



Board of Governors of the Guildhall School of Music and Drama

Date: MONDAY, 14 NOVEMBER 2016

Time: 1.45 pm

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

Members:	Deputy John Bennett (Chairman)	Jo Hensel
	Vivienne Littlechild (Deputy Chairman)	Gareth Higgins
	Deputy John Barker	Michael Hoffman
	Sir Andrew Burns	Professor Barry Ife
	Deputy John Chapman	Jeremy Mayhew
	Christina Coker	Sheriff & Alderman William Russell
	Professor Geoffrey Crossick	Jeremy Simons
	Stuart Fraser	Thomas Steer
	Marianne Fredericks	
	Alderman David Graves	

Enquiries: Gemma Stokley
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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

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) *** 9 May 2016**
To approve the public minutes of the Board meeting held on 9 May 2016.

For Decision
(Pages 1 - 8)
 - b) **19 September 2016**
To approve the public minutes of the Board meeting held on 19 September 2016.

For Decision
(Pages 9 - 16)
4. **PUBLIC MINUTES OF THE GOVERNANCE & EFFECTIVENESS COMMITTEE**
To receive the public minutes of the Governance and Effectiveness Committee held on 28 October 2016.

For Information
(Pages 17 - 20)
5. **PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**
To receive the public minutes of the Audit and Risk Committee held on 7 November 2016 **(TO FOLLOW)**.

For Information
6. **PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE**
To receive the public minutes of the Finance and Resources Committee held on 10 November 2014 **(TO BE TABLED)**.

For Information

7. **TERMS OF REFERENCE AND FREQUENCY OF MEETINGS**

Report of the Town Clerk.

For Decision
(Pages 21 - 24)

8. *** OUTSTANDING ISSUES REPORT**

Report of the Town Clerk.

For Information
(Pages 25 - 26)

9. **HIGHER EDUCATION AND RESEARCH BILL**

Report of the Remembrancer.

For Information
(Pages 27 - 30)

10. **PRINCIPAL'S GENERAL REPORT**

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

For Information
(Pages 31 - 34)

11. **ACADEMIC BOARD - ANNUAL REPORT**

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

For Decision
(Pages 35 - 76)

12. **INTERNAL AUDIT REPORT**

Report of the Head of Internal Audit and Risk Management.

For Information
(Pages 77 - 84)

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

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

15. **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

16. NON PUBLIC MINUTES

a) * 9 May 2016

To agree the non-public minutes of the meeting held on 9 May 2016.

For Decision
(Pages 85 - 94)

b) 19 September 2016

To agree the non-public minutes of the meeting held on 19 September 2016.

For Decision
(Pages 95 - 102)

17. NON PUBLIC MINUTES OF THE GOVERNANCE & EFFECTIVENESS COMMITTEE

To receive the non-public minutes of the Governance and Effectiveness Committee held on 28 October 2016.

For Information
(Pages 103 - 106)

18. NON PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE

To receive the non-public minutes of the Audit & Risk Management Committee held on 7 November 2016 **(TO FOLLOW)**.

For Information

19. NON PUBLIC MINUTES OF THE FINANCE & RESOURCES COMMITTEE

To receive the non-public minutes of the Finance & Resources Committee held on 10 November 2016 **(TO BE TABLED)**.

For Information

20. GUILDHALL SCHOOL - SUSTAINABILITY (OPERATING MODEL REVIEW) BY PA CONSULTING

Joint report of the Chamberlain and the Town Clerk.

For Information
(Pages 107 - 150)

21. PRINCIPAL'S NON PUBLIC REPORT

Report of the Principal of the Guildhall School of Music and Drama **(TO FOLLOW)**.

For Information

22. *** HEFCE ANNUAL ACCOUNTABILITY RETURN 2016**
Report of the Chief Operating and Financial Officer.
- For Information**
(Pages 151 - 152)
23. **HEFCE ACCOUNTS DIRECTION FOR 2016/17**
Report of the Principal of the Guildhall School of Music and Drama.
- For Information**
(Pages 153 - 162)
24. **AUDITED FINANCIAL STATEMENTS**
Report of the Chief Operating and Financial Officer.
- For Decision**
(Pages 163 - 186)
25. **AUDIT COMMITTEE ANNUAL REPOR**
Report of the Chief Operating and Financial Officer.
- For Decision**
(Pages 187 - 200)
26. **GUILDHALL SCHOOL 'ECONOMY, EFFICIENCY AND EFFECTIVENESS' UPDATE**
Report of the Principal of the Guildhall School of Music and Drama.
- For Information**
(Pages 201 - 206)
27. **FINANCE REVIEW**
Report of the Principal of the Guildhall School of Music and Drama.
- For Information**
(Pages 207 - 214)
28. **GUILDHALL SCHOOL BUDGET REPORT 2017/18**
Report of the Principal of the Guildhall School of Music and Drama.
- For Information**
(Pages 215 - 218)
29. **BAD DEBT WRITE OFF**
Report of the Head of Finance.
- For Decision**
(Pages 219 - 222)

30. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
31. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREE SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 9 May 2016

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Committee Room - 2nd Floor West Wing, Guildhall on Monday, 9 May 2016 at 1.45 pm

Present

Members:

Deputy John Barker
Deputy John Bennett
Deputy John Chapman
Christina Coker
Marianne Fredericks
Lucy Frew
Alderman David Graves

Jo Hensel
Michael Hoffman
Professor Barry Ife
Vivienne Littlechild
Jeremy Mayhew
Alderman William Russell
Jeremy Simons

In Attendance

Martin Moore
Deputy John Tomlinson
Nicy Roberts
Zara Wright

Officers:

Gemma Stokley	- Town Clerk's Department
Caroline Al-Beyerty	- Chamberlain's Department
Duncan Barker	- Head of Development, Guildhall School of Music and Drama
Hannah Bibbins	- Senior Project Manager, Guildhall School of Music and Drama
Michael Bradley	- City Surveyor's Department
Niki Cornwell	- Chamberlain's Department
Michael Dick	- Guildhall School of Music & Drama
Katharine Lewis	- Academic Registrar & Director of the Student Experience, Guildhall School of Music and Drama
Chrissie Morgan	- Director of Human Resources
Amanda Mays	- Corporate HR
Jonathan Vaughan	- Guildhall School of Music & Drama

1. APOLOGIES

Apologies for absence were received from Sir Andrew Burns, Gareth Higgins, Kathryn McDowell and Alex Tostdevine.

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.

3. ***ORDER OF THE COURT OF COMMON COUNCIL**

The Order of the Court of Common Council dated 21 April 2016 appointing the Board and setting out its Terms of Reference was received.

4. **ELECTION OF CHAIRMAN**

The Committee proceeded to elect a Chairman in accordance with Standing Order No.29.

The Town Clerk read a list of Members eligible to stand and Deputy John Bennett, being the only Member who expressed his willingness to serve, was duly elected as Chairman of the Committee for the ensuing year.

The Chairman thanked the Board for their continued support. He referred to recent challenges faced by the School and added that the year ahead would prove equally challenging, not least with the appointment of a new Principal to be considered.

The Chairman welcomed Deputy John Barker back to the Board who had been returned by the Court of Common Council to serve the remaining two years of his final three year term. He also welcomed Martin Moore, the relatively new Chairman of the Guildhall School Trust.

The Chairman, on behalf of the Board, thanked those who had left or were soon to be leaving the Board for their contributions in past years – Angela Starling (Common Council), Alex Tostdevine (Student Union representative), Kathryn McDowell (co-opted Member) and Peter Young (former Chairman of the Guildhall School Trust).

5. **ELECTION OF DEPUTY CHAIRMAN**

The Committee proceeded to elect a Deputy Chairman in accordance with Standing Order No. 30.

The Town Clerk read out a list of Members eligible to stand as Deputy Chairman and both Deputy John Chapman and Vivienne Littlechild indicated their willingness to serve,

A ballot was therefore conducted and the results were as follows:

	Votes
Deputy John Chapman	5
Vivienne Littlechild	7

Vivienne Littlechild was therefore declared Deputy Chairman for the ensuing year.

The Deputy Chairman thanked the Board for their support and stated that she would do her very best to support both the Chairman and the School during her time in office.

6. **PUBLIC MINUTES**

The public minutes of the meeting held on 22 February 2016 were considered and approved as a correct record.

7. **APPOINTMENT OF SUB COMMITTEES**

A report of the Town Clerk was considered regarding the appointment of Members to serve on the Audit & Risk Management, Remuneration, Nominations, Reference, Finance & Resources and Governance & Effectiveness Sub Committees for 2016/2017. The report also detailed the Terms of Reference of each Sub Committee.

The Chairman emphasised that it was expected that Governors would be willing to serve on at least one Sub Committee.

RESOLVED – That the 2016/17 membership of the Sub Committees be approved as follows:

a) the **Audit & Risk Management Committee** comprise the following Governors:

- Christina Coker (elected Chairman of the Audit & Risk Management Sub Committee by the Board)
- Marianne Fredericks
- Lucy Frew
- Jeremy Simons

The Town Clerk reported that she had also been informed that Neil Constable, whose term of office on the Board had now expired, had expressed an interest in continuing to serve on the Audit and Risk Management Committee. The existing Chairman of this Committee had indicated that she would welcome his continued input. The Town Clerk confirmed that the Audit and Risk Sub Committee had the power, if it considers it necessary or desirable, to co-opt members with particular expertise and they would therefore formally consider Mr Constable's co-option at their next meeting.

b) the **Remuneration Committee** comprise the following Governors:

- Deputy John Bennett (Chairman)
- Vivienne Littlechild (Deputy Chairman)
- Barry Ife (Principal)
- Alderman David Graves
- Alderman William Russell
- Jeremy Simons

c) the **Nominations Committee** comprise the following Governors:

- Deputy John Bennett (Chairman)

- Vivienne Littlechild (Deputy Chairman)
- Barry Ife (Principal)
- Sir Andrew Burns (co-opted Governor)
- Christina Coker (co-opted Governor)
- Marianne Fredericks (Common Councilman)
- Jo Hensel (Academic Staff)
- Michael Hoffman (co-opted Governor)
- Jeremy Mayhew (Common Councilman)
- Jeremy Simons (Common Councilman)

d) the **Reference Sub Committee** comprise the following Governors:

- Deputy John Bennett (Chairman)
- Vivienne Littlechild (Deputy Chairman)
- Deputy John Barker
- Sir Andrew Burns
- Michael Hoffman
- Alderman William Russell

e) the **Finance & Resources Committee** comprise the following Governors:

- Deputy John Bennett (Chairman)
- Vivienne Littlechild (Deputy Chairman)
- Deputy John Barker
- Deputy John Chapman
- Alderman David Graves
- Michael Hoffman
- Alderman William Russell

f) the **Governance & Effectiveness Committee** comprise the following Governors:

- Sir Andrew Burns (Chairman)
- Deputy John Bennett (Chairman of the Board)
- Vivienne Littlechild (Deputy Chairman of the Board)
- Christina Coker (Chairman, Audit & Risk Management Sub Committee)
- Barry Ife (Principal)
- Gareth Higgins
- Lucy Frew

The Town Clerk highlighted that, with the imminent appointment of a new Principal, it was felt that continuity would be useful in the area of Governance and the membership of this Committee was therefore unchanged from 2015/16 aside from the addition of the new Deputy Chairman of the Board.

8. **PRINCIPAL'S GENERAL REPORT**

The Board received a report of the Principal of the Guildhall School of Music and Drama updating Governors on a number of current issues including Awards and Prizes, Drama tour of China and CYM Satellites.

Awards and Prizes

The Principal was delighted to report that all six finalists at this year's Ferrier Awards had been current or past alumni of the Guildhall School.

The Principal went on to report that the winner of the 2016 Guildhall School Gold Medal was harpist, Oliver Wass who had proved to be a very popular winner. The Vice-Principal and Director of Music reported that this was the first time that the award had gone to a harpist.

Finally, the Board were informed that a former pupil of the Guildhall School, Michaela Coel had recently been awarded a BAFTA for the best female performance in a comedy prize.

Drama tour of China

The Principal wished to record his thanks to Co-opted Member Mr Hoffman for his intervention in ensuring that a member of the cast whose visa application was initially rejected was able to join the company in good time for the first performance in Shanghai.

HEFCE revised operating model for quality assessment

The Director reported that the School's five-yearly assurance review had taken place on 28 April. He added that this had been a success on the whole and had resulted in some observations/recommendations for the School going forward.

The Chairman drew Governors' attention to Appendix A which contained some next steps for the Board to note, in particular, the need for the governing body to sign a statement each year equivalent to the statement already signed by the Principal on an annual basis.

RECEIVED.

9. STRATEGIC PLAN, APRIL 2016 REVISION

The Board considered a report of the Principal of the Guildhall School of Music and Drama regarding a revision to the Strategic Plan.

The Principal clarified that the Strategic Aims and Vision within the Plan remained unchanged but that a revision had been required for inclusion in the recruitment pack for the next Principal. The Principal wished to record his thanks to the Strategic Review Group (consisting of the Chairman, Deputy Chairman, four current and former members of the Board, the Principal and the three Vice-Principals) for overseeing the revision of the document.

The Principal reported that it was now suggested that two further amendments be made to the Plan. The first amendment was to reflect the fact that the School now featured in the QS world rankings among the top ten institutions for the performing arts in the world. The second amendment would be to refer to the City now carrying out its own strategic review of funding.

Governors welcomed the update to the document. A Member suggested that the word 'educational' be added to the description of the qualities of a Guildhall

graduate within the document as it was felt that this was a key area of the Plan. The Principal undertook to make this revision.

