



ROYAL ACADEMY
OF MUSIC

Equality, Diversity and Inclusion Annual Report 2019/20

The Royal Academy of Music, Britain's oldest conservatoire, was founded in 1822 and received its Royal Charter in 1830 (supplemental charter granted in 1998). The Academy is a registered charity, number 310007 and a company registered with Companies House, number RC000438.



Introduction	3
1. Activities and updates since the last report.....	4
1.1. Students' Union activities.....	4
1.2. Conservatoires UK bi-annual conference	4
1.3. Dean of Students.....	4
1.4. Student Data Manager.....	5
1.5. The Bridge Group report	5
1.6. Access and participation.....	5
1.7. Gender pay gap 2018/19	6
2. Statement on how we are meeting the requirements of the Equality Act.....	7
3. Applicant, student and staff equality datasets and commentary	8
4. Applicant equality data and information.....	9
5. Student and staff equality data and information.....	11
5.1. Age.....	11
5.2. Disability	12
5.3. Ethnicity.....	13
5.4. Gender	15
5.5. Student attainment data	16
5.6. Staff equality data and information	18
5.7. Staff recruitment monitoring	21

Introduction

In accordance with the Academy's equality duty and as set out in its newly revised terms of reference, the Equality, Diversity and Inclusion Committee commissions this annual report to be presented to the Governing Body and published on the Academy's website.

The purpose of the report is to provide an update on any notable activities, appointments or achievements that demonstrate the Academy's progress towards its equality aims and objectives; to present complete student and staff data sets (from the previous academic year) accompanied by a clear explanatory narrative; and to provide evidence of the need for further progress and recommendations for the Equality, Diversity and Inclusion Committee or the Governing Body to consider.

1. Activities and updates since the last report

There have been a number of appointments, staffing changes, initiatives and activities so far in 2019/20, which will play a valuable role in the promotion of Equality, Diversity and Inclusion at the Academy.

1.1. Students' Union activities

In August 2019, new Students' Union President, Stephen Payne, began his term of office, supported by his team of elected Student Union Reps for the undergraduate and postgraduate programmes, international students, and events and societies. Together they have delivered several new initiatives which support EDI, such as a mental health and wellbeing survey, which has been instrumental in raising awareness among students and staff about the increasing need for additional support in this area. The Students' Union has also set up an affiliation with Nightline. Other inclusive Students' Union activities included an International Food evening, a seminar on performance anxiety, a dog therapy day and activities for international students who stayed in the UK over the Christmas period.

Santander Universities granted the Students' Union £1,500 to assist with funding events that promote and encourage equality, diversity and inclusion in 2019/20. The money has so far been allocated towards the creation of a BAME Society and subsidising events so that tickets could either be offered free or at minimal cost.

1.2. Conservatoires UK bi-annual conference

In November 2019, the Conservatoires UK Conference was held at the Royal Conservatoire of Scotland. Its agenda strongly focused on student mental health and wellbeing. One of the highlights was the closing session, jointly hosted by the CUK Student Network and the Chair of Equity. The session considered the issues of safe space and consent in a performance setting, raising some key discussion points, which formed the basis for a subsequent event hosted by the Royal Northern College of Music. This resulted in the drafting of a safe space statement, specifically mentioning sexual misconduct, which is due to be approved by the CUK Board.

1.3. Dean of Students

In the autumn of 2019, Liz Kenny took up the newly created role of Dean of Students. Liz's focus has so far been student mental health and wellbeing support, resulting in a huge amount of progress being made in this area over a short space of time. This includes the redrafting of a number of procedures, the appointment of additional counselling staff to meet increasing demand and, most recently, the creation of a new Senior Psychological Therapist post to oversee this area of delivery.

1.4. Student Data Manager

A new Student Data Manager role was created and taken up in July 2018 by Paul Ashton, who is based in the Registry Team. One of Paul's first tasks was to create a comprehensive student data set, to include data tables covering the usual recruitment, retention, progression attainment and equality monitoring information. This has now been expanded to include categories pertinent to access and participation for applicants and enrolled students. Access to this information will allow us to interrogate specific areas of student activity and intersections of data, for example to monitor whether there are any progression, retention or attainment gaps between students from BME backgrounds compared to those from non-BME backgrounds.

1.5. The Bridge Group report

The Academy commissioned the Bridge Group to research higher education sector practice in means-testing and financial support for students from under-represented and disadvantaged backgrounds, in preparation for an internal review and potential redesign of the Academy's financial support programmes. The report was received by the Senior Management Team in September 2019 and the Registry has since made a number of changes following its recommendations. These include the cessation of a higher fee for late applications (on the basis that students from under-represented groups are more likely to apply late) and the addition of a travel expenses allocation to our existing audition fee waiver policy for applicants from low-income backgrounds, to further support them in attending their audition. Financial support information is being reviewed in terms of ensuring that it is as clear and accessible as possible to prospective students and applicants in order that they can make informed choices about whether they apply to study here. The Academy also aims to create and implement a new means-testing system for bursary support over the coming year.

1.6. Access and participation

An Access and Participation Manager, Claire Cooke, was appointed in early 2020 to oversee and co-ordinate the Academy's activity in this area; to oversee the Academy's Access and Participation Plan; and to monitor day-to-day progress against our published targets. A new Access and Participation Committee has been created on the academic side of the committee structure and will report to Academic Board. The committee will oversee specific activities aimed at prospective and current students from under-represented groups at each stage of the lifecycle and the Academy's evaluation programmes. There will be some necessary overlap between the work of the Access and Participation Committee and the Equality, Diversity and Inclusion Committee, and it will therefore be crucial that the distinctions between their respective remits are widely understood.

