

Teaching & Learning Board

Tuesday 11 November 2013

Teaching & Learning Board annual report 2013/14 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. Five of the meetings were chaired by the Principal and the Vice-Principal chaired the May meeting. In preparation for the exercise of taught degree awarding powers (see below), an external peer Professor Alastair Pearce, Ex-President of Lasalle College of the Arts, Singapore, was appointed to the board for three years.

1. Academic strategy

The Board approved the new *Teaching & Learning Strategy, 2013-17* and action plan in June 2013 and the Teaching & Learning Board monitored progress throughout the year. A number of actions have been completed or are well underway with further work undertaken in the areas of assessment strategy and criteria, student employability, and Guildhall Young Artists activity. Some actions were linked to preparations for the exercise of **Taught Degree Awarding Powers (TDAP)**. During the year further evidence that the School met the criteria for degree awarding powers was supplied to the Quality Assurance Agency and the grant of powers was made by the Privy Council in April 2014.

2. Academic standards

2.1 Assessment process and boards

All External Examiners were satisfied with the assessment arrangements, some commenting further:

“All communication, documentation and administrative arrangements are carried out appropriately and with a high degree of professionalism” [MA Music Therapy, Freeman]

Summer 2014 saw the completion of a three year project to move assessment data into the student records database with module and award calculation undertaken within the secure database

rather than in less stable excel spreadsheets. The significance of this administrative development was recognised by one of the External Examiners:

“I particularly commend the registry staff for their work with SITS to produce clear and ‘user friendly’ board reports ... I recognise this has taken an awful lot of work but it allowed the exam boards to run very smoothly, with the profiles of marks presented in a way that was efficient, useful and relevant to this type of programme.” [BMus, Halfyard,]

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 based on data lock-downs on Tuesday 8 July 2014 (Music) and Thursday 24 July 2014 (Drama).

Again the profile of first-class awards across the programmes was an issue for discussion. When the BA and MA in Acting cohorts (who share teaching) are considered together, the percentage of students gaining the highest class moves nearer the percentage for the BMus and BA in Technical Theatre Arts but still remains some way off at 16%. However, all the External Examiners were satisfied with the assessment processes and that the academic standards were consistent with the rest of the sector.

	Percentage of those classified at July Board								
	First			Upper second			Lower second		
	2014	2013	2012	2014	2013	2012	2014	2013	2012
BMus*	28.4	38.4	39.2	59.1	51.2	54.4	11.4	10.5	6.3
BA TTA	32.3	30.0	25.0	61.3	50.0	66.7	6.5	20.0	8.3
BA Acting	5.6	29.4	9.5	94.4	64.7**	81.0**	0	5.9	9.5
	Distinction			Merit			Pass		
MA Acting	66.6			33.3			0		

* BMus 2014 cohort included one third class degree

** Excluded degree result from previous cohorts

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

Outcome of summer 2014 assessments to date (with 2013 & 2012 comparisons)

Undergraduate classifications (as at 29 October 2014)

Programme & year	No. of students in Final Year	Degree Class				Other assessment outcomes			
		1st	2.1	2.2	3rd	Ord	Resits	Defers	Misc.
July 2014									
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				
<i>Totals</i>	<i>156</i>	<i>37</i>	<i>97</i>	<i>13</i>	<i>1</i>	<i>1</i>		<i>5</i>	<i>2</i>
July 2013									
BMus	101	35	47	11	0	1		2	1 CertHE, 4 Int
BA TECH	31	9	16	6	0				
BA Acting	19	6	12	1	0				
<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	0	1		1	2 Int
BA SMTT	27	6	17	2	0				2 DipHE
BA Acting	23	1	19	2	0			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>

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

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

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

**continuing extenuating circumstances (medical) from 2012/13*

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

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

Total 2012 UG cohort - 140 students: % split	
1st	27.86
2.1	60
2.2	7.14
3	0
Ord	0.71

Postgraduate classifications as at 30 October 201

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

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	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		
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>

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

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

Total 2012 PG cohort - 172 students	
	% split
Distinction	33.72
Merit	30.23
Pass	2.90

2.3 External Examiners' reports for the 2013/14 cycle

Favourable comments from the External Examiners included (note not all reports have been received):

The assessment criteria "*seemed appropriate and great care seemed to be taken in the way these were applied*" [BA & MA Acting, Bicât]