In response to a question, the Principal reported that this document was last reviewed by the Board in 2013.

RESOLVED – That, the Board approves the April 2016 revision the Strategic Plan and two further proposed amendments to reflect the QS top ten ranking and the forthcoming City review of funding for inclusion in the recruitment pack for the next Principal.

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

There were no questions.

11. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no additional, urgent items of business for consideration.

12. EXCLUSION OF THE PUBLIC

RESOLVED – That under Section 100(A) 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 as follows:-

Item No.	Paragraph(s)
13	1,2,3 & 5
14	3 & 5
15	3
16	1
17	3
18	1
19	3
20	3
21	3 & 5
22	3
23	3
26	1 & 3

13. NON PUBLIC MINUTES

The non-public minutes of the meeting held on 22 February 2016 were considered.

14. HEFCE RISK LETTER

The Board received a report of the Principal of the Guildhall School of Music and Drama detailing HEFCE's assessment of institutional risk received by the School.

15. HEFCE RISTA OUTCOME AND 2016/17 GRANT LETTER

The Board considered a late, separately circulated report of the Principal of the Guildhall School of Music and Drama summarising the outcome of the HEFCE

review of institution-specific targeted allocations (RISTA) and the provisional grant letter for 2016/17, issued on 19 April and embargoed until 6 May.

16. BOARD MEMBERSHIP

The Board considered a report of the Principal of the Guildhall School of Music and Drama proposing a number of possible replacements for three non-City members of the Board of Governors who had now completed their third and final term of office and are therefore no longer eligible to serve.

17. FUNDING CASE FOR SUPPORT

The Board received a report of the Head of Development of the Guildhall School of Music and Drama providing Governors with a copy of the School's fundraising case for support narrative which is currently under development.

18. RECOMMENDATION FOR FELLOWSHIPS AND HONORARY FELLOWSHIPS, 2016

The Board considered a report of the Principal of the Guildhall School of Music and Drama providing Governors with nominations for fellowships and honorary fellowships for the 2016/17 session.

19. GUILDHALL SCHOOL SUNDIAL COURT AND STUDENT ACCOMMODATION STRATEGY

The Board considered and approved a late, separately circulated joint report of the Principal of the Guildhall School of Music and Drama and the City Surveyor providing an update on School Accommodation.

20. TUITION FEE SCHEDULE

The Board considered and approved a late, separately circulated report of the Principal of the Guildhall School of Music and Drama regarding the Fee schedule for 2017/18.

21. ACCESS AGREEMENT 2017

The Board received a report of the Principal of the Guildhall School of Music and Drama providing Governors with the contents of the Access Agreement for 2017.

22. UPDATE ON CAPITAL WORKS - MARCH 2016

The Board considered and approved a report of the Principal of the Guildhall School of Music and Drama providing Governors with an update on the School's current and previous Capital Cap programmes.

23. FINANCE UPDATE

The Board received a late, separately circulated report of the Chief Operating and Financial Officer detailing the Finance Review for March 2016, Period 12 of the 2015/16 Financial Year.

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

There were no questions raised in the non-public session.

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

There were no additional, urgent items of business for consideration in the non-public session.

26. **UPDATE ON THE APPOINTMENT OF A PRINCIPAL**

The Director of HR and Zara Wright of Perrett Laver provided the Board with a verbal update on the appointment of a Principal in the confidential session.

With the exception of the Town Clerk and Director of HR all officers (including the Principal) and those who were not Board members were instructed to leave the room whilst this item was discussed.

The meeting ended at 4.10 pm

Chairman

Contact Officer: Gemma Stokley
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gemma.stokley@cityoflondon.gov.uk

BOARD OF GOVERNORS OF THE GUILDHALL SCHOOL OF MUSIC AND DRAMA

Monday, 19 September 2016

Minutes of the meeting of the Board of Governors of the Guildhall School of Music and Drama held at Committee Room - 2nd Floor West Wing, Guildhall on Monday, 19 September 2016 at 1.45 pm

Present

Members:

Deputy John Bennett (Chairman)	Jo Hensel
Vivienne Littlechild (Deputy Chairman)	Gareth Higgins
Deputy John Barker	Michael Hoffman
Sir Andrew Burns	Professor Barry Ife
Deputy John Chapman	Jeremy Simons
Christina Coker	Thomas Steer
Professor Geoffrey Crossick	
Marianne Fredericks	

In Attendance

Nicy Roberts
Martin Moore

Officers:

Gemma Stokley	- Town Clerk's Department
Sandeep Dwesar	- Chief Operating and Financial Officer
Sarah Wall	- Chamberlain's Department
Alan Bennetts	- Comptroller and City Solicitor's Department
Michael Bradley	- City Surveyor's Department
Nia Morgan	- City Surveyor's Department
Hannah Bibbins	- Senior Project Manager, Guildhall School of Music and Drama
Pat Dixon	- Community & Children's Services Department
Duncan Barker	- Head of Development, Guildhall School of Music and Drama
Katharine Lewis	- Academic Registrar & Director of the Student Experience, Guildhall School of Music and Drama
Alison Mears	- Safeguarding Lead, Guildhall School of Music and Drama
Jonathan Vaughan	- Director of Music, Guildhall School of Music and Drama
Christian Burgess	- Director of Drama, Guildhall School of Music and Drama
Sean Gregory	- Director of Creative Learning, Guildhall School of Music and Drama and the Barbican Centre
Helena Gaunt	- Assistant Principal (Research and Academic Development), Guildhall School of Music and Drama

Chairman's Introduction

The Chairman opened the meeting by welcoming two new Members of the Board to their first meeting – Professor Geoffrey Crossick, a newly appointed Co-opted Governor and Thomas Steer, the newly elected Guildhall School Student representative and President of the Student Union.

The Chairman went on to record his thanks to Lucy Frew who had written to him to indicate that she would soon be standing down from the Board and from the Court of Common Council. The Chairman wished to thank Ms Frew for her service on the Board to date. He reported that it was anticipated that the Common Council vacancy on the Board would now be advertised and appointed to before the end of the calendar year.

Inquorate Meeting

The Chairman highlighted that, as there were only six Common Council Governors present, the meeting was inquorate and therefore unable to take any formal decisions today.

1. APOLOGIES

Apologies for absence were received from Stuart Fraser, Lucy Frew, Alderman David Graves, Jeremy Mayhew and Alderman William Russell.

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

There were no declarations.

3. PUBLIC MINUTES

As a consequence of the meeting being inquorate, the public minutes of the meeting held on 9 May 2016 were considered but their approval as a correct record was deferred to the next Board meeting.

MATTERS ARISING

Appointment of Sub Committees – Audit & Risk Management Committee (page 3) – The Chairman reported that, as per the proposal put to the last Board meeting, the Audit & Risk Management Committee formally considered and approved the appointment of Neil Constable as a co-opted member of this body at their July 2016 meeting.

With regard to those Sub Committees that Lucy Frew had been appointed to in May 2016 (Audit & Risk Management and Governance & Effectiveness) the Chairman urged Governors to contact the Town Clerk if they were interested in filling these vacancies following Ms Frew's decision to step down from the Board.

4. PUBLIC MINUTES OF THE NOMINATIONS COMMITTEE

The public minutes of the Nominations Committee meeting held on 14 July 2016 were received.

RECEIVED.

5. **PUBLIC MINUTES OF THE REFERENCE SUB COMMITTEE**

The public minutes of the Reference Sub Committee meeting held on 15 July 2016 were received.

MATTERS ARISING

Remit (page 12) – The Town Clerk reported that, at the July Reference Sub Committee meeting there had been some discussion around whether this body was the most appropriate to consider the HEFCE five year financial forecasts ahead of their necessary submission by the end of July each year. It was suggested that, in future, it would be more appropriate for this task to be delegated to the Board's Finance & Resources Committee.

The Board were in agreement with this proposal and it was suggested that, going forward, the Finance & Resources Committee would be scheduled to meet in early July each year with this meeting replacing the usual April meeting.

RECEIVED.

6. **PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**

The public minutes of the Audit and Risk Management meeting held on 28 July 2016 were received.

RECEIVED.

7. **OUTSTANDING ISSUES REPORT**

The Board received a report of the Town Clerk detailing Outstanding Issues.

The Chairman reported that the two issues remaining on the log would be addressed by the City Surveyor in the non-public session.

Awards and Prizes

Governors noted, with pleasure, the successes of young composers from both Junior Guildhall and the Hestercombe CYM.

Alumni Successes

A Governor referred to the recent BBC programme 'All Together Now' reporting that several Guildhall School students had featured in the opera round.

RMA Conference

The Principal reported that this event had been a great success.

Stella Currie legacy

The Principal noted, with great thanks, Stella Currie's total legacy gift to the School. He added that legacy forms could be obtained from the Development Office.

In addition to those matters addressed within the report, the Principal reported that enrolment had gone extremely well this year with a total of 1,096 enrolled to date as opposed to 1,015 enrolled at this point last year.

RECEIVED.

8. PRINCIPAL'S GENERAL REPORT

The Board received a report of the Principal of the Guildhall School of Music and Drama updating Governors on a number of current issues including Awards and Prizes and Alumni and other successes.

RECEIVED.

9. SAFEGUARDING

9a) Safeguarding Policy

The Board considered a report of the Safeguarding Lead, Guildhall School of Music and Drama detailing the institution's updated Safeguarding Policy.

The Chairman referred to the WRAP (Workshop to Raise Awareness of Prevent) session that had been attended by some Governors earlier today. He urged as many Governors as possible to attend future WRAP training sessions that were to be organised by the School's Safeguarding Lead. It was also hoped that this training could be offered to all Common Councilmen in the near future. The Safeguarding Lead confirmed that WRAP training for both staff and Governors was a priority for her in this academic year. A Governor suggested that, as a starting point the WRAP summary hand-out circulated at this morning's training session should be emailed to all Governors.

The Safeguarding Lead reported that the amendments made were intended to make the Policy document more user friendly. The main amendment throughout the document was the inclusion of reference to the Prevent Duty. The amended Policy now also included revised information on the Disclosure Barring Service (DBS) checks for staff residing abroad stipulating that they would need to undergo checks both in their home country as well as in the UK. Governors were also informed that a section regarding arrangements for external hire of premises was now included in the revised Policy document.

The Principal informed the Board that the School were due to undergo a City of London Safeguarding inspection on 6 October 2016. He highlighted that some Governors might be required to meet with the panel as part of this review. With this forthcoming inspection in mind, it was suggested that approval of the updated Safeguarding Policy be delegated to the Town Clerk in consultation with the Chairman and Deputy Chairman.

Governors wished to place on record their thanks to the Safeguarding Lead for all of her hard work in this area.

RESOLVED – As a consequence of the meeting being inquorate, Governors suggested that the revised Safeguarding Policy be approved under Urgency by the Town Clerk, in consultation with the Chairman and Deputy Chairman of the Board.

9b) **Local Authority Designated Officer 2015/16 Annual Report**

The Board received a report of the Director of Community and Children's Services updating Members on the activity and performance of the Local Authority Designated Role (LADO) for 2015/16.

RECEIVED.

10. **CREATIVE LEARNING: ANNUAL PRESENTATION**

The Board received a report of the Director of Learning and Engagement providing an overview of the Creative Learning Department's strategy and planning, in the context of the Barbican and Guildhall School's vision and mission.

The Director of Learning and Engagement highlighted that this report had also been submitted to the Barbican Centre Board for information. He went on to report that the recently launched Barbican Strategic Plan and recent revisions to the Guildhall School Strategic Plan had enabled Creative Learning to produce their own Strategic Plan for 2016-2020.

The Director went on to talk the Board through Creative Learning's 5 strategic goals and spoke of offerings for under 18 year olds which were Pan London and across all art forms.

The Chairman thanked the Director for his presentation and inspiring report. He noted that much of the Creative Learning Department's work had focused on East London to date and questioned future plans to expand this. The Director responded that there was still further work to be done in East London but that there were also plans to increase outreach to the West. He went on to report that there had been increasing interest from some of the outer London boroughs such as Haringey and Enfield but that Creative Learning wanted to ensure that they were not duplicating the work of others in these areas and would therefore be looking to co-ordinate efforts in these areas.

A Co-opted Governor congratulated the Director on plans to improve the range and scope of activity but went on to question what research or monitoring had been carried out to ascertain the difference that such offerings had made to targeted audiences thus far. The Director responded by stating that there was still a lot of work to do in this area in order to provide more sustained evidence.

Another Governor suggested that it would be useful, in future reports, to see a map depicting the reach of the work of the Creative Learning Department across both Inner and Outer London Boroughs. The Director undertook to provide this information going forward.

In response to further questions, the Director stated that Creative Learning were working towards a more cross arts approach in their work and that the Great Fire of London commemorations had recently enabled them to release their first cross arts Box. The Department would now be looking to do more of this work with a strong thematic approach throughout each box.

With regard to the questions posed at the end of the report, the Director reported that these were still very much live questions. He reported that meeting the need for a dedicated Creative Learning space remained high on the agenda and that various possibilities were currently being explored. Governors were also informed that the Department continued to look for fundraising opportunities. A Governor suggested that the Director discuss the possibility of a learning space with the London Metropolitan Archives if he had not already done so.

In response to a final question from a Co-opted Governor, the Director confirmed that there was much appetite to approach Trusts and Foundations on the Department's work going forward. He added that the strong models already in place in East London provided great scope for rolling out this work much wider. He added that the Department were already in conversation with the Arts Council and that the City Bridge Trust had already given extraordinary support to the Creative Learning Department.

RECEIVED.

11. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no additional, urgent items of business for consideration.

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

There were no questions.

