

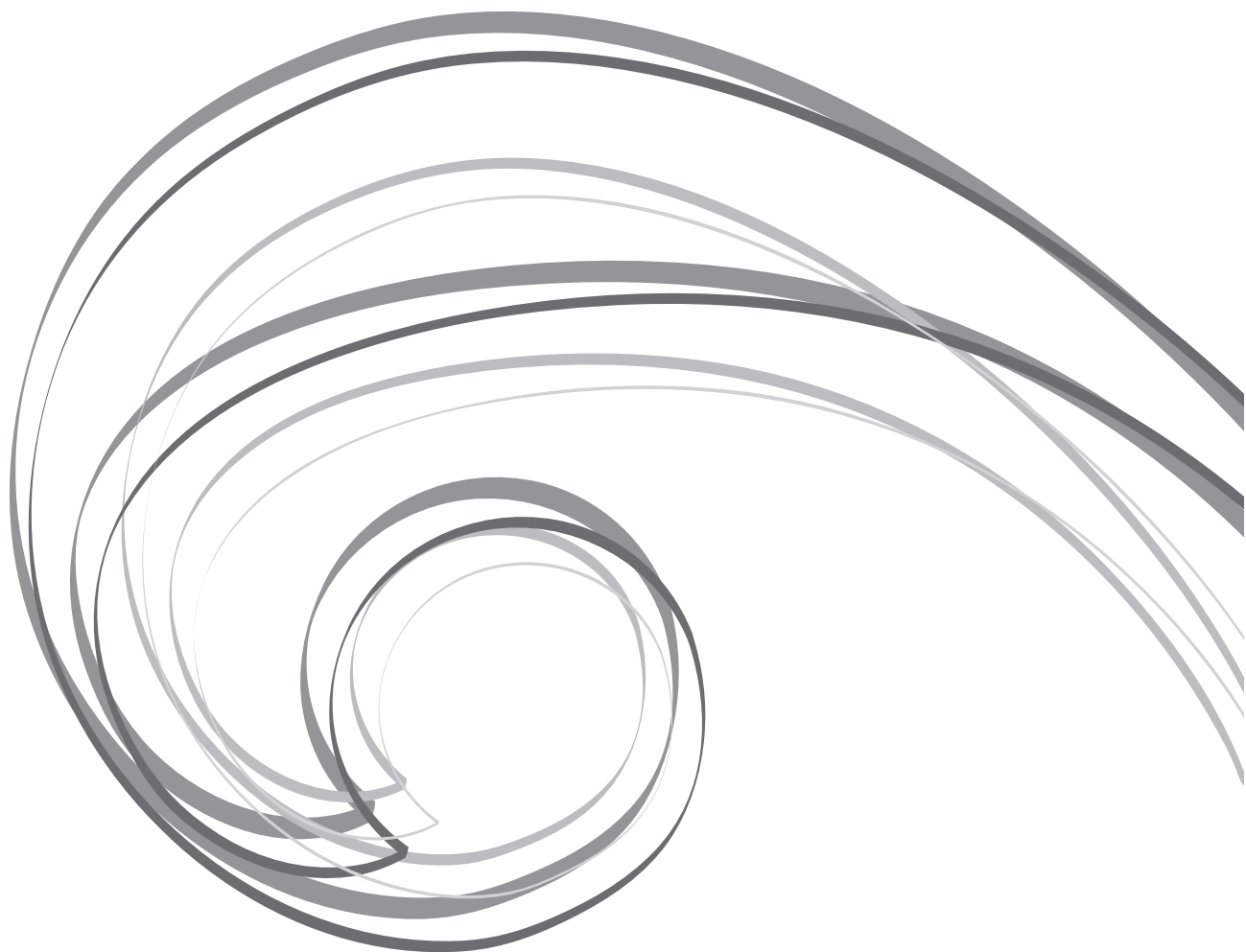
CUKAS Annual Report

2009

2009 ENTRY CYCLE

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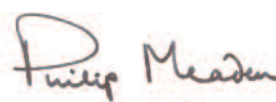


2009 was another successful year for CUKAS. Applications rose by 7.6% overall, with those from the UK, the EU, and non-EU countries all rising significantly. Limits on the number of places available in conservatoires inevitably mean that a higher proportion of applicants were therefore unsuccessful in achieving a place, but it is very good to know that demand remains strong for the distinctive conservatoire approach to preparing creative musicians for the future.

At the same time, it is concerning to note that there was a slight decline in the number of applications from those living in Low Participation Neighbourhoods. While this was small (-1.8%) it is the second year in which such a reduction has occurred, and we shall monitor the situation closely to establish whether a trend is emerging. The gender balance remains reasonably even, however, and it is pleasing to know that applications from UK students declaring disabilities rose by 6% (undergraduate) and 13% (postgraduate).

This was the fourth complete cycle for CUKAS and it is clear that the system is meeting its aim of offering a high quality service to applicants and institutions alike. Its modern, web-based, process and the traditional attention to individual needs for which conservatoires are renowned combine to provide an efficient and effective package. Discussions are taking place to explore how the service might be made available to other specialist institutions who wish to benefit from its bespoke facilities. As yet talks are at an early stage, but there are encouraging signs.

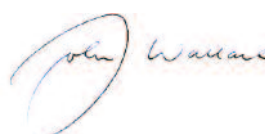
The data in this report show that enthusiasm is buoyant amongst potential students for what conservatoires have to offer. By making the entry process simple, relevant and efficient, CUKAS ensures that access is as easy as possible for aspiring students, and by providing its members with valuable data and analyses, it enables them to tailor their provision more effectively; in other words, CUKAS plays a crucial role in ensuring the continued success of the sector.



Philip Meaden,
Chairman, CUK, CUKAS Committee



picture by Richard Moran



Professor John Wallace
Chairman, CUK



about conservatoire education

Conservatoire (music college) education is suitable for any talented musician wishing to develop their performing, conducting or composing to a professional standard. Offering a combination of practical training, academic study and professional development, conservatoires provide the most holistic training for those planning a career in the creative arts. With individual tuition forming the major component of most courses, conservatoire students can expect to enjoy a vibrant, creative atmosphere geared to helping them develop their unique artistic and academic potential.

The UK is well served by conservatoires, most of which are members of Conservatoires UK (CUK), the network of British music colleges. Together, these conservatoires cover a wide range of musical disciplines drawn from all corners of the professional music industry, including solo orchestral and chamber music instruments; piano and other keyboard instruments; vocal studies; jazz; early music; music technology; traditional music; composition; conducting; community music and popular music.

Emphasis is placed on first study provision within the context of validated degree courses at university level: three- or four-year undergraduate courses (BA or BMus) and one- or two-year postgraduate courses (MMus, PgDip etc), which fit within the developing framework of studies established by the European Bologna Agreement. Some conservatoires also offer research degrees, which are underpinned by the research interests of the institutions' own performing and academic staff.

recruitment policy

The opportunity to conduct, perform or have their music performed on a regular basis, both informally and in public, is integral to conservatoire students' development. Therefore, all conservatoires must maintain high-calibre performing ensembles (orchestras, bands, jazz and world music ensembles, choirs, operas, musical theatre productions and many other groups) in which students can participate. To ensure that each ensemble can run and that each student receives an adequate number of playing opportunities, ensemble instruments are normally recruited in line with an accepted 'instrumental ecology', which sets out the optimum number of students of each instrument based on the ratios of instruments needed to make up an orchestra, band or other ensemble. In contrast, the recruitment of predominantly solo instruments, such as piano, can be more flexible and numbers are often based on how many students a conservatoire can comfortably accommodate.



the student mix

Conservatoires benefit immeasurably from encouraging both musical and cultural diversity, and so welcome a diverse population of staff, students and visiting artists from different communities and countries around the world. Recognising that every student possesses a unique set of abilities, applications are encouraged from all musicians who meet the stated entry requirements. Relevant support is available to students with physical, learning or hidden disabilities on an individual and (if desired) confidential basis.