"The quality of feedback was high and considerate to the individual student. The students are given adequate time with staff to discuss feedback The students feel the pastoral care offered by the teaching staff and the School is exceptional" [BA Technical Theatre Arts, Miller]

The suitability of the assessment method was good "*three varied judges, their obligation to commit to a provisional mark before discussion, then the discussion unburied and comprehensive. (The acoustic is also wonderful, which helps the performance considerably.)*" [Artist Diploma, Syrus]

“Clinical placements continue to provide challenging environments in which to work and where students continue to demonstrate successful engagement and development supported by competent clinical placement.” [MA Music Therapy, Freeman]

“Very welcome is the extensive report of the recital given to each student. In written work feedback is generally very good and at times outstanding.” [Guildhall Artist Masters, Hill]

“I felt that the teaching was extremely precise, informative and inspiring.” [MA Training Actors, Byrne]

Items for consideration/development during 2014/15 identified by the External Examiners were few but included:

- A suggestion for a formal mentoring scheme for final year students, and developing internal work placements with the performance venue team (Technical Theatre Arts)
- Amending the final assessment for repetiteurs to reflect professional practice (Artist Diploma)
- Ensuring at least one member of the programme team has an overview of the marking process to ensure consistency (Music Therapy)
- Including time between viva voce examinations to allow the panel members to confer to aid the production of the student’s report (Music Therapy).

3. The Student experience

3.1 Student Feedback

During the year, the Teaching & Learning Board considered students’ feedback on their learning experiences in a variety of formats, notably the **NSS and WSS 2013 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.



To remove duplication of work, proposed actions arising from the student feedback on academic matters were incorporated into the Annual Programme Evaluations (APE) rather than in separate reports. These actions, and responses from operational units to the feedback, formed the basis of the *You said/We did* poster campaign. APE actions were then followed up later in the academic year.

Actions included changing the emphasis of the Theatre Background module to Acting Research, staff production reviews introduced in Technical Theatre to provide enhanced moderation of marks, introduction of under-due library notices, and more chamber music opportunities.

3.2 Student surveys 2014

Participation in the National Student Survey 2014 remained steady at 80% of final year undergraduates, well above the sector average of 71% participation. Participation in the Whole School Survey 2014 increased from 45% to 52%.

NSS and Whole School Survey (WSS) outcomes for 2014

NSS 2014	WHOLE SCHOOL			MUSIC			ACTING			TECH. THEATRE		
	% agree			% agree			% agree			% agree		
<i>Question:</i>	2014	2013	2012	2014	2013	2012	2014	2013	2012	2014	2013	2012
The School's aim is to prepare talented young performers and theatre technicians for careers in their respective professions. I am confident that the School has provided me with the tools to take up my chosen profession.	95	86	95	93	81	91	100	100	100	95	89	100
Overall, I am satisfied with the quality of the course.	86	81	95	83	74	91	100	100	100	86	87	100

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

WSS	Agree % 2014 (2013)	Agree % 2014 (2013)	Agree % 2014 (2014)	Agree % 2014 (2013)	Overall average satisfied 2014 (2013)
BMus	① 54 respondents 90.7 (89.4)	② 43 respondents 83.7 (93.3)	③ 35 respondents 80.0 (83.0)	④ 42 respondents 92.9 (86.8)	84.5 (88)
	① 23 respondents 100 (100)	② 23 respondents 100 (100)	③ 9 respondents 100 (100)		
BA/MA Acting					100 (100)
TTA	① 28 respondents 100 (100)	② 16 respondents 68.8 (87.5)	③ 20 respondents 84 (90)		87.3 (92.7)
Guildhall Artist	GradCert 13 respondents 100 (92.3)	Part ① 63 respondents 95.2 (91.4)	Part ② 22 respondents 95.5 (100)		95.8 (92.2)
Artist Diploma	ALL 10 respondents 80 (100)				
Music Therapy	① 8 respondents 100 (100)	② 5 respondents ↓80 (80)			↓92.3 (92.3)
MPhil/DMus /PhD	ALL 11 respondents 91 (100)				

The School's student services were generally rated very highly, with the Library once again top of the league tables. There were some disappointing declines in satisfaction in some areas notably the student ezine, whose format has now been revamped for the 2014 session as part of the rebranding process, and the "information bite" sessions. The low satisfaction score for the latter does not reflect the level of actual student engagement with the "information bite" sessions in the Silk Street foyer and Minus 2, Milton Court. However, the free-text comments suggested that students did not recognise these foyer sessions as the "information bites".

