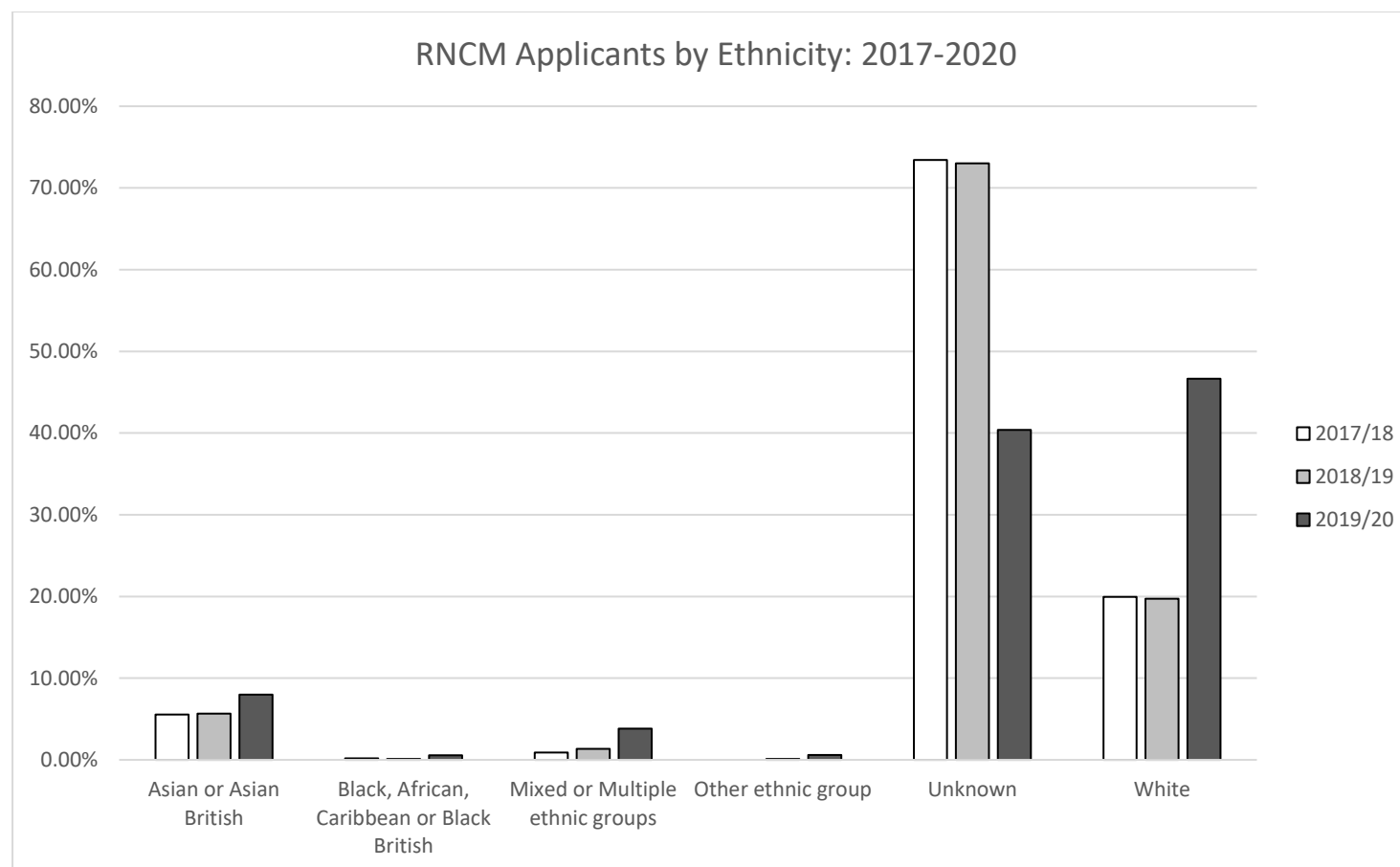
The College applicants remain predominantly within the two age groups - '18 years and under' (normally applicants for undergraduate programmes) and '21-24 years' (normally applicants for postgraduate programmes upon completion of a 4-year undergraduate programme at College or another institution). That said, both the groups '25-29 years' and '30 years and over' have seen upwards trajectories over recent years, highlighting the acceptance that a conservatoire (HE) education can be accessed by individuals who have had time and/or experience within the industry of other areas, rather than directly from FE.

