

Teaching & Learning Board



Tuesday 11 November 2013

Teaching & Learning Board annual report 2012/13 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), whilst at the same time discussing the development of a new Teaching & Learning Strategy to link to the revised 2012 School strategy and investment plan. During the year, the Board considered various strands to be incorporated into the new strategy:

- the distinctiveness of Guildhall graduates and the programmes offered;
- technology enhanced flexible learning;
- assessment and feedback;
- the research/teaching nexus.

The Board approved the new *Teaching and Learning Strategy, 2013-17* and action plan in June.

Linked to the new strategy were the development of **cross-School principles of feedback and assessment**, to supplement the existing principles of assessment in the Academic Regulatory framework, and **common School-wide undergraduate and postgraduate assessment criteria**. It is expected that these School-wide criteria will be a 'philosophical hybrid' or benchmark to which all discipline and assessment specific criteria will point. The BA and MA in Acting programmes have been the first to adopt the School-wide criteria and other programmes will do so as part of the revalidation process in due course.

Taught Degree Awarding Powers (TDAP) scrutiny

The Board monitored the progress of the TDAP scrutiny and the Board and its subcommittees were observed by the TDAP team as follows:

- Teaching & Learning Board (October, November & May)
- Music Programme Board (October)
- Academic Staff Committee (January)
- Drama Programme Board (February)
- Research & Knowledge Exchange Committee (February)
- Revalidation: BMus and Guildhall Artist Masters (May)
- Validation - MA Opera Making & Writing (June)

During the year, further work was undertaken to develop the School's quality framework for a post TDAP environment including (but not limited to):

- Amendments to reflect changes to the UK Quality Code
- Amendments to reflect the new strategic plan
- An External peer criteria and nomination process
- A (re) validation report template

- Due diligence partnership profile and checklist templates and Student exchange checklist template (Erasmus-type) [Note: these were not new but revised versions of existing documentation.]

2. Academic standards

2.1 Assessment process and boards

The assessment processes, once again, ran very smoothly, with assessments and results processed quickly and efficiently. The TDAP scrutiny team observed five key assessment events during 2012/13:

- Mid-Year (interim) Music Programme Assessment Board (February)
- Extenuating Circumstances Panel (July)
- Drama Programme Assessment Board (July)
- Music Programme Assessment Board (July)
- School Assessment Board (July).

The robustness of the School's assessment arrangements were confirmed by the External Examiners, who commented in their reports:

"The programme assessment board was impressively well run, with clearly defined roles in the process assigned to different staff, evidently thorough understanding of both the regulations and the positions of specific students, and a usefully reflective discussion on the year's results." [BMus, Dr Janet K Halfyard]

"The arrangements for examinations etc are excellent." [BMus, Professor Trevor Herbert]

"The process for assessment and determination of awards is rigorous. The conduct of the Assessment Board is painstakingly consistent, fair and sound. All awards are discussed thoroughly at considerable length." [BA in Technical Theatre Arts, Diane Willmott]

"Assessment processes for this programme and the conduct of the Assessment Board that I attended remain thorough, sound and fair." [MA in Music Therapy, Adrienne Freeman]

2.2 Assessment results

At the School Assessment Board in July results and data analyses from both drama and music were considered side-by-side. Again the different undergraduate degree classification splits across the programmes were an issue for discussion.

2013 data as at lock-downs on Monday 1 July 2013 (Music) and Tuesday 17 July 2013 (Drama); the data given further in the report includes the deferred and resit results considered in September.