13. 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
14	1, 3 & 5
15	1
16 – 23	3
24	2
25a and 25b	3
26	3

14. NON PUBLIC MINUTES

As a consequence of the meeting being inquorate, the non-public minutes of the meeting held on 9 May 2016 were considered but their approval as a correct record was deferred to the next Board meeting.

15. NON PUBLIC MINUTES OF THE NOMINATIONS COMMITTEE

The non-public minutes of the Nominations Committee meeting held on 14 July 2016 were received.

16. **NON PUBLIC MINUTES OF THE REFERENCE SUB COMMITTEE**
The non-public minutes of the Reference Sub Committee meeting held on 15 July 2016 were received.
17. **NON PUBLIC MINUTES OF THE AUDIT & RISK MANAGEMENT COMMITTEE**
The non-public minutes of the Audit & Risk Management Committee held on 28 July 2016 were received.
18. **CREATIVE LEARNING UPDATE: NON-PUBLIC APPENDICES**
The Board received the non-public appendices to Agenda Item 10 (Creative Learning: Annual Presentation).
19. **UPDATE ON STRATEGIC ISSUES**
The Board received a report of the Principal of the Guildhall School of Music and Drama providing an update on a number of strategic issues.
20. **NEW OPERATING MODEL FOR QUALITY ASSURANCE**
The Board received a report of the Principal of the Guildhall School of Music and Drama concerning a new operating model for quality assurance.
21. **CAPITAL CAP 3 AD HOC PROJECTS**
The Board considered a report of the Principal of the Guildhall School of Music and Drama regarding Capital Cap Ad hoc projects and, as a consequence of the meeting being inquorate, suggested that it be approved under Urgency by the Town Clerk, in consultation with the Chairman and Deputy Chairman of the Board.
22. **FUNDRAISING PLANNING STUDY**
The Board received a report of the Head of Development, Guildhall School of Music and Drama, outlining the findings of the recent Fundraising Planning Study commissioned by the School from fundraising consultants Graham-Pelton.
23. **DEVELOPMENT & ALUMNI RELATIONS OFFICE ANNUAL REPORT 2015-16**
The Board received a report of the Head of Development, Guildhall School of Music and Drama, detailing fundraising, alumni and supporter relations activity undertaken by the Development and Alumni Relations Office (DARO) of the Guildhall School during the 2015-16 academic year.
24. **ANNUAL SAFEGUARDING REPORT**
The Board received a report of the Safeguarding Lead, Guildhall School of Music and Drama, updating Governors on Safeguarding developments during the Academic Year 2015/16.
25. **HEFCE**
25a) **5 Year Forecasts submitted to HEFCE as part of the Annual Accountability Return**

The Board received a report of the Chief Operating and Financial Officer summarising the 5 year forecasts approved by the Board's Reference Sub Committee in July 2016 and now submitted to HEFCE.

25b) **Assurance Review**

The Board received a report of the Principal of the Guildhall School of Music and Drama regarding the report from the HEFCE Assurance Review.

26. **FINANCE UPDATE**

The Board received a report of the Chief Operating and Financial Officer regarding Period 4 of the 2016/17 Financial Year.

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

There were no questions raised in the non-public session.

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

There were no additional, urgent items of business for consideration in the non-public session.

The meeting ended at 4.13 pm

Chairman

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

Friday, 28 October 2016

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 1.45 pm

Present

Members:

Sir Andrew Burns (Chairman)
Christina Coker

Vivienne Littlechild

Officers:

Peter Lisley	-	Assistant Town Clerk
Gemma Stokley	-	Town Clerk's Department
Paul Double	-	City Remembrancer
Professor Helena Gaunt	-	Vice Principal and Director of Academic Affairs
Katharine Lewis	-	Academic Registrar & Director of the Student Experience

1. APOLOGIES

Apologies for absence were received from Deputy John Bennett, Gareth Higgins and Professor Barry Ife.

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 23 October 2015 were considered and approved as a correct record.

4. MATTERS ARISING THAT DO NOT APPEAR ELSEWHERE ON THE AGENDA

The Higher Education Code of Governance and the Guildhall School (page 4) – The Chairman referred to the Principal's comments at the last meeting of the Governance and Effectiveness Committee stating that he was anxious that the assurances provided by HEFCE at their 2011 review regarding the Guildhall School's compliance with the Code and, in particular, the relationship between the School and the City of London Corporation, would not be repeated in 2016.

The Chairman was pleased to report that the same assurances had, in fact, been given following the School's HEFCE review in April 2016. He reminded Governors that a report detailing HEFCE's findings alongside some

recommendations for future implementation had been received by the Board at their last meeting.

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 additional, urgent items of business for consideration.

7. **EXCLUSION OF THE PUBLIC**

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

Items	Paragraph No(s)
8-11	3

8. **CURRENT GOVERNANCE ARRANGEMENTS AND MATTERS OUTSTANDING**

The Sub Committee received a report of the Principal of the Guildhall School of Music and Drama detailing the status of a number of ongoing issues including Privy Council approval to amendments to the Instrument and Articles of Governance and progress on a (non) compliance statement with the Higher Education Code of Governance.

9. **GOVERNANCE ISSUES GOING FORWARD**

The Sub Committee considered a report of the Principal of the Guildhall School of Music and Drama detailing the governance challenges on the horizon in respect of the Higher Education & Research Bill, Long term sustainability and Governing bodies and philanthropy and fundraising.

10. **NEW MODELS OF GOVERNANCE**

The Sub Committee considered a report of the Principal of the Guildhall School of Music and Drama asking Governors to consider a number of models of Governance and next steps for proposing changes to the Board's governance structures.

11. **ALL COMMITTEE REVIEW**

The Sub Committee considered a report of the Chairman of the Governance and Effectiveness Committee concerning proposals around a review of the effectiveness of all of the Board's committees going forward.

12. **NON PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE COMMITTEE**

There were no questions raised in the non-public session.

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

There were no urgent items of business for consideration in the non-public session.

The meeting closed at 3.55 pm

Chairman

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Committee: Board of Governors of the City of London School for Girls	Date: 14 November 2016
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
Report Author: Gemma Stokley	
<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 Members 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 2016/17

- | | | |
|---|-----|--|
| 3 | (3) | Lucy Roseanne Frew |
| 3 | (3) | William Anthony Bowater Russell, Alderman |
| 5 | (2) | John Douglas Chapman, Deputy |
| 8 | (2) | David Andrew Graves, Alderman |
| 2 | (2) | Vivienne Littlechild, J.P. |
| 7 | (2) | Jeremy Lewis Simons |
| 8 | (1) | John Alfred Barker, O.B.E., Deputy, <i>for two years</i> |
| 7 | (1) | John Alfred Bennett, Deputy |
| 4 | (1) | Marianne Bernadette Fredericks |
| 4 | (1) | Jeremy Paul Mayhew |
| | | <i>Vacancy</i> |

together with those referred to in paragraph 1 above and:-

- | | | |
|---|---|---|
| the Principal of the Guildhall School for the time being | - | Prof Barry Ife, C.B.E., F.K.C., F.Bbk., Hon.FRAME., FRCM |
| 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, K.C.M.G.
Christina Coker O.B.E.
Michael Hoffman
<i>Vacancy</i>
<i>Vacancy</i>
<i>Vacancy</i> |

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.

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.		<u>Milton Court</u> Update to Board on service charges	City Surveyor		Last update provided at September 2016 Board meeting.
2.		<u>Sundial Court</u> Update to Board on dilapidations report, lease renewal, alternative accommodation etc.	City Surveyor		Last update provided at September 2016 Board meeting.

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Committee:	Date:
Board of Governors of the Guildhall School of Music and Drama	14 th November 2016
Subject: Higher Education and Research Bill	Public
Report of: Remembrancer	For information
Report author: Sam Cook, Assistant Parliamentary Affairs Counsel	

Summary

This report advises the Board of the provisions of the Government's Higher Education and Research Bill, recently introduced to Parliament. The Bill will establish the Office for Students as a new regulator and funding provider for the higher education sector; introduce a single registration scheme for higher education providers, with conditions relating to governance, access and other matters; enable the introduction of the Teaching Excellence Framework, in order to assess teaching standards and determine which institutions will be able to increase tuition fees in line with inflation; and reform the system of degree-awarding powers to make it more flexible.

Recommendation

The Board is invited to receive this report and note the provisions of the Bill which may affect its work.

Main Report

1. The Higher Education and Research Bill was introduced into the House of Commons in the summer and has just completed detailed examination in the Public Bill Committee. It implements many of the changes proposed in the Government's White Paper, *Success as a Knowledge Economy* (May 2016).

Regulation

2. The Bill will establish a new regulator and funding provider for the higher education sector, the Office for Students. The Office will not be part of Government but its members will be appointed by the Secretary of State. It will inherit functions currently exercised by the Higher Education Funding Council for England and the Office for Fair Access. It will operate under a number of general duties including the promotion of quality, choice, competition, value for money and equality of opportunity.

Registration

3. One of the most important responsibilities of the Office for Students will be to maintain a new, single register of higher education providers. Registration will be open to any body which can meet the prescribed standards, and will be required for any provider wishing to receive public funding. A registration fee will be payable.
4. Important regulatory controls on the operation of higher education providers will be given effect by way of conditions attached to the registration. They include fee limits, access and participation standards, complaints procedures, student protection in the event of course closure, and governance arrangements. Some of these are dealt with in further detail below. Breach of a registration condition may be met with fines, suspension from the register, or, ultimately, de-registration.

Standards, access and fees

5. The Bill will enable the introduction of the Teaching Excellence Framework under the oversight of the Office for Students. It will operate by way of expert assessment, largely on the basis of a number of common 'metrics' such as employment data, retention and continuation data, and student satisfaction surveys. Providers will be able to submit additional evidence of a more qualitative nature. The Bill will allow fee limits to be set by reference to the Framework. The Government's intention is to allow registered providers to increase tuition fees in line with inflation (or a proportion thereof) only if they meet certain standards laid down in the Framework.
6. Providers seeking to charge higher-level fees will also have to put in place an 'access and participation plan' containing provisions intended to increase equality of opportunity. The plan will include uniform provisions laid down by the Secretary of State and may include other provisions suggested by the provider, subject to the approval of the Office for Students. The plans will differ from the current access agreements with the Office for Fair Access in that they will cover ongoing participation by students and not just initial access.
7. Any provider seeking registration will have to participate in the complaints scheme run by the Office of the Independent Adjudicator. It will also be a mandatory registration condition to publish, on request from the Office for Students, information about applications, offers, acceptances and course completion broken down by gender, ethnicity and socio-economic background.

Governance

8. Registration conditions will include a requirement for the provider's governing documents to be "consistent with the principles in [a list to be drawn up by the Office for Students], so far as applicable to the provider." It is not yet known what these principles will be, although the Government's White Paper indicated that they would be "comparable" to those currently contained in the

Higher Education Code of Governance. The Office for Students will consult on the details once the Bill has been enacted.

9. The White Paper indicated that the Bill would remove the current requirement for a higher education provider to obtain the agreement of the Privy Council in order to vary its governing documents. This measure does not, however, appear in the current version of the Bill.

Degree-awarding powers

10. Another important function of the Office for Students will be to administer a reformed system of degree-awarding powers. The new system will be more flexible than the present one: degree-awarding powers may be acquired without a 'track record' in providing higher education and may be limited in time or to specific courses. The Government's intention is to open up degree-awarding powers to a wider range of providers, including new providers, which will be able to obtain 'probationary' powers for three years as soon as they open. This proposal is among the most contentious elements of the Bill, with critics arguing that it may lead to a dilution of standards.
11. The new system will include a power for the Office for Students to vary or revoke degree-awarding powers, including those granted by the Privy Council under the current system. The precise grounds on which the Office may take such a step are not set out in the Bill. Any variation or revocation will be subject to a legal appeal to the First-tier Tribunal.

Other changes

12. The Office for Students will inherit the grant-making role of the Higher Education and Funding Council for England. This is not thought to herald any significant change to the operation of the current system.
13. The Office will also assume control over the title of 'university', and various miscellaneous powers to do with matters such as enforcement and the publication of information about courses.
14. Another Part of the Bill, which affects the work of the Board to a lesser extent, will merge the seven existing research councils (including the Arts and Humanities Research Council) into a new body, UK Research and Innovation.

Application to the Guildhall School

15. The new regime is expected to be in place by 2018, with elements of the Teaching Excellence Framework introduced earlier. The School will have to apply for inclusion on the new register of higher education providers and comply with any conditions of registration in order to continue to receive public funding and charge the present level of fees. These conditions will include the development of an access and participation plan and the publication of information as described in paragraphs 6 and 7 above.

16. Particular attention will be required as to the governance principles which are to be developed, with consultation, by the Office for Students (see paragraph 8 above). Engagement with the Government and the Office may be appropriate in order to ensure that the principles have regard to the unusual status of the School as a department of the City Corporation. This will be pursued in liaison with the Principal.
17. The School's ability to increase fees from their present level, in line with inflation, will depend on its attaining the required assessment level under the Teaching Excellence Framework. There have already been two Government consultations on the Framework, and the Principal advises that he continues to follow its development in order to prepare for its introduction in 2017.
18. The School's degree-awarding powers, granted by the Privy Council in 2014, will be unaffected by the Bill, although it should be noted that the Office for Students will in future have the power to vary or (in theory) revoke them.
19. Any further developments of interest during the passage of the Bill will be reported to the Board.

