

Assessment for quality and standards initial conditions B7 and B8

Laine Theatre Arts Limited

Provider legal name: Laine Theatre Arts Limited

Provider trading name: Laine Theatre Arts

UKPRN: 10003746

Assessment conducted: 31 October 2024 to 6 February 2025

Contents

Executive summary	4
Introduction and background	6
Assessment process	7
Initial condition B7: Quality	7
Initial condition B8: Standards	7
Part 1: Assessment of condition B7: Quality	9
Condition B1: Academic experience	9
B1.3.a	9
Advice to the OfS	9
Reasoning	9
B1.3.b	10
Advice to the OfS	10
Reasoning	10
B1.3.c	11
Advice to the OfS	11
Reasoning	11
B1.3.d	12
Advice to the OfS	12
Reasoning	12
B1.3.e	13
Advice to the OfS	13
Reasoning	14
B1 conclusions	14
Condition B2: Resources, support, and student engagement	16
B2.2.a	16
Advice to the OfS	16
Reasoning	16
B2.2.a	17
Advice to the OfS	17
Reasoning	17
B2.2.b	19
Advice to the OfS	19
Reasoning	19
B2 conclusions	20
Condition B4: Assessment and awards	21
B4.2.a	21
Advice to the OfS	21
Reasoning	21
B4.2.b	22
Advice to the OfS	22

Reasoning	22
B4.2.c	23
Advice to the OfS	23
Reasoning	23
B4.2.d	24
Advice to the OfS	24
Reasoning	24
B4.2.e	25
Advice to the OfS	25
Reasoning	25
B4 conclusions	26
Part 2: Assessment of condition B8: Standards	27
Requirement	27
Advice to the OfS	27
Reasoning	27
Requirement	29
Advice to the OfS	29
Reasoning	29
Annex A: Approach to sampling of evidence	32
Annex B: Evidence cited	33

Executive summary

Type of assessment	Initial conditions B7 (quality) and B8 (standards).
For	Laine Theatre Arts.
Advice to the OfS on B7	Laine Theatre Arts has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration.
Advice to the OfS on B8	The courses Laine Theatre Arts intends to provide appropriately reflect sector-recognised standards.

How we assess providers applying to register

For providers seeking registration with the Office for Students (OfS), the OfS will assess their application and relevant evidence to determine whether the provider satisfies the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022).

For this assessment, the OfS appoints an assessment team that includes external academic experts. The assessment may include a visit to the provider by the assessment team, after which it produces a report. The report does not consider matters which may have occurred after that period.

As part of the registration process the OfS also assesses risk against the related revised ongoing conditions of registration. These cover the following areas: academic experience (condition B1), resources, support and student engagement (condition B2), assessment and awards (condition B4) and sector-recognised standards (condition B5).

1. This report is an independent assessment of Laine Theatre Arts about its compliance with the Office for Students' (OfS) initial conditions of registration for quality (condition B7) and standards (condition B8).
2. The report shows the findings of an independent assessment team. It does not represent a decision by the OfS about this higher education provider's compliance with these conditions of registration.
3. The OfS's regulatory framework sets out that a provider wishing to access the benefits of registration must register with the OfS.¹
4. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).

¹ See [Regulatory framework for higher education in England](#).

5. Concerning the OfS's initial condition of registration for quality (condition B7), the assessment team found that, if registered, Laine Theatre Arts has credible plans that would allow it to comply with the OfS's ongoing conditions of registration for academic experience (condition B1), resources, support and student engagement (condition B2), and assessment and awards (condition B4) from the date of registration.
6. Concerning initial condition B8, the assessment team found that, if it is registered, Laine Theatre Arts intends to set and apply sector-recognised standards for any relevant awards granted to students who complete a higher education course.
7. Laine Theatre Arts delivers a Level 6 diploma in Professional Musical Theatre, which is validated by Trinity College London. It runs a one-year top-up BA (Honours) degree in Musical Theatre validated by University of Portsmouth. It is planning to run a three-year BA (Honours) degree validated by University of Portsmouth starting in 2025-26.²
8. The OfS decided that it was necessary to undertake an assessment visit to Laine Theatre Arts to gather evidence and provide advice to inform its decision about whether the initial conditions B7 and B8 are satisfied. This is in accordance with the guidance on registering with the OfS (Regulatory advice 3).³ The OfS decided that this assessment should be undertaken by assessors able to provide expert academic judgement.
9. The purpose of the assessment is to provide advice to the OfS to enable the OfS to decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk.
10. The evidence from the assessment informs the OfS's decisions about whether to register Laine Theatre Arts and, if registered, whether any mitigation is necessary.
11. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about Laine Theatre Art's compliance with initial conditions B7 and B8.
12. The team considered a range of information submitted by Laine Theatre Arts as part of its application for registration.
13. The assessment team visited Laine Theatre Arts in February 2025 during which time it met with senior leaders, toured the premises, observed teaching, met with students (including student representatives), met external examiners and the validating partner, and met teaching staff.

² Validation enables a provider to deliver higher education when it might not otherwise have the expertise and resources to create new courses itself, or have the powers to make the award.

³ See Regulatory advice 3: Registration of English higher education providers with the OfS.

Introduction and background

14. Laine Theatre Arts was established in 1962, specialising in primarily higher education and training in performing arts. It is designed to prepare its graduates for careers in the creative arts industries as performers, directors, choreographers and educators.
15. Laine Theatre Arts runs a Level 6 diploma in Musical Theatre, which is validated by Trinity College London. The most recent revalidation was in 2020.
16. Laine Theatre Arts runs a one-year top-up BA (Honours) degree in Musical Theatre, which is validated by University of Portsmouth. This partnership was established in 2020.
17. Laine Theatre Arts is based in separate buildings in Epsom. There are currently 22 studios available. There is a performance space within the original building. Laine Theatre Arts is moving to a new location for a five year period while a new purpose-built building is being built. The temporary location will have 30 studios. The new location will also have 30 studios and a bespoke 200 seater theatre.
18. Laine Theatre Arts are starting a three-year BA (Honours) degree in Professional Musical Theatre which will be validated by University of Portsmouth.
19. Laine Theatre Arts have had a MA in Musical Theatre approved by the University of Portsmouth to start in 2028-29.
20. Student numbers are projected as follows:

Table 1: Projected Student Numbers

Table heading row	Diploma	BA	BA (top-up)	MA
2024-25	287	-	65	-
2025-26	255	65	60	-
2026-27	216	130	60	-
2027-28	171	195	60	-
2028-29	171	195	30	15
2029-30	171	195	30	15

21. Laine Theatre Arts employs 60 staff currently. It plans this to grow to 72 by 2029-30.
22. A new board of directors was formed in October 2022. In January 2023 a new leadership team took office. Formal committees have been established, including Audit and Risk. The board of directors delegated responsibility for academic quality to the Academic Board and its subcommittees, including Senior Management Committee and Board of Studies. Democratically elected students sit on the Academic Board, Board of Studies, Student Liaison Committee and Access and Participation committees.