1.7. Gender pay gap 2018/19

The Academy's gender pay gap 2018/19 analysis reported a mean gender pay gap of 16%, a reduction of 2% from last year, and a median gender pay gap of 12%, a reduction of 3%, both downward trends. The Academy is in line with the HEI sector.

The gender pay gap has been eliminated in the Junior Academy through the introduction of a single teaching pay rate. In professional services, there is a negative gender pay gap, with women being paid more on average than men.

The gap is closing because we have the following in place:

- A robust job evaluation scheme
- Name blind recruitment
- A commitment to embracing flexible working across the institution
- A commitment to promoting family-friendly policies and a work-life balance

The challenge for the Academy is to further reduce the gap across teaching roles.

2. Statement on how we are meeting the requirements of the Equality Act

As an organisation in receipt of public funding, the Academy is subject to the Public Sector Equality Duty: specific requirements designed to ensure that the Academy is compliant with the Equality Act and to demonstrate the public sector's commitment to equality and diversity.

As well as the general public sector duty, which requires due regard to:

- eliminate unlawful discrimination, harassment and victimisation,
- promote equality of opportunity for under-represented groups, and
- foster good relations between members of different groups,

The Academy is subject to specific duties relating to higher education. These duties require the Academy to:

- have specific and measurable equality objectives,
- demonstrate 'due regard' in implementing policies, procedures and new practices, and
- regularly publish information on the diversity of the organisation.

The Academy met the first of these requirements by publishing the Equality, Diversity and Inclusion Scheme 2020-24 and accompanying Action Plan, which established objectives against each of the protected characteristics for delivery through to 2021.

The Academy demonstrates 'due regard' in respect of new policies, procedures and practices through its established framework of conducting Equality Impact Assessments (EIAs), to ensure that changes to policies and new initiatives are assessed for their impact (whether positive or negative) on the protected groups. Examples of EIAs conducted in the 2018/19 academic year are a Grade 5 music theory camp and the Academy's new website.

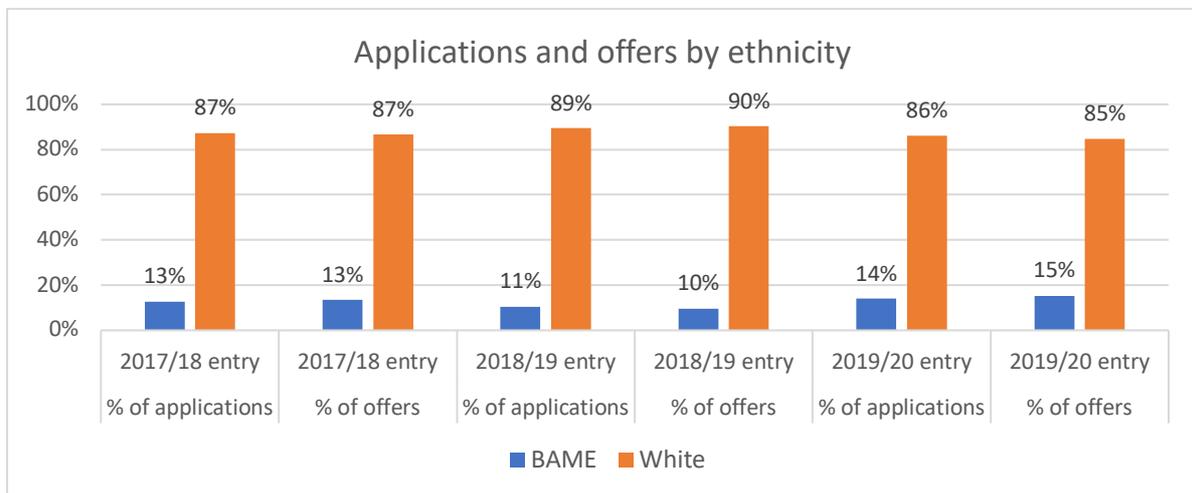
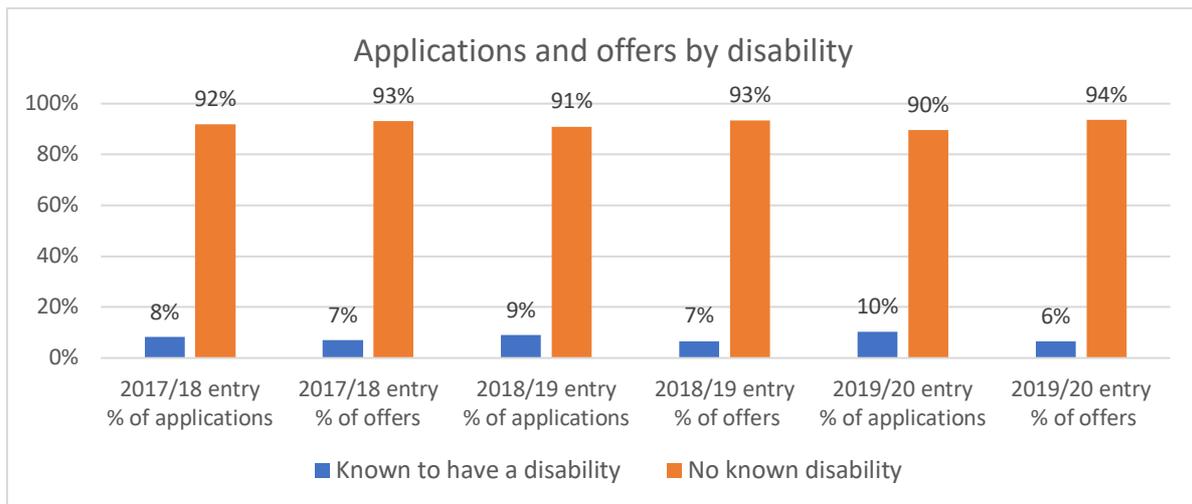
The third requirement is fulfilled via publication of this annual Equality, Diversity and Inclusion report containing student and staff monitoring data.

