



**COURT**  
THEATRE TRAINING  
COMPANY

*'Train for a life in the theatre by working in the theatre'*

**The Court Theatre Training Company (CTTC)**

**Higher Education Review**

**Self-Evaluation Document (SED)**

**September 2017**

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## Section 1: Brief description

### Background and mission

1 The Court Theatre Training Company (CTTC) is a drama school offering higher education provision in acting in the heart of London since 1989. Currently our sole provision is an intensive two-year BA (Hons) Acting degree<sup>1</sup> validated by Buckinghamshire New University (BNU).

2 Our mission is to offer a vocational training through an undergraduate degree with a performance bias in a professional working environment. This is summarised in our mission statement, ***‘Train for a life in the theatre by working in the theatre’***. We are the only drama school in the UK that is both based in a professional theatre and offering a degree level programme.

3 CTTC recruits primarily from across the UK and has a small number of students from countries within the European Union. It does not have a Tier 4 licence, and has not applied for one, as the recruitment strategy does not call for international recruitment of either students or staff at this stage. The programme has typically recruited around 25 new students per annum but has now been granted an increased student number allowance of 30 per annum from HEFCE, commencing September 2017. The number of students registered across both year groups for the academic year 2016-17 was 36. A very successful recruitment drive has led to 29 new students so far confirmed for this year’s intake.

4 CTTC is based in the Courtyard Theatre, a professional, working theatre with a 130 seat capacity theatre, a studio, rehearsal space and other facilities based in Shoreditch. The Courtyard offers a full programme of productions and musical events, by visiting professional companies and musical artists, on most evenings throughout the year. It is run independently from CTTC, but is under common control, and some staff work for both. This ensures very close cooperation between the two.

5 The CTTC staffing structure is outlined in the CTTC Organisational Chart<sup>2</sup>.

### Major changes since the last QAA review

6 CTTC underwent a QAA Review for Specific Course Designation (RSCD) in March 2014<sup>3</sup> and an Annual Monitoring visit (AMV) in March 2016<sup>4</sup>. The successful RSCD identified three features of good practice and made four desirable recommendations. The AMV judged that acceptable progress had been made in continuing to monitor, evaluate and enhance higher education provision in relation to the 2014 Action Plan. CTTC has continued to build on the good practice features identified and work further on the recommendations and comments in both reports, as summarised in its updated Action Plan 2017<sup>5</sup>. CTTC has also

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<sup>1</sup> 003 BA (Hons) Acting Programme Specification

<sup>2</sup> 004 Organisational Chart

<sup>3</sup> 005 QAA Review for Specific Course Designation (RSCD) Report March 2014

<sup>4</sup> 006 QAA Annual Monitoring visit (AMV) Report March 2016

<sup>5</sup> 007 Updated Action Plan Aug 2017

introduced a number of significant developments in terms of enhancement (see Section 6) quality improvement (see Section 2) and employability (see final section).

7 There have been several major changes in terms of staffing. The founder and Principal, June Abbott, retired in July 2017 at the age of 75 after fifty successful years in the industry. The Executive Director of CTTC, Timothy Gill, who is also the Artistic Director of The Courtyard Theatre and now the owner of the business, has succeeded her. This was a smooth transition due to Timothy's long association with CTTC and a lengthy handover period. June remains associated with CTTC as a Consultant.

8 A new Director of Studies (DoS) was appointed in March 2016 to replace the outgoing DoS who had been with us for some years and who left to pursue directing opportunities. The new DoS also took on the role of Quality Manager and oversaw a number of improvements and innovations but unfortunately had to leave due to personal circumstances at the end of 2016. A replacement DoS and Head of Acting, Paul Jaynes, was appointed 60% FTE from January 2017 and will become 80% FTE from September 2017. Paul has a wealth of experience and joined us after working at the Arden School of Theatre, part of the Performing Arts faculty at the Manchester College, for 10 years.

9 From the end of last year we have also employed a part-time Marketing and Resources Manger, who has made a significant impact on recruitment, and an Enhancement Officer, to further develop learning opportunities and employability. We also engaged a new, part-time Quality Manager from May 2017 to work with the team and support quality improvement across our programme and activities. We appointed a new School Administrator in July who has a background as a professional opera singer and previously worked as an administrator at the Royal Opera House.

10 The additional staffing at CTTC has been put in place to create a new, effective senior management team to streamline provision for the coming academic year and to develop new strategic plans for the company. The new appointments have already led to many positive changes in our key processes and operational procedures. We have identified areas for improvement, based on action plans, student feedback, tutor feedback and new staff ideas, and these have included revised committee structures, further staff development and training and new lines of communication. We have also looked at ways to enhance dissemination of information through digital means. Some of these developments are summarised in the Updated Action Plan 2017<sup>6</sup> and will be further discussed at the team's upcoming Annual Monitoring and Review Meeting<sup>7</sup>.

11 The CTTC Advisory Board has also been strengthened with the appointments of: Professor Kenneth Pickering, Hon. Professor of Drama at the University of Kent, as well as an actor, librettist, writer, theatre director, theatre historian and educator who was largely responsible for the validation of the first University degrees in Performing Arts and in Dance in the UK; Jonathan Holloway, theatre director, playwright, founder and Artistic Director of the national and international touring company Red Shift Theatre, previously Head of Performing Arts at Middlesex University and Honorary Fellow of St Mary's University,

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<sup>6</sup> 007 Updated Action Plan Aug 2017

<sup>7</sup> Scheduled to be held in September – Minutes to follow; 008 List of CTTC Committees

London; and Dr Stephen Hazell, Chief Examiner in Drama & Communication for London College of Music Examinations (LCM Examinations). These new members bring a wealth of invaluable academic and vocational experience to the Board.

12 There have been several improvements to the building and we are currently undergoing internal and external renovation, including repainting and new signage. Resources have been developed with the addition of a top quality, professional sound system suitable for performance use by students and visiting musical professionals.

13 Following our application for an increase in our student numbers from HEFCE our intake is due to increase by 20% to 30 per cohort. We are expecting to start the 2017-18 academic year with a full cohort having instigated a new, and highly successful, digital marketing initiative. To meet the needs of this growing cohort we have increased staff hours as well as taken on new staff, as outlined above, and have arranged a new Staff Development event<sup>8</sup> to facilitate team building and update staff on new policies and procedures. Our building has sufficient space and resources to cope with this increase in numbers.

### Key challenges

14 Key challenges since the last review have been: staffing and staff development; recruitment; student support and the marking and feedback for assessments.

15 As a result of the new organisational structure we have increased the amount of working hours and training for some staff to bring them up to date on any relevant policy and procedure changes such as, Prevent Duty<sup>9</sup> and the new BNU Annual Monitoring procedures<sup>10</sup>. The new team and the new Principal have undertaken an audit of all processes and documentation and have revised and updated all Handbooks (in conjunction with BNU)<sup>11, 12</sup> and proformas such as Meeting Minutes<sup>13</sup> and Individual Learning Plans<sup>14</sup> for students. In order to update and inform teaching staff a Staff Development event<sup>15</sup> for all tutors is being held prior to the commencement of the new academic year.

16 To respond to the challenge of needing to boost recruitment we undertook a student survey<sup>16</sup> and in response initiated digital marketing via GoogleAds and social media. This led to a dramatic increase in applications and this year we have had our most successful recruitment ever with an expected full intake of 30 students for September 2017.

