

Committee(s):	Date(s):
Board of Governors of the Guildhall School of Music & Drama	18 September 2013
Subject: Principal's General Report	Public
Report of: Principal	For information

Summary

This report updates the Board on a number of general issues, including:

- Awards and Prizes
- Alumni Successes
- Staff Successes
- Milton Court Update
- Taught Degree-Awarding Powers (TDAP)
- NSS Results
- Update on Student Recruitment
- CYM Centres in Norwich and Taunton

Recommendation:

- that the Board receives the report and notes its contents

Main report

1 Awards and Prizes

The Busch Ensemble

- Winners of the Philharmonia MMSF Ensemble Award

Trio Isimsiz (Pablo Hernan: violin, Michael Petrov: cello and Erdem Misirlioglu: piano)

- 2nd Prize at the Cavatina Intercollegiate Chamber Music Prize

Ricardo Rovirosa (piano student of Joan Havill)

- 1st Prize at the Emanuel Trophy Piano Competition

Minjung Baek (Artist Diploma, student of Ronan O'Hora and Martin Roscoe)

- Won 1st Prize in the 4th Premio Salieri International Piano Competition, Italy

Felix von Spreckelsen (Juniors, Harp, student of Charlotte Seale)

- Winner of the Bromley Music Festival Star performer prize
- 1st Prize in the Advanced Solo Class and David Watkins Trophy for the Most Outstanding Harpist at the Croydon Music Festival

Lilly Vadaneaux (Juniors, Composition, student of Paul Whitmarsh)

- Winner of National Centre for Early Music's annual composer's competition

Charlotte Cox (Juniors, Oboe, student of Irene Pragnell)

- Winner of the Fareham Music Festival Young Musician award for best woodwind player in the whole competition

Rosie von Spreckelsen (Juniors, Harp, student of Charlotte Seale)

- 1st prize in the Advanced Recital Class and winner of the London Mozart Players Prize at the Croydon Music Festival

Jay Richardson (Juniors, composition)

- One of the winners of the Royal Opera House Fanfare Composition Competition

Sophie Creaner (Recorder & Clarinet, BMus 1, student of Ian Wilson, Pamela Thorby, Robert Ehrlich and Joy Farrall)

- Winner of the Senior RTE Lyric FM Bursary

Jenny Lewisohn (Viola, MMus advanced, student of Rachel Roberts)

- Awarded joint 1st prize for the Kenneth Page Foundation Competition

Antonina Suhanova (Piano, BMus 2, student of Ronan O'Hora)

- 1st Prize in the 2013 Jurmala International Piano Competition in Latvia

Sophia Dee (Piano, BMus 2, student of Joan Havill)

- Finalist in the Royal Overseas League Competition
- 1st Prize at the Christopher Duke Piano Recital Competition

Solenn Grand (Harp, BMus 3, student of Imogen Barford)

- 2nd Prize in the Camac Harp Competition

Mihai Ritivoiu (Piano, Guildhall Artist Part 1, student of Joan Havill)

- 2nd Prize at the Christopher Duke Piano Recital Competition

Charlotte Skidmore (Voice, BMus 3, student of Kate Paterson)

- Runner up in the Dunraven Young Welsh Singer of the Year Competition in South Wales

Annie Yim (Piano, DMA, student of Joan Havill)

- Selected for the prestigious Park Lane Group Young Artists New Year series 2014 together with her piano trio Minerva

Mara Lobo (Cello, BMus 3, student of Stefan Popov)

- 1st Prize at the 'Marilia Rocha' Cello Competition – 2013 edition

Jean-Selim Abdelmoula (Piano, Artist Diploma, student of Ronan O'Hora)

- 1st Prize in the Lausanne Concours d'interprétation musicale

Bethan Langford (Mezzo, MMus, student of Kate Paterson)

- 1st Prize at the John Fussell Award, Swansea

Krzysztof Moskalewicz (Piano, BMus 2, student of Ronan O'Hora)

- 3rd Prize in the Brant International Piano Competition

Michael Petrov (Cello, BMus 4)

- Selected for Echo Rising Stars

Joshua Owen Mills (Tenor, Opera Course, student of Yvonne Kenny)

- 1st Prize at the Towyn Roberts Competition and Osborne Roberts Memorial Competition