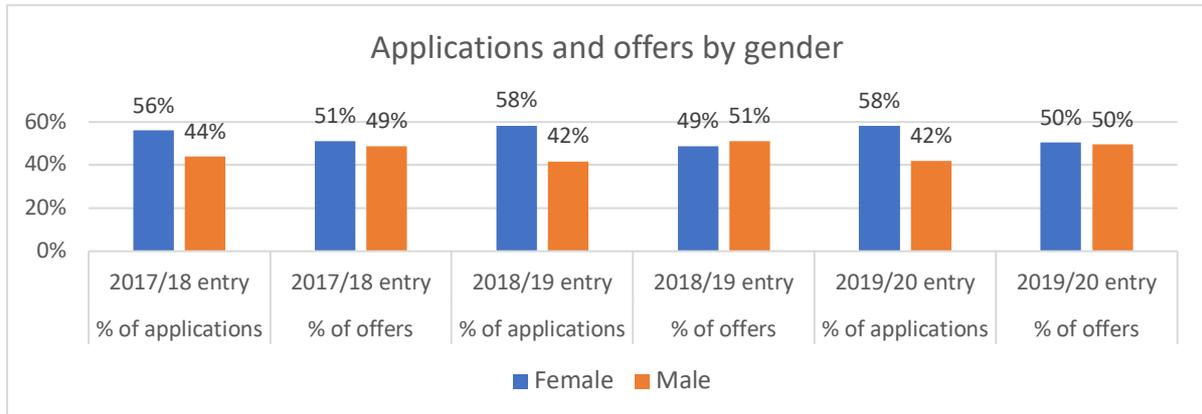
3. Applicant, student and staff equality datasets and commentary

The following sections contain equality monitoring data and commentary for students, applicants and staff. The data for applicants is drawn from UCAS data. Student and staff data is drawn from HEIDI Plus and created from HESA datasets. The data on recruitment in section 8 is taken from internal data sources as part of the recruitment process.

4. Applicant equality data and information

Although the data in this section falls under the remit of access and participation at the Academy, it is useful to capture it in this report alongside the enrolled student data. The data on gender is in line with the patterns that can be observed in section 5.4. It clearly demonstrates that there is more work for us to do towards our access targets, particularly in terms of applications from people with disabilities and from BME backgrounds.





On a positive note, it also shows that similar numbers of applicants from these groups are being offered places. The challenge for the Academy is to increase the pool of applicants from under-represented groups. This is being addressed via the targets and activities set out in our Access and Participation Plan.

5. Student equality data and information

5.1. Age

Undergraduate students can be divided into two categories – young and mature – according to HESA definitions. Young are aged under 21 on the start date of the term in which their course commences. Mature students are 21 or over by this date.

The most common age to start an undergraduate programme at the Academy is 18, with 58% of all undergraduates starting in 2018/19 of that age. In exceptional cases we admit students who are age 17, on the proviso – as set out in our Admissions Policy – that they will turn 18 by 31 December in the year that they enrol. In 2018/19, 5% of our new undergraduate intake was 17 on enrolment. The Academy operates enhanced safeguarding measures for students in this category.

In line with sector norms, the majority of Academy students are aged 24 or below and the Academy’s profile broadly matches that of the conservatoire sector (Figures 1 and 2). Over the last three years, the numbers in each category have been reasonably stable (Figure 5). The postgraduate age data (Figure 4) shows that the majority are firmly at the younger end of the scale, with 60% in the 21-24 years bracket.

