

**Rose Bruford College
Degree Outcomes Statement, 2020**

Institutional degree classification profile

Degree classifications awarded within the College, 2014-2019*

Year	2014-15		2015-16		2016-17		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
First class	35	18%	40	20%	55	29%	53	30%	56	32%
2.1	120	58%	115	61%	100	53%	84	47%	100	57%
2.2	50	24%	27	15%	31	16%	28	16%	15	9%
Third	0	0%	8	4%	4	2%	7	4%	3	2%
Unclassified	0	0%	0	0%	0	0%	5	3%	0	0%
Totals	205	100%	195	100%	190	100%	177	100%	174	100%

Percentage of first-class and upper-second class degrees*

Year	2014-15		2015-16		2016-17		2017-18		2018-19	
	N	%	N	%	N	%	N	%	N	%
First-class and 2.1 degrees awarded	155	76%	155	81%	155	82%	137	77%	156	89%

*Between 2014-15 and 2016-17 all students graduated with a degree awarded by The University of Manchester. From 2017-18 the College obtained its own degree awarding powers. During 2017-18 and 2018-19 graduating students were able to opt whether to receive an award from The University of Manchester or Rose Bruford College. From 2019-20 all full-time students will graduate with a degree from Rose Bruford College.

Assessment and marking practices

In its validation processes of undergraduate provision, the College makes reference to QAA subject benchmark statements – most notably those relating to Art and Design; Dance, Drama and Performance; and Communication, Media, Film and Cultural Studies. The Framework for Higher Education Qualifications is also employed in the validation process. External examiners are assigned to the College's undergraduate provision and reports are required by externals for each of the College's undergraduate programmes. External examiners are required to address the following question within their reports: 'In terms of learning, teaching and the curriculum, does the provision meet the requirements of the relevant external framework (e.g. subject benchmark statements and the FHEQ)?'

Academic governance

The College has sole responsibility for managing academic standards and the quality and enhancement of its teaching and learning. The College validates all of its taught undergraduate programmes. Final authority for overseeing academic standards and conferring academic awards rests with the College's Academic Board.

Rose Bruford College has devised structures and processes that are designed to:

- ensure alignment with the principles and precepts of the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications (FHEQ) and the relevant subject benchmark statements that relate to the College's portfolio;
- facilitate the involvement of academic staff at all levels in the management and maintenance of academic standards.

The College operates the following quality assurance and enhancement processes:

- programme approval and modification;
- periodic review; annual review of programmes;
- external examiner nomination and reporting;
- programme committees;
- student surveys including the National Student Survey;
- examination board arrangements, including chairing.

Within the College's programme approval processes, in addition to the involvement of external academics, relevant industry practitioners are also centrally involved, which reflects the nature of the College's mission. The College's annual monitoring processes have been devised internally and reflect the needs of the College, informed by the relevant sections of the Quality Code. School-based annual monitoring reports, together with those for the College's taught postgraduate programmes, are presented to the College's Academic Board for its consideration via the sub-committee, Learning, Quality and Standards.

The Academic Board, chaired by the Principal, is the senior academic body of the institution and is responsible for reviewing, setting and monitoring academic standards and quality at the College. It ensures that the College's programmes of study meet the required academic standards, receiving formal reports on the core quality assurance processes that include validations, periodic reviews, annual monitoring and the reports of external examiners. Authority is delegated from the Board to a number of its sub-committees, including Learning, Quality and Standards Committee, Academic Development Committee and School Boards.

The College's quality assurance systems are well embedded and can be evidenced through its Handbook of Academic Policies and Procedures, that is available to all staff and students through the College's Document Resource Information System (DoRIS), the Committee Handbook and agendas and minutes of the College's committee meetings.

Learning, Quality and Standards Committee operates on behalf of Academic Board to develop and oversee the implementation of strategies and procedures to secure academic standards and enhance the quality of students' learning opportunities.

Classification algorithms

Until 2016-17 The University of Manchester's degree regulations applied at undergraduate level since all Rose Bruford College's students' undergraduate degrees were validated by the University. This continued to be the case for continuing students who chose to remain on the University's validated degree programmes. Following the granting of Degree Awarding Powers, those students who opted to switch to Rose Bruford College degrees were able to do so and the first Rose Bruford College awards were made in the case of students graduating in 2017-18. The College adopted a transitional set of academic regulations, which mirrored the academic regulations in place at The University of Manchester in 2016-17. These transitional regulations were applied to students who were enrolled originally on degree programmes validated by The University of Manchester. For students who registered on programmes at the College for the first time in 2017-18, the institution's new academic regulations applied. These will be used for the first time in the calculation of degree outcomes in summer 2020.