Francesco Scelzo (Guitar, Guildhall Artist, student of Robert Brightmore)

- 1st Prize in the Brno International Guitar Competition 2013

Aquilon Ensemble (consisting of Masters students: Martha Lloyd, Alex Tostdevine, Christopher Potts, Rebecca Eldridge and Joanna Hurst)

- Winners of the Three Choirs Festival Competitive Masterclass for Woodwind Ensembles

Joe Qiu, Odette Rose Cotton, Victoria Rule, Sally Mactaggart, Mana Shibata, Liam Paterson, Siwan Mair Ryns, George Barton, Stephen Craigen and Iain Ward were all selected for this year's London Sinfonietta Academy.

Drama

Three recent graduates were shortlisted for Ian Charleson Award (rewarding the best performance by an actor under 30 in a play written before 1918):

Kurt Egyiawan (Arsace in *Berenice*, Donmar Warehouse)

Paapa Essiedu (Fenton in *Merry Wives of Windsor*, Royal Shakespeare Company)

Ashley Zhangazha (Ross in *Macbeth*, *Crucible*, Sheffield)

2 Alumni Successes

Music

Peter Foggitt (PACC, 2010-2012)

- Won the accompanist prize in the 2013 Kathleen Ferrier Awards

Ben Gernon (BMus tuba, conducting fellow, student of Patrick Harrild and Sian Edwards)

- Won the Nestlé and Salzburg Festival Young Conductors Award
- Now represented by Askonas Holt

Anna Patalong (PVT 2008 – 2009, Opera 2009 – 2011, student of John Evans)

- 3rd Prize at the 8th International Stanislaw Moniuszko Vocal Competition

Bartholomew LaFollette (Cello, 2003-2011, student of Louise Hopkins)

- Winner of the first Arts Club and Decca Records Classical Music Competition

Drama

Comedy short, 'The Runner' starring Matthew Spencer (Acting 2005) won the Grand Prix and the People's Choice Award in the 2013 Reed Spencer Short Film Competition.

Simon Russell Beale won the Best Support Actor Award at the BAFTAs for Henry IV Part 2 (The Hollow Crown)

3 Staff Successes

Andrew Lawrence-King (baroque harp) and his Jordi Savall won the Helpmann Award for Best Chamber & Instrumental Ensemble concert for their duo concert at the Melbourne Recital Hall.

4 Milton Court Update

Practical Completion of Milton Court was finally achieved on 5 July 2013 and it was formally handed over to the School on 8 July 2013. A long and complex process then started to rectify more than 6,000 snags and defects and to fully test and commission all the mechanical, electrical and technical systems. The main contractor, Sir Robert McAlpine, and a significant number of sub-contractors have remained in the building throughout the summer vacation. By the beginning of September, there were still in excess of 1,000 snags outstanding but the majority of the urgent ones that might affect the operational effectiveness of the building had been cleared. The building started to be used in earnest at this time, with staff and students present and rehearsals commencing for the first productions in the theatres. From the beginning of September, most snagging rectification is taking place out of hours, so that the School has uninterrupted and unimpeded access during the day.

The Practical Completion date of 5 July was significantly later than the School had hoped, having originally planned to start using the building for familiarisation during the summer term of 2013. However, detailed contingency plans were made to deal with delays of increasing lengths, and these were progressively deployed as the delay became longer. Activity planned for Milton Court during the summer was relocated or rescheduled, and essential training and familiarisation in systems such as the automated flying systems was delivered at the very end of the summer term, with an extra week added to the start of the autumn term for affected students. In this way it has been possible to mitigate the worst effects of the delay, although the autumn term will inevitably start in a building with which the School is not as familiar as had been hoped.

The Board is reminded of the formal opening ceremony on 26 September and a proof copy of the programme for the evening will be available for information at the Board meeting.

5 Taught Degree-Awarding Powers (TDAP)

The QAA panel has now completed its observations as part of the School's application for taught degree-awarding powers. In general, the visits have gone well and there has been a good level of interchange between the panel and the School to clarify issues and answer

questions as they have been raised. The panel's draft report is expected during the week of the Board meeting (16-20 September).