Assessment process

Initial condition B7: Quality

23. Laine Theatre Arts submitted a quality plan and supporting evidence, as required by the OfS's guidance for providers applying for registration (Regulatory advice 3).⁴
24. The assessment team sought further written evidence from the provider on 21 November 2024 and undertook an assessment visit on 5 and 6 February 2025. During the visit, the assessment team met with the senior leadership team, and a range of teaching and administrative staff. The team also met with students, including student representatives, external examiners and a representative from the validating partner.
25. Access was granted to the provider's virtual learning environment (VLE) from 4 December 2024 onwards. The assessment team also had access to data and information relating to the provider held by the OfS that was relevant to the assessment.
26. The assessment team used this evidence to provide advice on whether the provider complied with the requirements set out in initial condition B7. These are that the provider has credible plans that would enable it, if registered, to comply with conditions of registration B1, B2 and B4, and whether it has the capacity and resources to deliver these plans.

Initial condition B8: Standards

27. Laine Theatre Arts submitted information relevant to the academic standards of the courses it intends to provide if registered, including course documentation, programme specifications and module outlines.⁵
28. Laine Theatre Arts provides a small number of courses, so the assessment team has considered information relevant to all the courses Laine Theatre Arts intends to provide upon registration in reaching its view on B8.
29. The 'sector-recognised standards' are set out in a document published by the OfS.⁶ These set out the standards that all registered providers are required to meet and were used by the team for its assessment.
30. The standards the OfS has identified as applicable are:
 - A.1: Qualifications at each level
 - A.2: Volumes of credit

⁴ See [Regulatory advice 3: Registration of English higher education providers with the OfS](#).

⁵ See Annex I, 'Guidance for providers on the assessment of initial condition B8 (standards)' at [Regulatory advice 3: Registration of English higher education providers with the OfS](#).

⁶ See [Sector-recognised standards](#).

- A.3: Qualification descriptors, specifically
 - A.3.1 Descriptor for a qualification at Level 4
 - A.3.2 Descriptor for a qualification at Level 5
 - A.3.3 Descriptor for a qualification at Level 6
 - A.3.4 Descriptor for a qualification at Level 7
- B: Classification descriptors for Level 6 bachelors' degrees.

31. The assessment team considered the evidence available to provide advice on whether Laine Theatre Arts complied with the following requirements set out in condition of registration B8: that Laine Theatre Arts demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, Laine Theatre Arts (if registered), whether or not Laine Theatre Arts is the awarding body, appropriately reflect any applicable sector-recognised standards.

Part 1: Assessment of condition B7: Quality

This section sets out advice on whether Laine Theatre Arts has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Does Laine Theatre Arts have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

32. The assessment team considered Laine Theatre Arts's plans to ensure that students registered on each higher education course will receive a high quality academic experience. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

B1.3.a

Does Laine Theatre Arts have credible plans to ensure that each higher education course is up to date (B1.3.a)?

Advice to the OfS

33. The assessment team's view is that there is clear evidence that the provider has plans to ensure that each higher education course is up to date. The course content is informed by industry standards, and the pedagogy is reflective of current thinking and practices. Graduates from the course have exceptional success in securing professional work in an extremely competitive industry, again indicating that the course content and delivery is up to date.

Reasoning

34. There is evidence from a recent accreditation report (October 2023) detailing the 'exceptional' links with musical theatre, dance and acting professions. These industry links are a key component in ensuring the currency of the courses.
35. The process for course development is set out in the Course Development and Approval Policy and Procedure and require the convening of an industry advisory panel consisting of 'relevant industry practitioners who are not otherwise engaged by Laine' to give advice on current industry practice. The course approval panel also includes external academic and industry specialists. The development of the BA (Hons) Musical Theatre programme included two external reports, one from a BAFTA and Tony award winning director and composer, and one from a dancer and choreographer with significant professional and education experience. These reports are detailed and specific in their feedback and give confidence that the course is representative of current academic and professional standards.

36. The leadership at Laine Theatre Arts has significant high profile industry experience, and many of the teaching staff still work professionally alongside their teaching commitments. In addition, industry professionals are brought in to work with students, with current students noting the value of contact with industry professionals.
37. Laine Theatre Arts takes reasonable steps to ensure that the pedagogic approaches used are up to date, with a continuing professional development (CPD) programme for both full and part-time staff. This allows for staff to suggest areas for development as well as a series of compulsory sessions.
38. There is a particular current focus on developing a 'higher education mindset' in staff through the ongoing CPD activities, and all permanent staff are currently being supported to obtain Advance HE Fellowship.
39. Staff are provided with eight CPD days per year as well as a full annual induction. These sessions have covered a range of learning and teaching focused sessions, as well as specialist focused areas such as use of the VLE.
40. The initial course approval for the BA (Hons) programme is the responsibility of the validating partner university and is subject to an annual monitoring action plan (Excellence and Quality Improvement Plan (EQuIP)), and a detailed periodic partnership and course review at least once every five years.
41. The Trinity College London Level 6 diploma in Professional Dance and Musical Theatre is subject to Council for Dance, Drama and Musical Theatre (CDMT) reaccreditation, Trinity College London revalidation and annual moderator reports from Trinity College London, helping to ensure that these courses are up to date.

B1.3.b

Does Laine Theatre Arts have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)?

Advice to the OfS

42. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that courses provide appropriate educational challenge. The evidence provided demonstrated the rigour and difficulty reasonably expected of higher education courses, in the context of their subject matter and level.

Reasoning

43. In the view of the assessment team the course provided an appropriate educational challenge that was clearly aligned with a range of external reference points and has been developed with appropriate engagement with industry. In addition, ongoing calibration was evidenced that would ensure ongoing appropriate educational challenge.
44. Modules display an appropriate level of challenge in line with the sector-recognised standards. For example, in the module Production in Musical Theatre Practice, learning

outcomes include 'Articulate information, ideas, problems and solutions to specialist and non-specialist musical theatre audiences' and 'Critically evaluate personal and collective practice and outcome'. These outcomes map against the sector-recognised standards expectations for Level 6, where holders of the qualification will be able to 'communicate information, ideas, problems and solutions to both specialist and non-specialist audiences' and 'critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements'. This indicates that the modules set an appropriate level of educational challenge.

45. Evidence from Laine Theatre Arts's current delivery of higher education supports the credibility of its plans because these courses provide appropriate educational challenge through the use of content appropriate to the level. This is demonstrated through, for example, the use of a structured framework of summer and induction activity to prepare students for Level 6 study on the BA (Hons) top-up degree, including academic reading, performance analysis, work on learning strategies and research tasks.
46. Laine Theatre Arts sets course content at the appropriate academic level at Levels 4, 5, and 6, which means that all students face the minimum level of rigour and difficulty reasonably expected within the context of the subject matter. There is clear evidence that the plans for teaching and assessing at Level 6 offer greater educational challenge than those at Level 4. For example, on the new BA (Hons) course the final year 20 credit dissertation assessment consists of an 8000 word piece of writing (80 per cent of the assessment weighting), compared with a 2400 word essay for the Level 5 research and performance module (100 per cent of the assessment weighting) and a 1500 word essay for the Level 4 module theories and contexts (100 per cent of the assessment weighting).
47. Teaching staff were able to clearly articulate the progression across the three years of study, identifying the end point as industry ready graduates and working back to support students to that point.