17 To respond to this increase in student numbers (20% more than last year) we have appointed additional members of staff to act as personal academic tutors and to ensure the

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<sup>8</sup> 009 Staff Meeting and Development Day Programme

<sup>9</sup> 010 Prevent Meeting Minutes 24.01.17; 011 Prevent Meeting Minutes 10.05.17

<sup>10</sup> 012 New BNU Annual Monitoring Policy

<sup>11</sup> 013 New Programme Handbook 2017-18

<sup>12</sup> 014 New CTTC Student Welcome Pack 2017-18

<sup>13</sup> 015 New Meeting Minutes Proforma

<sup>14</sup> 016 New Individual Learning Plan (ILP) Proforma

<sup>15</sup> 009 Staff Meeting and Development Day Programme

<sup>16</sup> 017 Student Survey March 2017

consistency of learning support. The Enhancement Officer's role is also to ensure a high level of access to additional learning opportunities. Revised Individual Learning Plans<sup>17</sup>, termly individual tutorials and a 'Buddy System' have all been implemented to increase the level of support for incoming and existing students. Student progress and quality procedures will also now be reviewed on a termly basis via the Management and Quality Meetings. These meetings will also be used to disseminate good practice and secure academic standards and processes.

18 The marking and feedback for assessments has been an issue raised by students in their feedback over the last year and at their recent Student Staff Committee<sup>18</sup>. To deal with this challenge the assessment guidelines and marking criteria have been revised by the previous DoS in conjunction with the BNU Partnership Tutor<sup>19</sup> and a staff development workshop on marking and feedback<sup>20</sup> is being held prior to the start of the new academic year to ensure consistency of marking and a good match between both oral and written feedback. The new DoS has also increased the level of individual support for tutors and personally inducts all new tutors in CTTC procedures and processes. The success of these measures will be evaluated in terms of student feedback and via the Student Staff Committee and tutor appraisals over the coming year.

### Strategic aims or priorities

19 Our strategic aims include: continuing to build on the recruitment of high-quality applicants; exploring further HE provision in the areas of technical, post-graduate and creative performance courses; and further enhancing employability for our students in a highly competitive industry. We are proposing to start an agency in 2018 to provide all our graduates with professional work representation for a period of six months on graduation. This mirrors the practice of some larger drama schools and is an area in which some of our key staff have prior experience. We are also exploring the creation of additional digital media content for students as part of their overall 'showreel' package, which constitutes a major component of future employability.

20 Key priorities for continued improvement are: pedagogical support for part-time tutors, especially in terms of marking consistency and feedback; the continual enhancement of students' academic skills, for example in terms of academic writing, referencing and researching skills; and the updating of our computer and technical facilities to encourage digital learning.

### Partnerships

21 CTTC works solely in partnership with Buckinghamshire New University (BNU) with shared responsibilities for the programme<sup>21</sup>. This is a successful partnership and CTTC enjoys excellent relationships with, and regular support from, the BNU Partnership Tutor, Dr Nic Fryer, as well as BNU Academic and Registry support staff.

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<sup>17</sup> 016 New Individual Learning Plan (ILP) Proforma

<sup>18</sup> 018 Minutes of Student Staff Committee Meeting 06.07.17

<sup>19</sup> 019 & 020 Samples of revised Assignment Briefs for Acting 1 Practical and Written Assessments

<sup>20</sup> 009 Staff Meeting and Development Day Programme

<sup>21</sup> 021 Responsibilities Checklist

### Higher education courses offered

<b>Course</b>	<b>Awarding body/organisation</b>	<b>Date started</b>	<b>Current student numbers</b>
BA (Hons) Acting - 2 year intensive	Buckinghamshire New University	April 2014	36 (Combined total registered students comprising Years 1 & 2, July 2016)  Expected number with new intake Sept 2017 is approx. 50 students



## Section 2: Track record in managing ( and standards

### Track record in managing quality and standards

22 The successful QAA Review for Specific Course Designation (RSCD) (March 2014) and the Annual Monitoring visit (AMV) (March 2016) confirmed CTTC's commitment and track record in managing quality and standards. We welcomed the good practice features noted and recommendations made in these reports and have worked continuously to act on these to further raise standards, as demonstrated in our Action Plans<sup>2223</sup>

23 BNU Annual Monitoring<sup>24</sup> and External Examiner reports<sup>25</sup> for CTTC have continued to be very positive. CTTC values its relationship with the BNU Partnership Tutor and BNU admin/support staff and the External Examiner and works closely with them to develop and enhance its provision.

24 All BNU and CTTC policies and processes have been aligned with the Quality Code<sup>26</sup> and CTTC staff receive training on this. Higher Education Academy (HEA) guidelines are also referenced to enhance our quality procedures.

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<sup>22</sup> 022 Programme Review & Enhancement Report 2015-16

<sup>23</sup> 007 Updated Action Plan 2017

<sup>24</sup> 023 Programme Review & Enhancement Report 2016-17

<sup>25</sup> 024 External Examiner Report 2017

<sup>26</sup> An example of this is 025 Operations Manual 2017-18 which has been mapped comprehensively against Chapter B10

## Section 3: Setting and maintaining academic standards

### Expectation A1: Academic standards / FHEQ

25 CTTC transferred its HEI partnership arrangement for its sole provision of a BA (Hons) Acting (2 year intensive) programme to Buckinghamshire New University (BNU) in April 2014. This has been a successful partnership. Responsibility for programme development and approval is shared jointly between the College and BNU<sup>27</sup>.

26 The programme has been designed in accordance with BNU regulations including their Academic Qualifications Framework<sup>28</sup>. Together with the BNU Partnership Tutor CTTC jointly develops, agrees and modifies all module descriptors, assessment strategies, learning and teaching strategies, assessments and learning outcomes<sup>29 30</sup>.

27 The qualification is aligned with the appropriate level on the *Framework for higher education qualifications in England, Wales and Northern Ireland* (August 2008) (FHEQ). The credit weightings for each module are determined jointly by BNU and CTTC. The programme is mapped against the Quality Code and the relevant Subject Benchmark Statement<sup>31</sup>.

28 All new tutors are required to complete a Partnership Approval Form<sup>32</sup> and submit a full CV, to be approved by the BNU Partnership Tutor and Academic Board. The College communicates with teaching staff about the expectations for different levels of study on the intensive programme via induction and an annual Staff Development event<sup>33</sup>. These processes are used to ensure that tutors have an appropriate level of pedagogic skills and relevant experience for teaching on the programme.

29 Teaching staff have undergraduate or postgraduate degrees in relevant subjects and/or highly appropriate vocational experience. The Director of Studies/Head of Acting, the Quality Manager and some tutors also hold a PGCE or other teaching qualification<sup>34</sup>.

30 CTTC encourages relevant members of staff and tutors to undertake teaching qualifications and apply for membership with the Higher Education Academy (HEA). Currently two have Fellowship with the HEA, one is in the process of applying and one is hoping to commence a PGCE this year. Staff development is encouraged via the annual appraisals and annual staff development event.

### Expectation A2.1: Academic frameworks

31 CTTC works in accordance with the academic frameworks of its partner HEI, BNU. The shared and individual responsibilities are shown in the responsibilities checklist<sup>35</sup>.

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<sup>27</sup> 021 Responsibilities Checklist

<sup>28</sup> 026 BNU Academic Qualifications Framework

<sup>29</sup> 021 Responsibilities Checklist

<sup>30</sup> 013 Programme Handbook 2018-18, Page 43

<sup>31</sup> 027 Subject Benchmark Statement for Dance, Drama and Performance, July 2015

<sup>32</sup> 028 BNU Partnership Approval Form

<sup>33</sup> 009 Staff Meeting and Development Day Programme

<sup>34</sup> 029 Diagram of Staff Qualifications and Experience

<sup>35</sup> 021 Responsibilities Checklist

Assessment criteria and learning outcomes are agreed with the BNU Partnership Tutor and were reviewed and revised, together with the former DoS, in 2016.

32 All assessments and practical work are first marked and moderated internally. Marks, samples of written work and videos of practical work are then submitted to the BNU Partnership Tutor for moderation. Samples of written and practical work are also scrutinised by the External Examiner. Final marks are submitted to the BNU Exam Board for approval<sup>36</sup>.

