ROYAL ACADEMY OF MUSIC

BELONGING ANNUAL REPORT ACADEMIC YEAR 2025/26

Cengiz Ali
November 2026

The Royal Academy of Music moves music forward by inspiring successive generations of musicians to connect, collaborate and create.
Charity number 310007
Company registration number RC000438

MARYLEBONE ROAD, LONDON NW1 5HT
RAM.AC.UK

UNIVERSITY OF LONDON

Continued overleaf.

TABLE OF CONTENTS

Introduction 3
1. Activities and updates since the last report 4
2. Meeting the requirements of the Equality Act 11
3. Applicant, student and staff equality datasets and commentary 16
4. Applicant equality data and information 16
5. Student equality data and information 17
6. Staff equality data and information 25
Appendix 1 27

INTRODUCTION

In line with the Royal Academy of Music's commitment to Diversity, Equity, Inclusion and Belonging (DEIB), this Annual Report provides an overview of the progress made during the 2025/26 academic year. The report is prepared on behalf of the Belonging Committee for the Governing Body and wider Academy community and demonstrates how DEIB considerations continue to be embedded across our strategic priorities, decision-making and day-to-day activities.

This report highlights key developments, initiatives, and achievements across the Academy, together with relevant student, applicant, and staff equality data. It supports our ongoing commitment to transparency, accountability, and evidence-based action, while helping us assess progress against our equality objectives and legal responsibilities under the Equality Act 2010 and the Public Sector Equality Duty.

The Academy continues its long-term work to broaden access to world-class music education and create an environment in which talented individuals from all backgrounds can thrive. While meaningful progress has been made, we recognise that achieving lasting change requires sustained commitment, collaboration, and continuous reflection. Diversity, Equity, Inclusion and Belonging remain a shared responsibility across the institution, supported by the leadership and oversight of the Belonging Committee and colleagues throughout the Academy.

We also remain mindful of the evolving language and understanding of identity, inclusion, and representation. The Academy no longer uses the terms BAME or BME except where data is sourced from external organisations such as UCAS or HESA and those classifications remain in use. We continue to encourage students and staff to self-identify in ways that reflect their lived experience and recognise the importance of respectful, inclusive language throughout our work.

As Chair of the Belonging Committee, I would like to thank colleagues, students, Governors and Committee members for their continued commitment, challenge, and support. Their contributions play a vital role in helping the Academy build a culture in which everyone feels welcomed, valued and able to succeed.

Cengiz Ali
Director of Human Resources
Chair, Diversity, Equity, Inclusion and Belonging Committee 2025/26

ACTIVITIES AND UPDATES SINCE THE LAST REPORT

There were a significant number of developments, initiatives and activities contributing to the ongoing work in Diversity, Equity, Inclusion and Belonging at the Academy in 2025/26. These are summarised below.

1.1 STUDENTS' UNION

Our SU team this year was led by Gabriel Alves Candido da Silva. He brought the voice of international students to the fore, investigating our policies on working practices and payments for students on a Student Route Visa. The SU organised a seminar attended by over 80 students from across CUK. It was led by Rebecca Engel-Morton, a specialist Immigration solicitor. Students of the SU ESG Committee (co-chairs: Sana Abu-Jabir, Raj Bhaumik and Gabriel Alves) collaborated with our Chair of Governing Body and Finance Director to begin a dialogue on our Investment Policy and made significant updates to it. The SU ESG representatives now meet with key members of the Investment Sub-committee annually for updates in this area.

With thanks to the SU-ESG committee.

The SU team noted that general events organised were varied, however we noted a lack of engagement with the SU from the students. The SU will work to foster the connection between the SU and the student body in the following year, and ensure students feel confident in submitting feedback through our RAMSU Officers for the SU President to receive.

1.2 STAFF ACTIVITIES

The Staff Social Group continues to put on an array of inclusive activities which include termly coffee mornings, cultural events, group concert attendance, and a termly staff quiz.

The Staff Social Group is publicised to new starters during the Induction morning and colleagues are encouraged to contact the group with any ideas for new events or activities that they would like to be part of or would like help to organise.

The Academy also held its third Wellbeing week which encourages staff to take time to focus on their mental and physical wellbeing. Events included staff massages, Reflexology, Yoga, Alexander Technique and Feldenkrais classes, crafts, meditation, and a step-count challenge.

1.3 EQUALITY, DIVERSITY, AND INCLUSION UPDATES

NOTE FROM THE DEAN OF STUDENTS

Since 2022 I have published Reports on Belonging, Change and Inclusion from the perspective of the student experience separately on our website. This year and going forward, we have decided

to amalgamate this narrative project with the wider institutional facts and figures-oriented document, so that readers can easily measure our efforts and intentions against results.

As ever, we are grateful to students and staff for their energy and commitment to shaping the Academy according to the values in our Belonging Strategy.

Our Disability, Counselling and Learning Support team continued to enable students to navigate their individual journeys through their studies. PhD student mentors, managed by Learning Support tutor James Whittle, added expertise in Mandarin to the team, in order to connect with a range of undergraduates on the BMus.

On 15 October 2025 we hosted an Inclusive Teaching workshop, in collaboration with Central School of Speech and Drama. We were led by Broderick Chow, Central's Director of Learning, Teaching and Inclusion, and our own Pete Churchill, Professor of Jazz Voice, Composition, Arranging and Improvisation. Staff and alumni from Principal Study and learning support areas discussed their experiences of searching for inclusion in real-time, creative work. The second half featured the whole group learning Nina Simone's "I Wish I knew How it Would Feel to be Free" by ear, with improvised harmony. We sounded pretty good!

SEEN AND HEARD FESTIVAL

This year the festival highlighted voices from Latin America and from the gender-diverse community. The first event honoured the heritage of the indigenous peoples of Latin America, and the end of European colonial rule in the early nineteenth-century. The second concert celebrated gender-diverse voices in contemporary music including solo piano and string quartet repertoire and a work by Sarah Hennies reflecting on the scientific block theory of time.

OPEN ACADEMY

Over the academic year, Open Academy staff and students worked with just over 3700 individuals through creative projects involving improvisation, collaborative composition and music making in a wide range of settings. Alongside creative projects, Open Academy also produce concerts in community settings. We meet many of the people we encounter through our work more than once over the course of a year, and we recorded over 7000 'engagements' over the year across our projects and concerts. These include early years settings, mainstream and SEND schools, a pupil referral unit, hospitals, together with centres for adults with learning disabilities, people with experience of homelessness, and people living with dementia.

Within each of these contexts, participants generally come from a diverse range of backgrounds; in many of the schools we work with, it is not unusual for there to be around 30 different languages spoken by students and staff. The department's work focusses on neighborhoods where the population have been disadvantaged by under-investment in resources and services.