Sam Cook

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Remembrancer's Office

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Committee(s): Board of Governors of the Guildhall School of Music & Drama	Date(s): 14 November 2016
Subject: Principal's General Report	Public
Report of: Principal of the Guildhall School of Music & Drama	For information
Report Author: Barry Ife	
<p style="text-align: center;"><u>Summary</u></p> <p>NB: This brief report is limited to Awards and Prizes due to the indisposition of the Principal at the time of its preparation.</p> <p>Recommendation: that the Board receives the report and rejoices in its contents.</p>	

Main report

1 Awards and Prizes

Kayleigh Mcevoy (BMus Vocal Year 4, student of Marilyn Rees)

- Winner of the Freda Parry Scholarship competition
(Prize: £1200)

Ray Liu (MMus Year 2, student of Jacqueline Ross)

- Winner of the Queen Sophie Charlotte International Violin Competition
(Prize: unknown)

Dylan Perez (Artist Diploma, Accompanist)

- Winner of the main accompanist's prize – Gerald Moore Awards
(Prize: £2500)

James Newby (Guildhall Artist Masters, student of Robert Dean)

- Winner of the singers' Prize – Gerald Moore Awards
(Prize: £250)

Junior Guildhall

Lilly Vadaneaux (Saxophone)

- Winner of the 2016 Clarinet and Saxophone Society of Great Britain Saxophone Composition Competition
(Prize: £350)

Kathleen Ferrier Society Bursary ('Junior Ferriers')

- 2nd Prize: Jonah Halton, tenor (student of Adrian Thompson), Vocal Studies BMus 2
- 3rd Prize: Manon Cleizes, soprano (student of Giles Underwood), Vocal Studies, BMus 2

Both accompanied by Dylan Perez.

Alumni

Jennifer Murphy (Violin, Graduated 2012)

- The Rebanks Family Fellowship and International Performance Residency Program

Kris Garfitt (Trombone, Graduated 2015)

- 1 year contract on 2nd Trombone with the Deutsche Radio Philharmonie

Joanna Park (Violin, Graduated 2015)

- Southbank Sinfonia Position

Teresa Cahill (Voice)

- Recipient of the Elgar Society Gold Medal for 2017 for her services to Elgar's music

UK Theatre Awards

Best Performance in a Play

Paapa Essiedu (Acting 2012) for the title role in the RSC production of *Hamlet*.

Achievement in Opera

The Royal Opera and Guildhall School of Music and Drama for Philip Venables's *4.48 Psychosis* in association with the Lyric Hammersmith. Philip Venables is the first graduate of the Joint Guildhall/ROH Doctoral Composer in Residence Scheme. This was a truly remarkable achievement in every conceivable way, not least for the permission given by the Sarah Kane estate to allow this outstanding re-imagining of

her play as an opera.

Best Musical Production

Flowers for Mrs Harris directed by Daniel Evans for Sheffield Theatres and *Show Boat*, also directed by Daniel Evans for Sheffield Theatres. Daniel Evans (Acting 1994) and former member of the Guildhall Board, thereby became the first award winner to tie with himself for the top prize.

British Academy of Songwriters, Composers and Authors (BASCA) 2016 awards

Five Guildhall composers have been shortlisted in four categories as follows:

- Roderick Williams (Voice 1995) in the Choral category for *Ave Verum Corpus Re-Imagined*
- Oliver Leith (Composition 2014) in the Small Chamber category for *A Day at the Spa*
- Tansy Davies (Composition 1998) in the Stage Works category for *Between Worlds*
- Laurence Crane (Composition professor) in the Chamber Ensemble category for Chamber Symphony No. 2 'The Australian'
- Leo Chadburn (Recorder 2001) in the Chamber Ensemble category for *Freezywater*

Maureen Lehane Vocal Awards final at Wigmore Hall

A clean sweep for Guildhall singers (and pianists)

- 1st Prize and Audience Prize: Nardus Williams (soprano, student of Yvonne Kenny, Opera Course 2016-), accompanied by Dylan Perez
- 2nd Prize: Holly Marie Bingham (mezzo, students of Susan Waters, Vocal Studies 2009-15), accompanied by Kaoru Wada
- 3rd Prize: Sam Ellis Carl (bass-baritone, students of Robert Dean, Vocal Studies 2016), accompanied by Leo Nicholson

Two of the other finalists were also Guildhall students, making five out of eight:

- David Ireland (bass-baritone, student of Robert Dean, Vocal & Opera 2012-), accompanied by Ed Whitehead
- Claire Barnett-Jones (mezzo, student of Susan McCulloch, Vocal Studies 2016-) accompanied by Dylan Perez

Contact:

Professor Barry Ife CBE

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Committee(s): Board of Governors of the Guildhall School of Music & Drama	Date(s): 14 November 2016
Subject: Academic Board annual report 2015/16	
Report of: Principal	Public
Report author: Tom France	For Decision
<p style="text-align: center;">Summary</p> <p>The Academic Board's annual report for 2015/16 is presented for consideration and approval by the Board of Governors. The Academic Board is due to meet on 7 November 2016 and any minor amendments arising will be reported verbally to the Board of Governors.</p> <p>The report has been reformatted this year to map to the assurances required of the Board of Governors under the revised operating model for quality assurance with actions clearly noted. It is intended that a follow-up report on actions will be presented later in the academic year at the May 2017 meeting. The annual report should be considered in tandem with other information on academic quality and standards presented to the Board during 2015/16 as set out in the paper considered at the September meeting of the Board of Governors.</p> <p>The first set of assurances is due 1 December 2016. The assurances are:</p> <ul style="list-style-type: none"> • The governing body has received and discussed a report and accompanying action plan relating to the continuous improvement of the student academic experience and student outcomes. This included evidence from the provider's own periodic review processes, which fully involve students and include embedded external peer or professional review. • The methodologies used as a basis to improve the student academic experience and student outcomes are, to the best of our knowledge, robust and appropriate. <p><i>In respect of our taught degree awarding powers:</i></p> <ul style="list-style-type: none"> • The standards of awards for which we are responsible have been appropriately set and maintained. <p><i>In respect of our validated doctoral programme</i></p> <ul style="list-style-type: none"> • The standards of awards for which we are responsible have been appropriately maintained. <p>Recommendation: the Board is asked to approve the report and determine whether it can give the assurances above.</p>	

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Academic Board
Monday 7 November 2016
and
Board of Governors¹
Monday 14 November 2016

**Academic Board annual report 2015/16 to the Board of Governors on
academic strategy, standards, assurance and enhancement**

This year's annual report has been restructured to reflect the types of assurance that the Board of Governors needs to make to HEFCE under the new operating model for quality assessment. Therefore, for this first year of operation, more description has been given about quality assurance governance, regulation and process than is anticipated in future years.

1. TERMS OF REFERENCE AND MEMBERSHIP (appendix A)

Revised terms of reference and membership for Academic Board were approved in October 2016. The Board of Governors is asked to approve the revised terms of reference and membership in appendix A.

2. STRATEGY

2.1 Assessment strategy

Academic Board approved a School wide assessment strategy in October 2015. The strategy was developed in order to streamline and clarify the approach to assessment, ensuring consistency across all programmes while providing sufficient flexibility to honour the specificity of each programme.

A School wide template for assessment criteria was agreed and new sets of assessment criteria and stepped learning outcomes developed for all undergraduate and postgraduate Drama programmes. Criteria and learning outcomes for Music programmes would be considered at revalidation, with relevant comments from External Examiners (see section 3.2) taken into account.

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

Actions arising

1) to continue to review programme specific assessment criteria and stepped learning outcomes at revalidation

2.2 Teaching and learning strategy

During the year, the Academic Board received rolling status updates regarding the Teaching and Learning Strategy and associated Action Plan. While the plan officially remained in effect until the end of 2017, there was consensus within Academic Board that the strategy was out of date and needed rationalising. Staff were encouraged to think about key strategic points for discussion at upcoming Academic Board meetings. Action points would then be formalised into an official strategy later in 2017 once the new Principal was in place and had the opportunity to lead discussions.

Actions arising

2) to develop a new Teaching and Learning Strategy and Action Plan in line with the overall Strategic Plan for approval late 2017

2.3 Revised operating model for quality assessment

The Board considered the revised operating model for quality assessment, issued by HEFCE in March 2016, which was due to come into full effect on 2017/18.

Actions arising

3) to review the Academic Board plan of work to ensure that all items necessary for the Board of Governors to make the required annual assurance statements are considered and reported

2.4 HEA fellowship catalyst programme

The School's HEA fellowship catalyst programme has proved immensely popular and successful. 59 fellowships had been confirmed as of October 2016; 1 principal fellow, 12 senior fellows and 46 fellows. It is expected that a further 20 staff will gain recognition during 2017.

The School would continue to develop the catalyst programme with a view to putting it forward as a case study of good practice in the sector.

3. STANDARDS OF TAUGHT AWARDS

3.1 Assessment results (appendix B)

Assessment results were considered by the School Board of Examiners at one meeting in July and two meetings in September 2016. Data contained in appendix B are results confirmed as of 25 October 2016.

For undergraduate programmes, there was a greater percentage of students awarded a first class degree than in 2015 and 2014. BA Acting saw the largest increase, with BMus holding relatively steady and TTA seeing a slight decrease. TTA students were still awarded significantly higher percentage of first class degrees awarded than in 2014.

For the Guildhall Artist Masters (with the exception of MMus (Perf)), MA Opera Making & Writing, MA CTPD and both PG Acting programmes, the whole cohort was awarded either distinctions or merits. As in recent years, a larger percentage of students on postgraduate programmes received distinctions than merits (see External Examiner comments below).

The award of higher degree classifications across undergraduate and postgraduate programmes is still well above the sector average.

3.2 Summary of External Examiner reports

External Examiners provide a crucial element of objectivity and externality in helping the School to maintain academic standards and to ensure that student performance in assessment is properly and fairly judged.

External Examiner reports and responses from Programme Leaders were considered both at relevant Programme Boards and Academic Board. Feedback from External Examiners was also reflected upon in Annual Programme Evaluation Reports and responses embedded in relevant action plans.

At the time of writing a number of the External Examiner reports, particularly for Postgraduate Music programmes, were still to be received. In such cases reference has been made to the 2014/15 reports, which were considered after the last Academic Board report.

All External Examiners were satisfied with the overall quality of the programmes and highlighted strengths and areas of good practice including:

- inventive programming in performance activities
- high quality of teaching and the commitment and enthusiasm of programme teams

- attention to the specific needs of students and the generally high level of academic support provided
- appropriateness of curriculum structure and programme aims

A recurring theme across a number of programmes was a lack of clarity and consistency in the relationship between the language of assessment criteria and feedback e.g. feedback employing words such as outstanding/excellent for assessment that received mediocre marks.

Consistency in the application of assessment criteria was a common issue in the 2015/16 assessment cycle, with External Examiners reporting a very large disparity in marks recorded by internal and external assessors, a bunching of marks at upper levels (and a corresponding award of, and in one instance an internal assessor's lack of understanding of the pass mark for postgraduate programmes.

A recurring issue raised for Music programmes was the appropriateness of general assessment criteria for multiple instruments/assessment types. While the Music department was happy with the current level of specificity in assessment criteria, this would need to be monitored in terms of the move to a more streamlined, School wide template.

The issues raised by External Examiners regarding assessment and feedback processes mirror comments made in the National Student Survey and Whole School Survey.

Actions arising

- 4) to review marking, moderation and feedback processes and provide proper induction and guidance for internal and external assessors*
- 5) to monitor the effectiveness of the School wide assessment strategy and the appropriateness of the School wide template for use across Music programmes*

3.3 Equality assessment strands (appendix C)

Annual analyses were conducted separately on undergraduate and postgraduate assessment outcomes for the following equality streams, 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

The analyses indicated some statistical anomalies that would warrant further investigation.

Actions arising

*6) all UG programme leaders to consider the challenges for older age groups in assessment;
the Head of Music Programmes to look at BMus issues in detail*

4. METHODOLOGIES TO IMPROVE THE STUDENT ACADEMIC EXPERIENCE AND STUDENT OUTCOMES

The School has well-established, comprehensive and rigorous arrangements for the approval, review, modification and annual monitoring of its academic provision. These arrangements for quality assurance and enhancement build upon many years' experience and reflection.

4.1 Governance

As the supreme academic body within the School, the Academic Board holds responsibility for standards, quality and awards, including the monitoring and enhancement of the School's quality assurance framework and processes.

The Music & Drama Programme Boards are responsible for overseeing detailed programme development and review, and the effect of delivery of the programmes on the student experience. The Programme Boards consider all curriculum development activities including validation and revalidation documents, programme and module amendments and annual programme evaluation reports.

The Research and Knowledge Exchange Committee is responsible for advising the Academic Board on the role of research & knowledge exchange in the School's Strategic Plan and on research policy and its implementation. It advises the Academic Board on the development of the School's research programmes and monitors the admissions and progress of research students. Additionally, the doctoral programme, validated by City, University of London, is also overseen the City Course Board.

4.2 Validation & revalidation of programmes

Revalidation or periodic review is the process by which the School regularly monitors and reviews its programmes, complementing annual programme evaluations and NSS and WSS feedback.

The School's procedures for the design and approval of new programmes, and re-approval of existing programmes, exist to ensure academic standards are set at the appropriate level and programme curricula are fit for purpose. The School's excellent reputation relies on this and, therefore, it is essential that these procedures are both robust and effective. They ensure that consideration is given to:

- the appropriateness of the teaching, learning and assessment strategies as a means of meeting the intended learning outcomes and achievements, with due regard to access issues

- the commensurability of the programme and its component parts with the identified levels of the FHEQ and relevant subject and qualification benchmarks
- the breadth and depth of the programme and the balance of the programme's different elements
- the approach to enhancement of the programme and the students' learning experience
- the longer term sustainability of the programme in terms of resources, market and recruitment.