### Expectation A2.2: Record of programmes

33 Information about the BA (Hons) Acting programme is available on both the CTTC and BNU websites. There is a Programme Handbook<sup>37</sup> and Operations Manual<sup>38</sup> produced jointly with BNU and reviewed and updated annually by both BNU staff and the CTTC senior management team. There is also a Course Prospectus<sup>39</sup> available both online and in hard copy. Students also receive a Welcome Pack<sup>40</sup> with relevant programme and local information prior to commencing the course.

34 Detailed module information, including indicative content, learning outcomes, key skills, employability aspects, learning and teaching strategy and assessment strategy, is included in the individual Module Descriptors<sup>41</sup> and the Programme Handbook<sup>42</sup>. The Handbook is provided to students at induction and available on the BNU VLE (Blackboard) throughout their programme.

35 Students are provided with a detailed Assignment Brief<sup>43</sup> at the start of each module as well as details of assessment submission and return dates.

36 The Programme Handbook also references the Subject Benchmark Statement for Dance, Drama and Performance (July 2015)<sup>44</sup>, to which the programme has been mapped.

37 There are no Professional, Statutory and Regulatory Board (PSRB) links for this programme. The programme was previously listed with the accreditation body, Drama UK but this organisation has now been disbanded. CTTC are exploring links with the newly formed Federation of Drama Schools ([www.federationofdramaschools.co.uk](http://www.federationofdramaschools.co.uk)) although this organisation is focusing more on purely vocational training, rather than degree-based courses.

38 The Programme Handbook also contains information on Complaints and Appeals processes and the Office of the Independent Adjudicator for Higher Education (OIA)<sup>45</sup>. These

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<sup>36</sup> 030 Assessment Board Minutes May 2017

<sup>37</sup> 013 New Programme Handbook 2017-18

<sup>38</sup> 025 Operations Manual 2017-18

<sup>39</sup> 031 Course Prospectus 2017

<sup>40</sup> 014 New CTTC Student Welcome Pack 2017-18

<sup>41</sup> 032 Sample Module Descriptor TH453 Acting 1

<sup>42</sup> 013 New Programme Handbook 2017-18

<sup>43</sup> 017 & 018 Samples of revised Assessment Guidelines for Acting 1 Practical and Written Assessments

<sup>44</sup> 027 Subject Benchmark Statement for Dance, Drama and Performance, July 2015

<sup>45</sup> 013 New Programme Handbook 2017-18

are recorded in accordance with BNU Complaints and Appeals procedures<sup>46 47</sup> and the appropriate forms for formal complaints and appeals are available on the BNU website and via the CTTC administrator. The process has recently been revised<sup>48</sup> in accordance with new guidance from the OIA based on their Good Practice Framework: handling student complaints and academic appeals (revised in December 2016)<sup>49</sup>.

### **Expectation A3.1: Programme approval**

39 Our strategic partnership, including the approval for this programme and any new programmes, is overseen by the BNU Academic Planning Committee. Any necessary programme changes are first discussed internally at CTTC, between the senior management team, tutors and students as appropriate, and then approved at relevant committees. There is also discussion with the BNU Partnership Tutor and any changes are subject to the BNU approval process<sup>50</sup>.

### **Expectation A3.2: Award of qualifications**

40 Assessments have been carefully designed to fit programme requirements in conjunction with the BNU Partnership Tutor and with reference to comments made by the External Examiner<sup>51</sup>.

41 There is both an internal (CTTC) and external (BNU) moderation process used to verify the marks awarded to students. The External Examiner also samples work and comments on the appropriateness of marks. Final marks are ratified by the BNU Exam Board, which is also attended by the Director of Studies and the External examiner. Overall results are fed back to staff at the annual Staff Meeting and Development Event and reviewed at the Annual Monitoring and Review Meeting<sup>52</sup> with senior management staff. Previously this was done as a series of individual meetings but, from this academic year, has been formalised into a joint Annual Review Meeting.

### **Expectation A3.3: Monitoring and review of programmes**

42 The programme is monitored annually through BNU's Programme Review and Enhancement process, which is a continual cycle of review and enhancement. This process includes annual submission of a Combined Strategic Academic Partner Review & Evaluation and Programme Review & Enhancement Report<sup>53</sup> as well as periodic (5 year) re-approval for the programme itself.

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<sup>46</sup> 033 BNU Student Complaints Procedure

<sup>47</sup> 034 BNU Academic Appeals Process

<sup>48</sup> 035 BNU Email on new Complaints and Academic Appeals Procedures.

<sup>49</sup> 036 OIA Good Practice Framework 2016

<sup>50</sup> 025 Operations Manual 2017-18

<sup>51</sup> 024 External Examiner Report 2017

<sup>52</sup> Scheduled to be held in September – Minutes to follow

<sup>53</sup> 023 Programme Review & Enhancement Report 2016-17

43 The annual evaluation report incorporates data on student progression, completion and achievement and equality and diversity analysis<sup>54</sup> and also incorporates student feedback.

44 CTTC also submits an annual report to the QAA as part of its review process<sup>55</sup>. Annual Monitoring is reviewed internally at the Annual Monitoring and Review Meeting<sup>56</sup>.

45 External Examiner reports provide external confirmation of the maintenance of standards and comparability with other similar provision. CTTC responds to External Examiner comments and actions them at the relevant committees.

46 These monitoring and review processes all incorporate evaluation of feedback from students, tutors, the Partnership Tutor and the External Examiner and are designed to ensure that academic standards are regularly monitored, evaluated, maintained and enhanced.

#### **Expectation A3.4: External expertise**

47 The External Examiner is nominated by the College and approved by BNU. The current External Examiner visits the College to observe student performances, samples work and provides an annual report<sup>57</sup>. CTTC responds to the report and actions suggestions via its committees<sup>58</sup>.

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<sup>54</sup> 023 Programme Review & Enhancement Report 2016-17

<sup>55</sup> 037 CTTC 2016 Annual Return Form for QAA

<sup>56</sup> Scheduled to be held in September – Minutes to follow.

<sup>57</sup> 024 External Examiner Report 2017

<sup>58</sup> 008 List of CTTC Committees

## Section 4: Assuring and enhancing academic quality

### Chapter B1: Programme design, development and approval

48 Currently CTTC only offers the 2-year intensive BA (Hons) Acting designed together with, and validated by BNU. It has no immediate plans to offer any other programmes but, strategically, is exploring further HE provision in addition to the possibility of offering credit bearing short courses and/or a postgraduate programme in the future.

49 Any new programme proposal would first be discussed internally amongst the senior management team and with the Advisory Board, taking into account feedback from students and staff as appropriate as well as relevant expertise and qualifications of teaching staff resources, student support, the current market landscape and so on.

50 As CTTC does not have Taught Degree Awarding Powers (TDAP), and has no current plans to apply for them, the processes for design, development and approval for any programme are laid down by whoever is our partner HEI. In the case of BNU the process for short course and programme approval is specified in its policies and includes: discussion with a relevant senior academic at the University; submission of a short-course or programme proposal/specification, including outlines/module descriptors, learning outcomes, etc.; consideration by the appropriate BNU Faculty Management Team (FMT); and submission to the Academic Quality Directorate (AQD) for approval<sup>59</sup>.

### Chapter B2: Recruitment, selection and admission to higher education

51 Recruitment, selection & admissions procedures are agreed between the Principal, Director of Studies, Marketing Manager in consultation with our partner institution, BNU. Selection and admissions are discussed termly at all Management Meetings and annually at the Annual Monitoring and Review Meeting<sup>60</sup>. The Marketing Manager submits a monthly summary of recruitment and admissions progress<sup>61</sup> to the Principal and progress is also discussed informally, on a regular basis, and at monthly Management Meetings.

52 In order to respond to recruitment challenges the Management Team conducted an in-depth student survey in February 2017 asking current students about the admissions process and their experiences at CTTC<sup>62</sup>. After evaluation of results the Management Team decided to increase the online marketing budget and provide the Marketing Manager with training from the Google Adwords team for designing an effective adwords campaign. This has proved very successful in securing new applicants<sup>63</sup>. A new advert was also placed in the Cascaid Results Day Guide, which is supported by the NUS<sup>64</sup>. This was based on our positive experience in 2016 whereby four students were accepted through the clearing process.

