

Teaching & Learning Board



Tuesday 6 November 2012

Teaching & Learning Board annual report 2011/12 to the Board of Governors on academic strategy, standards, assurance and enhancement

The Teaching & Learning 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.

The Teaching & Learning Board met on six occasions during the year, twice each term. The meetings were chaired by either the Principal or the Assistant Principal.

1. Academic strategy

The Teaching & Learning Board continued to monitor the action plan associated with the Teaching & Learning Strategy (2008-2013), noting the headway that had been made on many of the issues. However, progress on revising the Teaching & Learning Strategy was slowed-down pending the revision of the School's main strategic plan (for completion end of 2012 calendar year); the changes in the HE sector and the wider musical education sector necessitating more than an annual update.

In preparation for a new Teaching & Learning Strategy, the Board considered the following issues

- The Research-Teaching Nexus
- An alternative undergraduate music pathway in Leadership
- The Professional Development Framework
- Assessment & Feedback : Cross-School Development
- Under 18 Provision
- Guildhall Graduates: essential attributes and the learning environment that support them
- e-Learning

The Professional Development Framework was approved during the year, leading to the establishment of an **Academic Staff Committee** to provide a systematic process to consider both academic staff development and promotion, and also to provide a broader forum for general staff development issues within the School.

The **Assessment & Feedback Working Group** was established to review the alignment of assessment within the School with preparation for the professions in the twenty first century, and to establish how assessment should support student learning as well as uphold the School's standards. A number of cross-School themes have been identified: marking, feedback, the assessing process and the assessing product, and communicating with students, staff and external assessors. The group's final report is due in January 2013.

Research

The Board considered regular reports from the Research & Knowledge Exchange Committee (RKEC) on research activities and research grants. It approved revisions to the RKEC terms of reference and the terms of reference for the Research Ethics Committee. The Board also considered for comment, and later for approval, the School's Research Excellence Framework (REF) Code of Practice. These matters are covered in more detail in the separate RKEC annual report to the Board of Governors.

2. Academic standards

The assessment process was once again very smooth during 2011/12, with assessments and results processed quickly and efficiently. For a second year, the School had a truly "School" Assessment Board in July, with results and data analyses from both drama and music being considered side-by-side. Again the different undergraduate degree classification splits across the programmes were an issue for discussion.

	Percentage (%) of those classified (at same point in the year)					
	First		Upper second		Lower second	
	2012	2011	2012	2011	2012	2011
BMus	39.2	29.9	54.4	58.4	6.3	11.7
BA Acting	9.5	4.2	81.0*	66.7	9.5	29.2
BA SMTT	25.0	20.0	66.7	76.0	8.3	4.0

* Excluding degree result from 2011 cohort

Note: this table reflects the completed degrees as at 12 July 2012; the data given further in the report includes the deferred and resit results considered in September.

However, the External Examiners indicated during the Assessment Board discussions that in each discipline the standards were comparable with the rest of the sector. The high proportion of firsts in music in 2012 was not without precedent in the music sector and reflected the high calibre of the students in that cohort.

The External Examiner reports noted many strengths and areas of good practice (note some PG reports have not yet been received):

Andrew Hawkins - BA & MA in Acting

"...the balance between skills acquisition and learning, and the application/ practice of skills learned, shifting in favour of the latter as they progress to Year 3 is the optimum model for the course."

"The staff/ student relationship continues to be reinforced by a positive culture of pastoral care, appropriate to such training, as is the high number of contact hours, without which the training of actors cannot be achieved. The practice of deploying carefully selected visiting practitioners and directors must also be regarded as beneficial and necessary to the development of the students."

"The carefully tailored range of exercises, presentations and productions, the variety of plays and theatre genres engaged with, offers the student ample scope to achieve the intended learning outcomes, and provides the staff with the evidence to determine that outcomes are being, or have been, effectively achieved."

Diane Willmott – BA Technical Theatre Arts

"The GSMD is currently producing some of the best young practitioners in its field."

"A high level of feedback is provided to the students and delivered in a manner that supports the students understanding of that feedback and therefore, their learning."

Annabel Arden - MA in Training Actors

"The feedback was extensive, and showed true commitment to each student as an individual"

"... the programme team has provided a tailor- made course for their students."

