ROYAL ACADEMY OF MUSIC

QUALITY ASSURANCE PROCEDURES 2025/26

The Royal Academy of Music moves music forward by inspiring successive generations of musicians to connect, collaborate and create.
Charity number 310007
Company registration number RC000438

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UNIVERSITY OF LONDON

CONTENTS

INTRODUCTION

The ways in which the Academy assures the quality of its educational provision are of key importance both in enhancing the learning experience of our students and in sustaining the institution's high reputation within the music profession and the HE sector.

This document is the fourteenth edition of the Academy's *Quality Assurance Procedures (QAP).* It outlines the principles, procedures and processes involved in various quality assurance and enhancement activities. It is a reference manual to be consulted as necessary.

The Academy's quality assurance procedures are monitored annually to ensure they remain appropriate and robust for a small specialist institution. They must continue to provide evidence of clear and accountable practices for both internal and external use, but at the same time ensuring these mechanisms are sensitive to the educational environment and music community. These procedures also contribute to the requirements laid down by the Quality Assurance Agency (QAA) that institutions must take responsibility for monitoring and maintaining the quality of their provision. The enhancement activities ensure that we continually monitor and consider our teaching and learning, and that development and improvement remains a priority.

Procedures may be updated during the academic year and take immediate effect. The approved changes will be incorporated into the QAP document published on Blackboard. Note that the approval forms referred to in various sections of the QAP can also be accessed on Blackboard.

This document is set out in three sections. The first section describes the institutional framework for quality assurance, setting out roles and responsibilities, and outlining institutional expectations about the standards and efficiency by which the framework must operate. The second section describes institution-wide cyclical processes: the annual monitoring of our programmes of study and the periodic (normally five-year) review of the programmes of study. The third section describes the principles, processes and procedures for the on-going assurance of quality and enhancement: notifiable changes to modules, minor and major modifications to programmes, the validation process for new programmes of study, and the procedure for withdrawing a programme of study. All sections of this document have been set out with reference to the UK Quality Code for Higher Education.

The document is designed to be clear and user-friendly. We welcome feedback on its layout and content.

Timothy Jones
Deputy Principal

Catherine Jury
Registrar and Director of Student Operations

September 2025

PART 1 THE INSTITUTIONAL FRAMEWORK

1 MANAGEMENT OF ACADEMIC QUALITY ASSURANCE

1.1 Responsibility for Quality Assurance

The governance and oversight of academic quality assurance at the Academy are exercised through defined responsibilities outlined in the terms of reference of a structured and hierarchical committee system. Strategic leadership for quality assurance issues and the operational management of quality assurance processes are the responsibility of specific members of academic and administrative staff. All members of academic and academic-related staff, as well as many administrative staff, have clear responsibilities in the delivery of academic quality assurance. This document is reviewed (and, where necessary, revised) annually and is approved ahead of the start of each academic year by the Standing Committee of Academic Board.

1.2 The Governing Body, the Principal and the Senior Management Team

The ultimate authority at the Academy, with responsibility for the institution's educational provision, is the Governing Body. The Governing Body delegates the management of all aspects of academic life at the Academy to the Principal and his Senior Management Team, and this includes the management of academic quality assurance. The Principal (as chief academic and administrative officer of the institution) forms a bridge between governance and management, and is supported by the Senior Management Team comprising the Deputy Principal, Dean of Students, Registrar and Director of Student Operations, Director of Finance and the Director of Development. The Registrar and Director of Student Operations is specifically charged with overall managerial responsibility for, institutional quality assurance. In the discharge of this responsibility she is supported by the Academic Secretariat.

1.3 Academic Board

The Governing Body delegates to the Academic Board responsibility for the oversight of academic life at the Academy. The Academic Board is chaired by the Principal; its membership comprises the Deputy Principal, Dean of Students, Heads of programmes of study, representative Heads of Principal Study departments, the Registrar and Director of Student Operations, other senior academic and academic-related postholders, and student representatives. Academic Board is the senior academic policy committee. It determines important matters of institutional academic strategy (including Quality Assurance strategy) and receives institutional documentation, such as the Regulations and the Student Charter, for final approval. Academic Board, in turn, delegates certain defined academic responsibilities to junior committees from which it receives regular reports through the submission of each committee's minutes.

1.4 Standing Committee of Academic Board

The Standing Committee of Academic Board is responsible for detailed oversight and scrutiny of all aspects of the Academy's academic quality assurance activity. Its membership

includes the Deputy Principal, Dean of Students, Registrar and Director of Student Operations, representative heads of Principal Study and administrative departments and student representatives. Standing Committee ensures that proposals for new programmes and the withdrawal of existing programmes are subject to due validation process and thorough scrutiny before being recommended to Academic Board, and that major modifications to programmes are approved in accordance with the programme's aims, objectives and learning outcomes. Standing Committee receives reports of minor modifications to programmes agreed (under delegated responsibilities) by the Programme Boards. It also receives and scrutinises Annual Monitoring Reports for all programmes of study, and the reported outcomes of the annual student feedback exercise. Standing Committee approves the appointment of External Examiners and Specialist External Assessors. It is charged with the annual scrutiny and revision of key academic policies. It also plays a key role in the Periodic Review Process of the programmes of study.

1.5 Programme Boards and Heads of Programmes

Standing Committee delegates some of its responsibilities to the Programme Boards. The Undergraduate and Postgraduate Programme Boards are responsible for oversight of the management and operations of programmes at the Academy. Each programme board is chaired by the relevant Head of programmes; its membership comprises representative Heads of Principal Study departments, the Librarian, the Head of Technology, the Programme Tutor/Head of Year, representative programme administrators and student representatives. The programme boards are responsible for approving proposed minor modifications, for scrutinising proposed major modifications and making recommendations to Standing Committee, and for initial scrutiny of proposals for new programmes of study and the withdrawal of existing programmes. The boards receive and scrutinise External Examiner Reports. They advise the Head of Programme in the compilation of the Annual Monitoring Reports and in the preparations for Periodic Reviews of the programme. The Heads of Programmes are directly responsible (under the Deputy Principal) for the day-to-day management of all programmes, and for liaison with the Heads of Study and teaching staff.

1.6 Examination Boards

The Academy's Examination Boards, chaired by the Deputy Principal, are responsible for oversight of the Academy's assessment operations, for receiving and ratifying all assessment data, for deciding the consequences of failure, and for recommending to Academic Board final awards and progression within programmes. The Examination Boards delegate certain responsibilities to the Extension and Deferral Process, the Academic Malpractice Committee, and the Academic Appeals Committee. In turn, the recommendations of these sub-committees and processes are reported to the Examination Boards for decision. The role of the Examination Boards in relation to the *Examination Regulations* is described in section 3.1 below.

1.7 The University of London

The Academy is formally responsible to the University of London (whose degrees it awards) for the quality assurance of its educational provision. The Academy's *Regulations* are congruent with the University's *Ordinances, Regulations and Statutes*. In practice the

Academy exercises a considerable autonomy in matters of quality assurance under the terms of the University's Academic Framework.

As a member of the University, the Academy is required to participate in an annual Enhancement Review process which forms part of the College Annual Reporting Exercise. The University produces a summary of the reports received from all its member colleges for the purposes of sharing good practice and raising issues of common interest or concern. This report is considered by the University's Academic Quality Advisory Committee, of which the Academy's Academic Quality Officer is a member, and then by the Collegiate Council. The Registrar and Director of Student Operations reports on issues arising to the Academy's Academic Board.

1.8 Approval Summary

This summary sets out the academic bodies which receive and approve the elements that underpin the Academy's quality assurance framework:

Procedure/document	Responsibility	Approved by
Regulations	Academic Secretariat	Academic Board
Student Charter	Academic Secretariat	Academic Board
Quality Assurance Procedures	Academic Secretariat	Standing Committee of Academic Board
Examination Procedures	Registry	Standing Committee of Academic Board
Nomination of External Examiners	Academic Secretariat	Standing Committee of Academic Board
Approval of new External Examiners	Academic Secretariat	Standing Committee of Academic Board
External Examiner Reports	Academic Secretariat	Programme Boards
Annual Monitoring Reports	Academic Secretariat	Standing Committee of Academic Board
Nomination of Specialist External Assessors	Registry	Standing Committee of Academic Board

Decisions regarding these procedures and documents are reported to the parent committee via receipt of the minutes.