B1.3.c

Does Laine Theatre Arts have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

48. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that its higher education courses are coherent. Courses are structured to build skills and knowledge in an appropriate order. The intention and ethos of the course were clearly articulated throughout the submitted documentation and in discussions with staff and students.

Reasoning

49. There is a clear focus on vocational industry training at Laine Theatre Arts. It takes care to provide a secure foundation before building student skills to the point in their final year where they are able to undertake a set of professional style activities. The small group teaching and

high number of contact hours help to ensure that these foundational skills in dance, acting and singing are well established.

50. While there are no optional modules on the three-year BA (Hons) Musical Theatre course, in four out of the 11 modules at Level 5 and 6 there are student selected options for study within modules. The absence of optional modules is not unusual for a course covering high-level skills in acting, singing and dancing, as well as contextual studies, and it is the view of the assessment team that optional modules would introduce too much breadth into the course of study.
51. The courses are structured to build skills and knowledge in an appropriate order, and the programme overview of the BA (Hons) Musical Theatre course sets out the move from 'exploration' in year 1, to 'refinement' in year 2 and on to 'professional preparation' in year 3.
52. Skills are developed in specific modules on the three-year BA (Hons) course; for example, moving from demonstrating the ability to use skills in a studio setting to applying those skills while engaging with audiences and adapting to the demands of a professional performance.
53. There is a credible plan to develop the contextual studies strand through the new courses, and additionally on the existing diploma. While the contextual element is not the principal focus of the courses, it is an important aspect of the provision and Laine Theatre Arts should continue to consider how this can be effectively delivered to students.

B1.3.d

Does Laine Theatre Arts have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Advice to the OfS

54. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that its higher education courses are effectively delivered. The evidence considered demonstrates that the manner in which the courses are taught, supervised and assessed are appropriate for the nature and level of each course. The balance between delivery methods is considered appropriate and while there is a greater proportion of directed study, this is entirely appropriate for the nature of the vocationally focused course, where work in the studio is essential to develop the necessary skills.

Reasoning

55. The courses are primarily delivered through the practical studio environment, but observed sessions indicated the inclusion of theoretical and contextual materials in those practically focused sessions. Contextual studies sessions were delivered in small group seminar sessions in classroom spaces.
56. There are multiple opportunities for students to engage directly with teaching staff, and formative feedback on tasks set and undertaken in class is part of most, if not all, teaching sessions. There are also weekly meetings between year groups and academic staff outside of the taught sessions.

57. Assessment at Laine Theatre Arts is delivered through a balance of independently completed tasks, group work and synchronous skills assessments and presentations. These assessments are approved for each unit as part of the course validation process.
58. In person studio teaching sessions are supported by the use of a VLE and students commented on the developing efficacy of the support provided through this. It was noted that staff CPD had been provided on the use of the VLE and that the consistent use of this across the provider was improving.
59. Assessment details for each module are clearly stated in course and module handbooks and communicated in class and through the VLE. Students receive verbal feedback on an ongoing basis in practical sessions, and in meeting with students the observation was made that due to their prior experience they were generally adept at responding to in person feedback.
60. Students also receive feedback in individual termly appraisal sessions, consisting of a one-to-one meeting for a holistic discussion on their progress and performance. At all levels of study, assessment tasks reflect and help consolidate student learning. Evidence from the assessments that the assessment team viewed, and the views from students met during the visit, indicate that the feedback students received on both formative and summative assessments was both sufficient and timely to support their ongoing learning.
61. The small group teaching with a high number of contact hours and a vocational focus provides an effective environment for the delivery of these programmes, and students are both supported and monitored to have high expectations of engagement and attendance. This ensures the effectiveness of the taught practical sessions that make up a large part of the course delivery.
62. Evidence from Laine Theatre Arts's current delivery of higher education shows credible plans to ensure the effective delivery of its courses in the context of the subject matter and the vocational nature of these courses.

B1.3.e

Does Laine Theatre Arts have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

63. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that its higher education courses require students to develop relevant skills. The courses have a clear focus on developing the skills required by the theatre industry for performers, as well a set of associated skills allowing students to enter related areas of the industry or other professional destinations, such as teaching.

Reasoning

64. The assessment team considered that Laine Theatre Arts's plans for students to develop practical skills were clearly evidenced for both the current and proposed courses in the feedback from external examiners and partners, discussions with current students, and with industry professionals. The balance between practically focused classes and primarily theoretical scheduled teaching sessions, as well as the small group teaching model, supports the development of practical skills. As these courses are designed to lead to graduates working as performers in the theatre industry, this is of particular importance.
65. The significant input from industry practitioners helps to ensure the relevance of the skills that students are developing, and Laine Theatre Arts provided examples of where content or delivery methods were adapted following industry feedback. This included making changes to the repertoire covered in singing classes to better align with changing expectations of casting directors.
66. The higher education courses develop reflective practice, and the skills of analysis and evaluation in relation to the strong practical focus. The three-year BA (Hons) programme specification states that the course aims to guide 'students in combining practical skills, theoretical understanding, creative decision making and critical analysis to produce work that is reflective of industry leading creativity'.
67. Students are required to develop critical and intellectual skills as part of the higher education courses, and Laine Theatre Arts is working through a plan to further improve this aspect of the provision. This includes additional dedicated sessions delivered by subject specific, expert lecturers for the contextual studies curriculum. This is intended to provide students with an introduction to critical perspectives and to build the transferable skills necessary for higher education study and professional practice. The assessment team considered that Laine Theatre Arts has clear and credible plans in place to ensure that this aspect of the provision is strengthened.

B1 conclusions

Does Laine Theatre Arts have credible plans that would enable it, if registered, to comply with condition B1 from the date of registration?

68. The assessment team considered that, overall, Laine Theatre Arts has credible plans to ensure, if registered, that students on higher education courses would receive a high quality academic experience.
69. The assessment team found that course documentation and evidence of evaluation and enhancement demonstrate that courses are and would remain up to date. The documentation reviewed, observed teaching delivery and discussions with staff and students assured the assessment team that the courses provide educational challenge, are coherent and are effectively delivered. The team's review of course and module documentation, campus-based and virtual resources, observed teaching delivery and teaching materials, in addition to discussions with staff and students, assured the team that students acquire relevant skills

appropriate to the vocationally focused subject matter of the courses. The engagement with highly respected industry professionals in the assessment further supports this view.

70. The assessment team noted that the requirement of condition B1 is expressed as a principle that can be satisfied in different ways. The assessment team is of the view that the evidence set out above is sufficient for it to make an overall view in respect of initial condition B1. Considering its findings at B1.3.a, B1.3b, B1.3c, B1.3d and B1.3e above, and the reasoning contained therein, the assessment team's view is that Laine Theatre Arts has credible plans to ensure its students will receive a high quality academic experience.
71. The assessment team did not identify any broader concerns relevant to condition B1 to report to the OfS.

Condition B2: Resources, support, and student engagement

B2.2.a

Does Laine Theatre Arts have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

i a high quality academic experience for those students

ii. those students succeed in and beyond higher education. (B2.2.a)?