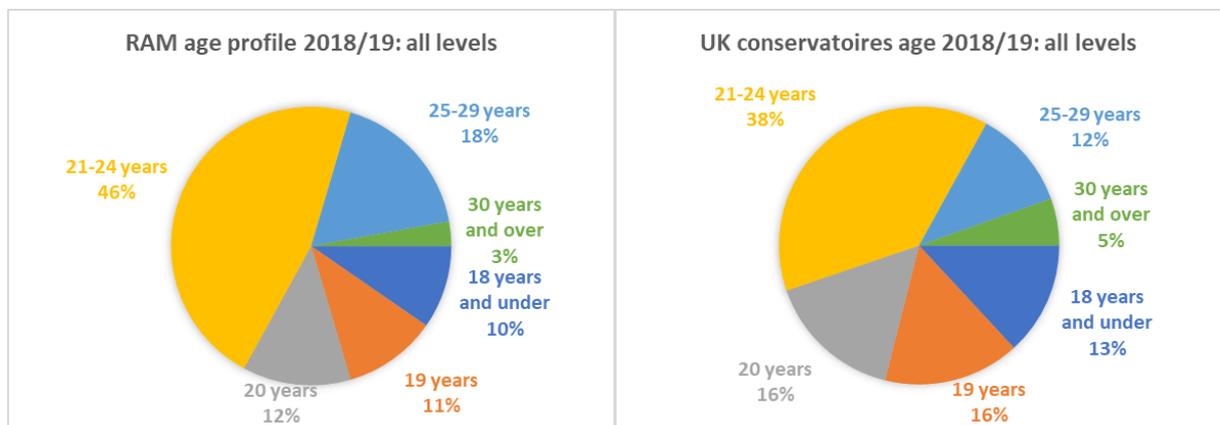


Figure 1

Figure 2

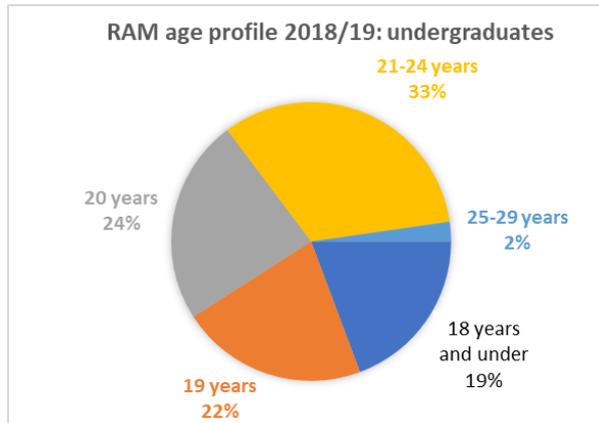


Figure 3

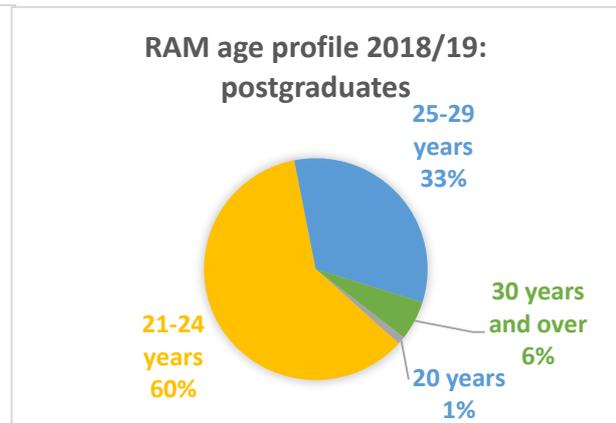


Figure 4

Age comparison over three years

Age group	2016/17	2017/18	2018/19
18 years and under	9.2%	10.1%	9.7%
19 years	11.0%	10.7%	10.8%
20 years	11.0%	11.9%	12.5%
21-24 years	47.9%	47.6%	46.6%
25-29 years	17.8%	16.1%	17.6%
30 years and over	3.1%	3.6%	2.8%

Figure 5

5.2. Disability

In 2018/19, HESA data shows 11.4% of all students declared a disability (Figure 6). This is made up of 13% in the undergraduate population and 10% in the postgraduate population. This is below the conservatoire sector average of 18%, but the highest percentage for the Academy in recent years (Figure 10).

The majority of disability declarations at the Academy are learning-related ones. The Academy provides Personal Learning Plans (PLPs) to support students through their studies, and with assessments through the provision of a bespoke plan arranged in consultation with the Disability Advisor.

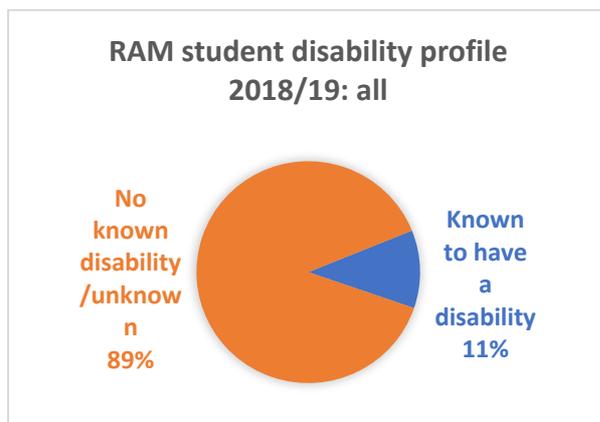


Figure 6

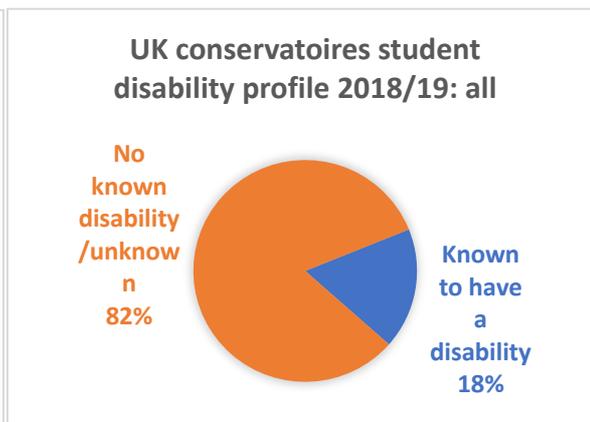


Figure 7

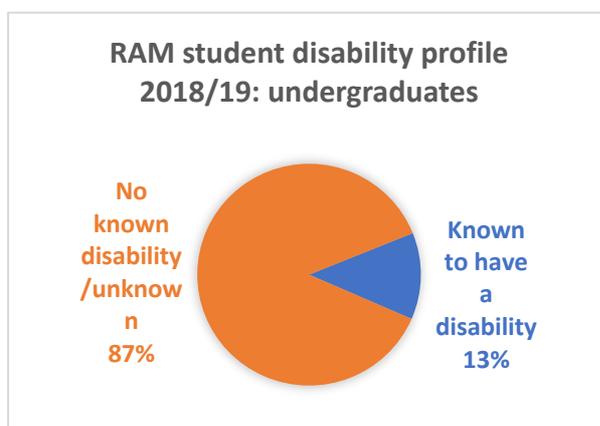


Figure 8

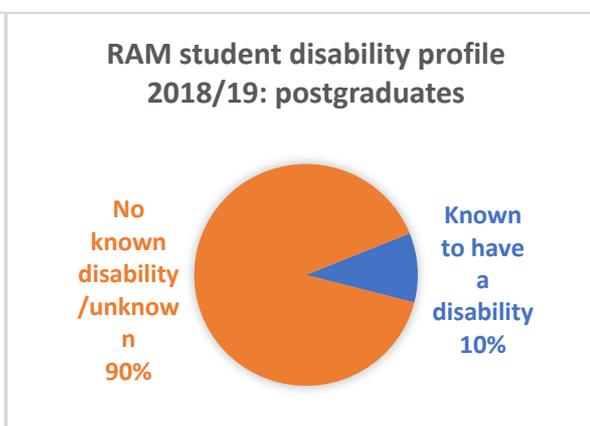


Figure 9

Disability comparison over three years

Status	2016/17	2017/18	2018/19
Known to have a disability	11.0%	9.5%	11.4%
No known disability/unknown	89.0%	90.5%	88.6%

Figure 10

5.3. Ethnicity

In 2018/19, the Academy's BME population was 12%, (Figure 11), which is slightly higher than the conservatoire average of 10% (Figure 12). The three-year comparison (Figure 15) shows similar figures in recent years. The undergraduate BME population was 15%, which is encouraging for our access and participation

targets. The challenge for the sector is to increase the percentage of BME home students, as well as encourage higher rates of self-reporting of ethnicity across the student populations in order to reduce the percentage of unknown/not available data.