Janet Halfyard – BMus

"The programme employs a range of appropriate assessment methods, with well thought- out assessments in principal study that enable students to demonstrate the development of both a range of technical skills (e.g. language skills for singers) as well as creative interpretative skills in performance and composition. Similarly, the academic work done by year 3 students in the Tutorial module allows students to develop writing and research skills and to demonstrate an engagement with music often closely related to their principal study interests; and the final year Professional Studies module is an excellent example of assessment focused on professional development."

Trevor Herbert – BMus

"The standards are high. On performance disciplines they are especially high and equal to the best conservatoire standards. The standard achieved in 'tutorial group' projects is also high for an institution which directs its primary focus at musical performance."

"The process for assessing musical performance is especially appropriate and rigorous. Chairs play an important part in this respect, and I was pleased to see them remind panels of the range of marks available to them and that students should be assessed as first degree finalists rather than postgraduates or something beyond."

Peter Hill – Guildhall Artist

"The assessment criteria have been carefully framed and in my experience are invariably consulted attentively by internal assessors and well as by the specialist external examiners for recitals."

Rory Boyle – Guildhall Artist (Composition)

"I have been impressed with the way the whole process is carried out regarding the programme and the assessment for the MMus Composition and the suggestions that I made last year were duly noted and acted upon."

Areas identified by the External Examiners for development included:

- Consideration of the timing of one-off seminars and lectures to avoid clashing with technical rehearsals thus preventing students from attending. [Technical Theatre]
- Revision/ reconsideration of the *Workshop* module's aims and learning outcomes so that they clearer and more coherent. [MA Acting]
- A greater breadth of assessment criteria, including adopting stepping (for the different levels) for Principal Study [BMus]
- The inclusion of the detailed learning outcomes in the programme handbook [BMus]
- More constructive feedback than compliments for the highest achievers. [BMus]
- The Self-Reflective essays should be used to give students greater opportunity for research, in particular the detailed discussion of issues of musical interpretation. [Guildhall Artist]

Undergraduate classifications as at 30 October 2012

2012 UG cohort: 140 students:

	% split
1st	27.86
2.1	60
2.2	7.14
3	0
Ord	0.71

2011 UG cohort: 139 students:

	% split
1st	21.58
2.1	59.71
2.2	12.94
3	0
Ord	0.71

2010 UG cohort: 120 students:

	% split
1st	17.50
2.1	59.16
2.2	18.33
3	0.00
Ord	0.83

Outcome of summer 2012 assessments (with 2010 & 2011 comparisons)

Undergraduate (as at 30 October 2012)

Programme & year	No. of students in Final Year	Degree Class				Other assessment outcomes			
		1st	2.1	2.2	3rd	Ord	Resits	Defers	Misc.
July 2012									
BMus	90	32	48	6		1		1*	2 Int
BA SMTT	27	6	17	2					2 DipHE
BA Acting	23	1	19	2				1	
<i>Totals</i>	<i>140</i>	<i>39</i>	<i>84</i>	<i>10</i>	<i>0</i>	<i>1</i>		<i>2</i>	<i>4</i>
July 2011									
BMus	88	24	48	10		1		3	2 Int
BA SMTT	26	5	19	1					1 DipHE
BA Acting	25	1	16	7				1	
<i>Totals</i>	<i>139</i>	<i>30</i>	<i>83</i>	<i>18</i>	<i>0</i>	<i>1</i>		<i>4</i>	<i>3</i>
July 2010									
BMus	75	12	45	15		1			1 WD / 1 FWD
BA SMTT	23	6	15	1					1 DipHE
BA Acting	22	3	13	6					
<i>Totals</i>	<i>120</i>	<i>21</i>	<i>73</i>	<i>22</i>	<i>0</i>	<i>1</i>			<i>3</i>

Int= intermit FWD = Fail-withdraw WD= Withdraw * =continuing extenuating circumstances (medical)

Results for 2010 & 2011 show completed results only as any referred or deferred cases have been settled and awards made.

BMus 2012: data includes 4 deferred students (3 now completed from 2010/11 & 1 deferred from 2009/10)

Oct 2012: deadlines for remaining deferrals to be confirmed.