	Percentage of those classified (at same point in the year – ie lock down)								
	First			Upper second			Lower second		
	2013	2012	2011	2013	2012	2011	2013	2012	2011
BMus	38.4	39.2	29.9	51.2	54.4	58.4	10.5	6.3	11.7
BA Acting	29.4	9.5	4.2	64.7*	81.0*	66.7	5.9	9.5	29.2
BA TTA/ SMTT	30.0	25.0	20.0	50.0	66.7	76.0	20.0	8.3	4.0

* Excluding degree result from previous cohorts

However, it was noted that the different pattern of classification recommendations across the three undergraduate programmes and the widening gap which had been commented on in previous years now showed some signs of evening up and this might be signalling a greater consistency across the board in the use of assessment criteria. The BMus programme had the highest proportion of firsts (38.4%). However, the BMus External Examiners felt that was not without precedent in the sector and the results were comparable with those of other similar institutions. With a student body selected from the highest achievers who had benefitted from an intensive training, it would be unusual if there were not a good proportion of firsts. It was felt that individual departments should conduct a more in depth analysis of their results.

Outcome of summer 2013 assessments (with 2012 & 2011 comparisons)

Undergraduate (as at 29 October 2013)

2013 UG cohort 151 students:		2012 UG cohort: 140 students:		2011 UG cohort: 139 students:	
	% split		% split		% split
1st	33.11	1st	27.86	1st	21.58
2.1	49.67	2.1	60	2.1	59.71
2.2	11.92	2.2	7.14	2.2	12.94
3	0	3	0	3	0
Ord	0.66	Ord	0.71	Ord	0.71

Programme & year	No. of students in Final Year	Degree Class				Other assessment outcomes			
		1st	2.1	2.2	3rd	Ord	Resits	Defers	Misc.
July 2013									
BMus	101	35	47	11		1		2	1 CertHE, 4 Int
BA TECH	31	9	16	6					
BA Acting	19	6	12 [†]	1					
<i>Totals</i>	<i>151</i>	<i>50</i>	<i>75</i>	<i>18</i>	<i>0</i>	<i>1</i>		<i>2</i>	<i>5</i>
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>

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

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

Postgraduate classifications as at 29 October 2013

2013 PG cohort 190 students:	
	% split
Distinction	22.6
Merit	26.3
Pass	2.6
Progression to next Part (where applicable)	34.7
Resit/defer/misc	13.7

2012 PG cohort 172 students:	
	% split
Distinction	33.7
Merit	30.2
Pass	2.9
Progression to next Part (where applicable)	16.7
Resit/defer/misc	16.2

2011 PG cohort 239 students:	
	% split
Distinction	28.9
Merit	31.4
Pass	10.0
Progression to next Part (where applicable)	20.9
Resit/defer/misc	8.8

Programme & award year	No. of students on programme	Classification			Other assessment outcomes			
		Dist.	Merit	Pass	Progression to next part	Resit	Defer	Misc
Sept 2013 assessments								
MMus in Performance	121	16	21	4	60 ¹	3 ²	8 ²	1 FWD (PGDip) 3 WD 5 Int
MMus in Composition	6	2	3	0		1 ²		
MMus in Leadership	6	3	2	1				
MPerf, MComp, MLead Guildhall Artist	27	17	8	0			2 ²	
Artist Diploma	7	4	0	0			3 ²	
Graduate Certificate	8	0	2	0	6			
MA in Music Therapy	6	1	5	0				
MA Training Actors	2	0	2	0				
MA Acting	7	0	7	0				
<i>Totals</i>	<i>190</i>	<i>43</i>	<i>50</i>	<i>5</i>	<i>66</i>	<i>4</i>	<i>13</i>	<i>9</i>
Sept 2012 assessments								
MMus in Performance	100	27	29	2	26 ¹	1 ²	6	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 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	
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>

2.3 External Examiners' reports for the 2012/13 cycle

The External Examiner reports noted many strengths and areas of good practice:

- The quality of the written feedback (BMus, Guildhall Artist & Artist Diploma)
- The learning outcomes unambiguously explained (BMus)
- Lecture recitals reformatted as illustrated lectures giving student greater flexibility (BMus)
- The specialised pathways in the programme that prepare students better for employment (BA TTA)
- The introduction of the Graduate Exhibition which was very well executed (BA TTA)
- The opportunity for the External Examiner to meet students at the start of the year (BA Acting)
- The expansion of the TV and Film masterclasses (BA Acting)
- The introduction of the Acting Research Portfolio (MA Acting)
- The polished workshop following the Prima del Teatro experience (MA Acting)
- Musicianship tasks appropriate to the clinical setting (MA Music Therapy)
- Feedback that includes suggestions how students can extend themselves (MA Music Therapy)
- The electives are a valuable part of the programme (Guildhall Artist)

Areas identified by the External Examiners for development included:

- The range and achievability of topics in third-year dissertations (BMus)
- The format of performance assessment panels (BMus)
- More opportunities to learn costume skills (BA TTA)
- Reviewing the complex classification weighting to avoid bunching of marks (BA Acting)
- Reviewing the peer assessment for the 2nd year workshop (MA Acting)
- The balance of academic and clinical contexts in the research project (MA Music Therapy)
- Reviewing whether it would be practicable for students to compose for larger ensembles (Guildhall Artist)
- The inclusion in marking criteria on the presentation of scores (Guildhall Artist)

Two External Examiners' reports are awaited for the MA in Training Actors and Guildhall Artist Masters programmes

3. The Student experience

3.1 Student Feedback

The Teaching & Learning Board considered students' feedback on their learning experiences in a variety of formats, notably the **NSS and WSS 2012 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. Due to the excellent support from the President of the Students' Union, Daisy Evans, there was strong student representative engagement throughout the year, both for the committees and for the formal interview sessions with the TDAP auditors and the BMus/Guildhall Artist validation panel.

Student surveys 2012

To demonstrate to students that the School takes all their comments very seriously, the Directors of Drama and Music were asked to produce actions plans for the November board meeting responding to the issues raised in the surveys, and then in June provide a progress report on implementing the actions.

The Music Department identified a number of objectives, generally falling under three headings (i) communications (between staff and students, and between staff), (ii) clarification of processes, and (iii) timetabling. The following actions were undertaken during 2012/13:

- (i) Communications ~ the introduction of more staff and student meetings, including an all-music staff meeting with the Director of Music, one-to-one meetings between Heads/Deputy Heads of Departments and students, open call meetings for students after end-of year-assessments.

- (ii) Clarification of processes ~ flow charts and induction sessions explaining how all aspects of the programmes are managed, repertoire requirements included in examination packs and full handbooks provided to Final recital panels, report forms stating that panel reports are written prior to the agreeing of marks.
- (iii) Timetabling ~ sessions with students on timetabling, class schedules for the whole year, where appropriate, distributed to students at the start of the year, the new Asimut room booking system introduced in April.

For Drama, assessment and feedback remained the key area requiring a response and the Department decided to continue with the initiatives introduced during 2011/12, namely an assessment induction session for all Acting students to complement an assessment handbook, and, for technical theatre students, regular staff/student feedback sessions. Both Acting and Technical theatre staff were involved in the cross-School assessment criteria working group and Acting sought amendments to its BA and MA in Acting programmes to introduce the new criteria for the 2013/14 academic year.

NSS and Whole School Survey (WSS) outcomes for 2013

NSS	WHOLE SCHOOL			MUSIC			ACTING			TECHNICAL THEATRE		
	% agree 2013	2012	2011	% agree 2013	2012	2011	% agree 2013	2012	2011	% agree 2013	2012	2011
Overall, I am satisfied with the quality of the course.	81	95	87	74	91	79	100	100	100	87	100	96