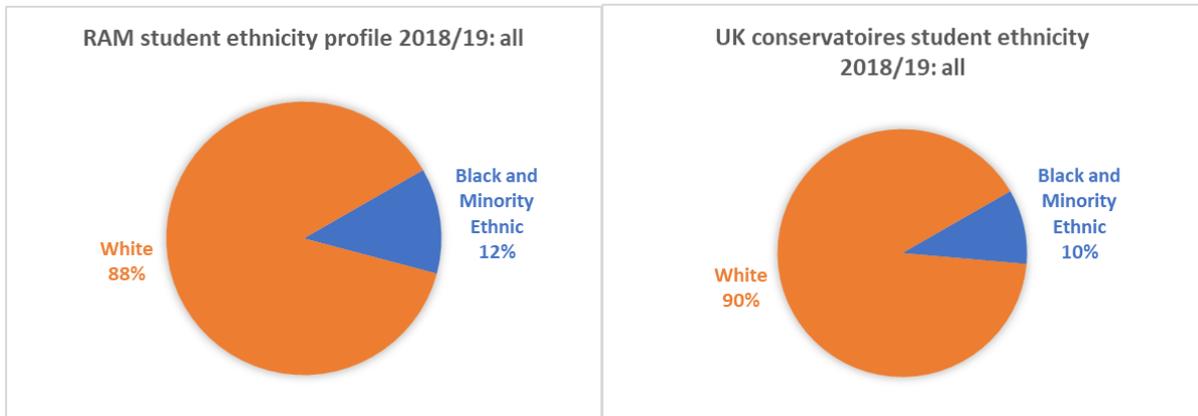


Figure 11

Figure 12

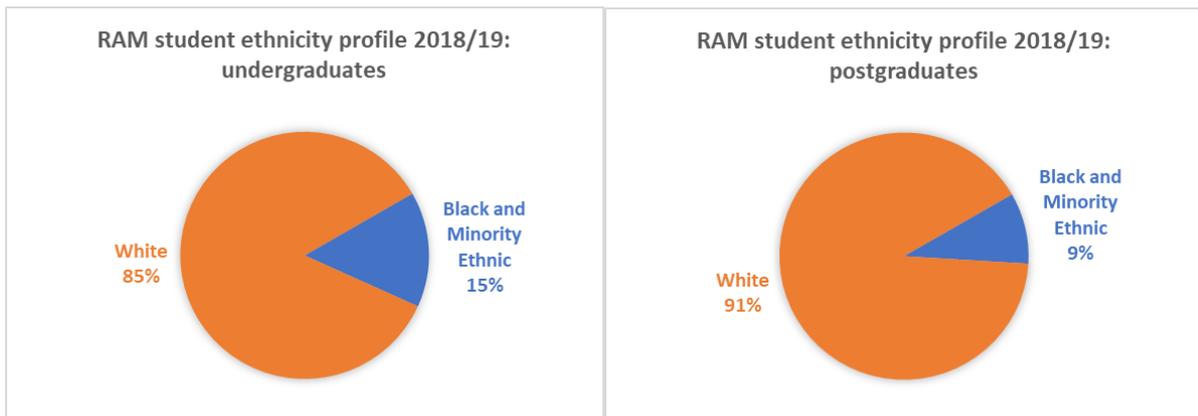


Figure 13

Figure 14

Ethnicity comparison over three years

Status	2016/17	2017/18	2018/19
Asian	5.6%	5.3%	4.2%
Black	0.0%	2.1%	2.1%
Mixed	3.3%	6.4%	5.3%
Other	1.1%	0.0%	0.0%
White	90.0%	86.2%	88.4%

Figure 15

5.4. Gender

In 2018/19, the student population consisted of 49% female and 51% male students and this has been completely static for the past three years (Figure 20). This is a slightly different pattern to the conservatoire average of 45% female and 55% male (Figure 17). The undergraduate and postgraduate splits display an interesting contrast, where undergraduates mirror the conservatoire sector average with a split of 45% female and 55% male, whereas postgraduates are split 53% female and 47% male.

