



QUALITY ASSURANCE HANDBOOK

Version 1.0
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1 INTRODUCTION

1.1 KEY PRINCIPLES

This document sets out the Notting Hill Academy of Music's quality assurance procedures. Its aim is to provide detailed guidance on all aspects of quality assurance and enhancement, covering all provision. Commitment to quality assurance, and its concomitant set of principles, is articulated in the document.

This document is approved by Advisory Board, and should be subject to review at least every 2 years. Feedback and comment from all users are welcomed.

The following principles form the basis for NHAM's academic quality assurance procedures:

1. **Quality Assurance is a shared activity**, owned and carried out at the closest possible point to the process of learning and teaching. It is a professional exercise rather than a management function. All academic staff are involved in the achievement and maintenance of standards and the enhancement of quality.
2. **Quality Assurance should be regarded as a holistic process** of review, approval of practices, evaluation and reconsideration and re-approval of practice. This represents a dynamic cycle generating continuous improvement in the design and delivery of teaching, learning, resources, and provision. It involves responsive action based on critical, confident self-appraisal as exemplified in course reports and responses external examiner and verifier reports.
3. **The Academy's internal quality assurance mechanisms operate**, where relevant, **in conjunction with those of partner colleges and universities'** including academic regulations, and take account of external quality agencies, such as QAA and Office for Students. At the same time NHAM promotes autonomy in learning and teaching and recognises the need to be open to experimentation and change.

NHAM use several approaches for the institutional management of standards in all its awards. These include:

- Programme Specifications and Programme Documentation that enable intended learning outcomes, learning and teaching strategies, and assessment strategies to be clearly aligned with the Framework for Higher Education Qualifications (FHEQ), and provide clear information for learners on their programmes.
- the use of subject benchmarks in the design of programmes.
- arrangements for the approval and modification of programmes, which involve independent external scrutiny and agreement from partners or awarding bodies.
- a cycle of annual and periodic review, in conjunction with partner institutions.
- effective conventions for assessment, set out in relevant NHAM Policies and Procedures.

1.2 AIMS OF QUALITY ASSURANCE AT NHAM

The Academy aims to ensure the use of academic quality procedures that monitor, evaluate and review its internal provision.

- Through quality assurance and procedures, the Academy aims to provide continuous improvement in the quality of academic provision starting with transparent recruitment processes through to awarding and post-graduation support, and to ensure that the student has a good all round quality learning experience.
- The quality of teaching and learning is monitored and evaluated in various ways including teaching observations, peer observations, student feedback, course reviews to ensure that academic standards and quality are upheld and enhanced.
- Staff aim to achieve high standards and the Academy supports and develops its staff by providing opportunities for CPD including access to external and in-house workshops, observations, career development, including teaching qualifications leading towards the goal of HEA Fellowship status.
- Student feedback is vital to the evaluation of the effectiveness of teaching and learning and the whole student academic learning experience.
- Ensure that the requirements and quality assurance processes of partner universities, awarding bodies and other external organisations are met.
- Enhance provision and the quality of the learning experience through consideration of student feedback, external reports and analysis of course reports and progression data.

The procedures set out in this Handbook are those necessary to enable the NHAM Board to have confidence that academic standards are being maintained and that the Academy's enhancement strategy is being pursued appropriately.

1.3 KEY ROLES IN THE QUALITY ASSURANCE SYSTEM

- All NHAM staff including senior managers, programme leaders, teaching staff and administrative and student support staff are responsible for assuring the quality of teaching and learning and for enhancing the quality of student learning opportunities.
- Programme Leaders have specific responsibilities for delivering quality provision, monitoring staff and student feedback, data analysis, and full participation in the Quality Assurance cycle.
- The NHAM CEO and Principal have responsibility for the introduction and review of procedures and in ensuring satisfactory operations of such procedures to assure and enhance the quality of the student learning experience.

- The CEO has final strategic responsibility for the Quality Assurance of courses offered at NHAM and ensures that feedback is acted upon and appropriate actions are taken to maintain the academic standards and quality of all programmes.

2 PROCEDURES FOR THE MANAGEMENT AND ENHANCEMENT OF QUALITY

Notting Hill Academy of Music has in place a committee structure to establish, agree implement and monitor the policies and processes necessary to manage and enhance the quality of teaching and learning at the institution. See *NHAM Committee Terms of Reference Document* for details of the remit, membership and frequency of each Committee.

The Teaching, Learning and Quality Assurance and Enhancement Committee has institutional responsibility for the definition and maintenance of academic quality and standards. It retains final approval of all external examiner reports, approval of new and revised quality-related policies and the implementation of all regulatory changes.

Responsibility for monitoring standards of qualifications is that of the Academy in partnership with validating universities and awarding bodies. The quality of provision, and the enhancement of academic programmes is based on initial consideration by Programme Committees and oversight by Education Management Committee/TLQAEC, which has responsibility for the oversight of alignment with *the UK Quality Code*.

NHAM oversees the quality of the students' learning and teaching experience, including assessment matters, through the Programme Committees, which have responsibility for the implementation and monitoring of standards and compliance with the Learning and Teaching Policy.