At validation or revalidation the next period of validation is set (maximum five academic years) and the next revalidation must take place before the end of that period. The process of revalidation involves the student body from both Music and Drama departments. The relevant student cohort is involved in the departmental internal review and development discussions, and student representatives of that cohort are interviewed by the revalidation panel as a group. A student reviewer from another department in the School is on the panel. The revalidation panel also comprises teaching staff from within the School, but outside the programme being validated, and external peers both academic and professional (approved by the Academic Board).

The **PGCert in Performance Teaching** was validated in December 2015 for a period of three years commencing September 2016. The panel applauded the flexibility of the programme and its commitment to reflective practice. There were a number of conditions relating to the programme documentation which were completed and signed off in the June 2016 meeting of Academic Board.

The **MA in Music Therapy** was revalidated for a period of five years commencing September 2016. The revalidation panel commended the strength of the programme, which was borne out by the generally positive comments of the student representatives who participated in the revalidation event. A small number of conditions were set by the panel which were signed off during summer 2016. The panel also made recommendations at both a programme specific and institution wide level which are under consideration.

Actions arising

7) to monitor the implementation of the recommendations of (re)validation

4.3 Student Feedback

The School is committed to the principle of student engagement in quality matters at all levels. The School relies on the feedback from students for guidance and to confirm that enhancements made to academic provision translate to enhancement of the student

experience. The School and the Students' Union work to maintain an effective and coherent system of student representation that facilitates the participation of students at all levels.

The School encourages staff to use a variety of mechanisms to obtain student feedback, to promote ongoing dialogue between students and staff, and to minimise over-reliance on one particular mechanism. To demonstrate to students that their feedback is valued, closing the feedback loop is an essential part of the process. Staff and student representatives have a responsibility to communicate responses to matters raised to all students and other relevant members of staff.

Academic Board considered a wide variety of student feedback during 2015/16, including data from the two principle surveys – the National Student Survey (NSS) and Whole School Survey (WSS) – and feedback received directly from student representatives through the Programme Boards and Academic Board itself.

Responses to student feedback regarding academic issues are included in the Annual Programme Evaluation Reports completed by each Programme Leader in consultation with the programme team. These reports are considered by both the Programme Boards and Academic Board, on which sit a number of student representatives who can feed back to their respective cohorts.

School responses to the Whole School Survey are published in the School wide “You Said / We Did” poster campaigns. Responses from operational departments are monitored through the Operations Board.

4.4 Annual programme evaluation

Annual programme evaluation is one of the building blocks of the quality assurance and enhancement process whereby the School can confirm that programmes meet the relevant standards and expectations of staff, students and regulatory bodies.

Annual programme evaluation has a key role in:

- maintaining academic standards
- monitoring and enhancing the management of assessment and of feedback to students
- monitoring student performance and progression
- evaluating the quality of the student experience and identifying enhancements

- evaluating the effectiveness of learning and teaching resources and identifying matters requiring attention

An Annual Programme Evaluation Report is drawn up for each programme by the Programme Leader. Various forms of data are considered including student numbers; the destination of leavers; student performance; feedback from students, staff and External Examiners. The information gathered is reflected upon, good and innovative practices are highlighted for the sharing and enhancing of practice, and actions plans proposed for improvement to respond to any issues or aspects of the provision that can be developed.

<p>Actions arising</p>

<p><i>8) to monitor the implementation of programme action plans</i></p>
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5. STUDENT ACADEMIC EXPERIENCE AND STUDENT OUTCOMES

5.1 The National Student Survey (appendix D)

The National Student Survey (NSS) takes place between January and April of each academic year. Final year undergraduates are asked to reflect upon their experience of their programme as a whole. The School encourages all students to participate to ensure the feedback gathered is as representative as possible of the student body. The importance of NSS outcomes took on an extra dimension as the aggregated results for three of the question bands will be used as metrics for the TEF 2 assessment, namely *quality of teaching, assessment & feedback and academic support*.

Participation increased by 12% to 87.4% in 2016 (up from 75.4% in 2015), far higher than the national response rate of 72%. As students who did not respond to the survey were considered more likely to be satisfied with their programme of study, efforts will continue to increase participation rates.

Despite many improvements in satisfaction, assessment and feedback once again proved to be a particularly problematic area, with scores well below that of the School's immediate competitors. This was particularly important given the TEF 2 assessment metrics.

Promptness of feedback could potentially be addressed quickly either through more timely return of work, or more fully informing students of the assessment process and therefore managing expectations. Improving clarity of feedback and assessment criteria would need more careful consideration, and guidance developed to ensure students are aware of the marking process, and that assessors carefully align feedback to assessment criteria and learning outcomes.

Actions arising

9) to carefully consider NSS outcomes, particularly with regard to assessment and feedback, and develop a strategy to identify and resolve issues before they are reported in the NSS

5.2 The Whole School Survey (appendix E)

The Whole School Survey takes place in the summer term of each academic year. All students of the School take part in the survey, which assesses student satisfaction on a range of issues at both programme and module level, as well as satisfaction with professional and support services.

The participation rate increased from 57% in 2015 to 62.9% in 2016. As in previous years, the final year undergraduate response rate tended to be lower and it is believed that these students may have felt that they had already expressed their views in the NSS.

Issues that were common across programmes included

- clarity and application of assessment criteria
- quality and timing of feedback
- academic scheduling
- clarity of programme handbooks

Actions arising

10) to ensure WSS outcomes are discussed in detail between staff and students and actions taken are fed back to the student body

5.3 Student employability (appendix F)

During the year, the Academic Board reviewed the student employability statement which articulates 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. .

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.

The most recently published data for employment or further study shows the School performing just above its benchmark; in the previous two years the School performed below its benchmark. The DLHE survey is difficult to complete for freelancers or those with portfolio careers as it is a snapshot of employment on a particular day. The survey is completed on-line and graduates have to decide how they should best answer the questions. Whilst the School telephones graduates to encourage participation, other institutions give more resource to telephone campaigns that guide students through the completion process. The Royal College of Music and the Royal Academy of Music achieved 100% in further work or study for 2014/15 (although both had much smaller populations).

This HESA Performance Indicator is one of the metrics to be used in the TEF2 assessment.

The other employment metric is highly skilled employment. The 2014/15 institution specific data for highly skilled employment is not yet available but over the previous three years the School achieved above its benchmark.

Actions arising

11) the School needs to keep its DLHE performance under review and consider whether more resource needs to be put in place to improve its response rate and ensure graduates know how to complete the survey correctly

5.4 Student regulatory activity during 2015/16 (appendix G)

Levels of application complaints, academic misconduct, and progress review committee hearings have remained steady. For 2016 entry the admission appeals procedure was amended and renamed the **Admission complaints** procedure so that it more obviously encompassed the full range of issues raised by applicants. There were just two complaints, both about the acting auditions, neither raised any concern.

There was an unprecedented number of **breaches of the Student Code of Conduct** cases this year due to the large number of recalcitrant library users. After many overdue notices and an invoice for missing items, students not clearing their library accounts were referred to the Academic Registrar under the *Student Code of Conduct* on the grounds that their inaction disturbed academic functions and obstructed other students' access to resources.

There was a larger number of formal **student complaints** this year but no pattern to cause concern.

Actions arising

12) Library invoices to include a note that failure to settle a library account may result in referral to the Academic Registrar and disciplinary action under the Student Code of Conduct

Academic appeals remained low in relation to total student numbers but maintained the increase relative to previous years seen in 2014/15; however, it is too early to draw statistically substantive conclusions. In the case of two fail/withdraw appeals material administrative error was identified and immediate corrective action taken, with no recourse to the Academic Appeal Panel or Extenuating Circumstances Panel.

One appeal had highlighted a lack of clarity and inconsistencies in the approach to application of academic misconduct regulations in the Music department. Issues relating to

the use of proper academic conventions, particularly with regard to plagiarism, were also reported by two External Examiners.

Five **Completion of Procedures** (COP) letters were issued arising from regulatory activity started in 2015/16.

Actions arising

13) all assessors of written academic work to be advised on the proper application of academic misconduct regulations

5.5 Equality admission strands (appendix E)

Annual analyses were conducted separately on undergraduate and postgraduate applications, offers and enrolment for the following equality streams, Age, Disability, Ethnicity and Sex, showing:

- iii) Year on year changes of each equality group as a proportion of the total
- iv) Year on year changes of conversion rates of each equality group

The analyses indicated some statistical anomalies that would warrant further investigation.

Actions arising

14) BMus programme leader to identify whether there are any factors leading to a drop in applicants with a disability accepting their offer

15) Associate Head of Composition (PG) to consider factors that might attract more female applicants

6. STANDARDS OF RESEARCH AWARDS

The Doctoral programme was revalidated on 16 June 2016 by City University (City, University of London as of September 2016) for a period of five years beginning September 2016. City University was extremely complimentary of the School's burgeoning research culture and the expansion of the disciplines offered within the Doctoral programme.

Discussions were held during the revalidation process around removing the distinction between the DMus and PhD and replacing it with one award of PhD without sub discipline titles. This proposal was developed in response to the increasing diversity of research projects undertaken by the School's doctoral students, which were often interdisciplinary in nature, rendering continuation of the Music specific discipline difficult to justify without providing other discipline specific routes. The proposal was discussed with staff and current students/alumni before being put to the Research and Knowledge Exchange Committee, and is due to go to the Academic Board in November 2016.

The Doctoral programme had continued to expand with sixteen students enrolled in 2016/17, compared with ten in 2014/15 and fourteen students in 2015/16. The pool of supervisors has expanded accordingly and doctoral students continue to explore new disciplines and avenues of interrogation. A total of 52 students are currently registered on the doctoral programme and the research department expects that to continue to increase over the coming years.

A total of 9 students had completed their doctoral studies to date with one in 2012/13, four in 2013/14, one in 2014/15 and three in 2015/16. A further seven doctoral students were expected to complete in 2016/17. Thirty completions are required before a submission for Research Degree Awarding Powers can be made.

7. ACADEMIC BOARD ACTIVITIES FOR 2016/17

7.1 Teaching and Learning Strategy

7.2 Teaching Excellence Framework

7.3 (Re)Validation

The **BA in Acting Studies** programme, which is under development and will be delivered with the Central Academy of Drama in Beijing, is due for validation on 18 November 2016. The programme has been designed on a 1-2-1 model with the first and fourth years delivered in Beijing, and the second and third years delivered at the School. It was hoped the programme will encourage cross cultural knowledge exchange amongst both staff and students.

The **MA Collaborative Theatre Production & Design** and **MA Opera Making & Writing** programmes are due to be revalidated in spring/summer 2016

Preliminary discussions have taken place regarding the development of a new Masters programme in Leadership to supersede the current **Leadership Pathway of the Guildhall Artist Masters**. Development will continue into the 2016/17 year.

Actions to be taken

	Action	Assigned	Deadline
1)	to continue to review programme specific assessment criteria and stepped learning outcomes at revalidation	<i>Programme Leaders</i>	<i>Various</i>
2)	to develop a new Teaching and Learning Strategy and Action Plan in line with the overall Strategic Plan for approval late 2017	<i>VP & Director of Academic Affairs</i>	<i>AB 2 Nov. 2017</i>
3)	to review the Academic Board plan of work to ensure that all items necessary for the Board of Governors to make the required annual assurance statements are considered and reported	<i>Academic Registrar</i>	<i>AB 3 Feb. 2017</i>
4)	to review marking, moderation and feedback processes and provide proper induction and guidance for internal and external assessors	<i>Programme Leaders</i>	<i>Summer 2017</i>
5)	to monitor the effectiveness of the School wide assessment strategy and the appropriateness of the School wide template for use across Music programmes	<i>Music Programme Leaders</i>	<i>Over next 2 assessment cycles</i>
6)	all UG programme leaders to consider the challenges for older age groups in assessment; the Head of Music Programmes to look at BMus issues in detail	<i>Programme Leaders</i>	<i>Summer 2017</i>
7)	to monitor the implementation of the recommendations of validation – MA Music Therapy and Doctoral programme	<i>Head of Research Head of MT</i>	<i>over period of validation</i>
8)	to monitor the implementation of programme action plans	<i>Academic Board</i>	<i>ongoing</i>
9)	to carefully consider NSS outcomes, particularly with regard to assessment and feedback, and develop a strategy to identify and resolve issues before they are reported in the NSS	<i>Programme Leaders</i>	<i>Jan. 2017</i>
10)	to ensure WSS outcomes are discussed in detail between staff and students and actions taken are fed back to the student body	<i>Programme Leaders Operations Board</i>	<i>Nov. 2016 to Jan. 2017</i>
11)	the School needs to keep its DLHE performance under review and consider whether more resource needs to be put in place to improve its response rate and ensure graduates know how to complete the survey correctly	<i>Senior Management Team</i>	<i>Jan 2017</i>
12)	Library invoices to include a note that failure to settle a library account may result in referral to the Academic Registrar and disciplinary action under the Student Code of Conduct	<i>Head of Library</i>	<i>Completed 27/10/2016</i>
13)	all assessors of written academic work to be advised on the proper application of academic misconduct regulations	<i>Programme Leaders</i>	<i>Immediately</i>
14)	BMus programme leader to identify whether there are any factors leading to a drop in applicants with a disability accepting their offer	<i>BMus Programme Leader</i>	<i>Immediately</i>
15)	Associate Head of Composition (PG) to consider factors that might attract more female applicants	<i>Associate Head of Composition</i>	<i>Immediately</i>

Appendix A: Academic Board terms of reference & membership

[For January 2017 subject to approval]

Function

The Academic Board is the School's senior academic committee and is responsible for all teaching, examination and research within the School and the School's academic reputation.

