

Annual Monitoring Report 2018-19

Title of Programme	HNC in Performing Arts (General Pathway) HND in Performing Arts (Musical Theatre Pathway)		
Programme Leader	Eddie Burton (Current) Lee Griffin (2018/2019)		
Programme Tutors	Kelly-Ann Gordon, Eddie Burton, Megan Kelly, Louise Durrant, Jessica Glendinning, Jo Morgan.		
Student Representative	Caitlin Bethell, Callum Andrew		
Date	16th October 2019		
Has this been approved by:	Signature	Date	
Student Representative	YES/NOW		
Head of Department	YES / NO		
Head of HE	YES / NO		
AQSC	YES / NO		

Recruitment

Internal Recruitment

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Internal recruitment has improved. The HE course design is a clear progression route for level 3 learners.	In 2019, 6 out of 8 recruits came directly from ESPA's level 3 programmes.	<p>Careers and Training evening for Level 3 Feeder groups include a section around the HE programmes on offer.</p> <p>Relaunch of the HNC Year, as a foundation training year, promoting the fact that level 3 students could extend to do an additional year of training before auditioning for drama/dance schools.</p>	KG/ EB	Ongoing		

External Recruitment

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Improved promotion of the HE Course at ESPA	2 external candidates on HNC compared to 1 last year.	<p>Relaunch of the HNC Year, as a foundation training year, promoting the fact that it provides the opportunity to train vocationally for an additional year before re-applying for drama schools.</p> <p>Continued attendance at careers events and option evenings with schools and colleges.</p> <p>Relaunch of the website and new prospectus.</p>	KG/ EB	DEC 2019		
Development of links with local sixth forms and colleges to promote the HE Courses	Lack of attendance at careers events aimed at level 3 learners.	<p>Networking with schools and colleges to promote the HNC/HND.</p> <p>Invitations to performances & experience days.</p> <p>Further publicity and use of social media/ marketing to promote the course and the industry professionals delivering the programme.</p>	KG	Ongoing		

Performance

Continuation rates

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Student continuation is exemplary, all students continue on chosen pathway and complete programme.	100% Continuation rates across both programmes	High expectations are set from the offset, ensuring all students know what is expected of them. Moving forwards a continuous approach to 1-2-1 tutorials, allowing students to voice concerns and work towards fixing any problems.	EB	Ongoing		
Enrichment opportunities and industry experienced teachers ensure students feel they are getting value for money and high quality training.	Continuation rates and student feedback.	Continued offer of enrichment opportunities - with added programmes this year. High quality and experienced delivery staff to ensure students are inspired. A redesign of the HND enabling students to select classes based on areas they wish to develop and focus on - ensuring students are engaged and connected with all elements of their course.	KG/EB	DEC 2019		

Attendance

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Students are engaged in their programme and high expectations set by the team are met.	17/18 HNC 97% HND 95% Overall: 97% Increase of 2% on previous year	Continued monitoring of attendance - 1-2-1 tutorials utilised to address low attendance. High expectations to be set by the team, ensuring students know what is expected. Core programme comes first, students know that they lose out on enrichment activities should they not attend class.	EB/KG	Ongoing		

Student Outcomes

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Students develop strong vocational skills throughout the programme	Destinations of leavers	Continued access to industry practitioners - course leaders and tutors all come from a variety of backgrounds ensuring students develop versatility.	KG	Ongoing		
Outstanding Achievement rate	100% of HNC & HND students achieving in 2018/2019	Robust audition/interview process ensuring that students are suitable for the course and are able to achieve on their chosen pathway. Curriculum design ensure that students can track their progress and can receive both formative and summative feedback to enable improvements to be made on future assignments.	EB/KG	Ongoing		
High Grades across all programmes	100% of HNC students achieving Merit or Distinction 85% of HND students achieving Merit or Distinction grades.	Stretch and Challenge of students in all areas of their studies. Giving opportunity for students to reach higher grades where possible and realistic. Target setting throughout the programme to enable students to push themselves.	EB/KG	Ongoing		

Access and Participation

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating

Destinations Further Study

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
High Percentage of HND students go on to study for their BA Hons top up	Destination data - out of 7 students, 5 have gone on to top up courses at various establishments.	Students are provided with IAG throughout the course, ensuring they know the options available to them upon completion of the HND. Exploration of the ESPA delivering a level 6 BA Hons course - enabling those who wish to stay on to complete the option to do so.	EB/KG	DEC 2019		
Development of vocational skills enables students to go on to train further at prestigious establishments.	HNC leavers went on to train at Bird College, Arden School of Theatre. 1 HND leaver went straight into 3rd year at London College of Music.	Continued high quality training by industry relevant tutors. Guest workshops offered throughout the year. Enrichment opportunities on offer for those who wish to extend their hours and develop training further.	KG	Ongoing		
Guest workshops throughout the year introduce students to various areas of the industry and potential future training routes.	17/18 - Arts Educational Schools, Royal Central School of Speech and Drama along with a variety of professional performers.	Continued networking and booking of workshops to enable students to explore a variety of areas within the industry.	KG/EB	DEC 2019		
Assessments are designed with vocational context at the core but that enable learning to develop academic and theoretical skills.	17/18 - All assessments included research and evaluative tasks.	Standardisation of assignment briefs will ensure all assessments challenge students academically as well as practically.	EB	DEC 2019		