Advice to the OfS

72. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that each cohort of students will receive resources sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

Reasoning

73. The assessment team toured studio spaces, classrooms, performance spaces, and study and social spaces currently in use by Laine Theatre Arts. The team also viewed plans for new spaces that would be used in the medium and longer term to deliver these courses. The team felt that the development in the physical resources provided would be an important element of ensuring that each cohort of students has access to sufficient space for teaching and independent study. The assessment team would encourage Laine Theatre Arts to ensure and evaluate the provision of classroom and academic study spaces over the period where the new courses are introduced, and ensure that the quality and provision of those spaces match the quality of the practically focused spaces.
74. The provision of learning resources is considered by the board of studies, and any issues are reported to the Academic Board, to which it formally reports, and the senior management committee.
75. The assessment team also met teaching and support staff currently delivering courses and reviewed their CVs and found that they are appropriately qualified and deployed to deliver the current courses effectively. The industry experience of staff in teaching and leadership roles is impressive. Laine Theatre Arts has a well-developed recruitment and induction process, which staff described as working effectively. This has been developed recently, and staff noted the additional support now provided. As new courses are introduced, including at Level 7, particular care will be needed to ensure that staff are appropriately qualified to deliver academic and theoretical material.
76. The practical, studio-based teaching is supported by the use of a VLE, and staff have been supported through staff development sessions in the effective use of this.
77. Students at Laine Theatre Arts currently have access to electronic resources through the partner validating university. This is an important resource for students, in particular for

contextual studies elements, and particular care would need to be taken to replace this if it was not available in future.

78. The assessment team also met teaching and support staff currently delivering the course at Laine Theatre Arts and found that they are appropriately qualified and deployed to deliver the current course effectively. Laine Theatre Arts has a well-developed recruitment and induction process for new staff, and both recruiting managers and new staff spoke positively about the new processes that had been introduced to support new staff.
79. The plans for growth of staff numbers are credible and appropriate for the forecast growth in student numbers and in the development of new courses. The additional positions outlined (human resources, marketing, IT support, and reception staff followed by learning support and student services support roles and then theatre production manager and wardrobe supervisor roles) will enable Laine Theatre Arts to support the growth in student numbers and number of courses offered.
80. The preparation of students for their future careers at Laine Theatre Arts is extremely effective, with significant input from high profile industry figures, experience of working with professional directors, a digital showreel produced, work with casting directors across the course, as well as working during the course with the in-house agency. Students are supported to undertake periods of professional work and are provided with CV support and advice on broader professional requirements, such as self-assessment tax returns, from an alumnus who has experience in providing tax support for performing artists.
81. The assessment team concluded that, based on the evidence available, Laine Theatre Arts has credible plans to develop its resources appropriately.

B2.2.b

Does Laine Theatre Arts have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

- i. a high quality academic experience for those students**
- ii. those students succeed in and beyond higher education. (B2.2.b)?**

Advice to the OfS

82. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that each cohort of students will receive support sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

Reasoning

83. The clear focus of Laine Theatre Arts's work with students, alongside the high number of contact hours and small group practical teaching, enable it to provide high levels of support for both a high quality academic experience and success in and beyond higher education.
84. Support begins at the point of application, which includes a personalised admission policy providing an early flag if any adjustments or support are needed.

85. Staff and students noted a scheme where a specialist external provider ran a series of workshops providing mental health input. This provider also works with the industry providing training and CPD, and this was identified as an extremely valuable resource. An in-house counsellor is also provided, and students noted the value of this support.
86. Support for students with specific learning needs is carefully thought-through and effective. The assessment team saw adjustments being made in the teaching sessions they observed, such as provision of handouts on a range of coloured paper. Students reported being aware of increasing awareness of and support for neurodiversity and mental health issues
87. First and second year students receive a programme of wellbeing sessions delivered in the first six-week period of term one, term two and term three. In term one the programme introduces students to the fundamentals of health and wellbeing, focusing on physical, mental, and emotional aspects to build a strong foundation for their training. The programme in term two is intended to equip students with strategies to manage stress, enhance resilience, and foster emotional agility. In term three the programme prepares students for the realities of the professional industry, focusing on sustainable career practices and emotional wellbeing.
88. Students can book individual sessions with the head of student services or the learning support assistant. Students told the assessment team that they appreciate this level of support.
89. Prior to the commencement of training, all new students are asked to submit a GP proforma and complete a medical questionnaire giving them the option to raise any additional learning or disability needs or requirements. Support for physical injury is addressed through an in-house physiotherapist and, if required, timetables and assessments are adjusted to support students returning from injury. A fitness to train policy supports this work.
90. Students are provided with a student guide and module handbooks that provide information regarding learning outcomes, schedules, and assessment details. Students have weekly cohort meetings ('the 8.30 meeting') and academic support is also provided by module tutors both in the studio and at meetings organised according to student requests or individual needs.
91. There is an effective team providing student support, and there is well considered communication between support staff and teaching staff, where required, to support students.
92. Laine Theatre Arts's delivery of higher education courses provides evidence for the credibility of their plans to ensure that each cohort of students will receive support sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

B2.2.c

Does Laine Theatre Arts have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

- i. a high quality academic experience for those students; and**
- ii. those students succeed in and beyond higher education. (B2.2.c)?**

Advice to the OfS

93. The assessment team's view is that, overall, Laine Theatre Arts has credible plans to ensure effective engagement with each cohort of students, which is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

Reasoning

94. The assessment team's view is that students at Laine Theatre Arts are, on the whole, highly motivated to attend and succeed. The relatively small total cohort size, small group teaching and high number of contact hours produce an extremely engaged student body.
95. There are a range of formal representative structures and roles which are set out in the paragraphs that follow.
96. Students are represented by elected representatives for each year group of each course. Information is provided regarding this in both the student guide and face-to-face sessions.
97. Two student representatives from each course are appointed to the board of studies, where they are invited to talk about what is working well, what might need to change, and any new ideas they might have relating to their course.
98. The Student Liaison Committee is responsible to the Academic Board in serving as a bridge of communication and collaboration between students, staff and management. The committee's primary responsibility is to address and advocate for the concerns, needs, and interests of the student body within the provider. Each year the provider appoints a maximum of two student representatives from each year of each course delivered by the provider to the Student Liaison Committee. These representatives are invited to talk about what is working well, what might need to change, and any new ideas they might have relating to the broader experience of being a student at Laine Theatre Arts.
99. The Student Voice Committee (SVC) is responsible to the Academic Board, focusing on issues affecting student experience and promoting student engagement on the one-year top-up degree course. Members of the SVC evaluate the quality of their academic provision and associated activities and advocate for the views of the other students on their course. Each year a maximum of four students are appointed as members of the SVC, including at least one external student (a student enrolled on the top-up degree who is not also enrolled on the Level 6 diploma course at Laine Theatre Arts).

100. The Access and Participation Forum is an advisory body that reflects a diverse representation of the wider community including under-represented groups in higher education, and aims to facilitate equitable access, diversity, and inclusion within the institution's educational programmes and activities. The forum provides guidance, support, and recommendations to promote an inclusive environment and broaden participation across all aspects of the institution. Each year the provider appoints one student from each year of study of each course delivered by the provider to the Access and Participation Forum.
101. Laine Theatre Arts's current delivery of higher education provides evidence of plans to ensure effective engagement with each cohort of students. This is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

B2 conclusions

Does Laine Theatre Arts have credible plans that would enable it, if registered, to comply with condition B2 from the date of registration?

