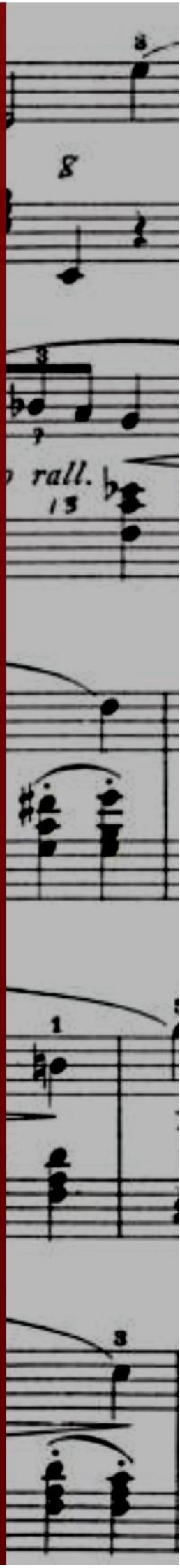# TEACHING AND LEARNING POLICY

Quality Assurance and Procedure

Medina Foundation for Music

August 2018

Medina Foundation for Music

Teaching and Learning Policy
Quality Assurance and Procedure

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1

Mission Statement

The Medina Foundation for Music's educational programme, through the Medina College of Music, aims to provide high-quality music education to developing musicians in a supportive and nurturing environment where they can improve their technical and theoretical knowledge of music. In particular, it aims to provide possibilities for them to interact and share their love of music with their peers and rub shoulders with the world of professional music-making.

2

Rationale

The MFM's educational programme is designed for the holistic growth of the prospective musician, supporting his/her development whether as a solo performer or a member of a band, ensemble or orchestra. It aims to move away from a system of rote learning but works towards nurturing an understanding of musical concepts as a means of self-expression and self-awareness, presenting a platform for a life-long journey of self-discovery.

The programme strives to empower students with the knowledge, understanding and skills that will equip them to achieve fulfilment through music in whichever direction they wish to pursue it in the future, as well as the present. It caters both for those who wish to pursue music as a hobby as well as for those who intend to choose their career path in music on a professional level whether as a performer, a composer or a teacher by laying sound foundations in knowledge, skills and competences in music theory and practice. Students are encouraged to reach their potential, become independent in their learning and develop a positive attitude towards lifelong learning.

The programme offers all students the opportunity to learn and to undertake musical experiences with an assurance of success. It is based on students' having the confidence to achieve at a pace and level that meets their needs, which is suitably challenging, engages them in the learning process and is delivered with purpose and rigour by the teachers. Course and module content is designed according to specific levels of study which are comparable to the Malta Qualifications Framework, in particular to the specified learning outcomes outlined in the Referencing Report (2012) featuring the Visual and Performing Arts.

3

Stakeholders

The Medina Foundation for Music is committed towards co-operating and working with its stakeholders and other institutions. The Foundation's main stakeholders are its administrators, teachers, parents and students.

It also reserves the right to involve and cooperate with other stakeholders, such as Local Councils, Ministries and other entities according to the needs arising, such as the organisation of cultural and musical events whilst working closely with the NCFHE and the Ministry for Education and Employment.

4

Aims of the Medina College of Music

The aims of the Medina College of Music are:

i.   to provide a broad and balanced course-work programme which leads to qualifications from graded in Levels 1 to 7 where Level 1 is the lowest and Level 7 is the highest and which are accredited by the National Council for Further and Higher Education of Malta,

ii. to ensure high quality teaching that enables the acquisition of musical skills, knowledge and competencies which will be of use to all future personal musical development,

iii. to promote, facilitate and enable the inclusion of students with particular educational needs

iv. to promote a wide range of enrichment experiences which enable students to make connections between different genres of music,

v.   to develop lively and enquiring minds through encouraging students to analyze, question and discuss musical elements in ways that are both critical and appreciative,

vi. to promote a holistic music experience which nurtures self-awareness and fosters self-expression through music and

vii. to co-operate and work with other institutions in the promotion and development of music education.

5

Organizational Structure

5.1. General Selection Criteria – Executive positions:

a. Holders of executive positions must demonstrate the capacity to provide successful educational leadership:

    i. Successful teaching/headship experience, minimum of 5, with capacity to initiate improvement in teaching, learning and classroom practice;

    ii. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs;

    iii. Educational leadership skills to build the capacity and manage the performance of individuals and teams;

    iv. Well-developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents;

    v. Ability to plan and manage resources effectively and equitably to support teaching and learning;

    vi. Knowledge of and commitment to the Foundation's policies and

    vii. Ability to seek professional development for self and others.

b. The legal representative and persons occupying headship positions within the organisation need to have the necessary qualifications, including a reputable Civil Conduct and provision of referees tied to the respective profession as applicable.

c. Administrators are encouraged to seek opportunities for ongoing professional development.

For the organizational structure of the Medina College of Music please refer to Appendix A.

5.2. Roles within the Medina College of Music

5.2.1. Principal:

The role and responsibilities of the Principal shall be the following:

    i. providing professional leadership whilst ensuring smooth implementation and further development of the courses offered by the Medina College of Music which is governed by the Medina Foundation for Music;

ii. securing commitment to the philosophy, values and objectives of the Medina Foundation for Music through effective communication and collaborative approach to decision-making;

iii. promoting and furthering the holistic musical education of students following the MCM Programmes;

iv. organising, managing and controlling efficiently and effectively the human, physical and financial resources of the College;

v. building and maintaining an effective and open channel of communications within the College and other stakeholders;

vi. directing the planning, organisation and co-ordination of initiatives and activities throughout the year;

vii. keeping abreast with on-going professional development in music education and administrative leadership and management;

viii. ensuring timely implementation of the established procedures and update as the need arises;

ix. ensuring that network participants can communicate in an informal but well-structured manner;

x. ensuring that all policies are respected at all times, and review them periodically to meet arising needs;

xi. supervising the academic and pedagogical quality of teaching and learning.;

xii. implementing quality assurance mechanisms that maintain high standards of teaching and learning in the College;

xiii. promoting the enrichment of the curriculum through the organisation of educational activities;

xiv. ensuring that the curriculum includes holistic learning activities that take into account the diverse talents and learning modes, abilities and potential of all students of the College;

xv. motivating and supporting teachers with the objective of offering lifelong learning opportunities;

xvi. guiding management processes to ensure academic and pedagogical quality assurance and standards of teaching and learning;

xvii. ensuring the compilation and safe keeping of school statistics, as well as student and teacher records; (processing of data will be in conformity with the Data Protection Act.) ensuring effective financial management and control of funds as per MFM Finance Policy.

5.2.2. The Vice-Principal

The Vice-Principal shall, in the absence of the Principal, assume the duties and responsibilities of the Principal. Other duties of the Vice-Principal shall be those worked out by mutual agreement with the Principal.

5.2.3. The Academic Director

The Academic Director reports directly responsible to the Principal and has overall responsibility for the quality of the academic programme, particularly the following:

i. aligning the academic programme with the criteria established by the NCFHE.
ii. coordinating professional development opportunities for teachers
iii. chairing and coordinating meetings of the Academic Board (Heads of Department for each subject – theoretical or practical).
iv. evaluating the Academic Programme
v. ensuring adherence to academic deadlines;
vi. following up on academic performance - Grades and reports, student records;
vii. consulting with the Principal on academic matters
viii. examination administration (Schedule and seating plans for examinations; Invigilation schedule) - facilitating the administration of various specialized exams

As a senior member of the staff, the Academic Director may be delegated other administrative tasks from time to time by the Principal.

The Academic Board

The Academic Board shall consist of the Academic Director, Heads of Department for each subject – theoretical or practical and such other persons whose presence will contribute positively to the matter under consideration. The Principal may attend Board meetings at the invitation of the Academic Director or as the need may arise.