At the most fundamental level, conservatoires are committed to promoting equality in all activities, and aim to provide performing, learning, teaching, working and research environments free from discrimination. Each conservatoire maintains its own Widening Access and Equal Opportunities policies, which can be viewed on its website. Applying these

principles within a broader context, conservatoires work actively to widen access to the performing arts and conservatoire education, in many cases working in partnership with education departments, schools, music services and community groups.

International students are warmly welcomed at conservatoires, both as undergraduate or postgraduate degree students and through ERASMUS and other exchange programmes. Many conservatoires hold auditions outside the UK, offering international applicants the chance to talk to conservatoire staff, ask questions about the applications process and audition in person. Unlike most higher education institutions, conservatoires' recruitment patterns are based on extremely long-term trends. Effective developmental work within the sector can start up to ten years in advance of application.



about cukas

The Conservatoires UK Admissions Service (CUKAS) is a small, specialised online admissions system which processes applications to undergraduate, postgraduate and other music programmes at UK conservatoires. It also includes some foundation year courses at pre-undergraduate level and a limited number of research programmes, as well as a number of specialised study programmes.

The CUKAS system handles applications for:

Conservatoire

CUKAS Institution code

Birmingham Conservatoire, Birmingham (BHAM CONS) www.conservatoire.bcu.ac.uk	B34
Leeds College of Music, Leeds (LCM) www.lcm.ac.uk	L31
Royal College of Music, London (RCM) www.rcm.ac.uk	R56
Royal Northern College of Music, Manchester (RNCM) www.rncm.ac.uk	R57
Royal Scottish Academy of Music and Drama, Glasgow (RSAMD) www.rsamd.ac.uk	R58
Royal Welsh College of Music and Drama, Cardiff (RWCMD) www.rwcmd.ac.uk	R59
Trinity College of Music, London (TCM) www.tcm.ac.uk	T75

This report provides information on applications to music programmes only at the above conservatoires; information relating to other programmes of study (drama, dance, etc) is not included. Further education courses and some music technology-based degree courses offered at CUK institutions are also excluded from the CUKAS scheme, although links to individual institutions' websites from the CUKAS website enable students to find out about these courses and apply direct to the institution.

Similar to UCAS, CUKAS enables applicants to create a single electronic application that can be submitted to up to six conservatoire music courses. Importantly, applicants can also make a simultaneous application through UCAS to other UK institutions offering music courses, although they can only accept a place through one system.

This report provides a useful snapshot of the UK conservatoire sector at the present time. Comparison tables are provided in order to show trends.

the application process

The CUKAS website allows potential applicants to search by instrument and includes 100 courses covering areas from jazz to opera and from teaching to composition. Through a secure web interface, CUKAS users can then create an application, check its progress and reply to offers, all using a unique ID and password. The system can be accessed 24 hours a day from anywhere in the world, making it particularly convenient for international applicants.

In each application cycle, the common deadline for on-time applications is 1 October in the year preceding entry. Late applications may be considered at the discretion of individual conservatoires until the close of each application cycle. Once their submissions have been made, applicants enjoy an efficient follow-up service and can take advantage of a central point of contact for queries.

Applicants who cannot be accommodated by the CUKAS system for any reason can apply directly to and be auditioned at the conservatoire(s) of their choice at the discretion of the conservatoire(s). Any direct applicant who is successful in gaining a place can be added retrospectively to the CUKAS system for the purpose of being incorporated into statistics. This type of record is known as a Record of Prior Acceptance, or RPA.

principal and second study disciplines

Normally, an applicant specifies a single instrument or area of study they wish to pursue: their 'principal study discipline'. Alongside this, they will normally be able to select a complementary or related second instrument or area of study in which they will receive additional tuition. Although the desire to pursue a 'second study' may be specified on the CUKAS application, the granting of this is normally negotiated directly with the conservatoire, outside the CUKAS system. Occasionally, however, an applicant may specify that they wish to study two instruments/areas of study concurrently and equally. In this case, a CUKAS application would be made for 'joint principal study'. The availability of joint principal study varies by institution.

It is common for prospective conservatoire students to apply to several conservatoires and/or to request an audition on an alternative principal study instrument.

auditions

Auditions are an integral part of the conservatoire application process. Because practical ability is the main selection criterion, nearly all applicants are auditioned, either in person or through an audition recording. Though live auditions are still held at individual colleges or international audition centres, CUKAS is an important tool in streamlining the process of applying to conservatoire music courses.

supporting cukas users

Comprehensive advice for applicants, advisers, referees and CUK staff is available on the CUKAS website. Additionally, UCAS runs dedicated helplines for applicants and for conservatoire admissions staff.

The CUKAS system is regularly reviewed by both CUK and UCAS to identify and act on any potential areas for development or improvement.

terminology

populations

applicants

Applicant counts in this report provide the number of applicants who submitted a completed CUKAS application through the CUKAS scheme for 2007, 2008 or 2009 entry. The population will include any applicants who applied for entry by an alternative application method, but who were later added to the CUKAS system through a Record of Prior Acceptance (defined below).

The applicant population will *include*:

- applicants who applied for 'deferred entry' (entry in the following academic year)
- applicants who applied but subsequently 'withdrew' their application (defined below) during the cycle
- applicants who were added to the CUKAS system through Records of Prior Acceptance.

The applicant population will *exclude*:

- applicants who 'cancelled' their application (defined below).

offers

When an institution makes a decision about an applicant's choice with either a guaranteed unconditional (GU) or guaranteed conditional (GC) decision, that applicant is deemed to have received an 'offer'. Where figures are provided at an applicant level, applicants have been counted once regardless of how many offers they received.

placed applicants

Applicants are defined as 'placed' when they are holding a choice with a 'GU1' state at the end of the application cycle. A 'GU1' choice state occurs when an applicant has been offered a guaranteed unconditional (GU) place on a course, and the applicant selects this offer as their first choice.