		2014 Survey			2013 Survey			
		% Satisfied (excluding n/a)	NSS score	Target	% Satisfied (excluding n/a)	NSS score	Target	
IT	Quality of IT provision	69.5	85%	80	69.1	89%	80	
	IT support issues handled by staff	68.4		80	66.1		80	
Library	Quality of Library Services	92.7	88%	92	91.4	87%	92	
	Library enquiries handled by staff	92.7		92	90.3		92	
Registry	Opening hours and availability	84		87	83.4		87	
	Quality of advice and service	84.3		87	82		87	
Finance	Helpfulness and efficiency of staff	83.1		83	74.4		83	
	Clarity of information regarding fees & other payments	81.4		83	72		83	
Facilities	Courtesy and efficiency of front desk staff	81.3		90	82.8		90	
	Service provided by the Cafe Bar				84.5		87	
	Overall I was satisfied with the catering services provided by...	<i>Silk Street</i>	77.5					
		<i>Milton Court</i>	67.7					
		<i>Green Room</i>	84.3					
<i>Annexe</i>		53.1						
Student Affairs	Range of services	85.4	81%	90	81.1	81%	90	
	Content of student ezine	53.4		70	68		70	
	Relevance and usefulness of 'Information Bite' sessions	25.5		50	46.8		50	
Audio Visual	Quality of AV provision	60.6		75	65.2		75	
	AV support issues handled by staff	52.6		75	57.3		75	

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

(a) Admission appeals

Total School cases 2013/14	2
Total School cases 2012/13	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

	2013/14	Notes	2012/13	2011/12 assessment cycle
Music	2 cases	Plagiarism – one in Year 2 tutorial, and one in year 3 tutorial – students required to resubmit work.	3 cases – 1 not proven (poor referencing)	3 plus one appeal from previous cycle
Drama	2 cases	Plagiarism – two cases both in Year 1 (Contextual Theatre Studies), plagiarised items not marked	No cases	No cases

(c) Academic appeals arising from 2013/14 assessment cycle (as at 30/10/2014) with yearly comparisons

Programmes with Appeals	2010/11	Upheld	2011/12	Upheld	2012/13	Upheld	2013/14	Upheld
BMus								
Against Class/Award								
Against Fail Withdraw	1	0	3	1			1	0
Against module mark	5	1	1	0				
Against resit/resit mark					1	0		
Against final recital report			1	0				
BA Acting								
Against Fail Withdraw	1	0						
BA in Technical Theatre Arts								
Against Class/Award			1	0				
Against module mark			2	0				
Guildhall Artist Masters								
Against Fail Withdraw			1	0				
Against non-progression					1	0		
MA in Acting								
Against Fail Withdraw					1	0		
TOTAL	7	1	9	1	3	0	1	0

NB: Guildhall Artist Masters programme: the deadline for postgraduate appeals is 07/11/2014 and there are also students still due to complete who could potentially appeal against a resit or deferred result.

The School has had few academic appeals in recent years, which is an indicator of sound processes. For the 2014/15 assessment cycle, academic appeals will be considered under new School regulations.

(d) Disciplinary cases

	Case type	No of students involved	Level of procedure	Outcome
Music	Suspected possession of cannabis	1	Disciplinary Committee Hearing	Final written warning
	Abuse of email system	2	Informal	Verbal warning
	*Sundial Court: covering smoke alarm	1	Fixed penalty	Immediate notice to vacate
	*Sundial Court: guests smoking	1	Sundial Ct hearing	Final written warning
	*Sundial Court: smoking	1	Sundial Ct hearing	Final written warning
	<i>Total cases 2013/14</i>	<i>5</i>		
	<i>Total cases 2012/13</i>	<i>3</i>		
<i>Total cases 2011/12</i>	<i>8</i>			
Drama	Glass throwing	1	Informal	Insufficient evidence to proceed
	Failure to follow School policy	1	Informal	Written warning
	<i>Total cases 2013/14</i>	<i>2</i>		
	<i>Total cases 2012/13</i>	<i>2</i>		
	<i>Total cases 2011/12</i>	<i>1</i>		
TOTAL CASES FOR SCHOOL 2013/14		7		
	<i>2012/13</i>	<i>5</i>		
	<i>2011/12</i>	<i>9</i>		

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

(e) Academic progress review cases

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 2013/14 there was only one case referred to a Progress Review Committee (4 in 2012/13, one in 2011/12, and four in 2010/11).