Postgraduate classifications as at 30 October 2012 (and corresponding period in 2011 and 2010)

Total 2012 PG cohort: 172 students	
	% split
Distinction	33.72
Merit	30.23
Pass	2.90
Progression to next Part (where applicable)	16.86
Resit/defer/misc	16.27

Total 2011 PG cohort: 239 students	
	% split
Distinction	28.87
Merit	31.38
Pass	10.04
Progression to next Part (where applicable)	20.92
Resit/defer/misc	8.78

Total 2010 PG cohort: 208 students	
	% split
Distinction	32.21
Merit	22.11
Pass	4.32
Progression to next Part (where applicable)	29.33
Resit/defer/misc	12.02

Postgraduate (as at 30 October 2012)

Award	No. of students on Prog.	Classification			Other assessment outcomes			
		Dist.	Merit	Pass	Progression to next part	Resit	Defer	Misc
Sept 2012 assessments								
MMus in Performance	100	27	29	2	26 ¹	1 ²	6 ²	1 FWD (PGDip) 4 WD 4 Int
MMus in Composition	6	3	2	0				1 exclusion
MMus in Leadership	7	2	3	1		1 ²		
MPerf, MComp, MLead Guildhall Artist	42	25	8	1			5 ²	2 FWD (MMus) 1 Int
PGDip in Performance	2	1	1	0				
Graduate Certificate	3	0	0	0	3			
MA in Music Therapy	8	0	7	1				
MA Training Actors	3	0	1	0			2 ²	
MA Acting	1	0	1	0				
<i>Totals</i>	<i>172</i>	<i>58</i>	<i>52</i>	<i>5</i>	<i>29</i>	<i>2</i>	<i>13</i>	<i>13</i>
Sept 2011 assessments								
MMus in Performance	143	26	53	12	40 ¹	2	5	1 FWD 3 WD 1 Int
MMus in Composition	4	1	3	0				
MMus in Leadership	8	4	3	1				
MPerf, MComp, MLead Guildhall Artist	51	38	7	0			6	
PGDip in Performance	2	0	1	1				
Graduate Certificate	19	0	0	8	10			1 FWD
MA in Music Therapy	10	0	6	2				1 PGDip 1 Int
MA Training Actors	2	0	2	0				
<i>Totals</i>	<i>239</i>	<i>69</i>	<i>75</i>	<i>24</i>	<i>50</i>	<i>2</i>	<i>11</i>	<i>8</i>
Sept 2010 assessments								
MMus in Performance	126	28	29	5	50 ¹	1	5	1 FWD 5 WD 2 Int
MMus in Composition	6	5	1	0				
MMus in Leadership	6	2	4	0				
MPerf, MComp, MLead Guildhall Artist	43	30	4	1		1	3	1 FWD 1 WD 2 Int
PGDip in Performance	5	2	2	1				
Graduate Certificate	13	0	0	0	11	1		1 FWD
MA in Music Therapy	8	0	6	1				1 WD
MA Training Actors	1	0	0	1				
<i>Totals</i>	<i>208</i>	<i>67</i>	<i>46</i>	<i>9</i>	<i>61</i>	<i>3</i>	<i>8</i>	<i>14</i>

NOTES:

(1) In 2011/12 9 of these students would have gained a Distinction for MMus if they had exited at this point (24 in 2011, 29 in 2010).

(2) Resit & Defer cases will continue to be resolved during the autumn term 2012/13.

3. The Student experience

The Teaching & Learning Board considered students' feedback on their learning experiences in a variety of formats, notably the **NSS 2011 survey outcomes**, the **City University report on its annual meeting with students**, and comments raised by students at the Music and Drama Programme Boards and at the Teaching & Learning Board itself. Unfortunately, student representative numbers for 2011/12 were low in postgraduate music. This current year a different approach has been taken where it was arranged for the SU President to speak to students during each music year group meeting early in the term; this has boosted the number of volunteers coming forward.

NSS 2011 and 2012

Following the release of the 2011 results, the Directors of Music & Drama were invited to respond formally to the concerns raised by students through the submission of a written report to the Spring 2 meeting of the Teaching & Learning. Enhancements identified and implemented included:

- A review of the Performance Matters module (music)
- Establishment of a performance irregularities committee (music)
- Investigation into a new room-booking system (ASIMUT) to be rolled-out in 2012/13 (music)
- Assessment briefings (drama)
- Specific staff meetings to discuss assessment (drama).