Applicants who were accepted through Records of Prior Acceptance (defined below) are included in the placed population. Applicants who were placed but subsequently withdrew their application are not included in the placed applicant population.

record of prior acceptance (rpa)

Applicants were encouraged to apply through CUKAS between the published application dates; however, not all applicants are able to do so. To ensure that information about all those applying to and accepted by conservatoires was as complete as possible, a Record of Prior Acceptance (RPA) was available to collect details of individuals who did not apply through the main CUKAS application scheme. The RPA captured summary details of the applicant and course, as well as principal and secondary areas of study. Information about individuals who were accepted using the RPA process is sometimes shown as a separate line in data tables.

unplaced applicants

Applicants who either were rejected by all the institutions to which they applied, declined any offers they held, or withdrew their application at any stage in the CUKAS cycle are defined as 'unplaced'.

withdrawn applicants (withdrawals)

A count of the number of applicants who withdrew their entire CUKAS application at any point during the application cycle.

cancelled applicants

Applicants who cancel their application within 14 days of receiving their welcome letter receive a full refund of their application fees and any audition fees paid to CUKAS. Applications may also be cancelled due to the identification of a duplicate application, if fraudulent activity is suspected, or in the case of the death of the applicant. Cancelled applications are not included in any of the populations in this report.



data definitions

age

The age of an applicant is calculated from the date of birth stated on their application. The assigning of applicants to age categories is based on the age they will be at the end of the September just prior to the start of their course.

disability

Disability information is requested from all applicants on the CUKAS application.

domicile

Domicile data is derived from the applicant's home postcode for UK applicants, and the area of permanent residence for overseas applicants.

ethnicity

Ethnicity data is requested on the CUKAS application from UK domiciled applicants only. The applicant can choose not to provide this information.

level of study

Most of the tables in this report are split into postgraduate (PG) and undergraduate (UG) levels of study. For the purposes of this report, all data concerning graduate diploma (GradDip) courses have been included with postgraduate (PG) data; similarly, all gap year, pre-graduate and exchange programmes have been included with undergraduate (UG) data.



tables 1a and 1b

Table 1a - Applicant summary, 2009

	Gender				Total
	Male	% Male	Female	% Female	
Applicants	1,777	46.3	2,064	53.7	3,841
Accepted applicants	678	48.2	730	51.8	1,408
<i>(of which were RPAs)</i>	4	30.8	9	69.2	13
Unplaced applicants	1,099	45.2	1,334	54.8	2,433
<i>(of whom were withdrawals)</i>	67	37.4	112	62.6	179

Table 1a shows the split of applicants by gender and by their final status, whether they were accepted onto a course, including RPAs, or not placed, including withdrawn applicants.

The percentages show the split between male and female applicants (eg 53.7% of applicants were female).

Table 1b - Applicant summary, 2007-2009

	Year					
	2007	% 2007	2008	% 2008	2009	% 2009
Applicants	3,666		3,568		3,841	
Accepted applicants	1,561	42.6	1,404	39.3	1,408	36.7
Unplaced applicants	2,105	57.4	2,164	60.7	2,433	63.3

Note 1:

Tables that provide CUKAS applicant numbers by level of study (UG/PG splits) or mode of study (full-time/part-time splits) may not total to the same sum as figures presented in these summary tables. This is because applicants may apply to courses at different levels and/or modes of study and therefore would be duplicated in applicant tables with such splits.

Note 2:

Please note that there was a slight movement in the 2008 file after the 2008 annual report was produced and therefore the 2008 figures in the 2009 annual report may not match the figures in the 2008 annual report.

Table 1b shows a year-on-year comparison for applicants split by their final status, whether they were accepted or not placed, for the last 3 years.

The percentages show the split each year between accepted and unplaced applicants.

Table 2 - Institution summary, 2009

Level ¹		BHAM CONS	LCM	RCM	RNCM	RSAMD	RWCMD	TCM
UG	Applicants	702	439	872	892	595	562	966
	Applicants offered places	311	166	225	278	162	186	305
	Accepted applicants	140	99	98	143	103	100	145
	Unplaced applicants	562	340	774	749	492	462	821
	<i>Withdrawals</i>	53	24	44	58	36	33	48
PG	Applicants	165	80	965	438	323	157	360
	Applicants offered places	98	33	324	253	156	72	182
	Accepted applicants	61	22	164	114	100	37	82
	Unplaced applicants	104	58	801	324	223	120	278
	<i>Withdrawals</i>	11	3	34	33	21	4	11

Table definitions*Applicants*

number of CUKAS applicants with at least one choice to the specified institution.

Applicants offered places

applicants who received at least one guaranteed unconditional (GU) or guaranteed conditional (GC) decision at the specified institution (includes applicants who later withdrew).

Accepted applicants

applicants with a 'GU1' choice state (guaranteed unconditional offer at their first choice) at the specified institution.

Unplaced applicants

the number of applicants to the specified institution who were not placed at that institution.

Withdrawals

number of applicants to the specified institution who withdrew their application at some point before the close of the application cycle.

The table above will not add up to the total number of applicants, due to applicants being able to apply to both levels (UG/PG) and to more than one institution. The number of accepted applicants will add up to the total of accepted applicants in the other tables.

Table notes

- ¹ 'Graduate diploma' courses are included within 'PG' level in this report. 'Gap year', 'Flexible', 'Individualised', 'Junior Year' and 'Semester Experience' courses are included within 'UG' in this report.

tables 3a and figure 1a

Table 3a - Age of UG applicants, 2007-2009

Age	Year					% change 2008-09
	2007	2008	2009			
			Male	Female	Total	
Under 21	1,870	1,768	916	970	1,886	6.7
21-24	259	243	134	129	263	8.2
25-39	133	118	67	53	120	1.7
40 and over	11	11	8	8	16	45.5
Total	2,273	2,140	1,125	1,160	2,285	6.8

Figure 1a: UG applicants by age

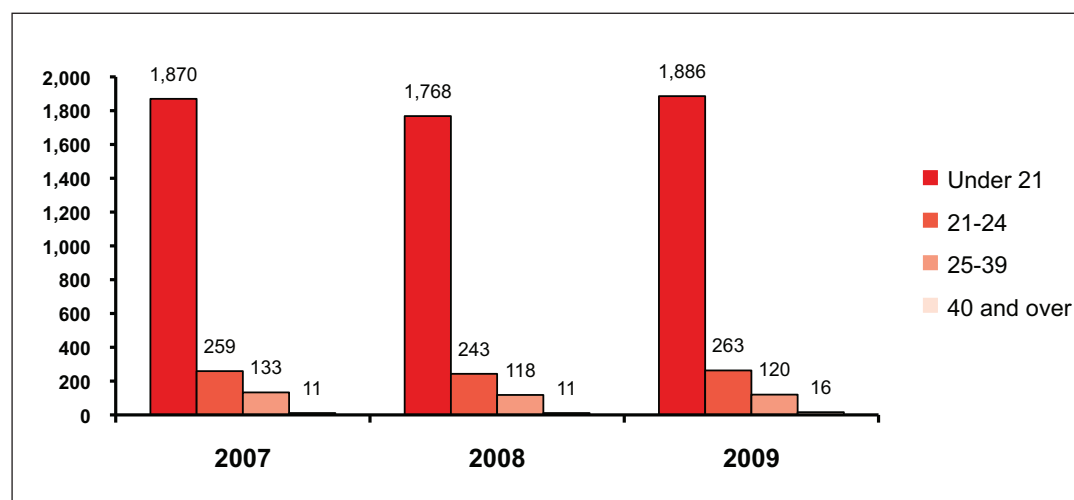
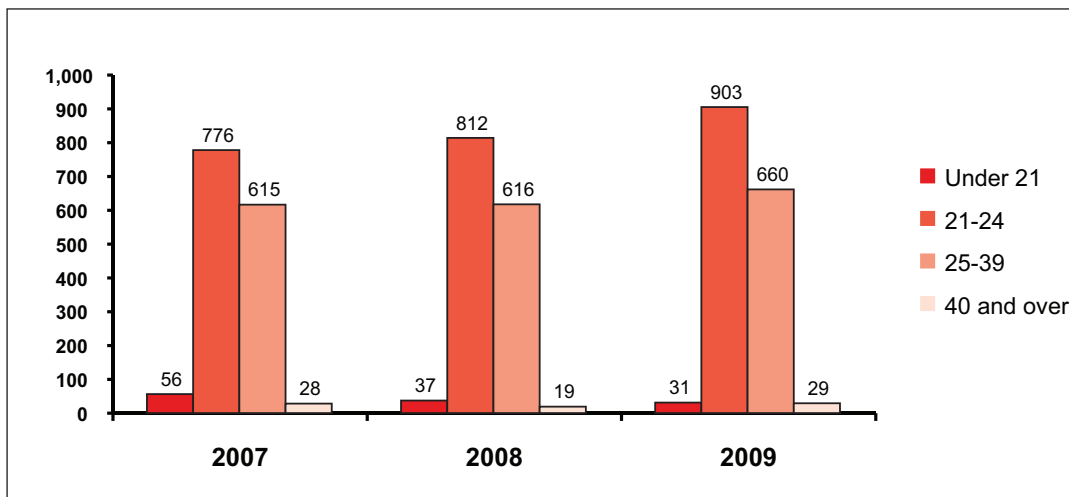