Several key aspects relating to the management of quality and standards are delegated to Programme Committees and Programme Leaders including:

- oversight of the annual review of course academic activities, including internal and external annual programme monitoring reports
- programme modification and review
- review of the operation of non-accredited courses
- the accreditation of prior learning

2.2. COMMITTEE TERMS OF REFERENCE

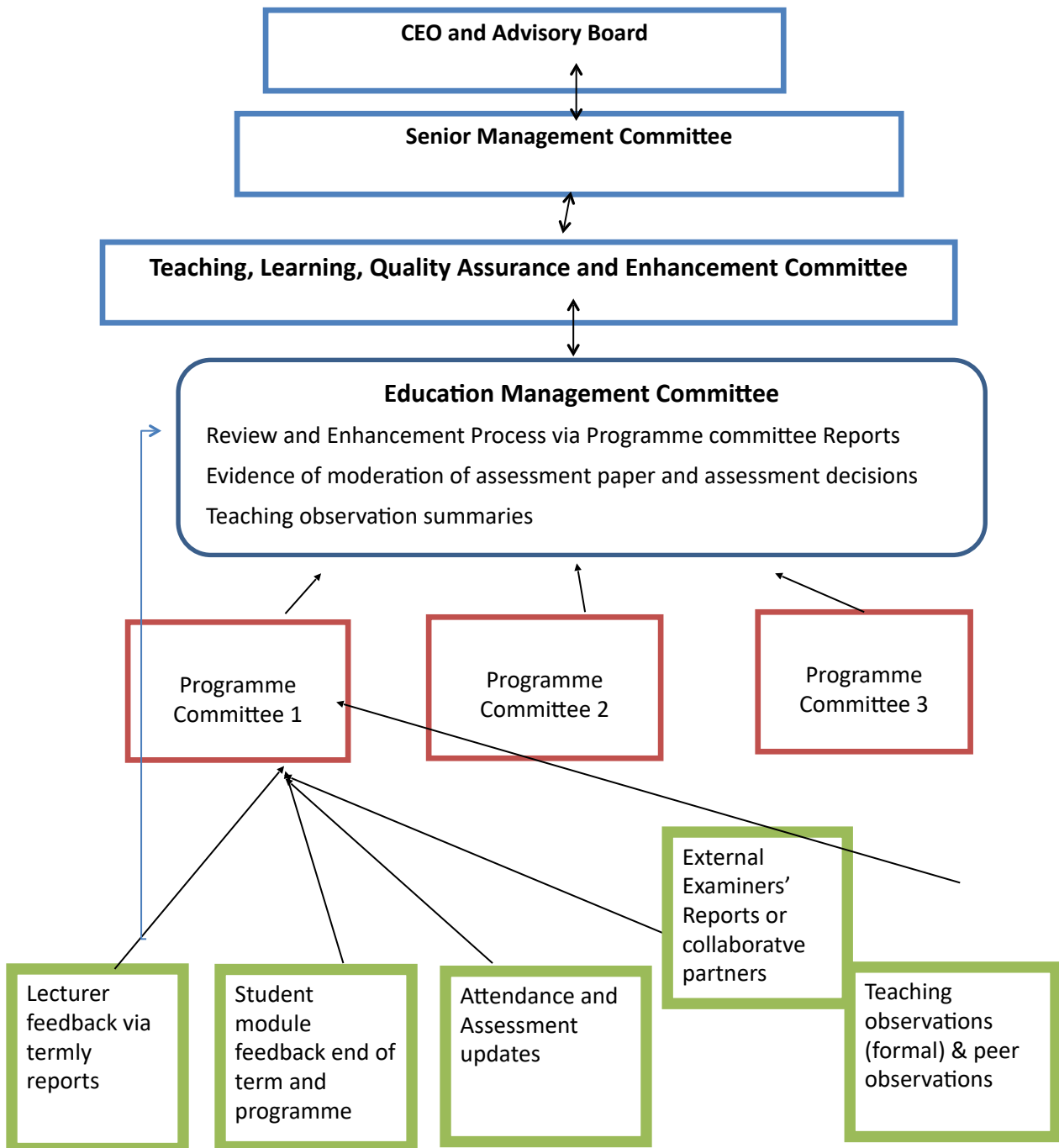
[we could repeat them here for completeness]