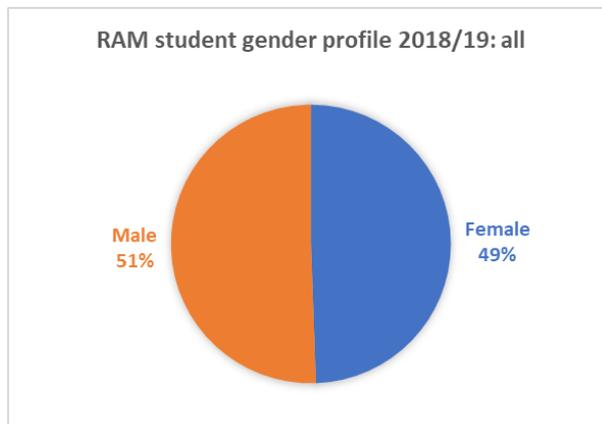


Figure 16

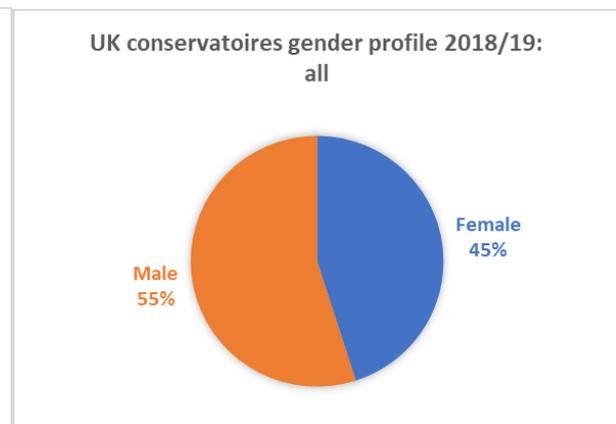


Figure 17

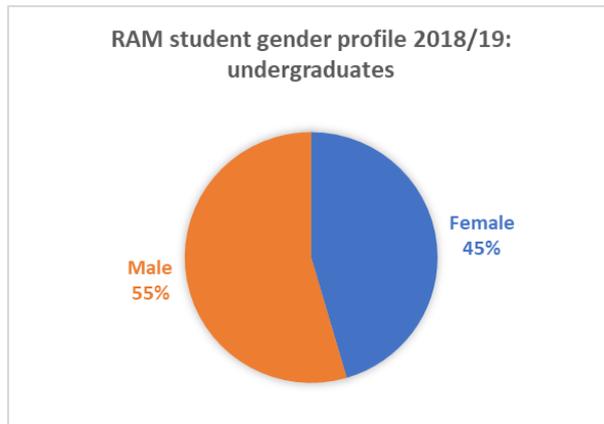


Figure 18

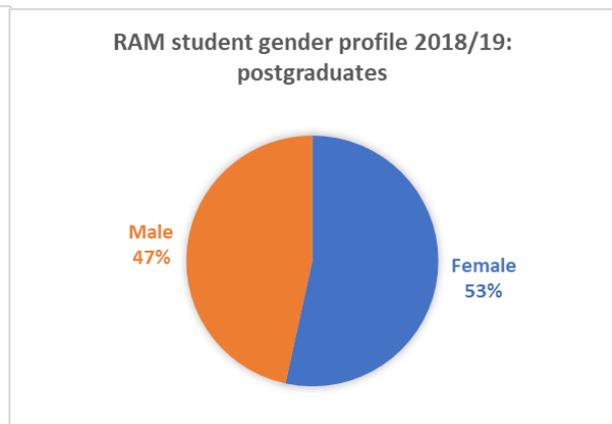


Figure 19

Gender comparison over three years

Gender	2016/17	2017/18	2018/19
Female	49.4	49.4	49.4
Male	50.6	50.6	50.6

Figure 20

5.5. Student attainment data

The following charts set out the percentage of students achieving 'good degrees' (first- or second-class honours) according to disability, ethnicity and gender. The data below supports our narrative that once students have been admitted to the Academy, there are minimal attainment gaps between females and males, or between students from under-represented groups and the rest of the student population.

It is important to note that the ethnicity data for 2016/17 is likely to be related to the reporting issues that are noted in 5.3, above. It is very encouraging to observe that there was no gap at all across either disability or ethnicity in terms of attainment in either the 2017/18 or 2018/19 academic years.