Highlights of the year include:

- Our continuing relationship with IntoUniversity in Hackney and Bow
- A new partnership with the Kensington and Chelsea Learning Disability Resource Centre, exploring creative music making with adults with learning disabilities
- A tour of primary schools in Tower Hamlets by Open Academy Fellows as part of Spitalfields Music Festival
- The beginning of a new partnership with the The Dragon Cafe, part of Mental Fight Club
- The expansion of our activity with the Bromley by Bow Centre, including a three-week creative project and series of informal concerts.



Open Academy Fellows at Gospel Oak Primary School

MUSEUM AND COLLECTIONS

We continue to support students and staff by facilitating access to the collections through instrument loans and by increasing the number of items available digitally.

During the year, we dedicated time to re-evaluating our displays and considering how we could improve representation across the Academy by drawing on the strengths of our existing collections. Conversely, we have also been reviewing our collections development strategy to ensure it supports the diversification of future acquisitions. The outcomes of these discussions will be incorporated into our policies, collecting practices and displays.

In relation to special projects and exhibitions, we would like to highlight Black History Month in October 2025 (image below). The African Caribbean Society collected statements from musicians and, supported by our department, created a display in the basement corridor. Under the year's theme, *Standing Firm in Power and Pride*, the Academy celebrated "the profound influence of Black musical visionaries whose artistry has transformed cultural and musical landscapes, and how their legacies remind us of the importance of nurturing musical talent across successive generations of Black musicians" (Academy African Caribbean Society).



Drawing on the ongoing research of Dr Briony Cox-Williams into women associated with the Academy, another exhibition was installed in the Lionel Tertis Memorial Display Case entitled *Who Was Jessie Soga?* During her research, Dr Cox-Williams shared with the President of the Academy's African Caribbean Society a photograph of the 1895 student register containing the entry for Jessie Margaret Soga, one of the first African students to attend the Academy. This discovery provided the inspiration for the exhibition and highlighted an important but previously overlooked Academy Alumna.

1.4 WIDENING PARTICIPATION

The Academy's Widening Participation (WP) Department works to widen access to world-class music education for children and young people from groups under-represented in UK music conservatoires. We believe every young person should have the opportunity to develop their musical potential, regardless of background or circumstance. Our work supports progression across the musical journey, from first access to instrumental learning through to Higher Education and conservatoire entry.

Our programmes deliver the Academy's Access and Participation Plan 2025/26–2029/30, approved and monitored by the Office for Students (OfS), the regulator of Higher Education in England. We evaluate our work to understand its impact on access, participation, progression and wider outcomes, including musical development and life skills.



Your Academy

Your Academy is WP's flagship programme, supporting young people under 18 from the Early Years Foundation Stage through to Key Stage 5. Through a programme of termly and annual projects, it provides inclusive, progressive opportunities for musical development across principal study pathways, jazz, theory and ensemble practice. This includes initiatives such as the Community First Strings Experience (CFSE), which delivers whole-class string teaching in state primary schools and Audition Clubs, which support GCSE and A Level students in state secondary schools across London.

Your Academy also recognises the important role parents and caregivers play in supporting a child's musical development. It works with families throughout their musical journey, providing guidance, information and signposting to relevant music hubs, charities and wider extracurricular opportunities. By engaging young people, families and partners from their first point of contact, Your Academy aims to strengthen access, progression and sustained participation in music education for all, regardless of background or circumstance.

Pathways and progression

Participants who enrol with WP progress to junior conservatoires and on to music in Higher Education. In the most recent cycle for 2025/26, 7 WP participants were offered places at Junior Academy and 3 at Junior Jazz. A further 8 CFSE participants auditioned successfully for First String Experience 4. Since 2021, participants have progressed to music and related degrees, including at the Royal College of Music, Royal Academy of Music, Guildhall School of Music & Drama, the Royal Welsh College of Music & Drama, Trinity Laban, Leeds Conservatoire and Russell Group universities including the University of Cambridge and Kings College, London.



The Foundation Year

Launched in 2026 with support from the Clore Duffield Foundation, the Foundation Year is the first fully funded foundation year at a UK music conservatoire. Delivered through the WP Department, it provides state-educated musicians aged 18–20 with an intensive year of specialist musical training, academic development and wider learning opportunities. The programme aims to strengthen participants' skills, confidence and readiness for the next stage of their education or career, supporting progression into Higher Education and wider opportunities across the music sector and beyond.

1.5 RESEARCH AND KNOWLEDGE EXCHANGE

The Research and Knowledge Exchange Office provides central administrative and managerial support for the Academy's research and KE environment. In 2025-26 it continued to action the Academy's *Research Strategy* deliverables to support the realisation of the following strategic aims which relate to Belonging:

1. *Increase capacity for research and the quality of research output*
   The Academy will seek to develop a sustainable staffing strategy to build capacity, explicitly and transparently connecting research to the developing policies of staff reward and advancement, and providing opportunity for staff with a significant responsibility for research to develop and grow their research activities.

2. *Align research with institutional priorities of Belonging*
   The Academy will make progress with staff recruitment and support in relation to Belonging. Working with the Belonging Committee, it will identify intersections between research activity and access and participation initiatives, to alleviate current imbalances within staffing, and take positive steps in relation to external guidance, such as the Athena SWAN Charter and the Race Equality Charter. Additionally, the Academy will develop Equality, Diversity, and Inclusion training packages to support research staff.

In October 2025, a formal mechanism for transferal between 'teaching only' and 'teaching and research' contracts was launched, providing a route for career progression and advancement through engagement with research activity. The Academy's Research Strategy defines research as "a process of investigation leading to new insights, effectively shared," (Research Excellence Framework 2021) and the call is open to 'teaching only' staff doing research according to this definition, for this to be acknowledged within their Academy role and job description. The benefits of having Significant Responsibility for Research (SRR) recognised in job descriptions lie in dedicated time for research, mentoring, publication opportunities, and access to financial support to bring research projects to fruition. In the period under review, 2025-26, four members of staff successfully applied through the transferral process. It remains open and applications are accepted on a rolling basis.

The Academy will make a submission to the Research Excellence Framework (REF) 2029. The REF is designed to assess how well organisations are supporting research excellence. In 2026 the Academy developed its Code of Practice (CoP), a document setting out the approach that the institution is taking in preparation for REF 2029. The CoP was created through an iterative process based on robust, transparent, equitable and inclusive principles that have been developed for the distinct research environment and responsibilities of its staff. A key priority of the CoP is developing an approach that ensures no prejudice or discrimination within the size and scope of the research unit. The Academy is committed to upholding principles of Belonging in all aspects of research across the organisation involving staff and/or students, in a setting of widely varying employment models, workloads and professional activities. Particular consideration is given regarding early career researchers (ECRs) and those on part-time or fixed-term contracts, to fostering a research ecosystem that ensures equal opportunity.

During 2025-26, the Academy piloted a programme of short courses including an in-person Flute Day for adults and an online Grade 5 ABRSM Music Theory summer intensive for young people, providing opportunities to learn from our experienced tutors and meet other musicians. The Academy is committed to the two-way sharing of music research, knowledge and skills with communities and organisations outside higher education and academia. Such KE activity reflects our core ambitions to advance the musical and creative industries in the UK and internationally, and to engage and inspire audiences and learners inclusively in music-making and music education across all levels and life stages.