2 COMMITTEE PRACTICE AND THE COMMITTEE STRUCTURE

2.1 Committee practices at the Academy

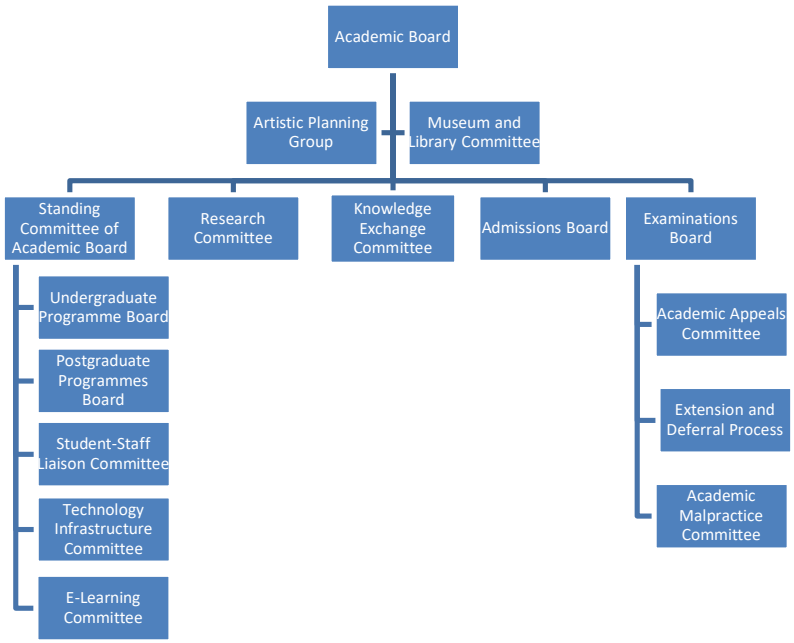
The Academy has clearly-defined practices for the management and administration of all its established committees. The practices are set out in full in the Guidelines for Chairs, Secretaries and Members of Committees publication. The terms of reference and membership of each committee are published on SharePoint. It is the duty of each committee's chairman to ensure that the business of the committee fulfils its role as set out in its Terms of Reference, and to ensure that any responsibilities for Quality Assurance and

Enhancement issues are discharged with within the framework and according to the processes set out in this document. Guidelines on the roles of committee chairs, secretaries and members are also available on SharePoint. A calendar of committee meetings is published annually prior to the beginning of the academic year.

The Academy's academic committees are subject to an annual internal audit, to monitor their efficacy, compliance with their terms of reference, completion of actions, the engagement of student representatives and other thematic elements which vary from year to year.

2.2 Academic Committee structure at the Academy

The Academy has a hierarchical committee structure, with clearly-articulated reporting lines. The main quality assurance responsibilities of each committee are outlined in section 1 above. The following diagram represents the reporting lines between committees.



3 ASSESSMENT AND QUALITY ASSURANCE

3.1 Examination Boards and Recital Examination Panels

3.1.1 The Academy has exacting procedures for the establishment, constitution and conduct of both Examination Boards at overall programme level and also for Recital Examination Panels.

3.1.2 The *Examination Regulations*, to be found within the Academy's *Regulations* cover the following areas:

- Admission to examinations
- Admission to a degree or other award
- Methods and timing of assessment
- Conduct of formal written examinations

- Submission of written work for assessment
- Technical Testing
- Oral (viva voce) examinations
- Additional examination arrangements and Personal Learning Plans (PLPs)
- Use of authorised materials in examinations
- Responsibilities
- Deferrals of Exams and replacement examinations
- Illness (Aegrotat) Regulations
- Reassessment and failure
- Compensation Regulations
- Academic Appeals
- The general profile and nomenclature of Examiners;
- Conditions of appointment, rights, entitlements and responsibilities of Chairs and Deputy Chairs of Examination Boards;
- Conditions of appointment, rights, entitlements and responsibilities of Internal Examiners;
- Nomination, approval and appointment, together with the conditions of appointment, rights, entitlements and responsibilities of External Examiners
- Examination Boards: structure, responsibilities and constitution;
- Publication of examination results; and
- The issue of degrees, diplomas and other awards.

3.1.3 Additional matters related to the examination of individual programmes of study are outlined in the *Programme Regulations* found within the Academy's *Regulations* publication.

3.1.4 The Terms of Reference and membership of all Examination Boards are given in the *Guidelines for Chairs, Secretaries and Members of Committees* publication.

3.1.5 Additional guidance for students and Examiners on practical aspects of examination and assessment can be found in the *Examination Procedures* publication. This booklet is published on Blackboard for students and staff to refer to throughout the year.

3.2 External Examiners and Specialist External Assessors

3.2.1 The Academy has exacting procedures for nomination, approval and appointment of External Examiners at overall programme level and also for nomination, approval and appointment of Specialist External Assessors for Recital Examination Panels. These are included in the *Regulations*. The arrangements for the constitution and operation of Final Recital, Technical Testing and Orchestral Excerpts Panels are also set out in the *Regulations*.

3.2.2 The agreement of the proposed External Examiner to act must first be secured in principle by the Head of Programme, in consultation with the relevant Chair of the Examination Board. Academy staff who nominate External Examiners should be confident that those who are nominated are able to demonstrate the following:

(i) knowledge and understanding of UK sector agreed reference points for the maintenance of academic standards and assurance and enhancement of quality

(ii) competence and experience in the fields covered by the programme of study, or parts thereof

(iii) relevant academic and/or professional qualifications to at least the level of the qualification being externally examined, and/or extensive practitioner experience where appropriate

(iv) competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures

(v) sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers and, where appropriate, professional peers

(vi) familiarity with the standard to be expected of students to achieve the award that is to be assessed

(vii) fluency in English, and where programmes are delivered and assessed in languages other than English, fluency in the relevant language(s)

(unless other secure arrangements are in place to ensure that external examiners are provided with the information to make their judgements)

(viii) meeting applicable criteria set by professional, statutory or regulatory bodies

(ix) awareness of current developments in the design and delivery of relevant curricula

(x) competence and experience relating to the enhancement of the student learning experience.

3.2.3 The Academy should be confident that nominated External Examiners do not fall into any of the following categories:

(i) member of a governing body or committee of the Academy or one of its collaborative partners, or a current employee of the Academy or one of its collaborative partners

(ii) anyone with a close professional, contractual or personal relationship with a member of staff or student involved with the programme of study

(iii) anyone required to assess colleagues who are recruited as students to the programme of study

(iv) anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study

(v) anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment of the programme(s) or modules in question

(vi) former staff or students of the Academy (unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme(s))

(vii) a reciprocal arrangement involving cognate programmes at another institution

(viii) an External Examiner who has been preceded by a colleague from the same department in the same institution

(ix) an External Examiner from the same department of the same institution.

3.2.4 The Head of Programme and the Chair of the Examination Board should complete the 'External Examiner Nomination Form'; attach the curriculum vitae of the nominee, and forward the form to the Registrar and Director of Student Operations who will pass the form to the relevant Programme Board for consideration.

3.2.5 Nominations are then scrutinised and approved by Standing Committee of Academic Board (and signed by the Chair) and new appointments are reported to Academic Board for information. Once appointed, External Examiners will receive confirmation of appointment from the Academic Quality Officer, along with all associated programme documentation and key institutional information:

- the relevant Programme Handbook
- the *Guidelines for External Examiners* (see Appendix 7)
- the *Regulations*
- the Academy's *Assessment Strategy*
- the Examinations Procedures booklet
- the most recent Annual Monitoring Report for the programme
- a copy of the External Examiner report form
- details of the appropriate fee
- details of dates of the relevant Exam Board(s)

3.2.6 External Examiners can serve for a maximum of four consecutive years, and re-nominations will be automatically processed on an annual basis provided that the conditions of the examinership (see 3.2.7, below) have been met. An exceptional extension of one year may be permitted for the purposes of ensuring continuity or for other good reason and this will be subject to approval by Standing Committee of Academic Board. An External Examiner may be reappointed, but only after a period of five years has elapsed since their last appointment. External Examiners must normally hold no more than two External Examiner appointments for taught programmes at any one time.

3.2.7 External Examiners must normally attend and observe the required number of recitals and sample written work, attend the relevant Examination Board and submit an appropriately detailed formal written report at the end of the academic year.

3.2.8 The Academic Quality Officer will send a formal letter of re-appointment to each External Examiner at the end of each academic session. External Examiners will be sent the following material before the next examination session:

- the relevant Programme Handbook
- the *Guidelines for External Examiners* (see Appendix 7)
- the *Regulations*
- the Examinations Procedures booklet
- the most recent Annual Monitoring Report for the programme
- a copy of the External Examiner report form
- details of the appropriate fee
- details of dates of the relevant Exam Board(s)

3.2.9 The Academic Quality Officer is responsible for all day-to-day and practical liaison with External Examiners. The Academy includes the name, position and institution of all external examiners in the relevant Programme Handbooks.

3.2.10 External Examiners receive a daily fee determined by Standing Committee of Academic Board, payable in one instalment, on the receipt of a signed invoice. No fee will be paid until the completed External Examiner report form and invoice have been received by the Academic Quality Officer. It is expected that an external examiner would not normally complete more than five days' work at the Academy (comprising attendance at end of year/final recitals, scrutiny of coursework and attendance at examination boards) in any academic year.

3.2.11 External Examiner Reports are requested to be returned by 31 July for undergraduate programmes and the MA in Musical Theatre, and 30 November for taught postgraduate programmes and the LRAM.

3.2.12 The Academy can terminate an external examiner's appointment at any time, subject to approved institutional procedures, for failure by the external examiner to fulfil his/her obligations or if a conflict of interest arises which cannot be satisfactorily resolved. In cases where it has been clearly demonstrated that an external examiner has not fulfilled their obligations (for example by failing to attend a sufficient number of recital examinations thus rendering them incapable of providing an overview of the programme), this will be set out in a letter from the Chair of the Examination Board which releases them from their appointment.