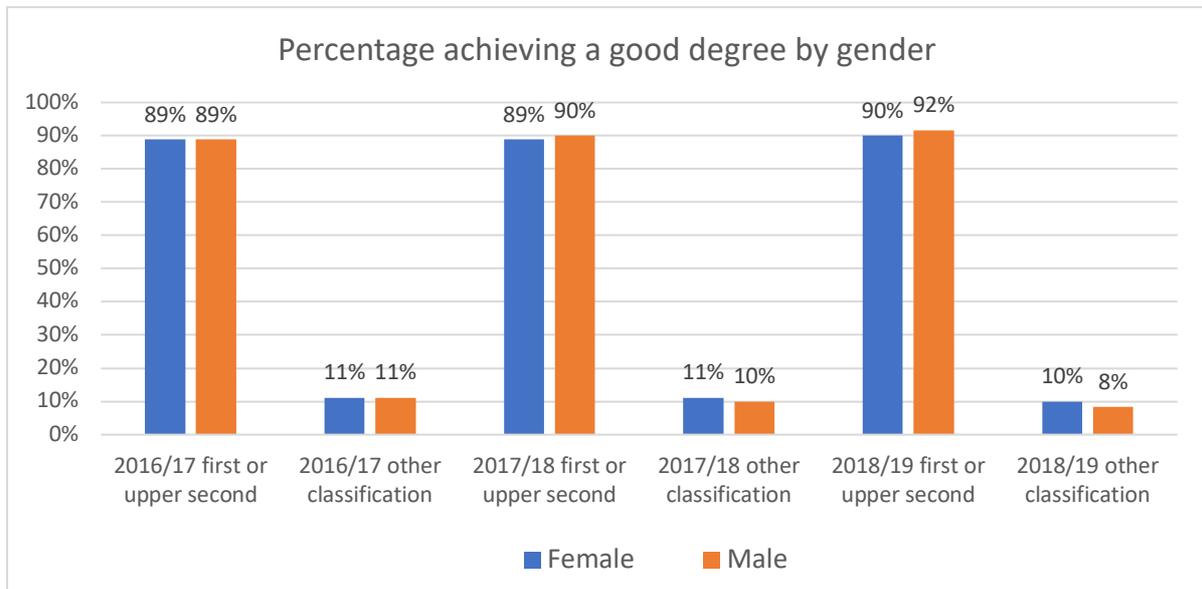


Figure 21

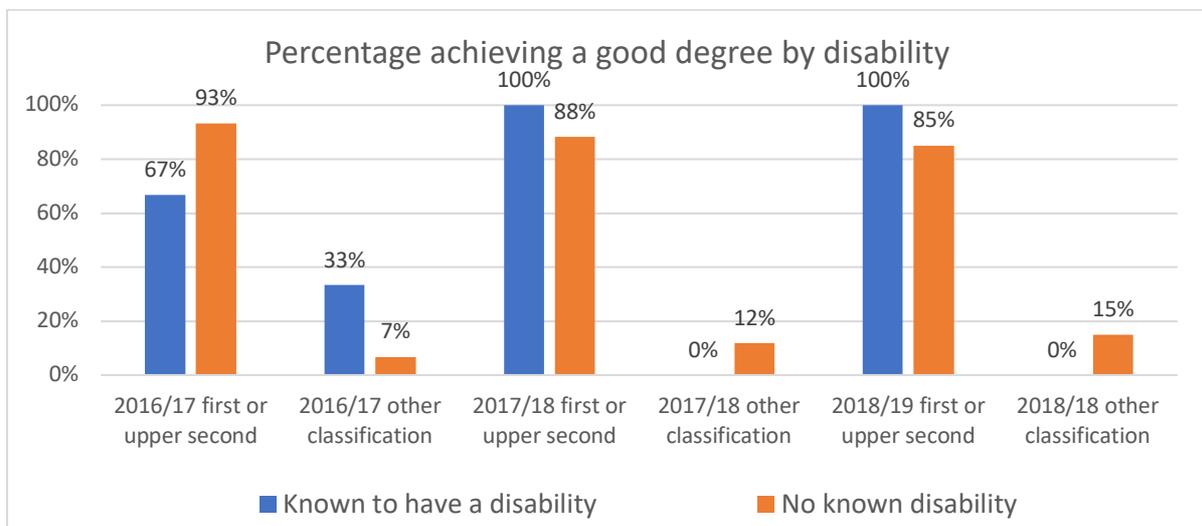


Figure 22

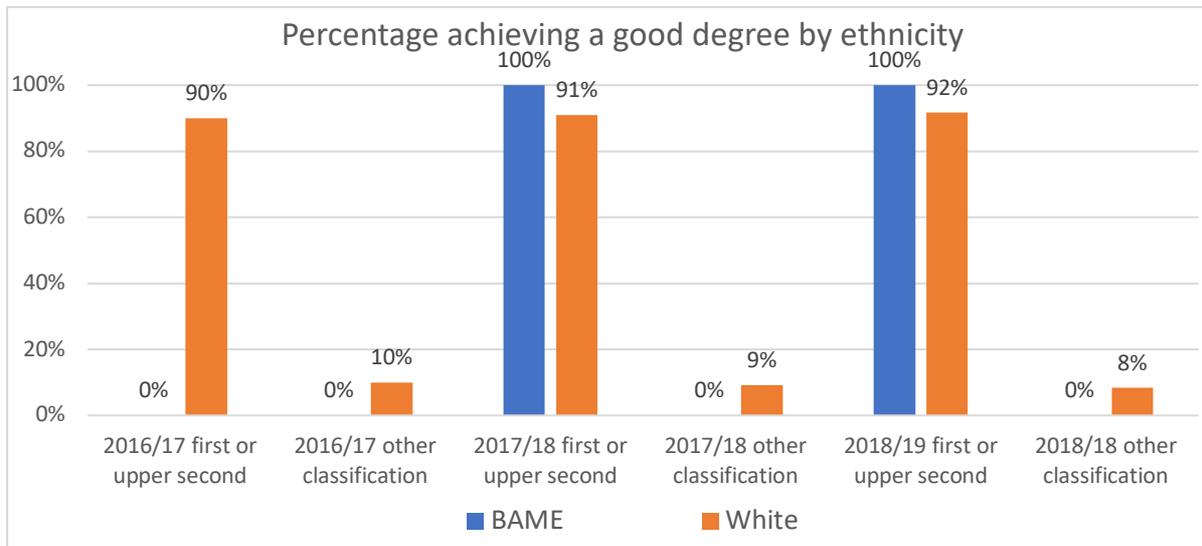


Figure 23

5.6. Staff equality data and information

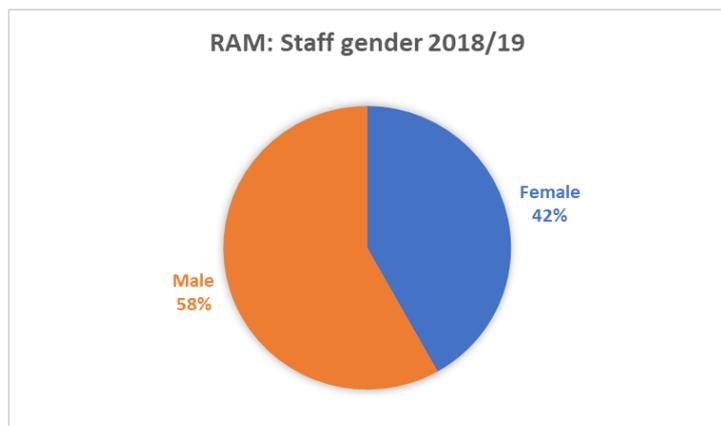
The following information provides an overall diversity profile of our staff and includes recruitment monitoring data in each case. This data informs the setting of our equality objectives as part of our Equality, Diversity and Inclusion Action Plan.

We began collecting data for sexual orientation and religion or belief in 2010 and hold data for approximately 70% of staff.

In line with the Equality Act 2010, the below data is broken according to Age, Ethnicity, Gender, Disability, Religion or Belief and Sexual Orientation. The following data shows the breakdown of a 2018/19 total of 576 staff, as a percentage.