2.3 COMMITTEE STRUCTURE

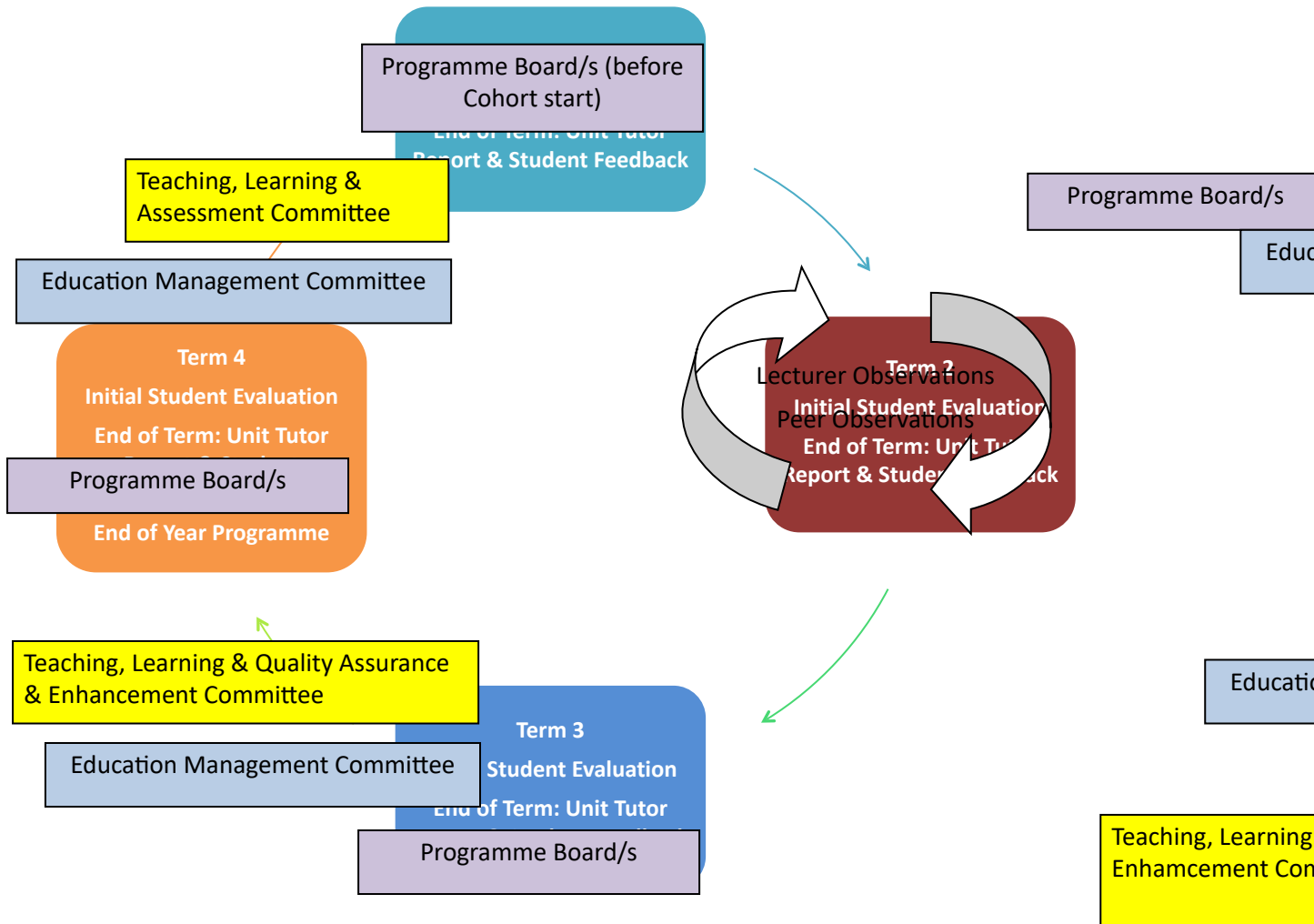
See diagram overleaf showing relationship of different committees in the management of academic standards and quality.

2.4 QUALITY ASSURANCE AND THE NHAM COMMITTEE STRUCTURE

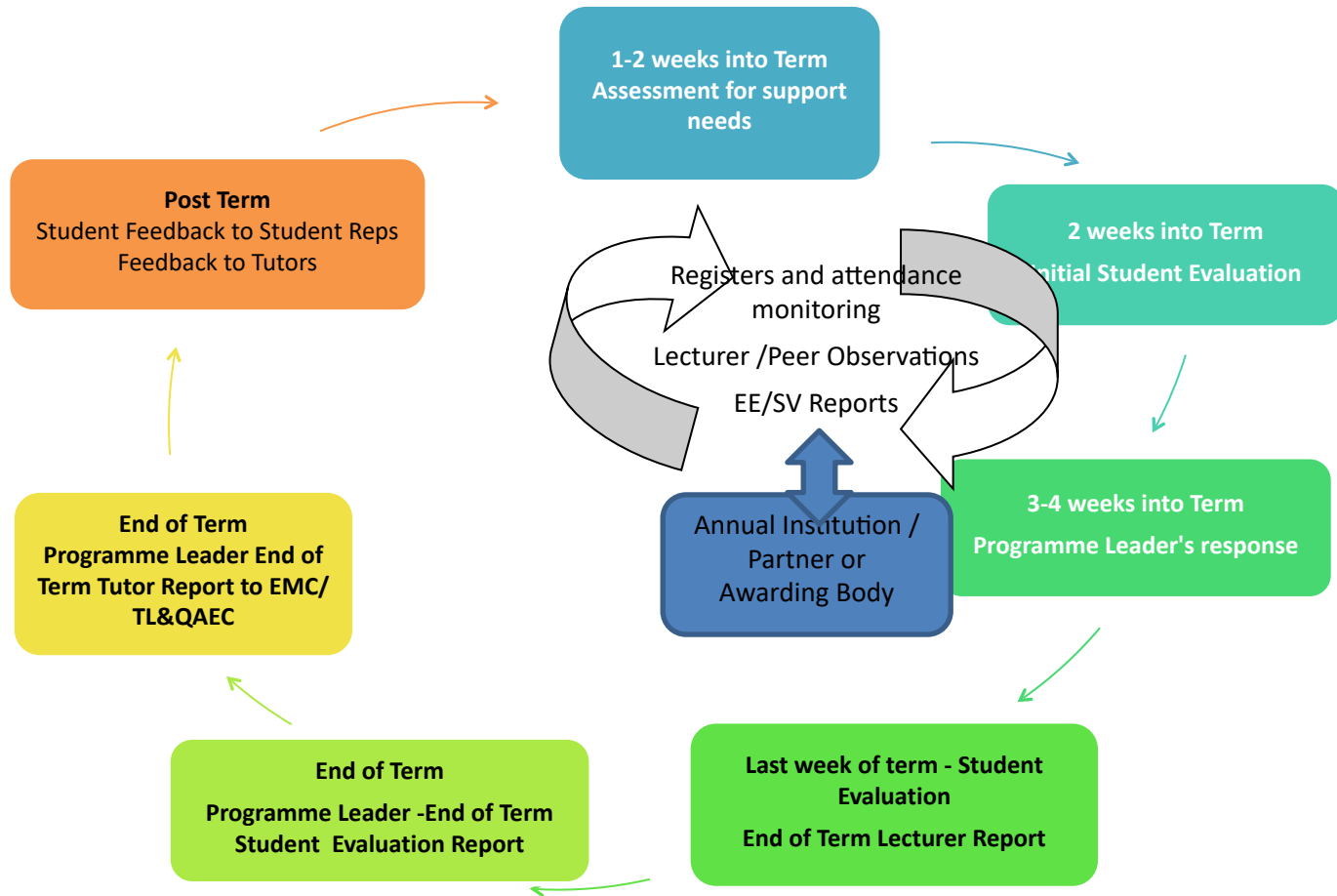
Diagram on relationship of different committees in the management of academic standards and quality



