



Board of Governors of the Guildhall School of Music and Drama

Date: MONDAY, 16 NOVEMBER 2015

Time: 1.45 pm

Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

| | | |
|-----------------|---|--------------------------|
| Members: | Deputy John Bennett (Chairman) | Paul Hughes |
| | Alderman David Graves (Deputy Chairman) | Professor Barry Ife |
| | Sir Andrew Burns | Vivienne Littlechild |
| | Deputy John Chapman | Jeremy Mayhew |
| | Christina Coker | Kathryn McDowell |
| | Neil Constable | Alderman William Russell |
| | Marianne Fredericks | John Scott |
| | Lucy Frew | Jeremy Simons |
| | Jo Hensel | Angela Starling |
| | Gareth Higgins | Alex Tostdevine |
| | Michael Hoffman | |

Enquiries: Gemma Stokley
tel. no.: 020 7332 1407
gemma.stokley@cityoflondon.gov.uk

Lunch will be served in the Guildhall Club at 1pm
NB: Part of this meeting could be the subject of audio or video recording

John Barradell
Town Clerk and Chief Executive

AGENDA

Principal's Introduction to the Agenda

At the November Board, the major items of business relate to the institution's annual submission to HEFCE, designed to demonstrate that public funding has been used properly for the purposes for which it was provided. This exercise used to be called the 'single conversation' and in a way it still is – institutions report once a year and the funding council reports back in due course in the form of a risk letter. Unfortunately, the School's side of the single conversation comes in multiple parts, which are indexed at item 8. HEFCE tells us how it would like us to prepare the accounts (item 15) and we submit audited financial statements (item 18) which are extracted from the audited accounts of the City of London Corporation. Along with those annual accounts we provide a narrative of the major achievements of the academic year 2014/15, an account of the way we are ensuring that our operations are effective and efficient (item 17) and an annual report from the Audit Committee to demonstrate that our key processes have been audited and are sound. All of this provides the funding council with the comfort it needs that the institution is in good financial and operational health.

This is also the meeting at which the Board receives an annual report from the Academic Board (item 7 – previously the Teaching and Learning Board, the Academic Board has been so renamed since the grant of degree-awarding powers). This year's report paints a good picture of student achievement and raises no matters of concern. The Principal's General Report (item 6) also gives good reason to be proud of the School, its students and their achievements. CYM centres are progressing well and there is good news from the growing research department.

On a slightly more sombre note, items 19 and 20 report on current financial year progress and the preliminary budget for 2016/17. As the Principal's non-public report (item 21) points out, higher education is in a greater state of uncertainty than at any time in recent memory. At the time of writing, a Green Paper is still awaited, as is the Chancellor's autumn statement. The School has made a submission to HEFCE to cover phased reductions in City funding and there are increasing uncertainties over student recruitment in what has become a highly competitive market for HE in this country. In this context, the School has made an extremely cautious estimate of the position in 2016/17 and is using the opportunity to conduct a thorough review of its strategy and operations. Finally, item 22 provides a third-year update on the 5-year enterprise plan, which contains some heartening news.

Those items which it is proposed can be approved or noted without discussion are marked with a star (*). It is open to any Governor to request that an item be unstarred and subject to discussion. Governors may inform the Town Clerk of this request prior to the meeting, or the Chairman at the start of the meeting.

Part 1 - Public Agenda

1. APOLOGIES

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

3. PUBLIC MINUTES

a) Public Minutes of the Board

To agree the public minutes and summary of the meeting held on 7 September 2015.

For Decision
(Pages 1 - 6)

b) *Public Minutes of the Governance and Effectiveness Committee

To receive the public minutes of the meeting held on 23 September 2015.

For Information
(Pages 7 - 10)

4. TERMS OF REFERENCE AND FREQUENCY OF MEETINGS OF THE BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Report of the Town Clerk.

For Decision
(Pages 11 - 14)

5. OUTSTANDING ISSUES REPORT

Report of the Town Clerk.

For Information
(Pages 15 - 16)

6. PRINCIPAL'S GENERAL REPORT

Report of the Principal of the Guildhall School of Music and Drama.

For Information
(Pages 17 - 28)

7. **ACADEMIC BOARD - ANNUAL REPORT**

Report of the Principal of the Guildhall School of Music and Drama.

For Information
(Pages 29 - 50)

8. ***HEFCE ANNUAL ACCOUNTABILITY RETURN 2015**

Report of the Chief Operating and Financial Officer.

For Information
(Pages 51 - 52)

9. **INTERNAL AUDIT UPDATE REPORT**

Report of the Head of Internal Audit and Risk Management.

For Information
(Pages 53 - 62)

10. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

11. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

12. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

Part 2 - Non Public Agenda

13. **NON PUBLIC MINUTES**

a) **Non-Public Minutes of the Board**

To agree the non-public minutes of the meeting held on 7 September 2015.

For Decision
(Pages 63 - 68)

14. **RECOMMENDATIONS FOR HONORARY FELLOWSHIPS**

Report of the Principal of the Guildhall School of Music and Drama.

For Decision
(Pages 69 - 70)

15. ***HEFCE ACCOUNTS DIRECTION FOR 2015/16**
Report of the Principal of the Guildhall School of Music and Drama.
For Information
(Pages 71 - 82)
16. **AUDIT COMMITTEE ANNUAL REPORT**
Report of the Chief Operating and Financial Officer.
For Decision
(Pages 83 - 96)
17. **ECONOMY, EFFECTIVENESS AND EFFICIENCY UPDATE**
Report of the Principal of the Guildhall School of Music and Drama.
For Information
(Pages 97 - 104)
18. **AUDITED FINANCIAL STATEMENT - 2014/15**
Report of the Chief Operating and Financial Officer.
For Decision
(Pages 105 - 130)
19. **FINANCE REVIEW**
Report of the Chief Operating and Financial Officer.
For Information
(Pages 131 - 144)
20. **GUILDHALL SCHOOL BUDGET REPORT 2016/17**
Report of the Principal of the Guildhall School of Music and Drama.
For Information
(Pages 145 - 154)
21. **PRINCIPAL'S REPORT (NON-PUBLIC)**
Non-public report of the Principal of the Guildhall School of Music and Drama.
For Discussion
(Pages 155 - 166)

22. **GUILDHALL SCHOOL ENTERPRISE 2015 UPDATE ON 5 YEAR PLAN**

Report of the Vice Principal and Director of Academic Affairs, Guildhall School.

For Decision
(Pages 167 - 188)

23. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

24. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

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BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 7 September 2015

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at the Guildhall EC2 at 1.45 pm

Present

Members:

| | |
|---|--------------------------|
| Deputy John Bennett (Chairman) | Jo Hensel |
| Alderman David Graves (Deputy Chairman) | Michael Hoffman |
| Sir Andrew Burns | Professor Barry Ife |
| Deputy John Chapman | Vivienne Littlechild |
| Christina Coker | Jeremy Mayhew |
| Neil Constable | Kathryn McDowell |
| Marianne Fredericks | Alderman William Russell |
| Lucy Frew | Angela Starling |

Officers:

| | |
|-------------------------|-------------------------------------|
| Christopher Braithwaite | Town Clerk's Department |
| Gemma Stokley | Town Clerk's Department |
| Caroline Al-Beyerty | Chamberlain's Department |
| Niki Cornwell | Chamberlain's Department |
| Paul Nagle | Chamberlain's Department |
| Michael Bradley | City Surveyor's Department |
| Sam Cook | Remembrancer's Department |
| Sean Gregory | Barbican Centre |
| Duncan Barker | Guildhall School of Music and Drama |
| Christian Burgess | Guildhall School of Music & Drama |
| Michael Dick | Guildhall School of Music & Drama |
| Professor Helena Gaunt | Guildhall School of Music and Drama |
| Alison Mears | Guildhall School of Music and Drama |
| Jonathan Vaughan | Guildhall School of Music & Drama |

1. APOLOGIES

Apologies were received from Gareth Higgins, Paul Hughes, John Scott, Jeremy Simons and John Tomlinson.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

Nicy Roberts declared a personal interest in matters relating to the Centre for Young Musicians, being a member of the CYM Monitoring Group, editor of CYM's termly magazine UPBEAT, and jointly responsible for the LSSO Alumni Database. This was a standing declaration.

Sir Andrew Burns declared a personal interest as Chairman of the Hestercombe Gardens Trust. This was a standing declaration.

3. **PUBLIC MINUTES**

3.1 **Public Minutes of the Board**

RESOLVED – That the public minutes of the meeting held on 11 May 2015 are approved as an accurate record.

Matters Arising

The Principal provided a brief update regarding the pavement leaks at Milton Court. He advised that further updates were being awaited from the owner of the property.

The Chairman advised that, along with the Deputy Chairman, he would be meeting with the Principal, the Town Clerk and Sir Andrew Burns following this meeting to discuss the guidance on Governance Requirements which had been received from the Committee of University Chairmen.

A Member suggested and the Board agreed that it would be good practice to establish an Outstanding Actions report for this Board, to ensure that all actions agreed by the Board were completed appropriately.

RESOLVED – That the Town Clerk ensures that an Outstanding Actions report is provided to future meetings of the Board.

3.2 ***Public Minutes of the Audit & Risk Management Committee**

RESOLVED – That the public minutes of the Audit & Risk Management Committee held on 24 July 2015 are received.

4. ***COUNTER-TERRORISM AND SECURITY ACT**

The Committee considered a report of the Remembrancer which advised the Board of the relevant provisions of the placed two new duties on governing bodies of educational institutions, including the Guildhall School of Music and Drama. First, the Board would need to have due regard to the need to prevent people from being drawn into terrorism. Second, the Board would need to co-operate with panels put in place by local authorities to identify and provide support to those who are vulnerable to being drawn into terrorism.

Members asked whether radicalisation of students was expected to be a significant issue for the Guildhall School. The Principal explained that this would be fully risk assessed, but at present it was not anticipated to be a major risk.

RESOLVED – That the Board notes the report.

5. **PRINCIPAL'S GENERAL REPORT**

The Committee considered a report of the Principal which updated the Board on current issues at the school, particularly Awards and prizes, summer activities, Summer schools at Guildhall, Centre for Music and a strategic update.

Awards and Prizes

The Principal advised the Board that in addition to the awards and prizes listed within the report, Ashley Fripp was currently competing in the semi-final of the Leeds International Piano Competition. In response to questions from Members regarding the equivalence of prizes for Drama and Technical Theatre in comparison to Music, the Principal explained that Gold Medal winners for all categories were displayed in the School entrance, but it was difficult for prize achievement to be equivalent between the arts due to their different nature. He also explained that his reports would seek to further emphasise the achievements of recent alumni.

The Chairman requested that future reports include details of any significant monetary or scholarship prizes which were won from these awards and prizes to allow the Board to gauge the prestige of the various prizes.

Summer Schools

The Principal reported that the Summer Schools programme had been very successful. He noted that this was particularly pleasing given that it had occurred at the same time as nine capital projects were taking place around the School, from which disruption to the Summer Schools had been minimal. In response to questions from Members, Officers explained that the Summer Schools for Adults and 16-17 year olds had been particularly successful. The West End Stage School was also noted to have been a strong financial success.

RESOLVED – That the Board notes the report.

6. **ANNUAL SAFEGUARDING REPORT AND SAFEGUARDING POLICY**

The Board considered a report of the Safeguarding Lead of the Guildhall School which updated the Board on Safeguarding developments during the Academic Year 2014/15 particularly with regard to current Safeguarding arrangements including update on priorities for 2014/15, changes to the Policy and Procedures, training undertaken by the Safeguarding Lead, staff and governors, the number and type of incidents/cases reported, and priorities for 2015/16. The Board was also provided with information regarding efforts to achieve the NSPCC Kitemark for Safeguarding over the course of the next year.

The Safeguarding Governors and the Board as a whole complemented the School for the strong work which had been conducted in this area. The Board commented that the number of cases reported, despite their not being directly related to the School, indicated that students felt comfortable in approaching staff regarding extremely sensitive issues.

RESOLVED – That the Committee approves the revised Safeguarding Policy which was attached to the report at Appendix 1.

7. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

8. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no items of urgent business.

9. EXCLUSION OF THE PUBLIC

RESOLVED – That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Paragraph 3 of Part I of Schedule 12A of the Local Government Act as follows:-

| Item | Paragraph |
|-------|-----------|
| 10-22 | 3 |

10. NON PUBLIC MINUTES

10.1 Non Public Minutes of the Board

The non-public minutes of the meeting held on 11 May 2015 were approved as a correct record.

10.2 *Non Public Minutes of the Audit & Risk Management Committee

The non-public minutes of the Audit & Risk Management Committee held on 24 July 2015 were noted.

11. BARBICAN AND GSMD CAPITAL CAP REPLACEMENT

The Board considered a report of the Chamberlain which provided information regarding the proposals for the future replacement of the existing Capital Cap arrangements which currently operated for the Barbican Centre and the Guildhall School. The Board provided their comments on the report, to be conveyed to the Policy and Resources Committee.

12. PRINCIPAL'S STRATEGIC UPDATE

The Board noted a report of the Principal which updated the Board on a number of strategic issues.

13. UNDER 18 MATTERS

13.1 National Music Plan and cultural hub provision

The Board noted a report of the Vice Principal and Director of Music which provided an update on the review of under 18 music provision and its integration across the Barbican and Guildhall School.

13.2 **Barbican/Guildhall Creative Learning**

The Board noted a report of the Director of Creative Learning which provided an update on Creative Learning over the last 12 months.