Table 3b - Age of PG applicants, 2007-2009

Age	Year					% change 2008-09
	2007	2008	2009			
			Male	Female	Total	
Under 21	56	37	16	15	31	-16.2
21-24	776	812	381	522	903	11.2
25-39	615	616	263	397	660	7.1
40 and over	28	19	20	9	29	52.6
Total	1,475	1,484	680	943	1,623	9.4

Figure 1b: PG applicants by age



Tables 3a and 3b show a year-on-year comparison for applicants split by age group (and by gender for the latest year).

tables 4a and 4b

Table 4a - Disability of UK domiciled UG applicants, 2007-2009

Disability	2007		2008		2009		% change 2008-09	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
No disability	1,779	749	1,627	675	1,726	659	6.1	-2.4
Learning difficulty	66	27	73	22	78	29	6.8	31.8
Blind/partial sight	7	3	9	3	3	1	-66.7	-66.7
Deaf/partial hearing	5	5	5	2	4	2	-20.0	0.0
Wheelchair/mobility	2	1	0	0	4	1	0.0	0.0
Autistic disorder	1	0	6	5	7	3	16.7	-40.0
Mental health	2	1	5	1	4	1	-20.0	0.0
Unseen disability	12	5	10	3	16	6	60.0	100.0
Multiple disabilities	3	0	2	2	3	2	50.0	0.0
Other disability	14	7	20	8	18	7	-10.0	-12.5
Total	1,891	798	1,757	721	1,863	711	6.0	-1.4

Table 4b - Disability of UK domiciled PG applicants, 2007-2009

Disability	2007		2008		2009		% change 2008-09	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
No disability	805	334	810	314	907	326	12.0	3.8
Learning difficulty	35	16	37	12	44	24	18.9	100.0
Blind/partial sight	3	1	4	1	2	1	-50.0	0.0
Deaf/partial hearing	0	0	0	0	5	2	0.0	0.0
Wheelchair/mobility	0	0	0	0	2	1	0.0	0.0
Autistic disorder	1	0	1	0	1	1	0.0	0.0
Mental health	4	1	2	0	2	1	0.0	0.0
Unseen disability	6	4	5	1	6	3	20.0	200.0
Multiple disabilities	1	0	1	1	1	0	0.0	-100.0
Other disability	9	1	5	0	8	3	60.0	0.0
Total	864	357	865	329	978	362	13.1	10.0

Tables 4a and 4b show a year-on-year comparison of applicants and accepts split by disability, for UK-domiciled applicants only (based on area of permanent residence).

Table 5a - Domicile of UG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
North East	39	17	47	25	33	11
Yorkshire and the Humber	149	76	126	48	133	64
North West	186	92	178	87	181	78
East Midlands	129	62	107	58	105	49
West Midlands	123	62	106	42	149	61
Eastern	140	57	128	57	145	50
Greater London	201	78	198	79	215	70
South East	265	108	256	116	245	94
South West	173	77	142	62	172	78
Wales	133	50	146	48	122	50
Scotland	316	98	286	91	321	95
Northern Ireland	32	19	34	7	36	8
Other UK	5	2	3	1	6	3
UK sub-total	1,891	798	1,757	721	1,863	711
EU	178	52	193	62	214	53
Non-EU	204	93	190	55	208	64
Total	2,273	943	2,140	838	2,285	828

Table 5b - Domicile of PG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
North East	15	4	14	7	12	2
Yorkshire and the Humber	54	26	40	16	39	19
North West	83	39	88	37	78	35
East Midlands	44	13	30	13	32	17
West Midlands	55	30	59	24	54	20
Eastern	57	24	47	14	73	28
Greater London	228	72	238	68	274	68
South East	97	36	107	41	135	48
South West	58	25	76	24	67	25
Wales	47	17	55	24	70	26
Scotland	110	66	91	53	121	63
Northern Ireland	10	3	15	7	14	5
Other UK	6	2	5	1	9	6
UK sub-total	864	357	865	329	978	362
EU	229	93	240	86	254	71
Non-EU	382	168	379	151	391	147
Total	1,475	618	1,484	566	1,623	580

Tables 5a and 5b show a year-on-year comparison of applicants and accepts split by area of permanent residence.

tables 6a and 6b

Table 6a - Top five EU countries (excl. UK) for UG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
Spain (2)	34	8	20	5	40	8
France (1)	17	7	30	6	30	6
Ireland (3)	15	3	19	6	22	7
Portugal (4*)	11	6	13	1	13	2
Sweden (6*)	7	3	12	4	13	4
Other EU	94	25	99	40	96	26
Total	178	52	193	62	214	53

Previous year's ranking shown in brackets.

* joint ranking previous year

Table 6b - Top five EU countries (excl. UK) for PG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
Spain (1)	42	16	41	16	49	11
Ireland (3*)	20	9	20	7	27	10
France (2)	16	5	29	10	27	6
Italy (10)	13	4	9	5	24	4
Greece (3*)	21	11	20	6	17	7
Other EU	120	52	125	42	110	33
Total	229	93	240	86	254	71

Previous year's ranking shown in brackets.

* joint ranking previous year

Tables 6a and 6b show a year-on-year comparison of applicants and accepts from the top EU countries.

Table 7a - Top five Non-EU countries for UG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
United States of America (1)	35	13	30	4	35	13
China (2)	17	7	18	7	21	7
Hong Kong (7)	14	6	11	3	17	3
Korea (South) (3)	15	10	16	6	14	5
Japan (6)	22	15	12	5	14	6
Other overseas	101	42	103	30	107	30
Total	204	93	190	55	208	64

Previous year's ranking shown in brackets.