The Academic Board is responsible for monitoring and upholding the academic standards of the College and for regulating teaching. Its functions include:

i. making periodic reviews of the scope and content of course programmes guiding its future development;
ii. authorising the award of diplomas, certificates and other distinctions to persons who have satisfied the conditions for the award thereof;
iii. encouraging teacher's professional development through research within the College;
iv. approving academic regulations and changes therein;
v. recommending changes from time to time to the College's policies;
vi. approving changes in the College's academic policies;

Academic Review Board

The Academic Review Board is the principal body for overseeing students' academic progress, academic policies and for granting such petitions as requests for alternative assessment arrangements, review of assessment and withdrawn incomplete grades. The Board also considers student petitions for exceptions to standard rules and practices and evaluates such requests based on the individual student's circumstances as well as concerns of equity and fairness to all students. The Board also researches and recommends changes in academic policy, often in collaboration with the Academic Board. Finally, the Board conducts annual reviews of the grades achieved and any surveys issued by the Quality Assurance Manager as

a means of monitoring the College's standards, striving towards on-going improvement and seeking greater customer satisfaction and issues an annual report.

5.2.4. Director Quality Assurance and Funding

The duties of the Director Quality Assurance shall include:

i. ensuring that the policies laid down by the MFM are adhered to;
ii. promoting, supporting and monitoring implementation of policies and strategies
iii. assisting, providing advice, input, support and monitoring in quality assurance development,
iv. conducting periodical internal systems audit, and obtaining feedback from different sources on the quality of learning and teaching;
v. formulating and presenting a detailed report to the College, highlighting any identified strengths and areas for improvement;
vi. assisting in the preparation of budgets and business plan;
vii. contributing towards the organisation and provision of professional development;
viii. providing advice on methods of procurement and funding opportunities.

5.2.5. Internal Relations Manager

Role purpose:

i. enabling the delivery of key communications to teachers, students and stakeholders in a planned way;
ii. taking lead responsibility for the planning and implementation of events (exams, annual concert and teacher meetings);
iii. helping build a culture where two-way communication is seen as fundamental and integral to the success of the College;
iv. continually evaluating the success of internal communications, working with a broad range of stakeholders;
v. providing a communications plan for each event detailing target audience and plans for reaching them.

5.2.6. Head of Department (Senior Teacher)

Heads of Department are expected to work together with the College Administration to ensure high standards of teaching and learning. The duties and responsibilities of a Head of Department (Subject/Group of Subjects) shall include the following:

i. Actively assisting the Principal in ensuring the good professional practice, standards, and quality of teaching and learning of subject/s through proper dialogue with teachers;
ii. Advising and contributing to Course development under the direction and guidance of the Academic Director;

iii. Participating in the setting of examination papers, and moderation of examination and assessment processes;

iv. Mentoring other teachers in the subject/level of their speciality;

v. Holding and leading regular subject meetings and ensuring the keeping of minutes.

5.2.7. Teacher

The duties and responsibilities of a Teacher shall include the following:

i. teaching and educating students according to guidelines provided by the MFM;

ii. teaching and educating students under his/her care according to the educational needs, abilities and attainment potential of individual students.

iii. planning, preparing and delivering lessons

iv. teaching according to the educational needs, abilities and achievement of the individual students and groups of students;

v. assigning work, correcting and marking work carried out by his/her students;

vi. assessing, recording and reporting on the development, progress and attainment of one's students; providing oral and written assessments to individual students or groups of students;

vii. providing guidance and advice to students on their further musical education and opportunities, providing information on sources of more expert advice;

viii. communicating, consulting and co-operating with parents/guardians to ensure the best interest of students;

ix. reviewing and evaluating one's own teaching and learning strategies, methodologies and programme/s;

x. ensuring high standards of professional practice and quality of teaching and learning of the subject/s;

xi. participating in training courses as well as in professional development opportunities offered by the College;

xii. maintaining good order and discipline amongst students under one's care and safeguarding their health and safety at all times;

xiii. ensuring the optimum use of equipment normally used by oneself during lessons and sees to its regular servicing and maintenance;

xiv. registering and monitoring the attendance of students under one's care;

xv. making use of appropriate resources during the delivery of the lessons.

5.2.8. Chief Examiner

Main function of role:

i. to ensure the standards of the assessed component are consistent across centres (if applicable), candidates and from year to year;

ii. to deal with queries on papers and questions/tasks during an exam;

iii.   to make sure that Examiners are properly coordinated and perform to the required standard and inform the Principal of any concerns;

iv.   to sample Examiners' marking and grading decisions by re-marking samples of scripts from examiners and reporting back to them about the consistency of their marking;

v.   to provide ongoing support to Examiners as and when required;

vi.   to respond to appeals and enquiries about results and provide adequate feedback via a report in the required timescale;

vii.   conducting standardisation meetings to ensure that markers and examiners understand both the administrative procedures and the mark scheme, and will mark consistently and accurately;

viii.   preparing a final mark scheme in order to provide all examiners with the means to mark scripts consistently and reliably;

ix.   assisting with any Course Review and attending Course Review Meetings if requested;

x.   advising the Principal on the appointment external examiners;

xi.   preparing reports on the examination, as required for the College's internal use and for publication;

xii.   recommending component module threshold marks;

xiii.   independently second mark written work where work is borderline, such as one mark falls above and one below the Fail mark (0-59) or the High Distinction mark (90-100).

Examination Board

Members of the examination Board are responsible for:

i.   evaluating the validity and reliability of exam items;

ii.   based on the results of the evaluation of the content of the exams, giving feed-back to the Academic Board as to how the course materials should be enriched;

iii.   preparing the first draft of the assessment material according to the syllabus specification, ensuring parity of standards across optional questions on the paper, and ensuring the level of difficulty is consistent with the qualification and with previous years;

iv.   providing full details of source material used where copyright permission will be required;

v.   submitting the draft to the Chief Examiner for feedback within the agreed timescale and in the format required;

vi.   attending, where necessary, a meeting at which the revised draft of the assessment material is evaluated and further revised;

vii.   revising the assessment material according to decisions taken at the meeting and submit final drafts to the Chief Examiner within the agreed timescale;

viii.   checking and proofreading the first proof of the assessment material, indicating any errors;

ix.   preparing answer keys, which are to be kept in total secrecy until the exams are over.

5.2.9.   Examiners and Markers

The Medina College for Music differentiates, for the sake of clarity, between Examiners and Markers as follows:

i.   *Markers* are responsible for the correction of written exam papers;
ii.   *Examiners* are responsible for the assessment of practical exams.

5.2.10.   Moderator

The role of the moderator is to check course assessment already marked by markers, to ensure that the marking is consistent. The moderator is required to:

i.   attend a standardisation meeting to ensure the consistent and accurate moderation of marks by all moderators;
ii.   moderate the marking of a specified number of candidates in line with the moderation instructions in order to determine whether any adjustment of the marks is necessary;
iii.   check that the samples of candidates' work meet the requirements of the syllabus and, where necessary, request further samples;
iv.   complete a report to record what adjustments, if any, are recommended;
v.   prepare and submit a report, in accordance with the guidance given at the standardisation meeting, to be sent to each moderated centre (if applicable).

5.2.11.   Examinations Coordinator

The Examinations Coordinator is responsible for the overseeing of procedures at the Examination Centre including:

i.   dealing with and reporting irregularities during the examination;
ii.   implementing arrangements for candidates with special needs;
iii.   seeing that notices indicating students' accommodation are affixed at strategic places in order to help candidates find their places without any problem and in the shortest possible time;
iv.   checking and recording the attendance of invigilators and corridor supervisors. In the case of absent invigilators, to assign invigilation duties to corridor supervisors;
v.   giving the examination papers and other related material to the Senior invigilators and ensuring that invigilators are at their place of duty at least twenty minutes before the examination begins;
vi.   admitting candidates at least fifteen minutes before the scheduled time of the examination;

vii. signalling the commencement of the examination after ensuring, with the help of the corridor supervisors, that all candidates are ready to start the examination;

viii. at the end of the stipulated time, signalling the end of the examination session;

ix. recording of attendance of candidates;

x. at the end of the examination, checking that all candidates' scripts have been handed in, that they are packed by index number in ascending order, and that absentee notices have been placed instead of a script in the case of absent candidates;

xi. ensuring that the scripts are handed to the Principal without delay.