The following procedure for non-receipt of a report will be invoked if necessary:

(i) a standard reminder letter will sent by the Academic Quality Officer two weeks after the relevant deadline

(ii) if the report is still not forthcoming after a further two weeks, a letter will be sent by the Chair of the Examination Board

(iii) if no response if forthcoming, the External Examiner will not be paid and will not be re-appointed. This will be confirmed in writing by the Principal.

3.2.13 External Examiners' reports will be dealt with by the Academy in the following way:

(i) The Academic Quality Officer will receive the report from the External Examiner and forward it to the Deputy Principal. The form will be scrutinised by the Deputy Principal (who can append their own comments to the end of the reports) and passed to the Heads of Programme to be discussed at the relevant Programme Boards. The Academic Quality Officer will administer payment of the appropriate fees and expenses.

(ii) The Head of Programme will write to the External Examiners with a considered and timely response to their comments and recommendations, outlining any actions they will be taking as a result of the recommendations or the reasons for not taking particular action.

(iii) The Programme Board will consider the reports and determine any necessary action to feed into the Annual Monitoring Process

(iv) The minutes of the Programme board will be received by Standing Committee of Academic Board and any major issues raised by the External Examiners will be discussed in detail

(v) The reports will be published on SharePoint by the Academic Quality Officer

3.2.14 Procedures for the nomination, approval and appointment of Specialist External Assessors are detailed in the *Regulations* as follows:

(i) The agreement of the proposed Specialist External Assessor to act must first be secured in principle by the relevant Head of Department.

(ii) A brief curriculum vitae (or biography provided by the Head of Department) must be supplied in respect of all nominees new to the Academy (CVs or biographies are not required for re-nominations) and submitted to Registry.

(iii) Standing Committee of Academic Board will receive a list of nominees for approval.

(iv) SEAs can be used for a maximum of three consecutive years on a rolling basis.

(v) If an SEA has been booked for three consecutive academic years, a period of two academic years must elapse before the SEA can be used again.

(vi) There is otherwise no limit on the number of times an SEA can be used. If, after being used for only one or two years, an SEA is not used during an academic year, their 'usage' count will start again the next time they are booked.

(vii) Heads of Department will be contacted annually after the summer exams and asked to nominate new SEAs/remove SEAs from the existing list, if applicable.

(viii) Heads of Department will not normally be consulted on the booking of SEAs. If an SEA has been approved to be on the SEA list, they are considered eligible to be booked for any exam by Registry. Heads of Department may however specify a preferred order in which they should be approached.

(ix) SEAs will not normally be used for both Concerto and Final Recital exams in the same academic year.

Standing Committee of Academic Board will be the final arbiter of all appointments of SEAs.

3.2.15 Once it has been confirmed that the Specialist External Assessors will be engaged for a period of assessment, they will be sent confirmation of appointment by the Registry with details of the student(s) to be examined. They will be sent the following material:

(i) the *Examination Procedures* booklet

(ii) administrative and practical information, such as dates, venues and times of meetings

(iii) A copy of the SEA report form

3.2.16 Administrative arrangements for Specialist External Assessors are the responsibility of the Registrar and Director of Student Operations. They receive a fee, payable in one instalment, on the receipt of an invoice provided directly by the Specialist External Assessor.

3.2.17 Specialist External Assessors who are used for Final Recitals are required to complete a report form on their experience of the assessment process at the Academy upon receipt of which, their payment will be made. The completed forms will be sent to Registry and comments on these received by Standing Committee of Academic Board via the Chair of the Examination Board. Feedback forms will then be passed on to the relevant Head of Principal Study department by the Academic Quality Officer.

3.3 Assessment of Research Degrees

3.3.1 The Academy offers MPhil and PhD Research Degrees of the University of London in the fields of performance studies and composition. Research degrees are offered under the Academy's *Regulations for the Degrees of MPhil and PhD*.

3.3.2 The Academy has a *Code of Practice for Research Degrees* which sets out in detail the arrangements for research degrees at the Academy (including assessment frameworks and processes) and is provided to all relevant staff, students, and examiners, as well as being available on Blackboard.

The *Code* comprises:

- a summary of expectations about level of study, standards and conduct;
- entry requirements and application procedures;
- registration and transfer requirements;
- supervision arrangements;
- how student progress will be monitored;
- seminar arrangements;
- thesis submission and writing-up period;

- examination procedures;
- student representation and consideration of student appeals and complaints; and
- Terms of Reference and Membership of the Postgraduate Programmes Board

3.3.3 The Academy is responsible for the administration of research degree examinations, including the nomination of examiners for MPhil/PhD candidates. The nomination of examiners must be carried out in accordance with the Academy's *Research Degrees Code of Practice.* All forms for the administrations of Research Degree examinations can be found on Blackboard and are also available from the Postgraduate Programmes and Research Administrator.

4 STUDENT FEEDBACK

4.1 Students play an important role in the Academy's processes for assuring and enhancing the quality of both its educational provision and the wider student experience. This role is based on students providing structured formal and informal feedback on their experience of studentship, together with the active role of student representatives on committees at all levels. The Academy considers that feedback from students is of great importance in terms of maintaining and monitoring the quality of its programmes and resources.

4.2 The Academy has a Student-Staff Liaison Committee, reporting to Standing Committee of Academic Board, which provides a forum for any appropriate issues of concern about the educational provision or the wider student experience to all students and staff alike to be aired, and the matters raised to receive any necessary action as appropriate. The terms of reference and membership of the committee are contained in the *Guidelines for Chairs, Secretaries and Members of Committees* publication.

4.3 Student representatives also sit on all academic policy committees and are able to participate freely in all discussions, except those agenda listed under reserved business.

4.4 Formal feedback from students is undertaken on an annual basis via institutional, programme, and module Feedback forms. Standing Committee scrutinises any revisions to the forms periodically. The forms determine levels of satisfaction on the issues listed below, and request relevant comments and suggestions. Students are asked to comment (anonymously if they wish) on the following areas:

Institutional feedback:
(i) academy facilities
(ii) the Student Union and its representatives
(iii) services, activities and processes
(iv) information systems
(v) Department-specific provision and activities

Programme Feedback:
(i) core modules
(ii) electives
(iii) assessment methods
(iv) programme information and documentation

Module Feedback:
(i) information received about the module
(ii) assessment methods
(iii) module content
(iv) module delivery

4.5 The student feedback exercise at institutional, programme and module level is co-ordinated by the Academic Secretariat who also collate the results. The Academic Quality Officer produces an annual analytical report which is received by Academic Board and the Senior Management Team. The Institutional and Programme surveys are made available to students via Microsoft Forms at the beginning of the summer term. Module feedback forms are distributed to students in each class by hand and are collected during the same session. This takes place towards the end of the spring term.

4.6 The results of the Institutional and Programme surveys are reported at the Student-Staff Liaison Committee and at the Programme Boards. A general report on the module feedback is also provided for the relevant Programme Boards. Module-specific feedback results are provided to the Head of Programme and the relevant Module Leader.

4.7 The Academy participates in the National Student Survey. The results from this exercise can be seen on the Unistats website (https://unistats.direct.gov.uk). The results are reported to the Governing Body by the Principal annually and are discussed in detail by the Undergraduate Programmes Board. Action in response to the results is initiated by the Senior Management Team.

5 QUALITY ASSESSMENT

5.1 Institutions that are registered with the Office for Students (OfS) are tested against the OfS' quality and standards conditions. The OfS monitors providers' compliance with ongoing conditions of registration.

5.2 The Quality Assurance Agency for Higher Education (QAA) have been made the designated quality body to carry out the quality and standards assessment functions on behalf of the OfS.

PART 2 CYCLIC PROCESSES

6 ANNUAL MONITORING

6.1 Purpose of Annual Monitoring

Annual Monitoring is a quality assurance and enhancement exercise that is designed to provide a regular check on the academic and professional standards of activities in each of the Academy's programmes of study and the adequacy of the resources available to them. Annual Monitoring is undertaken to ensure that the Academy's educational provision is being delivered effectively, supported appropriately, assessed fairly, and is in general terms progressing and developing. It initiates future developments and ensures action has been taken to address any identified problems. It is also intended to publicise and share good practice across the institution.

6.2 Operation of Annual Monitoring

In addition to the Annual Monitoring processes for programmes of study (the BMus, LRAM, taught postgraduate programmes and research programmes), the Academy monitors the following areas of its educational provision through Annual Monitoring reports: Library, Concerts Department, Student Union, Open Academy and Museum and Collections.

The following procedure is to be followed:

i) Reports to be written by head of programme or department, with contributions from other staff involved and relevant students (the report author should determine how this is arranged). All actions arising from the report should be given a numerical identifier to permit explicit cross-referencing to the individual points and to clarify the tracking and completion process by the relevant committee.

ii) Report to be approved by this group of contributors prior to submission to Standing Committee of Academic Board in the autumn term (except in the case of the BMus, Postgraduate and LRAM reports, which should be submitted in the spring term.

iii) Reports to be received by Standing Committee of Academic Board for approval, with or without further additions to the action plan (if the report is deemed inadequate it should be returned to the author for revisions and resubmission).

iv) In agreeing the action plan, Standing Committee to confirm whether there is any need for additional monitoring arrangements (other than the self-monitoring in the report for the following year).

v) Standing Committee to determine appropriate circulation of the report in addition to publication on the Academy's intranet.

vi) External Examiners to receive a copy of the relevant programme report.

vii) All reports to be made available on SharePoint.

viii) An overview of the Annual Monitoring Reports is prepared by the Registrar and Director of Student Operations and presented to Audit Committee.