Department	Issue	Outcome of Progress Review Committee meeting
Drama	None	None
Music	Participation with regards to meeting the terms of a special scheme of study	Requirement to follow non-PS study elements until end of summer term. Requirement to interrupt studies and return in January 2015 at the earliest and undertake a term of study to complete Year 3 assessments.

(f) Student complaints (formal)

Area of activity of complaint	Nature of complaint	Level of procedure & outcome	
Junior Guildhall*	Student unfairly denied access to place on String training Programme on the grounds of disability	<i>Stage 2 – not upheld</i>	
	<i>Total cases 2013/14</i>	<i>1</i>	
	<i>Total cases 2012/13</i>	<i>1</i>	
Music	<i>Total cases 2013/14, 2012/13 and 2011/2</i>	<i>0</i>	
Drama	<i>Total cases 2013/14</i>	<i>0</i>	
	<i>Total cases 2012/13</i>	<i>1</i>	
	<i>2011/12</i>	<i>3</i>	
School services (and misc)	<i>Total cases 2013/14</i>	<i>0</i>	
	<i>2012/13</i>	<i>2</i>	
	<i>2011/12</i>	<i>1</i>	
TOTAL CASES FOR SCHOOL 2013/14		<i>1</i>	
		<i>2012/13</i>	<i>4</i>
		<i>2011/12</i>	<i>4</i>

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

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, see http://www.gsmd.ac.uk/about_the_school/about_us/employability_statement/

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. 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 (%)	Other activity 2011/Not available for work 2008-2010 (%)	Refused to take part in survey (%)
2011/12	95	75	76.0	65	60	88.1	86.4	3.61	6.8	1.4
2010/11	105	85	82.5	85	75	92.8	86.9	2.88	0.0	2.4
2009/10	80	70	<i>86.4</i>	70	60	88.6	86.8	<i>3.54</i>	<i>0.0</i>	<i>0.0</i>
2008/09	90	75	<i>84.4</i>	70	60	84.3	86.6	<i>3.76</i>	<i>6.6</i>	<i>1.3</i>

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. 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 including developments in respect of the professional development framework. New Higher Education Fellows were noted and congratulated; there are currently 32 HEA Fellows, Senior Fellows and Principal Fellows in the School.

6. Quality assurance & enhancement activities (in addition to student feedback considerations)*6.1 Validation matters*

Under City validation arrangements part two of the validation of the **MA in Opera Making & Writing** was held in November and the programme was successfully validated subject to a couple of conditions which have now been met.

As taught degree awarding powers were approved in April, the revalidation event for the **BA & MA in Acting** programmes was undertaken entirely under School processes, introducing for the first time a student reviewer on to the revalidation panel. A validation event was also held for the new **MA in Collaborative Theatre Production & Design** programme and conditions ended

to be met before students enrol in 2015. Reports from both events were considered and approved by the Teaching & Learning Board. However, the (re)validation process highlighted some issues with implementing the previously approved cross-School admissions criteria and the need for some stronger guidelines on implementation expectations at the discipline level.

New programme proposals were considered for a **BA in Performance & Creative Enterprise** and a **BA in Video Design for Live Performance** with validation events to take place in 2014/15.

During the year, the TLB considered proposals to extend the **MPhil/PhD** into Drama and Music Therapy. Both proposals were approved by City University who will continue to validate the School's doctoral programme.

Programme and module amendments were approved for the BMus, Guildhall Artist Masters, the MA in Music Therapy and the Artist Diploma programmes.

6.2 Miscellaneous activities

The **Student Charter** received its annual review. Amendments to the **Academic Regulatory Framework** were presented for discussion and approval including revisions to the Research Degree regulations to accommodate members of staff registered on the MPhil/PhD/DMus programme, and new School-based academic appeal regulations. Amendments were considered to the Admissions Policy and a new Non-stand entry policy was also approved.