2.4 NHAM QUALITY ASSURANCE CYCLE - ANNUAL SUMMARY



2.5 NHAM QUALITY ASSURANCE CYCLE - SINGLE TERM SUMMARY:



2.6 OVERVIEW OF THE TERMLY QUALITY CYCLE

Week Comment	Actions
During admission, and Induction/	Support Needs Assessment A Programme Leader or lecturers carry out a "Support Needs Assessment" for new students based on information in the application form, the induction activity and the first weeks of teaching. This is reviewed by the Programme Leader and arrangements for additional in-house
Prior to new cohort	Programme Committee (pre-start of new cohort) Meeting to be convened by Programme Leader and minutes taken to ensure the plan for the delivery of the course, timetables, schemes of work/programme handbooks are reviewed, and
2 weeks after start of course	Initial student feedback Programme Leaders should have a discussion with students, relating to satisfaction with their course and the Academy. The discussion should be noted and outcomes raised at the Programme Committee, the EMC/TL&QAEC , SMC or other mechanisms to address issues
Throughout Term	Quality of Teaching – Observation and feedback system All teaching staff are observed at least twice each academic year. Arrangements are made for all newly appointed staff to be observed within the first month. Observation may be by External partners, programme leaders or peers. The Programme Leader usually carries out one formal observation, prepares a feedback form and provides this and oral feedback to the staff
Final week of term	End of Term Student Evaluation Programme Leaders ensure End of Unit/Module Student Evaluation Forms are completed and inform the course report. Copies are sent to the Director of Studies and the Principal for
Within one week of term ending	End of Term Lecturer Reports Reports on the delivered unit to be completed by all unit lecturers and passed to Programme Leader. Programme Leader to write a summary with recommendations and suggestions for course enhancement. One per programme to be presented to EMC/TL&QAEC for
Meeting	End of Term Programme Committee Meeting to be convened by Programme Leader summarising the term, attendance,
Student feedback	Student Feedback Programme Leader responsible for ensuring feedback is given to students via the Student Representative meeting, and/ or in classroom announcement/discussion at start of following term. Feedback and actions taken should be shared on the Google classroom and G drive. Academy-wide

3 QUALITY and MANAGEMENT OF TEACHING AND LEARNING

Detailed below are the elements that form the NHAM QA and enhancement processes designed to improve the quality of teaching and learning, student participation and teacher development.

3.1 ADMISSIONS

Quality assurance starts with a fair, transparent and reliable admissions policy, where only students assessed as able to benefit from and successfully complete the programme of study are enrolled.

Students are entitled to receive clear and meaningful information which can assist them with selecting an appropriate course, and in understanding the learning outcomes and assessment requirements. They have access to typical timetables and are informed about the number of additional study hours expected of them to achieve the qualification, prior to enrolment. (*see NHAM Admissions Policy*);

- Students are required to meet the stated requirements for admission to the programme. Students with relevant experience deemed equivalent to the academic requirements are assessed on the basis of a 1500-word essay on their career aspirations within the music industry and interview with the Programme Leader.
- Students are encouraged to declare support and learning needs at the application stage so they may be guided towards additional support, specialist assessments and any additional funding available.
- Students must agree to abide by the Student Code of Conduct {Sue – or Student Contract?} as a condition of enrolment (see Appendix G for a sample)
- Following enrolment, the Programme Leader (or nominee) is expected to conduct an initial Support Needs Assessment by the end of the first week of the programme to identify those students that may need extra support. Recommendations for those requiring extra support are raised at Programme Management meetings so the delivery team is aware of students with additional support needs.
- The Academy policy is that all students should have two individual tutorials with their Programme Leader (or nominee) per term; the first within one month of starting their academic programme. One objective of these (progression) tutorials is to identify students requiring extra support, and then to explain the next stage in the process as well as explain the support options available. The second tutorial usually relates to support for end of term assessments.

3.2 TEACHER RECRUITMENT AND DEVELOPMENT

The Academy seeks to foster effective learning and teaching strategies and expects high standards and effective contributions that ensure the effective operation of each subject area.