It is responsible for all academic programmes and associated awards conferred by the Guildhall School of Music & Drama.

Reporting lines

The Academic Board reports to the Board of Governors and receives reports from the Research & Knowledge Exchange Committee, Academic Staff Committee, the School Board of Examiners and the Programme Boards. On matters with financial or resource implications it makes recommendations to the Directorate.

Terms of Reference

- 1 To maintain and enhance the quality of the School's academic provision in keeping with the School's strategic goals, the fast changing professional environment and the distinctive educational profile of the School that both reflects the highest levels of artistic achievement and is forward thinking, and to assure the academic standards of all of its awards and awards made in conjunction with a validating partner.
- 2 To award degrees, diplomas and certificates and other academic distinctions in accordance with the prescriptions of the School's *Instrument and Articles of Government* and the *Academic Regulatory Framework*.
- 3 To establish a Standing Committee, the School Board of Examiners, with delegated responsibility to consider, for approval, recommendations from the Programme Assessment Boards for the award of degrees, diplomas and certificates and other academic distinctions to named individuals.
- 4 To approve award titles, programmes of study and research programmes leading to an award² and to oversee periodic review/revalidation arrangements and year on year developments and amendments.
- 5 To make recommendations to the Board of Governors on any matter relating to academic quality and standards or institution-wide academic policy and strategy.

² Research degree programmes to be approved by the validating body.

- 6 To develop a Teaching & Learning Strategy and a Research Strategy, in line with the School's main Strategic Plan, and monitor their implementation.
- 7 To provide academic leadership
- 8 To approve, amend and revoke regulations and policies in the respect of the governance of the School's programmes of study and the student experience.
- 9 To consider the results of annual monitoring in respect of academic activities to include specifically the monitoring of admissions and examinations both against targets and in respect of equality strands.
- 10 To consider the following:
 - an annual report(s) from the School's Guildhall Young Artists Division on applications, student progress and academic developments
 - updates on the School's equality action planning in respect of academic matters
 - an overview of awards conferred
 - the minutes of the Programme Boards (to include, where applicable, a note on new teaching staff appointments)
 - annual report from the Academic Staff Committee
 - analyses of student satisfaction surveys
 - recommendations for special schemes of study and non-standard entries
 - reports or minutes from external bodies
 - annual programme monitoring reports (including summary reports from the External Examiners)
 - reports on major School development issues
 - overview reports on the outcome of student disciplinary hearings and appeals
 - reports as appropriate from academic supports units (i.e. library, IT, AV, and Performance Venues)
 - the Research annual report.
- 11 To advise the Principal on matters relating to the student experience including student welfare.
- 12 To report, at least annually, to the Board of Governors.
- 13 To establish working groups (including academic audit teams) as appropriate for the expedient execution of business, clearly stating limits of delegated authority, responsibility and reporting arrangements in each case.

Membership (20-25)

Senior Officers (5-8):

Principal (Chair)

Vice-Principal & Director of Music

Vice-Principal & Director of Drama

Vice-Principal & Director of Academic Affairs (Deputy Chair)

~~Director of Creative Learning~~

Director of Learning and Engagement

Representative from the Guildhall Young Artists Division

Chair of Research & Knowledge Exchange Committee*

Chair of School Board of Examiners*

Chair of Academic Staff Committee*

Student members (5)(6)

Students' Union President

Student Welfare Officer

Two student representatives from Drama Programme Board³

~~One~~ Two student representatives from Music Programme Board² (~~drawn from the Programme Board~~)

~~One student representative from Acting (drawn from the Programme Board)~~

~~One student representative from Technical Theatre (drawn from the Programme Board)~~

Teaching staff (6-8) (10-11)

Chairs of Programme Boards (2)*

Director of Acting

Director of Technical Theatre*

Head of Research*

Head of Music Programmes

~~One~~ Three teaching staff representatives from Music appointed by the Director of Music, one of whom must be an hourly paid staff member

Two teaching staff representatives from Drama appointed by the Director of Drama

One teaching staff representative from Creative Learning

~~One teaching staff representative from Acting appointed by the Director of Drama~~

~~One teaching staff representative from Technical Theatre appointed by the Director of Drama~~⁺

³ I.e. from any programme reporting to that Board.

Each teaching staff member should have an identified deputy to attend in their stead who will count for quoracy. The hourly paid teaching staff representative from Music must have another hourly paid staff member as a deputy.

** May attend in more than one capacity*

† new representatives to be sought to encourage wide engagement with academic governance

External peer (1)

Academic Support staff (3)

Academic Registrar & Director of the Student Experience

Head of Music Administration

Head of Drama Administration

In attendance

Committee Secretary

Other administrative or teaching staff by invitation, particularly when presenting annual reports or programme APEs and amendments

Quorum: half of the membership (12) including the Chair, or his nominated deputy, and at least one student member and at least one member from the teaching staff membership category.

Modus operandi

(1) Academic Board to meet 6 times a year (twice per term).

Research & Knowledge Exchange Committee and Programme Boards to each meet once per term.

Working groups and consultation groups to be convened as and when required.

(2) Chairmanship ~ The Principal to be the Chair of the Academic Board and the Vice-Principal & Director of Academic Affairs the Deputy Chair. ~~However, it is expected that the Principal will chair only one or two meetings per year with the Vice-Principal chairing the remainder.~~

[Arrangements may change with the new Principal]

(3) Committee Servicing of the Academic Board will be from Registry.

(4) Principal, Vice-Principal & Director of Academic Affairs, Academic Registrar & Director of the Student Experience, and Committee Secretary to form core agenda setting team for the Academic Board; an annual programme to be produced including annual monitoring.

(5) Programme Boards to consider more explicitly quality assurance matters in light of ~~preparation for expected~~ additional duties under degree awarding powers.

- (6) Annual report to the Board of Governors from the Academic Board (in term one for previous academic year) covering overview of items discussed and approved plus details of statutory School-wide equalities monitoring relating to admissions and assessment.
- Academic Board Annual Report to include an action plan for enhancement.

Membership as at September 2016 with proposed amendments noted

Senior Officers

Principal (Chair)	Professor Barry Ife*
Vice-Principal & Director of Music	Jonathan Vaughan
Vice-Principal & Director of Drama	Christian Burgess
Vice-Principal & Director of Academic Affairs (Deputy Chair)	Professor Helena Gaunt*
Representative from the Guildhall Young Artists Division	Steve Dagg
Chair of Research & Knowledge Exchange Committee	Dr Cormac Newark
Chair of School Board of Examiners	Professor Barry Ife*
Chair of Academic Staff Committee	Professor Helena Gaunt*
Director of Learning and Engagement [†]	Sean Gregory

[†]Head of Creative Learning to deputise where necessary

Student members

Students' Union President	Tom Steer
Student Welfare Officer	Felicity Chilton

September – December 2016

One student representative from Music	Varies, depending on availability
One student representative from Acting	Varies, depending on availability
One student representative from Technical Theatre	Varies, depending on availability

From January 2017

Two student representatives from Music Programme Board	Varies, depending on availability. Secretary to Board will canvass student availability directly.
Two student representatives from Drama Programme Board	

Teaching staff

Chairs of Programme Boards (2)	Ben Sumner (Music)*
	Jo Hensel (Drama)

	Member	Identified deputy
Director of Acting	Wyn Jones	unknown

Director of Technical Theatre	Ben Sumner*	unknown
Head of Music Programmes	Alessandro Timossi	unknown

September – December 2016

	Member	Identified deputy
One teaching staff representatives from Music appointed by the Director of Music	Ronan O’Hora	unknown
One teaching staff representative from Acting appointed by the Director of Drama	Eliot Shrimpton	unknown
One teaching staff representative from Technical Theatre appointed by the Director of Drama	Gill Allen	unknown

From January 2017

	Member	Identified deputy
Three teaching staff representatives from Music appointed by the Director of Music, one of whom must be an hourly paid teaching staff member	Ronan O’Hora	unknown
	Louise Hopkins	unknown
	unknown	unknown
Two teaching staff representatives from Drama appointed by the Director of Drama	Eliot Shrimpton	unknown
	Gill Allen	unknown
Creative Learning representative	Carlos Lopez-Real	unknown
Head of Research*	Cormac Newark	unknown

External peer (1)	Alastair Pearce (appointed for 3 years from February 2014, appointment expires January 2017. 7 November Academic Board last meeting as external peer)
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** Attends in more than one capacity*

Academic Support staff (3)

Academic Registrar & Director of the Student Experience	Katharine Lewis
Head of Music Administration	James Alexander
Head of Drama Administration	Gareth Higgins

Appendix B: Assessment results 2015/16

Outcome of summer 2016 assessments to date (with 2015 & 2014 comparisons)

Undergraduate classifications (as at 25 October 2016)

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
2015/16 Assessments*									
BMus	93	24	49	10	1	6			1 WD 2 FWD
BA TECH	34	13	20	1					
BA Acting	14	4	10						
Totals	141	41	79	11	1	6	1	1	3
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

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

Total 2016 UG cohort 141 students: % split	
1st	29.07
2.1	56.02
2.2	7.80
3	0.70
Ord	4.25

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

Postgraduate classifications as at 25 October 2016

Award	No. of students on Prog.	Classification			Other assessment outcomes			
		Dist.	Merit	Pass	Progression to next part	Resit	Defer	Misc
2015/16 assessments								
MMus in Performance	154	13	49	11	76			4 WD 1 FWD
MMus in Composition	8	3			5			
MMus in Leadership	5	2	3					
MPerf, MComp, MLead Guildhall Artist	54	44	9			1		
MA in Opera Making & Writing	5	4				1		
Artist Diploma	18	12	2	1			1	1 FWD 1WD
Graduate Certificate	4		1	3				
MA in Music Therapy	13	3	6	3			1	
MA Training Actors	3	1	2					
MA Acting	12	3	9					
MA CTPD	5	3	2					
Totals	281	88	83	18	81	2	2	7
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				
<i>Totals</i>	<i>230</i>	<i>89</i>	<i>57</i>	<i>10</i>	<i>55</i>	<i>3</i>	<i>8</i>	<i>8</i>

Total 2016 PG cohort 281 students	
	% split
Distinction	31.31
Merit	29.53
Pass	6.4

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

Appendix C: Equality strands relating to assessment outcomes 2014/15

As part of the School's statutory responsibilities, an analysis of awards made in 2015 by Ethnicity, Sex, Disability and Age has been undertaken for all programmes.

Figures for each equality strand were compared with the figures for 2011, 2012, 2013 & 2014.

Baseline data for Undergraduate programmes

The overall undergraduate cohort achievement of higher classifications (1st and 2i) in 2015 was 85.8%.

Ethnicity

- The percentage of White students gaining a higher classification (1st and 2i together) was 87.9% (88.6% in 2014, 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 10: the percentage of Black and Minority Ethnic students gaining a higher classification was 60% (88.2% in 2014, 90% in 2013, 92.3% in 2012 & 69.2% in 2011), a drop in achievement compared to the previous four years.

**numbers are too small to provide meaningful analysis unless ethnicities are bunched*

Sex

- Overall male achievement of the higher classifications this year was 82.5% (90% in 2014, 81.6% in 2013, 90.1% in 2012, 80% in 2011). Overall female achievement was 89.5% (87.3% in 2014, 85.1% in 2013, 89.2% in 2012, 89.4% in 2011). However, there is little to differentiate between the sexes and no discernible trend over the last 5 years.
- 82.5% of BMus males achieved higher classifications this year compared with females at 89.5%. Achievement continues to fluctuate between the two sexes – males 88.9% & females 81.3% in 2014, 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 17.5% of the total graduating cohort in 2015 (19.2% in 2014)
- Achievement of a higher classification across all UG programmes for students with a disability was 90.5% in 2015, compared with 83.8% for those without a disability (79.3% compared with 91% in 2014, 82.1% compared with 83.7% in 2013, 85.7% compared with 90.5% in 2012 and 75% compared with 86.2% in 2011). Statistical analysis is difficult due

to small numbers however the achievement of higher classifications across all UG students with a disability shows a reversal of the 4 year trend of lower performance noted in 2014.

Age

- For all Undergraduate students awarded in 2015: 57.5% were aged 22 & below and 42.5% were aged 23 & above.
- The overall UG achievement of higher classifications was 94.2% for the younger group (89.9% in 2014, 89.2% in 2013, 94.6% in 2012, 90.6% in 2011) and 74.5% for the older group (86.5% in 2014, 76.1% in 2013, 84.1% in 2012, 77% in 2011). The trend of lower performance in the older age bracket observed last year appears to be worsening.
- Of the two BMus age groups 95% of the younger group achieved higher classifications compared with 68.3% of the older group (87.1% & 82.5% in 2014, 89.6% & 75% in 2013, 93.2% & 84.8% in 2012 and 91.5% & 77.5% in 2011). The gap which had narrowed in 2014 has widened again and this is now the fifth year that the older age group has performed less well than the younger age group.

Baseline data for Postgraduate programmes

It should be noted that 58 students who studied on Part 1 of the Guildhall Artist Masters programme progressed to Part 2 in September 2015. They will, if successful, be considered for the Master of Performance, Master of Composition or Master of Leadership in September 2016 and their results analysed with the 2016 graduating cohort.

The overall postgraduate cohort achievement of higher classifications in 2015 was 94.4%.