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<sup>59</sup> 038 BNU Short Course Approval Process

<sup>60</sup> Scheduled to be held in September – Minutes to follow

<sup>61</sup> 039 Monthly Recruitment and Admissions Summary example - Feb 2017

<sup>62</sup> 017 Student Survey March 2017

<sup>63</sup> 040 Google Adwords Statistics

<sup>64</sup> 041 Cascaid Advert

53 CTTC follows the BNU Admissions Policy<sup>65</sup>, which is mapped against Quality Code Chapter B2. The CTTC admissions process is summarised in a flowchart for new applicants.<sup>66</sup> Initial screening of enquiries, to check for relevant admissions criteria, is made by the School Administrator and reviewed on a regular basis (two to three times weekly) with the Marketing Manager. Suitable applicants are sent a request for a formal application through UCAS, BNU or the CTTC Website. This application is further checked for academic and other relevant admissions criteria by the Marketing Manager, with support from admissions staff at BNU in case of any queries, and an audition date is agreed with the candidate.

54 The audition panel is usually made up of the Director of Studies, the Enhancement Officer, the School Administrator and on occasion our current Acting 3 Module Tutor. If there is more than one candidate the audition group are first led through some group warm-up exercises. They then audition individually performing both a classical and a modern theatre piece of their choice. The panel also interviews the applicant in terms of their study intentions, goals, understanding of study time required, funding plans and so on and ranks applicants on a proforma<sup>67</sup>.

55 Successful applicants are approved jointly by the Director of Studies and the Principal and sent an offer letter, subject to formal checking of academic and English language qualifications (IELTS requirement of 6.0) by BNU admissions staff<sup>68</sup>. BNU use NARIC to check qualifications from abroad. Offers are determined as conditional or unconditional based on the applicant's current UCAS points. BNU ensure that the UCAS system is updated with the correct admissions criteria. Accreditation of Prior Experience and Learning (APEL) is considered on a case-by-case basis and subject to BNU approval.

56 The Marketing Manager and School Administrator track applications on a regular basis. A registration fee is requested to secure the applicant's place and a Welcome Pack is then sent<sup>69</sup>. The Welcome Pack is updated annually and a new addition this year is a questionnaire<sup>70</sup> to help determine the best possible pairings for the Student 'Buddy' System that was initiated last year. This involves pairing each new student with a second year student, based upon their course-related interests. The aim is to provide as much initial support to our new students as possible.

57 CTTC reviews its recruitment and admissions process annually at its Annual Monitoring and Review Meeting and also takes student feedback into account.

### Chapter B3: Learning and teaching

58 The learning and teaching strategy underlying this programme is outlined in the Programme Handbook, pages 7-8<sup>71</sup> and the Programme Specification<sup>72</sup>. Which is mapped

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<sup>65</sup> 042 BNU Admissions Policy and Procedure

<sup>66</sup> 043 CTTC Flowchart of Process for New Applicants

<sup>67</sup> 044 CTTC Audition and Interview Proforma

<sup>68</sup> 045 CTTC Offer letter

<sup>69</sup> 014 New CTTC Student Welcome Pack 2017-18

<sup>70</sup> 046 Buddy System Questionnaire

<sup>71</sup> 013 New Programme Handbook 2017-18, Pages 7-8

against the Quality Code Chapter B3. The primary aim is to provide conditions that develop the advanced skills appropriate to becoming a professional actor. This is achieved by facilitating a range of task-oriented production outcomes and by enabling sophisticated reflection and analysis of practices and performance text and performative contexts. There is a focus on preparing students for employment and lifelong learning. Great emphasis is placed on relevant personal development.

59 The programme seeks to engage and challenge students providing each with equal opportunity to develop their academic and acting/theatre skills potential. CTTC is committed to equality of opportunity for all, irrespective of: gender, race, age, creed, ethnicity, nationality, marital status, sexuality, disability, religion, political belief or trade union affiliation and takes positive action to promote such equality of opportunity for both students and staff<sup>73</sup>.

60 Learning and Teaching at CTTC is overseen by the Director of Studies and monitored both internally by the Principal and Senior Management Team and externally by the Partnership Tutor at BNU. It is subject to the usual BNU monitoring processes, including an Annual Programme Review and Enhancement report<sup>74</sup> that is completed by CTTC, and commented upon by the Partnership Tutor, and then reviewed by the BNU Quality and Education Committee.

61 Students with any specific learning needs can identify these on application or these can be identified and discussed at their first tutorial with the Director of Studies on commencement of the programme. This tutorial includes completion of an Individual Learning Plan (ILP)<sup>75</sup> that has a section for specific learning support needs. Students may also be referred to BNU for specific assessment as needed, for example for dyslexia, and then appropriate support can be put in place to facilitate achievement. This might include printed materials being provided in preferred fonts and colours, 'Buddy' support being provided for reading and learning lines for productions or additional tutorial support as needed.

62 Students with disabilities are also welcomed and supported as necessary. Details of support, and links to support services provided by both BNU and CTTC, for students with learning differences and/or disabilities are included in the Programme Handbook<sup>76</sup>. BNU also have a Learning Development Unit (LDU) that provides one-to-one or small group sessions on learning and academic development skills to support students wishing to develop their academic abilities.<sup>77</sup>

63 All teaching staff have relevant, professional vocational experience and many have experience teaching on drama programmes at other HE institutions and/or teaching qualifications<sup>78</sup>. For example one of our voice teachers works for the National Theatre as

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<sup>72</sup> 003 BA (Hons) Acting Programme Specification

<sup>73</sup> 013 New Programme Handbook 2017-18, Page 23

<sup>74</sup> 023 Programme Review & Enhancement Report 2016-17

<sup>75</sup> 016 New Individual Learning Plan (ILP) Proforma

<sup>76</sup> 013 New Programme Handbook 2017-18, Pages 38-39

<sup>77</sup> 013 New Programme Handbook 2017-18, Page 39

<sup>78</sup> 029 Diagram of Staff Qualifications and Experience



well as the Educational Section of the Royal Shakespeare Company. All tutors have an annual appraisal with the DoS and, from 2017, are required to attend an annual Staff Development day. A key strength of the external directors is that they all have extensive, professional experience; for example one of our present directors is an associate of the Almeida Theatre. This enables them to place theory in context and to provide very useful industry experience for our students.

64 CTTC is redeveloping its peer observation process. In the last academic year many tutors were involved in peer observation but the process was not very systematic, as highlighted in the 2016 QAA Monitoring Report<sup>79</sup>, and there were not very efficient processes for disseminating good practice. To remedy this in 2017-18 all tutors will have one peer observation undertaken by the Quality Manager, herself a University lecturer, utilising a new proforma<sup>80</sup> designed to identify good practice, potential enhancements and development opportunities. Tutors will also all given the opportunity to observe each other on a voluntary basis. Good practice will be shared in Management Meetings, at the annual Staff Development event and also in the new monthly newsletter<sup>81</sup> as appropriate. The Director of Studies has also initiated a new process of team teaching whereby tutors can invite him to join their sessions and contribute towards feedback and discussion. This has been well-received in pilot sessions and the offer is being extended to all tutors for the coming academic year.

65 From the start of this academic year, with the new senior management team in place, tutors will also be able to access the Director of Studies, Enhancement Officer and/or Quality Manager directly whenever they require any additional support or wish to discuss new learning and teaching ideas or innovations.. This access will be introduced at the Staff Development day in September.

66 All student data is managed by the School Administrator and the HR Manager and collated and evaluated on a regular basis. The HR Manager provides the Principal with weekly updates during the recruitment period and regular updates as needed at other times. All data is also evaluated on an annual basis at the Annual Monitoring and Review Meeting<sup>82</sup>. Trends in recruitment, retention and achievement are analysed and student and staff feedback (from Module Questionnaires and meetings) on learning and teaching are evaluated<sup>83</sup>. Identified strategic aims and targets are to be compiled into a Quality Improvement Plan for the coming academic year<sup>84</sup>.