1.6 GENDER PAY GAP MARCH 2025

The UK has a legal requirement to report on the gender pay gap.

The Academy's gender pay gap 2024/25 analysis report (published May 2026) reported a mean gender pay gap of 14%, an increase of 2% from the previous year and a median gender pay gap of 14%, an increase of 3% in the previous year.

The Academy remains committed to ensuring that men and women are paid equally for work rated as equivalent within the job evaluation scheme and for work of equal value. In May 2026, the Academy launched a new pay and grading structure designed to provide a more consistent, transparent and equitable approach to pay across the Academy. As this report is based on data collected shortly after implementation, it is too early to assess the full impact of these changes

on the Academy's gender pay gap. Any measurable impact is expected to be reflected in the March 2028 report. The Academy will continue to monitor its pay gap data and take steps to reduce disparities where identified. The key challenge for the Academy remains reducing the gender pay gap across teaching roles. For context, the Universities and Colleges Employers Association (UCEA) reported a mean hourly gender pay gap of 11.5% and a median gender pay gap of 9.3% across the higher education sector in England in 2025.

The figures can be attributed to continued work in the following areas:

- Transparency of salary information in job advertising
- The introduction of hourly rates
- 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
- Close monitoring of equality data and oversight at Governing Body level

1.7 TRAINING AND AWARENESS

Students

Completion of three e-learning modules became a requirement for full enrolment from September 2022 and continues to be mandatory for all students. An opt-out process is also available for students who, because of their personal experiences, have concerns about completing the modules or require additional support.

All students completed modules on Bystander Intervention, Consent, and Preventing and Addressing Harassment and Sexual Misconduct. These modules also signpost students to the Academy's support and reporting options, as well as external specialist support services.

Staff

As part of the Academy's continued commitment to safeguarding and staff development, staff are enrolled onto a range of specific short courses, some mandatory, according to their Academy role. The platform also contains a range of other short modules that staff can complete according to areas of interest.

The mandatory courses:

Teaching staff

1. Student Disclosures of Unwanted Sexual Incidents
2. Safeguarding
3. Diversity in Learning and Teaching
4. Sexual Harassment
5. Bullying & Harassment
6. Race in the Workplace
7. Information Security Smart
8. Data Protection
9. Unconscious Bias

Part-time hourly paid teachers can claim up to four hours at the standard part-time hourly rate for the mandatory training courses.

Professional Services staff

1. Safeguarding
2. Diversity in Learning and Teaching
3. Race in the Workplace
4. Sexual Harassment
5. Bullying & Harassment
6. Information Security Smart
7. Data Protection
8. Unconscious Bias

There is also an internal EIA staff training module on the Belonging page on SharePoint.

1.8 JUNIOR ACACDEMY

Junior Academy has continued to make significant progress in widening participation, increasing diversity, and improving access to specialist music education. Key indicators demonstrate a positive shift in student representation, financial support, and progression into higher music study.

One of the most notable developments has been the increase in students educated in the state sector. In 2022, state school students represented 25% of the Junior Academy population. By 2025, this figure had risen to 57.68%, reflecting a substantial improvement in access and engagement with young musicians from a broader range of educational backgrounds.

The ethnic profile of the student body has remained consistently diverse. White students account for approximately 54% of enrolment, while students from Mixed, Asian and Black backgrounds collectively represent around 35% of the student population.

The number of bursaries awarded has increased significantly, rising from 68 students in 2020 to 118 students in 2025. This growth has enabled more talented young people to participate regardless of financial circumstances.

In addition to bursary support, 40 meal provisions were made available to students, helping to remove barriers to attendance and ensuring that practical needs do not hinder participation.

The Kickstart programme has made an important contribution to widening access and promoting the study of less commonly chosen instruments. Through partnerships with schools in Camden, five students have been recruited to learn instruments that are often underrepresented, including: Tuba, Bassoon French horn and guitar

This initiative not only supports individual students but also strengthens the future sustainability and balance of ensemble provision.

The Junior Academy workforce continues to reflect a broadly balanced gender distribution. Female staff represent 55% of the workforce, while male staff account for 35%. This diversity provides students with a range of role models and perspectives across the Academy.

The proportion of leavers progressing to further music study has continued to rise. In 2021, 67% of students leaving the Academy went on to study music at a higher level. By 2025, this figure had increased to 74%, demonstrating the effectiveness of the Academy's teaching, mentoring and progression pathways.

The period from 2020 to 2025 has seen significant advances in access, inclusion and student outcomes. Increased participation from state school students, expanded bursary provision, targeted outreach through the Kickstart programme and improved progression rates into further music study all demonstrate the Junior Academy's commitment to supporting talented young musicians from a diverse range of backgrounds. These achievements provide a strong foundation for continued growth and wider community engagement in the years ahead.



1.9 ACADEMY WEBSITE

In 2025/26 we redeveloped and redesigned the Academy website, with accessibility as a core priority. It now provides users with a significantly improved navigation, user experience and readability. While the project provided an opportunity to align with WCAG 2.2 AA benchmarks, we have also managed to successfully meet some AAA standards.

Following a post-launch audit by the independent consultancy Accessible by Design, work is now underway to ensure compatibility with assistive technologies. The improvements will be complete by the start of the 2027 Spring term. Our web accessibility statement will be updated to reflect the changes (also in the 2027 Spring term).

To support these efforts, the Marketing, Communications and Audiences (M,C & A) team has introduced onboarding and training sessions for content creators, embedding key accessibility

and SEO considerations into the process. As readability and reading age are key considerations, training is supplemented with templates and guidelines (available on the M,C & A SharePoint pages) supporting strong content creation without the need for complex language. Work is now also complete in fully removing inaccessible legacy PDFs from the site.

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, which consists of specific requirements designed to ensure that we are 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 2026-28 and accompanying Action Plan.

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 groups with protected characteristics. EIAs conducted in the 2025/26 academic year are listed below:

- Call for recognition and support of research
- General and Special Leave Policy
- Maternity, Paternity and Parental Leave Policy
- Medical Records Policy
- Website development project
- REF Code of Practice 2029
- Equality, Diversity and Inclusion Policy
- Employee Hearing Protection Policy
- Hybrid Working Policy
- Working From Home Policy
- Alcohol and Substance Misuse at Work Policy

- Pay Policy
- Probation Policy
- Casual Worker and Student Worker Policy
- Menopause Policy
- Leavers Policy
- Staffing Contractual Policy (Teaching Staff)

The Academy continues to fulfil the Educational Strategy 2022-2027. The third requirement is fulfilled via the publication of this annual Belonging report containing student and staff monitoring data.

