

Update on Academic Board Annual Report actions

	Action	Assigned	Deadline	Update
1)	<i>to develop a new Teaching and Learning Strategy and Action Plan in line with the School Strategic Plan for approval 2018*</i>	<i>TBC</i>	<i>December 2018</i>	This action is on hold until a lead is identified for the development of the Learning and Teaching Strategy
2)	<i>to monitor the School's performance in the TEF metrics</i>	<i>Quality Assurance Officer (Programme Development)</i>	<i>December 2017</i>	The School's performance in the TEF metrics saw improvement for 2018 with the upturn wiping out the negative flag in 'assessment and feedback' and adding a positive flag for 'academic support'. While the initial metrics-based assessment placed the School on a Silver rating Academic Board agreed that it would be advisable to submit to TEF3 in the hope the School could show sufficient evidence in the written provider submission to improve to a Gold rating. Results were released in June 2018. The School gained a Gold award which will last for up to three years.
3)	<i>to devise actions to address negative/lack of positive TEF flags where necessary</i>	<i>Programme Leaders' Group</i>	<i>Summer 2018</i>	As under Action 6 a number of measures to improve assessment and feedback were identified and will be carried forward by the Programme Leader's Group and via the Digital strand of the School Strategic Plan. The School's performance in the DLHE remained strong and is expected to carry through to the new Graduate Outcomes survey. The development of a Learning and Teaching Strategy will provide the opportunity to identify measures to increase overall student satisfaction with the quality of teaching across the School's programmes.

4)	<i>to ensure that an explicit comment on student outcomes/grade inflation is sought from External Examiners at Assessment Boards</i>	<i>Programme Leaders</i>	<i>ongoing</i>	To be sought and minuted at 2017/18 Assessment Boards
5)	<i>to continue to review marking, moderation and feedback processes and provide proper induction and guidance for internal and external assessors *</i>	<i>Programme Leaders</i>	<i>Summer 2018</i>	<p>Production Arts: From the beginning of the 2017/18 Academic Year each student assessment is read by a 2nd reviewer. After each production a staff marks review meeting takes place and a separate marking review meeting takes place at the end of each term, which involves all technical academic staff. Pathway Leaders induct and mentor new internal and external staff through the marking and feedback processes by a series of one on one meetings.</p> <p>Acting: The Acting Department provides tailor-made written guidance to all assessors. This content is reviewed and updated to ensure it aligns with learning outcomes and assessment criteria. The Head of Academic Studies (Drama) meets with staff individually to brief them and respond to any questions about assessment. Scheduling of assessment and marking processes are arranged as is appropriate to ensure parity of experience, timely communication and that students are most likely to meet the learning outcomes. This is constantly under review with the support of colleagues from Drama Administration. The new External Examiner for BA (Hons) in Acting and MA in Acting has been fully briefed about curriculum and assessment processes in order to fulfil his duties.</p>

				<p>Music: for 2017/18 a stronger induction was been introduced for panel Chairs to ensure greater vigilance re. technical issues (e.g. pass/fail marks) and guidance disseminated to all assessors on feedback report writing. Internal assessors are required to attend pre-exam meetings. We also responded to an examiner's point regarding the seating of the assessing panel in Milton Court. For written work, after issuing a new set of guidelines last year, this year the process was consolidated by implementing online resources and shared templates for staff.</p>
6)	<p><i>to explore how issues surrounding assessment and feedback have been managed by competitor institutions</i></p>	<p><i>Quality Assurance Officer (Programme Development)</i></p>	<p><i>Summer 2018</i></p>	<p>There has been extensive research conducted following the introduction of the TEF which has pointed to a multi-faceted approach to improving scores across institutions. A number of common themes have emerged including:</p> <ol style="list-style-type: none"> 1) institution wide turnaround times for feedback on assessed work (15 days most common). <i>This was discussed at Academic Board in March 2018 but it was found that, due to the varied nature of assessment and moderation practices necessitated by the numerous types of assessment submissions across programme, a standard 15 day turnaround time was not tenable. Programme Leaders' Group will meet on 28 June 2018 to begin further discussions</i> 2) development of VLE/other online method of assessment upload, marking and feedback in one portal. <i>The VP and Director of Production Arts is taking this forward as part of the Digital strand of the School Strategic Plan. Initial conversations</i>