The School will have an opportunity to correct any errors of fact and/or misunderstandings before the report goes to the QAA Board in November. By tradition, the report goes without a recommendation from the panel but we should be able to get a sense of its likely success – or otherwise – before the QAA Board makes its recommendation to the Privy Council. An outcome is expected before the end of the calendar year.

The School's submission included a detailed set of proposals for how future academic governance would work should the application be successful. There will inevitably be a period of adjustment, but assuming that everything goes according to plan, there will be a process of transfer of existing students to Guildhall degree programmes in time for our first cohort of graduates in 2015. New students will be admitted to our own programmes from the autumn of 2014.

6 National Student Survey (NSS) Results

Outcomes from the annual national survey of final-year undergraduate students have been disappointing for 2013. Overall satisfaction fell from 95% in 2012 to 81% in 2013. This compares with an overall HE sector satisfaction rate of 85%. Response rates for the Guildhall School were comparable between 2012 and 2013.

While Acting maintained its overall satisfaction rate of 100%, rates fell back from 100% to 87% in Technical Theatre and from 91% to 74% in Music. As a result, the School has lost its leading position in national league tables for student satisfaction at a time when many of our competitor institutions have done much better: 91% at the Royal Northern College of Music and 88% at the Royal Academy of Music.

The full results are summarised in Table 1 and they have been referred, together with the accompanying textual comments, to divisions and departments for commentary and analysis. Action plans will be scrutinised by programme boards and the Teaching and Learning Board during the autumn term. An initial analysis of free-text comments from respondents has revealed lower levels of satisfaction with teaching in some departments in music and frequent complaints about poor communication between teachers and departments.

The results of the School's own internal whole-school survey, which covers all students, including postgraduate students, also point to a significant overall decline in satisfaction across the board. These outcomes, together with the free-text comments, have also been referred to departments and programme boards for comment. It is essential that we identify the reasons for the fall in student satisfaction which are likely to impact adversely on the School's leading position in the *Guardian's* league table of specialist institutions from 2015. The School has been placed first in that table for 2014, for the second year running.

7 Update on Student Recruitment

Student recruitment for entry in 2013 is on target in Acting and Technical Theatre, but as at 4 September, there were four fte vacancies in undergraduate music and 20.5 fte vacancies in postgraduate music. The latter figure is particularly disappointing as 18 fte of the shortfall is in the new Orchestral Artistry pathway, which may need a year or two more to get fully established. The forecast year-end fee-income shortfall in music at the end of period 4 was £62k. Recruitment will continue in the hope of closing this gap and application data for entry in 2014 will be closely scrutinised to ensure that intake targets for that year are fully met.

8 CYM Centres in Norwich and Taunton

Good progress has been made in establishing pilot CYM centres in Norfolk and Somerset. The two centres, one located at the City of Norwich School and the other at Hestercombe House, will provide welcome progression routes for young people with talent and potential, as required by the National Music Plan.

The CYM centres will offer high quality, sustainable, week by week Saturday training with a holistic curriculum to include individual and group instruction, ensembles in a variety of styles and genres, singing and supporting studies, as well as access to a visiting artists programme and opportunities on a week by week basis. Headteachers and heads of music in secondary schools and music postholders in primary schools will be significant stakeholders in the new centres.

Arrangements are well advanced in Norwich, where the centre will open on September 21. Taunton has proved more difficult, largely due to the much less robust infrastructure in the region and a delay caused by the withdrawal of the head of centre shortly after appointment and the consequent delay in engaging a well-qualified team of teachers. For these reasons, the centre is likely to open later in Taunton than in Norwich with open days to recruit students on 28 September and 12 October with a full service starting after half term on 9 November.

These are pioneering developments and they have elicited a great deal of support in both counties. A further progress report will be provided to the November Board.