14. **DEVELOPMENT & ALUMNI RELATIONS OFFICE ANNUAL REPORT 2014-15**

The Board noted a report of the Head of Development of the Guildhall School which detailed fundraising and alumni and supporter relations activity during the 2014/15 academic year.

15. **GUILDHALL SCHOOL SCHOLARSHIPS FUND**

The Board noted a report of the Principal which provided an update on the sources of income and distribution of awards from the Guildhall School's Scholarship Fund.

16. **5 YEAR FORECASTS SUBMITTED TO HEFCE AS PART OF THE ANNUAL ACCOUNTABILITY RETURN**

The Board considered and approved a report of the Chief Operating and Financial Officer which provided the School's five year forecasts to be submitted to HEFCE.

17. ***FINANCE UPDATE**

The Board noted a report of the Chief Operating and Financial Officer which provided an update on the Guildhall School's finances.

18. ***DECISIONS TAKEN UNDER DELEGATED AUTHORITY AND/OR URGENCY PROCEDURES**

The Board noted a report of the Town Clerk which provided information of action taken under urgency procedures since the last meeting.

19. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

There were no questions.

20. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

There were no items of urgent business.

21. **CONFIDENTIAL MINUTES**

The Board approved the confidential minutes of the last meeting held on 11 May 2015.

22. **CYM AND JAZZ**

The Board received a verbal update from the Principal in relation to the staffing matters in relation to Centres for Young Music and the Jazz Department.

The meeting closed at 4.05 pm

Chairman

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GOVERNANCE AND EFFECTIVENESS COMMITTEE OF THE BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA

Friday, 23 October 2015

Minutes of the meeting of the Governance and Effectiveness Committee of the Board of Governors of the Guildhall School of Music & Drama held at the Guildhall EC2 at 11.30 am

Present

Members:

| | |
|---------------------------------------|---------------------|
| Sir Andrew Burns (Chairman) | Lucy Frew |
| Deputy John Bennett (Deputy Chairman) | Professor Barry Ife |
| Christina Coker | |

Officers:

| | |
|-----------------|---|
| Gemma Stokley | - Town Clerk's Department |
| Katharine Lewis | - Academic Registrar, Guildhall School of Music and Drama |

1. APOLOGIES

Apologies were received from Gareth Higgins.

2. MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA

There were no declarations.

3. PUBLIC MINUTES

The public minutes of the meeting held on 7 November 2015 were considered and approved as a correct record.

MATTERS ARISING

Post TDAP Amendments to the School's Governance Arrangements (page 1) – The Academic Registrar reminded the Committee that various proposals regarding amendments to the School's Governance Arrangements were put to the City of London Corporation but that the majority of these were rejected. Members were reminded that the Academic Board proposal had been approved and implemented.

In response to questions, the Academic Registrar reported that the School were still awaiting formal notification from Privy Council regarding its revised Instrument and Articles of Government. It was anticipated that an application for Research Degree Awarding Powers would be made in 2020.

The Principal went on to report that the School had been successful in its recruitment for Doctorates to date.

The Principal went on to highlight that the Chancellor's Autumn Statement on 25 November would be extremely significant for the School and for the sector as a whole. He stated that never before had there been greater uncertainty on the future of Higher Education and Higher Education funding than at present.

4. THE HIGHER EDUCATION CODE OF GOVERNANCE AND THE GUILDHALL SCHOOL

The Committee considered a report of the Principal of the Guildhall School of Music and Drama relative to The Higher Education Code of Governance and the Guildhall School.

The Chairman began by drawing Members' attention to the Principal's covering report and highlighted the School's need to identify alternative means of supporting the core business of training students for professional life, building advocacy for its work and identifying a more diverse range of financial support.

The Committee noted the senior management team's decision to form an advisory group of industry professionals and other potential advocates who have agreed to work more closely with the School to provide the range of professional advice and support not otherwise available to the management team. The Principal stated that, following the Policy and Resources Committee's rejection of the School's proposed amendments to governance earlier this year, this was a renewed attempt at addressing certain issues whilst still operating within existing structures.

The Chairman summarised the current situation by commenting on both Governance issues and management challenges at the School (i.e. a reduction in full time staff dedicated to the financial management of the School) all of which were having a weakening effect.

The Committee went on to examine each of the requirements set out within the CUC Higher Education Code of Governance and the areas identified as needing further explanation/exploration under the new 'comply or explain' approach. The Principal stated that he was anxious that the assurances provided by HEFCE at the last, 2011 review referred to within the appendix to the report would not be so favourable when the exercise was repeated in 2016. The Principal went on to outline some of the SMT's broader anxieties around whether the School, which was now operating in an increasingly competitive market, had the correct governance and management arrangements in place to survive.

The Principal went on to underline the strong view that the School urgently required both a Director of Finance and a Director of Development.

Whilst the Committee noted some of the 'quick wins' identified within the appendices to the Principal's report, there was also some discussion as to whether a more radical response should be considered going forwards. The School could, for example, look into becoming incorporated and gaining Royal Charter status as it was noted that the value of this, internationally, was substantial.

Members' went on to discuss each of the points highlighted as 'must' statements by HEFCE within Appendix 1 to the report. During discussion the following points were made:

- The School should be asked to produce a paper setting out the pros and cons of the School seeking charitable status and this should not be ruled out as a future option;
- Quorum – could this be easily amended by the Board/Court of Common Council to reflect the involvement of all Members (including external Members) or would a change such as this still require Privy Council's sign off?;
- The City of London was the 'lender of last resort';
- The periodical review of KPI's by the Board of Governors should be revived;
- The Audit and Risk Management Committee of the Board of Governors should be tasked with taking a more pro-active role in terms of setting the audit programme for the School;
- The Town Clerk's representative to the Board was not an HE specialist and the School would benefit from their own Clerk/Policy Officer.

The Chairman asked that the School provide a composite response to each of the statements following today's discussion. This would then be presented to the Board of Governors in February 2016.

The Principal stated that he would also be making the Board aware of the existence of the new informal advisory group. A Member asked that the Board also be made aware of the group's role and terms of reference.

5. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE

There were no questions.

6. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no urgent items of business for consideration.

The meeting closed at 1.10 pm

Chairman

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| Committee: Board of Governors of the City of London School for Girls | Date: 16 November 2015 |
| Subject: Terms of Reference and Frequency of Meetings of the Board of Governors of the Guildhall School of Music and Drama | Public |
| Report of: Town Clerk | For Decision |
| <p style="text-align: center;"><u>Summary</u></p> <ol style="list-style-type: none">1. As part of the post-implementation review of the changes made to the governance arrangements in 2011 it was agreed that all Committees/Boards should review their terms of reference annually. This will enable any proposed changes to be considered in time for the reappointment of Committees by the Court of Common Council.2. The terms of reference of the Board of Governors of the Guildhall School of Music and Drama are attached as an appendix to this report for your consideration. <p><u>Recommendations</u></p> <p>The Board is recommended to:</p> <ol style="list-style-type: none">a) approve the Terms of Reference of the Board for submission to the Court as set out in the appendix, subject to any comments,; andb) consider the frequency of their meetings going forward. | |

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BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC & DRAMA

1. Constitution

A Non-Ward Committee consisting of,

- 11 Commoners elected by the Court of Common Council for a term of three years (renewable twice) at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the Principal of the Guildhall School of Music & Drama
- one member of the Guildhall School academic staff to be elected by the Academic staff for a term of three years (renewable twice)
- one member of the Guildhall School administrative staff to be elected by such staff for a term of three years (renewable twice)
- one Guildhall student representative who shall normally be the President of the Students' Union
- up to six co-opted non-City of London Corporation Governors with appropriate expertise for a term of three years (renewable twice)

None of the appointed Governors shall serve on the Board for more than a maximum of nine years.

The Chairman and Deputy Chairman of the Board shall be elected from the City Corporation Members.

The Chairman of the Barbican Centre Board, the Chairman of the Culture, Heritage & Libraries Committee and one representative of the Centre for Young Musicians shall be permitted to attend the Board in a non-voting, advisory capacity.

2. Quorum

The quorum consists of any seven Common Council Governors.

3. Membership 2015/16

- 6 (3) John Alfred Bennett, Deputy
- 3 (3) Marianne Bernadette Fredericks
- 3 (3) Jeremy Paul Mayhew, M.A., M.B.A.
- 9 (3) John George Stewart Scott, J.P., B.A.(Hons)
- 3 (3) Angela Starling
- 2 (2) Lucy Roseanne Frew
- 2 (2) William Anthony Bowater Russell, Alderman

together with those referred to in paragraph 1 above, four Members to be appointed this day and:-

the Principal of the Guildhall School for the time being - Prof Barry Ife, C.B.E., F.K.C., Hon. FRAM., B.A.(Hons.), Ph.D., A.L.C.M.

one Academic Member of the Guildhall School Staff, elected by the Academic Staff - Jo Hensel

one Non-Academic Member of the Guildhall School Staff, elected by the administrative staff - Gareth Higgins

one Guildhall School Student representative (President of the Student Union for the time being) - Alex Tostdevine

up to 6 Non-City of London Corporation Members with appropriate expertise - Sir Andrew Burns
Christina Coker O.B.E.
Neil Constable
Michael Hoffman
Paul Hughes
Kathryn McDowell, C.B.E., D.L.

4. Terms of Reference

To be responsible for:-

- (a) the approval of a strategic plan and the determination of the educational character and the mission/aims of the Guildhall School of Music & Drama and oversight of its activities;
- (b) the approval of an annual Business Plan;
- (c) the approval of annual estimates of income and expenditure;
- (d) the approval of the annual audited financial statements of the Guildhall School of Music & Drama;
- (e) the appointment of the Principal of the Guildhall School of Music & Drama

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Board of Governors of the Guildhall School of Music and Drama – Outstanding Actions

| Item | Date | Action | Officer responsible | To be completed/ progressed to next stage | Progress Update |
|------|---------------------------|--|---------------------|---|---|
| 1. | 7 September 2015, Item 10 | <u>Fees Schedule</u> The Principal to provide more information to the Board regarding the relationship between non-EU fees, Scholarships and the admission of students to the School prior to the setting of the Fees Schedule for 2017/18. | Principal | November 2015 | Report to be submitted to November 2015 meeting of the Board. |
| 2. | September 2015, | <u>Sundial Court</u> Update to Board following a meeting scheduled for 4 November 2015 | Principal | | Update to Board at November 2015 meeting. |

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| Committee(s): | Date(s): | Item no. |
|---|------------------------|----------|
| Board of Governors of the Guildhall School of Music & Drama | 16 November 2015 | |
| Subject: Principal’s General Report | | |
| Report of: Principal | Public | |
| | For information | |
| <div><p style="text-align: center;"><u>Summary</u></p><p>This report updates the Board on a number of current issues:</p><ul style="list-style-type: none">• Awards and Prizes• Open House• CYM Regional Centres• Research Update• Engagement with China• Current Issues<p>Recommendation: that the Board receives the report and notes its contents.</p></div> | | |

Main report

1 Awards and Prizes

Chamber Music

Oliver Wass (Guildhall Artists Masters, Harp, student of Imogen Barford)

- Winner of the British Harp Chamber Music Competition with his trio Pelléas Ensemble
(Cash Prize of £750, The Two Moors Festival Recital Award, St. James's Piccadilly Recital Award)

Trio Isimsiz (Pablo Hernán Benedí – violin, Michael Petrov – cello, Erdem Misirlioglu - piano)

- First Prize and the Audience Prize in the Trondheim International Chamber Music Competition
(1st Prize: € 15.000 - and engagement at festivals in 2016, Audience Prize: Engagement at Trondheim Chamber Music Festival, September 2016)

Alumni

Linus Piano Trio (Prach Boondiskulchok – piano, Vladimir Waltham – cello)

- 1st Prize in the Piano Trio section of the Melbourne International Chamber Music Competition
(*The Hamer-Tribe Trust Prize \$18,000*)

Other Departments

Music

Milan Siljanov (Guildhall Artists Masters, student of Rudolf Piernay)

- Winner of the Wigmore Hall/Kohn Foundation International Song Competition
(*Prize: £10,000*)

Elisabeth Eder (Guildhall Artists Masters, Harp, student of Imogen Barford)

- 3rd Prize in 6th International Harp Competition in Sandstedt, Germany
(*Prize: 200 Euros*)

Jean-Selim Abdelmoula (Piano Fellow, student of Ronan O’Hora)

- 3rd Prize in 2015 Ciurlionis International Piano Competition in Vilnius
(*Prize: 3000 Euros*)

Jonathan Morris (Guildhall Artists Masters, Piano, student of Ronan O’Hora)

- Winner of the Piano Prize, 2015 Deena Shypitka Awards
(*Prize: £500*)

Marina Koka (Artist Diploma, Piano, student of Ronan O’Hora)

- 2015 Wigmore Hall Prize
(*Recital at Wigmore Hall*)
- Worshipful Company of Musicians Silver Medal
(*Silver Medal*)

Maya Irgalina (Guildhall Artists Masters, Piano Accompaniment, student of Julius Drake)

- Accompanist's Prize in Kathleen Ferrier Society Bursary for Young Singers Competition
(*Prize: Unknown*)

Jack Roberts (BMus, 2nd year, student of Adrian Thompson)

- 2nd Prize in Kathleen Ferrier Society Bursary for Young Singers Competition
(*Prize: Unknown*)

Robert Lewis (BMus, 2nd year, student of David Pollard)

- 3rd Prize in Kathleen Ferrier Society Bursary for Young Singers Competition
(*Prize: Unknown*)

Drama

Jonathan Lavelle (Masters of Arts in Acting, Year 1)

- Received a BAFTA Awards Scholarship
(*Scholarship: £3060*)

Staff Successes

Julian Anderson

- Two nominations for 2015 British Composer Awards for String Quartet No 2 (Small Chamber category) and Thebans (Stage Works category)

Matthew Kaner

- Nomination for 2015 British Composer Award Mosaic (Large Chamber category)

Junior Guildhall

Leia Zhu (Junior Guildhall)

- International Russian Rotary Children's Music Competition in Moscow – youngest ever prize winner and first British winner
(*Prize: \$ 3000*)

2 Open House

On Sunday 20th September the School opened its doors for the annual “Open House” event when buildings all over London that are normally closed to the public allow visitors. For the last two years guided tours have been offered in the Milton Court building. It was a very successful day and good to see that the demand for tours has not waned since last year. There were 331 visitors in total, and the vast majority rated their tour as ‘excellent’. 140 feedback responses have been collected from Guildhall’s Open House weekend visitors.