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 (therefore using the reference BAME – see statement in the Introduction of this report), which is released at the end of each calendar year. Applicant data is current for the 2025/26 entry cycle, while student and staff figures are sourced from HESA datasets and reflect the 2025/26 academic year. The comparator data for all conservatoires is not yet available and will not be released until February 2027.

The data on staff recruitment is taken from internal data sources as part of the recruitment process.

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, in Table 1, is broadly in line with recent years, indicative of the wider sector and the music subject area. It is in line with the patterns that can be observed in the enrolled student data in section 5.4. The data in this section is drawn from UCAS.

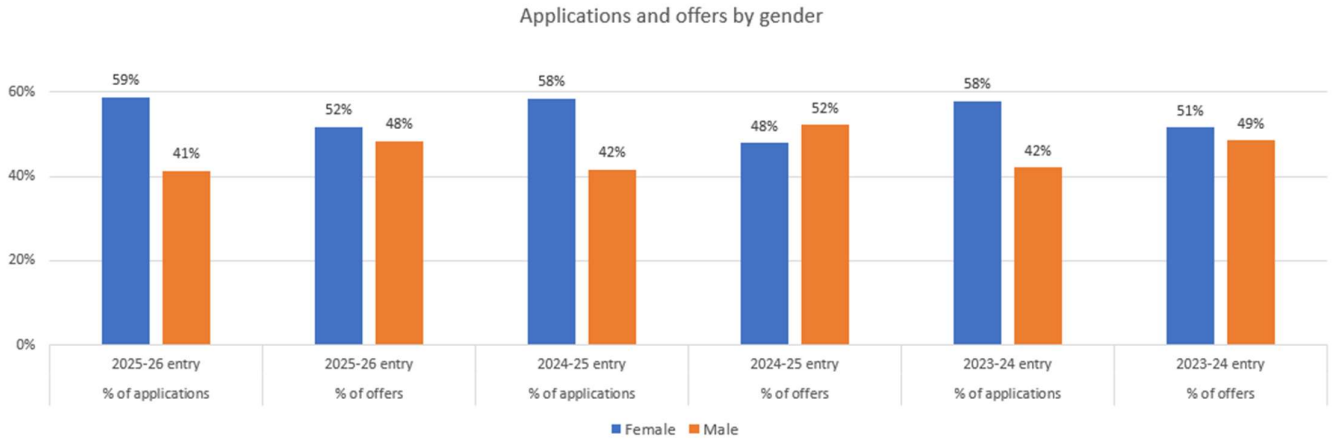


TABLE 1

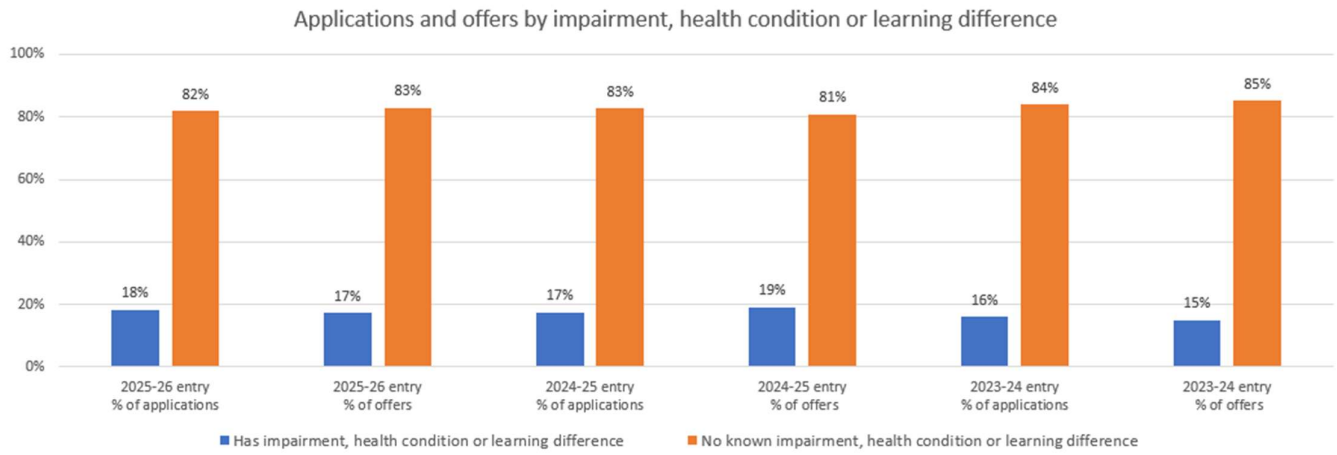


Table 2

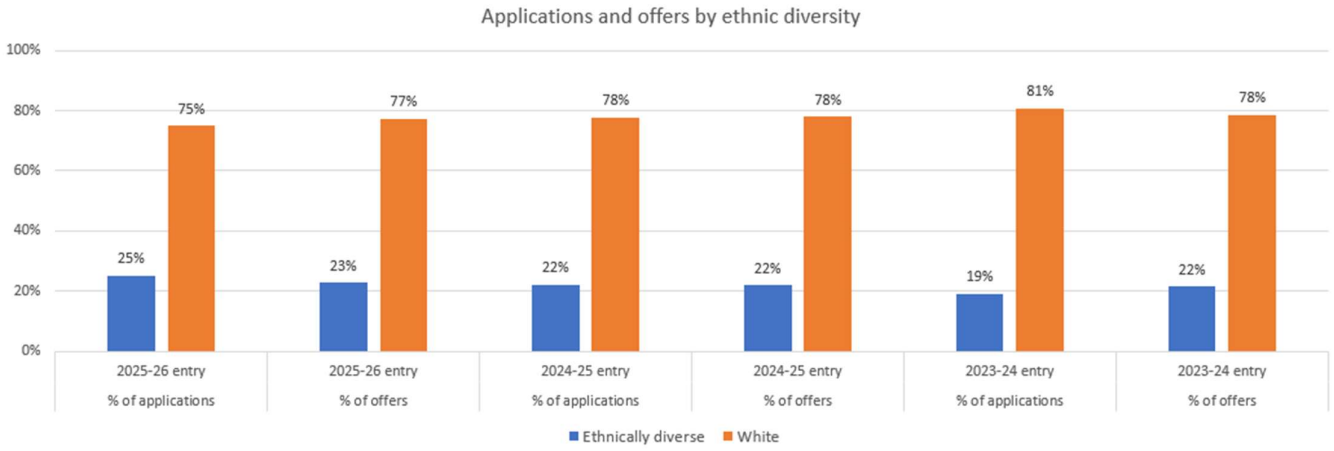


TABLE 3

The tables in this section demonstrate that we are seeing slight progress in the percentage of applications from more diverse groups of people. In both cases the percentage of offers made is relatively static. There is more work for us to do towards our targets, and the long-term challenge remains for the Academy to contribute as far as possible to an increase in 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 and developments, initiatives and activities outlined in the Activities and Updates Since the Last Report 1.1 through 1.6.