For 2012, the School achieved an overall satisfaction rating of 95% one of the highest in the sector. However, although some very weak areas in previous years had improved their scores, once again the big issues were identified as assessment and feedback (all areas) and organisation and management (music and technical theatre) showing that further work needed to be done both in addressing the concerns of students and communicating to students more effectively how concerns have been addressed. The timetable for bring responses to the Teaching & Learning Board has, for 2012 results, been brought forward to the Autumn2 meeting of the Board.

Whole School Survey (WSS) outcomes 2012

Whilst the target of 60% participation was not reached, participation did improve; 49% participation compared with 44% in 2011.

Programme feedback showed high levels of overall satisfaction (see below) but highlighted once again some individual themes (assessment and feedback). The 2011 survey had highlighted some issues with the BMus *Performance Matters* module which was reviewed during 2011/12 and module amendments approved for implementation for 2012 entry; unfortunately this was too late to influence the WSS and again scores were low. Another module specific issue highlighted was the intellectual challenge of some non-Principal Study modules in the Guildhall Artist Masters programme (*viz Induction, Integration and Critique* modules).

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

	Programme	% agreed 2012	% agreed 2011
UG	BMus	93.0	90.2
	BA Technical Theatre	95.6	96.0
	BA Acting/MA Acting	100	97.4
PG	MA Training Actors	100	100
	Guildhall Artist Masters	93.6	89.6
	MA Music Therapy	100	100
	MPhil/DMus	66.6	100
	Advanced Certificate	100	n/a

The School's student services were also generally rated very highly.

		2012		2011 Survey	2010 Survey
		% Satisfied (excluding n/a)	Corresponding score in NSS 2012	% Satisfied (excluding n/a)	% Satisfied (excluding n/a)
IT	Quality of IT provision	69.8	87%	79.7	80.0
	IT support issues handled by staff	73.1		77.2	76.7
Library	Quality of Library Services	90.1	90%	90.1	87.8
	Library enquiries handled by staff	87.6		91.4	81.3
Registry	Opening hours and availability	84.4		84.9	81.1
	Quality of advice and service	83.1		85.7	75.8
	Awareness of Student Funding Officer's role	72.4		66.9	55.5
Finance	Helpfulness and efficiency of staff	79.9		83.0	74.2
	Clarity of information regarding fees & other payments	81.9		82.7	75.3
Facilities	Courtesy and efficiency of front desk staff	88.8		73.1	77.5
	Service provided by the Cafe Bar	85.3		79.8	78.9
Student Affairs	Range of services	88.8	82%	79.9	86.4
	Content of student ezine	65.5		56.1	49.7*
	Topics presented at foyer roadshows	48.6		42.0	45.5
Audio Visual	Quality of AV provision	70.0		n/a	n/a
	AV support issues handled by staff	65.9			

Through the Operations Board, a "you said:we did" campaign comprising posters and ezine and intranet articles is about to be launched.

The **City annual meeting with students (May 2012) report** noted once again that students were very happy with their experiences of the programmes". The School prides itself on its supportive and welcoming atmosphere and it was gratifying to note that the academic and pastoral support was recognised as a strength across all the programmes. A formal report on the areas for development highlighted by the students has been considered by the Teaching & learning Board and will be published on the School's student intranet.

Student regulatory activity during 2011/12

(a) Admission appeals

Total School cases 2011/12	0
<i>Total School cases 2010/11</i>	<i>3</i>
<i>Total School cases 2009/10</i>	<i>1</i>

(b) Academic misconduct: plagiarism or similar cases

	2011/12 assessment cycle	Notes	2010/11	2009/10
Music	3 plus one appeal from previous cycle	Plagiarism – all in Year 3 BMus tutorial group work – students required to resubmit work	10 cases -9 proven	5 cases
Drama	No cases		No cases	No cases

Fortunately the 9 cases in the previous year appears to have been a "blip".