Ethnicity

- All students except three disclosed their ethnicity in 2015 with 'White' forming the largest constituency of students (80.9%).
- The percentage of white students gaining a higher classification (Distinctions & Merits together) was 93.9% (95.4% in 2014, 92% in 2013, 96.9% in 2012 & 98.3% in 2011). The percentage of Black and Minority Ethnic students* gaining a higher classification was 96.4% (91.3% in 2014, 95% in 2013, 88.2% in 2012 & 92.3% in 2011). Achievement has fluctuated between the two groups over the last 5 years and this year it is higher for Black & Minority Ethnic students, an improvement on 2014.

**numbers are too small to provide meaningful analysis unless ethnicities are bunched.*

Sex

- On the Guildhall Artist Masters programme Part 1 (MMus) the percentage of females gaining either a Distinction or Merit was 95.1% (87.5% in 2014, 89.3% in 2013, 94.1% in 2012 and 86.8% in 2011). The percentage of males gaining either a Distinction or Merit was 85.7% (96.9% in 2014, 87.1% in 2013, 97.1% in 2012 and 89.4% in 2011). Female achievement compares well with the 94.4% overall postgraduate cohort achievement of higher classifications however male achievement is lower for this year.
- In Part 2 (MPerf, MComp, MLead) all students awarded apart from one gained a higher classification. Taking the Distinction & Merit categories together males had a higher achievement rate of 100% (100% in 2014 and 2013, 92.8% in 2012 & 100% in 2011) compared with females at 96.6% (92% in 2014, 100% in 2013 and also in 2012 & 2011).
- Achievement of higher classifications (Distinctions & Merits together) on both Parts 1 & 2 of the Guildhall Artist Masters programme in 2015 was 95.7% for females (89.2% in 2014, 93.2% in 2013, 96.4% in 2012 and 91.7% in 2011) and 90.4% for males (98.5% in 2014, 90.2% in 2013, 95.9% in 2012 and 91.9% in 2011). Achievement between the sexes had been fairly equal in the years 2011–2013 and in 2014 a peak in male achievement was noted. In 2015 female achievement is higher by 5% than for males.

Disability

- Students who disclosed a disability formed 9.3% of the total graduating cohort in 2015.
- 80% of students with a disability (12 out of 15)* gained a higher classification in 2015 comparing unfavourably with the overall postgraduate cohort achievement of 94.4%. In 2014 93.3% of students with a disability (14 out of 15)* achieved a higher classification (when overall postgraduate cohort achievement was 94.1%).

**Due to the very small numbers involved a small change in achievement creates a disproportionate effect.*

Age

- 34% of students awarded (all pgt programmes) were aged 21–24 and 64.2% of students awarded (all pgt programmes) were aged 25–39 and formed the major group by age.
- Over all programmes, 94.5% of students within the 21–24 age group achieved a higher classification (92.2% in 2014, 92.1% in 2013, 100% in 2012 & 93.8% in 2011) & 94.2% of students within the 25–39 age group achieved a higher classification (96% in 2014, 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 94% (93.5% in 2014, 91.4% in 2013, 100% in 2012 and 93.7% in 2011) and students aged 25-39 achieved 93% (95.2% in 2014, 91.7% in 2013, 94.4% in 2012 and 88% in 2011) also comparing favourably with the overall postgraduate cohort achievement.

Appendix D: NSS Overall Results 2016

Category	Metric	Overall Satisfaction																												
		1. The teaching on my course TEF	2. Staff are good at explaining things	3. Staff are enthusiastic about what they are teaching	4. The course is intellectually stimulating	5. The criteria used in marking have been clear in advance	6. Assessment arrangements and marking have been fair	7. Feedback on my work has been prompt	8. I have received detailed comments on my work	9. Feedback on my work has helped me clarify things	10. I have received sufficient advice and support with my studies	11. Good advice was available when I needed to make study choices	12. The timetable works efficiently as far as my activities are concerned	13. Any changes in the course or teaching have been communicated effectively	14. The library resources and services are good enough for my needs	15. I have been able to access general IT resources when I needed to	16. I have been able to access specialised equipment, facilities or rooms when I needed to	17. The course has helped me to present myself with confidence	18. My communication skills have improved	19. As a result of the course, I feel confident in tackling unfamiliar problems	20. I am satisfied with the Students' Union at my institution	21. The Guildhall School's aim to prepare talented young performers and theatre technicians for their careers in their chosen profession								
Guildhall School of Music & Drama (10007825)	% Agree 2016	87	92	87	89	79	68	63	57	66	81	70	87	73	75	74	71	86	90	87	82	80	87	79	85	48	81			
	% Agree: 2015	83	85	85	87	74	70	70	58	77	81	65	86	74	80	71	70	83	86	88	76	81	78	89	74	83	55	84		
	Sector-wide % Agree	87	90	83	88	86	74	78	77	71	73	69	82	80	79	77	86	87	89	82	82	81	84	82	86	68	-			
	Response Rate	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	88	59			
Bachelor of Arts (Hons) in Acting	% Agree 2016	98	93	100	100	100	87	93	77	93	86	86	95	93	100	93	100	93	93	93	93	88	92	86	100	64	91			
	% Agree: 2015	100	100	100	100	100	93	92	83	100	100	92	92	83	83	92	75	83	89	100	83	94	92	100	92	100	75	-		
	Response Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	79			
	% Agree 2016	83	97	88	76	71	48	41	35	32	74	59	80	71	85	85	62	53	82	79	79	88	92	91	94	85	18	82		
Bachelor of Arts (Hons) in Technical Theatre Arts	% Agree: 2015	73	75	85	70	60	39	35	30	30	60	42	80	65	90	85	50	50	83	67	85	95	80	75	90	75	40	91		
	Response Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	97			
	% Agree 2016	86	90	85	92	79	73	67	63	77	83	73	88	85	92	87	74	69	86	94	88	75	76	73	85	72	82	58	78	
	% Agree: 2015	83	85	81	91	74	77	78	63	89	85	68	86	83	98	78	77	80	77	74	82	89	91	67	78	70	81	56	81	
Bachelor of Music (Hons) in Music	Response Rate	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	82	43			
	% Agree 2016	82	86	79	86	79	67	69	57	71	71	64	90	86	79	93	86	76	86	71	71	69	64	79	64	86	54	-		
	% Agree: 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	Number of Respondents (headcount)	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	-		
Vocal	% Agree 2016	72	75	67	75	73	78	91	73	82	73	73	97	92	100	100	72	75	67	89	100	92	73	75	67	92	67	83	55	70
	% Agree: 2015	77	83	67	92	67	67	58	50	83	92	50	83	75	100	75	75	67	83	100	92	58	64	50	75	67	67	58	-	
	Number of Respondents (headcount)	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	10		
	% Agree 2016	90	94	94	100	71	81	71	69	82	94	88	88	88	82	76	65	76	88	94	94	76	75	76	82	65	94	65	-	
Strings	% Agree: 2015	86	94	88	81	81	75	81	63	88	69	75	90	88	100	81	75	88	71	63	88	63	77	81	88	63	88	63	-	
	Number of Respondents (headcount)	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	-		
	% Agree 2016	93	95	90	100	86	79	76	71	76	90	81	94	90	95	95	79	81	75	81	86	76	89	86	90	90	81	62	85	
	% Agree: 2015	75	77	69	100	54	85	85	69	100	92	77	74	69	92	62	72	69	87	100	92	69	87	85	92	85	77	38	60	
Wind, Brass & Percussion	Number of Respondents (headcount)	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	13		
	% Agree 2016	82	86	79	86	79	67	69	57	71	71	64	90	86	79	93	86	76	86	71	71	69	64	79	64	86	54	-	-	
	% Agree: 2015	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Number of Respondents (headcount)	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	-	

5% or greater increase in student satisfaction
5% or greater decline in student satisfaction
50% or less of students satisfied

Appendix E: WSS Quality of Teaching (Programme Satisfaction) 2015/16

	Year 1 Agree % 2016 (2015)	Year 2 Agree % 2016 (2015)	Year 3 Agree % 2016 (2015)	Year 4 Agree % 2016 (2015)	Overall 2016	Overall 2015
BMus	62 respondents	60 respondents	50 respondents	39 respondents	92.5	87.9
	93.5 (88.4)	92 (90)	92 (90.4)	92.3 (80)		
BA/MA Acting	22 respondents	24 respondents	12 respondents		96.5	98.5
	100 (100)	95 (96)	91.6 (100)			
BA TTA	37 respondents	28 respondents	28 respondents		82.7	78
	83.7 (93.5)	85.7 (70.9)	78.5 (68.4)			
PACE	5 respondents				100	N/A
	100					
VDLP	3 respondents				66.6	n/a
	66.6					

	Grad. Cert 9 respondents	Part 1 85 respondents	Part 2 24 respondents		Overall 2016	Overall 2015
Guildhall Artist	88.8 (93.8)	83 (92)	100 (93.8)		86.9	92.5
Music Therapy	1 9 respondents	2 9 respondents			88.9	100
	100 (100)	77.7 (100)				
Artist Diploma	1 & 2 7 respondents				100	92.8
	100 (92.8)					
Advanced Cert.	14 respondents				100	100
	100 (100)					
Opera Making	2 respondents				100	50
	100 (50)					
MA TA	3 respondents				66.6	100
	66.6 (100)					
CTPD	4 respondents				100	n/a
	100					
Research	22 respondents				86.9	83.3
	86.9 (83.3)					

Overall School satisfaction

88.30

89.9

88.30

Appendix F: DLHE outcomes 2015/16

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

	Total population		Employment indicator (including further study)				Context statistics of respondents	
	Eligible population	Number of respondents	Response rate (%)	Base population	Number employed or studying	Indicator (%)	Bench-mark (%)	Standard deviation (%)
2014/15	80	65	77.8	60	55	93.2	93.0	2.94
2013/14	125	100	82.3	95	85	92.5	93.0	2.54
2012/13	110	90	81.7	85	75	88.2	89.7	2.98
2011/12	95	75	76.0	65	60	88.1	86.4	3.61
2010/11	105	85	82.5	85	75	92.8	86.9	2.88
2009/10	80	70	86.4	70	60	88.6	86.8	3.54
2008/09	90	75	84.4	70	60	84.3	86.6	3.76

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

Appendix G: Data relating to student regulatory activity during 2015/16

(a) Admission complaints (Senior School)

All complaints are referred to the Academic Registrar in the first instance who either investigates them herself, where there is no conflict of interest, or appoints another member of staff to investigate.

Total School cases 2015/16	2	Use of non-establishment staff in round one of the acting auditions, and the conduct of an acting audition. Neither complaint was upheld.
<i>Total School cases 2014/15</i>	<i>3</i>	
<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>	

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

Academic Misconduct allegations are investigated at the local level and reported to the relevant Programme Assessment Board (and School Board of Examiners).

	2015/16 cycle	Notes	2014/15	2013/14	2012/13	2011/12
Music	4 cases found	One student plagiarised a second attempt, and was withdrawn, this then became an academic appeal.	4 cases – 2 found, 2 poor referencing	2 cases of plagiarism	3	3
Drama	No cases		No cases	2 cases of plagiarism	0	0

(c) Academic appeals arising from 2015/16 assessment cycle (as at 25/10/2016) with yearly comparisons (Senior School)

Academic appeals are submitted, in the first instance, to the Quality Assurance Officer (Programme Development) in Registry. The initial investigation is undertaken by the Quality Assurance Officer and where there is a prima facie case, an appeal is referred to the next meeting of the Extenuating Circumstances Panel or to an Academic Appeal Panel as appropriate. In cases where a material administrative or other has occurred, immediate corrective action may be taken without recourse to either Panel.

Programmes with Appeals	2012/13	Upheld	2013/14	Upheld	2014/15	Upheld	2015/16	Upheld
BMus								
Against Class/Award					1	0	1	0
Against Fail Withdraw			1	0	1	1	3	3
Against module mark					2	0	1	0
Against capped mark							1	1
Against resit/resit mark	1	0						
Academic advice					1	0		
BA in Technical Theatre Arts								
Against Class/Award							1	0
Guildhall Artist Masters								
Against Class/Award							1	0
Against Fail Withdraw					1	1		
Against non-progression	1	0						
Against module mark					4	3		
MA in Acting								
Against Fail Withdraw	1	0						
TOTAL	3	0	1	0	10	5	8	4

(d) Disciplinary cases (Senior School)

Allegations of misconduct are referred to the Academic Registrar. Where there is a prima facie case of minor misconduct this will be dealt with under the “informal” procedure and the Academic Registrar is able to issue low level fines, written warnings, and short term suspensions/exclusions. A prima facie case of serious misconduct will be referred to a hearing of the Student Disciplinary Committee (DCH); the committee has the power to issue higher fines, final written warnings, and longer suspensions and exclusions, including expulsion.

Once all internal mechanisms for appeal have been exhausted a “Completion of Procedures” (COP) letter is issued; this allows a student to complain to the HE ombudsman, The Office of the Independent Adjudicator (OIA). Students have one year from the issuing of a COP letter to complain to the OIA.

Breaches of the Sundial Court lease are dealt with locally by facilities staff and are not recorded here except final written warnings and/or where a student has appealed and has been issued with a completion of procedures letter.