## Applicants by Disability



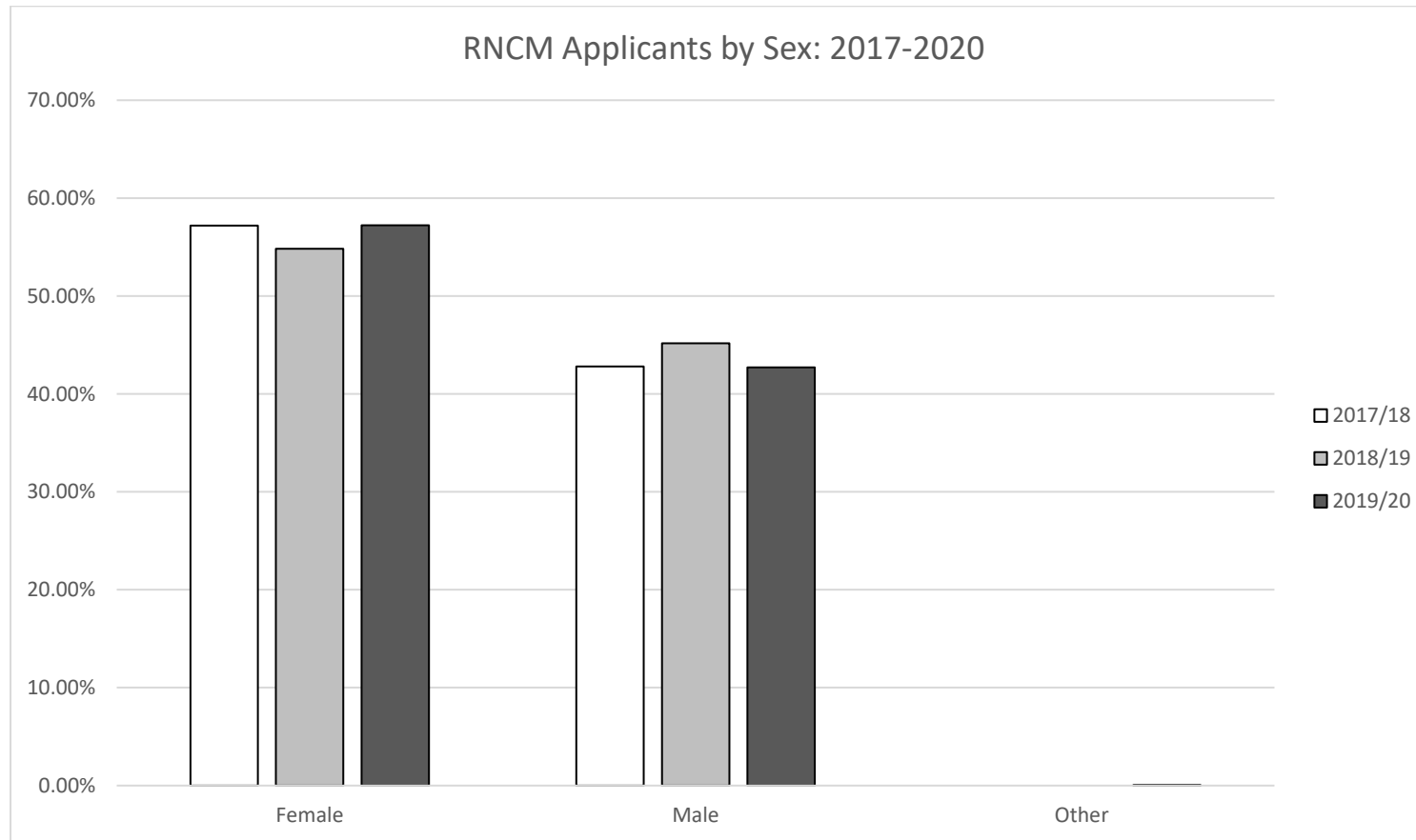
The number of applicants declaring a disability ('Yes') has continued to increase over the last 3 years, and now stands at over 10%. However, the numbers of those declaring that they do not have a disability ('No') has increased at the expense of the 'Unknown' group – which does lead to a more complete dataset. The continued increase in those responding 'Yes' is a positive statistic in highlighting that applicants do not feel that self-declaration will be a barrier to an education at College.

## Applicants by Ethnicity



Applicants grouped by ethnicity has been skewed in recent years by the number recorded as 'Unknown'. Applicants self-declare their ethnicity, and the reduction in 'Unknown' seems to have been reflected by the increase in the number of applicants declaring themselves 'White'. There have been increases in all other groups, most markedly in the 'Asian or Asian British' and 'Mixed or Multiple ethnic groups'. That said, even though the numbers are increasing, there is still work to be done across College.

## Applicants by Sex



Applicants grouped by sex is fairly stable in recent years, with 2018-19 seeing a dip in female applicants. However, the student population has more male students than female students, and so more analysis is required in what factors lead to the reversal of the female/male ratio across the admission cycle and into registration.

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