(c) Academic appeals arising from 2011/12 assessment cycle (as at 30/10/2011)

Programmes with Appeals	2008/09	Upheld	Partially upheld	2009/10	Upheld	2010/11	Upheld	2011/12	Upheld
BMus									
Against Class/Award									
Against Fail Withdraw	3	1	1	1	0	1	0	3	Not known
Against module mark				1	1	5	1	1	0
Against resit/resit mark				1	0				
Against final recital report								1	0
BA ACTING									
Against Class/Award				1	0				
Against Fail Withdraw	2	0				1	0		
BA SMTT									
Against Class/Award				1	0			1	Not known
Against module mark				1	0			2	0
Guildhall Artist Masters									
Against Fail Withdraw	1	0							
TOTAL	6	1	1	6	1	7	1	8	0

Partially Upheld = appeals where one out of two appeal grounds was upheld

Appeals in the 2011/12 assessment cycle were made on the grounds of:

- Material error in the conduct of assessments or proceedings of the Assessment Board (2 appeals)
- Material error (as above) & Extenuating Circumstances (2 appeals)
- Extenuating Circumstances (4 appeals)

To date, 50% of the appeals in 2011/12 have been rejected by City University following information provided by the School, the other appeals are still in progress.

Note: Postgraduate Music Programmes

The deadline for postgraduate music appeals is 2 November 2012, none have been received to date. There are also some students still due to complete who could potentially appeal against their resit or deferred results.

(d) Disciplinary cases

	Case type	No of students involved	Level of procedure	Outcome
Music	Violent behaviour	1	n/a	Complaint withdrawn
	Persistent non-compliance with student attendance monitoring procedures	1	Informal	Written warning
	Second offence – breaking terms of written warning (see above) and extensive non-participation	1	Formal Disciplinary Committee (DCH) and Appeal	Appeal not upheld, expulsion confirmed*
	Bringing the School into disrepute - cannabis use by guest	1	Informal	Written warning & £50 fine
	Persistent non-attendance plus lack of communication	1	Formal: DCH	Expulsion
	Guest's bad behaviour in bar	1	Informal	Written warning and 14 day exclusion from the bar
	Drunken bad behaviour affecting acting auditions	1	Formal: DCH	Suspension until September 2012
	Lying to member of staff, unapproved leave of absence, misuse of School ID card	1	Informal	Written warning, £50 fine, ban from practise rooms for a month, letter of apology.
	Total cases 2011/12	8		
	<i>Total cases 2010/11</i>	<i>5</i>		
<i>Total cases 2009/10</i>	<i>8</i>			
<i>Total cases 2008/09</i>	<i>0</i>			
Drama	Verbal altercation and non-communication with School authorities	1	Informal	Verbal warning and £40 fine for wasting staff time
	Total cases 2011/12	1		
	<i>Total cases 2010/11</i>	<i>3</i>		
	<i>Total cases 2009/10</i>	<i>1</i>		
	<i>Total cases 2008/09</i>	<i>0</i>		
TOTAL CASES FOR SCHOOL 2011/12		9		
		2010/11	8	
		2009/10	9	
		2008/09	0	

* "Completion of procedures" letter issued

The number of cases seems to be holding steady at 8/9 per year. Fortunately, there was a decrease in the number of cases being referred to the Disciplinary Committee (3 compared with 6 in 2010/11).

(e) Academic progress review cases

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 that is not a disciplinary matter, a case will be considered by the Progress Review Committee.

During 2011/12, one student was referred to Progress Review as she had had a number of case consultations. As a result of the committee it was decided that it would be helpful for all students on her programme if the department articulated the minimum participation required by a student to be assessed successfully against the agreed criteria and meet the learning outcomes of a module where continuous assessment was the main method of assessment. This student successfully completed her degree programme at the end of the year.

A second student, who had been intermitting her studies as a result of a progress review the previous year, had her case reviewed. Having met the conditions for re-entry she has now returned to her programme of studies.

The overall case load compares favourably to the 4 cases considered during 2010/11, three of which had resulted in the termination of the students' studies.