The TLB (and the Operations Board) also considered whether the School should proceed with the **Higher Education Achievement Report** (an enhanced transcript). As there was no strong demand for it from the student body, and it would divert resources away from projects that were of interest to applicants and students, it was determined that the School would not proceed but would keep the issue under review.

6.3 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 sets were analysed in respect of ethnicity, gender, disability and age. The summary is reproduced here as part of the School's responsibility to publish the results of its monitoring (more detail is available on request).

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

6.3.1 Applications, offers and enrolments for 2013 entry

Baseline data	Offers (% of applications)	Enrolled (% of offers)
BMus	28.7	62.4
BA Acting	0.7	93.3
BA Technical Theatre	39.5	74.5
MA Training Actors	28.6	100.0
PG Music Therapy	36.4	91.7
PG Performance	29.9	73.0
PG Leadership	47.4	100.0
PG Composition	21.1	60.0
MA Acting	5.7	92.3

Age

- Whilst in 2012 the BMus over-21 group saw a rise in offers, in 2013 there was a decline in offers. Similarly, PG Music (Performance) 2012 saw a rise in the percentage of applicants made an offer in the 21-24 and 25-39 age groups and 2013 saw a decline. The offer rates fluctuate on a yearly basis and therefore no conclusions can be drawn.

Disability

Disability of some students only becomes known and recorded after they have commenced the programme (noticeable in 3rd years) or after an offer has been made. Therefore, Offer and Enrolled percentages are expected to be higher than Applications percentage.

- In last year's report it was noted that for three years running the MA in Acting programme had made no offers to students who had declared a disability. For 2013 entry, the programme received the same proportion of applications and made an offer to an applicant with a disability (a percentage of 7.7% of total offers for that programme). This proportion of offers made to applicants with a disability is what might be expected each year, based on the total offer-to-application rate for the MA in Acting.
- Whilst most programmes saw a similar proportion of applications made by applicants with disabilities in 2012 and 2013, for the BA in Technical Theatre this increased by nearly 5%. For this programme, the conversion rate (from offered to enrolled) of applicants with disabilities also rose from 20% to 31.6%.
- BMus saw a slight decrease in actual offers made to applicants who had declared a disability, but the 2013 percentage (38.3%) was higher than in all recorded years prior to 2012. The postgraduate Music Performance courses also declined 34.5% from 43.2% but are up from 2011.

Ethnicity

- Conversion rates of Black Minority Ethnic (BME) applicants were generally consistent with the conversion rates of white applicants across all programmes.
- BMus saw a slight increase in the percentage of Black applications (1.1% to 1.5%) but made no offers to those applicants. Whilst the offer rate for this category does fluctuate each year, 0% is the lowest offer rate since 2008. Applications from Asian applicants declined from 2012 (5.2% to 2.9%), as did offers (7.6% down to 3.2%). However, offers to applicants from a Mixed Ethnic

background doubled (3.1% to 6.3%) despite having a smaller proportion of applications than in 2012.

- For BA in Technical Theatre Arts, after a dip in 2012, the programme had a similar proportion of applications from applicants from a Mixed Ethnic background as in 2010 and 2011, which led to an increase of 2.6% of total enrolled from 2012.
- PG Performance – White applicants had a better offer to enrolled conversion rate (72.2% up from 58.3%) despite having fewer offers in that category (39.6% compared to 30%). There was a 2% increase in Asian applications to the PG Performance courses, with the percentage of Asian students within the total enrolled population rising from 3.2% in 2012 to 7.4% in 2013.

Gender

- As in 2012, despite females representing over 50% of MA Acting applications, only 3.9% of those applications were made offers (compared with 7.8% of male applications).
- Another trend arising was in PG Performance: “Offers as a percentage of applications in category” ratio remained higher for Male applications.
- Consistently, the vast majority of applications for PG Leadership are female (84.2%) and for PG Composition are male (78.9%). The offer rates for PG Leadership reflect this, but there is not such a clear trend in the offer rates for PG Composition. Bearing in mind that actual PG Leadership numbers are low, 50% of female applicants are made offers compared with 33% of male applicants. These rates tend to remain quite consistent, whilst PG Composition fluctuates each year.

6.3.2 Undergraduate assessment outcomes in 2012/13

Final degree results were spread evenly across most strands and whilst there were no particularly strong indicators that ethnicity, gender or disability were contributory factors in the assessment process it would appear on the surface that age might be a factor in the BA Acting and BA Technical Theatre programmes. However, numbers are so small in the older age group it is difficult to draw any meaningful conclusions from the data.