STUDENT EQUALITY DATA AND INFORMATION

1.10 AGE

Undergraduate students can be divided into two categories according to HESA definitions: young (under 21), or mature (over 21) according to their age at their start date.

The most common age to start an undergraduate programme at the Academy is 18. For safeguarding good practice reasons, our Admissions Policy states that normally, students who

join us in September of each year must be over 18 in order to have the opportunity and ability to fully participate in all areas of student and conservatoire life.

In line with sector norms, the majority of Academy students are aged 24 or below and the Academy's overall student age profile remains stable (Figures 1). The postgraduate age data (Figure 3) shows that the majority are at the younger end of the scale, with 63% in the 21-24 years bracket. This remains in line with the previous year.

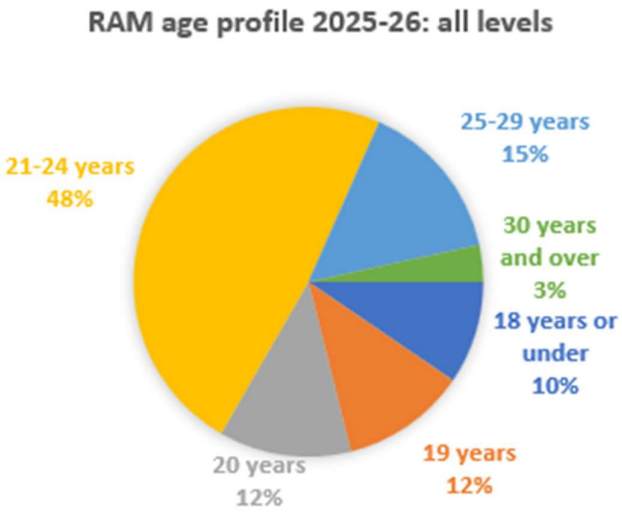


FIGURE 1

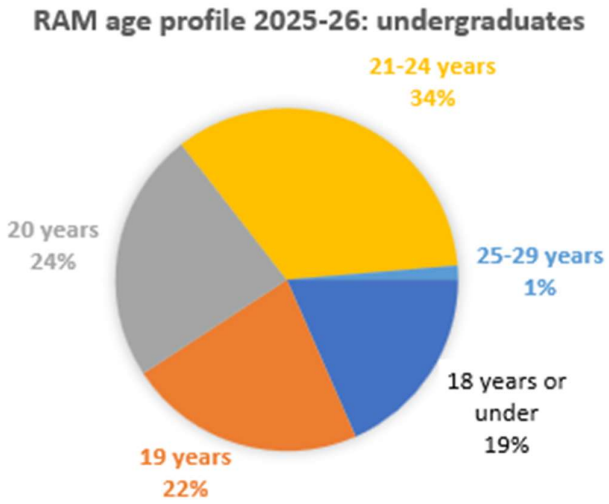


FIGURE 2

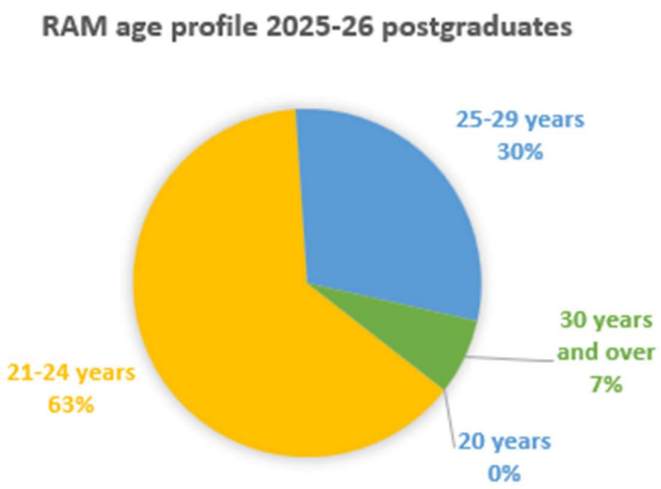


FIGURE 3

1.11 DISABILITY

In 2025/26, HESA data shows 21% (19% in the previous year) of all students declared a disability (Figure 4). This is made up of 21% (19% in the previous year) in the undergraduate population and 21% (18% in the previous year) in the postgraduate population. This is below the conservatoire sector average of 27% (only 24/25 data is currently available) which has risen quite significantly in recent years compared with the Academy (Figure 6).

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

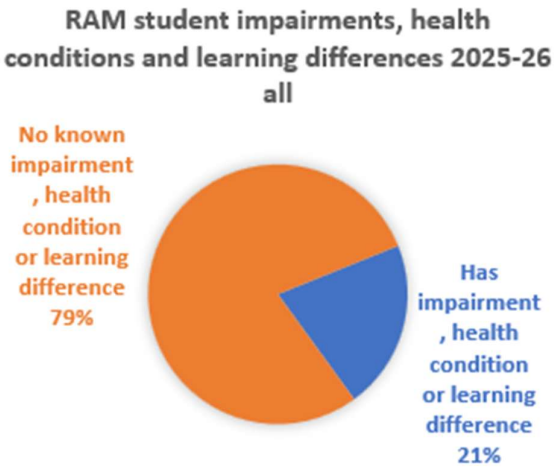


FIGURE 4

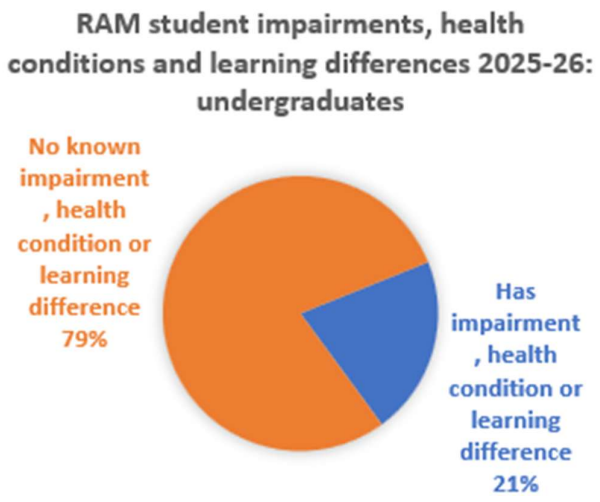


FIGURE 5

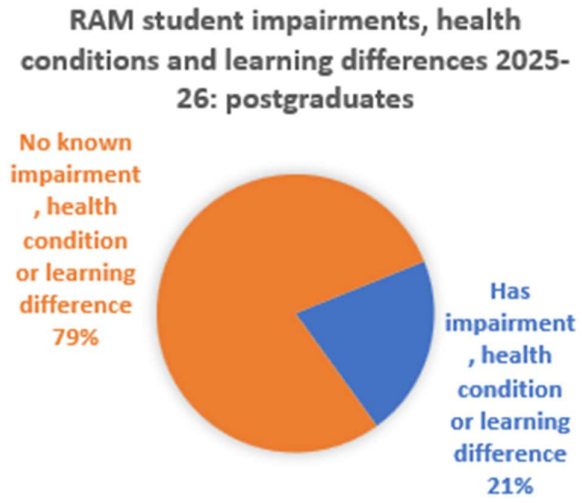


FIGURE 6

DISABILITY COMPARISON OVER THREE YEARS:

Status	2023/24	2024/25	2025/26
Known to have a disability (RAM)	16.5%	19%	21%
Known to have a disability (UK Conservatoires)	26.3%	27.4%	N/A

1.12 ETHNICITY

In 2025/26, the Academy's population from ethnically diverse groups was 18%, (Figure 7) which was the same as the previous year. The conservatoire average for 2024/2025 was 15%, data for 2025/2026 is not currently available. The three-year comparison table shows that things are continuing to move in the right direction from previous years. The undergraduate population from ethnically diverse groups was 22%, a rise of 5% from the previous year, which is encouraging for our access and participation targets. The percentage of unknown/not available data has also been reduced over the last three cycles.