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

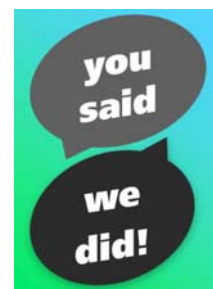
WSS	Agree % 2013 (2012)	Agree % 2013 (2012)	Agree % 2013 (2012)	Agree % 2013 (2012)	Overall average satisfied (2012)
BMus	① 57 respondents ↓89.4 (93.1)	② 30 respondents ↑93.3 (89.1)	③ 41 respondents ↓83 (94.7)	④ 38 respondents ↓86.8 (97.1)	↓88 (93)
	① 13 respondents 100 (100)	② 8 respondents 100 (100)	③ 5 respondents 100 (100)		100 (100)
TTA	① 19 respondents ↑100 (94.2)	② 16 respondents ↓87.5 (94.8)	③ 20 respondents ↓90 (100)		↓92.7 (95.6)
	GradCert 13 respondents 92.3	Part ① 58 respondents 91.4 (91.4)	Part ② 6 respondents 100 (100)		92.2 (93.6)
Music Therapy	① 7 respondents 100 (100)	② 5 respondents ↓80 (100)			↓91.7 (100)

Although, there was an overall decline in overall satisfaction across the School in both the NSS and WSS, there were still a number of very pleasing high scores. Departments will be addressing in their action plans the issues raised. For 2013/14, to streamline processes, action plans will be incorporated into annual programme evaluations with a check point earmarked for the May 2014 TLB meeting.

The School's student services were also generally rated very highly, although there were some disappointing declines in satisfaction in some areas; departments have been asked to respond to specific issues raised by students.

		2013 Survey			2012 Survey		
		% Satisfied (excluding n/a)	NSS score	Target	% Satisfied (excluding n/a)	NSS score	Target
IT	Quality of IT provision	69.1	89%	80	69.8	87%	80
	IT support issues handled by staff	↓66.1		80	73.1		80
Library	Quality of Library Services	91.4	↓87%	92	90.1	90%	95
	Library enquiries handled by staff	↑90.3		92	87.6		95
Registry	Opening hours and availability	83.4		87	84.4		87
	Quality of advice and service	82		87	83.1		87
	Awareness of Student Funding Officer's role	↓67.6		78	72.4		75
Finance	Helpfulness and efficiency of staff	↓74.4		83	79.9		85
	Clarity of information regarding fees & other payments	↓72		83	81.9		85
Facilities	Courtesy and efficiency of front desk staff	↓82.8		90	88.8		80
	Service provided by the Cafe Bar	84.5		87	85.3		80
Student Affairs	Range of services	↓81.1	81%	90	88.8	82%	85
	Content of student ezine	↑68		70	65.5		65
	Topics presented at foyer roadshows	46.8		50	48.6		50
Audio	Quality of AV provision	↓65.2		75	70		n/a
Visual	AV support issues handled by staff	↓57.3		75	65.9		n/a

Last year, the Operations Board introduced a "you said:we did" campaign comprising posters and ezine and intranet articles in response to the issues raised by students about operational matters (registry, facilities etc). During this year, the campaign will be extended to include all the points raised by students in the NSS and WSS.



3.2 Student regulatory activity during 2012/13 (senior School)

(a) Admission appeals

Total School cases 2011/12	3*
Total School cases 2011/12	0
Total School cases 2010/11	3

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

(b) Academic misconduct: plagiarism or similar cases

	2012/13	Notes	2011/12 assessment cycle	2010/11
Music	3 cases – 1 not proven (poor referencing)	Plagiarism – all in Year 1 BMus tutorial group work – students required to resubmit work.	3 plus one appeal from previous cycle	10 cases -9 proven
Drama	No cases		No cases	No cases

(c) Academic appeals arising from 2012/13 assessment cycle (as at 25/10/2011) with yearly comparisons

Programmes with Appeals	2009/10	Upheld	2010/11	Upheld	2011/12	Upheld	2012/13	Upheld
BMus								
Against Class/Award								
Against Fail Withdraw	1	0	1	0	3	1		
Against module mark	1	1	5	1	1	0		
Against resit/resit mark	1	0					1	0
Against final recital report					1	0		
BA ACTING								
Against Class/Award	1	0						
Against Fail Withdraw			1	0				
BA SMTT								
Against Class/Award	1	0			1	0		
Against module mark	1	0			2	0		
Guildhall Artist Masters								
Against Fail Withdraw					1	0		
Against non-progression							1	in progress
MA in Acting								
Against Fail Withdraw							1*	0
TOTAL	6	1	7	1	9	1	2	

*appeal did not proceed as supporting documentation was not submitted by appellant

NB: Guildhall Artist Masters programme: the deadline for postgraduate appeals is 01/11/2013 and there are also students still due to complete who could potentially appeal against a resit or deferred result.