				<p><i>have been held with D2L regarding the Brightspace VLE which is seen as an out of the box, intuitive and easy to use piece of software to replace Moodle. This would facilitate the creation of a one stop shop for students to access assessment briefs, guidance, examples of good practice, assessment criteria etc. as well as a portal for the submission of assessment tasks and accessing feedback</i></p> <p>3) development of specific guidelines for staff on how to communicate and engage students in understanding expectations of assessments</p> <p><i>The work done by the BA TTA Programme team within the context of the assessment review, received by Academic Board in June 2018, provides a solid template of engaging with students around issues of assessment and feedback. Programme Leaders' Group will meet on 28 June 2018 to begin further discussions</i></p> <p><i>with a view to replicating identified best practice across programmes</i></p>
7)	<i>to monitor the implementation of the recommendations of (re)validation*</i>	<i>Programme Leaders' Group</i>	<i>over validation periods</i>	This is an ongoing, standing agenda item for the Programme Leaders' Group
8)	<i>to review, at revalidation, the effectiveness of the cross-School assessment criteria template for use across Music programmes</i>	<i>Revalidation Panels</i>	<i>at revalidation</i>	For the revalidation of the MA Opera Making and Writing programme in 2016/17, the Programme Team adapted the cross-school template to produce three new sets of Assessment Criteria To ensure consistency in assessment both within the programme and across the school, the language of the descriptors in each band was retained with learning outcomes mapped to the core principles outlined in the School Wide Assessment Strategy. This approach was also adopted for the BMus and

				GAM revalidations in 2017/18
9)	<i>to monitor the implementation of programme action plans*</i>	<i>Academic Board</i>	<i>ongoing</i>	Programme Boards and Academic Board considered termly updates to Annual Programme Evaluation action plans. Academic Board noted that updates should include specific detail as to the measures being taken following initial investigation, the results of measures taken thus far and any further action required. The Acting department were asked to review plans in light of this and a much more detailed update was received at summer Programme Board
10)	<i>to explore measures behind the increase in assessment and feedback satisfaction within the BA TTA programme, with a view to replication across the School</i>	<i>Programme Leaders' Group</i>	<i>Summer 2018</i>	Drama Programme Board and Academic Board received a report of the assessment review conducted by the BA TAA Programme Team in the summer term 2017/18. This built on the work already done by the Production Arts department in rationalising assessment practices and exploring how best to engage with students regarding questions around assessment and feedback Programme Leaders' Group will meet on 28 June 2018 to begin discussions as to how measures might impact practice in other programmes
11)	<i>Acting programme teams to consider how welcoming its literature is to applicants with a disability (carried forward from 2016/17 equality admissions report)</i>	<i>Wyn Jones & Brodie Ross</i>	<i>Spring 2018</i>	The Acting Department has reviewed its literature to ensure it is welcoming for students with disabilities. This has included consideration of material on the website, prospectus and automated correspondence sent to applicants. These describe: <ul style="list-style-type: none"> • The fact the Department encourages applications from students with disabilities or learning difficulties. • Details about the ethos of the Department and that there is a

				<p>supportive and friendly environment.</p> <ul style="list-style-type: none"> • Links to disability support and sources of further information for those with questions about disability. This applies to both applicants and those who eventually enrol as students. • Links to the Student Affairs team and details of types of further support. This includes access to a disability coordinator. • The fact that 10% of the student population fall into the categories of students with disabilities or specific learning difficulties. <p>In addition, the team has reviewed the content of the audition guidance sent to applicants. Some editorial changes were made to this to ensure the Department appears as approachable as possible. All materials conform to School-wide policies, statements and tone of language concerning disability. Automated content with is generated through SITS has been coordinated and agreed with colleagues in Registry and Student Affairs. Whilst no changes were deemed necessary to the Department's literature (other than the editorial amendments mentioned above), the team is confident that its material is clear and welcoming.</p>
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