The recruitment of suitably qualified and experienced teaching staff, with recent or current experience in the music industry, is central to the quality of provision. NHAM encourages staff to gain relevant teaching qualifications and aspire to HEA Fellowship status. NHAM provides other staff development opportunities to further enhance the quality of teaching and learning such as lesson observations and reflective feedback, CPD workshops and the dissemination of good practice at Programme Committees and other forums.

Teaching staff are required to reflect on the delivery of each module and provide a brief report to the Programme Leader at the end of the term highlighting strengths and areas for development or enhancement.

3.3 STUDENT SUPPORT

All students receive a general Induction to the Academy and programme of study, followed by specific module/unit inductions in the first week of teaching. Catch up inductions are provided for late starters.

Programme specifications or Handbooks, Schemes of Work and relevant, current teaching materials and are made available to students.

Students have scheduled progress tutorials as well as opportunities to meet with their programme manager on request. Students are also able to request additional support with individual units if they are experiencing difficulties.

The provision of pastoral care is offered through both the Programme Leader and the Course Administrator, who can offer advice on non-academic areas or signpost to other services available for example at partner institutions.

Staff routinely support students to achieve their career aspirations.

3.4 STUDENT VOICE

The Student representatives are elected for each programme and attend termly Student Rep meetings with Student Services and the Programme Leader. They are invited to join the Programme Committee meetings and attend some Education Management and TAQAEK meetings.

All students have the chance to provide feedback on each module/unit as well as their overall experience on the Programme. Initial Student Evaluation is captured in the first few weeks of each term, followed by an end of unit/module evaluation and an End of Course Evaluation. Feedback may be captured in class discussions, via elected student reps or by evaluation forms. The evaluation form questions include those in the NSS survey.

Student feedback is considered by Programme Boards, and Programme leaders have a responsibility for analysing feedback and presenting this with any proposals for enhancement within their termly reports to the EMC/TLAQEC. Students receive feedback on matters raised through Student Representative Meetings.

Students have a fair complaints procedure (*see Student Handbook and Complaints Policy*) and access to senior Academy Management via student representatives

3.5 STUDENT EVALUATION POLICY

Student evaluation or feedback is an important aspect of the Academy's Quality Assurance programme. This feedback is vital to ensure that the teaching and general Academy administration can be enhanced and improved. The process of gathering student feedback also allows students to reflect on their own experiences and submit their views to further enhance their place of study. A key stage in this process is ensuring students are updated following their feedback submissions.

There are three types of student evaluations or feedback mechanism:

1. **Initial student evaluation** which is carried out within the first 2-3 weeks of term. This gives the students the chance to air their initial thoughts and if there are problematic areas, the ability to change straight away rather than wait until the end of the term. The initial student feedback is usually gathered via student reps or in a class discussion.
2. **End of term student evaluation** which is carried out in the final week of term, usually for each module or unit.
3. **End of programme evaluation** this provides an overview of their general learning and Academy experience.

The process:

- a. Gathering feedback

All end of term or end of programme evaluations may be done in one of three ways:

- using a paper based feedback form;
- Online using tools like SurveyMonkey

- Gathered via elected student representatives

It is preferred that the evaluations are completed during a teaching session at the end of a module or programme to ensure maximum response. However, students may remain anonymous when doing evaluations. The process enables them to make further comments and expand on any points they wish to make.

b. Analysis

End of Unit feedback is reviewed and summarised by the unit lecturer who will add their responses, comments, and proposals. The summary is presented to the Programme Leader for discussion at the Programme Committee, who will propose actions and enhancements required to improve quality of teaching and learning or the student experience. These proposals will be presented to the EMC/TLQAEC for approval where they impact on resources or other programmes.

End of Programme feedback forms are reviewed by the Programme Leaders, who write a summary report and enhancement plan for consideration by the Education Management Committee/TLQAEC. Proposals requiring significant additional resources may need to be presented to the Senior Management Committee.

c. Responses to students

After decisions are reached on any developments or enhancements, these are shared with the Programme Leaders and then with the elected student representatives at the Student Committee.

3.6 EXTERNAL EXAMINER REPORTS

External examiner and moderator reports play a key role in quality assurance and enhancement of NHAM programmes. Reports should be considered by Programme Committees and should formally be responded to within 6 weeks of receipt.

A copy of the proposed response should be submitted to the CEO/Principal for approval prior to being sent to the external examiner/verifier or university link tutor. It should be noted that where an external examiner raises a significant issue, one, for example, that if not rectified threatens the standards of the programme, that issue and how it is addressed must be raised immediately with the Principal/CEO and thereafter to the Academic Board. External examiner reports must be shared with student representatives through student-R meetings and any other mechanism deemed appropriate by the Academy. Student representatives are invited to attend Programme Committees, though no published minutes should identify a student or member of staff by name.

4. PROGRAMME QUALITY ASSURANCE

4.1 PROGRAMME LEADERS

Programme Leaders play a key role in the quality assurance process. They are responsible for the management of their programme and proposing interventions necessary to achieve success rates in line with national or institutional norms. This is achieved through constant monitoring of key metrics and establishing close working relationships with the Programme delivery team. by lecturers highlighting strengths and areas for enhancement or improvement of the module/unit, programme or the student learning experience.

Programme Leaders monitor programmes of study via several information sources including attendance reports, updates on assessment submission and grading, observation feedback, end of module Lecturer Reports and initial, termly and end of programme student feedback. These are used to evaluate and address strengths and weaknesses, make recommendations and plan enhancement or development actions.