5.2.12. Senior Invigilator and Invigilator

The responsibilities of Senior Invigilators are as follows:

i. the collection of papers from the Examination Centre Office,

ii. the conduct of the examination, from the admission of the students to the examination room until the scripts are collected and returned to the Examination Centre Office,

iii. the distribution of the question papers and answer lists to the examination rooms before the start of the examination,

iv. ensuring that all regulations and procedures are adhered to and that students are kept under constant supervision,

v. ensuring a rotation of invigilators and corridor supervisors during the exam,

vi. deciding whether to exclude a student from the examination room, and

vii. reporting to the Examinations Coordinator in the event of a suspected breach of regulations.

The responsibilities of Invigilators are as follows:

i. commencing the examination promptly, making all announcements (Appendices A-D), noting the time that the examination commences and subsequently ending the examination at the appropriate time,

ii. completing the attendance record of students in the examination room,

iii. the verification of the identity of students in the examination room,

iv. keeping a record of any incidents or circumstances that may need to be taken into consideration by the Board of Examiners,

v. the collection of all the answer sheets and verifying that the number of answer sheets collected matches the number of attendees,

vi. ensuring all unused answer sheets are returned to the Invigilators' desk and that all question papers not used by students for recording their answers are collected from desks,

vii. ensuring that only materials permitted by the examination rubric are brought into the examination room, and

viii. determining whether emergency procedures for evacuation should be initiated.

5.2.13. Corridor Supervisor

The role of the Corridor Supervisor at the examination centre is:

i.   to help candidates to find their examination rooms and proceed to their desks, which are marked by labels carrying their index number;
ii.   to monitor any candidate who leaves the room temporarily and not allow him/her to talk to any other candidate;
iii. to monitor the corridor for loitering and potential disturbance particularly when candidates leave the room having finished their exam and are on their way out.

The invigilator is to report to the Examinations Coordinator, through the corridor supervisor, any candidate who is caught cheating or not behaving properly.

5.2.14. IT Manager

Responsibilities:

i.   managing information technology and computer systems;
ii.   managing the College Website;
iii. ensuring security of data, network access and backup systems;
iv.   identifying problematic areas and implement strategic solutions in time;
v.   auditing systems and assess their outcomes;

5.2.15. Publications Manager

The Publications Manager is responsible for:

i.   typesetting written exam papers as required;
ii.   typesetting syllabuses, workbooks and exam/examiner support materials;
iii. proofreading items produced as required;
iv.   ensuring all items produced comply with MFM brand guidelines;
v.   ensuring that items are produced on time and to the highest standard;
vi.   designing materials such as promotional items and covers for syllabus, documents and books;
vii. Producing graphics including infographics for website and exam papers and
viii. coordinating all the stakeholders associated with a publication.

5.2.16. Public Relations Manager

Responsibilities of the Public Relations Officer include:

i.   planning, developing and implementing PR strategies;
ii.   communicating with colleagues and key spokespeople;
iii. liaising with, and answering enquiries from media, individuals and other organisations, often via telephone and email;

iv. researching, writing and distributing press releases to targeted media;

v. collating and analysing media coverage;

vi. writing and editing in-house material, articles and annual reports;

vii. preparing and supervising the production of publicity brochures, handouts, direct mail leaflets, promotional videos, photographs, films and multimedia programmes;

viii. organising events including press conferences and concerts;

ix. maintaining and updating information on the College's website;

x. managing and updating information and engaging with users on social media sites such as Twitter and Facebook;

xi. sourcing and managing speaking and sponsorship opportunities;

xii. fostering community relations through events such as recitals and through involvement in community initiatives;

xiii. managing the PR aspect of a potential crisis situation.

6

Enrollment

i. Students do not enroll with the Foundation for the respective courses but with the individual teacher, choices generally being related to area of residence of the teacher/student or level of course being offered. Choices may also be guided by a teacher's reputation. MFM offers a list of teachers on its website including their residential location and levels offered. However MFM will not discriminate between teachers offering its courses and will not recommend one teacher in favour of another. Choice of teacher stands with the student and/or parent.

ii. Students may enrol into a course at any time during the year. Respective teachers will provide the Foundation with the students' details before commencing the programmes. The Foundation will provide any necessary documentation and customer service through the teacher or directly to the student as may be deemed necessary.

iii. The data collected will include: name of the student, date of birth, email address (parent's data if under 16 years), mobile number (parent's data if under 16 years), chosen programme of study and level of programme of study and the reason for studying the selected programme.

iv. In case the student declares that he/she has previously acquired knowledge through another programme of studies and already reached a particular level of study, the teacher should primarily confirm the student's ability.

v.   Students interested to follow a level/module of study at MQF level 4 (grade 8) or lower are only exempt from the previous levels/modules through an informal assessment whereby the teacher will provide professional judgment and declare that the student is well prepared for the next level/module or should previously revise particular skills.

vi.   Students interested in studying at levels 5 to 7 will require to present the teacher with a valid certificate at MQF Level 4 (Grade 8) in the area of study. An authenticated hard copy of the certificate attached to the application form should be sent to the Foundation by the respective teacher.

vii.   Once the registration is accepted, the student will be expected to follow the policies of the Medina Foundation for Music.

7

The Learning Environment

7.1.   The Foundation does not have its own premises and envisages a satellite system of teaching. Since the teachers are independent professionals and will be using their own premises to offer the MFM's program of studies, they should be in possession of their own PA (previously MEPA) Compliance Certification in accordance with NCFHE requirements (Ref. Teacher Eligibility Policy - Appendix).

7.2.   The Foundation maintains that:

a.   a stimulating learning environment engages and encourages the learner to make better than expected progress,

b.   students learn best where the classroom environment is conducive to learning,

c.   a classroom should be an exciting and motivating learning environment where students work and achievements are valued and that

d.   outstanding teaching occurs when teachers:

     i.   have high expectations of the effort that students should make and what they can achieve,

     ii.   enthuse, engage and motivate all students so that they learn and make progress,

     iii.   demonstrate expert and versatile subject knowledge,

     iv.   use data efficiently to inform their planning to accelerate progress and narrow gaps for slower achievers,

     v.   actively engage students in their learning so that they make their own meaning from it,

     vi.   develop students' learning skills so that their learning becomes increasingly independent,

vii.   focus and structure teaching so that students are clear about what is to be learned, why and how it connects with what they know already,

viii.   differentiate effectively to all students, especially those with disabilities or special educational needs,

ix.   create an environment that promotes learning in a settled and purposeful atmosphere, and

x.   contribute to the teaching and learning community within and beyond the class, sharing best practice and actively seeking professional development opportunities.