With the exception of four degree programmes, the following algorithm is applied to **all undergraduate degree programmes** within the College:

Level	Semester	Module	Percentage weighting
5	1 and 2	The average of the module mark totals at Level 5, appropriately weighted taking into account the total number of credits associated with each of the modules	20%
6	1 and 2	The average of the module mark totals at Level 6, appropriately weighted taking into account the total number of credits associated with each of the modules	80%

The four exceptions are as follows:

BA (Hons) American Theatre Arts:

Level	Semester	Module	Percentage weighting
5	1	The mean average of reflective journals in AT501 and AT502	10%
5	2	The mean average of the module mark totals at Level 5 semester 2, appropriately weighted taking into account the total number of credits associated with each of the modules	10%
6	1 and 2	The average of the module mark totals at Level 6, appropriately weighted taking into account the total number of credits associated with each of the modules	80%

BA (Hons) European Theatre Arts:

Level	Semester	Module	Percentage weighting
5	1	The mean average of the module mark totals for ET501 and ET502	20%
5	2	The module mark total for ET505 or ET508	10%
6	1 and 2	The average of the module mark totals at Level 6, appropriately weighted taking into account the total number of credits associated with each of the modules	70%

BA (Hons) Opera Studies and BA (Hons) Theatre Studies

Level	Semester	Module	Percentage weighting
5	1 and 2	The average of the module mark totals at Level 5, appropriately weighted taking into account the total number of credits associated with each of the modules	40%
6	1 and 2	The average of the module mark totals at Level 6, appropriately weighted taking into account the	60%

		total number of credits associated with each of the modules	
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Borderline Consideration affects those level 6 students whose overall mark is on the threshold of the next classification above that which would routinely apply. In the application of Borderline Consideration the Examination Board will consider the marks achieved in all qualifying modules (levels 5 and 6) as detailed in the tables above. Borderline consideration will not apply if there is a mark lower than two classifications below the higher classification being considered. Having satisfied the above conditions, candidates who are eligible for Borderline Consideration are automatically moved into the higher classification if the following applies:

Move to first class if:	<ul style="list-style-type: none"> i. the overall mark for the final year is at least 68% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and no mark lower than 50%. ii.
Move to upper-second class if:	<ul style="list-style-type: none"> i. the overall mark for the final year is at least 58% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and no mark lower than 40%. ii.
Move to lower-second class if:	<ul style="list-style-type: none"> i. the overall mark for the final year is at least 48% and module marks equivalent to 90 credits are in the higher class of which 60 credits must be at level 6 and no mark lower than 40%. ii.

There is no borderline consideration for a third class degree and therefore a candidate will only automatically be assigned to a third (III) if the overall mark for the final year is 40% or above.

Classification review

Under The University of Manchester's degree regulations, a classification review process was applied. This continued to be applied under Rose Bruford College's transitional regulations. The classification review process will not be applied from 2019-20 onwards as the College's new degree regulations are implemented for the first time in the case of graduating students.

Under classification review, if a student is in the boundary zone of the average mark and does not satisfy the additional criteria set out above, a further stage of 'Classification Review' will be applied overseen by an External Examiner. The process of 'Classification Review' should not change unit marks and can only influence the classification awarded.

The College's academic regulations can be found at the following link:

<https://vle.bruford.ac.uk/mod/folder/view.php?id=54594>

Teaching practices and learning resources

Rose Bruford College is in receipt of a Teaching Excellence Framework Gold award. The College encourages and enables an international culture that facilitates, recognises and rewards excellent teaching. Staff development activities at individual and institutional levels are informed by the strategic significance attached to enhancing students' learning and by the UK Professional Standards Framework. Staff development sessions provide opportunities for good practice to be disseminated and to develop practice.