Programme Leaders must hold regular meetings with the delivery team (all lecturers and the administrator and student services team) to ensure quality standards are being met, address weaknesses, comment on strengths, share good practice, develop appropriate and effective mechanisms for further development. See Appendix A for sample Programme Committee meeting agenda.

4.2 COLLABORATIVE PROVISION

The Academy must ensure that teams delivering programmes through Collaborative Provision Arrangements are aware of the quality assurance and regulatory requirements of the partner institution. In the case of university validated provision, the university is in whole or in part responsible for the quality of the standards of the award. The Programme Leader acts as the link tutor responsible for primary communication with the partner institution.

4.3 STUDENT HANDBOOK AND PROGRAMME HANDBOOKS

Each student is provided with a NHAM Student Handbook in that sets out general information about the Academy in addition to the various Policies and Processes that are of importance to the student journey such as Academic regulations, complaints system. It also includes guidance on how to obtain both academic and non-academic support.

In addition, a student handbook is prepared for each programme, that includes details of the curriculum, as well as the learning, teaching and assessments strategies adopted by the programme team. It clearly sets out deadlines for assessments and grading criteria.

The Programme Handbook also informs students of the relationship with any collaborative partners and where partner institution regulations and policies apply, where these documents can be found. Access to the programme handbook should be given at programme induction whenever possible.

OVERVIEW:

Lecturer reports are a major component in the NHAM quality assurance process and provide a mechanism for continuous course improvement and enhancement, based on the lecturer's experience of delivering a module together with inputs from students and other stakeholders and outcomes. All lecturers are expected to reflect on their teaching and provide a summary at the end of the module or unit. See Appendix B for a sample End of Module Feedback report format.

Reports will be discussed at the Programme Committee and any improvements within the scope of the delivery team approved and implemented. The Programme Leader prepares a termly summary for the EMC/TLQAEC highlighting requests for cross-programme or institutional changes or those requiring resources.

LECTURER – END OF MODULE REPORTS

Lecturer/Module Reports are an integral part of Quality Assurance to provide information to assist in the improvement of the quality of teaching and learning.

- At the end of each term, tutors will complete a tutor report for each course module that they have taught, and present to the Programme Committee.
- The Programme Leader will review and summarise into a single report for the EMC/TLQAEC with recommendations where additional resources or cross-programme changes are proposed.
- Feedback and decisions reached are disseminated at Programme Committee meetings are then monitored until implemented.

PROGRAMME LEADER – END OF TERM AND END OF PROGRAMME REPORTS

Each Programme Leader should prepare a report summarising Lecturer Module reports at the end of each term, and at the end of the Programme. (*see example format in Appendix C*). The report should reflect and address student feedback and input from other external stakeholders. The report should highlight strengths as well as areas for improvement and highlighting any major issues that need to be dealt with. Good Practice points should be noted. The report should include a list of recommendations and highlight any requests for resources to secure the necessary improvement on the quality of teaching and learning.

The Programme Leaders' reports are considered by the EMC/TLQARC for consideration and action, ensuring good practice points are shared across programmes and requests for resources are prioritised for consideration by the Senior Management Committee.

Programme Leaders are responsible for ensuring outcomes are communicated to delivery teams, via the Programme Committees and to students via the Student Representative meetings, noticeboards or other mechanisms to demonstrate how much the student voice is valued and how effective it can be.

NHAM monitors the quality of teaching through a system of planned teaching observation and feedback in place. See Appendix D for a schedule of formal observations. The aims of the observations are:

- To develop and improve teaching and learning.
- To adopt a consistent approach to lessons
- For lecturers to understand their role and use these observations as part of CPD.
- To enhance the quality of teaching, learning and the quality of student learning opportunities.
- To identify and disseminate good practice.
- To evaluate the experience of the learners
- To identify individual staff development needs

Programme leaders should carry out at least one observation of all staff within their team per academic year, scheduled in the first teaching term for new staff. Programme leaders should be observed by a programme leader for a separate programme or by the Principal or CEO. See Appendix E for sample Observation Form.

If an observation highlighted clear development needs, the Programme Leader will arrange a second observation within a few months. If necessary, an action plan will be formulated between the Lecturer and Programme Leader to support development in key areas identified.

External observations may be carried out by partner institutions, with feedback provided for consideration by lecturers and the Programme Leader at the regular Programme Committee meetings.

Peer observation is encouraged as a form of CPD for both observer and lecturer being observed. Sample Peer Observation Forms are included in Appendix F. See separate document '*NHAM Guide to peer observation*' which explains and details the process.

5. PROGRAMME REVIEW AND NEW DEVELOPMENTS

The development of a proposal for an academic programme is of fundamental importance to the Academy, and to potential students. It is therefore essential that the process of academic innovation is carried through within a wide process of consultation and with careful resource planning.

Any new programme will need the support of the Senior Management Committee and the CEO and Advisory Board.

Where a programme or course does not carry credit, these will follow the same planning, approval and review processes as would a credit-bearing programme with a comparable learning time.