7.3. Resources

Researchers generally conclude that without adequate facilities and resources, it is extremely difficult to serve the complex needs of learners. While an adequate environment and supply of educational resources does not guarantee good learning outcomes, the absence of such resources could negatively affect learning. What matters for student achievement and other education outcomes, however, is not necessarily the availability of resources, but the quality of those resources and how effectively they are used (Gamoran, Secada and Marrett, 2000).

i.   The teacher is therefore responsible for providing and making use of appropriate resources during the delivery of the lessons. Such resources can include the use of computer, tablet, stereo, metronome and books. Students are usually requested to bring their own instruments unless they learn piano, whereby the teacher should provide a piano which is in good condition and regularly tuned. Such resources will be observed during the monitoring procedure for quality assurances. The necessary guidance, assistance and support will be given during these observations in order to identify any areas for improvement which will then be discussed with the respective teacher.

ii.   The Foundation is responsible for providing the necessary resources during examination. Students will be facilitated with an adequate environment during examinations whereby the MFM Examinations Coordinator is responsible for overseeing procedures at the Exam Centre.

iii.   The Examination Board under guidance of the chief examiner will be responsible for the preparation of resources according to the type of exam such as a tuned piano, the preparation of theory exam rooms including desks and chairs, exam papers, rough paper, attendance sheets and any other resources requested by students who have filed a special arrangements sheet.

iv.   Theory examinations will be held in a Centre (such as a school) where appropriate desks and chairs are readily available and set in adequate rooms whilst performance examinations will be held in an appropriate hall or music room. The chosen Centre will therefore have its own MEPA compliance Health and Safety certificate. In the case of a school being designated for use as an Examination Centre, the examination period will

be chosen to fall either on the weekend or during school recess whereby no other school activities are taking place simultaneously.

v. The MFM will cater for specific requirements requested through the applications of Alternative Assessment Arrangements. Furthermore, applicants are allowed to indicate their preferred time frame where individual exams apply. The Academic Director/Chief Examiner will check that all resources are available for the examinations and in excellent condition preferably a week before the examination period.

8

Effective Teaching and Learning

i. The foundation provides a syllabus whereby teachers are encouraged to adapt a student-centred holistic pedagogy. The concept of the holistic development of the person places the student at the centre of the system. The curriculum should therefore be at the service of the students and not the other way around.

ii. It is understood that different students adopt different learning strategies. Some learn best through concrete experiences; others learn through abstract thinking and concepts. Some students prefer didactic methods; others enjoy learning on their own; still others prefer to work in groups. Teachers should be aware of these differences and their pedagogical implications so that they can engage in a more effective pedagogical approach based on the provision of different learning experiences.

iii. Differentiated teaching is therefore to be implemented by teachers offering the Foundation's courses. It is emphasized that the content, the process, and the learning environment are transformed in such a way that ensures engagement and provides a suitable level of challenge to meet individual needs. The Kodaly method, the Dalcroze Eurhythmics method and the Orff-Schulwerk method are three of the pedagogical approaches that teachers are encouraged to use. The teacher will evidence this through the progress report of the student. The student's on-going assessment report compiled by the teacher will help in the evaluation of the pedagogy being used in the delivery of the programmes.

iv. Teachers should provide support to students individually attempting to make lessons accessible to all students by recognizing the different abilities of students and adapting to their learning styles.

v. Students are given individual attention through differentiated teaching together with verbal and written feedback. Teachers should guide and support their students throughout their learning experience by showing or referring to a variety of examples other than those found in the Foundation compulsory books. The use of internet specifically guided to the access of

particular beneficial links which are accessible by the teacher or by the students in question is highly recommended.

vi. The teacher is also expected to correct the students' work in a diligent manner, and use positive criticism when giving verbal feedback. The repetition of particular elements in a topic as necessary may also be required for the teacher to explain or clarify a concept which was already covered.

vii. Furthermore, as part of the quality assurance process, all teachers will be observed during a lesson at least once a year whereby a feedback sheet is compiled by the moderator (Ref. Art 10, Quality Assurance).

viii. Outstanding teaching leads to outstanding learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the skill or concept being learned.

    a. Teachers are expected to:

        i. meet all Teacher Standards and expectations for personal and professional conduct,

        ii. have secure subject knowledge and understanding,

        iii. have high expectations of themselves and all students,

        iv. create a secure, stimulating classroom climate that will motivate students to learn and to perform to the best of their ability,

        v. Plan effectively and deliver lessons appropriate to the teaching age, ensuring they engage the interest of students, provide a suitable level of challenge meet individual needs,

        vi. impart knowledge accurately and with enthusiasm which generates high levels of commitment from students,

        vii. ensure that every concept is clearly explained to the student and to systematically check understanding, intervening when needed,

        viii. offer students opportunities to develop research and independent learning skills by designing engaging and varied home learning activities,

        ix. use resources selectively and appropriately to enhance the teaching process and motivate students,

        x. ensure students' work is marked, assessed and recorded promptly and provide constructive feedback to students that assists in their progress,

        xi. ensure that students make a steady and sustained progress in lessons,

        xii. provide regular feedback to parents/guardians where appropriate with regards to their child's progress,

        xiii. foster a passion for learning and music and assist every student to achieve their full potential, making of the learning process an experience of growth, self-expression, self-awareness and above all enjoyment,

        xiv. nurture the confidence that comes when achievement is recognised,

        xv. provide students with the skills to evaluate their own work and encourage them to do this every lesson,

xvi. keep themselves informed of developments in music and music teaching through personal initiative and opportunities offered by the Foundation,

xvii. attend moderation/standardisation activities to ensure summative assessment is secure, and

xviii. self-review to monitor individual progress towards targets.

b. Students are expected to:

i. behave in a mindful, appropriate and considerate manner which will be conducive to effective progress in learning,

ii. provide high levels of engagement and cooperation within learning time,

iii. respond readily to the challenge of the tasks set and make good progress,

iv. take responsibility for their own learning by asking for help when necessary, being clear about learning outcomes and what they have to do to improve their performance and being pro-active in using self-assessment techniques,

v. meet deadlines for completing all tasks and complete any homework requested, and

vi. endeavour to become independent lifelong learners.

c. Parents and Carers (of students under 16 years of age) are expected to:

i. work in partnership with the teacher in all aspects of their child's musical education and development,

ii. support College initiatives which involve collaborative working to raise student achievement,

iii. encourage and support their child to work to meet his/her potential,

iv. monitor and encourage the completion of required home learning,

v. ensure regular attendance and punctuality, and

vi. regularly communicate with teachers to discuss their child's progress.

9

Academic Tolerance

With reference to academic tolerance, teachers and students are encouraged to respect each other's opinions and the Foundation maintains that both teachers and students have a right to hold an opinion or belief without fear of being derided, harassed or persecuted. It is understood that the nature of the topic does not give wide scope for the exposition of such divergence, however such a policy is in place in view of any informal discussion which may arise in the course of a session and may be taken to include, but not only, political views, religious belief and sexual orientation.

10

Inclusion

The Foundation aspires to an inclusive education culture whereby its policies and practices promote equality for all. The educational community must ensure equality of access to the educational system without discrimination on the grounds of ability, gender, religion, race or socio-cultural and economic background (NMC, p.25). The Foundation is also aware that not all students develop at the same rate. Students should be allowed time and be given the necessary support for their personal development.

i. The Foundation is therefore intolerant towards discrimination. It commits to ensuring that all students are provided with the best possible educational experiences, irrespective of their social or cultural realities and abilities.

ii. The Foundation will strive to minimize all forms of discrimination and stereotyping as it has high expectations for all students and teachers, to share a philosophy of inclusion whereby:

    a. Every student feels that they attend lessons in which the highest achievements are possible;
    b. All students are encouraged to have high I aspirations about their learning;
    c. The achievement of students is valued in relation to their own possibilities rather than the achievement of others;
    d. Students are entered for examinations when they are ready rather than at a particular age;
    e. All students are encouraged to take pride in their own achievements;
    f. All students are encouraged to appreciate the achievements of others;
    g. Teachers attempt to counter negative views of students who find lessons difficult;
    h. Teachers avoid the derogatory use of labels of low achievement;
    i. Teachers attempt to encourage students and address the fear of failure;
    j. Teachers avoid linking the potential achievement of one student to those of another student.

10.1. The Inclusion of Learners with Disabilities

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities. This is achieved by making adjustments to the delivery or mode of assessment, without changing the way the assessment is judged or marked.