6.3 Data required for Annual Monitoring of Programmes

The report should be completed using the template contained at **APPENDIX 9**, and submitted to the Academic Quality Officer by the specified deadline.

6.4 Data required for Annual Monitoring of the Departments

The report should be completed using the template contained at **APPENDIX 10**, and submitted to the Academic Quality Officer by the specified deadline.

6.5 Summary of the annual monitoring process for programmes at the Academy

SUMMER TERM	• Exams finish, exam boards held • Key points from Programme Annual Monitoring reports received by exam boards and implementation of External Examiner recommendations addressed • Verbal reports from External Examiners at exam boards • Verbal report from Chair of Exam Boards to Academic Board
SUMMER VACATION	• Programme and non-programme Annual Monitoring Reports drafted by Heads of Programme/Department
AUTUMN TERM	• Programme Boards receive External Examiner reports • Standing Committee receives a summary of key points raised by the External Examiners via Programme Board minutes • All Annual Monitoring Reports (except for BMus, PG and LRAM) received by Standing Committee of Academic Board • Report on Annual Monitoring reports received by Academic Board
SPRING TERM	• BMus, PG and LRAM Annual Monitoring Reports received by Standing Committee • Programme Annual Monitoring reports sent to External Examiners

7 PERIODIC PROGRAMME REVIEW

7.1 The purpose of Periodic Programme Review

Periodic Programme Review is designed to assess the continuing validity and relevance and the academic and professional standards of programmes of study and their constituent modules. It also reviews the adequacy of the resources available and ensures that the programmes remain current and reflect any changes in student demand. It is a means by which the Academy can be confident that its educational provision is being delivered effectively, supported appropriately, assessed fairly, and is in general terms progressing and developing.

The exercise may coincide with the consideration of significant programme amendments, which should be outlined in the Self-evaluation document.

The relevant Programme Board will be involved in the initial planning stages of any periodic programme review.

7.2 The operation of Periodic Programme Review

The responsibility for the review of programmes and their associated modules resides with Academic Board but is overseen by Standing Committee of Academic Board. Programmes of study are normally re-approved for a period of five years, unless otherwise specified. The process for the periodic review of programmes is overseen by the Academic Quality Officer, with supervision from the Registrar and Director of Student Operations.

7.3 Procedure for Review

7.3.1 Heads of Programmes will be notified by the Academic Quality Officer that a programme is due for Periodic Review, unless a Head of Programmes has already notified the Academic Quality Officer that he/she wishes a review to be held.

7.3.2 Initial discussions should be held with the programme team and within the Programme Board. In addition to detailed proposals for the review, the following documentation should be prepared and submitted for the consideration of Standing Committee of Academic Board as part of a Self-Evaluation Document:

(i) continuing rationale for the programme;

(ii) structure: including syllabus outline, appropriateness of distinction between core and optional elements, prerequisites;

(iii) learning outcomes for each year and element of study;

(iv) content: all module descriptions (via Handbook)

(v) admission, progression and transfer: including criteria for admission in relation to objectives, conditions for progression to next stage, scope for transfer into and out of the programme;

(vi) assessment: schemes of assessment and examinations;

(vii) management: including overall load on students and staff, arrangements for the operation of the programme, student representation and tutorial guidance;

(viii) changes: a note of any changes implemented in the programme since the last review or initial approval and/or any changes proposed for the future operation of the programme;

(ix) resources: information on resources including staffing, teaching space and learning resources.

(x) data for the current academic year and previous academic years since the inception of the programme or since the last review to illustrate:

- application profile: numbers and other statistical information;

- entry profile: numbers and other statistical information (including prior qualifications, age and gender)
- the progression and completion rates:
- student attainment: progression figures and degree classifications.
- stakeholder feedback from recent graduates and employers

7.4 Panel Composition and remit

7.4.1 The Academic Quality Officer will convene a panel to review the programme. This will be chaired by the Registrar and Director of Student Operations and will consist of at least two External specialists, one Head of Department, and the current Student Union President. A curriculum vitae of each External specialists should be provided for Standing Committee of Academic Board for approval before the Event.

7.4.2 There is no formal procedure to nominate External Reviewers; however the person(s) appointed must:

(i) be familiar with the subject area at the appropriate Higher Education level and/or professional level;

(ii) not have any formal link with the institution (although they may be from another college of the University of London) for the period of operation of the programme in question, or for the time since the last review, whichever is applicable; and not be an existing External Examiner to the programme, although the reviewer may subsequently become an External Examiner.

The primary role of the external reviewers is to give an impartial external view of the proposed changes to the programme in terms of its coherence, its academic balance, its student workload, its articulation of appropriate quality and standards, and – in broad terms – its viability. The panel will identify matters of concern, matters for consideration, and matters for commendation. Any comments on the review process will also be welcomed.

7.4.3 The Academic Quality Officer will arrange a fee for the External Reviewer(s) and the reimbursement of any expenses. The Reviewers will be sent the review documentation at least ten working days before the Review Event and will be asked to submit any initial comments and/or requests for clarification and areas for discussion to the Chair of the panel at least 48 hours before the event.

7.5 Before the Review Event

7.5.1 Before to the Review Event, Standing Committee of Academic Board will consider the documentation and proposals submitted under 7.3.2. The Chair of Standing Committee will write a summary report on the committee's scrutiny of the proposals, which will be received and considered by the panel at the Review Event.

7.5.2 At least ten working days before the Review Event, the Academic Quality Officer will send each member of the Review panel the Self-Evaluation Document and any proposals for consideration, along with the following supporting papers:

- Programme Specification(s)
- Programme Handbook (s)
- External Examiners' reports since the last Review
- Annual Monitoring reports since the last Review

7.6 The Review Event

The Review Event will involve discussions with the Programme team and consultation with relevant stakeholders in the following form:

- Private meeting of the panel
- Meeting of the panel with the Head of Programme for clarification and briefing
- Meeting of the panel with the programme team
- Meeting of the panel with stakeholders (including current students)
- Private meeting of the panel to determine recommendations
- Initial feedback to the programme team

The chair of the panel will provide informal feedback (including conditions, recommendations and commendations) to the programme team at the end of the event, which will then be formalised in a formal written report for consideration by Academic Board.

7.7 The Review Report

7.7.1 The Chair of the panel will provide a Review Report detailing the conclusions, conditions and recommendations of the panel. The conclusions, conditions and recommendations will be identified as follows, for explicit tracking through the relevant committees for progress and completion:

CL1, CL2 and so on; CD1, CD2 and so on; and RC 1, RC2 and so on.

7.7.2 Academic Board will discuss the report and any response from the Head of Programme in detail, taking on the role of an objective authority. In considering revisions to the programme structure it should reflect upon the guidance issued within *Quality Assurance Procedures* and be satisfied that these areas were debated during the Review.

7.7.3 Assuming there is collective agreement that the process has been conducted appropriately and that the conditions and recommendations are accepted, Academic Board will confirm that the report has been received and approved.

7.8 Monitoring of recommendations arising from Periodic Programme Review

Any conditions made by the Review panel and accepted by Academic Board must be effected as quickly as possible. Recommendations made by the panel and accepted by Standing Committee may be introduced over a longer time span. The implementation of recommendations should therefore be tracked through the Annual Monitoring Process.

PART 3 PROGRAMMES OF STUDY

The following section outlines procedures to be followed in respect to changes to existing programmes of study, the validation of new programmes of study, and the withdrawal of programmes of study. The section begins by addressing minimum notifiable changes and moves to increasingly large, ultimately programme-wide processes. These procedures have been developed with reference to the relevant sections of the UK Quality Code for Higher Education. A summary of the levels of scrutiny and approval required for each type of change is included at APPENDIX 1 to this document.

8 MINOR MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY

8.1 Principles

The Academy sets out a defined process to consider and approve minor modifications to programmes of study or when a notifiable minimum change has been made to a pre-existing module. This process is based around the completion of **FORM ONE** by the Module Leader in consultation with the Head of Programme or the Head of the Study concerned. Completion of this form allows the Academy's academic policy committees to consider the proposal in full awareness of all the possible implications.

8.1.1 Minor Modifications

Minor modifications to a programme of study include:

(i) Changes in repertoire lists for Principal Study assessment

(ii) Minor changes in the wording of a module title

(iii) Changes to attendance requirements

(iv) Changes to an assessment type (e.g. replacing an essay with a presentation)

(v) Addition or re-titling of interim awards where these are consistent with the aims, curriculum and assessment strategy of the programme

(vi) The addition, replacement, or withdrawal of a module, provided that the programme aims, ILOs and assessment structure are unaffected

(vii) Significant major revisions to a module, provided that the programme aims, ILOs and assessment structure are unaffected by the changes

(viii) Proposal of new elective module

(ix) Other adjustments to the content, structure, learning and teaching strategy, assessment strategy and balance of modules which are consistent with the aims and learning outcomes of the relevant stage of the programme.