67 CTTC aims to support students in taking responsibility for their own learning from the start of the programme, commencing with the induction activities<sup>85</sup> and continuing via the termly tutorials, involving Individual Learning Plan (ILP) reviews, with the Director of Studies or other tutor. Students are encouraged to self-assess and self-reflect prior to these

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<sup>79</sup> 006 QAA Annual Monitoring visit (AMV) Report March 2016, Para 8

<sup>80</sup> 047 Newsletter Proforma

<sup>82</sup> Scheduled to be held in September – Minutes to follow

<sup>83</sup> 048a,b&c Examples of Evaluation of Student Module Feedback

<sup>84</sup> Quality Improvement Plan 2017-18 to be developed after September Annual Monitoring and Review meeting and made available in due course

<sup>85</sup> 049 Induction Timetable

meetings. A new initiative this academic year is to introduce additional individual tutorials in the final session of each practical module. Students will be invited to self-assess their overall grade and performance, based on the module learning outcomes, and then discuss and agree these with the tutor.

#### **Chapter B4: Enabling student development and achievement**

68 CTTC aims to support students' academic, personal and professional development and their achievement by means of: the dissemination of accurate information; a thorough induction process; individual and academic support; employability assistance; and the provision of appropriate resources as outlined below.

69 Information about the programme is available to potential applicants prior to enrolment via the CTTC website, the BNU website and from the CTTC prospectus (available online and in hard copy)<sup>86</sup>. This information is updated annually and students report that they find this information to be helpful and accurate.

70 An intensive first week induction process is arranged for new students at the start of the programme<sup>87</sup>. This introduces them to a theatre environment, group collaborative working and stagecraft skills and also aims to prepare them for the academic work of their B.A. Induction introduces students to the timetable, academic writing, referencing, devising and theatre production. The students also put together a joint performance and have some shared sessions on voice and movement with the second years. This helps to stimulate the 'learning community' ethos from the outset of their studies as well as the 'Buddy' system.

71 Induction also includes the scheduling of an initial personal tutorial for each student with the Director of Studies, where individual student needs and any additional learning support needs are identified and Individual Learning Plans (ILPs)<sup>88</sup> are agreed. Personal tutor contact is also continued on a termly basis for each student. Students indicate that they feel well supported by tutors during their studies at the College.

72 The BNU Partnership Tutor and a representative from the BNU Student Union also take part in induction, introducing new students to the services and facilities available via BNU and the Students' Union that are also outlined in the Programme Handbook<sup>89</sup>. From this year new students will also be given a copy of the BNU / CTTC Learning Partnership Agreement<sup>90</sup> at induction. This has been written in conjunction with the Students' Union and clearly outlines the expectations and commitments of students, the College and the university.

73 A 'Buddy system' is in place whereby each new first year student is partnered with a second year who can provide advice on professional etiquette and the ethos at CTTC. A

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<sup>86</sup> 031 Course Prospectus 2017

<sup>87</sup> 049 Induction Timetable

<sup>88</sup> 016 New Individual Learning Plan (ILP) Proforma

<sup>89</sup> 013 New Programme Handbook 2017-18

<sup>90</sup> 050 Learning Partnership Agreement

new initiative in 2017 to enhance 'Buddy' partnerships is the introduction of a compatibility questionnaire that will later be evaluated by means of student feedback<sup>91</sup>.

74 CTTC welcomes students with disabilities and learning differences. Currently it has one student with dyslexia but none with a physical disability. The building is Access Support Standard, with ramps and a lift enabling wheelchair access to all areas<sup>92</sup>. Students with learning differences can be referred to BNU for specialist assessment and learning support, which is then followed up at CTTC via personal tutorials and Individual Learning Plans. CTTC also provides brief training for staff on meeting different learning needs as part of its annual Staff Development day.

75 CTTC has also increased its awareness of the support needed for mental health issues, for example it has joined the Heads Together campaign ([www.headstogether.org.uk](http://www.headstogether.org.uk)) and references the BNU Fitness to Study Procedure<sup>93</sup>, as needed, in personal tutorials.

76 To support academic development all students are given access to full online library facilities and resources and the VLE (Blackboard) at BNU. This includes a range of useful links on academic writing, critical appraisal, etc that are also referenced by tutors. CTTC also provides a small library of relevant hard copy texts on the premises plus access to all scripts via a subscription to the Drama Online Library ([www.dramaonlinelibrary.com](http://www.dramaonlinelibrary.com)).

77 Students have raised the need for better communication on academic matters and performance arrangements in their feedback and at their recent Student Staff Committee meeting<sup>94</sup>. To respond to this CTTC will be introducing a new monthly Newsletter<sup>95</sup> from September 2017 that will be emailed to all students and staff. We are also exploring the possibilities for making greater use of the BNU VLE (Blackboard) and/or of creating our own intranet for regular updates and announcements.

78 To support students' professional development, theatre-related learning opportunities are embedded throughout the programme. For example students can sign up for training in operating and stage managing shows, which gives them the possibility of occasional paid work with incoming professional theatre companies. This can provide valuable professional work experience as well as useful contacts in the industry for use on graduation. (See also Section 6: Employability).

79 Production budgets are reviewed and agreed at the beginning of each academic year by the senior management team. Any additional resource requirements can be raised at Management Meetings and approved by the Principal.

80 Students have the opportunity to attend a graduation ceremony at BNU, which is also attended by the BNU Partnership Tutor and the CTTC Director of Studies.

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<sup>91</sup> 046 Buddy System Questionnaire

<sup>92</sup> 051 Reasonable Adjustments for Disabled Students

<sup>93</sup> 052 Fitness to Study Procedure

<sup>94</sup> 018 Minutes of Student Staff Committee Meeting 06.07.17

<sup>95</sup> 047 Newsletter Proforma

## Chapter B5: Student engagement

81 CTTC places a high priority on student feedback and collects and evaluates this on a regular basis as a way of engaging students in every aspect of the provision of their programme. On a formal basis students are asked to complete feedback forms at the end of each module, which are evaluated by the module tutor and also the senior management team<sup>96</sup> and discussed at relevant committee meetings. Given the relatively small numbers of students on the programme there are also many opportunities for informal feedback. The Director of Studies and the Principal operate an 'open door policy' and the School Administrator also has an important role to play, having contact with students on an almost daily basis.

82 Each of the two student cohorts at CTTC elect two student representatives (called 'Company Managers' (CMs) at CTTC, in line with the professional ethos of studying in a working theatre context) at the start of the academic year. One of the four is also nominated as the Lead Student Representative (LSR). The CMs meet regularly with their cohort to discuss any feedback, concerns or good practice and organise the termly Student Staff Committee (SSC) meeting. There is information from BNU online<sup>97</sup> and in the Programme Handbook<sup>98</sup> to support student representatives in their role as well as advice, training and support from the BNU Student Union.

83 There are a number of examples of actions taken as a result of feedback from students. For example, students were concerned about the mismatch between oral feedback given during a module and written feedback at the end of it. To respond to this the DoS met with individual tutors to discuss possible resolutions and this consistency issue is also being addressed in a workshop for all tutors at the staff Development day in September. Students also expressed the wish for an upgrading of certain resources and these have all been undertaken or will be ready for the commencement of the new academic year. Students have expressed their satisfaction with these outcomes.

84 A BNU Student Union rep visits CTTC at induction and stays in contact with the CMs. This enables students to engage with BNU, as well as national, student issues.

85 To enhance formal student engagement a new Student Staff Committee (SSC) was inaugurated in July 2017. The CMs prepare the agenda for this, in consultation with their student group, and also lead and minute the meeting, and take responsibility for disseminating minutes and feeding back information on actions taken to their cohort. This meeting also enables them to be involved in the identification and dissemination of good practice in relation to the programme.