(f) Student complaints (formal)

Area of activity of complaint	Nature of complaint	Level of procedure & outcome
Music	Total cases 2011/12	0
	2010/11	2
	2009/10	2
	2008/09	4
Drama	Dissatisfaction with the School's academic provision and the student experience, and dissatisfaction with the actions or lack of action on the part of members of staff of the School	Stage 1: not upheld
	Decision of member of staff to decline leave of absence request	Stage 1: Upheld in part Staff decision confirmed as valid but handbook expectations needed to be redrawn to clarify the criteria for approval.
	Complaint about nature of tutor's assessment feedback comments	Stage 1: not upheld
	Total cases 2011/12	3
	2010/11	1
	No cases 2009/10 or 2008/09	0
School services	Complaint from student concerning provision of poor Audio Visual service affecting composition portfolios	Stage 1: upheld Apology provided. Actions to be taken to mitigate against poor service in the future
	Total cases 2011/12	1
	2010/11	1
	2009/10 or 2008/09	No cases
TOTAL CASES FOR SCHOOL 2011/12		4
2010/11		4
2009/10		2
2008/09		4

4. Quality assurance & enhancement activities

Institutional audit 2010 follow-up

During the year, the implementation plan to address the recommendations of the 2010 institutional audit was monitored. Further work was undertaken on developing the elements of the School's revised and expanded Quality Framework Manual which will address the recommendation of the auditors that the School strengthens its procedures for assuring a systematic and comprehensive engagement with the sector-wide academic infrastructure.

Validation matters

A successful validation event was held for the new Artist Diploma programme and the Guildhall Artist programme was expanded to include a new orchestral artistry specialism in association with the LSO (entry 2013).

A number of enhancements to the School's programmes and modules were approved by the Teaching & Learning Board for recommendation to City University including: a new specialism in BMus for entry 2013 in Early Instruments, a process for direct entry to Year 2 for high-flying Junior Guildhall students (and external equivalents), and a new module for incoming undergraduate Erasmus students.

Preparing the TDAP submission

The Teaching & Learning Board oversaw the development of the School's written application to the Privy Council for taught degree awarding powers.

Equality analyses

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

Applications, offers and enrolments for 2011 entry

Age

- The BMus continued to have a lower likelihood of an offer for the over 21 group, however the gap narrowed in 2011 (6.2% difference in 2011 compared with 10.1% in 2010).
- The PG Music 25-39 group remained less likely to be offered a place than the 21-25 group, but this gap narrowed from a 16.3% difference in 2010 to 7% in 2011.
- The 25-39 group remained more likely to accept the offer (10.9% difference to the 21-24 group).
- In 2010, MA Acting began taking applications, therefore the proportion of applications from over 21 applicants decreased for UG Acting in 2010 and 2011.
- The School attracts a similar age range of music applicant to other CUKAS institutions.

Disability

- In 2010 and 2011, there was a similar proportion of applicants with disabilities for each programme.
- Music had the same proportion of disabled applicants in 2011, but there was a 23.4% decrease (UG) and 25.1% decrease (PG) in offers made to those applicants from 2010 to 2011. This will be monitored.
- The School had a similar proportion of music applicants and acceptances with disabilities compared to other CUKAS institutions.

Ethnicity

- Conversion rates of non-white applicants were consistent with conversion rates of total applicants year on year.
- The School had a marginally higher non-white music undergraduate applicant population than CUKAS Institutions.

Gender

- Female applicants did not continue to increase (as they had in 2008-2010) in PG Composition, but fell from 36.1% to 18.8%.
- PG Performance "Offers as a percentage of applications in category" ratio remained higher for Male applications.
- UG Music "Offers as a percentage of applications in category" ratio remained higher for Male applications.
- UG Technical Theatre "Offers as a percentage of applications in category" ratio continued to be noticeably lower for Males in 2011.
- There was a similar proportion of male and female music applicants and acceptances at the School compared with CUKAS institutions.

Undergraduate assessment outcomes in 2010/11**Ethnicity**

- The number of non-white undergraduate students being assessed for final award was small (13 out of 136) making data analysis difficult. The total percentage of non-white students gaining a higher award (1st and 2.1 together) was a little low (69.3%) compared to the cohort achievement rate of 84.1%. Results were more comparable in 2010 at 85.7%. This will be monitored.

Gender

- Over all UG programmes 51.3% of females and 48.7% of males gained a higher award (1st & 2.1) (53.3% of females and 46.7% of males in 2010).