8.1.2 Required information

It is made clear on the form and in these guidelines that proposals for minor modifications will be considered in the light of the following principles:
Full details of the suggested modifications and rationale behind the proposal must be provided on FORM ONE. Details concerning the year and level of study, credit value and proposed start date must also be provided.

A full consideration (and explanation) of any amendments to existing resources that are necessary to operate should be provided. The availability of resources will be a key issue in the consideration of proposals, and proposals that cannot be adequately resourced, in the opinion of the academic policy committees at *any* stage in the approval process, based on the evidence presented on the form, will not be approved.

The gathering of stakeholder feedback in respect of any proposal is considered of prime importance, and each proposal must be seen by as many stakeholders as possible. This should always include students. For minor modifications it may be appropriate to do this largely through the Programme Board and its student representatives.

8.2 Process

8.2.1 The proposal will first be considered informally between the Module Leader and Head of the Programme or Head of Study and other colleagues concerned, and any other immediate academic or administrative colleagues as appropriate.

8.2.2 The Deputy Principal will be informed of the proposal and invited to comment before it is submitted to the relevant Programme Board for approval.

8.2.3 After approval, amendments to the relevant Programme's Programme Specification may be necessary. The Head of Programme will be responsible for this in consultation with the Deputy Principal.

8.2.4 Appropriate arrangements must be made to produce any appropriate promotional literature, and to update the Programme Handbooks and other relevant material. The Registry must also be kept informed of the necessary arrangements for the examination of students and will be required to sign the complete form to acknowledge that the changes have been processed.

8.2.5 The signed approval form should be held with the Academic Secretariat who will also report any approved changes to Standing Committee of Academic Board.

8.2.6 Minor Modifications must be approved by the relevant Programme Board prior to implementation. Retrospective approval must not be granted.

9 MAJOR MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY

9.1 Principles

9.1.1 The Academy sets out a defined process to approve major modifications to programmes of study, including the addition or removal of a core module. This process is based around the completion of **FORM TWO** by the relevant Head of Programme/Head of Study, in consultation with other colleagues (the Deputy Principal and all relevant staff involved in the delivery of those areas of the programme). Completion of this form allows the Academy's academic policy committees to consider the proposal in full awareness of all its implications.

It is also recommended that advice is sought from the Academic Secretariat and Deputy Principal prior to completion of the form.

9.1.2 Major modifications to a programme of study cover the following areas:

(i) Any significant combination of changes which, individually, would constitute minor modifications

(ii) Changes to general admissions regulations which affect admissions criteria

(iii) Changes to the specified minimum or maximum periods within which the programme must be completed

(iv) Changes to the assessment framework which affect the overall assessment strategy or the criteria for the recommendation of any award (or classification) to which the programme may lead

(v) Significant adjustments to the content, structure, and/or balance of the curriculum, the learning and teaching strategy and/or the assessment strategy in pursuit of learning outcomes of the programme

(vi) Changes to the philosophy, aims and/or learning outcomes of the programme

(vii) The introduction of a new Principal Study discipline.

(viii) Addition or removal of a core module.

9.1.3 The rationale for the proposed modifications must be set out in full, including evidence of stakeholder feedback having been sought (including expert external opinion) and details of any resource implications.

9.2 Process

9.2.1 For all major modifications the proposal will first be considered informally between the Head of the Programme/Head of Study, and other academic and administrative colleagues as appropriate. Student opinion on the proposal for a new module should also be canvassed, in consultation with the Student Union President.

9.2.2 The proposal must then be discussed with the following staff to determine whether or not additional resources will be required:

- Director of Finance
- Head of Technology
- Librarian
- Head of Estates

9.2.3 The opinion of an external expert (normally an External Examiner for the programme) should also be sought at this stage to inform the planning of the revisions.

9.2.4 Once **FORM TWO** is complete, the Programme Board will scrutinize the proposal and will either reject it, or recommend it for further scrutiny and approval by Standing Committee of Academic Board. Standing Committee will then consider the proposal in general terms and discuss its academic and educational merits, and recommend approval or amendment accordingly.

During their discussions, Standing Committee of Academic Board will consider the following:

- Are the links between learning outcomes and methods of teaching and assessment clear in the documentation?
- Is the resource statement satisfactory?
- Has appropriate regard been given to equality issues? Are there any equality related implications for admission, study or assessment?

9.2.5 After approval, amendments to the relevant Programme's programme specification may be necessary. The Head of Programme will be responsible for this, in consultation with the Deputy Principal.

9.2.6 Arrangements must then be made to produce any appropriate promotional literature, and to update the Programme Handbooks and other relevant material. The Registry must also be kept informed of the necessary arrangements for the examination of students and will be required to sign all complete forms to acknowledge that the changes have been processed.

9.2.7 The signed approval form should be held with the Academic Secretariat who will also report any approved major modifications to Academic Board.

9.3 Approval of new Principal Study Disciplines

It is made clear on the form and in the guidelines that proposals for new Principal Study disciplines will be considered in light of the following principles:

9.3.1 The distinctive features of the educational and musical content, together with the intended learning outcomes must be laid out, along with the nature of the proposal (i.e. whether it relates to single lessons; involves any related studies; is a second study option; concerns ensembles or chamber music; is departmental or faculty activity etc).

9.3.2 The methods of teaching delivery and assessment (individual lessons, classes, coaching, performance seminars etc.) must be clearly described. The frequency and duration of the teaching sessions must be outlined and the total number of contact teaching hours stated. A clear outline of the assessment methods must be made.

9.3.3 Assessment may take place through end of year recitals or through other performance assessments, such as concert assessment. There may be an element

of continuous assessment and/or assessed portfolios, essays or other projects, together with lecture demonstrations, seminars and workshops.

9.3.4 A full breakdown of all the elements contributing to the final Principal Study mark must be given. A summary of the repertoire list and/or bibliography to be recommended to students must also be given.

9.3.5 A full consideration (and explanation) of the resources necessary to operate the principal study area should be provided. The availability of resources will be a key issue in the consideration of proposals, and proposals that cannot be adequately resourced, in the opinion of the academic policy committees at *any* stage in the approval process, based on the evidence presented on the form, will not be approved.

9.3.6 The provision of external specialist opinions in respect of any new proposal is considered of prime importance, and each new proposal must be submitted to at least one external expert in the field of study (who should not be an External Examiner for an Academy programme). The expert(s) must endorse the principal study area as being academically and musically sound.

10 APPROVAL OF NEW PROGRAMMES

10.1 Summary

The Academy sets out a defined process for the validation of new programmes of study, which is based around the completion of FORM THREE – Approval in Principle AND FORM FOUR – Approval in detail by the relevant Head of Programme.

New programmes should be designed with reference to the following:

- The UK Quality Code advice on course design and development
- The relevant Subject Benchmark Statement
- The Qualifications Frameworks
- The Higher Education credit framework

The approval of new programmes is undertaken in two parts:

- **Approval in principle** is given by the Academy's Standing Committee of Academic Board.
- **Approval in detail** is given by the Academy's Academic Board following an approval event conducted by an appointed programme approval panel, which should include student representation, two external experts and an appropriate level of internal representation.

This scrutiny ensures that programme proposals are sufficiently reviewed and scrutinised for feasibility from an internal and external perspective and in accordance with external benchmarks and national frameworks.

The process for the approval of new programmes is overseen by the Academic Quality Officer, with supervision from the Registrar and Director of Student Operations.

The Senior Management Team will be kept updated on progress during programme approval processes.

10.2 Process for approval in principle

The Head of Programme must prepare the documentation required under the approval in principal process and in consultation with relevant colleagues to ensure that the full resource implications of the new programme proposals are captured and explored. Additional documentation may be appended as necessary.

- **A complete and signed FORM 3 – Approval in Principle to include:**

  Programme summary, rationale for the programme, curriculum structure, intended learning outcomes, progression requirements, assessment framework, evidence of consultation with students, evidence of consultation with external/industry expert(s), initial resource statement and evidence of initial consultation with key departments.

Notes on the process

- All information provided as part of the approval in principal process must align with the Academy's *Regulations*.
- The programme summary must be completed in line with the external QAA resources noted above.
- Programmes must be designed so that a coherent Programme Specification can be produced by the Head of Programme as a guide for applicants, students, academic and professional services staff and relevant external audiences (a Programme Specification must be provided as part of the Approval in Detail stage).
- Consultation with students in respect of any proposal for a new programme is mandatory at the approval in principle stage, and each proposal must include evidence of consultation with a group of students either directly via meetings with the current student body or through the Student Union President.
- Consultation with relevant industry or professional experts is mandatory at the approval in principle stage, for the purposes of supporting the rationale of the proposed programme and to demonstrate the relevance to professional practice intended impact of the programme in respect of graduate outcomes.
- The provision of adequate resources is of crucial importance to the success or otherwise of programmes of study in education. The Head of Programme must show evidence of consultation on the resource implications and proposed timing of the proposed new programme with the following: Senior Management Team, Estates department, Director of Human Resources, Head of ICT, Communications and Marketing team, Admissions, Director of Artistic Planning, Head of Student Support, Library and IT Departments, to ensure that they are aware of the proposal and that necessary resources are likely to be available.