Programme Committee Meeting - Sample Agenda

- Apologies and welcome, minutes of previous meeting, matters arising
- Course delivery and progression
 - Planning for delivery (end of term for next term)
 - Confirmation of Modules and lecturers teaching the module
 - Assessment and Result deadline
 - Course Report and other Deadlines
 - Policies and other information
 - Meeting Schedule for the term
 - Key student and assessment metrics are reviewed:
 - External examiner report eg RB or Pearson SV; actions arising
 - Summary of assessments
 - Course Administrator report and resolution of issues
 - Programme Leader's discussion
- Course QA
 - Student feedback survey and suggestions
 - Input/report from Course Representatives
 - End of term unit lecturer reports and staff suggestions
 - Priorities for development/enhancement
- Course development

This continuing activity is part of the course management. Academy-wide initiatives, student feedback and staff initiatives are discussed to identify specific actions for implementation in the next term.

 - Course development (links to business, updates necessary, ideas)
 - Materials development (resources updates, case studies, etc)
 - Importance of reviewing previously used materials for relevancy, currency
 - Discussion on new resources
- Academy Developments (examples)
 - Changes to attendance registers
 - College facilities & premises
 - Additional student opportunities – studio sessions, A&R sessions, festivals
 - Teaching facilities
 - New course delivery and management structure

- Staff development

The wider objectives of the course and the Academy are discussed to identify resources and training required for supporting staff involved in course delivery. Some demonstrations on new equipment may be included.

- CPD opportunities interna and external
- Peer observation activity
- Workshop on <topic/s>

Programme Leaders attend Education Management Committee meetings to share good practice points and reach a consensus on priorities for enhancement.

END OF COURSE TUTOR REPORT

Your observations on the delivery of the module/unit will help improve the quality of future provision.

Course TITLE/UNIT NAME:	
Lecturer Name:	
Programme:	Unit or Module::
Number of students on register:	Average no attending each class:
Assessment Due Date :	Assessment Type:
Number of on-time assessment submissions?	Total number of non-submissions?
<p>The course itself</p> <p><i>(please comment on things that went well/things that you would do differently next time/student participation/student motivation/homework/students requiring special support/timetable fit, etc</i></p>	
<p>Resources; Brief description and comment:</p>	
<p>Additional student support provided <i>(outside timetables lectures and tutorials)</i></p>	
<p>Have you identified any areas for further support, training or career development?</p>	
<p>Comments on Student achievement</p>	

What changes would you like to see made to improve the quality of the teaching and learning, or the student experience?*(refer to student feedback)*

Signed:

Date:

Signed by Programme Leader.....

PROGRAMME LEADER'S END OF TERM EVALUATION REPORT

PROGRAMME LEADER COMMENTS:

END OF TERM COURSE REPORT SUMMARY PREPARED BY PROGRAMME LEADER	
NAME OF PROGRAMME:	
End of [?] Programme [?] Term	
Based on tutor reports from (names of module tutors):	
Total number of enrolled students on the programme?:	
% of on time assessment submissions?	
Total Number of students achieving a PASS or higher grade (subject to IV/RV):	
Attendance	
Student achievement data	
Delivery (input from lecturer end of module reports)	
Student satisfaction (inputs from student feedback processes)	
Student Support (review of additional support provided and future needs)	
Staff development / training: needs (input from teaching/peer obserbations)	

<u>Proposals for enhancement:</u>	<u>EMC/TLQAEC Decisions & Comments:</u>

EXAMPLE OF ACADEMIC OBSERVATION TIMETABLE

NHAM ACADEMIC OBSERVATION SCHEDULE								
NAME OF LECTURER	DATE OF OBSERVATION	NAME OF COURSE / Unit	LOCATION OF OBSERVATION	FEEDBACK GIVEN ORAL	REPORT SENT TO Link Tutor/	LECTURER FEEDBACK	COMMENTS	DATE OF NEXT OBS
Colin Doran	October to December 2020	Induction	Arts Club	Yes	Yes	Yes	External observation by East Surrey College	Termly
Ewan Grant		H N C	Online	No				
Colin Doran		H N C	Online	No				
Alex		H N C	Online	No				
Tom Hollings		H N C	Online	No				
Leon Neville		H N C	Online	No				
Ewan Grant	January to March 2021	Diploma in Music	Online	Yes	N/A	N/A	Observation by TAFE Program	Annually, Weekly until compliance
Leon Neville		Business	Online	Yes	No	N/A		
	January to March 2021						External observation by East Surrey College	

OBSERVATION OF TEACHING AND LEARNING

LECTURER NAME	DATE
OBSERVER (Programme Manager)	VENUE
NUMBER OF STUDENTS	LENGTH OF OBSERVATION
COURSE UNIT/MODULE	TOPIC

PLANNING AND PREPARATION

Aims are appropriate/clear objectives and outcomes

Students are aware of these aims and outcomes

Lesson plan is adapted if necessary to suit class dynamic and reaction to different situations

The lecture recycles previous sessions and students' prior knowledge

Other:

DELIVERY AND MANAGEMENT OF LEARNING

Delivery and pace of lesson

Lecture pitched at correct level for students

Key points clearly signposted

Clarity of presentation

Lecturer monitors effectively with relevant feedback

Activities set up clearly with focussed outcomes and tasks completed successfully

Lecturer encourages students to think critically during the class

Lecturer encourages student to offer their own knowledge and opinions

Lecturer chooses and organises his/her materials well

Lecturer maintains interest until the end

Lecturer encourages good working relationships between students that fosters a supportive and positive classroom atmosphere.

There is a choice and variety of teaching and learning methods.