Table 7b - Top five Non-EU countries for PG applicants, 2007-2009

Domicile	2007		2008		2009	
	Applicants	Accepts	Applicants	Accepts	Applicants	Accepts
United States of America (1)	77	18	70	14	73	21
Australia (2)	40	18	45	25	40	15
China (3)	36	24	27	13	40	13
Hong Kong (4)	15	5	26	8	32	9
Japan (7*)	15	6	18	8	25	13
Other overseas	199	97	193	83	181	76
Total	382	168	379	151	391	147

Previous year's ranking shown in brackets.

* joint ranking previous year

Tables 7a and 7b show a year-on-year comparison of applicants and accepts from the top Non-EU countries.

table 8

Table 8 - UK domiciled UG applicants by Low Participation Neighbourhood (LPN), 2007-2009

LPN	Home Applicants				
	2007	2008	% change 2007-08	2009	% change 2008-09
Yes	224	220	-1.8	216	-1.8
No	1,616	1,475	-8.7	1,569	6.4
Unclassified	51	62	21.6	78	25.8
Total	1,891	1,757	-7.1	1,863	6.0

Table 8 shows the split of UK-domiciled UG applicants by their postcode classification. Unclassified includes applicants whose postcode is either missing or has not been matched in the system. The LPN is based on the Indices of Mass Deprivation (IMD) provided by the Office of National Statistics. The data are divided into 10 groups depending on the ranking of IMD Score (1 being the most deprived and 10 being the least). The IMD based LPN is then identified as those falling into groups 1 to 4.

tables 9a and 9b

Table 9a - Ethnicity of UK domiciled UG applicants by gender, 2009

Ethnicity	Gender		Total	%
	Male	Female		
White	871	830	1,701	91.3
Asian	11	22	33	1.8
Mixed	32	36	68	3.7
Black	11	10	21	1.1
Other	4	9	13	0.7
Not known	14	13	27	1.4
Total	943	920	1,863	100.0

See figures 2a, c, e, g, i.

Table 9b - Ethnicity of UK domiciled PG applicants by gender, 2009

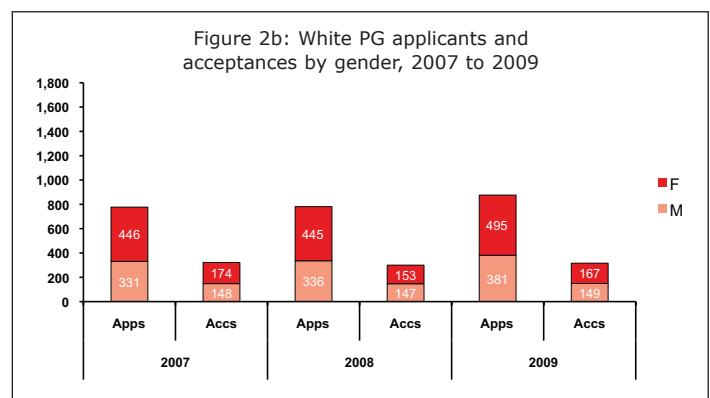
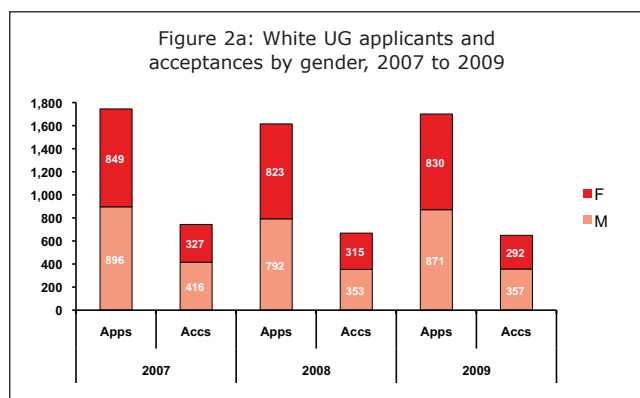
Ethnicity	Gender		Total	%
	Male	Female		
White	381	495	876	89.6
Asian	11	14	25	2.6
Mixed	14	20	34	3.5
Black	4	2	6	0.6
Other	2	3	5	0.5
Not known	14	18	32	3.3
Total	426	552	978	100.0

See figures 2b, d, f, h, j.

Tables 9a and 9b show the ethnicity and gender split of UK-domiciled applicants for the latest year. The percentage is the proportion of each ethnicity of the total.