102. The assessment team's overall view is that Laine Theatre Arts has credible plans to enable it, if registered, to comply with the requirements of condition B2 in relation to resources, support and student engagement.
103. The assessment team found that the review of course documentation and the staff resources in place, the tour of premises, discussions with staff and students and the observation of teaching sessions, together with the proposals presented for future developments, demonstrates that Laine Theatre Arts provides sufficient resources for students to receive a high quality academic experience. There was also evidence provided about their approach to support for students from application to audition, through induction and across the duration of the course, supporting students with diverse needs, and outstanding careers support and preparation for industry. All this evidence demonstrates that students at Laine Theatre Arts receive support sufficient to ensure a high quality academic experience.
104. The team found via the opportunities for students to feedback both formally and informally that there is sufficient effective engagement with students to ensure a high quality academic experience.
105. Considering its findings at B2.2.a, B2.2.b and B2.2.c above, and the reasoning contained therein, the assessment team's view is that Laine Theatre Arts has credible plans to ensure high quality resources and support, and effective student engagement.
106. The assessment team identified no broader concerns relevant to resources, support or student engagement to report to the OfS.

Condition B4: Assessment and awards

B4.2.a

Does Laine Theatre Arts have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

107. The assessment team's view is that Laine Theatre Arts has credible plans that would enable it to ensure, if registered, that students are assessed effectively because:

- the skills tested are relevant to the awards
- the stretch and rigour is appropriate to the level of the courses and builds in challenge as students progress through the courses
- assessments are designed in a way where students reflect on their own learning and minimise the potential for academic misconduct.

Reasoning

108. The BA (Hons) Musical Theatre course is governed by the University of Portsmouth's Examination and Assessment Regulations, and the Level 6 diploma in Professional Musical Theatre is governed by the requirements of Trinity College London. For the degree courses, assessment tasks are designed to provide stretch and rigour appropriate to the level of the course and test relevant skills and techniques in line with the sector-recognised standards and subject benchmarks. Assessment tasks for the diploma are predominantly practical in nature and assessment briefs are approved by the appropriate head of department before publication to students.

109. Laine Theatre Arts has an established procedure for marking and moderating student assessments to ensure students are assessed effectively. Each academic year begins with a standardisation process, where evidence of previous assessed work is reviewed. For the BA (Hons) Musical Theatre, external examiners and university link tutors review a sample of each module assessment for consistency across the cohort. These processes feed into the board of examiners meeting, and in their annual reports which are considered by the Academic Board as part of the academic governance arrangements. For the Level 6 diploma in Professional Musical Theatre, moderators from Trinity College London are invited to attend a sample of year 3 performances and comment on the validity and reliability of the assessment in their annual report, which is considered by the Academic Board.

110. The existing and new courses use a range of assessment types, primarily performance, portfolio, and viva with a small number of examinations and essays. This is typical for a vocationally focused performance course. The volume of assessment is as expected, with word counts and performance durations tending to increase across the three years of the course.

111. The information regarding academic misconduct is set out in the course guide and in the validating partner university's policy, including definitions and potential sanctions. Many of the practical assessments are not particularly open to most forms of academic misconduct, and students were carefully instructed about issues regarding the plagiarism of creative works. Students were not always clear on the necessity of good academic conduct. In their meeting with the assessment team they indicated that they were aware of the originality checking software that is used but second year students, in particular, stated that they did not really know what constituted academic misconduct, and Laine Theatre Arts will need to ensure that all students are fully aware of their responsibilities in this area.
112. To assess whether Laine Theatre Arts's assessment processes provide stretch and rigour consistent with the level being assessed, the assessment team considered samples of student work and academic feedback from all levels of study. Within the sample, tasks set were appropriate to the level of the assessment, as were the contents of the assignments. The feedback for assessments was generally clear and appropriate, although some students noted that for some assessments the majority of feedback was given verbally in class rather than in writing. Students noted that this was in line with their prior experience of training, but Laine Theatre Arts might wish to consider the advantages of clearly recording feedback in durable media.
113. Laine Theatre Arts's current delivery of higher education provides evidence of credible plans to ensure that students are assessed effectively.

B4.2.b

Does Laine Theatre Arts have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

114. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that for each higher education course assessment is valid and reliable. Assessment on the courses takes place in a manner that is consistent between students and results in students demonstrating knowledge and skills as intended by the design of each assessment. Marking, moderation and external examining processes were found to be robust and credible.

Reasoning

115. Assessment briefs had been written to provide clear information to students across the range of assessment types used in the modules. Written work is sampled, and practical work double-marked live. For the BA (Hons) Musical Theatre assessment tasks and their mapping to the module learning outcomes are included in the module descriptors, which are approved internally and by the University of Portsmouth as part of the course validation process.
116. Learning outcomes, and the mode and assessment weightings are reviewed annually by the course team and any minor modifications are notified to the validating partner university. Laine Theatre Arts can choose from a list of pre-approved assessment modes specified by the validating partner. As part of the academic governance framework minor modifications to

modules are internally approved by the Academic Board before being submitted to the University of Portsmouth.

117. External examiners and university link tutors review a sample of each module assessment and review consistency across the cohort. Any concerns regarding the validity and reliability of assessment can be raised at the board of examiners meeting and in the annual report, both of which will be considered by the Academic Board.
118. For the Level 6 diploma assessment briefs published to students are written by the appropriate head of department and include specific assessment criteria for the assessment task. The deputy director of studies has responsibility for overseeing the diploma assessment process and provides quality assurance by reviewing all assessment briefs written by heads of department and ensuring consistency and parity of experience across all specialist disciplines. In addition, the CDMT accreditation inspections and annual visiting assessors undertake a high-level review of the provider's assessment processes in order to provide external confirmation of the validity and reliability of the assessments.
119. The assessment team noted that assessment reliability is further enhanced through new staff undergoing extended induction procedures where, as departments, detailed discussions were held regarding assessment. The delivery team described how they carried out a standardisation exercise in which they viewed and assessed examples of past work together at the beginning of the academic year. This ensured that assessment was aligned within and across the departments.
120. Laine Theatre Arts's current delivery of higher education provides evidence of credible plans to ensure that for each higher education course assignment is valid and reliable.

B4.2.c

Does Laine Theatre Arts have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

121. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible. The academic regulations and Laine Theatre Arts's application of them ensure that all awards granted reflect students' knowledge and skills, and that changes over time can be effectively monitored.

Reasoning

122. The assessment team considered the academic regulations governing the higher education courses delivered by Laine Theatre Arts. The existing top-up provision and the new three-year course are under the regulations of the validating partner. Laine Theatre Arts is subject to the regulations of the validating partner in respect of the assessment, the requirements for progression through the course and awards, and degree classifications. The assessment team's view is that these regulations are sufficiently robust to ensure the credibility of student

achievement and of awards granted. This is because they clearly set out a consistent approach to the assessment and grading of student work (including academic misconduct processes); the requirements for awards in terms of credit; and the methods used to determine classifications of those awards.