(d) Disciplinary cases

	Case type	No of students involved	Level of procedure	Outcome
Music	Sundial Court* (smoking)	1	Formal appeals to the Director of Student & Corporate Affairs	Appeal not upheld
	Sundial Court (possession of candles)	1		Appeal upheld
	Sundial Court (tampering with smoke detection equipment)	1	Formal appeal to the Principal	Appeal upheld on the grounds of compassion [†]
	Total cases 2012/13	3		
	<i>Total cases 2011/12</i>	<i>8</i>		
	<i>Total cases 2010/11</i>	<i>5</i>		
Drama	Failure to heed previous verbal warning	1	Informal	Verbal warning re-iterated
	Deviation from accepted institutional and professional standards, behaviour disrupting the learning experience of others, intimidating and threatening to other members	1	Formal (Disciplinary Committee Hearing)	Final written warning
	Total cases 2012/13	2		
	<i>Total cases 2011/12</i>	<i>1</i>		
	<i>Total cases 2010/11</i>	<i>3</i>		
TOTAL CASES FOR SCHOOL 2012/13		5		
		<i>2011/12</i>		<i>9</i>
		<i>2010/11</i>		<i>8</i>

* Please note there were 17 Sundial Court disciplinary cases throughout the year (10 in 2011/12); only those cases were considered at the corporate level have been included in the table above.

[†] "Completion of procedures" letter issued

(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 2012/13, four students were referred to Progress Review Committee (one in 2011/12, four in 2010/11).

Department	Issue	Outcome of Progress Review Committee meeting
Drama	Participation - behaviour and engagement	Final written warning issued
	Pattern of absences	Termination of studies recommended to School Assessment Board (the student had effectively self-withdraw)
	Exceptional shortcomings in academic performance and poor participation and engagement on the programme	Final written warning issued
Music	Participation and engagement	Requirement to interrupt his studies and return in January 2014.

(f) Student complaints (formal)

Area of activity of complaint	Nature of complaint	Level of procedure & outcome
Music	Total cases 2012/13 and 2011/12	0
	2010/11	2
Drama	The nature of a tutor's comments	Stage 1 complaint: no substance to complaint
	Total cases 2012/13	1
	2011/12	3
	2010/11	1
School services (and misc)	Request for an appeal against refusal to provide place in Sundial Court	Considered by Assistant Principal: no evidence or arguments overlooked, not necessary for an appeal panel to review case.
	Complaint concerning level of fees to be charged	Considered by Principal and Chair of Board of Governors; original decision upheld
	Total cases 2012/13	2
	2011/12	1
	2010/11	1
TOTAL CASES FOR SCHOOL 2012/13		3
2011/12		4
2010/11		4

3.3 Student employability

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

The Board also considered 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). The TLB noted that results were generally good and the School was positioned in the upper quartile nationally. DLHE results at programme level were considered as part of programme annual reviews.

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 (%)	Benchmark (%)	Standard deviation (%)	Not available for work (%)	Refused to take part in survey (%)
2010/11	105	85	82.5	85	75	92.8	86.9	2.88	0.0	2.4
2009/10	80	70	86.4	70	60	88.6	86.8	3.54	0.0	0.0
2008/09	90	75	84.4	70	60	84.3	86.6	3.76	6.6	1.3

Please note: during 2012/13 the School was audited by the HEFCE Data Assurance Team on the (DLHE) data Collection for 2010/11. The School received a clean bill of health with just one minor recommendation namely that the DLHE Collection process should be reported on to the School's governors on an annual basis.