figures 2a - 2j

Apps - Applicants Accs - Acceptances



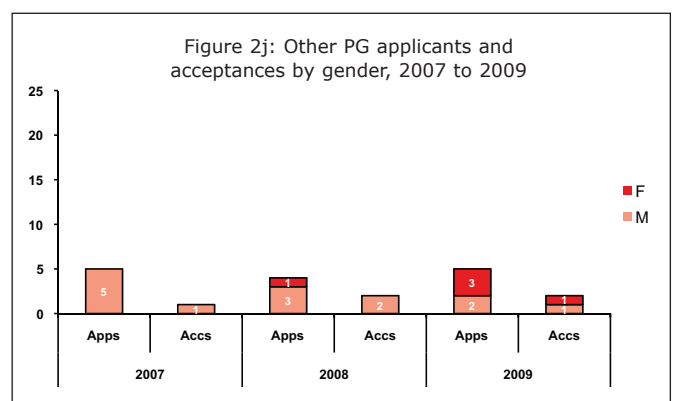
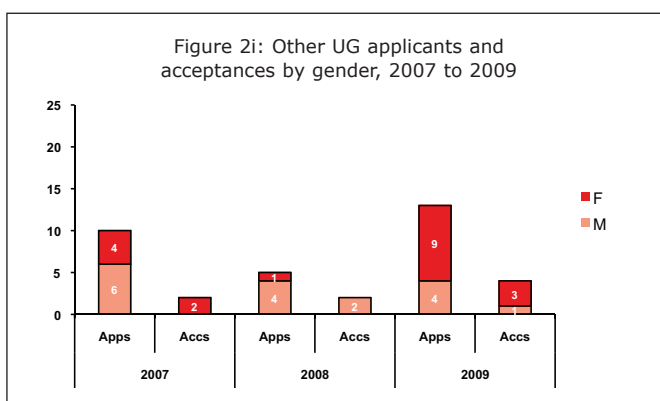
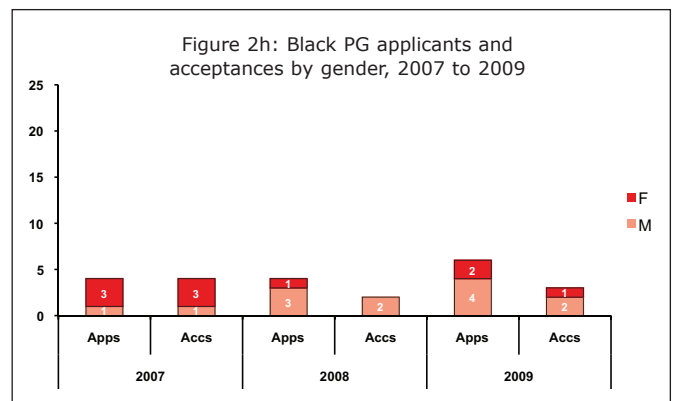
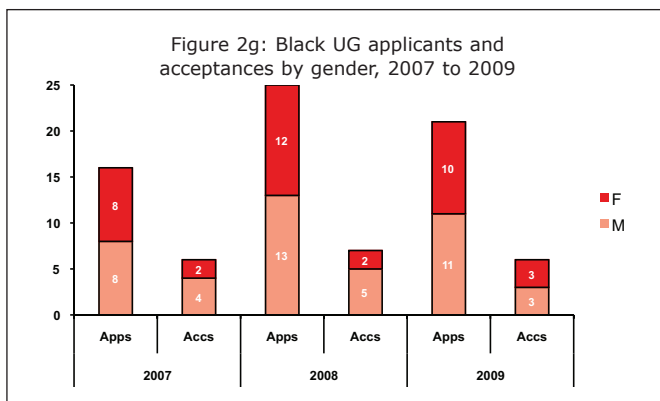
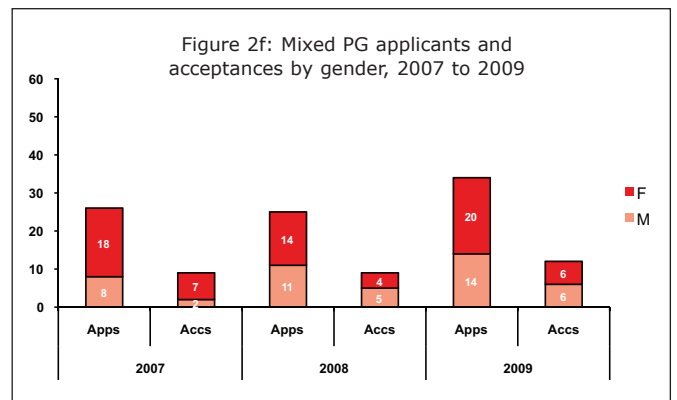
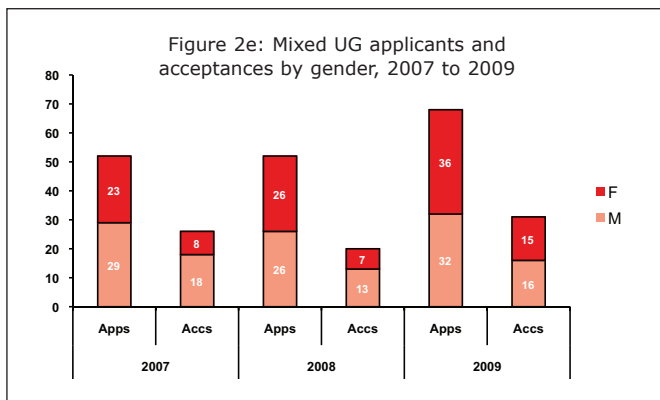
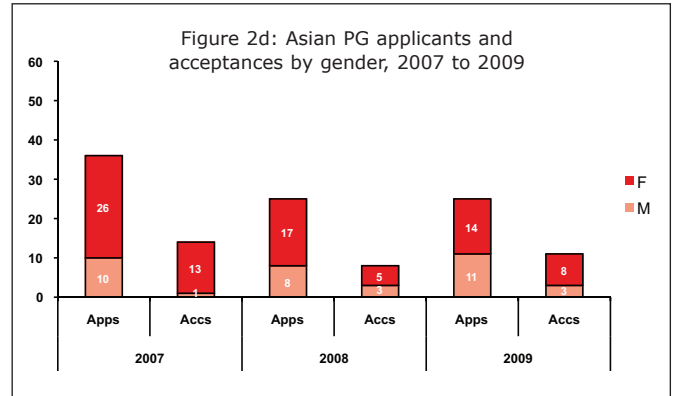
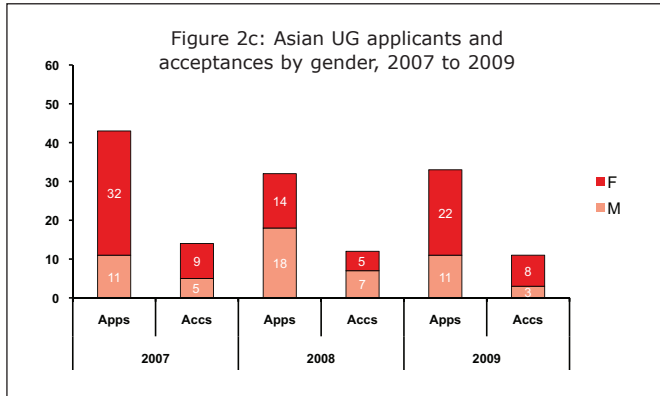


table 10a (1 of 3)

Table 10a - Applicants by principal study discipline, 2009

Principal Study Discipline		Course level, Study mode, Gender						Total
		UG		PG				
		FT		FT		PT		
		M	F	M	F	M	F	
Orchestral, Band & Early Music Ensemble Instruments	Violin	62	159	49	78	1	8	357
	Viola	29	28	10	31	2	2	102
	Cello	32	43	29	49	5	4	162
	Double Bass	29	14	7	2	-	-	52
	Flute	20	87	10	63	2	13	195
	Oboe	7	31	8	19	-	3	68
	Clarinet	30	49	19	26	5	7	136
	Clarinet (Bass)	-	-	-	1	-	-	1
	Bassoon	9	12	3	12	1	-	37
	Saxophone	16	14	5	3	-	-	38
	Saxophone (All)	-	-	1	-	-	-	1
	Saxophone (Soprano)	1	-	-	-	-	-	1
	Saxophone (Alto)	36	35	1	6	-	3	81
	Saxophone (Tenor)	19	6	-	-	1	1	27
	Saxophone (Baritone)	-	1	-	-	-	-	1
	Trumpet	62	29	21	3	3	1	119
	Trombone (Tenor)	36	14	8	1	2	-	61
	Trombone (Bass)	14	1	5	-	1	-	21
	Horn (French)	22	14	10	13	-	1	60
	Tuba	23	2	3	-	1	-	29
	Cornet	10	10	1	2	-	-	23
	Flugelhorn	-	2	-	-	-	-	2
	Horn (Baritone)	1	3	-	-	-	-	4
	Horn (Tenor)	2	9	2	-	1	-	14
	Baritone	1	3	-	-	-	-	4
	Euphonium	12	11	4	1	1	1	30
	Percussion & Timpani	2	-	-	1	-	-	3
	Percussion (Orchestral) & Drumkit	16	1	-	-	-	-	17
	Percussion (Orchestral) & Timpani	37	14	13	6	2	1	73
	Drumkit	55	2	1	-	1	-	59
	Harp	2	17	1	5	1	1	27
	Violin (Baroque)	-	-	1	2	-	1	4
	Viola da Gamba	-	-	-	-	-	1	1
Flute (Baroque)	-	-	1	-	-	-	1	
Clarinet (Classical)	1	3	2	1	-	-	7	
Cornetto	-	1	-	-	-	-	1	
Trumpet (Natural)	-	-	3	-	-	-	3	
Mandolin	1	-	1	-	-	-	2	

table 10a (2 of 3)