	Case type	No of students involved	Level of procedure	Outcome
Music	Non-return of library items and non-payment following invoice (very, very overdue)	14 cases	Informal	Recalcitrant students were referred to Academic Registrar, all got an initial warning letter, most paid up immediately, some had access to practice rooms removed.
	Non-attendance at classes and lying about whereabouts	1	Formal DCH	Final written warning
	Vandalism (criminal)	1	Formal DCH and appeal	Expulsion. Student appealed, appeal rejected. COP letter issued. Complainant to OIA found partly justified on basis that student was not explicitly told that investigation might lead to expulsion.
	Obnoxious drunken behaviour	1	Informal	Verbal warning
	Offensive email to students	1	Informal	Apology, written warning
	Total cases 2015/16	18		
Drama	Non-attendance at classes and lying about whereabouts	1	Formal DCH	Final written warning
	Use of drugs in basement bar	1	Formal DCH	Final written warning, exclusion from basement bar for remainder of studies, £200 fine
	Offensive on-line behaviour	1	Informal	Apology
	Breach of Student Union's security	1	Informal	Apology
	Non-return of library items and non-payment following invoice	1	Informal	See notes above
	Total cases 2015/16	5		
Research	Total cases 2015/16	0		
Total senior school cases excluding Sundial 2015/16		23		
2014/15		10		
2013/14		7		
2012/13		5		
2011/12		9		
Sundial Court*	Vandalism Sundial Court during "illegal" party.	9+	Informal	Due to lack of evidence, not possible to arrive at a charge against specific students. Flat members held accountable for cost of damage
	Sundial Court appeal against first written warning and fine (misuse of fire equipment)	1	Appeal	Not upheld, COP issued
	Final written warning were issued to a number of students	8 cases	n/a	Final written warnings

* 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. For enforced suspension/intermission, or termination of student status there is an appeal mechanism.

Issue	Outcome of Progress Review Committee meeting	
Two meetings of Progress Review Committee due to absences from class, second meeting included consideration of breach of conditions of first meeting.	Enforced intermission for a year.	
Poor attendance and non-participation including non-submission of assessments.	Intermission with condition of providing evidence of medical history to keep place open. Student indicated prior to meeting his intention to withdraw although he did not complete the paperwork. Subsequently, he did not meet conditions and his student status was terminated.	
Lack of progress and attitude.	Erasmus place cancelled student returned home. Appeal was not upheld. COP letter issued	
Second progress review meeting held to consider breach of written warning issued at first meeting.	Student excluded after end of year 2. Appeal was not upheld. COP letter issued.	
Total cases 2015/16	4	
<i>Total cases 2014/15</i>	<i>4 cases (one referred to OIA)</i>	
<i>Total cases 2013/14</i>	<i>1</i>	
<i>Total cases 2012/13</i>	<i>4</i>	
<i>Total cases 2011/12</i>	<i>1</i>	

(f) Student complaints (formal)

The student complaints procedure has four parts. All students are encouraged to resolve their complaint as near to the point of origin as possible. After this point, the formal procedure can be invoked, Stage 1 Head of Department level, Stage 2 Corporate level investigation (organised by the Academic Registrar), Stage 3 Appeal.

Dept	Nature of complaint	Level of procedure & outcome	
Junior Guildhall*	<i>Total cases 2015/16</i>	0	
	<i>Total cases 2014/15</i>	0	
	<i>Total cases 2013/14</i>	1	
	<i>Total cases 2012/13</i>	1	
Music	Complaint against behaviour of member of staff	Stage 2: Referred to HR for action under Staff Disciplinary Code	Not upheld. COP letter issued (as no appeal stage under Staff procedure)
	<i>Total cases 2015/16</i>	1	
Drama	Complaint against decision of staff not to request suspension of regulations that would permit student to return to programme after extended intermission	Stage 2	Some substance, student given opportunity to be interviewed for re-entry.
	Complaint against changes to parameters of allocation	Stage 1	Partly upheld and parameters of allocation reinstated
	<i>Total cases 2015/16</i>	2	
Research	Complaint against access to discretionary funding	Stage 1	No substance
	Supervisory arrangements	Stage 1	No substance
	<i>Total cases 2015/16</i>	2	
School services (and misc.)	Multiple part complaint – pacing of classes, availability of large lockers, provision of water facilities, provision of nutritional information	Stage 2	No substance
	<i>Total cases 2015/16</i>	1	
<i>Total cases for School 2015/16</i>		6	
<i>2014/15</i>		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 via the Academic Registrar.*

Appendix H: Equality strands relating to admissions data 2014/15

An annual analysis of figures for applications, offers and enrolment by Age, Disability, Ethnicity and Gender reviews the following in each equality stream:

- v) Year on year changes of each equality group as a proportion of the total
- vi) Year on year changes of conversion rates of each equality group

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 to 15.5% in 2013). This increase was also seen at enrolment; 22.9% of students enrolling on BA Technical Theatre were over 21, compared to 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 have been introduced as their own categories for the first time in 2014. In previous years these applicants have been included in the 'PG' Performance, Composition and Leadership categories (now referred to as GAM). 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 Arts 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 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 to 18.2% in 2013). Students in these categories made up a quarter of the enrolled cohort.

- Conversion rates of Black Minority Ethnic (BME) applicants were generally consistent with conversion rates of white applicants across all other programmes.

Gender

- The 'Other' category has been 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 remains higher for Male applications.
- In 2013 it was noted that the vast majority of PG Leadership applicants are female and PG Composition applicants are 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, with the number of female applicants dropping 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 of a third of male applicants and a third of female applicants.

Committee:	Date:
Audit and Risk Management Committee of the Board of Governors of the Guildhall School of Music and Drama	7th November 2016
Board of Governors of the Guildhall School of Music and Drama	14 November 2016
Subject: Internal Audit Update Report	Public
Report of: Head of Internal Audit and Risk Management	For Information
Report Author: Pat Stothard	
<p style="text-align: center;">Summary</p> <p>This report provides an update on Internal Audit activity undertaken at the Guildhall School since the last report made in June 2016.</p> <p>Delivery of 2016-17 planned audits has been timed to await the outcome of the Guildhall School Operating Model Review (the Review); consequently all audit work is at planning stage, as shown at Appendix 1. There has been liaison between Internal Audit and Guildhall School management to develop the terms of reference for an audit of Succession Planning, Talent Management and Staff Development and fieldwork initiation is planned for this quarter. The scope of planned work in respect of Income Generation and Strategic Planning is under active consideration, taking into account the Review outcomes.</p> <p>Since the last Committee update a formal follow-up exercise has been completed to confirm the progress of implementation of all (seven) high priority (red and amber) recommendations related to the Guildhall School which were due for implementation by 30th September 2016. Full implementation was confirmed for four recommendations, two were found to be partially implemented and one had not been implemented. Revised target dates for full implementation have been agreed with recommendation owners for the three outstanding Issues.</p> <p>A schedule of live amber priority recommendations is shown at Appendix 2 and demonstrates a reduction from nine at the time of the last Committee to five as at mid-October 2016. This schedule takes into account two recommendations which were not subject to recent follow up as they were not yet due for implementation. There are no outstanding red priority recommendations as at mid-October 2016.</p> <p>Recommendation(s)</p> <p>Members are asked to note the status of planned audit work for 2016-17 and the outcome of formal recommendations follow-up activity since the</p>	

Main Report

Background

1. This report provides an update on audit work progressed since 28th July 2016 Committee. The Internal Audit Plan for 2016-17 is attached at Appendix 1 and outlines the status of reviews. Liaison is ongoing with Guildhall School management to agree the scope of planned audits, taking into account the outcome of the recent Guildhall School Operating Model Review.
2. A formal follow-up exercise has recently been completed in respect of all seven live high priority (red and amber) recommendations due for implementation by 30th September 2016. Status updates were sought from recommendation owners and evidence was requested where Internal Audit were advised that issues had been addressed in full.
3. As at mid-October 2016 there are no live red priority recommendations and there are five live amber priority recommendations, two partially implemented and three awaiting implementation.

Delivery of Internal Audit Work

4. Detailed planning for delivery of some 2016-17 audits was deferred pending the outcome of the Guildhall School Operating Model Review. Audits of Income Generation, Strategic Planning and Satellite Site Operations have not been initiated. Internal Audit will liaise with Guildhall School management to agree the scope of these audits, taking into account recommendations arising from the Operating Model Review.
5. Draft terms of reference have been prepared in respect of the audit of Succession Planning, Talent Management and Staff Development and fieldwork initiation is planned for this quarter. Talent Management, defined by the Chartered Institute of Personnel and Development, as being the “systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organisation, either in view of their ‘high potential’ for the future or because they are fulfilling business / operation-critical roles.”

Other Relevant Assurance Work

6. Delivery of the plan of corporate and key systems reviews across the City’s departments is on-going, providing assurance over a range of arrangements relevant to the Guildhall School. No corporate audits have been finalised since the last meeting of this Committee. In future summary audit outcomes will be reported to this Committee where appropriate, including the detail of any recommendations made directly in respect of the Guildhall School.

Implementation of Audit Recommendations

7. As at mid-October 2016, there are no live red priority recommendations and a recent corporate follow-up exercise confirmed the implementation of four amber priority recommendations. Total live amber priority recommendations have reduced from nine at the time of the last Committee to five as at mid-October 2016: two partially implemented and three not implemented. Revised timescales for implementation have been agreed for four of these outstanding recommendations. Internal Audit will liaise with the recommendation owner to agree the progress of the remaining recommendation which was expected to be impacted by the Operating Model Review. An update will be provided to the next meeting of this Committee.

Internal Audit Plan 2016-17

8. The Internal Audit Plan 2016-17 (Appendix 1) is aligned to the Guildhall School's strategic objectives. Liaison with Guildhall School management is ongoing to determine suitable timing for reviews and to support detailing planning. There is a strong focus on finalisation by the end of the 2016-17 academic year. Comment and suggestions for consideration in the reviews shown in Appendix 1 are sought from your Committee Members.

Conclusion

9. Planning is in progress for 2016-17 audits, having awaited the outcome of the Guildhall School Operating Model Review. Internal Audit will liaise with Guildhall School management to progress the audits outlined in Appendix 1 with a focus on finalisation within the academic year.
12. There are no live red priority recommendations at as mid-October 2016 and there are five live amber priority recommendations. Revised target dates have been agreed with recommendation owners in four cases. Internal Audit will liaise with Guildhall School management to confirm the implementation timescale for the remaining amber priority recommendation.

Appendices

Appendix 1 Internal Audit Plan Status 2016-17

Appendix 2 Live Amber Priority Recommendations as at mid-October 2016

Pat Stothard, Head of Audit and Risk Management

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Schedule of Internal Audit Projects 2016-17

Project	Planned Days	Current Stage	Assurance Rating	Recommendations			
				Total Red	Total Amber	Total Green	Total
<u>Strategic Planning</u> This audit will focus on the processes for review and revision of the strategic plan, ensuring that appropriate governance arrangements are in place for scrutiny, approval and supporting execution of the plan.	10	Planning	-	-	-	-	-
<u>Succession Planning</u> This is a priority for the school, where significant work in the area has been undertaken. Audit coverage would include reviewing processes in place to ensure the strategic aim is delivered and the mechanisms used to monitor the achievement of the key priority. To include identifying and nurturing talent / professional development.	10	Planning	-	-	-	-	-
<u>Income Generation</u> Maximising income from grant funding, student fees and other income is a priority for the school. This review will look at the strategy for maximisation and a sample of sources of income to ensure it is received in full.	10	Planning	-	-	-	-	-

				Recommendations			
Project	Planned Days	Current Stage	Assurance Rating	Total Red	Total Amber	Total Green	Total
<u>Satellite Site Operations</u> This review has been carried forward from the 2015-16 plan and will look at the governance arrangements and assess the adequacy of the control framework in respect of the satellite operations. Two further CYM satellites are planned for 2016-17 and it is intended that the audit will take place once 5 or 6 are in place in total.	15	Not initiated	-	-	-	-	-
TOTAL	45						

Schedule of Guildhall School Live Red and Amber Priority Recommendations – 18/10/16

Recommendation Area	Priority	Status	Original Target Date	Revised Target Date	Comment
Compliance with Corporate Procurement Contracts – Management Information	Amber	Partially Implemented	16/04/16	31/03/17	A revised implementation date of 31/03/17 has been agreed with the recommendation owner (City Procurement). A Procurement Compliance Review process is in development and will be rolled out throughout the current financial year. These checks take into account all of the City of London's procurement and not solely the Guildhall School, hence the extended timescale for implementation.
Procurement of Goods and Services – Coding of Purchases	Amber	Partially Implemented	28/02/16	30/11/16	A further revised implementation date (formerly 31/07/16) has been agreed with the recommendation owner. It is understood that officers have been reminded of the need to confirm the correct revenue subjective code has been used on approval of purchase requisitions (this applies to non-catalogue requisitions only). New starters are advised on the use of smart forms and e-catalogues. A revised timescale has been agreed for inclusion of relevant links to process / procedure on the Guildhall School intranet.

Recommendation Area	Priority	Status	Original Target Date	Revised Target Date	Comment
Strategic Information Technology Services (SITS) – Disaster Recovery (DR) Site	Amber	Not Implemented	31/08/15	31/01/17	As reported previously a revised implementation date has been agreed to address the issue of the proximity of the DR and live sites. It is understood that a pilot exercise will be run to migrate DR systems to the cloud.
Strategic Information Technology Services (SITS) – Tape Storage	Amber	Not Implemented	31/08/15	31/10/16	Due to staff absence a further revised implementation date (formerly 31/08/16) has been agreed to address the issue of tape storage being close to the live site. Testing of the proposed solution is understood to be in progress.
Milton Court: 2 recommendations – Business Plan Update and Calculation of Costs for Staging Conferences and Artistic Events	Amber	Not Implemented (In Progress)	Not specified	TBC	As reported previously the outcome of the PA Consulting review of the School's operating model was awaited as it is anticipated that some of the analysis and recommendations would affect how the School accounts for expenditure relating to estates and facilities (including Milton Court) and production costs. Finalisation of the review has occurred only recently and as such this recommendation has not been subject to formal follow-up.

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