A teacher is required to adopt adjustments to teaching and learning experiences and assessment tasks in ways that enable a student to demonstrate their knowledge, skills or

competencies. Adjustments to teaching, learning and assessment should not impact on judgments made about student achievement.

The teachers will therefore amend pedagogy accordingly to the students' ability. It should be noted that the term 'ability' should not be understood in the context of 'disability' but in that of education. In an educational setting, 'ability' is normally equated with academic prowess. A physically impaired student (blind, deaf or mobility impaired) may be very academically able, but nevertheless unable to achieve progress due to disabling barriers imposed by attitudinal, architectural and other prejudices. Furthermore, when declarations against discrimination include the term 'ability' only, or the phrase 'ability or disability', they imply that 'disability' equals 'ability' or the lack of it. This approach creates an injustice against persons with physical and / or intellectual disability as there is wide evidence that these persons are hindered from developing their potential because of the prejudicial low expectations of others.

Adjustments to teaching, learning and assessment can be grouped into four areas:

i. Timing — the amount of time allocated
    a. providing extra time to read a written text ;
    b. providing extra time to write responses;
    c. providing extra time to use specialised equipment or technology (where applicable);
    d. allowing smaller, more frequent periods of time to complete an assessment;
    e. enabling multiple or frequent breaks.

ii. Setting — where lessons are held
    a. overcoming distractions;
    b. overcoming sensory issues;
    c. enabling explicit individual scaffolding to be provided;
    d. reducing anxiety and frustration.

iii. Response — how a student responds to the learning environment. *Note: More than one inclusive strategy may be used.*

    a. meeting student needs related to physical and sensory barriers that prevent the demonstration of achievement;
    b. encouraging the student to complete a task.

The teacher might be required to plan shorter sessions and provides frequent feedback about an assessment that is completed over a number of weeks.

10.2. Developing inclusive strategies

The effective teacher will:

i. Expect all students to be able to demonstrate what they know and can do;

ii. Provide multiple opportunities for students to demonstrate what they know and can do;

iii. Plan early for any adjustments;

iv. Select adjustments that are appropriate for the individual student;

v. Involve the student in the choice of the strategy;

vi. Make sure the student is familiar with the strategy to be employed;

vii. Cater for student learning strengths when planning adjustments;

viii. Incorporate appropriate adjustments into teaching and learning experiences and assessment;

ix. Offer variety, number and appropriateness of adjustments;

x. Regularly review and refine adjustments.

10.3. Discrimination and harassment

i. The Foundation is also committed to being an academic community that is racially and culturally diverse, that values mutual respect, human dignity and individual differences, and that is supportive of intellectual, artistic and professional growth.

ii. These benefits are compromised when individuals or groups within the community engage in acts of discrimination and intolerant behaviour as well as coercion against other individuals or groups, including intimidation by threats and/or acts of violence or personal vilification on the basis of race, colour, religion, religious practices, gender, sexual orientation, national or ethnic origin, physical or mental disability, age, marital status or other personal attributes.

iii. Speech or other expression constitutes discriminatory harassment if:

a. It deliberately insults, stigmatizes, threatens or intimidates an individual or small group of specific individuals on the basis of race, colour, religion, religious practices, gender, sexual orientation, ethnic origin, physical or mental disability, age, marital status or other personal attributes; and

b. It is addressed directly to the specific individual or individuals who it insults, stigmatizes, threatens or intimidates; and

c. It makes use of "fighting words" or non-verbal symbols.

iv. In the context of discriminatory harassment, "fighting words" or non-verbal symbols are words, pictures or symbols that are, as a matter of common knowledge, understood to convey direct hatred or contempt for human beings and that by their very use inflict injury or tend to incite an immediate breach of the peace.

v. Individuals who believe they have been subject to discrimination in violation of this policy may obtain redress through the Foundation's management by filing a complaint.

10.4. Filing a Complaint

i. If an applicant or student wishes to file a formal complaint of discrimination or harassment, he or she must file such a complaint within ten (10) days after the alleged act(s) has occurred.

ii. Teachers or students shall file a signed complaint in writing to the Foundation. The complaint shall contain the name, address, and telephone number (and an identification number) of the person filing it, a detailed description of the alleged act(s). The complaint may also be required to provide any of the following information, to the extent practicable:

   a. The issues or circumstances involved

   b. The date of the alleged discriminatory act(s)

   c. Details of what allegedly occurred

   d. Identification of witnesses or others with relevant knowledge

   e. The accommodation(s) requested and/or remedy sought

   f. A detailed description by medical professionals of the injury, condition or disease resulting from the particular situation

iii. The Foundation takes student complaints very seriously. Students who have concerns about a teacher or technical or administrative aspects of courses should contact the respective teacher first. If the problem is not resolved, the student should contact an academic advisor or the principal/director of the Foundation. The principal/director will confer with the teacher to understand the concerns and try to resolve the problem for the student. Since the setting is one of a satellite system whereby the teachers are not employees of the Medina Foundation and the students choose their own teacher, there may be cases were the student changes teacher on his own free will or the teacher suspends lessons with a particular student.

11

Learning Outcomes

Learning Outcomes are written as per Referencing Report (April 2012), focusing in particular on the section dealing with Visual and Performing Arts (p.169 – 178). These learning outcomes are then vetted by NCFHE to ensure that the programme satisfies the requirements for accreditation at the intended level.

It is envisaged that students successfully completing a course in Music will:

i. have developed habits of effective self-discipline,

ii. have developed an enquiring mind with the confidence to explore musical elements in critical and appreciative ways,

iii. have developed an appreciation of music as an evolving art with aesthetic value,

iv. have attained a cohesive overview and understanding of the history of Western classical music from the Middle Ages through the contemporary period,

v. have acquired mastery of rhythms and meters,

vi. have acquired the control of rules of music theory and harmony,

vii. have mastered basic skills in music composition,

viii. have acquired competence in musical performance on his/her chosen instrument, with particular emphasis on technical precision and interpretation, and also experience and appreciate the joys and benefits of music activity as a means of growth, creative expression and enjoyment.

12
Assessment

Assessment within the courses offered by the Medina College of Music is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of learning. Assessment is governed by the Assessment Procedures Policy and Assessment Moderations Policy respectively.

The Medina Foundation for Music holds that the assessment of teaching and learning can be viewed as two complementary and overlapping activities which aim to benefit both the quality of student learning and the professional development of the teacher. Assessing learning alone is not sufficient because the ultimate success of students is also dependent upon their motivation and commitment to learning. Similarly, assessing only teaching behaviours and course activities is not sufficient because qualities of the teacher may be appreciated by students but not optimally helpful to their learning and growth. Done in tandem, assessing teaching and learning can help teachers improve and refine their teaching practices and help improve students' learning and performance.

13
Qualifications/ Awards

Accredited qualifications are in line with the NCFHE regulations and according to the Malta Qualifications Framework which are attained through the completion of levels graded according to their difficulty from Level 1 to level 7. The syllabus is broad and balanced focusing on depth of learning and mastery of content, enabling teachers to ensure students have mastered the content before accelerating into new material. This is broken down carefully, offering opportunities to promote mastery throughout and enabling the teacher to ensure balance and progression across the

levels. All programmes are designed in a LO approach and expressed in terms of ECTS as per applications submitted for accreditation.

Upon completion of a level the student will receive a breakdown of results and a transcript including the MQF level, amount of learning credits and content and status of the qualification gained and skills achieved and will be awarded a certificate.