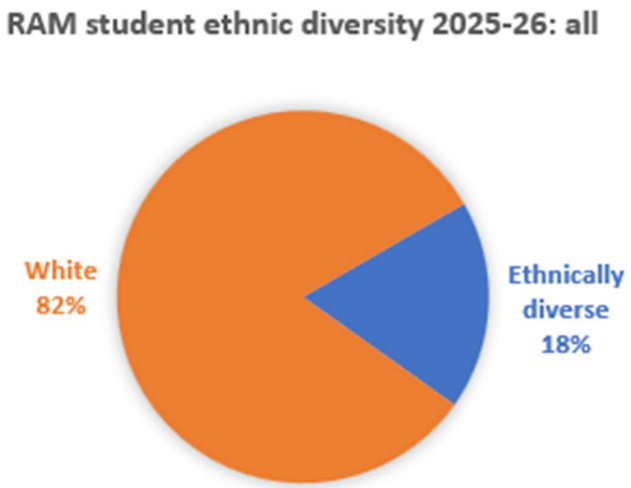


FIGURE 7

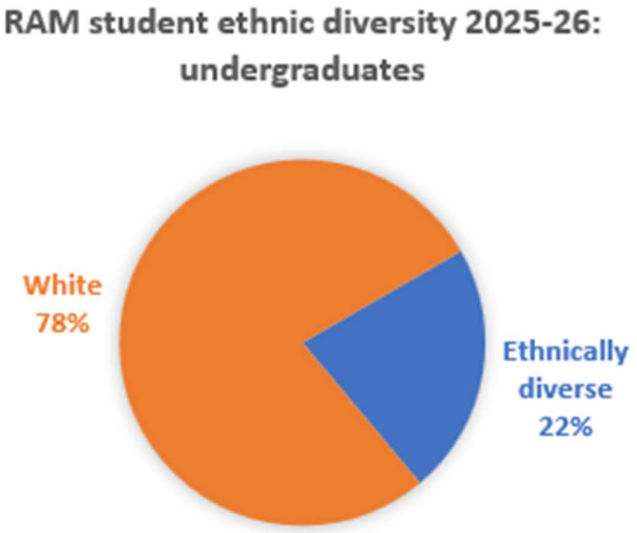


FIGURE 8

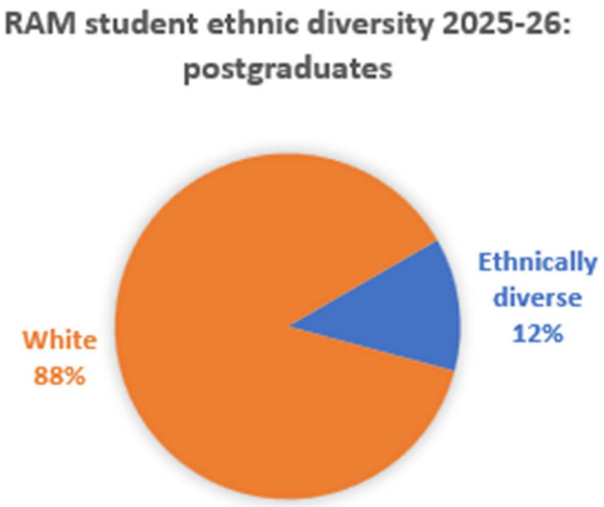


FIGURE 9

ETHNICITY COMPARISON OVER THREE YEARS: HESA IDENTIFIERS

Status	2023/24	2024/25	2025/26
Asian	5.3%	6.6%	3.9%
Black	1.3%	0.0%	2.6%
Mixed	9.2%	9.2%	10.4%
Other	0%	1.3%	1.4%
White	84.2%	82.9%	81.8%

1.13 GENDER

In 2025/26, the student population sits at an even split of 50:50 female to male students (51:49 last year).

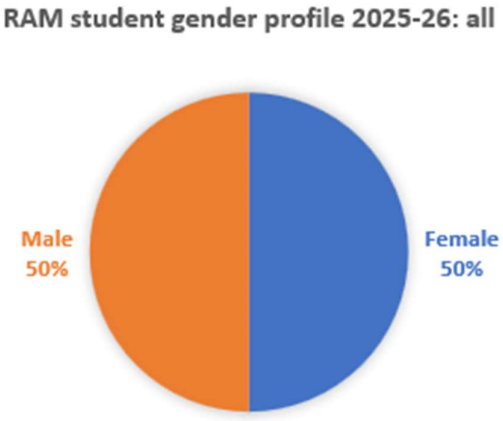


FIGURE 10

1.14 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 students from under-represented groups and the rest of the student population.