5.6.1. Gender

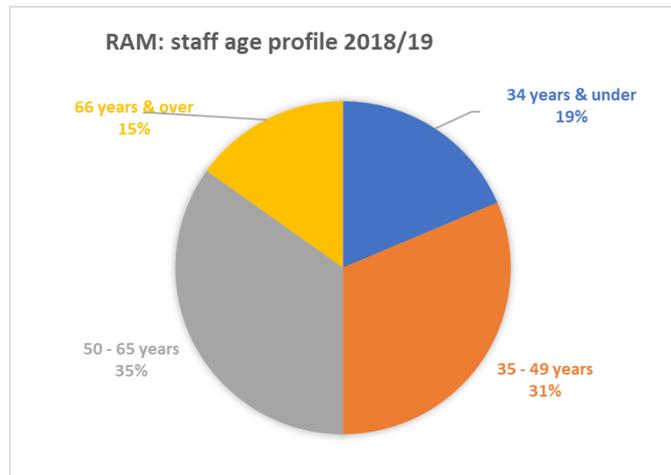
The overall Academy gender profile has remained relatively unchanged over the past six years. The low turnover of professorial staff has led to a slower than anticipated increase in the number of female staff across the institution as a whole;



however, female staff are represented strongly in managerial and Head of Department roles.

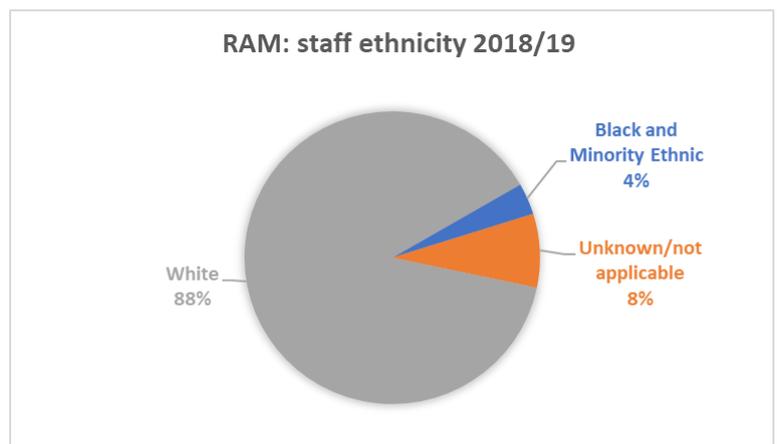
5.6.2. Age

The Academy continues to be an age-diverse employer of the conservatoire sector in the 50-65 years and 66 years and over categories. There has been little change since 2016/17.



5.6.3. Ethnicity

While Academy BME figures have remained consistent over the past five academic years, the introduction of name-blind recruitment in 2016 has contributed to a 2% increase of staff identifying as BME.



5.6.4. Disability

Disability breakdown	
Declared disabled	3.6%
Not known to be disabled	96.4%
Total	100%

5.6.5. Sexual Orientation

Breakdown of staff sexual orientation profile	
Heterosexual/straight	54%
Gay/lesbian	5%
Bisexual	2%
Prefer not to say	9%
Unknown (data unavailable)	30%

5.6.6. Religion or belief

Breakdown of staff religion or belief	
Christian	25%
Other (including Buddhist, Hindu, Jewish, Muslim, Sikh)	3%
No religion	30%
Spiritual	1%
Prefer not to say	11%
Unknown (data unavailable)	30%

5.7. Staff recruitment monitoring

The following tables show the total number of applications received in respect of each protected characteristic and the respective percentage breakdowns for the total number of people shortlisted for interview and offered a position. 57 vacancies were advertised during the academic year 2018/19, for which a total of 1,134 applications were received. As a Disability Confident employer, all applicants meeting the minimum role criteria and who declared a disability were interviewed. The Academy adopted a name-blind approach to the initial selection process in staff recruitment in March 2016, which aims to eliminate unconscious bias.

Recruitment disability monitoring				
Disability breakdown	Total number of applications	% all applicants	% interviewed	% offer made
Declared disabled	80	7	7	2
Not known to be disabled	973	86	86	92
Not provided	81	7	7	6
TOTAL	1,134	1,134	253	55*

*There is a lower number of offers compared to vacancies due to two roles not being appointed.

Recruitment gender monitoring				
Gender breakdown	Total number of applications	% all applicants	% interviewed	% offer made
Male	459	40.5	41	42
Female	662	58.5	59	58
Not Provided	10	1	0	0
TOTAL	1,134	1,134	253	55

Recruitment ethnicity monitoring				
Ethnicity breakdown	Total number of applications	% all applicants	% interviewed	% offer made
White	777	68.5	72	67
BAME	229	20	14	14.5
Not provided	128	11.5	14	18.5
TOTAL	1,134	1,134	253	55

Recruitment Age Monitoring				
Age (as at 01/07/2019)	Total number of applications	% all applicants	% interviewed	% offer made
Under 30	598	52	45	43
30-50	388	34	41	43.5
Over 50	81	7	7	9
Not provided	67	7	7	4.5
TOTAL	1,134	1,134	253	55

Recruitment religion or belief monitoring				
Religion or belief breakdown	Total number of applications	% all applicants	% interviewed	% offer made
Christian	347	30.5	28	25
Other (inc Buddhist, Hindu, Jewish, Muslim, Sikh)	105	7	7.5	4.5
No religion	524	46	48	56
Prefer not to say	87	7.5	8.5	9
Not provided	71	6	8	5.5
TOTAL	1134	1134	253	55

Sexual orientation monitoring				
Sexual orientation monitoring	Total number of applications	% all applicants	% interviewed	% offer made
Heterosexual/straight	796	68	69.5	78
Gay/lesbian	77	6.5	7	5.5
Bisexual	58	5	3.5	2
Prefer not to say	133	11.5	13	12.5
Unknown (data unavailable)	70	6	7	2
TOTAL	1,134	1,134	253	55