Findings

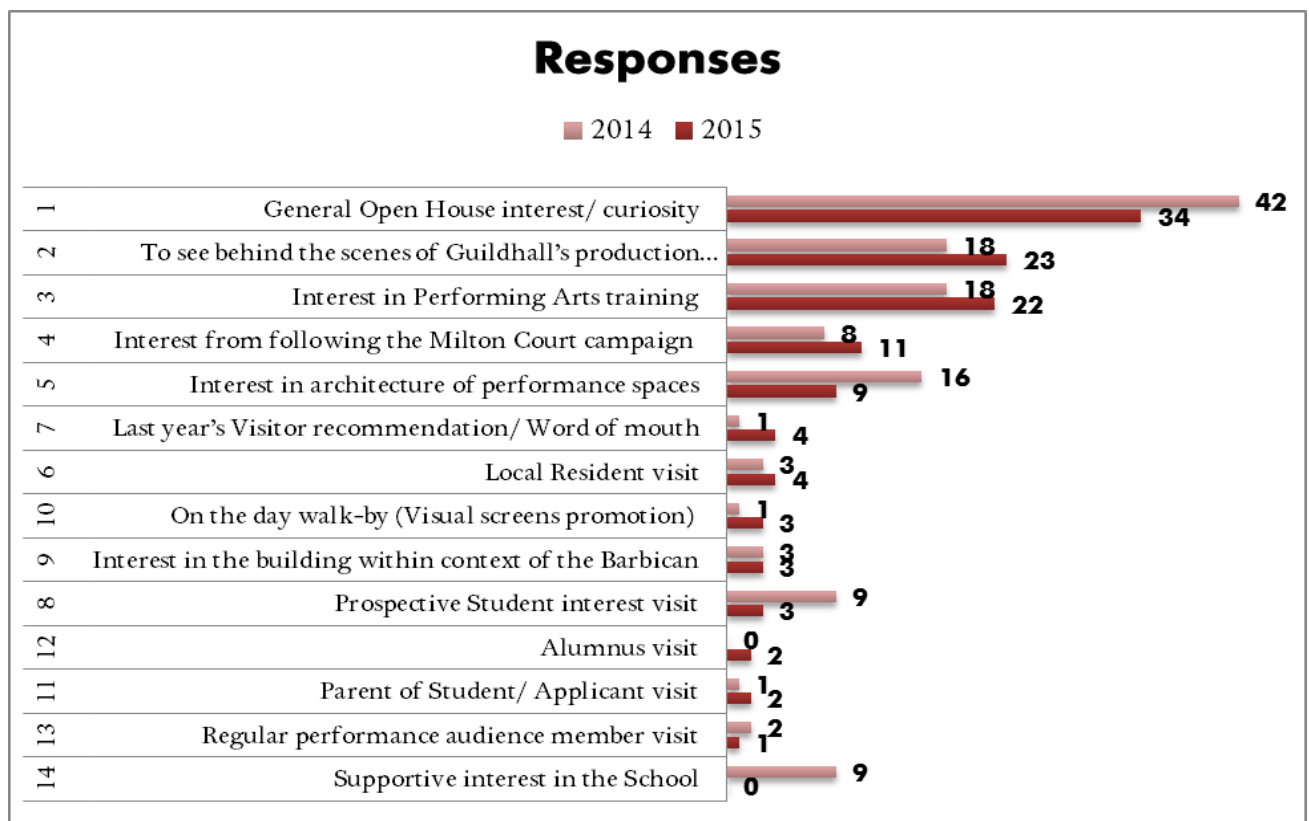
- a) Was this your first visit to the Guildhall School?

Compared with 2014, we have seen an increase in first-time visitors to Guildhall School.

| | 2015 | | 2014 | |
|----------------------------------|-----------|-----|-----------|-----|
| | Responses | % | Responses | % |
| First time visit | 116 | 85% | 111 | 80% |
| Visited before | 24 | 15% | 27 | 20% |
| Total responses collected | 140 | | 138 | |

b) Why did you want to visit Milton Court?

- We received most of our visitor interest from marketing the opportunity to visit us via Open House.
- The top 5 responses suggest the primary focus of our visitors is split between interests in the building as a new architectural space providing Arts training, and secondly to get a ‘behind the scenes view’ of what Guildhall specifically does.
- Further responses suggest this event is of interest to our engaged relationships and enquirers (local residents, local alumni and prospective applicants and event bookers).



NB: 11 feedback cards did not supply an answer to this question in 2015.

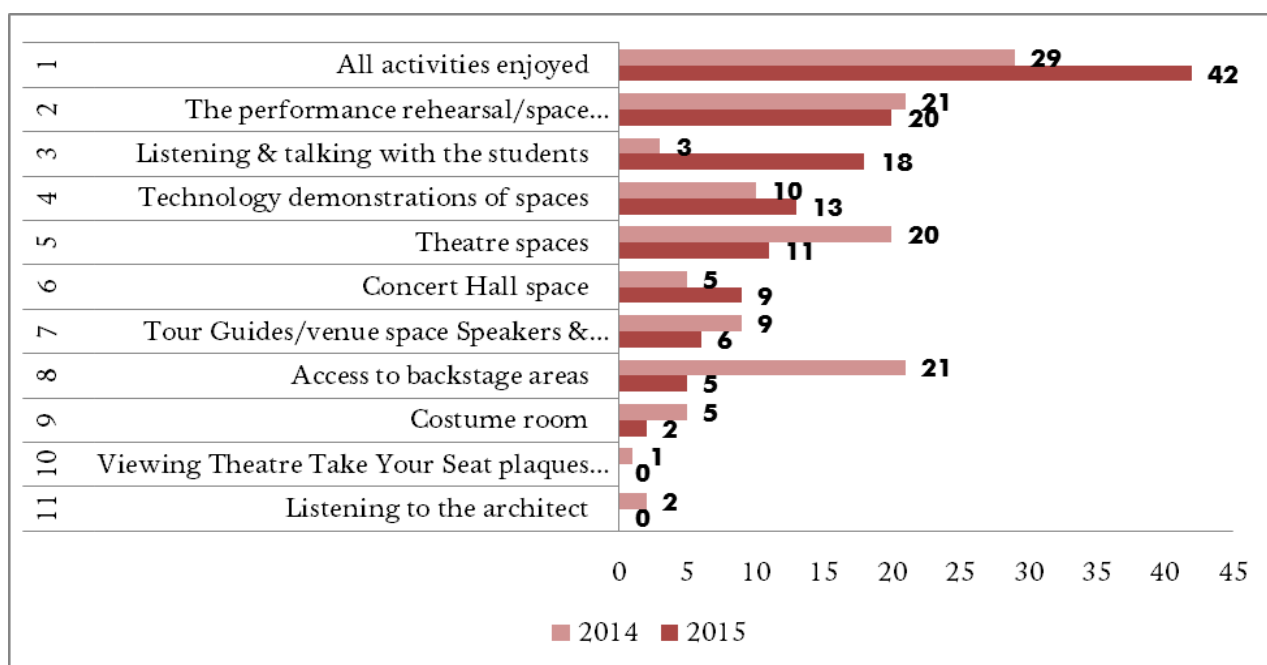
c) What was your opinion of the tour?

- We are still receiving an overwhelmingly positive response from our Open House offering.
- We provided 23 guided tours in the day for both 2015 and 2014. However this year we offered 3 additional tours compared with 2 additional tours last year.

| | 2015 | | 2014 | |
|---------------------------|-----------|-----|-----------|-----|
| | Responses | % | Responses | % |
| Excellent | 123 | 88% | 124 | 89% |
| Good | 10 | 7% | 11 | 8% |
| Fair | 2 | 1% | 0 | 0% |
| Poor | 0 | 0% | 0 | 0% |
| No rating provided | 5 | 4% | 4 | 2% |

d) Which activity did you enjoy the most?

- Predominately our visitors enjoy all our activities. The results in the graph below highlight the best elements of the Open House organised day.
- The offering of rehearsals and demonstrating the uses of our facilities are of the biggest enjoyment for our visitors. The feedback regarding our students is very strong, with public visitors enjoying the interaction.
- Comparing the feedback of spaces, visitors seem to show the theatre spaces are more enjoyable to visitors then the Concert Hall at Open House.



NB: 14 feedback cards did not supply an answer to this question in 2015.

General comments included:

- *Excellent, varied, informative tour with great student participation. Thanks!*
- *Thanks to all the students who gave up their time*
- *Very well organised. Appreciate effort of all involved, especially availability and candidness of students.*
- *Inspired me to see as many productions as possible*
- *Thank you all for giving up your weekend*
- *Students and tour guide were all friendly and informative*
- *Thank you. An enormous amount of time and effort had been put into the set up and execution of the tours and made the visit most informative - best on my weekend.*
- *Special having students performing and mingling with us*
- *The enthusiasm of the students added greatly to the enjoyment of the tour*
- *Thank you for a lovely opportunity to see the work of the Guildhall School*
- *Great experience. Excellent end to my Open House weekend. Very informative and welcoming. Everybody obviously loves being here!*
- *The enthusiasm of the students describing their activities was very noticeable/ impressive*
- *Impressed by the students' commitment to their course*
- *We will be back to see a performance!*

3 CYM Regional Centres

Stephen Dagg reports:

Norfolk CYM

- New Stakeholders Management Board established – first formal meeting in October
- Continued HUB funding secured
- Extra space negotiated at no cost to accommodate increased demand for individual lessons and centre expansion
- Guildhall School students visits expanded to include Creative Learning as well as usual undergraduate programme
- Student Progression: Guildhall School x 1, Welsh College x 1, Trinity Laban x 1, Leeds University (Music) x 1, York University (Music) x 1
- Complementary study: Britten Sinfonia awards x 4, Aldeburgh Young Musicians x 2, National Youth Choir x 1
- Guildhall School bursary awards agreed from September 2016
- City of Norwich School/NCYM visit to LSSO rehearsal and concert in January planned (53 students) – also visit to Guildhall School/Milton Court/Barbican prior to rehearsal

- Guildhall School Head of Departments hosting two prospective applicants later this term (as we did last year for Georgia Denham)

Hestercombe CYM

- Arts Council return for HUB completed
- Head of Service now on the HUB Management Group (rather than delivery group) – this in response to an Arts Council downgrading of the HUB's performance
- Student numbers still around 30. We need to at least double this figure.
- New collaboration with Roger Norrington's Southern Sinfonia (previously based in Newbury – now moved to Taunton). Education programme run by Chief Exec. Jonathan Manners (already visited Hestercombe)
- Links also formed with SW Music School (CAT)
- Accommodation now spruced up – but new furniture needed
- Guildhall School student visits being planned
- Student numbers and financial situation remain a concern and a final decision about continuation or withdrawal will be made in the summer of 2016

Saffron CYM

- Memoranda of Understanding agreed; SWCHS offering free accommodation
- Centre launched October 17th, first teaching day November 7th. Steve Dagg, Angela Dixon, John Hartley (Head) and HUB representative all spoke launch
- Guildhall students played superbly at the launch, to new students, parents, tutors and representatives of School, Hall and HUB
- Head of Centre and tutors appointed
- 4 graduates of Guildhall School appointed to tutorial team (including Head of Centre)
- 60 children enrolled – expected to rise to 80 during the course of the term
- Website established and marketing material printed and circulated widely
- Prelude Strings running alongside normal provision (to develop string teaching in the area)
- Students and parents took part in a drumming project on launch day – in addition to meeting tutors, finding rooms etc.
- Stakeholders Management Group established
- £60k bursary fund established (over 3 years @ £20k pa) from private trust
- £15k HUB investment secured
- Centre linked into school 6th form Music Academy and Saffron Hall Education programme
- Head of Centre located in Saffron Hall administration offices

Peterborough CYM

- Free accommodation secured at Ormiston Bushfield
- HUB investment of £20k secured
- BLG £10k pa for 2 years bursary fund secured
- Local Housing Association agreed to support (£s?)
- Ormiston Trust invested £6k
- Stakeholder Management Group established
- Target opening: April 2016 (optimistic?); otherwise September
- Head of Centre, Tutor, Student marketing and recruitment to start after half term
- Budget to be finalised

Liverpool

Meetings have taken place with the Liverpool Philharmonic's new Education Officer and progress is promising.