The overall undergraduate cohort achievement of a higher classification (ie first or upper second) in 2013 was 83.3%.

Ethnicity

- The percentage of White students gaining a higher classification was 82.3% (80.3% in 2012, 86.2% in 2011).
- The total number of Black and Minority Ethnic students was 20 (out of 150): the percentage of Black and Minority Ethnic students gaining a higher classification was 90% (92.3% in 2012, 69.3% in 2011).

Gender

- Over all UG programmes the achievement of students gaining a higher classification was split fairly evenly, 50.4% female and 49.6% male.
- However, in the BMus programme higher classifications for 2012/13 were in favour of males and in the BA Acting and BA TTA programmes in favour of females.

Disability

- Students who disclosed a disability formed 26% of the total graduating cohort in 2013.
- Achievement of a higher classification across all UG programmes for students with a disability was 82.1% in 2013, close to the overall cohort higher achievement rate of 83.3% .

Age

- For all Undergraduate students awarded in 2013: 55.3% were aged 22 & below and 44.7% were aged 23 & above. The split was 54% and 45.9% in 2012.
- In the two BMus age groups 89.6% of the younger group achieved higher classifications compared with 75% of the older group; looking at previous years' figures this would appear to be a continuing trend – 93.2% & 84.8% respectively in 2012, 91.5% & 77.5% in 2011.
- The percentage of BA Acting higher classifications achieved within each age group was 100% for the younger group (compared with 100% in 2012 and 77.8% in 2011) and 85.7% for the older group (compared with 85.7% in 2012 and 66.7% in 2011). It should be noted that the number of students is very small in the older age group.
- For the BA in TTA 82.6% of the younger age group achieved a higher classification (compared with 95.5% in 2012 and 94.7% in 2011) and 75% in the older group (compared with 66.7% in 2012 and 100% in 2011) showing fluctuations year on year.

6.3.3 Postgraduate assessment outcomes in 2012/13

The first graduating cohort of the Artist Diploma programme (6 students) was included in the analyses with a 100% achievement rate at Distinction level.

The overall postgraduate cohort achievement of a higher classification (distinction or merit) in 2013 was 92.6%.

Ethnicity

- The percentage of white students gaining a higher classification was 92% (96.9% in 2012 and 92.2% in 2011). The percentage of Black and Minority Ethnic students gaining a higher classification was 95.2% (88.2% in 2012 and 92.3% in 2011).

Gender

- On the Guildhall Artist Masters programme Part 1 (MMus) the percentage of females gaining a higher classification was 89.3% (94.1% in 2012 and 86.8% in 2011). The percentage of males gaining either a Distinction or Merit was 87.1% (97.1% in 2012 and 89.4% in 2011).
- In Part 2 (MPerf, MComp, MLead) all students awarded gained a higher classification. In the Distinction category females had the higher achievement rate at 64.7%, compared with 35.3% for males.

Disability

- Students who disclosed a disability formed 5.6% of the total graduating cohort in 2013 (6.1% in 2012, 10.3% in 2011, 9.5% in 2010 and 5.6% in 2009).
- 83.3% of students with a disability gained a higher award which was lower than the overall postgraduate cohort achievement of 92.6%; this compares with 100% of students in 2012

(when the overall cohort achievement was 95.6%) and 92.3% of students in 2011 (with a 91% overall cohort achievement) so there is no obvious trend and numbers are small.

Age

- 35.2% of students awarded (all PG programmes) were aged 21-24 and 61.1% of students awarded (all PG programmes) were aged 25-39.
- Over all programmes, 92.1% of students within the 21-24 age group achieved a higher classification and 92.4% of students within the 25-39 age group achieved a higher classification.
- On the Guildhall Artist Masters programme Parts 1 and 2, the percentage of students aged 21-24 achieving higher classifications was 41% (33% in 2012 and 44.7% in 2011) and for students aged 25-39 it was 56.4% (67% in 2012 and 55.3% in 2011).

7. Activities for 2014/15 [in addition to annual cycle]

- Widening participation strategy (brought forward from 2013/14)
- Revalidation of the BA in Technical Theatre Arts and MA in Training Actors programme
- Developments to the cross-School assessment criteria

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2 November 2014