4. Research & Knowledge Exchange Committee (RKEC)

The Board considered regular reports from the Research & Knowledge Exchange Committee on research activities, projects and strands and preparations for the School's submission under the Research Excellence Framework (REF) 2014. A revised sabbatical leave scheme was presented to the TLB in March. Under reserved business, termly reports were received on current research student registration and progress.

A separate RKEC annual report will be presented to the Board of Governors.

5. Academic Staff Committee

Termly reports were received from the Academic Staff committee on the committee's work. At the start of the year, the Committee approved the professional development framework for teaching staff (encompassing academic induction, academic progression, and professional recognition of teaching expertise) and later in the year, the process for the conferment of title to "Professor" was approved. An academic induction checklist was approved and a method of annual review for hourly paid teaching staff. Learning & development funding requests were considered throughout the year.

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

5.1 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 to address the recommendations of the auditors.

5.2 Validation matters

The TLB considered and approved documentation leading to a successful revalidation event held under City University's procedures for the **BMus and Guildhall Artist programmes**; the programme was revalidated for five years without any conditions, although there were some recommendations which are being considered by the programme team.

As part of the existing doctoral programme, arrangements for a **Doctoral Composer-in-Residence at the Royal Opera House** were considered by the Board in January. The scheme would be part of a larger educational collaboration with the Royal Opera House in new opera which was welcomed and was expected to gain a lot of external interest. Some practical issues were highlighted for resolution (to be included within the collaboration agreement).

Following the presentation of a proposal in principle in the first term, and full documentation in the second term (and the establishment of a TLB subgroup), a validation event for the new **MA in Opera Making & Writing** was held in June under City University's procedures. The new MA formed a further strand of collaboration with the Royal Opera House, and would offer Guildhall students formative learning experiences in the professional context of the Opera House. The validation event highlighted a few areas where the City team wanted further clarification and a second validation event is due on 18 November 2013.

A proposal in principle for a new **MA in Collaborative Production Practice** (working title) was approved and forwarded to City's Course Board, along with a variety of programme and module amendments. The validation event is expected during the 2013/14 academic year.

5.3 Miscellaneous activities

The **Student Charter** received its annual review. Amendments to the **Academic Regulatory Framework** were presented for discussion and approval, most of the amendments were minor clarifications, however new "fit to study and be assessed" provisions were incorporated stressing the responsibility of the student for his/her own health and wellbeing and clarifying that where a student is experiencing problems that are affecting his/her ability to prepare for an assessment or take advantage of the teaching on offer they must inform the School in advance of the assessment and be proactive in seeking support and/or other solutions. Annual reports were considered from teaching support departments (Library, IT and AV) and from the Junior Guildhall. For the first time an annual report was received from the Centre for Young Musicians.

5.4 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).

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

Applications, offers and enrolments for 2012 entry

Age

- In 2012, the BMus over-21 groups saw a rise in offers (15.8% of the 25-39 age group were made offers as opposed to 5.7% in 2011).
- Ditto PG Music (Performance) saw a rise in the percentage of applicants made an offer in the 21-24 and 25-39 age groups.

Disability

- For each programme there was a similar proportion of applications made by applicants with disabilities in 2011 and 2012. However, in all programmes except BA Technical Theatre, disabled applicants with offers were more likely to convert to enrolled status.
- BMus saw a significant increase in offers made to applicants who had declared a disability (10.5% in 2011 up to 40.7% in 2012). The postgraduate Music Performance courses also rose from 19.6% to 43.2%.
- For the third year running the MA in Acting made no offers to students who had declared a disability. Whilst applicant numbers are small which makes analysis difficult, further exploration of these applications by the department was advised.
- Guildhall School has a similar proportion of postgraduate music applicants and acceptances with disabilities compared with other CUKAS institutions. However, the Guildhall School has a higher proportion of undergraduate applicants and acceptances with disabilities compared with CUKAS institutions (33% compared to 16%).