Hull

Early days, but ACE CEO Darren Henley is keen that we should make progress here.

4 Research Update 2014 - 2015

Cormac Newark Reports:

Compared with 2013-14, baseline funding from QR and HEIF remained constant at about £545K, while that from CoLC was top-sliced by £10K (to £40K) in the cause of general institutional savings. Nevertheless, research activity expanded in almost every area.

New Posts

- Head of Research
- Network Facilitator for Leverhulme Trust International Network cultural transfer project (i.e. externally funded post)
- Music Therapy Research Lead (50% externally funded)
- we also recruited a Research Manager to fill the post left vacant in February 2015; the new incumbent has special expertise in research grants, especially from European sources

New Areas of Work

- Institutional cultures and development (activity has included planning for three public-facing events in Autumn 2015, recruitment to a new doctoral research group of four students, outline application for a major grant, plans for large-scale outputs including a book)
- Music Therapy (new post listed above, two new doctoral students)

New Grant Applications

Awarded: £172K

- AHRC research networking grant £44K
- Leverhulme Trust International Network grant £109K
- Creative Works London BOOST award £14K
- Creative Works London Creative Entrepreneur-in-Residence £5K

Unsuccessful:

- BA small research grants £9K
- Leverhulme Trust research centre £6M

Applications submitted:

- AHRC Research Grants (Early Career Researcher route) £230K
- AHRC Large Grants (One World Research Initiative) £4M (£1M over four years for satellite partners to run sub-projects)
- Leverhulme Trust research module of £48K

Applications in progress for 2015-16:

- ACE bid in conjunction with Barbican (£12K)
- AHRC collaborative doctoral award with Victoria and Albert Museum (£75K)
- AHRC satellite partner in King's College London project (total: £1.8M)

New Structures

- Peer review college for more efficient development and evaluation of internal grant proposals
- Composers' forum

New Developments in the Doctoral Programme

- Guildhall-Barbican doctoral research studentship (£39K research partner funding)
- Large intake (270% of target, future targets revised upwards)
- Decrease in fee-waivers (part of a general strategic move towards being able to offer fully funded studentships to the very best candidates)
- Broadened supervisory pool: internally (including staff from Music Therapy, the Counselling Service, Jazz, and the Creative Writer in Residence) and externally (business and management, linguistics)
- Reciprocal sharing of research training and seminars with Royal Academy of Music

New Network Activity

- Head of Research appointed to advisory board of Institute of Musical Research
- AHRC/OUP Operatic Canon event May 2015

- planning for Early Modern Conversions event (in association with the project leaders at McGill University, Montreal) in 2015-16
- partnership with East London NHS Foundation Trust (£12K research partner funding)
- plans for new three-way partnership with Oxford and Cambridge Universities: art song, national identity and pedagogy at the beginning of the twentieth century
- librettists' network (growing out of the MA in Opera Making)
- CUK Research Forum (leading on issue of joint research repository ahead of implementation of HEFCE open access policy)

New Events

- 4th Reflective Conservatoire Conference February 2015 (£80K income, of which £25K was profit)
- ICON events in Finland, the Netherlands and Australia (£17K income)
- School chosen to host annual conference of the Royal Musical Association in September 2016; initial planning

Outputs

Ranging from conference papers (Royal Musical Association, European Society for the Cognitive Sciences of Music, 1st Transnational Opera Studies Conference etc.) to fully staged operas (ENO, LSO St Luke's).

5 Engagement with China

The Principal paid a further visit to Beijing and Shanghai in mid October to progress discussions with the Central Academy of Drama in Beijing and to take part in the second Sino-UK Performing Arts Industry and Education Forum in Shanghai. The principal outcomes are:

Outline agreement has been reached to offer a joint BA degree in Acting Studies with CAD Beijing. Known as Project 121, students will enter CAD in autumn 2016, will transfer to Guildhall for two years in 2017 and return to Beijing for their fourth and final year in 2019. The outline agreement is for three cohorts of students entering in 2016, 2018 and 2020. It is intended to conclude a detailed contract during December 2015.

Following the success of the opera scenes project at the Shanghai Grand Theatre in April 2015, the School will return with a Shakespeare project, devised and directed by Patsy Rodenburg, in April 2016. This visit is being marketed alongside the RSC 'Wars of the Roses' trilogy which will play at the SGT in March. Discussions are in hand with the National Centre for the Performing Arts (NCPA) to take the project on to Beijing, and the British Council has expressed interest in funding an extension of the

tour. If NCPA are unable to fit it into their programme, CAD have said that they would like to receive the project. A possible third venue is also under discussion.

The School is part of a consortium of leading UK institutions that will help to deliver a programme of technical theatre training in China, to be funded by the Chancellor's grant of £500,000, recently announced during his visit to China. The consortium is being led by the Royal Opera House and also includes the National Theatre. The School is developing a proposal to pilot some of this work with SGT and the Shanghai Theatre Academy in April 2016. The School is also investigating ways of drawing down AHRC funding to support engagements with STA as part of the AHRC international placements scheme.

Other projects under discussion include: a possible reciprocal visit by the Shanghai Opera Company to the School during the 2016/17 season and an application to establish a Confucius Centre at the School.

6 Current Issues

The School's senior management team is currently reviewing the institutional strategic plan in the light of updated financial forecasts. A progress report is included later in the agenda. The School has made a submission to HEFCE's review of institution-specific funding, the outcome of which is expected to be reflected in the March grant letter for AY 2016/17. HEFCE officers will make their annual visit to the School on Wednesday 11 November and an oral report will be made at the Board's meeting on Monday 16th. Although the School made a strong claim to be regarded as a 'world-leading' institution, the senior management team is not over-optimistic about additional funding from this source. The current economic climate remains difficult and the expectation is that the Chancellor's autumn statement is likely to be exceptionally difficult for the department of Business, Innovation and Skills and therefore for HE as a whole.

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Agenda Item 7

| | |
|---|---|
| Committee: Board of Governors of the Guildhall School of Music & Drama | Date: 16 November 2015 |
| Subject: Academic Board Annual Report 2014/2015 | |
| Report of: The Principal | Public For information |
| <p style="text-align: center;">Summary</p> <p>The Academic Board is the School's senior academic committee and is responsible for all teaching, examination and research within the School, the School's academic reputation, and the award of taught qualifications that fall within the <i>Frameworks of Higher Education Qualifications of UK Degree-Awarding Bodies</i>.</p> <p>The attached report lists the activities of the Board during the last academic year including its consideration of two equality-strand analyses of the data for the 2014 entry admissions cycle and the 2013/13 assessment cycle. The assessment outcomes and External Examiner comments from the most recent assessment cycle, 2014/15, are also included.</p> <p>Recommendation: that the Board note the contents of the attached report.</p> <p><i>This annual report is due to be considered at the Academic Board's meeting on 11 November (after the Board of Governors paper deadline); any amendments will be reported to the Board verbally.</i></p> | |

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Academic Board
Tuesday 11 November 2015
and
Board of Governors¹
Monday 16 November 2015

**Academic Board annual report 2014/15 to the Board of Governors on
academic strategy, standards, assurance and enhancement**

In January 2015 the Teaching & Learning Board became the Academic Board in light of new responsibilities following the grant of taught degree awarding powers to the School. The Academic Board is the School's senior academic committee and is responsible for all teaching, examination and research within the School, the School's academic reputation, and the award of taught qualifications that fall within the *Frameworks of Higher Education Qualifications of UK Degree-Awarding Bodies*.

Under the School's new academic governance arrangements a new sub-committee was established, the School Board of Examiners, to ratify assessment results on the Academic Board's behalf (see section 2 below).

1. Academic strategy

Following the grant of taught degree awarding powers in April 2014, at the start of the academic year the Teaching & Learning Board amended its terms of reference for recommendation to the Governance & Effectiveness Committee notably in respect of its change of name, the location of the authority to award degrees within the remit of the new Academic Board and the establishment of a School Board of Examiners. The Board also considered the quality assurance process changes that would come into effect from 1 October 2014 when the School formally terminated its taught validation arrangements with City University London.

The Teaching & Learning Strategy, 2013-17 action plan and progress towards milestones was kept under review throughout the year with a number of actions completed (eg new programmes see 6.1 below, additional library storage, new Widening Participation role, and Junior Guildhall satellite in Felsted) and others well underway (eg CYM satellites, new programme leaders group see 6.3 below, and cross-School professional development programme).

¹ Any amendments arising from consideration at the Academic Board will be reported at the Board of Governors

2. Academic standards

2.1 Assessment results

At the School Board of Examiners in July undergraduate results and data analyses from both drama and music were considered side-by-side based on data lock-downs on Tuesday 7 July 2015 (Music) and Wednesday 22 July 2015 (Drama). The majority of postgraduate results were considered at the board on 1 October 2015.

The profile of first-class awards across the programmes is an annual discussion. When the BA and MA in Acting cohorts (who share teaching) are considered together, the percentage of students gaining the highest class moves nearer the School average but this year the Technical Theatre Arts programme showed a significant leap in the proportion of first class degrees awarded. The proportions change when late marks and deferred and referred assessments are included (see next page).

| | Percentage of those recommended for classification (as at 22 July 2015) | | | | | | | | |
|-----------------|---|------|------|--------------|------|------|--------------|------|------|
| | First | | | Upper second | | | Lower second | | |
| | 2015 | 2014 | 2013 | 2015 | 2014 | 2013 | 2015 | 2014 | 2013 |
| BMus | 27.2 | 28.4 | 38.4 | 65.2 | 59.1 | 51.2 | 7.6 | 11.4 | 10.5 |
| BA TTA | 40.0 | 32.3 | 30.0 | 56.0 | 61.3 | 50.0 | 4.0 | 6.5 | 20.0 |
| BA Acting | 9.1 | 5.6 | 29.4 | 81.8 | 94.4 | 64.7 | 9.1 | 0 | 5.9 |
| | Distinction | | | Merit | | | Pass | | |
| MA Acting | 60.0 | 66.6 | | 40.0 | 33.3 | | 0 | 0 | |
| | | | | | | | | | |
| Combined Acting | 33.3 | | | 61.9 | | | 4.8 | | |

BMus 2014 included one third class degree

The data sets presented below include the deferred and resit results considered in September.

Outcome of summer 2015 assessments to date (with 2014 & 2013 comparisons)

Undergraduate classifications (as at 29 October 2015)

| Program. & Year | No. of students in cohort | Degree class | | | | Other assessment outcomes | | | |
|---------------------|------------------------------------|-----------------|--------------------------|--------------------------|-------|---------------------------|--------|--------|---|
| | | 1 st | Upper 2 nd | Lower 2 nd | Third | Ord | Resits | Defers | Misc |
| 2014/15 Assessments | | | | | | | | | |
| BMus | 78 | 20 | 46 | 8 | 0 | 2 | | 1 | Also 5 Ords to Yr 3 students & 1 Int |
| BA TECH | 27 | 10 | 15 | 1 | 0 | | | | 1 DipHE(TTA) |
| BA Acting | 13 | 3 | 9 | 1 | 0 | | | | |
| Totals | 118 | 33 | 70 | 10 | 0 | 2 | | 1 | 2 |
| | | | | | | | | | |
| 2013/14 Assessments | | | | | | | | | |
| BMus | 107 | 26 | 61 | 11 | 1 | 1 | 0 | 4+1* | 2 Int |
| BA TECH | 31 | 10 | 19 | 2 | 0 | | | | |
| BA Acting | 18 | 1 | 17 | 0 | 0 | | | | |
| Totals | 156 | 37 | 97 | 13 | 1 | 1 | | 5 | 2 |
| | | | | | | | | | |
| 2012/13 Assessments | | | | | | | | | |
| BMus | 101 | 35 | 47 | 11 | 0 | 1 | | 2 | 1 CertHE, 4 Int |
| BA TECH | 31 | 9 | 16 | 6 | 0 | | | | |
| BA Acting | 19 | 6 | 12 | 1 | 0 | | | | |
| Totals | 140 | 39 | 84 | 10 | 0 | 1 | | 2 | 4 |

Int= intermit FWD=Fail/Withdraw WD= Withdrawn *continuing extenuating circumstances

BA Acting 2013: Class 2.1 includes 1 deferred student from 2011/12

BMus 2014: Class 2.1 includes 1 deferred student from 2012/13

BMus 2015: Class 2.2 includes 1 deferred student from 2013/14

& Ord includes 1 deferred student from 2012/13

| Total 2015 UG cohort 118 students: % split | |
|---|-------|
| 1st | 27.97 |
| 2.1 | 59.32 |
| 2.2 | 8.47 |
| 3 | 0 |
| Ord | 1.69 |

| Total 2014 UG cohort 156 students: % split | |
|---|-------|
| 1st | 23.71 |
| 2.1 | 62.17 |
| 2.2 | 8.33 |
| 3 | 0.64 |
| Ord | 0.64 |

| Total 2013 UG cohort - 151 students: % split | |
|---|-------|
| 1st | 33.11 |
| 2.1 | 49.67 |
| 2.2 | 11.92 |
| 3 | 0 |
| Ord | 0.66 |