86 As they are based in a working theatre students are actively engaged in watching or assisting with productions and the running of the theatre, according to their choices and preference.

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<sup>96</sup> 048a,b&c Examples of Evaluation of Student Module Feedback

<sup>97</sup> 053 BNU Student Representation

<sup>98</sup> 013 New Programme Handbook 2017-18, Page 37

## Chapter B6: Assessment of students and the recognition of prior learning

87 The Programme Handbook<sup>99</sup>, Module Descriptors<sup>100</sup> and Assignment Briefs<sup>101</sup> all provide tutors and students with precise details of assessment across the programme. Tutors hand out Assignment Briefs at the start of each module and talk them through with students answering any queries. Assignments have been designed in conjunction with the BNU Partnership Tutor and are reviewed annually to ensure that they are appropriate in terms of type, quantity and academic level for the programme's learning outcomes<sup>102</sup>.

88 In the recruitment phase, potential students are asked to attend an interview/audition at which they are asked about any relevant prior learning, for which they are required to provide evidence. They also prepare a written piece analysing a piece of theatre that they have seen. This is used to explore the level of their critical appraisal and academic writing skills in relation to the requirements of our degree programme. BNU are kept informed of any recognition of prior learning requests and advice is sought as appropriate.

89 All assignments are first marked by the module tutor and then moderated by the DoS, or another tutor. A sample of work (written and/or video) is sent to the BNU Partnership Tutor and the External Examiner for further moderation and scrutiny. At the annual Staff Development event there is a workshop on marking and assessment to ensure consistency.

90 Assessments are designed to develop an understanding of the acting craft and knowledge and in the second year have been shaped to reflect industry demands. All Assignment Briefs for written assignments include a reminder about the need for appropriate referencing according to Harvard guidelines and students are required to sign a declaration that the work is their own on their submission form<sup>103</sup>. Electronic submission and 'Turnitin' is not yet used for written assignments but this is being implemented gradually over the course of the next academic year as tutors become more familiar with the BNU VLE (Blackboard). Student response to this development will also be evaluated.

91 Students who have declared special learning support needs, such as dyslexia, are provided with additional support as required from both CTTC and BNU and as agreed with their tutors in their ILPs.

92 Feedback on written assignments is provided to students on a typed Assessment Feedback Form within three weeks of the submission date. For all practical assignments, except the final one, there is first an individual tutorial during the final session of the module, where the student and tutor discuss self-assessment, achievement and goals. Subsequently a written feedback form, based on this discussion, is provided within three weeks. This practical assessment is worth 80% of the mark; the other 20% is awarded for a written evaluation by the student of their practical work. Written feedback on this component is

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<sup>99</sup> 013 New Programme Handbook 2017-18

<sup>100</sup> 032 Sample Module Descriptor TH453 Acting 1

<sup>101</sup> 019 & 020 Samples of revised Assignment Briefs for Acting 1 Practical and Written Assessments

<sup>102</sup> 003 BA (Hons) Acting Programme Specification

<sup>103</sup> 019 & 020 Samples of revised Assignment Briefs for Acting 1 Practical and Written Assessments

again provided within three weeks of the submission date. For the final Production module the assessment is 100% practical<sup>104</sup>.

93 All tutors provide verbal feedback during teaching sessions, either to the whole class on common themes or to individual students, as appropriate. Students are also encouraged to give peer feedback during certain group tasks, such as devising or improvisations. Students are also encouraged to lead group warm-ups, which involve vocal and physical and mental activities.

94 Re-submission of written work that has failed, or re-assessment of failed practical assignments, are decided by the BNU Assessment Board according to BNU regulations<sup>105</sup>.

95 Student marks are recorded electronically on a Marks Form<sup>106</sup> and held on the administrator's password-protected computer at CTTC and forwarded to the BNU Partnership Tutor. These marks are also recorded on BNU systems for the Exam Boards. All records are held in accordance with Data Protection regulations<sup>107</sup>.

## Chapter B7: External examining

96 An External Examiner (EE) for the programme is nominated by CTTC<sup>108</sup> and approved by BNU. The role of the EE is in accordance with BNU guidelines based on Chapter B7 of the Quality Code. The DoS meets with the EE when he attends CTTC to observe the student showcase and at BNU Exam Boards.

97 The name, position and institution of the EE is included in the CTTC Welcome Pack<sup>109</sup> and EE reports, including CTTC responses and comment by the BNU Partnership Tutor, are made available to students and staff<sup>110</sup>.

98 CTTC invite the EE to attend Performance modules and the student showcase while Exam Board meeting arrangements are coordinated by BNU. EE comments and good practice observations are disseminated to staff and students at the relevant meetings, and the EE report is made available via the Lead Student Representative and the School Administrator.

99 Comments and suggestions made by the EE in his report are followed up in the Management Meetings and at the Annual Monitoring and Review Meeting and acted upon and monitored. So far the EE reports have been very positive and no serious concerns have been raised. The EE's praise and comments are summarised in the BNU Programme Review & Enhancement Report 2017.<sup>111</sup>

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<sup>104</sup> 054 Production 3 Module Descriptor

<sup>105</sup> 055 BNU Academic Assessment Regulations

<sup>106</sup> 056 Sample Marks Collection Form

<sup>107</sup> 057 Data Protection Policy

<sup>108</sup> 021 Responsibilities Checklist

<sup>109</sup> 014 New CTTC Student Welcome Pack 2017-18

<sup>110</sup> 024 External Examiner Report 2017

<sup>111</sup> 023 Programme Review & Enhancement Report 2016-17

## Chapter B8: Programme monitoring and review

100 The programme and its delivery are reviewed and monitored internally on a regular basis, by the Director of Studies (DoS), the Principal and the Quality Manager and on an annual basis by the entire senior management team. At the end of each module students complete feedback forms and these are passed by the tutor directly to the DoS for evaluation<sup>112</sup>. Collated feedback is evaluated and acted upon in relevant committees such as Team Management, Quality, and Student Staff Meetings.

101 The programme is also monitored and reviewed on an ongoing basis by the BNU Partnership Tutor and by means of the BNU Annual Monitoring and Periodic Review processes<sup>113</sup>. Any changes or improvements deemed necessary to individual modules or assessments are subject to approval by BNU.

102 A new CTTC Annual Monitoring and Review Meeting with the management team has now been instigated to provide a systematic internal annual review of the programme. Tutor feedback, good practice and new ideas and innovations are also reviewed with all teaching staff annually at the annual Staff Meeting and Development Day<sup>114</sup>.

## Chapter B9: Academic appeals and student complaints

103 CTTC processes for complaints and academic appeals are included in the joint BNU/CTTC Programme Handbook<sup>115</sup> and are based on BNU Complaints and Appeals guidelines<sup>116</sup> and the Office of the Independent Adjudicator for Higher Education (OIA) Good Practice Framework<sup>117</sup>. The process has recently been revised<sup>118</sup> in accordance with new guidance from the OIA. Forms for formal complaints and appeals are available on the BNU website and via the CTTC administrator.

104 The BNU/CTTC complaints and appeals policies and procedures aim to provide students with a clear, equitable, confidential and transparent framework for any complaint or appeal and is outlined to them during induction. The DoS and Principal would in the first instance handle any formal complaints or appeals. The BNU Complaints Manager would be informed immediately and a record of all correspondence, telephone calls, etc would be kept. To date there have never been any formal complaints or appeals but CTTC ensure that students are aware of the relevant processes should they ever be needed.

105 CTTC always aims to resolve any student concerns promptly and effectively and this is usually achieved informally. Any formal complaint or appeal would be recorded and monitored, as required by BNU and OIA guidelines, until resolution.