Ethnicity

- BMus saw a decline in Black applications but an increase in Asian applications (1.8% up to 5.2%) and a % increase in offers in both categories. However, the conversion rate to enrolments was significantly lower than for white applicants with offers (20.0% and 29.4% respectively against a white applicant conversion of 54.9%).
- Conversion rates of Black Minority Ethnic (BME) applicants were generally consistent with conversion rates of white applicants cross all other programmes except in BA Acting and MA Music Therapy where numbers were particularly small.
- Guildhall School has a marginally higher BME music applicant population than CUKAS Institutions.

Gender

- There was a consistent proportion of male and female applications in all programmes from 2011 to 2012.
- PG Performance "Offers as a percentage of applications in category" ratio remains higher for Male applications.
- Despite females representing approximately 60% of MA Acting applications, only 3.3% of those applications were made offers (compared with 8.6% of male applications).
- There was a similar proportion of male and female music applicants and acceptances at Guildhall School compared with CUKAS institutions.

Undergraduate assessment outcomes in 2011/12

Ethnicity

- 89.7% of the graduating cohort received a higher classification (1st and 2.1 together), for Black Minority Ethnic (BME) students the rate was 92.3%, for White students it was 80.3%. However, the BME graduating student population was less than 20.

Gender

- Over all UG programmes the students gaining a higher classification (1st & 2.1 together) were split 53.7% female and 46.3% male.
- The gap between female and male achievement in favour of females seems to peak and trough in alternate years (a 7.4 gap in 2012 compared with 2.6 in 2011, 6.6 in 2010 and 3.9 in 2009).

Disability

- Students who disclosed a disability formed 15.3% of the total graduating cohort in 2012 (14.7% in 2011, 16.1% in 2010 8.7% in 2009 and 12.4% in 2008).
- Achievement of a higher classification across all UG programmes for students with a disability was 85.7%, compared with 89.7% for the whole cohort, and an improvement on last year's performance.

Age

- Over all undergraduate programmes, higher classifications (1st & 2.1s) made in 2012 were split 56.9% to the younger age group and 43.1% to the older age group (in 2011, 59.1% were to the younger age group and 40.9% to the older age group and in 2009 - 58.8% and 41.2%).

Postgraduate assessment outcomes in 2011/12**Ethnicity**

- 95.6% of the graduating cohort received a higher classification (Distinctions & Merits), for Black Minority Ethnic (BME) students the rate was 88.2%, for White students it was 96.9%. However, the BME graduating student population was just 17 and only 2 BME students did not receive a higher classification.

Gender

- 95.6% of the graduating cohort received a higher classification. On the Guildhall Artist Masters programme Part 1 (MMus) the percentage of females gaining a higher classification was 94.1% (86.8% in 2011, 93.3% in 2010). The percentage of males gaining either a higher classification was 97.1%.
- In Part 2 (MPerf, MComp, MLead) performance was reversed with 100% of females gaining a higher classification and males 92.8%.

Disability

- 100% of students with a disability gained a higher award which was higher than the cohort achievement of 95.6%.

Age

- 28.7% of students awarded (all programmes) were aged 21-24 and 66.9% of students awarded (all programmes) were aged 25-39 forming the larger group. There were two students in the 40+ age group comprised (1.7% of the total cohort).
- On the Guildhall Artist Masters programme Parts 1 & 2, from the total higher classifications made (Distinctions & Merits together) the percentage of students aged 21-24 achieving higher awards was 33% (44.7% in 2011, 29.6% in 2010 and 35.7% in 2009) and students aged 25-39 achieved 67% (55.3% in 2011, 69.4% in 2010 and 61.9% in 2009) continuing the trend of fluctuation in percentages of higher awards between the two age groups.

Activities for 2013/14 [in addition to annual cycle]

- Widening participation strategy
- New technical theatre programmes
- Revalidation of the BA & MA in Acting programmes

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