123. Under the governance arrangements implemented in August 2023, the Laine Theatre Arts Academic Board will review the Examination and Assessment Regulations (Collaborative Courses) annually, noting any amendments made by the university to its regulations that require amendments to be made to the provider's assessment practices and information published for students. The Examination and Assessment Regulations (Collaborative Courses) of the validating partner university are published for students on the provider website.
124. Laine Theatre Arts staff have the opportunity to raise any procedural points regarding the academic regulations and their implementation formally at the university's board of examiners and external examiners have the opportunity to comment on the academic regulations and their implementation in their annual report.
125. The assessment team found that evidence of very strong and effective partnership working between Laine Theatre Arts and the validating university through highly engaged and effective subject level links. The assessment team met with the respective link tutor as part of the visit and considered the relationship to be a key aspect in maintaining the efficacy of the partnership. There is a consistency in application by Laine Theatre Arts of the academic regulations mandated and quality assured by its validating partner. The assessment team concluded that the support at both subject and institutional levels ensures this.
126. Laine Theatre Arts's current delivery of higher education provides evidence of credible plans to ensure that, for each higher education course, the academic regulations are designed to ensure that relevant awards are credible.

B4.2.d

Does Laine Theatre Arts have credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

127. The assessment team's view is that Laine Theatre Arts has credible plans that would enable it to ensure, if registered, that in respect of each higher education course, academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

Reasoning

128. The collaborative agreement with the validating partner university sets out that the language of teaching, instruction and assessment shall be English.

129. There is a minimum English language requirement for admission. The validating partner's university assessment regulations contain an explicit expectation that the marking schemes ensure the effective assessment of technical proficiency in the English language, appropriately reflecting the level and content of the assessment.
130. The assessment team had opportunity to verify the technical proficiency in the English language of Laine Theatre Arts students by way of sampling written assignments, speaking with students from all levels and courses in meetings and teaching observations, including during a seminar discussion. The assessment team noted the technical proficiency demonstrated by these students to be of a level appropriate to the requirements of their academic studies.
131. The assessment team also considered the technical proficiency of the written English evidenced by student assessments. The team concluded that at all levels of academic study the marking and feedback of student assessments paid appropriate attention to relevant grading criteria in line with the assessment regulations.
132. Laine Theatre Arts's current delivery of higher education provides evidence of credible plans to ensure that, for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

B4.2.e

Does Laine Theatre Arts have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

133. The assessment team's view is that Laine Theatre Arts has credible plans to ensure that relevant awards granted to students reflect students' knowledge and skills and are therefore credible at the point of being granted and when compared to those granted previously. It has the appropriate processes in place via external examiners, link tutors and the annual course monitoring report.

Reasoning

134. The assessment team considered that the awards granted by Laine Theatre Arts to its higher education students reflect the relevant knowledge, understanding and skills. The review of curriculum content and assessment tasks demonstrated that students were assessed on their knowledge, understanding and skills in areas relevant to the subject matter of the course, and at the level appropriate for the module and course being studied. Laine Theatre Arts effectively assesses students by using valid and reliable modes of assessment. The academic regulations governing the assessment regime are credible and consistently applied and therefore ensure that assessment and the subsequent awards granted are credible. The assessment team was satisfied that Laine Theatre Arts and its validating partner are keeping under review the credibility of the awards being granted over time, through the various review processes in place.

135. External examiners' reports are considered by the Academic Board under the academic governance arrangements, giving the opportunity to monitor changes over time. Before assessments take place, each department undertakes an internal standardisation exercise, and after assessments are completed the course leader undertakes an analysis to compare performances over time.
136. Laine Theatre Arts's new annual course monitoring report process, first implemented in 2024-25, will consider student outcomes in the context of the previous three years' outcomes and identify any trends or anomalies, paying particular attention to the distribution of award classifications.

B4 conclusions

Does Laine Theatre Arts have credible plans that would enable it, if registered, to comply with condition B4 from the date of registration?

137. The assessment team considered that, overall, Laine Theatre Arts has credible plans to ensure, if registered, that it would comply with the requirements of condition B4 with reference to assessment and awards.
138. The assessment team found that Laine Theatre Arts's course documentation, assessment regulations, assessment and marking procedures demonstrate that students are effectively assessed, and those assessments are valid and reliable. The course validation and review processes demonstrate that the academic regulations are designed to ensure that relevant awards are and remain credible. The team found the admissions procedures, standards evident in students' assessed work, and the engagement of students during observed teaching demonstrate that academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the courses. In addition, through students' assessed work, assessment board processes and link tutor and external examining procedures, Laine Theatre Arts demonstrates that the appropriate processes are in place to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.
139. Considering its findings at B4.2.a, B4.2b, B4.2c, B4.2d and B4.2e above, and the reasoning contained therein, the assessment team's view was that Laine Theatre Arts had credible plans to ensure students will receive a high quality academic experience.
140. The assessment team identified no broader concerns relevant to assessment and awards to report to the OfS.

Part 2: Assessment of condition B8: Standards

Requirement

Does Laine Theatre Arts demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?

Advice to the OfS

141. The assessment team's view is that the standards set for the courses Laine Theatre Arts intends to provide, if registered, appropriately reflect applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

142. Based on the evidence provided, the assessment team's view is that the titles of qualifications delivered by Laine Theatre Arts accurately reflect the level of students' achievement, and the typical volume, level and field of study undertaken.

143. The awards currently offered by Laine Theatre Arts are detailed here. The provider intends to continue to offer these courses if they are registered with the OfS:

- Foundation diploma in Dance and Musical Theatre
- Level 6 diploma in Professional Musical Theatre (validated by Trinity College, London)
- BA (Hons) top-up in Musical Theatre (validated by the University of Portsmouth).

144. It also has plans to introduce:

- BA (Hons) Musical Theatre (validated by the University of Portsmouth)
- additional masters' level courses (to be validated by the University of Portsmouth).

145. The assessment team takes the view that Laine Theatre Arts has identified and applied appropriate titles for each qualification considered here. The courses and their titles align with the requirements set out in Table 1 of the OfS sector-recognised standards.

146. The programme specification for the BA, Level 6 top-up in Musical Theatre, which is validated by the University of Portsmouth, meets the conventions for qualification titles. This programme is offered as top-up route for both internal and external candidates with appropriate Level 4 and Level 5 qualifications. Guidance as to how students are supported in the transition to Level 6 is provided in the preparing students for Level 6 document.

147. The programme specification for the BA in Musical Theatre, which is validated by the University of Portsmouth, meets the conventions for qualification titles. This programme is offered as practice-based, vocation training for individuals wishing to pursue a career in performance.