Disability

- Students who disclosed a disability formed 14.7% of the total graduating cohort in 2011 (lower than 16.1% in 2010 and higher than 8.7% in 2009 and 12.4% in 2008).
- Of the 20 students disclosing a disability recorded across all programmes, 16 (80%) concerned dyslexia (89.4% in 2010, 66.6% in 2009 and 70.5% in 2008).
- Achievement of a higher award across all UG programmes for students with a disability was 75%, noticeably lower than the overall cohort achievement; this will be monitored. In 2010 the percentage was 78.9% comparing favourably with the overall cohort achievement of 78% and in 2009 the percentage was 75% compared with 74.4% overall cohort achievement.

Age

- For all Undergraduate students awarded in 2011: 55.1% were aged 22 & below and 44.9% were aged 23 & above.
- For BMus, the percentage of higher awards made for the two age groups was 91.5% for the 22 *and below* age group and 77.5% for those *aged 23 and above* (80% & 72.2% in 2010 and 78.7% & 53.3% in 2009) suggesting that the more mature age group has some specific needs.
- For BA Acting, the percentage of higher awards made for the two age groups was 41.2% for those *aged 22 & below* and 58.8% for those *aged 23 and above* (compared to 31.3% & 68.7% in 2010, 40.9% and 59% in 2009). A reverse pattern to that experienced in music.
- For BA SMTT the number of students in the mature category was too small for a sensible comparison.

Postgraduate assessment outcomes in 2010/11

Ethnicity

- The percentage of white students gaining a higher award (Distinctions & Merits together) was 92.2% (90% in 2010 & 82.8% in 2009); the percentage of non-white students gaining a higher award was also 92.3% (92.3% in 2010).

Gender

- On the Guildhall Artist Masters programme Part 1 (MMus) the percentage of females gaining either a Distinction or Merit was 86.8% (93.3% in 2010), the percentage of males gaining either a Distinction or Merit was 89.4% (89.8% in 2010)
- In Part 2 (MPerf, MComp, MLead) the percentage of females gaining either a Distinction or Merit was 100%, the percentage of males gaining either a Distinction or Merit was also 100%.

Disability

- Students who disclosed a disability formed 8.3% of the total graduating cohort in 2011 (9.5% in 2010 and 5.6% in 2009).
- Of the 13 students disclosing a disability recorded across all programmes 46.2% concerned dyslexia (compared with 33% in 2010 and 66.6% in 2009).
- 92.3% of students with a disability gained a higher award which was slightly higher than the cohort achievement of 91%.

Age

- 41% of students awarded (all programmes) were *aged 21-24* (26.1% in 2010 and 34% in 2009), 58.3% of students awarded (all programmes) were *aged 25-39* (72.2% in 2010 and 67% in 2009) and formed the major group by age, with a single student in the 40+ age group.
- On the Guildhall Artist Masters programme Parts 1 & 2, the percentage of students *aged 21-24* achieving a higher award (Distinction or Merit) was 44.7% (29.6% in 2010 and 35.7% in 2009) and for those *aged 25-39* 55.3% (69.4% in 2010 and 61.9% in 2009), indicating that the more mature student has the advantage at postgraduate level.

Other quality assurance and enhancement activities considered by the Board:

- The **annual review of the regulations** recommended some minor amendments to process and some clarifications including:
 - the separation of *the establishment of fact* and *the consideration of mitigation* in the student disciplinary process,
 - revised terms of reference for Extenuating Circumstances Panels,
 - amendments to reflect the new UK Quality Code,
 - revised academic misconduct regulations (recommendations arising from a plagiarism appeal)
- **annual review of the Student Charter**
- preparing for the **Key Information Sets (KIS)** for each undergraduate programme. The KIS allows, via the Unistats website, comparisons across a range of programmes using NSS results, assessment results returned to HESA, scheduled teaching & learning hours etc.

Activities for 2012/13 [in addition to annual cycle]

- Revising the Teaching & Learning Strategy
- New Opera Makers Masters programme
- Revalidation of the BMus and Guildhall Artist programmes
- Completing the Quality Framework Manual and the related processes
- Exploring the use of e-learning technologies in the detection of plagiarism

Katharine Lewis/6 November 2012