Postgraduate classifications as at 29 October 2015

| Award | No. of students on Prog. | Classification | | | Other assessment outcomes | | | |
|---|--------------------------|----------------|-------|------|---------------------------|-------|-------|-----------------------------------|
| | | Dist. | Merit | Pass | Progression to next part | Resit | Defer | Misc |
| 2014/15 assessments | | | | | | | | |
| MMus in Performance | 115 | 19 | 33 | 5 | 51 | 1 | 3 | 1 Int 2 WD |
| MMus in Composition | 9 | 3 | 1 | 1 | 4 | | | |
| MMus in Leadership | 9 | 3 | 6 | | | | | |
| MPerf, MComp, MLead Guildhall Artist | 56 | 34 | 11 | 1 | | 1 | 7 | 2 Int |
| MA in Opera Making & Writing | 4 | 4 | | | | | | |
| Artist Diploma | 14 | 10 | 1 | | | | 2 | 1 WD |
| Graduate Certificate | 12 | 0 | 1 | 2 | 9 | | | |
| MA in Music Therapy | 11 | 2 | 7 | 1 | | | 1 | |
| MA Training Actors | 4 | 2 | 2 | | | | | |
| MA Acting | 10 | 6 | 4 | | | | | |
| Totals | 244 | 83 | 66 | 10 | 64 | 2 | 13 | 6 |
| 2013/2014 assessments | | | | | | | | |
| MMus in Performance | 129 | 27 | 31 | 6 | 52 ¹ | 1 | 6 | 1 FWD (PGDip) 2 WD 3 Int |
| MMus in Composition | 4 | 3 | 1 | 0 | | | | |
| MMus in Leadership | 5 | 4 | 1 | 0 | | | | |
| MPerf, MComp, MLead Guildhall Artist | 63 | 45 | 12 | 2 | | 1 | 1 | 1 FWD (MMus) 1 Int |
| Artist Diploma | 7 | 3 | 3 | 0 | | | 1 | |
| Graduate Certificate | 6 | 0 | 2 | 1 | 3 | | | |
| MA in Music Therapy | 8 | 1 | 5 | 1 | | 1 | | |
| MA Training Actors | 0 | 0 | 0 | 0 | | | | |
| MA Acting | 8 | 6 | 2 | 0 | | | | |
| Totals | 230 | 89 | 57 | 10 | 55 | 3 | 8 | 8 |

| Award | No. of students on Prog. | Classification | | | Other assessment outcomes | | | |
|--|--------------------------|----------------|-------|------|---------------------------|-------|-------|--------------------------------|
| | | Dist. | Merit | Pass | Progression to next part | Resit | Defer | Misc |
| 2012/2013 assessments | | | | | | | | |
| MMus in Performance | 121 | 16 | 21 | 4 | 60 ¹ | 3 | 8 | 1 FWD (PGDip) 3 WD 5 Int |
| MMus in Composition | 6 | 2 | 3 | 0 | | 1 | | |
| MMus in Leadership | 6 | 3 | 2 | 1 | | | | |
| MPerf,MComp, MLead Guildhall Artist | 27 | 17 | 8 | 0 | | | 2 | |
| Artist Diploma | 7 | 4 | 0 | 0 | | | 3 | |
| Graduate Certificate | 8 | 0 | 2 | 0 | 6 | | | |
| MA in Music Therapy | 6 | 1 | 5 | 0 | | | | |
| MA Training Actors | 2 | 0 | 2 | 0 | | | | |
| MA Acting | 7 | 0 | 7 | 0 | | | | |
| Totals | 190 | 43 | 50 | 5 | 66 | 4 | 13 | 9 |

| | |
|--|----------------|
| Total 2015 PG cohort 244 students | |
| | % split |
| Distinction | 34.01 |
| Merit | 27.05 |
| Pass | 4.10 |

| | |
|--|----------------|
| Total 2014 PG cohort - 230 students | |
| | % split |
| Distinction | 38.70 |
| Merit | 24.78 |
| Pass | 4.35 |

| | |
|--|----------------|
| Total 2013 PG cohort - 190 students | |
| | % split |
| Distinction | 22.63 |
| Merit | 26.32 |
| Pass | 2.63 |

2.2 Assessment process and boards for 2014/15

The grant of taught degree awarding powers did not change fundamentally the School processes, as the assignment of marks, their collation and recording, and report to the Departmental Assessment Boards remained unchanged. There was, however, some further refinement of the automatic award calculation and standardised reporting from SITS which has been a considerable success and generated a favourable response from one External Examiner:

“...the care and attention to detail displayed by the registry team at exam boards, their exemplary use of the often intractable SITS system, and the provision of statistics to show trends in relation to previous years are all a credit to the professional standards of the Guildhall. [BMus, Halfyard]

The School Board of Examiners, chaired by the Principal (replacing the City University School Assessment Board), was run along very similar lines to previous years. However, now the School operates entirely under its own regulations, the Board had greater opportunity for flexibility in discussions around the borderline.

External Examiner appointments were entirely within the School for 2014/15. There was one very late appointment to the MA in Opera Making and Writing programme and this caused some

issues concerning missed communications (due to timing) and lack of induction. These will be resolved in the coming year.

2.3 Teaching and Assessment strategies: External Examiner reports for 2014/15 cycle

All External Examiners (who have submitted reports to date) were satisfied overall with the programme offer, with a number of very positive comments:

“first-rate programme” [BMus, Hamilton]

“exceptional and inspirational teaching” [MA in Training Actors, Zaremba-Byrne]

“sets a very high bar for any other institution tempted to follow suit” [MA Opera Making & Writing, Carpenter]

Common strengths highlighted by the External Examiners included the conduct of viva voce examinations (Training Actors and Music Therapy), feedback to students (BMus, Music Therapy), attention to students with problems and overall student support (Acting, Music Therapy, Technical Theatre), innovative work (MMus Composition and Opera Making), and professional orientation (MMus Comp and Technical Theatre).

Whilst there were a few programme specific issues for consideration in 2015/16 (eg peer assessment in Acting, fit to study issues in Music Therapy), assessment criteria came up in three programmes, BMus, Opera Making and MMus Comp programmes. The Programme Leaders Group, a new informal working group, has been looking at this issue and a revised whole-School assessment strategy with template assessment criteria was considered by the Academic Board at its last meeting.

3. The Student experience

3.1 Student Feedback

During the year, the Academic Board considered students' feedback on their learning experiences in a variety of formats, notably the **NSS and WSS 2014 survey outcomes**, and comments raised by students at the Music and Drama Programme Boards and at the Academic Board itself.



Responses from academic departments to matters relating to programmes were included in the Annual Programme Evaluations, and then followed up later in the academic year. Responses from operational units to the feedback formed the basis of the *You said/We did* poster campaign.

The poster campaign in response to 2015 feedback will be extended to include matters relating to academic programmes.

3.2 Student surveys 2015

The National Student Survey (NSS) takes place between January and April. Participation in the NSS 2015 declined by 5% points this year to 75% (80% in 2014) but remained higher than the national response rate of 72%. This lower participation rate may account, in part, for the lower

results. The Whole School Survey (WSS) takes place mid-May to July. The participation rate for the WSS increased in 2015 to 57% (from 52% in 2014) and at the detail level in some areas shows a surprising difference to the opinions expressed earlier in the year in the NSS.

NSS and Whole School Survey (WSS) outcomes for 2015

| NSS 2014 | WHOLE SCHOOL | | | MUSIC | | | ACTING | | | TECH. THEATRE | | |
|--|--------------|------|------|---------|------|------|------------|------|------|---------------|------|------|
| | % agree | | | % agree | | | % agree | | | % agree | | |
| Question: | 2015 | 2014 | 2013 | 2015 | 2014 | 2013 | 2015 | 2014 | 2013 | 2015 | 2014 | 2013 |
| The School's aim is to prepare talented young performers and theatre technicians for careers in their respective professions. I am confident that the School has provided me with the tools to take up my chosen profession. | 84 | 95 | 86 | 81 | 93 | 81 | - | 100 | 100 | 91 | 95 | 89 |
| Overall, I am satisfied with the quality of the course. | 83 | 86 | 81 | 81 | 83 | 74 | 100 | 100 | 100 | 75 | 86 | 87 |

WSS Programme Feedback: Overall I was satisfied with the quality of teaching on this programme

| WSS | Agree % 2015 (2014) | Agree % 2015 (2014) | Agree % 2015 (2014) | Agree % 2015 (2014) | Overall |
|------------------|--|---|---|--------------------------------------|-------------|
| BMus | ① 69 respondents 88.4 (90.7) | ② 50 respondents 90 (83.7) | ③ 42 respondents 90.4 (80) | ④ 30 respondents 80 (92.9) | 87.9 (84.5) |
| | | | | | |
| BA/MA Acting | ① 26 respondents 100 (100) | ② 25 respondents 96 (100) | ③ 19 respondents 100 (100) | | 98.5 (100) |
| | | | | | |
| BA TTA | ① 31 respondents 93.5 (100) | ② 32 respondents 70.9 (87.5) | ③ 19 respondents 68.4 (90) | | 78 (87.3) |
| | | | | | |
| Guildhall Artist | Grad. Cert 16 respondents ↓ 93.8 (100) | Part ① 75 respondents 92 (95.2) | Part ② 16 respondents 93.8 (95.5) | | 92.5 (95.8) |
| | | | | | |
| Music Therapy | ① 9 respondents 100 (100) | ② 7 respondents ↑ 100 (80) | | | 100 (92.3) |
| | | | | | |
| Artist Diploma | ① & ② 14 respondents ↑ 92.8 (80) | | | | |
| | | | | | |
| Research | 6 respondents | | | | |
| | 83.3 | | | | |

The Student Services questions were expanded in the WSS for 2014/15 to include for the first time Performance Venues, the Students' Union, and some general resources questions. There were some pleasing improvements in some areas (AV, student ezine, information bites, although further room for improvement in the latter) but the Library once again was top of the league

table. Printers/photocopiers are a perennial issue and one that seems unlikely to be resolved given the specific needs of student self-service and the City of London wide contract on photocopiers.

| Whole School Survey: operational results 2015 | | 2015 | | 2014 | |
|--|---|--------------------|---------------|--------------------|---------------|
| | | % Satisfied | Target | % Satisfied | Target |
| IT | Overall quality of IT provision | 72.4 | 80 | 69.5 | 80 |
| | IT support issues handled by staff | 71.7 | 80 | 68.4 | 80 |
| Library | Overall quality of Library Services | 92.9 | 92 | 92.7 | 92 |
| | Library enquiries handled by staff | 89.6 | 92 | 92.7 | 92 |
| Registry | Availability of Registry staff | 82.8 | 87 | 84 | 87 |
| | Overall quality of advice and service | 81.5 | 87 | 84.3 | 87 |
| Finance | Helpfulness, speed and efficiency of staff | 82.4 | 83 | 83.1 | 83 |
| | Clarity of information regarding fees & other payments | 83.5 | 83 | 81.4 | 83 |
| Facilities | Courtesy and efficiency of front desk & stage door staff | 83.5 | 90 | 81.3 | 90 |
| | Silk Street Café | 75.4 | | 77.4 | |
| | Milton Court Café | 67 | | 67.6 | |
| | Green Room | 79.8 | | 84.2 | |
| Performance Venues | Happy with availability of Performance Venues staff | 79.2 | | | |
| | Happy overall with the quality of the advice given | 73.8 | | | |
| Student Affairs | Range of services | 83.3 | 90 | 85.4 | 90 |
| | Content of student ezine | ↑ 65.7 | 70 | 53.4 | 70 |
| | Relevance and usefulness of 'Information Bite' sessions | ↑ 31.1 | 50 | 25.5 | 50 |
| Audio Visual | Overall quality of AV provision | ↑ 68.1 | 75 | 60.6 | 75 |
| | AV support issues handled by staff | ↑ 67.2 | 75 | 52.6 | 75 |
| SU | Happy with the social activities and events provided | 49.3 | | | |
| | Satisfied with the SU communication, and staff availability | 51 | | | |
| General Resources | Sufficient wifi coverage in Milton Court | 76.3 | | | |
| | Sufficient wifi coverage in Silk Street | 55.8 | | | |
| | Sufficient wifi coverage in JHA | 44.5 | | | |
| | Sufficient PC work stations across the campus for my needs | 61.2 | | | |
| | Printers are well maintained and in working order needed | 35.1 | | | |

The number of respondents (excluding those who ticked n/a) ranged from 266 to 468 across these questions. ↑ indicates a 5% points or greater performance than in 2014, ↓ indicates a 5% points or less performance than in 2014, **red shading** indicates 50% or less agree.

3.3 Student regulatory activity during 2014/15

(a) Application/admission complaints and appeals (Senior School)

| | | |
|-----------------------------------|------------|--|
| Total School cases 2014/15 | 3* | 2014/15: on case concerned applicant's illness, one applicant thought they had been rushed, one applicant had multiple complaints and some points concerning guidance on application form have been taken on board |
| <i>Total School cases 2013/14</i> | <i>2</i> | |
| <i>Total School cases 2012/13</i> | <i>3**</i> | |
| <i>Total School cases 2011/12</i> | <i>0</i> | |

* Plus one complaint concerning application fee refund over a year late.