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<sup>112</sup> 048a,b&c Examples of Evaluation of Student Module Feedback

<sup>113</sup> 012 New BNU Annual Monitoring Policy

<sup>114</sup> 009 Staff Meeting and Development Day Programme

<sup>115</sup> 013 New Programme Handbook 2017-18, Page 46

<sup>116</sup> 033 BNU Student Complaints Procedure; 034 BNU Academic Appeals Process

<sup>117</sup> 036 OIA Good Practice Framework 2016

<sup>118</sup> 035 BNU Email on new Complaints and Academic Appeals Procedures

### **Chapter B10: Managing higher education provision with others**

106 In managing its HE provision CTTC follows all the relevant procedures and processes of BNU. It has no links with any other HE providers at this time.

107 Students do not undertake any work experience placements elsewhere as all production and practical activities are arranged on the premises under the direction of Courtyard Theatre and CTTC staff.

### **Chapter B11: Research degrees**

108 There are no research degrees delivered at CTTC.



## Section 5: The quality of information about the higher education provision offered

### Published information

109 Initial overall responsibility for the production of information lies with Director of Studies, the Principal and the Marketing Manager. All course-related information is reviewed and updated annually; it is checked and agreed internally at relevant committee meetings and also subject to approval by BNU.

110 Following the observation in the 2016 QAA Monitoring visit report that there was no formal sign-off process at CTTC for public information<sup>119</sup> a formal policy procedure has now been instituted<sup>120</sup>. The Marketing Manager is now responsible for all initial sign-off of public information while the Principal has final responsibility and sign-off.

111 The Marketing Manager is responsible for overseeing information content on the CTTC website, which is aligned to the programme page on the BNU website, and for checking relevant links. He also oversees the annual review of the Prospectus, which is available online and in hard copy. The Marketing Manager also designs and produces programme leaflets, such as for the student showcase and also the Courtyard Theatre.

112 Increasingly social media is used as a source for disseminating information related to the programme. CTTC has a Social Media Policy for any information posted on social media by either staff or students.<sup>121</sup> CTTC staff are being made aware of their responsibilities under the Competition and Markets Authority (CMA) guidelines, based on a recent BNU Partnership Network Event on this subject.

### Information for current students

113 Students are able to obtain general information about the programme from the CTTC and BNU websites and the course Prospectus<sup>122</sup>. Full details of modules, learning outcomes and assessments are available in the Programme Handbook,<sup>123</sup> the Programme Specification,<sup>124</sup> the Module Descriptors<sup>125</sup> and the Assignment Briefs.<sup>126</sup>

114 Students have full access to the BNU VLE (Blackboard) throughout their programme, which contains all BNU guidance and policy documents as well as access to Course Committee Minutes and Student Union and welfare information.

115 On acceptance of a place on the course students are sent a Welcome Pack<sup>127</sup> with information preparing them for study at CTTC. Detailed information on the programme, the

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<sup>119</sup> 006 QAA Annual Monitoring visit (AMV) Report March 2016, Para 10

<sup>120</sup> 058 CTTC Policy and Process for Approval of Public Information

<sup>121</sup> 059 Social Media Policy

<sup>122</sup> 031 Course Prospectus 2017

<sup>123</sup> 013 New Programme Handbook 2017-18

<sup>124</sup> 003 BA (Hons) Acting Programme Specification

<sup>125</sup> 032 Sample Module Descriptor TH453 Acting 1

<sup>126</sup> 019 & 020 Samples of revised Assignment Briefs for Acting 1 Practical and Written Assessments

<sup>127</sup> 014 New CTTC Student Welcome Pack 2017-18

student experience at CTTC and links with BNU are also provided at Induction<sup>128</sup>.

116 CTTC is in the process of setting up its own intranet for communication of information related to rehearsals, any room changes etc. A new monthly Newsletter for students and staff is also being established from September 2017 to aid communication of information on activities and events at CTTC. Students are being invited to contribute to this.

117 CTTC also share information with students via social media. The HR and Marketing Manager and School Administrator maintain the CTTC Facebook, Instagram and Twitter accounts and all postings are subject to approval by the HR and Marketing Manager and Principal. Students also use closed Facebook and WhatsApp accounts to share information. Guidance on protocols for social media use are available in the Programme Handbook<sup>129</sup> and the Social Media Policy<sup>130</sup>.

### Information for staff

118 Information for staff is provided in the Operations Manual<sup>131</sup> as well as the Programme Specification<sup>132</sup>, Module Descriptors<sup>133</sup> and Assignment Briefs<sup>134</sup>. The Director of Studies is responsible for inducting any new teaching staff into CTTC policies and procedures in a one-to-one meeting before they start teaching. The Marketing Manager is responsible for inducting the School Administrator and information on this role and responsibilities is included in the School Administrator Working Guide<sup>135</sup>.

119 Information is also disseminated to staff via email and the annual Staff Development event. It is a challenge for CTTC that many tutors are part-time and freelance; therefore the DoS aims to maintain close personal contact with each individual to facilitate information exchange. The new monthly Newsletter is also intended to facilitate sharing of information amongst staff, who are being invited to contribute to it. This will include the sharing of information on good practice.

120 Staff also have access to the BNU VLE (Blackboard) and this year CTTC are intending to trial electronic submission and the use of Turnitin with certain staff. Staff and student feedback on this will be evaluated to determine whether it can be extended to cover all assessment for the academic year 2018-19.

### Review of information

121 All published information is reviewed annually both internally and by BNU. The Marketing manager and the Principal oversee and approve information review via Management Meetings and the Annual Monitoring and Review Meeting. BNU have indicated via their annual monitoring reports that published information is appropriate and accurate.

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<sup>128</sup> 049 Induction Timetable

<sup>129</sup> 013 New Programme Handbook 2017-18

<sup>130</sup> 059 Social Media Policy

<sup>131</sup> 025 Operations Manual 2017-18

<sup>132</sup> 003 BA (Hons) Acting Programme Specification

<sup>133</sup> 032 Sample Module Descriptor TH453 Acting 1

<sup>134</sup> 019 & 020 Samples of revised Assignment Briefs for Acting 1 Practical and Written Assessments

<sup>135</sup> 060 School Administrator Working Guide

Student feedback indicates that they are very satisfied with the information that they are provided.

## Section 6: Enhancement of students' learning opportunities

122 Following the QAA 2014 Review for Specific Course Designation recommendation that it would be desirable for CTTC to capture and embed enhancement in a more systematic way<sup>136</sup> CTTC has worked hard to bring this to the forefront of their processes and programme delivery.

123 CTTC has built on the good practice noted in the 2014 report for the provision of a broad range of enrichment opportunities that enhance student learning beyond their degree programme requirements. These now include: physical fitness and movement, period dance, stage combat, an outreach performance<sup>137</sup>. There is also a showcase for second year student to which theatrical scouts and agents are invited<sup>138</sup>.

124 Students are able to watch any Courtyard Theatre productions<sup>139</sup> for free and may be involved in certain productions. These valuable opportunities for watching and interacting with professional actors and working theatre staff are rated highly by students<sup>140</sup>.

125 CTTC created a new post of Enhancement Officer (EO) in November 2016<sup>141</sup>. Enhancement is defined as the systematic improvement of the quality of provision and the ways in which students' learning is supported. Enhancement is now a standing item on the agenda for all CTTC committees<sup>142</sup>. This is used to identify and disseminate good practice, highlight existing enhancement opportunities and identify new ones.

126 The EO has spearheaded, in consultation with the senior management team, a number of new enhancements including:

- Low cost tickets for West End shows<sup>143</sup> which students may also critique as part of their assignments, or during group discussions in teaching sessions.
- Additional workshops led by selected professional companies performing at the Courtyard Theatre to enhance learning and potential future employability.
- Sessions by invited external speakers<sup>144</sup> on employability skills such as CV standardisation and audition technique.
- A periodic 'Courtyard Collective' event<sup>145</sup> enabling students, staff and professionals to try out experimental, or new, performances on stage before a supportive audience.