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NSS results 2013 Question	WHOLE SCHOOL					MUSIC					ACTING					TECHNICAL THEATRE				
	% agree 2013	2012	2011	2010	2009	% agree 2013	2012	2011	2010	2009	% agree 2013	2012	2011	2010	2009	% agree 2013	2012	2011	2010	2009
The Guildhall School's aim is to prepare talented young performers and theatre technicians for careers in their respective professions. I am confident that the School has provided me with the tools to take up my chosen profession.	86	95	91	86	91	81	91	81	73	83	100	100	100	100	100	89	100	100	100	100
Overall, I am satisfied with the quality of the course.	81	95	87	83	79	74	91	79	76	67	100	100	100	90	100	87	100	96	96	100
01 Staff are good at explaining things.	90	95	94	89	89	89	93	90	87	83	94	95	95	95	100	90	100	100	91	100
02 Staff have made the subject interesting.	85	96	94	89	86	78	96	90	85	81	100	100	100	100	100	93	95	100	91	91
03 Staff are enthusiastic about what they are teaching.	94	99	93	88	86	95	100	89	84	83	94	100	100	100	100	93	95	96	91	86
04 The course is intellectually stimulating.	79	84	82	77	70	76	79	72	72	58	94	95	100	95	100	80	86	88	73	81
Teaching	87	93	91	86	83	84	92	85	82	76	96	98	99	97	100	89	94	96	87	90
05 The criteria used in marking have been clear in advance.	68	57	62	49	64	76	57	64	50	54	76	71	41	35	70	43	43	77	57	91
06 Assessment arrangements and marking have been fair.	50	49	45	45	50	49	49	41	43	35	69	52	38	39	78	43	43	62	57	77
07 Feedback on my work has been prompt.	69	70	68	68	51	73	74	61	52	39	88	81	86	95	85	50	48	68	87	59
08 I have received detailed comments on my work.	81	82	80	79	83	81	81	74	69	75	88	86	91	90	100	77	81	85	96	91
09 Feedback on my work has helped me clarify things I did not understand.	65	73	62	66	65	59	68	57	60	50	94	90	82	89	100	63	71	58	64	77
Assessment and feedback	67	66	64	61	63	68	66	59	55	51	83	76	68	70	87	55	57	70	72	79
10 I have received sufficient advice and support with my studies.	79	87	84	75	77	76	85	77	61	67	94	90	95	95	95	80	90	92	96	91
11 I have been able to contact staff when I needed to.	88	89	89	88	84	84	88	87	84	78	100	90	95	90	95	90	90	88	96	91
12 Good advice was available when I needed to make study choices.	82	83	85	74	76	77	81	82	63	65	88	95	91	89	100	90	81	88	91	86
Academic support	83	87	86	79	79	79	85	82	69	70	94	92	94	91	97	87	87	90	94	89
13 The timetable works efficiently as far as my activities are concerned.	74	68	67	71	55	66	57	51	55	34	88	100	95	100	95	83	70	81	91	86
14 Any changes in the course or teaching have been communicated effectively.	69	54	57	53	50	69	46	51	39	32	88	81	77	95	84	57	52	54	57	77
15 The course is well organised and is running smoothly.	60	56	54	56	46	54	41	38	35	25	94	95	86	85	80	57	67	65	87	82
Organisation and management	68	59	59	60	50	63	48	46	43	30	90	92	86	93	86	66	63	67	79	82
16 The library resources and services are good enough for my needs.	87	90	87	81	85	93	93	89	82	83	88	95	95	85	95	68	74	76	74	81
17 I have been able to access general IT resources when I needed to.	89	87	91	90	85	95	93	89	86	83	94	86	91	95	95	73	71	96	96	82
18 I have been able to access specialised equipment, facilities or rooms when I needed to.	60	68	66	62	68	59	63	56	55	61	59	76	59	45	70	63	76	96	95	91
Learning resources	79	82	81	78	79	82	83	78	75	75	80	86	82	75	87	68	74	90	88	85
19 The course has helped me to present myself with confidence.	74	78	81	71	75	69	75	69	56	62	88	86	100	95	100	80	81	92	91	91
20 My communication skills have improved.	84	87	86	86	87	82	85	77	77	81	94	95	100	100	100	83	86	96	96	95
21 As a result of the course, I feel confident in tackling unfamiliar problems.	74	85	81	79	75	65	81	68	67	65	94	95	100	95	100	87	90	92	96	86
Personal development	78	84	83	79	79	72	80	71	67	69	92	92	100	97	100	83	86	94	94	91
Students' Union: satisfied with the Students' Union at my institution	56	70	-	-	-	55	82	-	-	-	94	68	-	-	-	37	33	-	-	-
Response rate	81	80	79	87	85	73	78	70	83	81	94	95	88	87	87	97	75	100	100	100