- The Head of Programme is encouraged to submit a draft of FORM 3 – Approval in principle to the relevant Programme Board for feedback prior to submitting it to Standing Committee of Academic Board.

10.3 Consideration of the proposal

Once FORM 3 is received, Standing Committee of Academic Board will consider the proposal for approval in principle in general terms and discuss its academic and educational merits, which will inform the Head of Programme in the development of the further particulars of the programme ahead of the approval in detail stage.

During their discussions, Standing Committee will consider the following:

- *Is the rationale for the programme clear and appropriate?*
- *Is the FHEQ level that is indicated appropriate to the programme?*
- *Is there evidence that the subject benchmark statement has been considered?*
- *Is the academic content of the proposed programme appropriate?*
- *Are the links between the learning outcomes and methods of teaching and assessment clear in the documentation?*
- *Is the student consultation satisfactory and has it been reflected in the proposal?*
- *Is the resource statement satisfactory?*
- *Has appropriate regard been given to equality issues? Are there any equality related implications for admission, study or assessment?*
- *Are there any recommendations, concerns or conditions that should be noted?*

10.4 Possible Outcomes

After discussion of FORM 3 – Approval in principle, Standing Committee of Academic Board will agree one of the following:

a) that the programme proposal should progress to the approval in detail stage, whereby the Head of Programme can commence completion of the documentation, a panel can be appointed and an Approval Event can be scheduled.
b) that the programme proposal requires minor amendments or additions, which should be addressed and the proposal resubmitted to the committee for approval in principle.
c) that the programme proposal is not fit for purpose and should not be progressed to the approval in detail stage.

If approval in principle is granted by Standing Committee of Academic Board, the Head of Programme will move on to obtain approval in detail and expand on the proposals with the addition of further specific detail and with clear reference to the Academy's Strategic Plan and Educational Strategy. Additional documentation will need to be prepared for scrutiny by the appointed Approval Panel. Specific detail on this stage is included in the next section.

If minor amendments or additions are required to the proposal. It is envisaged that the Head of Programme will work to supply a revised proposal for the following term's meeting of Standing Committee of Academic Board.

Programme Approval stages cannot be approved by Chair's Action or outside of the cycle of committee meetings.

If approval in principle is not granted, as there are major concerns about the proposals, the Chair of Standing Committee of Academic Board will produce a concise summary of the reasons for this. Under these circumstances, it is expected that a full academic year will elapse before any further proposals are submitted.

10.5 Process for Approval in Detail

Following approval in principle, the Head of Programme will proceed to complete **FORM FOUR – Approval in Detail**. At this stage, a more comprehensive rationale for the programme must be provided, which links to the Academy's current Strategic Plan and Educational Strategy, and which demonstrates that consideration has been given to the full impact of the new programme on the wider Academy.

A Programme Specification, programme regulations and a programme handbook must be produced to accompany this approval form. A full financial costing and updated resource statement must also be produced in consultation with the Director of Finance. Standing Committee of Academic Board will offer initial comments and feedback on the completed FORM FOUR and associated documentation prior to the approval event and these will be fed back to the Head of Programme by the Chair of Standing Committee of Academic Board.

10.6 Programme Approval Event

The approval event will be organised by the Academic Quality Officer as follows:

An approval panel, chaired by the Registrar and Director of Student Operations (or their nominated deputy) will be convened. Membership will normally consist of at least two external specialists with relevant expertise in the area concerned, (normally one from another Higher Education Institution and one industry specialist), one Head of Principal Study, one senior member of academic staff, and the President of the Student Union or her/his nominated representative. All members will receive a copy of the Guidelines for Programme Approval Panels in advance. This document outlines the responsibilities of panel members and the process in detail.

The approval event will involve discussions with the Programme team (which will include a representative from the Registry) and consultation with relevant stakeholders in the following form:

- Private meeting of the panel
- Meeting of the panel with the Head of Programme for clarification and briefing
- Meeting of the panel with the programme team
- Meeting of the panel with stakeholders
- Private meeting of the panel to determine recommendations
- Briefing meeting of the panel with the programme team

During the final private meeting of the panel, the following will need to be considered:

Are the following key aspects of the proposed programme clear, congruent with internal and national expectations and satisfactory:

- Rationale
- Assessment Framework
- Programme Specification
- Programme Regulations
- Programme Handbook
- Full costing

- Is the proposed programme educationally sound? Is the learning and teaching strategy clearly articulated?
- Is there a clear case for how the programme will contribute to the Academy's Strategic Plan and Educational Strategy?
- Have the required resources been appropriately scoped and forecast?
- Are there any areas that require further development or clarification before the programme can be recommended for approval by Academic Board?

The chair of the panel will provide informal feedback, including conditions, recommendations and commendations, to the programme team on behalf of the panel at the end of the event.

10.7 Approval of the programme by Academic Board

The chair of the panel will write a report to Academic Board giving a recommendation regarding the approval of the proposal. The report will contain in full the conditions and recommendations of the panel.

Academic Board will formally receive the proposal (the approval form, resource statement, programme specification, programme regulations and programme handbook), and will resolve one of three things:

(i) to approve the programme proposal (with the fulfilment of any conditions required by the panel);or

(ii) to approve the programme proposal with the fulfilment of any conditions required by the panel and on implementation of one or more of the panel's recommendations; or

(iii) not to approve the programme proposal.

10.8 Further action

If the programme is approved, appropriate arrangements must be made to produce any appropriate promotional literature, and other relevant material. Any marketing and promotion must only take place after successful approval in detail to ensure compliance with UK Consumer Law.

The Registry must also be kept informed of the necessary arrangements for the admission and examination of students.

The signed programme approval form should be held with the Academic Secretariat. The programme regulations should be included in the Academy *Regulations*, and the programme specification included in the programme handbook. These documents should be accessible on SharePoint as appropriate.

If the programme is to be validated and awarded by the University of London, the approved programme documentation must be sent to the Academic Affairs Office at the University of London.

11 WITHDRAWAL OF PROGRAMME OF STUDY

11.1 Principles

Developments in the institution, the sector, and the wider socio-economic environment may from time to time make it necessary to withdraw a programme of study. In such cases the following process is to be followed.

11.2 Process

The relevant Head of Programme will discuss with the Senior Management Team the rationale for withdrawing the programme: this might include educational, financial or strategic reasons. At this stage the Senior Management Team will take informal soundings from stakeholders (including current students, recent graduates, and at least two external specialists) on the merits of the proposal.

Following the informal consultation process the Head of Programme will submit to Academic Board a formal proposal to withdraw the programme via FORM FIVE. This will:

- explain in detail the rational of the proposal
- summarise the feedback from stakeholders
- present a detailed plan for winding down the programme, including a timetable, an action plan for ensuring adequate learning support for the remaining student cohorts and outlining any staffing implications

Academic Board will scrutinise the proposal and resolve:

(i) to approve the proposal and the timetable for winding down the programme;
(ii) to recommend to the Senior Management Team that the proposal be amended and brought back to Academic Board for further scrutiny;
(iii) to reject the proposal.

If the proposal is approved by Academic Board the Head of Programme will be charged with managing the winding down process and for ensuring that relevant marketing and other materials are modified as necessary. This will be monitored by Standing Committee of Academic Board.

APPENDICES
(can be found as separate files on SharePoint)

APPENDIX 1 SUMMARY OF MODIFICATIONS TO PROGRAMMES APPROVAL REQUIREMENTS

APPENDIX 2 FORM ONE: MINOR MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY

APPENDIX 3 FORM TWO: MAJOR MODIFICATIONS TO EXISTING PROGRAMMES OF STUDY

APPENDIX 4 FORM THREE: NEW PROGRAMMES: APPROVAL IN PRINCIPLE

APPENDIX 5 FORM FOUR: NEW PROGRAMMES: APPROVAL IN DETAIL

APPENDIX 6 FORM FIVE: WITHDRAWAL OF A PROGRAMME OF STUDY

APPENDIX 7 GUIDELINES FOR EXTERNAL EXAMINERS

APPENDIX 8 PROGRAMME ANNUAL MONITORING FORM

APPENDIX 9 DEPARTMENTAL ANNUAL MONITORING FORM

APPENDIX 10 SOURCES OF FURTHER INFORMATION

ROYAL ACADEMY OF MUSIC

APPENDIX 1

SUMMARY OF MODIFICATION TO PROGRAMMES APPROVAL REQUIREMENTS

Form Number	Type of modification	Completed By	Signatures before committee	Approved by	Noted / acknowledged by
ONE	Minor modification to a programme	Module Leader	Module Leader	Programme Board	Deputy Principal, Standing Committee (via receipt of minutes) and Registry
TWO	Major Modification to a programme	Head of Programme/Head of Study	Head of Programme	Programme Board, then Standing Committee of Academic Board	Deputy Principal Academic Board (via receipt of minutes) and Registry
THREE	Validation of new Programmes: Approval in Principle	Head of Programme	Head of Programme	Standing Committee of Academic Board	Registry
FOUR	Validation of new Programmes: Approval in Detail	Head of Programme	Head of Programme Finance IT Library Estates Chair of Approval Panel	Academic Board	Registry Academic Affairs Office UoL
FIVE	Withdrawal of a Programme of Study	Head of Programme	Head of Programme	Academic Board	Registry Academic Affairs Office UoL

ROYAL ACADEMY OF MUSIC

APPENDIX 2

Form One:
Minor Modifications to Existing Programmes of Study

PART A: to be completed by the Module Leader in consultation with the Head of Programmes or Head of Principal Study

A minor amendment to a programme is one which does not affect progression regulations or award regulations. Please take advice from a member of the Academic Secretariat or Deputy Principal before completing this form. The full process is outlined in the Appendix on page 6.