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<sup>136</sup> 005 QAA Review for Specific Course Designation (RSCD) Report March 2014

<sup>137</sup> 031 Course Prospectus 2017

<sup>138</sup> 061 Showcase Leaflet 2017

<sup>139</sup> 062 Courtyard Theatre Brochure

<sup>140</sup> 002 Student Submission; 017 Student Survey March 2017

<sup>141</sup> 063 Enhancement Officer Job description

<sup>142</sup> 015 New Meeting Minutes Proforma

<sup>143</sup> 064 Discount Directory

<sup>144</sup> 065 List of Guest Speakers 2016-17

<sup>145</sup> 066 Courtyard Collective document

- An enhanced Induction<sup>146</sup> programme for new students that now includes: an academic writing skills workshop; an orientation to facilities, services and safety procedures in the local area; an introduction to BNU facilities, Learning Partnership Agreement<sup>147</sup>; and the Students' Union; and a devising exercise to foster early collaboration and teamwork skills and culminating in a peer production by the end of Induction week.
- Additional tutorials and a student 'Buddy system' to enhance student learning and support.
- A new monthly e-Newsletter and intranet facility to enhance communication.

127 These various enhancements have been designed to increase students' general confidence and theatre skills proficiencies, and improve their overall academic performance. This is reflected in the positive student feedback<sup>148</sup> and the External Examiner report<sup>149</sup>.

128 The CTTC response to the student voice, which was noted as good practice in the 2014 QAA report<sup>150</sup>, has been further enhanced by the formation of a new Student Staff Committee, chaired by the Lead Student Representative and run by students<sup>151</sup>.

129 The Quality Manager and the Director of Studies have also worked together with the BNU Partnership Tutor to enhance Student learning opportunities by revising assessment guidelines and marking criteria. A new staff development workshop<sup>152</sup> on marking and feedback will enhance practice in these areas.

130 CTTC are also making more effective use of the External Examiner's (EE) reports and suggestions. There is closer contact with the EE and actions arising from EE are followed up more systematically in CTTC committees. In his latest report the EE<sup>153</sup> rated students' learning opportunities and faculty support highly.

### Theme – Employability

131 Employability is the key focus of this programme and all other activities at CTTC. By being based in a professional theatre students have the opportunity to see theatre professionals at work first hand and to build relationships for potential future employment.

132 Production Modules on the programme give students the opportunity to work under professional directors and to gain accurate experience of the rigours of professional stage acting<sup>154</sup>.

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<sup>146</sup> 049 Induction Timetable

<sup>147</sup> 050 Learning Partnership Agreement

<sup>148</sup> 002 Student Submission; and 048c Example of Evaluation of Student Feedback on Visit linked to Module

<sup>149</sup> 024 External Examiner report

<sup>150</sup> 005 QAA Review for Specific Course Designation (RSCD) Report March 2014

<sup>151</sup> 018 Minutes of Student Staff Committee Meeting 06.07.17

<sup>152</sup> 009 Staff Meeting and Development Day Programme

<sup>153</sup> 024 External Examiner Report 2017

<sup>154</sup> 054 Production 3 Module Descriptor

133 Students also have opportunities to work on productions with visiting professional companies, such as assisting with technical operations, front of house tasks and client care.

134 Professional practice workshops offered by guest lecturers help students prepare professional CVs and headshots. They also learn how to write letters to agents for professional representation<sup>155</sup>.

135 The second year showcase<sup>156</sup>, to which agents and industry scouts are invited, enables students to showcase their talent to the industry. They also produce digital showreels of their work while at CTTC.

136 Individual feedback and tutorials from experienced industry professionals throughout the programme provides students with support in identifying their strengths and how best to shape their career. Individual Learning Plans (ILPs) may be used to support this in the second year.

137 CTTC meets the needs of industry employers by providing additional stagecraft training that is not part of the assessed BA Programme. An example of this is the stage combat training which is independently assessed by the British Academy of Dramatic Combat (BADC). CTTC is also exploring facilitating training in archery and horse-riding for students.

138 CTTC Students are able to view any of the regular productions held at the Courtyard Theatre<sup>157</sup> throughout the year for free and are also helped to get discount tickets for West End shows. This enables them to gain wide experience of theatrical productions and potential areas of work in the industry.

139 A new innovation for 2017-18 will be the provision of additional workshops from visiting professional companies; provision for this has now been drafted into The Courtyard Theatre's standard production agreement.

140 CTTC are also exploring the establishment their own agency, which would provide six months representation, as well as employability advice, for all new graduates as well as representing acting professionals.

141 Students rate the employability aspects of this programme highly in their feedback<sup>158</sup>.

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<sup>155</sup> 065 List of Guest Speakers 2016-17

<sup>156</sup> 061 Showcase Leaflet 2017

<sup>157</sup> 062 Courtyard Theatre Brochure

<sup>158</sup> 002 Student Submission

## CTTC HER Submission Evidence List

- 001 Self Evaluation Document
- 002 Student Submission
- 003 BA (Hons) Acting Programme Specification
- 004 Organisational Chart
- 005 QAA Review for Specific Course Designation (RSCD) Report March 2014
- 006 QAA Annual Monitoring visit (AMV) Report March 2016
- 007 Updated Action Plan Aug 2017
- 008 List of CTTC Committees
- 009 Staff Meeting and Development Day Programme
- 010 Prevent Meeting Minutes 24.01.17
- 011 Prevent Meeting Minutes 10.05.17
- 012 New BNU Annual Monitoring Policy
- 013 New Programme Handbook 2017-18
- 014 New CTTC Student Welcome Pack 2017-18
- 015 New Meeting Minutes Proforma
- 016 New Individual Learning Plan (ILP) Proforma
- 017 Student Survey March 2017
- 018 Minutes of Student Staff Committee Meeting 06.07.17
- 019 Sample of revised Assignment Brief (Acting 1 Practical Assessment)
- 020 Sample of revised Assignment Brief (Acting 1 Written Assessment)
- 021 Responsibilities Checklist
- 022 Programme Review & Enhancement Report 2015-16
- 023 Programme Review & Enhancement Report 2016-17
- 024 External Examiner Report 2017
- 025 Operations Manual 2017-18
- 026 BNU Academic Qualifications Framework
- 027 Subject Benchmark Statement for Dance, Drama and Performance, July 2015
- 028 BNU Partnership Approval Form
- 029 Diagram of Staff Qualifications and Experience
- 030 Assessment Board Minutes May 2017
- 031 Course Prospectus 2017
- 032 Sample Module Descriptor TH453 Acting 1

- 033 BNU Student Complaints Procedure
- 034 BNU Academic Appeals Process
- 035 BNU Email on new Complaints and Academic Appeals Procedures\
- 036 OIA Good Practice Framework 2016
- 037 CTTC 2016 Annual Return Form for QAA
- 038 BNU Short Course Approval Process
- 039 Monthly Recruitment and Admissions Summary example - Feb 2017
- 040 Google Adwords Statistics
- 041 Cascaid Advert
- 042 BNU Admissions Policy and Procedure
- 043 CTTC Flowchart of Process for New Applicants
- 044 CTTC Audition and Interview Proforma
- 045 CTTC Offer letter
- 046 Buddy System Questionnaire
- 047 Newsletter Proforma
- 048a,b&c Examples of Evaluation of Student Module Feedback
- 049 Induction Timetable
- 050 Learning Partnership Agreement
- 051 Reasonable Adjustments for Disabled Students
- 052 Fitness to Study Procedure
- 053 BNU Student Representation
- 054 Production 3 Module Descriptor
- 055 BNU Academic Assessment Regulations
- 056 Sample Marks Collection Form
- 057 Data Protection Policy
- 058 CTTC Policy and Process for Approval of Public Information
- 059 Social Media Policy
- 060 School Administrator Working Guide



- 061 Showcase Leaflet 2017
- 062 Courtyard Theatre Brochure
- 063 Enhancement Officer Job description
- 064 Discount Directory
- 065 List of Guest Speakers 2016-17
- 066 Courtyard Collective document