Lecturer exploits various aids to enhance learning and manages accordingly

Lecturer is sensitive to individual needs

Lecturer deals with any disciplinary issues effectively

STUDENT PARTICIPATION Physical classroom Virtual classroom

The student's interest is engaged

The student completes tasks successfully

Good level of participation from student

Tutor gives scope for interaction with students such as giving opportunities for comment, etc?

Students are committed to learning and attend on a regular basis and are punctual

VENUE (physical teaching)

Classroom is set up effectively and Lecturer manages furniture, space and equipment well

Room is well lit and heated

All students are able to see the board/lecturer

All students could hear audio visual equipment

All students could hear lecturer

Online teaching:

All students have access to online sessions?

OVERALL SUMMARY OF SESSION

AREAS FOR FURTHER FOCUS

LECTURER COMMENTS ON OBSERVATION FEEDBACK RECEIVED

Signed..... (Observer)

Signed..... (Lecturer)

Date.....

PEER OBSERVATION FORMS**Peer Observation: The Lecturer's Form - Form 1**

The purpose of this form is primarily developmental. The form should be completed prior to the session to be observed and a copy provided for your observer before the session commences.

Name: **Date:**

Title of Session/Module:

No of Students: **Observer:**

Nature of Session: Lecture/Seminar/Tutorial/Other (Please state)

1. What are your objectives for the session (both for yourself and for the students)?

2. Areas on which you would welcome some feedback

3. Other comments or issues.

Peer Observation: Observer's Feedback - Form 2

The purpose of this form is primarily developmental. Please read the lecturer's preparation form (Form 1) before observing the session and completing this form.

This form itself should be completed immediately after the session to be observed. The lecturer should be provided with a copy of the completed form, preferably within the week, and the session discussed with the lecturer within a fortnight.

Name: **Date:**

Name of Lecturer: **Title of
Session:**

Date of Session: **Module:**

1. What in your opinion went well in the session? Why?

2. What in your opinion could be improved or developed? How might this be achieved?

3. Please comment on areas in which the lecturer invited feedback.

4. Any other comments or suggestions.

4. Any other comments about the observation.

STUDENT ENTITLEMENT & CODE OF CONDUCT . {Sue – could be replaced by the current Learning Agreement?}

NHAM is committed to inspiring students to realise their full potential and equip themselves with the skills and knowledge they need for a successful working life in the Music industry.

To that end, all staff are focused on creating a positive learning environment for all students where all can achieve their goals and progress. This commitment is supported by a number of Academy policies of which this, the Student Code of Conduct, is key. This document sets out what the Academy will provide for students, and in turn, sets out the Academy's expectations of its students.

Students are entitled to expect:

1. To be treated with respect by all NHAM staff
2. To know that NHAM monitors and ensures that everyone has equal access to programmes of learning and training and that all are treated fairly.
3. To have the right to study and succeed on a programme of learning that is appropriate for them.
4. That students will be kept safe at NHAM and that their health and wellbeing will be assured.
5. To be provided with current, accurate, impartial, and fair advice about courses and progression
6. To study on a programme which is managed and taught effectively to enable students to enjoy and succeed in their learning.
7. That any support needs identified are planned and managed as appropriate
8. To have any concerns about personal safety dealt with swiftly and efficiently.
9. To have the opportunity to widen their experience through a range of planned activities and facilities.
10. Any work experience linked to assessed units, to be risk assessed, relevant and planned with active engagement of employers.
11. To be given the opportunity to express their views, and that these views will be heard and acted upon as appropriate.

In return NHAM expects the following from students:

1. To attend all lessons, tutorials, and support sessions at the required time
2. To ensure own safety and access to facilities (by wearing the ID badge at all times)
3. To inform NHAM as soon as possible when a student is absent and to provide supporting evidence as appropriate.
4. That holidays should not be booked in term time unless prior permission is obtained from the Programme Leader.
5. To work with academic and support staff to meet appropriate learning targets and deadlines.
6. To participate in learning and to not disrupt or prevent the learning of others.
7. To switch off mobile phones whilst in the learning environment.
8. To treat all others with respect and acknowledge their right to be heard.
9. Not to use offensive or foul language or behave in such a way that causes offence to others, and to understand that such behaviour will be actively challenged
10. To behave with consideration of others and property whilst in NHAM buildings or on NHAM premises
11. To always abide by the No smoking policy within NHAM Premises.
12. To report any incidents of alleged bullying or abuse promptly
13. That bringing or consuming drugs and/or alcohol into NHAM premises, unless prior agreement has been obtained, will result in immediate suspension from your course
14. To be aware of all relevant NHAM policies and rules as set out in the Student Handbook, and to abide by them.

VERSION CONTROL

Title:	Quality Assurance Handbook	
Author:		
Filename and location:	NHAM 20-21/QA/NHAM_QA-handbook V1	
VERSIONS:		
<u>Version Number</u>	<u>Date</u>	<u>Reason for new version.</u>
1.0	March 2021	First edition of this version
		Annual review due no later than March 2022
1.1	March 2022	Annual review due no later than August 2023
Applies To:	<input checked="" type="checkbox"/> staff, <input checked="" type="checkbox"/> students, <input type="checkbox"/> visitors, <input type="checkbox"/> contractors	
Associated Policies	Academic Partner policies related to Quality Assurance NHAM Admissions Policy NHAM Teaching, Learning and Assessment Policy NHAM Committee Terms of Reference NHAM Peer Observation scheme	
External Reference points	UK Quality Code	
Process Owner	NHAM CEO	