A.2: Typical volumes of credit for qualifications

148. The assessment team's view is that Laine Theatre Arts has demonstrated in a credible manner that, if registered, the courses it is currently delivering and those it plans to deliver appropriately reflect those requirements outlined in part A.2 of the sector-recognised standards document.
149. Laine Theatre Arts adopts a credit system which defines the amount of learning which students are expected to undertake. The Level 6 top-up modules descriptors indicate that ten hours of learning are assigned to each credit. The course specifications provided by Laine Theatre Arts for the BA in Musical Theatre, and for the Level 6 top-up in Musical Theatre indicate an appropriate learning time for students as well as suggesting appropriate breadth and depth of learning as appropriate to different qualification levels.
150. The team reviewed the total credit value and the required credit at each level for all the courses Laine Theatre Arts intends to provide if registered. Each course appropriately reflects the credit values set out in Table 3 of the sector-recognised standards document. For example, the BA (Hons) in Musical Theatre has a total credit value of 360 credits, with 120 credits at each level of the programme. This appropriately reflects credit values in Table 2 of the sector-recognised standards document.

A.3: Qualification descriptors

151. The assessment team's view is that the provider has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the standards set out in part A.3 of the sector-recognised standards.
152. The team assessed Laine Theatre Arts's alignment with qualification descriptors by mapping programme learning outcomes against them. By doing this, the team was able to establish if the outcomes and attributes expected by the provider for each course aligned with those expected for the award of the relevant qualification in the sector-recognised standards.
153. The Level 4 provision, appropriately reflects the descriptors for a higher education qualification at Level 4, set out in paragraph 14, in section A.3.1 of the sector-recognised standards. Assessors considered a sample of student work across a range of modules at Level 4. For example, the review of sampled work demonstrated that, for Level 4, learning outcomes aligned to the sector-recognised standards descriptor were shared with the students in the assessment briefs and in the feedback.
154. The Level 5 provision, appropriately reflects the descriptors for a higher education qualification at Level 5, set out in paragraph 14, in section A.3.1 of the sector-recognised standards. Assessors considered a sample of student work across a range of modules at Level 5. For example, the review of sampled work demonstrated that, for Level 5, learning outcomes aligned to the sector-recognised standards descriptor were shared with the students in the assessment briefs and in the feedback.
155. The Level 6 provision, appropriately reflects the descriptors for a higher education qualification at Level 6, set out in paragraphs 25 to 29, in section A.3.3 of the sector-recognised standards. Assessors considered a sample of student work across a range of modules at Level 6. For example, the review of sampled work demonstrated that, for Level 6,

learning outcomes aligned to the sector-recognised standards descriptor were shared with the students in the assessment briefs and in the feedback.

B: Classification descriptors for Level 6 bachelors' degrees

156. The assessment team's judgement is that Laine Theatre Arts has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the stands set out in part B of the sector-recognised standards.
157. Part B of the sector-recognised standards document is relevant to the BA (Hons) in Musical Theatre and to the BA (Hons) top-up. Both courses appropriately reflect the classification descriptors set out in Table 3 of the sector-recognised standards document. The documentation for both programmes sets out information on aims and learning outcomes, delivery of the programmes and the structure of the programmes.
158. Table 3 of the sector-recognised standards is reflected in the descriptors for the degree as outlined in the Collaborative Course Specification. The learning outcomes for the degree are arranged into four areas: knowledge and understanding; cognitive (intellectual or thinking) skills; practical (professional or subject) skills; and transferable (graduate and employability) skills.
159. The quality and standards of the awards currently offered appropriately reflect the sector-recognised standards as evidenced in the external examiner's reports (2022-23 and 2023-24) provided. This is supported by documentation from two examination boards.

Requirement

Does Laine Theatre Arts demonstrate in a credible manner that the achievement of students on the courses it intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards?

Advice to the OfS

160. The achievement of students on the courses Laine Theatre Arts intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

161. Awards currently made to students appropriately reflect the titles set out in the programme documentation for each course.
162. Examination board minutes detail the calculations and regulations applied to determine degree classifications on the BA (Hons) top-up degree.
163. Statistics relating to degree results from 2017-18 to 2023-24 were provided and indicate a good range of student achievement in line with national standards.
164. The external examiner, through their engagement with Laine Theatre Arts, confirmed that assessments were fair and appropriate for the awards provided.

165. This was further evidenced in the meeting with the quality leadership team, which involved a thorough explanation of Laine Theatre Arts's use of standard holders alongside first and second markers. A thorough standardisation training event took place at the beginning of the 2023-24 academic session in which staff assessed examples of previously submitted and assessed work in a range of areas.
166. The team reviewed a range of assessed work for the BA (Hons) top-up, which demonstrated that assessment of student work is in line with sector standards.
167. Provision in the area of professional practice is outstanding. The team saw the performance spaces and studio spaces on the tour and when observing lessons. These spaces make a very positive contribution to the students' chances of success.
168. Students receive regular workshops and masterclasses from industry professionals which support the excellent practical provision. Students told the assessment team that they are very appreciative of their access to industry professionals.
169. The provision of space (both teaching and library) is more limited for contextual studies. The team was encouraged to see the revisions that have been made to the contextual studies provision. This is an area for continued attention and possible development.

A.2: Typical volumes of credit for qualifications

170. Laine Theatre Arts has demonstrated that the design of its courses ensures that each course requires the correct volume of credit. The provider's delivery and teaching processes, combined with external examiner reports, demonstrate that students earn the appropriate volume of credit for the awards they receive.
171. The provider has planned its learning and teaching activities on the basis that each credit equates to ten learning hours.
172. Credit weighting for each module is indicated in the course specification.

A.3: Qualification descriptors

173. Programme learning outcomes are fulfilled through the learning outcomes of the modules, against which students are assessed. Learning outcomes are indicated in module outlines and address subject knowledge, subject skills and key skills. Learning outcomes for each module clearly connect appropriately with the qualification descriptors set out in sector-recognised standards.
174. To consider whether student achievement appropriately reflects standards, the team considered a sample of module outlines, assignment briefs and examples of assessed student work from each higher education course that the provider delivers at Levels 4, 5 and 6. Assessment briefs are effectively connected to the learning outcomes for the modules, meaning that assessments are focused on examining whether students have demonstrated the required skills for the level of the course. The tasks set for assignments were appropriate for the level of each course. There is an appropriate increase in complexity and variety of assessments through the levels, with students at higher levels expected to demonstrate higher level skills through assessments.

B: Classification descriptors for Level 6 bachelors' degrees

175. The classification descriptors for Level 6 bachelors' degrees (which are validated by the University of Portsmouth) awarded by Laine Theatre Arts are appropriately aligned to sector-recognised standards. The assessment team reviewed Level 6 assessment briefs and module sites on the VLE, alongside programme specification. The assessment team's view is that the classification descriptors set out the outcomes and attributes expected for the award of a bachelors' degree within a particular classification because they articulate what students must demonstrate to achieve at each level.
176. Standards are underpinned by a clear understanding of the needs of the musical theatre industry, which is supported by close relationships with industry partners and the provision of an onsite casting agency. Flexibility of provision means that students can gain valuable professional experience during the pantomime season. These practices led the assessment team to advise that Laine Theatre Arts has credible plans to classify its awards in line with the sector-recognised standards.

