

EQUALITY IMPACT ASSESSMENT

Department	Senior Management Team
Strategy	Educational Strategy 2022-27

1. Description

The strategy document outlines the Academy's 5-year educational strategy for 2022-27.

2. Could the strategy have an adverse impact on equality? Please consider this in relation to the characteristics as defined by the Equality Act 2010:

No.

3. Does this policy/project provide opportunities to make a positive impact on equality?

The strategy includes the following commitments, which will have a positive impact on equality and diversity.

We will promote the inclusivity of our programmes by seeking to broaden the demographic of our student body through our Access and Participation strategy by:

- Developing a Foundation programme.
- Broadening the range of CPD offerings, including in music teaching and pedagogy, community engagement, and research.
- Broadening the range of stakeholders we consult in developing our curricula, repertoire, and programming.

- Broadening the inclusivity of core teaching staff, visiting professors, conductors, and creative teams.
- Enhancing our student support provision, linking wellbeing and culture throughout the Academy, providing effective training and expert handling.

We will enhance the opportunities for external professional experience by:

- Maintaining and developing new partnerships with organisations specialising in the application of music in the areas of learning, inclusion, health, and wellbeing.

The strategy is underpinned by the following:

Inclusivity: The Academy is committed to broadening the demographic of student body and recognises the necessity to identify student talent in different ways. The Academy will look to develop a foundation programme to support students ahead of higher education admission benchmarks. It will also liaise with a group of diverse stakeholders, with whom it can consult when developing curricula, and in doing so diversify the range of teachers, visiting professors and creative teams the Academy works with.

Student recruitment: The Academy will endeavour to offer study to students who demonstrate the artistic personality to thrive and develop at the Academy. It will pursue access and participation initiatives to widen the pool of applicants and places offered to students from non-traditional backgrounds, who may not yet have peaked in their technical development. Teaching will be extended to develop and accelerate students from these non-traditional backgrounds. Artistic Development will look to expand the range of opportunities for these students by focussing on skills required to support transition into higher education and on into a professional musical life.

Junior Academy: The Academy will pro-actively identify talented Junior Academy students, particularly those from disadvantaged backgrounds, carefully monitor their progress and provide support in their application for senior Academy programmes of study. This will include a range of initiatives to develop student confidence via artistic collaborations

Values: Learning and teaching at the Academy will be learner centred, participatory and collaborative. Issues such as free speech in the HE sector will be included as a fundamental part of study within an environment of mutual respect and open debate.

Autonomous independent learning: The Academy will extend student-led creative projects in support of autonomous independent learning, supported by increased access to digital resources, VLEs and recording resources. An ongoing staff

training package in student-centred learning, focussing on best practice, will also be established.

Transition from undergraduate to postgraduate programmes: Support for a student's transition from an undergraduate to a postgraduate programme of study will be underpinned by a review of assessment strategies to ensure this encourages autonomy and creativity.

Broadening the range of international experiences: The Academy will pursue initiatives to broaden and promote the range of international experiences provided to students, including the Elton John Exchange Programme (in which 12 worldwide conservatoires are involved). Initiatives will include participation in a range of international festivals and initiatives with professional bodies, including EU bilateral agreements established with conservatoires previously involved in the ERASMUS programme.

4. What evidence has been considered? What consultation has been undertaken?

The Standing Committee of the Academic Board was actioned by the Deputy Principal to lead a Strategic Working Group, including the Head of Undergraduate Programmes, the Head of Postgraduate Programmes, a Head of Department (Vocal Studies), a Postgraduate Tutor, the Head of Open Academy, 2 Artist Development Advisors, the President of the Students' Union and 2 Students' Union representatives.

It was agreed that the new strategy that would encompass 3 existing strategic documents, namely the Learning and Teaching Strategy, the Employability Strategy and the Assessment Strategy. The result is a public facing document, supported by a detailed internal document which sets out specific responsibilities and timescales.

All Academy staff were invited to participate in the development of the strategy via open discussion at the online 'Town Hall' on 24 February 2022.

The Strategy was approved by Academic Board, which provides regular progress reports to the Governing Body.

Received by Belonging Committee: 18/10/22