**Plus one tuition fee status appeal for which legal advice was sought.

(b) Academic misconduct: plagiarism or similar cases (Senior School)

| | 2014/15 | Notes | 2013/14 | 2012/13 | 2011/12 |
|--------------|---------------------------------------|--|-----------------------|---|---------------------------------------|
| Music | 4 cases – 2 found, 2 poor referencing | One in BMus Yr 2 Tutorial module, and one in BMus Yr 3 Tutorial module. Both students required to resit with work capped at pass mark. | 2 cases of plagiarism | 3 cases – 1 not proven (poor referencing) | 3 plus one appeal from previous cycle |
| Drama | No cases | | 2 cases of plagiarism | No cases | No cases |

(c) Academic appeals arising from 2014/15 assessment cycle (as at 02/11/2015) with yearly comparisons (Senior School)

For 2014/15 assessment cycle, academic appeals were considered under new School processes. Time will tell whether 2014/15 was a spike or a return to pre-2012 levels when the School averaged between 6 or 7 appeals per year. However, appeal numbers remain low for the sector.

| Programmes with Appeals | 2011/12 | Upheld | 2012/13 | Upheld | 2013/14 | Upheld | 2014/15 | Upheld |
|-------------------------------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|
| BMus | | | | | | | | |
| Against Class/Award | | | | | | | 1 | 0 |
| Against Fail Withdraw | 3 | 1 | | | 1 | 0 | 1 | 1 |
| Against module mark | 1 | 0 | | | | | 2 | 0 |
| Against resit/resit mark | | | 1 | 0 | | | | |
| Against final recital report | 1 | 0 | | | | | | |
| Academic advice | | | | | | | 1 | 0 |
| BA Acting | | | | | | | | |
| Against Fail Withdraw | | | | | | | | |
| BA in Technical Theatre Arts | | | | | | | | |
| Against Class/Award | 1 | 0 | | | | | | |
| Against module mark | 2 | 0 | | | | | | |
| Guildhall Artist Masters | | | | | | | | |
| Against Fail Withdraw | 1 | 0 | | | | | 1 | 1 |
| Against non-progression | | | 1 | 0 | | | | |
| Against module mark | | | | | | | 2* | 1* |
| MA in Acting | | | | | | | | |
| Against Fail Withdraw | | | 1 | 0 | | | | |
| TOTAL | 9 | 1 | 3 | 0 | 1 | 0 | 8 | 3* |

* Outcome pending for one PG appeal.

(d) Disciplinary cases (Senior School)

| | Case type | No of students involved | Level of procedure | Outcome |
|---------------------------------------|---|--------------------------------|---------------------------|--|
| Music | Misuse of School ID card | 1 | Informal | Card deactivated for short period, formal written warning |
| | Misuse of School ID card and practice room facilities | 2 | Informal | Time-limited exclusion from practice rooms and formal written warning |
| | Verbally aggression to Facilities staff | 1 | Informal | Letter of apology and formal written warning |
| | Aggressive behaviour towards a fellow student | 1 | Informal | Formal written warning |
| | Inappropriate behaviour when drunk | 1 | Informal | Verbal warning |
| | Minor vandalism | 1 | Informal | Written warning and £50 fine. (note mitigating circumstances) |
| | *Sundial Court: covering smoke alarm | 1 | Fixed penalty | Immediate notice to vacate |
| | Total cases 2014/15 | 7 | | |
| | <i>Total cases 2013/14</i> | <i>5</i> | | |
| | <i>Total cases 2012/13</i> | <i>3</i> | | |
| | <i>Total cases 2011/12</i> | <i>8</i> | | |
| Drama | Physical violence towards another student | 1 | Disciplinary Committee | Banned from bar for 2014/15, final written warning, requirement to seek help from Student Affairs. Note also a police matter |
| | Unprofessional behaviour | 1 | Informal | Written warning |
| | Total cases 2014/15 | 2 | | |
| | <i>Total cases 2013/14</i> | <i>2</i> | | |
| | <i>Total cases 2012/13</i> | <i>2</i> | | |
| | <i>Total cases 2011/12</i> | <i>1</i> | | |
| Research | Failure to follow reasonable instruction & bringing the School into disrepute | 1 | Informal | Written warning |
| | Total cases 2014/15 | 1 | | |
| TOTAL CASES FOR SCHOOL 2014/15 | | 10 | | |
| | <i>2013/14</i> | <i>7</i> | | |
| | <i>2012/13</i> | <i>5</i> | | |
| | <i>2011/12</i> | <i>9</i> | | |

* Only those cases reported to the corporate level have been included in the table above.

(e) Academic progress review cases (Senior School)

Under the *Course participation policy* there are a number of mechanisms for monitoring student participation allowing for timely intervention to keep students on track with their studies; from letters and reminders, to more formal case conferences. Where there has been a persistent lack of participation, or a significant incident, that is not a disciplinary matter, a case will be considered by the Progress Review Committee.

During 2014/15, there were four cases referred to a Progress Review Committee (one in 2013/14, four in 2012/13, one in 2011/12, and four in 2010/11).

| Issue | Outcome of Progress Review Committee meeting |
|---|--|
| Participation and progress concerns in third year of programme | Student required to intermit from April 2015 with an expected return of January 2016. If student did not intermit alternative was withdrawal and consideration for lower award. Student decided to withdraw in May 2015. |
| Deferred final year UG student finishing outstanding components/modules | Student deferred for full year for final components/modules. Intermittent contact due to health problems. Special suspension of regulations approved to allow short extension beyond the maximum period of registration to spread assessment tasks. Student did not present for some assessments and was considered for the lower award. |
| Participation and progress concerns in second year of UG programme | Student required to intermit for summer term 2015 and recommence Year 2 of programme in September 2015. |
| Progress concerns following serious accident - PG student | Student required to intermit studies from September 2015 for a minimum of two terms to allow the student to take stock after an accident and refocus on her studies. She went to appeal which was not upheld. Student has now submitted complaint to the Office of the Independent Adjudicator. |

(f) Student complaints (formal)

| Dept | Nature of complaint | Level of procedure & outcome |
|--------------------------|--|---|
| Junior Guildhall* | <i>Total cases 2014/15</i> | <i>0</i> |
| | <i>Total cases 2013/14</i> | <i>1</i> |
| | <i>Total cases 2012/13</i> | <i>1</i> |
| Music | Complaint concerning a number of matters related to assessment and communication | Stage Two – not upheld |
| | Complaint concerning lack of teaching hours affecting assessment | Stage Two upheld in part and solution offered. Solution rejected by student. However, no grounds for Stage 3 appeal hearing. Student has referred matter to the Office of the Independent Adjudicator |
| | Complaint concerning various matters, relating to requirements of enrolment and communications | Initially taken as Stage One complaint but process of taking through complaints procedure and outcome disputed by the student's adviser |
| | <i>Total cases 2014/15</i> | <i>3</i> |
| | <i>Total cases 2013/14, 2012/13 and 2011/2</i> | <i>0</i> |
| Drama | <i>Total cases 2014/15 and 2013/14</i> | <i>0</i> |
| | <i>Total cases 2012/13</i> | <i>1</i> |
| | <i>2011/12</i> | <i>3</i> |

| | | |
|---------------------------------------|--|----------|
| School services (and misc) | <i>Total cases 2014/15 and 2013/14</i> | 0 |
| | <i>2012/13</i> | 2 |
| | <i>2011/12</i> | 1 |
| TOTAL CASES FOR SCHOOL 2014/15 | | 3 |
| | <i>2013/14</i> | 1 |
| | <i>2012/13</i> | 4 |
| | <i>2011/12</i> | 4 |

**Junior Guildhall cases included as Stage 2 complaints are considered at the corporate level.*

3.3 Student employability

During the year, the Academic Board reviewed the student employability statement which articulates for each programme of study how career-education, information, advice and guidance is embedded in the curricula, alongside a summary of the general support offered by the School to ease students' transition into employment. This was returned for further work.

The Board also considered in Annual Programme Evaluations the comparative employment indicators arising from the Destination of Leavers of Higher Education survey (DLHE: a government survey conducted twice a year, surveying students six months after completion of studies). This was reviewed alongside the rather more impressive qualitative information on student and recent graduates' professional achievements and destinations.

Unfortunately, in the last two years the School has performed below its HESA benchmark for work or further study at undergraduate level. This is a concern if this becomes a metric in the new Teaching Excellence Framework.

Employment indicator: leavers obtaining first degrees from full-time courses

| | Total population | | | Employment indicator (including further study) | | | | | Context statistics of respondents | |
|----------------|----------------------------|------------------------------|--------------------------|--|------------------------------------|----------------------|-----------------------|-------------------------------|-----------------------------------|---|
| | <i>Eligible population</i> | <i>Number of respondents</i> | <i>Response rate (%)</i> | <i>Base population</i> | <i>Number employed or studying</i> | Indicator (%) | Bench-mark (%) | <i>Standard deviation (%)</i> | <i>Other activity (%)</i> | <i>Refused to take part in survey (%)</i> |
| 2013/14 | 125 | 100 | 82.3 | 95 | 85 | 92.5 | 93.0 | 2.54 | 2.0 | 6.9 |
| 2012/13 | 110 | 90 | 81.7 | 85 | 75 | 88.2 | 89.7 | 2.98 | 2.2 | 2.2 |
| 2011/12 | 95 | 75 | 76.0 | 65 | 60 | 88.1 | 86.4 | 3.61 | 6.8 | 1.4 |
| 2010/11 | 105 | 85 | 82.5 | 85 | 75 | 92.8 | 86.9 | 2.88 | 0.0 | 2.4 |
| 2009/10 | 80 | 70 | 86.4 | 70 | 60 | 88.6 | 86.8 | 3.54 | 0.0 | 0.0 |
| 2008/09 | 90 | 75 | 84.4 | 70 | 60 | 84.3 | 86.6 | 3.76 | 6.6 | 1.3 |

Pink shading shows a performance below the benchmark. Note HESA employs an unusual rounding up/rounding down methodology.

4. Research & Knowledge Exchange Committee (RKEC)

The Board considered the Annual Programme Evaluation for the Doctoral programme. Whilst the programme has shown increasing strength in student numbers and completions, with the appointment of a **new Head of Research**, Dr Cormac Newark, future developments to the programme were proposed to consolidate the doctoral research environment including further research training, and the provision of online resources.

The outcome of the **Research Excellence Framework** was considered; the School's position had improved against the 2008 RAE with 51% at 4* and 3* compared with 35% in 2008 consolidating the School's position. The process also provided some invaluable feedback for taking the School's research further.

5. Academic Staff Committee

Termly reports were received from the Academic Staff committee on the committee's work including developments in respect of the academic progression and conferment of title of professor. It was noted that the School would be applying for **HEA (Higher Education Academy) accreditation** for an internal programme of recognition (the School has informally received notice that this has been approved).

At the end of the year it was announced that the Director of Technical Theatre, Ben Sumner, had been named by the Higher Education Academy (HEA) as a recipient of a **National Teaching Fellowship for 2015**.

6. Quality assurance & enhancement activities (in addition to student feedback considerations)

6.1 (Re)Validation matters

In addition, to the usual round of programme and module amendments, 2014/15 was a very busy year for validations and revalidations. The School's processes slightly differed from the City processes in that there was a student member of the panel, drawn from a department not the subject of the (re)validation. These arrangements seemed to work well and added an additional and different dimension to discussions.

Two new programmes were validated in the autumn term, the **BA in Video Design for Live Performance** and the **BA in Performance & Creative Enterprise**. Whilst both were perceived as strong programmes by the validation panels, they both had a significant numbers of conditions to meet, many related to tidying up the paperwork. However, all conditions have been met and there are now students enrolled on these programmes.

Three programmes were revalidated in the summer term: the **MA in Training Actors**, the **BA in Technical Theatre Arts**, and the **Artist Diploma**. Again, the revalidation panels found a lot of

strengths in the programmes, borne out by the glowing testimonies of the student representatives who met the revalidation panels. All programme teams presented amendments the most radical being the ones within Technical Theatre Arts programme aimed at addressing the concerns of students raised in student surveys about assessment. All programmes were validated for the maximum period of five years with minor conditions that have all been met.

The validations and revalidations raised some general issues about assessment criteria, learning outcomes and levels. These are being addressed by the Programme Leaders Group (see 6.3 above).

A proposal in principle for an MA in Performance Pedagogy was also considered. Due to space issues this proposal was later revised to a **PGCert in Performance Teaching** and is due for validation in December 2015.

6.2 Miscellaneous activities

The **Student Charter** received its annual review. Amendments to the **Academic Regulatory Framework** were presented for discussion and approval; most of the amendments were of a technical or clarification nature, however the notion of *fit to study* was introduced as an entrance requirement to facilitate the difficult conversation where a student, early on in their programme, is clearly not-fit to study. This is something that will be explored in more detail as part of the MA in Music Therapy's revalidation and whether a more formal occupational health check should be put in place for music therapy students.

Under -18 annual reports, from CYM and Junior Guildhall and from Creative Learning in respect of its Access Agreement activity, are now an annual feature of the board's business with under-18 activity represented on the board on a permanent basis to promote linkages and pull-through. It was hoped that at some point in the future an overall report, combining the three areas of activity, would be possible, to better demonstrate the unique strengths and scope of under-18 provision within the School.

6.3 Equality analyses

Equality monitoring reports are considered by the Academic Board annually in respect of (i) applications, offers and enrolments, and (ii) undergraduate assessment outcomes, and (iii) postgraduate assessment outcomes. Data sets were analysed in respect of ethnicity, gender, disability and age. The summary is reproduced here as part of the School's responsibility to publish the results of its monitoring.

Please note, due to small numbers, Black and Minority and Ethnic (BAME) categories have sometimes been combined.

6.3.1 Applications, admissions and enrolment - 2014 entry

An annual analysis of figures for applications, offers and enrolment was undertaken for the following equality stream, Age, Disability, Ethnicity and Sex, showing:

- i) Year on year changes of each equality group as a proportion of the total

ii) Year on year changes of conversion rates of each equality group

Programme leaders were tasked to investigate further a couple of issues arising concerning the attractiveness of the BMus programme to applicants with disability, and the attractiveness of the postgraduate composition programme to female applicants.