Minor modifications include:
(i) changes in repertoire lists for Principal Study assessment.
(ii) minor changes in the wording of a module title.
(iii) changes to attendance requirements.
(iv) changes to an assessment type (e.g. replacing an essay with a presentation)
(v) addition or retitling of interim awards where these are consistent with the aims, curriculum and assessment strategy of the programme.
(vi) addition, replacement, or withdrawal of a module, provided that the programme aims, ILOs and assessment structure are unaffected.
(vii) significant, major revisions to a module, provided that the programme aims, ILOs and assessment structure are unaffected by the changes.
(viii) proposal of new elective module.
(ix) other adjustments to the content, structure, learning and teaching strategy, assessment strategy and balance of modules which are consistent with the aims and learning outcomes of the relevant stage of the programme.

A1 Programme Details

Head of Programmes/Principal Study:	
Title of module:	
Module Leader(s):	
Year(s) of Study:	
Credit Value:	
Proposed start date:	

A2 Proposal Details

Please describe the proposed modifications and the rationale behind the proposal, including the frequency and methods of teaching delivery and total contact hours.

A3 Changes to the Programme Regulations / Specification (if applicable)

Please list any changes:

A4 Changes to Module Intended Learning Outcomes (if applicable)

Please list any changes:

A5 Programme/Department Handbook Text

Please insert the modified module description text to be used for the module description, in the same format as the current handbook entries. In the case of new principal study disciplines, please provide a breakdown of elements contributing to the final Principal Study mark.

A6a Academic Studies Assessment Methods Summary (if applicable) If this relates to Principal Study please complete section A6b

Please confirm the assessment methods and weightings to be used for the module description, in the same format as the current handbook entries.

A6b Principal Study

Please specify which methods of assessment will be used – a full breakdown of all elements contributing to the final mark of the module is required. Please indicate whether a pass in a particular assessment is required in order to pass the module:

Method	Component	Quantity	Duration	Mandatory pass?	% of module
End of year recital/ performance assessment					
Performance report/ continuous assessment report					
Portfolio. Essay or project					
Concert assessment					
Lecture demonstration, seminar or workshop					
Other (please specify)					
				Total:	**100%**

A7 Repertoire list/bibliography (if applicable)

Please provide a selective bibliography and/or list of works to be studied:

A8 Equality Impact Assessment (EIA)

Are the modifications of the programme/module you are proposing likely to have any adverse impact on students in relation to protected characteristics? *age, disability, gender, race, religion or belief, sexual orientation, marriage/civil partnerships, pregnancy/maternity*

YES/NO
If YES, please detail and contact the EIA subcommittee to arrange for an equality impact screening.

A9 Stakeholder Feedback

I confirm that I have sought feedback from the appropriate stakeholders, including members of the student body.

Please give details:

A10 **Resources** (if applicable)

Please confirm details of additional resource requirements.
Note: this will require discussion with relevant staff.

Staffing (e.g. extra staff, extra hours – teaching including masterclasses/administrative, preparation/teaching/assessment)
Library (e.g. additional texts, recordings, journals) – ensure that you check with the Librarian regarding any new materials required from the bibliography (above).
Equipment (e.g. instruments, teaching aids, scores)
Technology and Estates provision (e.g. rooms, computers)
Other (e.g. performance costs, general overheads, publicity for events and programme recruitment)

PART B: formal approval

Please note: in order to seek approval from the relevant programme board, this form needs to be sent to the Academic Quality Officer *at least* 7 working days before the meeting.

B1 Module Leader / Head of Principal Study

I confirm that:

a) I have consulted the Head of Programmes / Head of Principal Study and other key staff (i.e. Librarian, Head of Technology if appropriate) in the drafting of this proposal.

b) I have considered the amendments with reference to the Framework for Higher Education Qualifications, the music subject benchmark statement and relevant programme specifications (if appropriate).

Signature:

Date:

B2 Programme Board Approval

Signature:

Date:

B3 Deputy Principal

Signature:

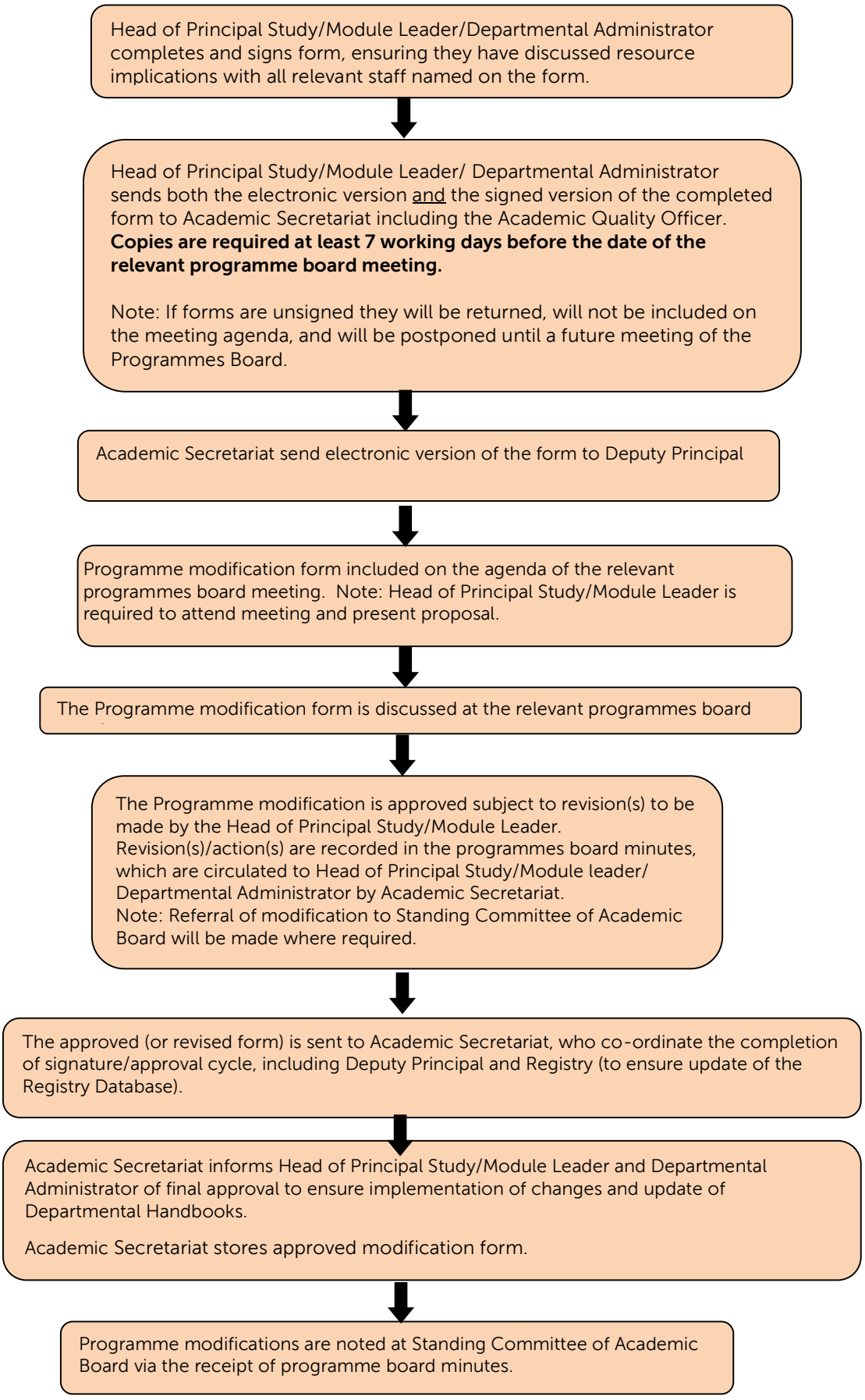
Date:

B4 Registry

I confirm that any relevant details resulting from these changes have been uploaded onto the Registry database.