Employment

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Guest workshops throughout the year introduce students to various areas of the industry	17/18 - Arts Educational Schools, Royal Central School of Speech and Drama along with a variety of professional performers.	Continued networking and booking of workshops to enable students to explore a variety of areas within the industry.	KG/EB	DEC 2019		
Assessments are designed with vocational context at the core - ensuring students understand the relevance within the industry	EE Report/ Student feedback	Recruitment to remain focused around high quality industry experience practitioners. Ensuring assignments are relevant to the industry and on skills required to be developed.	KG	Ongoing		

External Examiner reports

Areas of good practice

Comment	How will this to taken forward / shared?	Responsibility	Timescale	Progress	RAG Rating
The programme is very well managed. Students are provided with assignments that use a range of different evidence methods	Assessment methods to be explored with each assignment ensuring that methods are suited to cohort and enable learners to develop a variety of skills.	KG/EB	DEC 2019		
Activities are framed within relevant vocational contexts and opportunities to perform in professional spaces are provided.	Further vocational opportunities to be developed - EB has added in several HE only performances throughout the next academic year, in a variety of venues, genres and styles.	KG/EB	DEC 2019		
Assessment feedback is very detailed and developmental, justifying the assessment decision and providing encouragement and key areas for development in future units	Standardisation of feedback to be assessed through the IV process ensuring feedback continues to be thorough and is consistent across the programme. Formative assessments added into schedule to allow more feedback throughout the course and before summative assessments are due.	KG/EB	DEC 2019		

Students spoke enthusiastically about the programme. Staff were described as extremely supportive. One student commented that support given with progression activities such as UCAS personal statements was excellent.	1-2-1 sessions with tutor to continue, allowing students to discuss own goals and support requirements from staff. Open door policy allows for students to ask for help, to feel comfortable asking for extra support.	KG/EB	Ongoing		
Facilities are very good and students appreciate the provision of a dedicated HE common room. Opportunities to perform at professional venues were also highlighted by students as one of the most positive features of the programme.	Development of space further, seeking funding to develop downstairs studio to allow for a more effective in house space enabling more performance opportunities to be offered.	KG	Ongoing		

Development Opportunities

Comment	How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
The centre should ensure that staff at partner centres are given access to registration data ideally by giving them read only access to edexcel online.	Direct communication with the exams department to ensure all registrations are correct at the start of the year.	KG	DEC 2019		

Student Voice

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Students coming from Level 3 Dance to HE, would like to be able to opt in and out of certain classes. Course feels very Musical Theatre heavy.	Student feedback, survey.	Timetable and course structure has been redesigned, assessed units are split into 8 classes, the remaining 5 hours are then classes where students can choose between 2 different classes. This will enable students to devise a programme that suits them and their training needs. Continued discussion with students to develop this further, class options to be selected based on cohort.	KG	Dec 2019		
Own performances as HE students	Student feedback	An additional 2 performances just for the HE courses to be implemented this coming year. Including an house showcase and an external site specific piece.	EB	Feb 2020		

Staff Voice

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Guidance and training required for new RQF specification.	Staff meetings	Staff development days to be utilised for standardisation and exploration of new specification - Pearson training events to be booked for coordinating staff.	KG			
Coordination of programme to be delivered with the same intention of the Level 3 programmes - vocational/ industry experienced but suitably qualified.	Previous years have seen more academically experienced coordinators in post, practical work has been lacking in energy and focused more on theory.	Recruitment for the role has seen us put EB into post - industry experienced but an academic, offering HE students the opportunity to develop in all areas and with a balanced view point leading the programme.	KG			

Assessment

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Varied assessment methods are used enabling students to develop new skills.	EE Report, student feedback	Continued development of assessment methods to be used. Students to be given the opportunity to develop both practical and academic skills.	EB	Dec 2019		
Good use of electronic submissions, enabling students to be creative with theoretical work.	EE Report, student feedback	Adobe Spark/video logs and other creative electronic tools to be implemented throughout assignments, giving students more creativity with theory work, suiting the nature of the vocational programme.	EB/ Tutors	Dec 2019		
Assessment feedback is detailed and developmental, justifying assessment decisions and providing encouragement in key areas for future assessment.	EE Report	IV process to be followed, standardisation of feedback to continue to be robust, ensuring all students are receiving relevant and developmental feedback. Examples of good feedback to be included in the staff drive to ensure layout and presentation is consistent across the programme.	KG	Ongoing		

Curriculum planning for the 2nd Year of RQF has been based on student voice, and suitability of units for the cohort.	Student Feedback	Student surveys and 1-2-1's to be continued to allow for feedback on assessment methods used and units selected. Feedback on assignment feedback sheets to allow for students to comment on individual assessments.	KG/EB	Ongoing		
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Graduate Attributes