Baseline data

Figures shaded in red have a population of less than 20, so one record makes over a 5% difference in calculations.

| | Offers (% of applications) | Enrolled (% of offers) |
|--|-----------------------------------|-------------------------------|
| BMus | 35.7 | 54.4 |
| BA Acting | 1.1 | 88.9 |
| BA Technical Theatre | 44.7 | 68.6 |
| MA Training Actors | 30.8 | 100 |
| MA Music Therapy | 43.3 | 92.3 |
| GAM Performance** | 39.9 | 52.0 |
| GAM Leadership** | 66.7 | 70.0 |
| GAM Composition** | 33.3 | 66.7 |
| MA Acting | 1.4 | 100 |
| MA Collaborative Theatre Production & Design* | 0.0 | N/A |
| MA Opera Making & Writing* | 66.7 | 66.7 |
| Artist Diploma* | 18.2 | 90.0 |
| MPhil / DMus / PhD* | 40.5 | 66.7 |

**Introduced as a new category in 2014*

***PG Performance, Composition and Leadership are now referred to as GAM Performance, Composition and Leadership, as from 2014 these categories no longer include Artist Diploma and MPhil applicants in those pathways.*

Age

- In 2014, the proportion of BMus applications from the 25-39 age group remained consistent with previous years, but 19.4% of the group received offers. This is a significant increase from previous years, which averaged 8.3% from 2010 to 2013.
- BA Technical Theatre saw an increase in applications from applicants aged over 21 (21% of total applications, compared with 15.5% in 2013). This increase was also seen at enrolment; 22.9% of students enrolling on BA Technical Theatre were over 21, compared with 13.1% in 2013.
- GAM Performance offer and enrolment rates within age groups continue to fluctuate year on year.
- MPhil/DMus/PhD and Artist Diploma were introduced as their own categories for the first time in 2014. Going forward, this may have an effect on comparable data of the over 21 age groups in those GAM categories.

Disability

- BMus applicants who declared a disability received a similar proportion of offers as in previous years, but far fewer decided to accept their offer and enrol on the programme (a 35.5% drop from 2012 and a 26.1% drop from 2013).
- BA Technical Theatre is again the programme with the highest proportion of applicants with a declared disability (19.3%), followed by the research programmes at 13.5%.
- BA Technical Theatre saw a 4% decrease in applications from those declaring a disability, however the drop in enrolled students in this category was more significant, from 31.6% in 2013 to 17.1%. Whilst 2013 does appear to have had an unusually high proportion of enrolled students with a disability, 17.1% is still slightly below the average for previous years, (19.2% from 2010-2012).
- From 2009-2012 the MA in Acting made no offers to students who had declared a disability. In 2013 an offer was made to an applicant with a disability, bringing the percentage of offers made to applicants in that category to 4.5%. This year MA Acting saw an increase in applicants with a disability and has maintained a similar percentage of offers made to those applicants at 2.9%.

Ethnicity

- BMus saw an increase in applications from, and offers made to, Black, Asian and Mixed applicants. Applications were up 12.4% from 8.8% and offers were up 13.7% from 9.5%. The proportion of applications from Chinese applicants fell slightly from 5.2% to 3.4%, but as the percentage of offers made to applicants within that category rose, the number of enrolled students was maintained from 2013.
- Despite BA Acting applications from Asian, Chinese and 'Other' Ethnic applicants increasing, no offers were made to applicants in these categories. However the percentage of offers made to Black and Mixed applicants rose by 12.6% and students in these categories made up 25% of enrolled students in 2014.
- MA Music Therapy saw an increase in applications from Asian and Chinese applicants (33.3% compared with 18.2% in 2013). Students in these categories made up a quarter of the enrolled cohort.
- Conversion rates of Black & Minority Ethnic (BAME) applicants were generally consistent with conversion rates of white applicants across all other programmes.

Sex and gender

- The 'Other' category was introduced from 2014.
- Consistent proportion of male and female applications in all programmes from 2013 to 2014.
- In 2014 there was a 12.7% increase in offers made to male applicants. Males were also 12% more likely to enrol than their female counterparts.
- Continuing trend from GAM Performance: "Offers as a percentage of applications in category" ratio remained higher for Male applications.
- In 2013 it was noted that the vast majority of PG Leadership applicants were female and PG Composition applicants were male. This trend continued in 2014, but GAM Leadership saw the number of applications from males double, bringing the ratio of female to male from 84:16 to 60:40. Offers were evenly split between males and females.

- GAM Composition went the other way, where the number of female applicants dropped even further – from 21.1% to 8.3%. [Note: this may be due in part to the removal of MPhil/DMus applicants from this category; the data is no longer completely comparable]. Despite the difference in male and female application numbers, GAM Composition made offers to a third of male applicants and to a third of female applicants.

6.3.2 Final year undergraduate assessment outcomes for 2013/14 cycle

Baseline data

The overall undergraduate cohort achievement of higher classifications (1st and 2i) in 2014 was 88.7%.

Ethnicity

- The percentage of White students gaining a higher classification (1st and 2.1 together) was 88.6% (82.3% in 2013, 89.4% in 2012 and 86.2% in 2011).
- The total number of Black and Minority Ethnic students in the graduating cohort was 17: the percentage of Black and Minority Ethnic students gaining a higher classification was 88.2% (90% in 2013, 92.3% in 2012 & 69.2% in 2011).

Sex

- Overall male achievement of the higher classifications this year was 90% (81.6% in 2013, 90.1% in 2012, 80% in 2011). Overall female achievement was 87.3% (85.1 in 2013, 89.2% in 2012, 89.4% in 2011). However, there is very little to differentiate between the sexes and no trend over the last 4 years.
- 88.9% of BMus males achieved higher classification this year compared with females at 81.3%. This is a continuation of the fluctuation of achievement between the two sexes – males 80% & females 84.4% in 2013, males 89.1% & females 88.6% in 2012 and males 85.1% & females 85% in 2011).

Disability

- Students who disclosed a disability formed 19.2% of the total graduating cohort in 2014
- Achievement of a higher classification across all UG programmes for students with a disability was 79.3% in 2014, compared with 91% for those without a disability (82.1% compared with 83.7% in 2013, 85.7% compared with 90.5% in 2012 and 75% compared with 86.2% in 2011). Numbers were small and this makes statistical analysis difficult, however, this is a significant difference for 2014 and shows a 4 year trend of lower performance.

All UG programme leaders were asked to consider whether they make sufficient reasonable adjustments for students with a disability. Study skills support is offered centrally to students with specified learning disabilities but not all eligible students take up the offer.

Age

- For all Undergraduate students awarded in 2014: 65.6% were aged 22 & below and 34.4% were aged 23 & above.

- The overall UG achievement of higher classifications was 89.9% for the younger group (89.2% in 2013, 94.6% in 2012, 90.6% in 2011) and 86.5% for the older group (76.1% in 2013, 84.1% in 2012, 77% in 2011). There is a trend of lower performance in the older age bracket.
- Of the two BMus age groups 87.1% of the younger group achieved higher classifications compared with 82.5% of the older group (89.6% & 75% in 2013, 93.2% & 84.8% in 2012 and 91.5% & 77.5% in 2011). Whilst the gap has reduced in 2014, this is the fourth year that the older age group has performed less well than the younger age group.

All UG programme leaders were asked to consider the challenges for the older age group in assessment, and Head of Music Programmes to look at BMus issues in detail.

6.3.3 Final year postgraduate assessment outcomes for 2013/14 cycle

Baseline data

The overall postgraduate cohort achievement of higher classifications (Distinction & Merit) in 2014 was 94.1%.

Ethnicity

- All students except two disclosed their ethnicity in 2014 with 'White' forming the largest constituency of students (85%).
- The percentage of white students gaining a higher classification (Distinctions & Merits together) was 95.4% (92% in 2013, 96.9% in 2012 & 98.3% in 2011). The percentage of Black and Minority Ethnic students* gaining a higher classification was 90.5% (95% in 2013, 88.2% in 2012 & 92.3% in 2011). Achievement has fluctuated between the two groups over the last 4 years however in 2013/14 it was 5% lower for Black & Ethnic Minority students.

Sex

- On the Guildhall Artist Masters programme Part 1 (MMus) the percentage of females gaining either a Distinction or Merit was 87.5% (89.3% in 2013 and 94.1% in 2012, 86.8% in 2011). The percentage of males gaining either a Distinction or Merit was 96.9% (87.1% in 2013, 97.1% in 2012 and 89.4% in 2011). Male achievement compares well with the 94.1% overall postgraduate cohort achievement of higher classifications however female achievement is lower for this year.
- In Part 2 (MPerf, MComp, MLead) all students, apart from two, gained a higher classification.
- Achievement of higher classifications (Distinctions & Merits together) on both Parts 1 & 2 of the Guildhall Artist Masters programme in 2014 was 89.2% for females (93.2% in 2013, 96.4% in 2012 and 91.7% in 2011) and 98.5% for males (90.2% in 2013, 95.9% in 2012 and 91.9% in 2011). Achievement between the sexes has been fairly equal over the previous 3 years but has not continued this year following a peak in male achievement this year.

Disability

- Students who disclosed a disability formed 5.6% of the total graduating cohort in 2014.
- 93.3% of students with a disability gained a higher award which compares favourably with the overall postgraduate cohort achievement of 94.1%; an improvement on 2013 (with 83.3%

versus 92.6% o), 100% in 2012 (overall cohort achievement was 95.6%) and 92.3% in 2011 (overall cohort achievement of 91%).

Age

- 33.3% of students awarded (all pgt programmes) were aged 21-24 and 64.7% of students awarded (all pgt programmes) were aged 25-39 and formed the major group by age.
- Over all programmes, 92.2% of students within the 21-24 age group achieved a higher classification (92.1% in 2013, 100% in 2012 & 93.8% in 2011) & 96% of students within the 25-39 age group achieved a higher classification (92.4% in 2013, 93.5% in 2012 & 86.8% in 2011).
- On the Guildhall Artist Masters programme Parts 1 & 2, from the total higher classifications gained (Distinctions & Merits together), the percentage of students aged 21-24 achieving higher classifications was 93.5% (91.4% in 2013, 100% in 2012 and 93.7% in 2011) and students aged 25-39 achieved 95.2% (91.7% in 2013, 94.4% in 2012 and 88% in 2011) also comparing favourably with the overall postgraduate cohort achievement.

7. Activities for 2015/16 [in addition to annual cycle]

- Consideration of revised assessment strategy and related work
- Widening participation strategy [brought forward from 2014/15 now a Widening Participation Officer (Student Recruitment) is in place]
- Revalidation of the MA in Music Therapy programme and Doctoral programme
- Validation of PGCert in Performance Teaching

Katharine Lewis
4 November 2015

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| | |
|--|---|
| Committee(s): Audit & Risk Committee of the Guildhall School of Music & Drama Finance & Resources Committee of the Guildhall School of Music & Drama Board of Governors of the Guildhall School of Music & Drama | Date(s): 5 November 2015 6 November 2015 16 November 2015 |
| Subject: HEFCE Annual Accountability Return 2015 | |
| Report of: Chief Operating and Financial Officer | Public |
| | For Information |
| | |
| <p style="text-align: center;"><u>SUMMARY</u></p> <ol style="list-style-type: none"> 1. As part of its statutory requirements to the Higher Education Funding Council (HEFCE), the School is required to submit a series of annual accountability returns. The accountability returns (previously referred to as the 'single conversation') form a significant way in which higher education institutions (HEIs) can demonstrate accountability for the public funds distributed to them. 2. The accountability returns enable HEFCE to reassess HEIs' overall risk assessments and to ensure that HEIs are meeting their accountability responsibilities. The various returns cover corporate strategy, financial performance, financial sustainability, risk management, control and governance, value for money, and the management and quality assurance of data. 3. 2015 Annual Accountability Returns due for submission to HEFCE by 1st December comprise the following documents: <ul style="list-style-type: none"> • Annual Assurance Return – signed by the accountable officer (for the School, the Principal) • Signed audited financial statements • Completed financial results and forecast tables (Submitted to HEFCE in July 2015) • Financial commentary (Submitted to HEFCE in July 2015) • Audit Committee Annual Report • External Audit Management Letter • Internal Audit Report | |

4. The process for reviewing and approving documents, prior to submission to HEFCE, is outlined in the table below:

| Item | Committee/Board | Action required |
|-------------------------------------|---|---|
| Annual Assurance Return* | Board of Governors | For information |
| Accounts Direction | Audit Committee Finance & Resources Committee Board of Governors | For information |
| Audited financial statements | Audit Committee (draft) Finance & Resources Committee (draft) Board of Governors (signed) | For information For information For approval |
| Audit Committee Annual Report** | Audit Committee Board of Governors | For information For approval |
| Internal Audit Report** | Audit Committee Board of Governors | For information For information |
| Economy, Efficiency & Effectiveness | Audit Committee Finance & Resources Committee Board of Governors | For information For information For information |

*Items not requiring submission to Audit Committee

**Items not requiring submission to Finance & Resources Committee

Recommendations

I recommend that the Committees and Board:

- i. Note the contents of this report in relation to the 2015 Annual Accountability Return documents for consideration elsewhere on the agenda.