14

Regulation

i. As stipulated in the Teacher Eligibility Policy (Art.7) the Medina Foundation does not employ teachers but offers a course which independent teachers may teach. They are independent professionals who are making use of the Foundation's accredited syllabi and course work in the preparation of students for exams offered by the College leading to accredited certification. Teachers who wish to deliver these courses must undertake to abide by the provisions laid down by the foundation.

ii. In view of this the MFM has no right to take disciplinary measures against a teacher. It cannot (to state an example) suspend a teacher from giving sessions because the Foundation has no right to redistribute that particular teacher's students. Nor can it ask a teacher to stop giving the Foundation's courses as this would mean that students who have started following a course at any particular level will find themselves stranded in the middle of a course.

iii. The Foundation does undertake to monitor, however, the quality of teaching taking place and address issues in these regards with emphasis being on mentoring and improvement rather than admonition. In these regards, the Foundation will regulate teachers offering its courses to ensure that the high standards expected of the College are maintained. Such regulation is carried out primarily through a monitoring process whereby an approved and qualified mentor will visit a teacher in her class to observe good practice and offer support as necessary. Following a session of teaching observation, the mentor will discuss noted practice with the teacher according to established criteria outlined in the 'Lesson Observation Feedback' *(Teaching and Learning Policy; Appendix B)* and present a report for the teacher's perusal.

iv. Along these same lines the Foundation will draw a teacher's attention to any issues related to intolerance or discrimination which may be brought to the attention of the Board of Administrators or the Principal and emphasize the Foundation's policies in these regards. However, it is ultimately the up to the student and/or parent whether he/she wishes to withdraw from continuing to attend that course with that particular teacher or seek an alternative.

v.   It is also understood that the Foundation will not recommend any teacher in favour of another and any teacher offering courses of the Medina College for Music will be listed on the Foundation's website for the general perusal of parties seeking a music education. The Foundation, however, reserves the right to remove from this list the name and details of a teacher who, after having been given due consideration, is found to fall short of the professional standards expected of a teacher of the Medina College of Music.

15

Quality assurance

15.1. Procedure and implementation

The Medina Foundation ensures adequate monitoring and support of teaching and learning activities. The aim of these teaching observations is mainly one of assistance and support. They serve to identify strengths and areas for improvement which will then be discussed with the teacher. Teachers will be given the date of the observation visit not less than a month before the visit. Duration of observations will be 45 minutes in total. However it is expected that evidence of good practice will be observed within the first 15 minutes of the observation. The observation may take longer than this if it is judged necessary by the observer or may be shorter if the observer judges that they have seen enough evidence to make a complete judgment of the quality of teaching and learning in the class.

The foundation does not envisage the subcontracting of activities or training as concerts and training are conducted in house.

a.   This procedure will apply to all teachers and students following courses offered by the Medina College of Music and aims to:

   i.   hold induction sessions/mentoring for teachers to make them familiar with the programme followed at MCM,
   ii.   identify strengths and areas for support and development by engaging in informed dialogue on specified aspects of practice,
   iii.   ensure coverage of the course-work and to provide continuity within and across modules and levels, and
   iv.   enable the executive team to review evidence gathered during the monitoring and make considered judgments about the strengths of teaching and learning which may be used to identify areas for development and continued professional development of and for teachers.

b. Quality Assurance and monitoring of Teaching and Learning will be implemented by:

    i. the Board of Administration collecting and sampling planning documentation, annual reviews, teachers' records and student files,

    ii. tracking student achievement,

    iii. sampling accreditation documents, and

    iv. regular classroom observations of teachers.

c. Observation and mentoring of teaching and learning may be carried out by:

    i. the Principal,

    ii. visiting external professionals,

    iii. the Executive Team, and

    iv. officials of the NCFHE.

15.2. Feedback

Verbal feedback following an observation visit will normally be provided on the same day as the observation. The meeting will be one to one and conducted in private and the teacher is encouraged to discuss issues he/she may be meeting with regards to specific or general content and/or delivery. Following this written feedback will be provided using the observation feedback forms available (Ref. Appendix B). A copy of the observation feedback form is left with the teacher and a copy is given to the Principal and kept in the teacher's file.

15.3. Monitoring progress and continuous improvement

The teaching of courses is monitored before, during and after the learning process.

Before – Only teachers with the appropriate CV and civil conduct can deliver the courses offered and teachers should also present a valid reference letter.

During- Monitoring and moderation will be taking place at least once a year through observation and student feedback.

After- An evaluation and analysis of results and statistics gathered throughout the year will be carried out.

Action points to address areas for development will be given both verbally and on the observation sheet. The teacher will normally be required to demonstrate and provide evidence of progress against action points which would have been discussed with the assigned mentor, prior to the next scheduled observation. A subsequent observation will be used to monitor progress against all action points and required areas for improvement.

15.4. Professional development

The College will provide regular opportunities for professional development through workshops, seminars and master classes. It will also provide opportunities for teachers to meet, discuss problems and share effective teaching strategies and good practice. Teachers will be expected to attend at least one such initiative a year.

Teachers are also encouraged to further develop their knowledge and skills on an individual level (Ref. Assessment Moderation Policy art. 6.2).

16

Review of Programmes

The approval of new/renewal of courses by the Medina Foundation follows the PIER model (Plan, Implement, Evaluate and Review).

i.   Plan: The selection of the committee members who will be designing the course; accreditation of study of programme through NCFHE.
ii.   Implement: Teachers deliver the accredited study programme.
iii. Evaluate: Analyse feedback by all stakeholders and assessments of students.
iv.   Review: Committee members review all the cycle as maybe necessary.

Programmes offered by the Foundation are thoroughly researched by the respective Heads of Department in consultation with other teachers and professionals. Courses and syllabi offered by other accredited institutions are discussed with teachers during subject*-specific meetings and the relevance of items according to respective levels being offered is evaluated. It is noted that whilst there is a standard core to each grade, variance is generally relegated to some individual items the nature of which may be subjective and often related to its degree of difficulty or otherwise. Hence the importance of the teachers' input whose practical experience helps structure and consolidate the syllabus of the subject* being offered. (* Subject refers to courses in Music Theory or Practice according to the respective instruments being taught and the respective levels.)

The proposed course is then evaluated and approved or otherwise during a meeting of the College Principal, Academic Director, Chief Examiner and Heads of Department whose main role here is to defend reasons for including or omitting afore mentioned particular items from a specific syllabus.

Upon approval, the new syllabus is communicated to the teachers and uploaded onto the Foundation's website. It is envisaged that hard copies of the syllabus will also be available at leading music retail outlets together with copies of the student handbook.

All Programme Units offered by the Medina College of Music are reviewed once every five years through the Program Review process. The process is guided by the Administrative Board and overseen by the Program Review Board, consisting of the Director of Studies, Heads of Department of the respective units and Chief Examiner. Together, they review all relevant materials from the

unit, including a data profile, key issues list, and self-study and issue a final report with specific recommendations. These recommendations form the basis of an implementation agreement with specific action items for the unit.

16.1. Purpose of Review of Programmes

The purposes of undertaking Programme Review are:

i.   to evaluate the effectiveness of programmes and the extent to which the intended learning outcomes are being achieved by students;

ii. to review feedback from students, staff, external examiners, professional bodies and other external stakeholders;

iii. to ensure that programmes remain current and valid in light of developing knowledge in the discipline, and practice in its application;

iv. to develop, as a result of the review process, improvements to the programme structure and curriculum;

v.   to identify areas for improvement/enhancement and to ensure that appropriate actions are taken in response to perceived weaknesses.

16.2. Key Benefits of Programme Review

i.   it provides a formally structured opportunity to reflect on the programmes and to develop new approaches and/or enhance current practices;

ii. it provides independent and external confirmation of the quality and standards attained;

iii. it offers an opportunity for good practice to be recognised, verified and disseminated.