Annex A: Approach to sampling of evidence

177. Because Laine Theatre Arts provides a limited number of courses, it was deemed proportionate and representative to include all of the courses in information or samples of information to be requested from the provider.
178. As requested by the assessment team, Laine Theatre Arts provided programme documentation for the course it intends to provide, if it is registered. This included the programme specification, programme regulations, module overview table, and learning outcomes mapping table.
179. The assessment team considered the programme documentation and module outlines an appropriate sample to enable it to advise on whether the standards set for the courses Laine Theatre Arts intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.
180. The assessment team took a representative sampling approach in relation to evidence of student achievement in assessed work. One piece of assessed work from each of the four modules on the one-year top-up was requested. All assessed student work was requested for one student who was awarded the degree and all assessed student work for one student who was not awarded the degree (or, if not applicable, a student who received the lowest pass grade).
181. All assessed student work was requested for one student who was awarded the Level 6 diploma and all assessed student work for one student who was not awarded the Level 6 diploma (or, if not applicable, a student who received the lowest pass grade).
182. The assessment team considered this sample of student work appropriate to enable it to reach a judgement on whether the achievement of students on the courses Laine Theatre Arts intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards.
183. Laine Theatre Arts provided exam board documentation from the previous two academic years (2022-23 and 2023-24), including external examiner reports. The assessment team considered this an appropriate sample to enable it to advise on whether awards made to students reflected the titles in the programme specifications, and whether students accumulated the necessary volume of credit for an award as set out in the relevant programme specification and the sector-recognised standards document.

Annex B: Evidence cited

All evidence cited in the report is listed below.

Reference	Evidence type
004	Financial and student number tables
005	Financial Commentary
007	Business Plan 2023-2033
008	Self-Assessment on Management and Governance
011	Management Structure Chart 2023-24
019	Applicant Appeals Policy
020	Student Complaints Policy
021	Applicant Complaints Policy
025	Quality Plan
027-029	Leadership CVs
030	Board of Directors minutes 2022-24
031	Audit and Risk Committee minutes 2023-24
032	Academic Board minutes 2023-24
033	Senior Management Committee minutes 2023-24
034	Board of Studies minutes 2023-24
035	Ofsted Inspection Report 2023
036	CDMT Reaccreditation Report 2023
037	University of Portsmouth Collaborative Partnership Agreement
038	Self-Assessment Report 2022-23
039	College Enhancement Plan 2023-24
040	BA (Hons) Musical Theatre External Examiner Report 2023
041	BA (Hons) Musical Theatre Response to External Examiner Report 2023
042	Trinity College London Moderator Reports 2020- 2023
043	Trinity College London Revalidation Report 2020
044	BA (Hons) Musical Theatre Course Handbook 2023-24
045	Level 6 Diploma in Professional Musical Theatre Course Overview
047	Level 6 Diploma in Professional Musical Theatre Assessment Brief Sample 2023-24
048	University of Portsmouth Examination and Assessment Regulations (Collaborative Courses) 2023-24
057	Course Development and Approval Policy and Procedure 2023
058	Admissions Policy
059	Admission and Support of Students under 18 Policy
060	Audition Procedures 2023
061	Attendance, Absence and Lateness Policy
062	Extenuating Circumstances Policy
063	Fitness to Study Policy
064	Cultural Appreciation Resource
065	Intermission Policy
066	Learning Support & SEND Policy
067	Staff and Student Code of Conduct
069	Director of Studies and Educational Compliance Job Description

070	Director of Governance and Regulation Job Description
071	Course Leader Job Description
072	Response to Student Feedback Autumn Term 2023
073	B8 Provider Information
074	Commentary on B8 Provider Information
076	BA Musical Theatre Top Up Cover Sheet
077	BA Musical Theatre Top Up Programme Specification
078	BA Musical Theatre Top Up Course Guide
079	BA Musical Theatre Top Up Assessment Guide
080	BA Musical Theatre Top Up Module Descriptors
081	BA Musical Theatre Top Up Exam Board Paperwork Agenda and Minutes 2023
082	BA Musical Theatre Top Up Exam Board paperwork External Examiner Annual Report 2023
083	BA Musical Theatre Top Up Exam Board paperwork BoE Agenda and Minutes 2024
084	BA Musical Theatre Top Up Exam Board paperwork External Examiner Report and LTA Response 2024
085	BA Musical Theatre Top Up Assessment Sample Module 1
086	BA Musical Theatre Top Up Assessment Sample Module 2
087	BA Musical Theatre Assessment Sample Module 3
088	BA Musical Theatre Top Up Assessment Sample Module 4
089	BA Musical Theatre Top Up Assessment Sample High Achiever
090	Assessment Sample Lowest Achiever
091	Diploma in Musical Theatre Cover Sheet
092	Diploma in Musical Theatre Programme Specification (PPAD Qualification Specifications)
093	Diploma in Musical Theatre Course Guide
094	Diploma in Musical Theatre Subject Guides
095	Diploma in Musical Theatre Assessment Briefs Marks and Feedback higher pass and lower pass
096	BA Musical Theatre 3 year Cover Sheet
097	BA Musical Theatre 3 year Programme Specification
098	BA Musical Theatre 3 year Module Descriptors
099	BA Musical Theatre Minutes of Academic Board 15-10-24 Internal Approval Event
104	Learning, Teaching and Assessment Strategy
106	Top-Up Degree Academic Calendar
107	Diploma Course Academic Calendar
108	3-Year BA Academic Calendar
109	BA Top-up Scheme of Work
110	Diploma Course Spring term Timetable 2024-2025
112	Management Structure Chart 2024-2025
113	Staff Roles and Contractual Status
114	Course Development and Approval Policy and Procedure
115	Collaborative Approval Event - Conditions and Recommendations
116	Subject Benchmark Mapping Document
117	Three-year BA (Hons) Musical Theatre Validation Documents
118	Board-Committee minutes March to November 2024

119	Industry Advisory Panel Terms of Reference
120	SAR 2024
121	Relocation Plan
122	Resource Plan
123	Student Guide
124	BA Top-Up Course Guide 24/25
125	Student Liaison Committee Minutes
126	Validated Collaborative Partner Quality Priority Plan
127 a-f	Staff CVs
128	Preparing Students for Level 6
129	Lesson observation plan-Evidence of impact
130	Staff absence reporting procedure
131	Staff welcome pack
132	Staff development plan
133	Breakdown of staff qualifications
134	Student demographics summary
136	Student support explanatory document
137	Job descriptions
138	Response to student feedback
139	Diploma Course Assessment policy and procedures 24-25
143	University of Portsmouth Academic Regulations
144	Degree results 2017-24
145	Board of Directors Minutes Jan 25
146	Growth Resources 10 year plan
148	Introduction and History
149	Growth Plan
150	Growth Resource Plan
151	Temporary Building Plan
152	Enhancement Tracker
153	Progression Plan
154	Revisions to Contextual Studies programme
	First meeting with provider
M2	Tour of facilities
M3, 11	Student meetings
M4	Student support team meeting
M5	Staff management support team
M6	Progression meeting
M7	Quality Leadership team meeting
	External Examiners and Validating Partner meeting
M9	Student representatives meeting
0	Teaching staff meeting
L1-3	Lesson observation notes



© The Office for Students copyright 2025

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

www.nationalarchives.gov.uk/doc/open-government-licence/version/3/