Contact:

Sandeep Dwesar
Chief Operating and Financial Officer
 Sandeep.dwesar@gsmd.ac.uk

| | |
|---|--------------------------------------|
| Committee: | Date: |
| Board of Governors of the Guildhall School of Music and Drama Board | 16th November 2015 |
| Subject: Internal Audit Update Report | Public |
| Report of: Head of Internal Audit and Risk Management | For Information |
| <p style="text-align: center;">Summary</p> <p>This report has been prepared in accordance with the HEFCE Code of Practice for Accountability and Audit It provides your committee with details of the Internal Audit work undertaken at the School during the academic year ended 31st July 2015 with the intention of providing you with an opinion on the adequacy and effectiveness of risk management, control and governance, economy, efficiency and effectiveness.</p> <p>It is the Head of Internal Audit and Risk Management's opinion that the School's systems of internal control are generally robust and can be reasonably relied upon to ensure that objectives are achieved efficiently. Internal audit report summaries are circulated to Members when main audit reviews are finalised and management action plans agreed.</p> <p>Delivery of the 2015-16 audit plan is on-going and work is underway to ensure that The plan will be delivered by end July 2016.</p> <p>Recommendation</p> <ul style="list-style-type: none">• Members are asked to note the work that internal audit have undertaken and offer any observations. | |

Main Report

Background

1. Internal Audit plays a role in providing the required assurance on internal controls through its comprehensive risk-based audit of all auditable areas within a five-year planning cycle – with key areas being reviewed annually. This is reinforced by consultation with the Audit and Risk Management Committee, the School's Principal and his management team on perceived risk, any areas of concern and a follow-up audit regime.
2. The Internal Audit Section operates, in all aspects, in accordance with the Public Sector Internal Audit Standards, published in April 2013. The work of Internal Audit is relied upon by the HEFCE's Audit Service, and informs the work of the City of London Corporation's external auditors.

3. The Committee receives reports from the Head of Internal Audit and Risk management on the extent that the School can rely on its systems of internal control and to provide reasonable assurance that the School's objectives will be achieved efficiently. These reports are provided annually as well as a separate report in March detailing the planned work for the following financial year, a five year cyclical plan and the scope of audit coverage across all aspects of the School's operations.
4. The School's main accounting and payroll systems are provided by the City of London Corporation (CBIS and Trent). These systems are subject to regular review by the Internal Audit Section and are considered by both Internal Audit and the City's external auditors to provide a high level of internal control.
5. This report includes a summary of audit findings for reviews undertaken during the Academic Year 1st September 2014 to 31st July 2015.

Current Position

Internal Audit Plan and Annual Opinion 2014/15

6. The Internal Audit Plan for 2014/15 is complete and the findings of the work completed for the Academic Year September 2014 – July 2015, which have informed the Head of Internal Audit and Risk Management's opinion, can be found in Appendix 1.
7. The Head of Internal Audit and Risk Management's opinion is that ***the Guildhall School's systems of internal control are generally robust and can be reasonably relied upon to ensure that objectives are achieved efficiently.***

Internal Audit Plan 2015/16

8. Whilst no reports have been finalised to date, a draft report has been issued on the Procurement of Goods and Services and fieldwork is in progress for the Milton Court review. A third review has also commenced covering the area of Principal Study. This review has replaced the planned review of Satellite Site Operations at the request of the Principal.
9. The planned review of Annual Enrolment has also been agreed to take place during the first two weeks of December 2015.

Audit recommendation follow-up reviews

10. During the recent follow up exercise undertaken in August 2015, we reviewed three amber priority recommendations and established that two had been fully implemented, whilst the remaining one had been partially implemented.

Conclusion

11. A positive Head of Internal Audit and Risk Management annual opinion has been provided.
12. The 2015-16 internal audit plan is in progress and due for completion by the end 31st July 2016.

Appendices

- Appendix 1 – Summary of internal audit work to inform the 2014-15 opinion

Contact: Chris Harris, Head of Internal Audit and Risk Management

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Appendix 1

Summary of internal audit work that has informed the 2014-15 opinion

| | | | Recommendations | | | |
|--|--------------|---------------|-----------------|-----------|-----------|-----------|
| Main Audit Review | Finalised | Assurance | R | A | G | Total |
| SITS Management System | May 2015 | Amber | - | 2 | 2 | 4 |
| Asset Management (Musical Instruments) | June 2015 | Green | - | 1 | 8 | 9 |
| Student Funding (Scholarships) | May 2015 | Green | - | 1 | 3 | 4 |
| Sundial Court – Expenditure and Income | October 2014 | Green | - | 1 | 2 | 3 |
| Temporary Staff and Professional Fees | June 2015 | Green | - | - | - | 0 |
| | | | | | | |
| Spot Checks | | | | | | |
| Student Bar Income (Sundial Court) | April 2015 | n/a | - | 6 | - | 6 |
| Procurement Cards | May 2015 | n/a | - | 1 | 5 | 6 |
| Petty Cash (Student Productions) | July 2015 | n/a | - | 1 | 1 | 2 |
| Annual Enrolment | October 2015 | n/a | - | - | 1 | 1 |
| Debt Management | July 2015 | n/a | - | - | - | 0 |
| | | TOTALS | 0 | 13 | 22 | 35 |

| Title: SITS System (Security and Finance) | Assurance Opinion: AMBER | | |
|--|--|-------|-------|
| <p>The SITS application is recognised as being a critical system for the Guildhall School and Information Technology (IT) staff have confirmed that this would be one of the first applications to be restored after the essentials such as network and operating systems are made available.</p> <p>Testing indicated that overall the SITS system provides the required functionality. Some operational weaknesses were found in relation to backup/recovery and recommendations have been made accordingly.</p> <p>Previously the City of London (CoL) premises were used as a disaster recovery (DR) location, however, with changes at the CoL, the Guildhall School removed their DR equipment and are currently without a working DR site. Guildhall School IT are aware of the risk this poses and are in the process of creating a DR site at nearby premises. New DR servers have already been purchased with an expectation of the DR site to be operational by June 2015. However, both the Live site and the new DR site will be in close geographical proximity and this is not ideal since certain disaster scenarios could affect both sites simultaneously. The Guildhall School management are advised to review this possibility and investigate affordable options to further distance the two sites in order to mitigate risk.</p> <p>Both amber priority recommendations have been agreed for implementation by 31 August 2015. The two green priority recommendations were assessed as being too costly or resource intensive to implement.</p> | Recommendations | | |
| | Red | Amber | Green |
| | 0 | 2 | 2 |
| | <p>Investigate options available to locate the DR site to further afield within affordability and justification constraints.(Amber)</p> <p>Consider options for storage of tapes to locations further afield to mitigate risk and additionally any changes should include provision for tape encryption and secure tape transport. (Amber)</p> | | |

| Title: Asset Management (Musical Instruments) | Assurance Opinion: GREEN | | Recommendations | | |
|--|--------------------------|-------|--|--|--|
| <p>Based on testing performed, adequate arrangements are in place for the recording of instruments on the School's inventories, including that relating to Junior Guildhall. Whilst a number of examples of good practice were noted, opportunities were identified to strengthen the audit trail in relation to the movement of instruments, transparent recording of disposals, and independent annual checking of the inventory in accordance with Financial Regulations.</p> <p>The requirement to ensure that instrument loans are captured and documented appropriately in all cases, including acceptance of the conditions of hire by the borrower, is reiterated following identification of an</p> | Red | Amber | Green | | |
| | 0 | 1 | 8 | | |
| | | | Clarification should be obtained adequate insurance cover is in place in respect of Junior Guildhall instruments, including the loan of instruments to students. (Amber) | | |

| | |
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| isolated exception. | |
| An amber priority recommendation has been made, which has been agreed to be implemented , along with the remaining recommendations by September 2015. | |

| Title: Student Funding (Scholarships) | | Assurance Opinion: GREEN | | | | | | | | | | |
|--|--|--------------------------|--|-----------------|--|--|-----|-------|-------|---|---|---|
| <p>Overall, arrangements for the administration of funding to students are well-controlled. Inconsistencies were noted in processes between different departments and consequently we can provide greater assurance in respect of the disciplines of Acting and Technical Theatre. Opportunities were identified to strengthen processes in a small number of areas, mainly related to Music, and recommendations have been made accordingly.</p> <p>Scholarships fund activity is regulated at a high level by a Handbook approved by the Awards Committee. The eligibility criteria used for the award of funding to students (talent, potential and financial need) are clear and communicated effectively to both students and academic staff. Transparency of decision-making was evidenced in the majority of cases reviewed, with adequate supporting documentation in place. A green priority recommendation has been made to address gaps in the audit trail in respect of applications for Music funding.</p> <p>Whilst testing of approvals for Technical Theatre and Acting funding proved satisfactory, weaknesses were identified in respect of the approvals process for Music awards and the arrangements for notification of funding decisions to the Administration team. Full evidence of approval could not be located in respect of 12 out of 15 students; partial evidence of approval - i.e. 30% of the total amount - was observed for 3 further scholarships given to music students as such an amber priority recommendation has been raised. A green priority recommendation has also been made to formalise the process for communicating funding decisions related to Music to Administration staff.</p> <p>Testing confirmed the existence of adequate controls to ensure that students are matched to a suitable donor. All students in our sample were found to comply with sponsors' requirements and good practice was noted post award.</p> <p>Controls over the calculation, payment and reconciliation of maintenance scholarships to students were found to be adequate.</p> | <table><tr><th colspan="3">Recommendations</th></tr><tr><th>Red</th><th>Amber</th><th>Green</th></tr><tr><td>0</td><td>1</td><td>3</td></tr></table> | | | Recommendations | | | Red | Amber | Green | 0 | 1 | 3 |
| | Recommendations | | | | | | | | | | | |
| Red | Amber | Green | | | | | | | | | | |
| 0 | 1 | 3 | | | | | | | | | | |
| <p>Documentary evidence of approval should be maintained in respect of all Music scholarship awards. (Amber)</p> | | | | | | | | | | | | |

We are satisfied with the nature and timeliness of the information available to support high-level decision making by the Awards Committee and Governors, and to ensure that scholarships funding is spent in accordance with agreed purposes.

All recommendations were agreed to be implemented by September 2015.

| Title: Sundial Court – Income and Expenditure | | Assurance Opinion: GREEN | | Recommendations | | |
|---|--|---|-------|-----------------|--|--|
| <p>Testing indicated that controls to safeguard income received from summer accommodation lettings at Sundial Court are in general operating effectively. Appropriate steps are being taken to ensuring that services procured to keep Sundial Court open during the summer period represent value for money.</p> <p>Nonetheless, opportunities for improvement were identified in respect of the setting of fees/charges, applying VAT exemptions and raising purchase orders in a timely manner. Recommendations have been made to strengthen controls in these areas respectively, which were all agreed to be implemented by November 2014.</p> | | Red | Amber | Green | | |
| | | 0 | 1 | 3 | | |
| | | Officers responsible for managing and administering summer accommodation bookings should seek advice and guidance from the Chamberlain’s Department on how to prevent and detect the omission of VAT from hire charges where applicable. (Amber) | | | | |

| Title: Temporary Staff and Professional Fees | Assurance Opinion: GREEN | Recommendations | | |
|--|--------------------------|-----------------|-------|-------|
| <p>Satisfactory controls are in place over raising official orders for temporary agency staff and external professionals in accordance with Financial Regulations. Value for money was demonstrated with regard to the procurement of external professional services and for the services of temporary staff. Controls over checking and approving time sheets for temporary agency staff, and over the authorising and timely payment of invoices (professional fees and temporary staff agencies), were found to be robust.</p> <p>Furthermore, controls over the need and justification for employing temporary agency staff are satisfactory, as are those over budget monitoring and expenditure.</p> | | Red | Amber | Green |
| | | 0 | 0 | 0 |
| | | None. | | |

Amber recommendations raised in spot check reviews:

| Title: | Amber Recommendation Raised (no red recommendations were raised): |
|--|---|
| <div>Page 61</div> <div>Student Bar Income (Sundial Court)</div> | The Principal should provide details of the revised catering strategy for the School, which it is understood includes all catering arrangements for the School and the Barbican Centre. A timescale for the implementation of these arrangements should be provided. |
| | Management information for the bar needs to be improved. Stock information should be enhanced to provide more detail reconciling stock issues to purchases and stock in hand. This information should match the detail of cost of sales information included within the monthly financial statements. |
| | The Contract Manager should arrange for an independent stocktake to be performed at the bar. |
| | The contract manager should maintain a written record of meetings held with Baxter Storey. Any action required to improve performance should be included within an action plan and timescales for implementation should be agreed and monitored. |
| | The contract manager should strengthen the controls over the provision of free beverages. A policy should be introduced which specifies the reasons for issuing drinks without charge and how a record of these should be maintained and monitored by the bar manager. |
| | <p>The Principal should consider the findings of this review and determine which option is of most benefit to the School.</p> <p>Option 1: continue provision of the bar with greater control over performance, in particular, stock control and the issue of free drinks.</p> <p>Option 2: close the bar. (There does not appear to be a mandatory requirement for a student bar and the City location is well resourced with other venues).</p> |
| Procurement Cards | The provisions of the Procurement Card Guidelines should be reiterated to all cardholders to ensure full compliance. |
| Petty Cash (Student Productions) | The main imprest should be investigated immediately to resolve the current known discrepancy. Furthermore, it should be reconciled on a more regular basis, ideally monthly. It should also be evidenced as being reviewed by an independent member of staff. |

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