Areas of good practice or Areas for development	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Build confidence and resilience enabling students to take the lead and make a difference	Students experience the difficult parts of the industry in a training setting - auditions, rejection, long hours, criticism - enabling them to build resilience and confidence in a safe environment. Further development of work related learning to be explored to enable learners to explore different avenues and build confidence in a variety of areas.	EB			
Develop hands-on experience of the working environment	Curriculum planning to include real working world tasks - putting on performances in working venues, with professional teams.	EB/KG			
To be confident when communicating and interacting with others.	Students are consistently presenting to peers, involved in discussions with staff and practitioners. Continued opportunities presented to students for them to develop these skills.	EB/KG			
To be able behave ethically and professionally.	High expectations set by staff, students given opportunities to present themselves to industry professionals and practitioners currently working in the field.				

Staff development / research

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Staff are encouraged to continue to study and develop their own teaching outside of ESPA	EB studying for PhD.	Enabling lecturers/tutors to complete further study through taking time away from teaching where necessary. LD would like to look at further teaching qualifications to develop her knowledge further	KG			

Staff are industry practitioners - completing CPD outside of ESPA to keep them up to date with the industry	CPD Records	Workshops and seminars that are on offer are general sought by teachers themselves, anything that ESPA are made aware of to be passed on to staff. Staff are able to take time off where necessary for events which will benefit their teaching.	KG			
Staff are encouraged to access CPD opportunities offered by NCS and ESPA	Staff Meetings	Staff to attend the teaching and learning day at NCS. Staff utilise the staff development days at ESPA to develop both individual teaching strategies and team planning.	KG			

Resources

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Utilising of Adobe Spark - students feel more engaged in theoretical work.	EE Report, Student Voice	Tutors to implement use of online resources such as adobe spark throughout assessment - giving students more creativity with their written work.	EB			
E-library explored by staff, further development with student use	Staff meetings	Students to be shown how to access the e-library and utilise the resources on offer.	EB/KG			
In house resources growing to reflect requirements for each unit	Student voice, staff meetings	Reading list for each assessment to be passed over to KG, a copy of each book to be purchased in-house to enable students to access on site.	EB/KG			

Consumer Protection Law

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
Pre contract information provided by New College Stamford upon offer of a place.		Continued communication with New College Stamford regarding required paperwork to be sent out upon offers	KG/NCS	Ongoing		
Complaints procedure included on website	Website/Google Shared drive. Audit	Website to be kept up to date and all relevant files able to be sourced by student on both the student zone and google drive.	KG	Ongoing		

Prospective students can view all fees and costs on the website before 'purchase'	Website/Google shared drive, Audit	Website to be kept up to date - any changes in fees to be communicated to ESPA by New College Stamford	KG/NCS	Ongoing		
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Complaints

Complaint	How will this to taken forward / shared?	Responsibility	Timescale	Progress	RAG Rating
N/A					

Review of Programme Specification

Areas of good practice or Areas for development	Evidence	How will this to taken forward / shared? or How will this be improved?	Responsibility	Timescale	Progress	RAG Rating
HNC - marketed as a 1 year course to enable those wanting to train further before applying for drama school to do so.	Website, EE visit	All HNC students are to be enrolled on the 1 year (general pathway), opening up to both Level 3 Musical Theatre and Dance feeder groups.	NCS/KG	DEC 2019		
HNC units to be equally split between the 3 different disciplines	Student voice	Previous course leaders have been either more dance or more acting based, leading the selection of units to be heavier in those areas. An equal split between singing, dancing and acting will allow for those from all areas to achieve on the programme.	KG/EB	DEC 2019		
RQF HND programme to be written		First year on RQF for HND programme, previously following QCF. Staff to work closely together and with students to ensure the course is suitable for both the cohort and the specialisms of ESPA teachers.	KG/EB	DEC 2019		
The HE Programmes are designed as vocational courses - the split between theoretical and practical to be explored further.	Student voice, staff voice, staff meetings, EE visit	RQF specification is much more specific in what needs to be evidenced than the QCF specification. Assignment briefs to be written with the reminder that this is a vocational course, theoretical work should be there to aid the practical and develop skills. Adjustments to be made to briefs where theoretical work is not necessary.	EB/KG	DEC 2019		

Curriculum Planning

Unit Title	Areas of good practice or Areas for development	Evidence	Changes to unit delivery in 2019/20?
16: Vocal Repertoire	EE Visit - discussion around some of the theoretical submissions and adapting the submission format to a viva or verbal introduction.	EE Visit	MK has adapted the brief to ensure that the theoretical submissions are more concise, and enabling learners to present some of the work verbally in their performances.
Across all units	Redesign of unit structure, ensuring equal split throughout the disciplines.	Student voice, Staff voice, Meeting minutes	Units now more concise and equal to allow students from all feeder groups the same opportunity to achieve.
All units	Design of the RQF HND programme	Student voice, Staff voice, Meeting minutes	Units selected based on student voice and staff specialisms