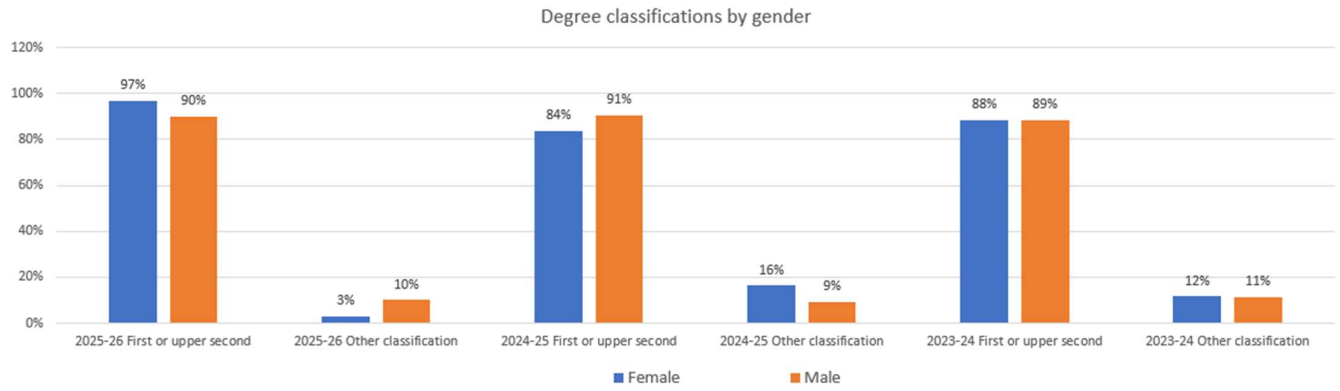


FIGURE 11

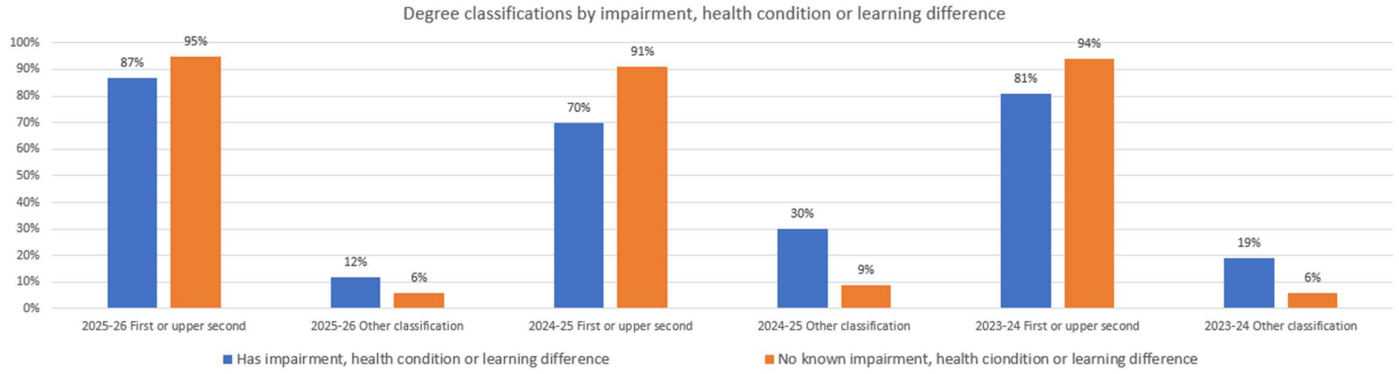


FIGURE 12

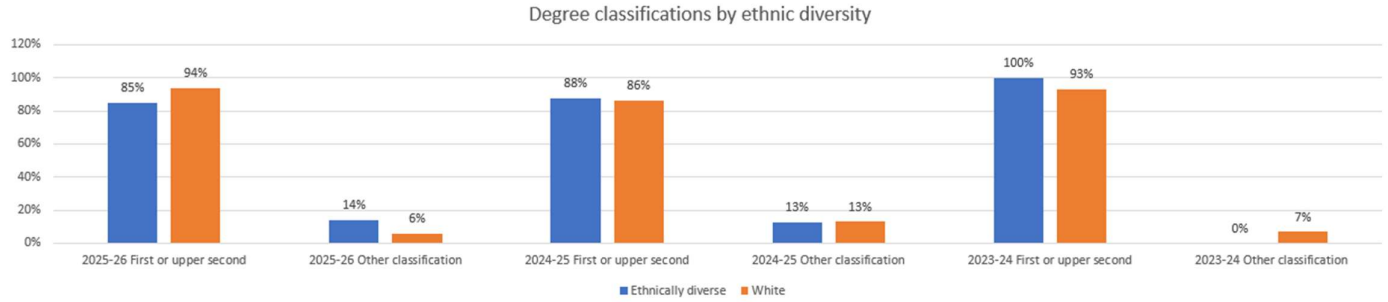
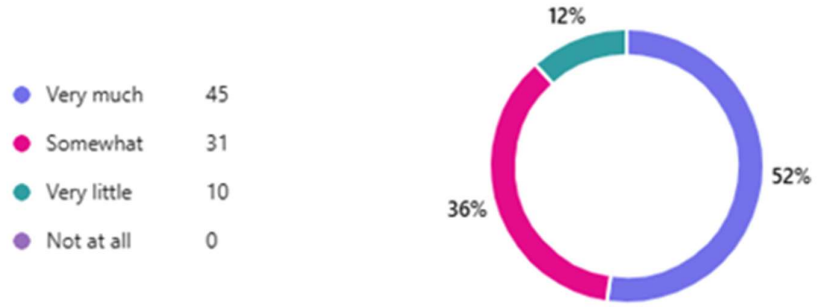


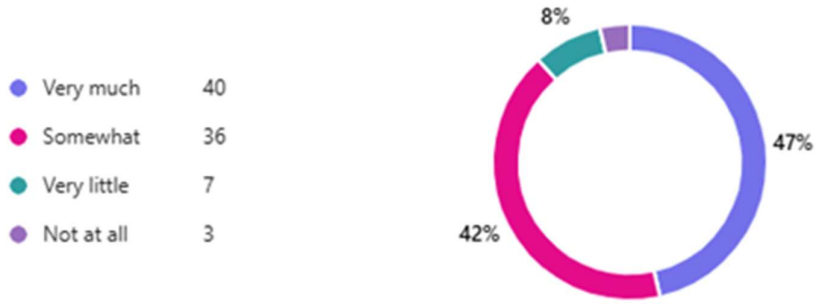
FIGURE 13

1.15 STUDENT SURVEY – BELONGING RESULTS

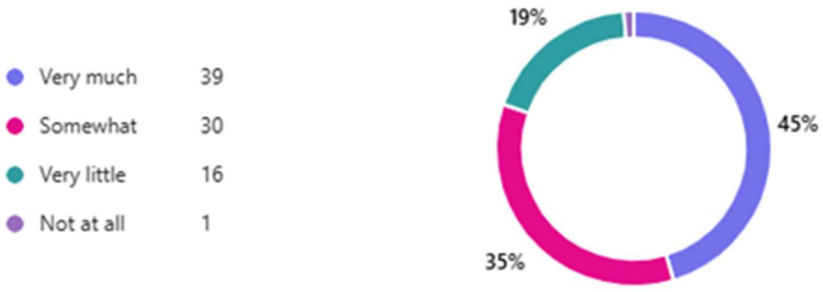
I feel I belong at the Academy



The Academy recognises and values differences



The Academy is a diverse space



Overall, 88% of students felt they belong very much or somewhat in the Academy community, and 83% feel very or somewhat able to be themselves. 89% feel the Academy very much or somewhat values difference, and 80% felt that the Academy is a diverse space.

The questions in the survey this year were all closed questions, so there are no student comments to add any further detail to the results as there were last year.

STAFF EQUALITY DATA AND INFORMATION

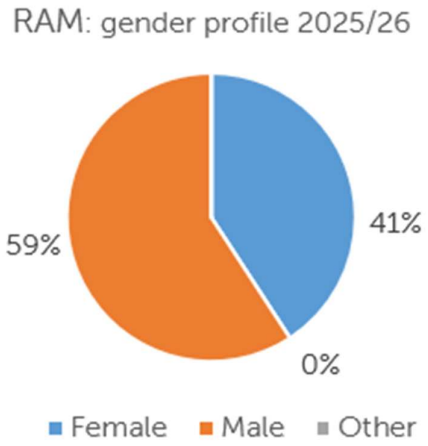
The following information provides an overall diversity profile of our staff and includes recruitment monitoring data in each case. This data informs the setting of our equality objectives as part of our Equality, Diversity, and Inclusion Action Plan.