The following data is required for the review of a programme of studies:

i.   Programme Specifications

ii.   External Examiners' Reports (where applicable)

iii. Progression and completion rates

iv.   Student Feedback results (study-unit and end of programme)

v.   Feedback from teachers

vi.   Stakeholders' Feedback

vii. Tracer Studies

16.3. Unit Self-Assessment

1. Collection and Analysis of Data and Feedback.

The Programme Review Board will work with the unit under review to define, collect and analyse key performance indicators, such as study-unit feedback exercises, programme experience surveys (student satisfaction), the consideration of external

examiners' reports, the collation of data in relation to student progression, student enrolments and student performance and effective consultation with all stakeholders involved as applicable. The Administration will make available data and customer feedback surveys that help frame the review.

Data collection is a meaningful tool used in education to improve students' achievements and require proper safeguards to ensure security of data. The information collected will be managed and used only to further students' educational interests and to enhance the study programmes.

When effectively used, this data can empower teachers and learners with the necessary information to help all learners succeed. Surveys and questionnaires will be conducted at least on annual basis to gather specific information from large number of participants. These methodologies will help the Foundation to achieve a greater feedback from students, parents or teachers.

The college management has the responsibility to maintain students' privacy and security of their data by limiting the persons involved in the collection, analyses and storage of data which is used to support student learning and success. Where possible, surveys should be conducted anonymously. Subsequently, students might give more honest responses rather than when they are easily identified. However, if personal information is necessary, only the minimum student data required will be requested and the few individuals who have access to the data must handle it in a responsible, legal and ethical manner.

The collected data by the College should be gathered and processed for the following reasons:

   i. To further support student learning and allows learning to be tailored
  ii. Used for continuous improvement in the programmes of study
 iii. Used as a tool to reach students/parents and teachers as means of communication to issue notices

The collected data will include student attendance during examination periods, demographics, student growth data, teacher records, students' success rates and other useful appropriate information. Whenever the data collected is redeemed to be made public, the student should be informed prior to giving the necessary information.

The access of student data by educators can empower the students' respective teachers to understand their perspectives and struggles. This can determine concrete steps to bring about positive change in teaching and learning. Furthermore, personal data can provide relevant information about a student strengths and interests which educators should be aware of to support the student and tailor lessons accordingly to the students' necessities.

"With great power comes great responsibility." This quote is overused but nevertheless applicable when talking about the use of personal student data. Indeed, data is a powerful tool which should be used to empower students' knowledge, skills and

competences. Nonetheless, it is imperative to safeguard data merely to ensure academic excellence for all students.

2. Key Issues and Self-Study

Each unit undergoing review will submit a list of key issues faced by the unit, which will help inform the unit's self-study. The self-study includes a critical analysis of the current state of the unit, specific issues that are critical to the further improvement of the unit, and the fundamental questions that should drive strategic planning for the unit moving forward according to the following guidelines:

I. QUALITY

a. Quality of the Programme(s):
   i. Does the curriculum appropriately cover the field or discipline in terms of breadth and depth?
   ii. Are there elements that should be modified in order better to achieve those goals or to implement a better use of resources?
   iii. What are the strengths and weaknesses of the Programme?
   iv. Where new Programmes are proposed, or major changes contemplated, please comment on potential suitability and sustainability.

b. Quality of the Student Experience and the Learning Environment:
   i. Assess any specific initiatives undertaken to attract and retain a diverse group of students and assure their success in the Programme;
   ii. Assess the appropriateness of the learning outcomes articulated by the Programme;
   iii. Are the methods of teaching appropriate to the Programme and of high quality?
   iv. What steps have been taken to provide students with enriching learning experiences (e.g., experiential or co-operative learning opportunities)?
   v. What is done to offer students exposure to the national or global dimensions of the field or discipline?
   vi. Does the Programme offer sufficient intellectual challenge and engagement?

II. STAKEHOLDERS

i. Comment on the Academic Program's ability to attract and retain a diverse group of students, and to effectively monitor and support student progress;
ii. Comment on the teachers, the range of their collective expertise, and their ability to adequately provide intellectual leadership and challenge;
iii. Comment on the level and effectiveness of support being offered to teachers;
iv. Comment on opportunities to enhance policies, practices and Programmes to ensure a welcoming and inclusive working and learning environment;
v. Comment on the overall administrative functioning of the Academic Unit;
vi. Address any areas in which administrative deficiencies might be found;

vii. Comment on the character of communication among teachers, between the teachers and Administration, and, more widely, with community (including professional communities). Suggest where there might be room for improvement.

External stakeholders including parents, students, teacher as part of foundation as beneficiaries will report their feedback at any time during the year, through questionnaires/ surveys or verbal communication which is recorded by the teacher. Teachers as service providers will give their input through course design and course review (feedback) during developmental meetings.

Other stake holders such as Ministry for Justice and Culture, the ministry for foreign affairs, local councils etc. are involved in the Foundation's fundraising activities. Any feedback given from these entities or the public in general are taken into consideration for further development of our study programmes. Example, a student may apply for a course after having attended to a concert organized by the Foundation particularly because he was inspired by the music or musician. Such feedback can be used to design tailor-made programmes by the Foundation to make music more appealing to a particular age group/ student profile.

III.   FUTURE

i. Comment on the Foundation's plans to develop its teaching programmes in the future;
ii. Address the Programme's comparative quality in the national or the international context.

16.4. Self-Evaluation Document

The study is summarized in a written report and provides a foundation for the subsequent review. This document is an analysis of the review materials as well as insight gained from the meetings and includes specific recommendations for the continuous improvement of the unit.

The SED should contain the following information:

i.   An Introductory Section;

ii.   Executive Summary;

iii.   Evaluation of the aims of the Programme;

iv.   Evaluation of the Learning Outcomes;

v.   Evaluation of the Curriculum;

vi.   Evaluation of the Assessment methods and the Standards they demonstrate;

vii.   Student Progression and Academic Support;

viii. Learning Resources and the Effectiveness of their Utilisation;

ix.   Stakeholders' perceptions and attitudes to the Programme;

x.   Assessment of merit or worth;

xi.   Supporting Evidence to the SED.

Following consideration of the draft SED, a finalised document which is to be signed by the Director of Studies, is to be forwarded to the Principal.

16.5. Implementation Agreement

The Principal will meet with the Director of Studies and the HODs responsible for the unit to discuss the recommendations and to agree on a set of specific actions for implementation.

16.6. Implementation and Follow-Up

The Principal monitors progress on the implementation of the recommendations. One year following the review, the Programme Review Board will conduct a follow-up to report on the progress of the implementation agreement to the Principal.

Moreover, an annual meeting involving all those participating in the administration and delivery of the programmes, is held to evaluate the particular academic year. Any valid suggestions will be communicated to NCFHE for endorsement and then to the learners and stakeholders.

17

Data Analysis

i.   The Foundation will carry out regular analysis of the relationship between input and output standards through annual surveys. Students can provide the foundation with their views at any time via email or through the Foundation's website. Data collection may also be carried out by phone using a centralized system. Furthermore, surveys and the feedback given by teachers will give a clear overview of the students' perceptions.

ii.   Data analysis will investigate such elements as the following of career paths or undertaking of further studies including but not only:

- Opportunities for accompaniment of students sitting for performance exams
- Opportunities for playing with an amateur orchestra or band
- Further studies - O level - A level- Intermediate level of music studies
- Further studies at higher levels of education.
- Employment as teachers in Government entities, private tuition or as professional performers

iii. The MFM undertakes that data collected may only be used for the purposes of statistical analysis and cannot be used for other purposes, in accordance with the Data Protection Act 2006 Article 440.
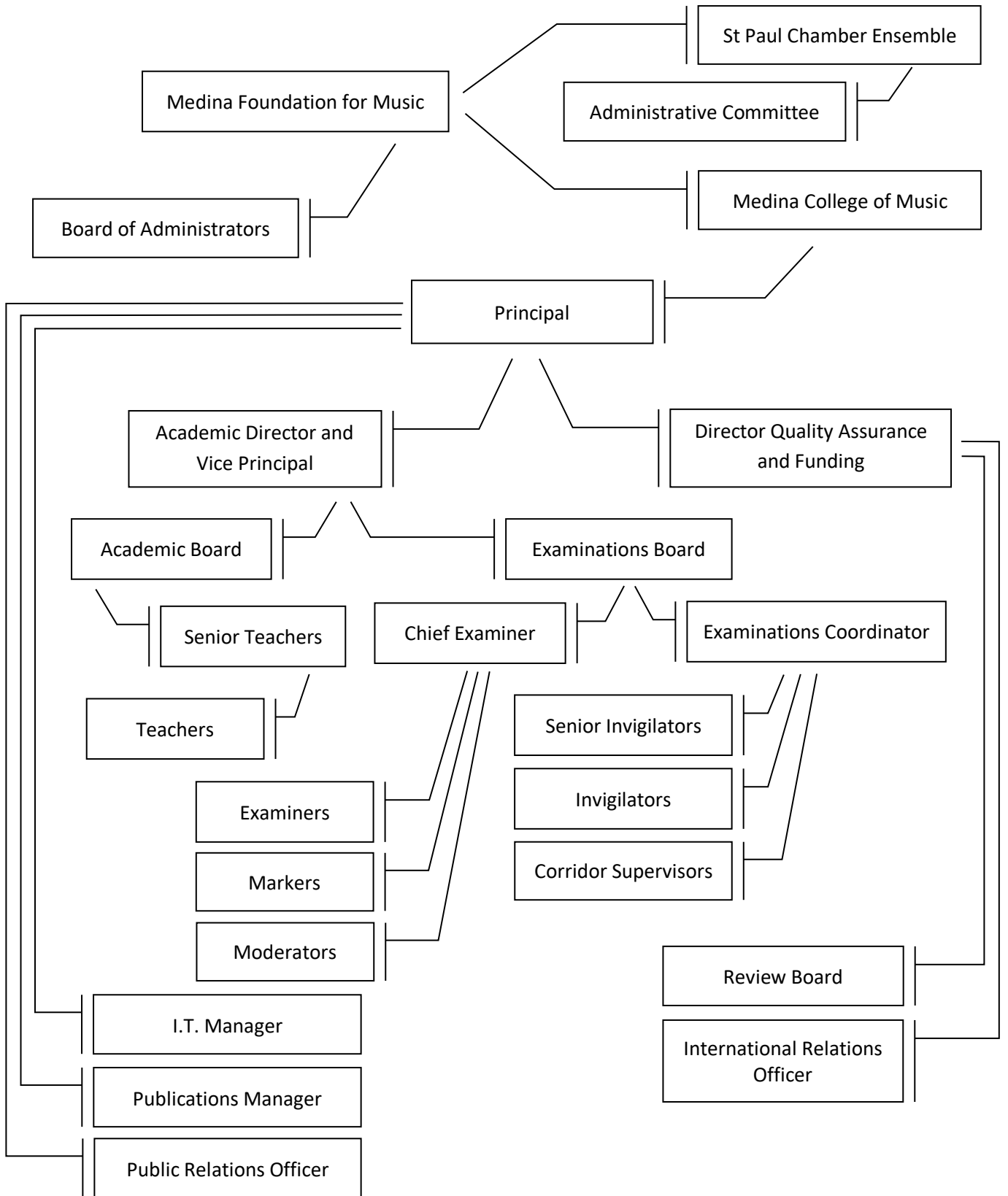
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Communications

i. Developments within the college will be communicated to teachers through the various channels afforded by the Foundation and according to the particular necessity. These may include, but not only, meetings of Heads of Department with teachers of respective units or levels, Board meetings, teacher meetings and communication of information via mail (electronic or otherwise) and regular updating of the Foundation website where all relevant information pertaining to courses, exams and events will be readily available.

ii. The Foundation strongly believes in the important role of parents in their child's musical education. Parents are encouraged to discuss their child's progress with the teacher, if necessary by requesting a personal appointment. The teacher may also, if necessary, communicate with parents in these regards. Other general information may be sent via mail and will always be accessible on the Foundation's website.

iii. Anybody wishing to communicate directly with the administrators of the College may do so either by leaving a message via the communication portal on the Contact Page of the Foundation's website, by mail or by phone, all relevant details being available on the same page.

iv. Moreover, teachers and students will be provided with online resources including an online reading list for each level of study. Furthermore, other useful links such as music sheets, music software, interactive games for all levels and aural training exercises will be shared via the Foundation's website.

Organisational Structure

```
Medina Foundation for Music ──┬── St Paul Chamber Ensemble
                              │
                              ├── Administrative Committee
                              │
                              └── Medina College of Music
Board of Administrators

                          Principal

Academic Director and              Director Quality Assurance
Vice Principal                     and Funding

Academic Board          Examinations Board

Senior Teachers   Chief Examiner   Examinations Coordinator

Teachers                           Senior Invigilators

Examiners                          Invigilators

Markers                            Corridor Supervisors

Moderators

I.T. Manager                       Review Board

Publications Manager               International Relations
                                   Officer
Public Relations Officer
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Lesson Observation Feedback

Teacher's Name: _____

Date of Visit: _____

Each item will be ticked (✔) according to the following scale:

S – Satisfactory; U – Unsatisfactory; N – Not Observed

Any commendable feature will be indicated in the last column – C

A. Teaching Techniques

	S	U	N	C
1. General delivery of lesson				
2. Demonstrates sufficient mastery of content				
3. Makes effective use of a variety of available materials				
4. Teaching methods are appropriate and effective				
5. Makes clear, practical demonstrations				
6. Provides for student participation				
7. Uses logical, purposeful and provoking questions				
8. Provides interesting and adequate reinforcement				
9. Varies procedures in working with pupils of varying abilities				
10. Provides motivation				
11. Makes use of ICT				

B. Effective Planning

	S	U	N	C
1. Displays evidence of teacher preparation				
2. Directions to students are clearly thought out and well stated				
3. Materials for class are organized and available				
4. Provides enrichment and / or remediation where needed				
5. Aware of adequate pacing				
6. Student assignments show evidence of careful preparation				
7. Assigns homework and corrects work given				

C. Student / Teacher Relationships

	S	U	N	C
1. Maintains student interest and attention				
2. Works constructively with individual or group				
3. Manages routine so as to avoid confusion				
4. Exhibits poise, voice control and tact				
5. Graciously accepts less than "right" response from slow students				
6. Uses positive statements to students				
7. Makes supportive statements to students				
8. Maintains a friendly and respectful teacher – student relationship				

D. Classroom Management

	S	U	N	C
1. Class control				
2. Time Management				

E. Record Keeping

	S	U	N	C
1. Teaching File				
2. Attendance				
3. Assessment				

F. Overall General Comment

Name of Principal / Designate: _____

Signature: _____

References

Teaching and Learning Policy – Sandringham School, UK
http://sandringham.herts.sch.uk/newsite/aboutus/pdf/policies2010/1%20Teaching%20&%20Learning%20(CED).pdf

Teaching and Learning Policy & Guidance – Oasis Academy Putney, UK
http://www.oasisacademyputney.org/sites/default/files/files/Primary%20Teaching%20and%20Learning%20Policy%20_%20guidance(3).pdf

Learning and Teaching Policy – Cleves Primary School, UK
http://www.cleves.newham.sch.uk/documents/policies/Teaching-and-Learning.pdf

Quality Assurance Monitoring Teaching and Learning – St Piers School, UK
http://school.youngepilepsy.org.uk/dmdocuments/quality-assurance-monitoring-teaching-and-learning-policy.pdf

The Essential Practices of High Quality Teaching and Learning – Centre for Educational Effectiveness
http://www.effectiveness.org/files/EssentialPracticesofHighQualityTeaching%20and%20Learning.pdf