Principal Study Discipline		Course level, Study mode, Gender						Total
		UG		PG				
		FT		FT		PT		
		M	F	M	F	M	F	
Composition, Musicology, Music Tech., Popular Music General	Community Music	-	-	1	1	-	1	3
	Composition	101	28	67	28	10	6	240
	Composition for Screen	-	-	20	9	2	3	34
	Conducting	-	-	38	9	2	-	49
	Conducting (Choral)	-	-	3	-	6	2	11
	Music Technology	15	4	-	-	5	-	24
Non-Orchestral / Band Instruments	Guitar (Acoustic)	22	3	7	1	-	-	33
	Guitar (Classical)	41	8	14	4	4	2	73
	Guitar (Electric)	61	2	3	-	-	-	66
	Guitar (Electric Bass)	-	-	1	-	1	-	2
	Guitar (Bass)	10	-	-	-	-	-	10
	Piano	152	145	82	108	4	18	509
	Piano/Keyboards	3	-	-	1	-	-	4
	Piano (Accompaniment)	-	1	9	29	-	3	42
	Repetiteur	-	-	-	1	-	-	1
	Opera Repetiteur	-	-	1	-	-	-	1
	Organ	10	4	2	2	-	-	18
	Harpsichord	-	2	1	2	-	2	7
	Recorder	6	10	-	4	-	1	21
	Voice	21	80	1	13	-	4	119
	Voice (Soprano)	-	224	-	250	-	22	496
	Voice (Male Soprano)	-	1	-	-	-	-	1
	Voice (Mezzo-Soprano)	-	95	-	94	-	8	197
	Voice (Alto)	-	7	-	-	-	1	8
	Voice (Contralto)	-	4	-	1	-	-	5
	Voice (Counter-Tenor)	8	-	17	-	-	-	25
	Voice (Tenor)	35	1	57	-	3	-	96
	Voice (Baritone)	35	-	34	-	-	-	69
	Voice (Bass-Baritone)	36	-	61	-	2	-	99
	Voice (Bass)	5	-	10	-	1	-	16
Voice (Soprano) Early Music	-	3	-	5	-	1	9	
Voice (Counter-Tenor) Early Music	-	-	1	-	-	-	1	

table 10a (3 of 3)

Principal Study Discipline		Course level, Study mode, Gender						Total
		UG		PG				
		FT		FT		PT		
		M	F	M	F	M	F	
Jazz	Saxophone (Alto) Jazz	28	7	5	1	-	3	44
	Saxophone (Tenor) Jazz	20	5	3	-	1	1	30
	Saxophone (Baritone) Jazz	-	2	-	-	-	-	2
	Trumpet (Jazz)	18	3	3	-	-	-	24
	Trombone (Jazz)	8	-	1	-	-	-	9
	Guitar (Jazz Acoustic)	6	-	2	-	1	-	9
	Guitar (Jazz Electric Lead)	30	-	5	-	-	-	35
	Guitar (Jazz Electric Bass)	36	-	1	-	1	-	38
	Guitar (Jazz Electric Bass)/Jazz Double Bass	6	-	-	-	-	-	6
	Piano (Jazz)	28	3	10	4	5	-	50
	Vibraphone (Jazz)	1	-	-	-	-	-	1
	Double Bass (Jazz)	10	-	-	-	2	-	12
	Drumkit (Jazz)	50	2	10	-	4	-	66
	Flute (Jazz)	1	1	-	-	-	-	2
	Clarinet (Jazz)	2	1	-	-	-	-	3
	Violin (Jazz)	-	2	-	1	1	-	4
Voice (Jazz)	5	17	1	6	-	4	33	
Scottish / Indian Music	Fiddle	-	17	1	1	-	-	19
	Flute (Scottish Traditional Music)	2	1	-	-	-	-	3
	Gaelic Song	-	1	-	-	-	-	1
	Piano (Scottish Traditional Music)	1	3	-	-	-	-	4
	Piano Accordion	3	1	-	-	-	-	4
	Scots Song	-	6	-	-	-	-	6
	Snare Drum	3	-	-	-	-	-	3
	Scottish Harp	-	2	-	1	-	-	3
	Highland Bagpipes	11	9	-	-	-	-	20
	Button Accordion	1	1	-	-	-	-	2
	Voice (Indian Music)	1	-	-	-	-	-	1
Total	1,419	1,321	691	901	85	130	4,547	

Table 10b - Applicants and acceptances by principal study discipline, 2008-2009

Principal Study Discipline		Course level, population							
		UG				PG			
		Applicants		Acceptances		Applicants		Acceptances	
		2008	2009	2008	2009	2008	2009	2008	2009
Orchestral, Band & Early Music Ensemble Instruments	Violin	205	221	95	99	146	136	54	60
	Viola	53	57	31	28	40	45	18	20
	Cello	70	75	35	33	71	87	33	36
	Double Bass	25	43	11	24	9	9	3	3
	Flute	134	107	43	24	62	88	22	21
	Piccolo					1			
	Oboe	31	38	23	15	20	30	11	14
	Clarinet	78	79	28	23	40	57	15	19
	Clarinet (Bass)						1		
	Bassoon	21	21	12	11	21	16	15	10
	Saxophone	42	30	4	1	9	8	4	
	Saxophone (All)						1		
	Saxophone (Soprano)	3	1	2	1	1			
	Saxophone (Alto)	79	71	25	27	10	10	5	3
	Saxophone (Tenor)	23	25	10	9	2	2	2	
	Saxophone (Baritone)	3	1						
	Trumpet	73	91	36	27	33	28	16	11
	Trombone (Tenor)	38	50	19	18	13	11	5	5
	Trombone (Bass)	6	15	3	7	5	6	3	3
	Horn (French)	32	36	16	17	31	24	12	11
	Tuba	18	25	11	11	5	4	4	1
	Cornet	12	20	6	10	2	3		2
	Flugelhorn	1	2		1				
	Horn (Baritone)		4		1				
	Horn (Tenor)	8	11	2	5	3	3	2	2
	Baritone		4			4		2	
	Euphonium	18	23	12	9	6	7	4	6
	Percussion	3							
	Percussion & Timpani	2	2				1		
	Percussion (Orchestral) & Drumkit	10	17	2	4	1			
	Percussion (Orchestral) & Timpani	37	51	19	19	12	22	6	11
	Drumkit	40	57	12	14	1	2		
	Harp	13	19	8	8	7	8	3	3
	Violin (Baroque)	2		2		5	4	3	2
	Viola (Baroque)					1			
	Viola da Gamba	1		1		3	1		
	Viol					1		1	
	Flute (Baroque)	1		1			1		
	Clarinet (Classical)		4			2	3		
	Cornetto		1			1		1	
Trumpet (Natural)					2	3	1	2	
Horn (Natural)	1								
Lute					3		1		
Mandolin	1	1				1		1	

table 10b (2 of 3)