We began collecting data for sexual orientation and religion or belief in 2010 and hold data for 93% of staff.

In line with the Equality Act 2010, the below data is broken down according to Age, Ethnicity, Gender, Disability, Religion or Belief and Sexual Orientation. The following data shows the breakdown of 549 staff, as a percentage. As the overall headcount has remained broadly stable, decreasing by seven staff members compared to the previous year, there has been little change in the figures reported below.

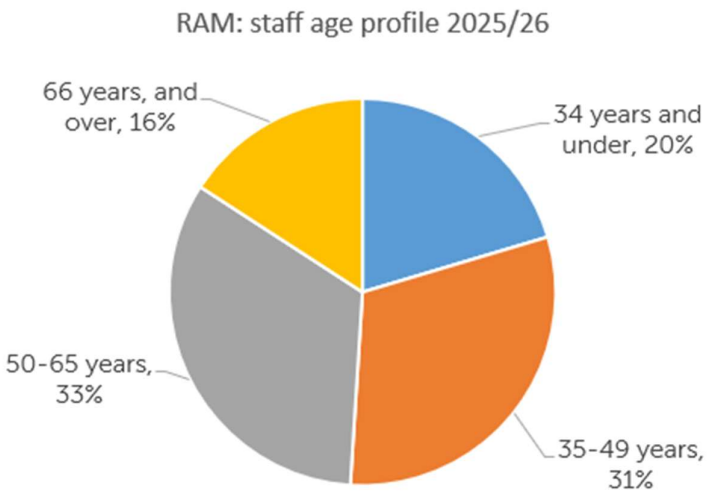
1.16 GENDER

The overall Academy gender profile has remained relatively unchanged over the past seven years. A comparatively low turnover of professorial (teaching) staff has led to a slower than anticipated increase in the number of female staff across the institution; however, female staff are strongly represented in managerial, Head of Department and Senior Management roles.



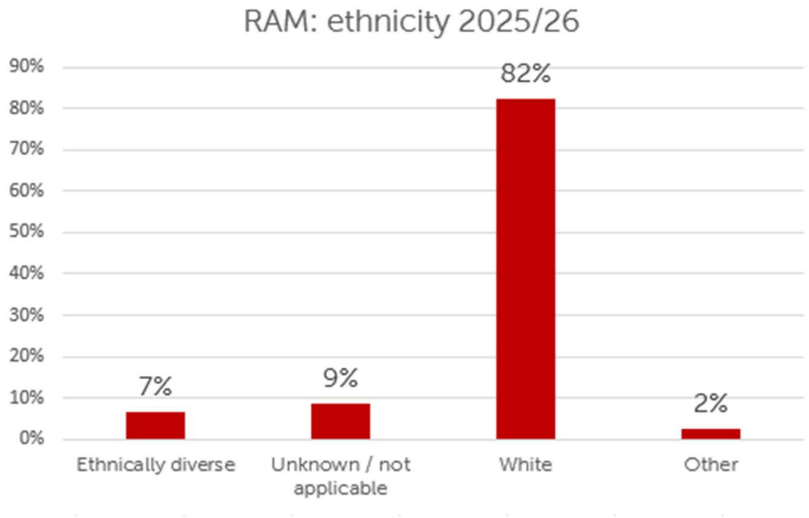
1.17 AGE

The Academy continues to be an age-diverse employer of the conservatoire sector in the 50-65 years and 66 years and over categories, with a member of staff turning 100 this year There has been little change since 2016/17.



1.18 ETHNICITY

The number of colleagues from other ethnic groups had remained consistent for many years.



1.19 DISABILITY

Disability breakdown	
Declared disabled	6%
Not known to be disabled	94%
Total	100%

1.20 SEXUALITY

Breakdown of staff sexuality profile	
Heterosexual/straight	56%
Gay/lesbian	7%
Bisexual	3.5%

Prefer not to say	25.5%
Other	1.5%
Unknown (data unavailable)	6.5%

1.21 RELIGION OR BELIEF

Breakdown of staff religion or belief	
Christian	26%
Other (including Buddhist, Hindu, Jewish, Muslim, Sikh)	5%
No religion	37%
Spiritual	2%
Prefer not to say	24%
Unknown (data unavailable)	6%

1.22 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. 55 vacancies were advertised during the academic year 2025/26 of which a total of 1865 applications were received, and 236 candidates interviewed. As a Disability Confident employer, all applicants who met all the essential criteria and who also declared a disability were interviewed. Out of 55 roles, three were not filled therefore the total offers number used for the report is 52 based on the data on offers made to direct applicants via iTrent.

Recruitment disability monitoring				
Disability breakdown	**Total number of applications**	**% all applicants**	**% interviewed**	**% offer made**
Declared disabled	217	12	11	6
Not known to be disabled	1648	88	89	94
TOTAL %	1865	100%	100%	100%

Recruitment gender monitoring				
Gender breakdown	**Total number of applications**	**% All applicants**	**% interviewed**	**% offer made**
Male	732	39	37	36.5
Female	1009	54	59	63.5
Not Provided	124	7	4	0
TOTAL %	1865	100%	100%	100%

Recruitment ethnicity monitoring				
Ethnicity breakdown	**Total number of applications**	**% All applicants**	**% interviewed**	**% offer made**
White	1136	61	72	75
Ethnically diverse	489	26	20	15
Not provided	240	13	8	10
TOTAL %	1865	100%	100%	100%

Recruitment Age Monitoring				
Age (as at 01/07/2024)	**Total number of applications**	**% All applicants**	**% interviewed**	**% offer made**
Under 34	1193	64	55	63

35-49	347	19	28	31
Over 50	191	10	11	6
Not provided	134	7	6	0
TOTAL %	1865	100%	100%	100%

Recruitment religion or belief monitoring				
Religion or belief breakdown	**Total number of applications**	**% All applicants**	**% interviewed**	**% offer made**
Christian	419	22	19	19
Other (inc Buddhist, Hindu, Jewish, Muslim, Sikh)	159	9	9	11
Spiritual	62	3	3	4
No religion	804	43	53	54
Prefer not to say	261	14	10	6
Not provided	160	9	6	6
TOTAL %	1865	100%	100%	100%

Sexuality monitoring				
Sexual orientation monitoring	**Total number of applications**	**% all applicants**	**% interviewed**	**% offer made**
Heterosexual/ straight	1067	57	58	59
Gay/lesbian	144	8	9	10
Bisexual	204	11	11	8
Prefer not to say	260	14	12	11
Other	48	3	3	6
Unknown (data unavailable)	142	7	7	6
TOTAL %	1865	100%	100%	100%