New and experienced academic staff and those who support learning and teaching are encouraged and supported in completing the College's Post Graduate Certificate In Learning Teaching and Higher Education: Theatre and Performing Arts (PGCLTHE). In the programme they consider the scholarship of learning and teaching, curriculum design, assessment and feedback modes, student engagement, employability and accessibility in the performing arts and also undertake action research and share good practice in teaching with fellow teachers and supporters of learning from a range of national and international higher education institutions. As part of the programme, staff-students engage in online discussion on pedagogic issues and observation of teaching practice. College staff are also encouraged to engage with the Professional Recognition Scheme in the Performing Arts (PReSPA), the College's CPD Scheme in order to develop their pedagogic practice and receive recognition of expertise. Both these schemes are accredited by the HEA, providing routes to its fellowship, and the UK Professional Standards Framework underpins their design.

Further evidence of the value the College places on teaching is demonstrated by the number of HEA fellows. A total of 20 academic staff members (80% of academic staff) are fellows of the HEA – with one Associate Fellow, 16 Fellows, one Senior Fellow and two Principal Fellows, and a SEDA Senior Fellow. Fifteen members of staff have teaching qualifications, of whom 12 have completed a PGCLTHE. Within the College, the increasing proportion of staff who have HEA fellowship has occurred during a period when there has been a significant increase in the College's National Student Satisfaction overall satisfaction scores, rising from 79% in 2011 to 88% in 2019, the latter figure being 7 percentage points above the institutional benchmark. This has also occurred during a period in which the proportion of 'good degrees' has increased. The impact of staff engagement in the PReSPA and PGCLTHE programmes has also been evidenced by the number of PGCLTHE action research projects undertaken by staff that have led to curriculum developments in student feedback, professional preparation and employability, design workshop procedures, the consideration of environmental issues, and the language of teaching in the performing arts and classroom practice.

The College has made, and continues to make, significant efforts to ensure that the physical and digital resources are 'fit for purpose' and used effectively to aid students' learning and the development of independent study and research skills. The College has a core of good quality purpose-built teaching estate and was built

with capital support from HEFCE. It also has a mix of listed buildings, including a large Grade II-listed house. A suite of new teaching spaces was opened in September 2015 in the College's new hall of residence, Christopher Court.

Further additional teaching spaces have been added during 2019-20 and will be operational for the first time in 2020-21. These include additional rehearsal spaces and dedicated digital suites. A new £3.5 million Centre for Digital Creation and Production with investment and support from industry partners, including leading companies such as; Autodesk, Cast Ltd., Disguise (formerly d3 Technologies), ETC (Electronic Theatre Controls) Ltd., Philips Lighting, Robe and White Light.

A total of £940,000 funding for the project was also provided by the Higher Education Funding Council for England (HEFCE), through its Catalyst Fund. The investment will continue to be monitored by HEFCE's successor, the Office for Students.

The College's learning and teaching facilities currently include the following: a 330-seat theatre-in-the-round; a 100-seat end-stage theatre; two black-box studio theatres; ten fully-equipped rehearsal, movement and voice training studios; four fully-equipped lighting design laboratories; a digital recording studio and an audio laboratory; a range of computer laboratories and video and audio suites; a costume/wardrobe complex; a scenic workshop and specialist prop-making facilities; theatre design studios with computer-aided design facilities and individual workspaces; and stage management offices and production teaching studios. Students are encouraged to make use of these facilities in the development of their own independent work.

The College Library houses over 50,000 items to support the performance and design courses taught at the College, and also includes the College's Special Collections, an IT suite, study support and equipment and music stores. In response to a student need, the IT suite and an ICT helpdesk has been made available outside core library opening hours.

Identifying good practice and actions

Good practice by teaching staff in enhancing students' learning opportunities is identified through four main mechanisms: peer observation of teaching, annual monitoring reporting, external examiners' reports, and internal and external student surveys. Team teaching, inherent in many of the College's pedagogical projects, productions, and team meetings also helps to develop a shared culture that supports teaching excellence in a collaborative learning community.

The College actively supports activities related to enhancing pedagogical knowledge and expertise. Individual staff have been funded to attend relevant conferences and in recent years, a number of staff have delivered papers on pedagogical practice at several events, including those run by the HEA. In 2011 the College was successful in a bid for JISC/HEA funding to develop an Open Educational Resource for the HE performing arts sector: *Reflecting on Learning and Teaching in the Performing Arts* and the innovative and accessible design of the site was noted by the awarding

bodies when further funding was awarded to extend its scope in 2012. The site was updated in 2018. It is used elsewhere in the sector and by CPD schemes in some other institutions.

The College's Board of Governors will review the Degree Outcomes Statement on an annual basis.