Principal Study Discipline		Course level, population							
		UG				PG			
		Applicants		Acceptances		Applicants		Acceptances	
		2008	2009	2008	2009	2008	2009	2008	2009
Composition, Musicology, Music Tech., Popular Music General	Community Music						3		
	Composition	127	129	43	37	96	111	39	46
	Composition & Technology	2				1			
	Composition for Screen					30	34	8	13
	Conducting	2				47	49	13	7
	Conducting (Choral)					3	11	2	5
	Music Technology	22	19	11	7	6	5	3	
	Musicology					3		2	
Non-Orchestral / Band Instruments	Guitar (Acoustic)	27	25	5	2	9	8	2	2
	Guitar (Baroque)					1		1	
	Guitar (Classical)	60	49	24	17	13	24	6	6
	Guitar (Electric)	50	63	12	17	5	3		1
	Guitar (Electric Bass)						2		1
	Guitar (Bass)		10		5				
	Piano	296	297	93	90	188	212	82	83
	Piano/Keyboards		3				1		
	Piano (Accompaniment)	2	1	1		17	41	6	15
	Repetiteur						1		
	Opera Repetiteur					1	1		
	Organ	11	14	8	8	14	4	7	1
	Harpsichord	2	2	1		3	5	1	2
	Fortepiano					1			
	Recorder	14	16	10	8	4	5	3	2
	Voice	126	101	32	25	23	18	5	6
	Voice (Soprano)	246	224	43	43	283	272	63	60
	Voice (Male Soprano)	1	1						
	Voice (Mezzo-Soprano)	95	95	28	19	93	102	27	26
	Voice (Alto)	6	7	1			1		
	Voice (Contralto)	12	4			3	1	1	
	Voice (Counter-Tenor)	9	8	1	4	8	17	3	3
	Voice (Tenor)	41	36	16	13	67	60	17	16
	Voice (Baritone)	34	35	7	12	34	34	13	15
	Voice (Bass-Baritone)	28	36	3	5	64	63	7	7
	Voice (Bass)	8	5	4	1	4	11	2	5
	Voice (Soprano) Early Music	4	3	1	2	3	6	1	2
Voice (Mezzo-Soprano) Early Music					1				
Voice (Counter-Tenor) Early Music					2	1			

table 10b (3 of 3)

Principal Study Discipline		Course level, population							
		UG				PG			
		Applicants		Acceptances		Applicants		Acceptances	
		2008	2009	2008	2009	2008	2009	2008	2009
Jazz	Saxophone (Alto) Jazz	23	35	3	5	4	9	2	2
	Saxophone (Tenor) Jazz	20	25	5	7		5		4
	Saxophone (Baritone) Jazz	1	2		1				
	Trumpet (Jazz)	14	21	3	7	3	3	2	
	Trombone (Jazz)	3	8		5	1	1		
	Guitar (Jazz Acoustic)	4	6	1	1	2	3	1	
	Guitar (Jazz Electric Lead)	42	30	3	3	6	5		1
	Guitar (Jazz Electric Bass)	50	36	10	11	6	2	1	
	Guitar (Jazz Electric Bass)/Jazz Double Bass	3	6	1	1				
	Vibraphone (Jazz)		1						
	Piano (Jazz)	27	31	3	11	9	19	1	7
	Double Bass (Jazz)	12	10	3	1	3	2	1	2
	Drumkit (Jazz)	50	52	7	9	5	14	1	1
	Flute (Jazz)	1	2						
	Clarinet (Jazz)	7	3	1					
	Violin (Jazz)	1	2			1	2		1
Voice (Jazz)	25	22	2	8	7	11	3	1	
Scottish / Indian Music	Fiddle	16	17	5	3	1	2		1
	Flute (Scottish Traditional Music)	3	3	1	1				
	Gaelic Song	2	1						
	Piano (Scottish Traditional Music)	8	4	4	3				
	Piano Accordion	8	4	1	1				
	Scots Song	4	6	3	4				
	Snare Drum	1	3	1					
	Scottish Harp	3	2	1	1	1	1	1	1
	Highland Bagpipes	19	20	7	5	1			
	Tabla	1							
	Button Accordion		2						
Voice (Indian Music)	1	1							
Total	2,658	2,740	878	849	1,650	1,807	573	591	

Notes on table 10

1. Table 10 does not aim to give accurate totals of applications per discipline. Rather, it gives a broad snapshot of the health of the music education sector by illustrating the skills present in the applicant pool.

Applicants were counted once against each principal study discipline for which they applied. However, they were counted only once per principal study discipline, regardless of how many applications they made in that discipline. For instance, if an individual applied for principal study in trumpet at three conservatoires and principal study in piano at two conservatoires, that applicant was counted once for trumpet and once for piano.

2. For the purpose of this report, courses with an original qualification type recorded as 'Other' have been appropriately split between UG and PG (see Table 2 note 1). In 2009, within those courses, there

This reflects the fact that, having attained a sufficient level of practical ability in two areas, the applicant could have been placed in either principal study, but can only attend one conservatoire. The number of applications in a discipline therefore gives a rough idea of how skilled the application population is in that discipline.

Additionally, applicants are duplicated in the table where they applied to more than one course level (UG, PG) and/or study mode (full-time, part-time). In particular, this helps to show the level of interest in and practicality of different modes of study.

were four principal study disciplines which had more than 15 applicants. These are shown below together with the breakdown of applicant numbers split between UG and PG courses.

	UG	PG	Total
Non-Orchestral / Band Instruments			
Voice (Soprano)	20	52	72
Voice (Mezzo Soprano)	2	18	20
Voice (Bass-Baritone)	2	18	20
Piano	18	1	19
Total	42	89	131

3. The instruments listed below were available, but received no applications during the 2009 entry cycle. This may be for one or more of the following reasons:

- the instrument is a variant listing of one in the main table – eg saxophone (jazz) – used only by one or a small number of conservatoires. In this case, there may not have been any applications to the conservatoires using this term, even if other conservatoires received applications in this area under another instrument name
- the instrument was superseded by another instrument name and therefore withdrawn before receiving any applications
- the instrument was open for applications on at least one course but received none
- the instrument was originally allowed but was withdrawn before receiving any applications
- the instrument was only available as a second study instrument.

Orchestral, Band & Early Music Ensemble Instruments

Bassoon (Baroque)
Bassoon (Contra)
Brass Quintet
Cello (Baroque)
Chittarone
Cimbasso
Clarinet (E Flat)
Cor anglais
Double Bass (Baroque)
Flute (Alto)
Flute (Bass)
Flute (Renaissance)
Horn (Natural)
Lute
Lute/Theorbo
Oboe (Baroque)
Oboe d'amore
Ophicleide
Percussion
Piccolo
Sackbut
Serpent
Trombone
Trombone (Alto)
Trumpet (Bass)
Trumpet (Slide)
Vihuela de Mano
Viol
Viola (Baroque)
Violone

Composition, Musicology, Music Technology, Popular Music

Composition & Technology
Conducting (Orchestral)
Creative Music Technology
Music Recording

Musicology
Popular Music
Practical Musicianship

Non-Orchestral / Band Instruments

Accompaniment
Clavichord
Counter Tenor
Guitar
Guitar (Accompaniment)
Guitar (Baroque)
Guitar (Electric Lead)
Harpsichord (Baroque)
Voice (Bass-Baritone) Early Music
Voice (Early Music)
Voice (Mezzo-Soprano) Early Music
Voice (Tenor) Early Music

Jazz

Cello (Jazz)
Composition (Jazz)
Percussion (Jazz)
Saxophone (Jazz)

Scottish / Indian Music

Accordion
Bagpipes
Cello (Scottish Traditional Music)
Clarsach
Mandolin (Indian Music)
Mridangam
Sitar
Tabla
Vina
Violin (Indian Music)

further information

Detailed information about programmes of study, including those that lie outside the CUKAS system, can be obtained by contacting the conservatoires directly or, in many cases, by visiting their websites, given on page 6. Further information about UCAS and the CUKAS system in general is available from UCAS (www.cukas.ac.uk / www.ucas.com) or by contacting:

CUKAS HEI Customer Service Team

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New Barn Lane
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f: 01242 544 961



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