Signature:

Date:


Head of Principal Study/Module Leader/Departmental Administrator completes and signs form, ensuring they have discussed resource implications with all relevant staff named on the form.
Head of Principal Study/Module Leader/ Departmental Administrator sends both the electronic version and the signed version of the completed form to Academic Secretariat including the Academic Quality Officer. Copies are required at least 7 working days before the date of the relevant programme board meeting.
Note: If forms are unsigned they will be returned, will not be included on the meeting agenda, and will be postponed until a future meeting of the Programmes Board.
Academic Secretariat send electronic version of the form to Deputy Principal
Programme modification form included on the agenda of the relevant programmes board meeting. Note: Head of Principal Study/Module Leader is required to attend meeting and present proposal.
The Programme modification form is discussed at the relevant programmes board
The Programme modification is approved subject to revision(s) to be made by the Head of Principal Study/Module Leader. Revision(s)/action(s) are recorded in the programmes board minutes, which are circulated to Head of Principal Study/Module leader/ Departmental Administrator by Academic Secretariat. Note: Referral of modification to Standing Committee of Academic Board will be made where required.
The approved (or revised form) is sent to Academic Secretariat, who co-ordinate the completion of signature/approval cycle, including Deputy Principal and Registry (to ensure update of the Registry Database).
Academic Secretariat informs Head of Principal Study/Module Leader and Departmental Administrator of final approval to ensure implementation of changes and update of Departmental Handbooks.
Academic Secretariat stores approved modification form.
Programme modifications are noted at Standing Committee of Academic Board via the receipt of programme board minutes.

ROYAL ACADEMY OF MUSIC

APPENDIX 3

Form Two: Major modifications to existing programmes of study

PART A: to be completed by Head of Programmes or Head of Principal Study

A major amendment to a Programme of Study is one which affects assessment, progression regulations or award regulations. Please take advice from a member of the Academic Secretariat or Deputy Principal before completing this form. The full process is outlined in the Appendix on page 6.

Major Modifications include:
(i) Significant combination of changes which, individually, would constitute minor modifications.
(ii) Changes to general admissions regulations which affect admissions criteria.
(iii) Changes to the specified minimum or maximum periods within which the programme must be completed.
(iv) Changes to the assessment framework which affect the overall assessment strategy or the criteria for the recommendation of any award (or classification) to which the programme may lead.
(v) Significant adjustments to the content, structure, and/or balance of the curriculum, the learning and teaching strategy and/or the assessment strategy in pursuit of learning outcomes of the programme.
(vi) Changes to the philosophy, aims and/or learning outcomes of the programme.
(vii) Introduction of a new Principal Study discipline.
(viii) Addition or removal of a core module.

A1 Programme Details

Head of Programme:	
Title of programme:	
Undergraduate/Postgraduate:	
Year(s) of study:	
Credit value:	
Please name any modules being replaced:	
Please list any modules which cannot be taken in combination with this module:	
Proposed start date:	

A2 Proposal Details and Rationale

Please describe the proposed modifications and the rationale behind the proposal, including any revisions to the Programme Specification (with reference to the Framework for Higher Education Qualifications, subject benchmark statement and current programme specification):

A3 Stakeholder Feedback

I confirm that I have sought feedback from the appropriate stakeholders: members of the student body and an external expert (normally the External Examiner for the programme). Please give details:

A4 Programme Handbook Text

Please insert the modified text to be used for the module description.

A5 Assessment Framework, Teaching Delivery and Intended Learning Outcomes

Academic Studies: Assessment Methods

Please indicate the total number of hours over the length of the module for each of the following:

Lectures	
Seminars	
Tutorials/Individual tuition	
Other (please specify)	
Total number of teaching hours per module:	

Frequency and duration of teaching sessions

_____ hours per week

Please specify which methods of assessment will be used – a full breakdown of all elements contributing to the final mark of the module is required. Please indicate whether a pass in a particular assessment is required in order to pass the module

Method	**Details of requirement**	**Number of assessments**	**Duration of timed assessment**	**% of module**
Unseen written examination				
Assessed essay, reports, projects, dissertations				
Coursework				
Seminar presentation				
Viva voce examination				
Practical demonstration/ recital/concert				
Other (please specify)				
			Total:	**100%**

A6 Equality Impact Assessment (EIA)

Are the modifications of the programme you are proposing likely to have any adverse impact on students in relation to protected characteristics? *age, disability, gender, race, religion or belief, sexual orientation, marriage/civil partnerships, pregnancy/maternity*

YES/NO

A7 **Resources** (if applicable)

Please confirm details of additional resource requirements.
Note: this will require discussion with relevant staff.

Staffing (e.g. extra staff, extra hours – teaching including masterclasses/administrative, preparation/teaching/assessment)
Library (e.g. additional texts, recordings, journals) – ensure that you check with the Librarian regarding any new materials required from the bibliography (above).

Equipment (e.g. instruments, teaching aids, scores)
Technology and Estates provision (e.g. rooms, computers)
Other (e.g. performance costs, general overheads, publicity for events and programme recruitment)

PART B: formal approval

Please note: in order to seek approval from the relevant programme board, this form needs to be sent to the Academic Quality Officer *at least* 7 working days before the meeting.

B1 Head of Programme

I confirm that:

a) I have consulted the Deputy Principal, Academic Secretariat and all other relevant staff (i.e. Librarian, Head of Technology if appropriate) in the drafting of this proposal

b) I have considered the amendments with reference to the Framework for Higher Education Qualifications, the music subject benchmark statement and relevant programme specifications (if appropriate).

Signed:
Date:

B2 Programme Board Approval

Signed:
Date:

B3 Deputy Principal

Signed:

Date:

B4 Standing Committee Approval

The proposal has been discussed in light of the following statements:

- *Are the links between learning outcomes and methods of teaching and assessment clear in the documentation?*
- *Is the resource statement satisfactory?*
- *Has appropriate regard been given to equality issues? Are there any equality related implications for admission, study or assessment?*

Signed:

Date:

B5 Registry

I confirm that any relevant details resulting from these changes have been uploaded onto the Registry database.

Signature:

Date:

ROYAL ACADEMY OF MUSIC

APPENDIX 4

FORM THREE
New programme: approval in principle

PART A: to be completed by the prospective Head of Programme in consultation with Senior Management and other relevant colleagues.

Please take advice from a member of the Academic Secretariat and the Deputy Principal before commencing this process and completing this form. The approval process is the formal endorsement of a pathway of study by a UK degree awarding body. Proposals for new programmes must be appropriately scrutinised from the perspective of academic standards, learning opportunities and financial viability.

To propose a new programme of study, please complete this form and submit it to Standing Committee of Academic Board for initial discussion. Once approval in principle has been obtained, *FORM FOUR New Programme: approval in detai*l will need to be completed and along with other supporting documentation submitted for scrutiny by an appointed approval panel during a formal approval event. Academic Board will then consider the decision and recommendations of the approval panel and agree whether or not to approve the programme.

The expected timeframe from initial discussion to approval in principle and detail through to recruitment is normally between 12 – 18 months.

Full details and guidance are set out in Section 10 of the Quality Assurance Procedures.

A1 Programme Details

Head of Programme:	
Programme Title:	
Award Title	
Level: (UG, PG, Other)	
Framework for Higher Education Qualifications (FHEQ) level:	
Minimum length in months:	
Overall credit value:	

Proposed start date:	
Anticipated cohort size across each year and whether this is likely to change	

A2 Rationale for the Programme

Please give details of the rationale for the programme, including learning and teaching aims, target market, anticipated graduate outcomes, pedagogical benefits for the institution, evidence for demand and key competitors:

A3 Curriculum Structure

Please indicate the weighting of the programme components:

Component	Delivery mode	Credit
	Total	

A4 Intended Learning outcomes

Please specify the intended learning outcomes for each year of study (with reference to the subject benchmark statement):

A5 Progression Requirements

Please give details of the progression requirements for each year of study:

A6 Assessment Framework

Please give details of assessment for each year of study:

A7 Student consultation

Please give details of the student feedback on the proposals, including a summary of how it was sought (individually, via focus groups or surveys), appending any notes as necessary

A8 External/industry consultation

Please give details of the external and/or industry feedback on the proposals, in particular the relevance of the proposed learning and teaching content to the demands of the graduate market and profession. Include a summary of how the feedback was sought, appending any notes as necessary.

A9 Resource Statement

Please detail additional resource requirements for the programme once they have been discussed and agreed with the relevant Head of Department.

Staffing (eg extra staff, extra hours, teaching, marking, visiting staff etc)
Student Support arrangements

Estates and facilities (rooms, performance venues, specialist facilities, equipment, student space) and impact on existing space and facilities
Technology and e-learning resources
Recruitment and marketing
Library (e.g. additional texts, recordings, journals, scores)
Other (eg additional performances, performance costs, space in the overall schedule, general overheads, publicity for events and programme recruitment)

Please list the academic and administrative heads of department who have had input into the development of this proposal	
NAME	**DEPARTMENT**

A10 Head of Programme Confirmation Statement

I confirm that the proposed programme aligns with the QAA Framework for Higher Education Qualifications (FHEQ) and QAA Subject Benchmark Statement.

Head of Programme:

Date:
:

PART B: Formal approval in principle

Please note: in order to seek approval in principle from the Standing Committee of the Academic Board, both this form, complete with any appendices needs to be sent to the Academic Quality Officer at least seven working days before the meeting takes place.

B1 Approval by Standing Committee of Academic Board

The following statements should be considered by Standing Committee of Academic Board and clearly documented via the minutes of the meeting, so that Academic Board can note them in its subsequent meeting.

- *Is the rationale for the programme clear and appropriate?*
- *Is the FHEQ level that is indicated appropriate to the programme?*
- *Is there evidence that the subject benchmark statement has been considered?*
- *Are the links between the learning outcomes and methods of teaching and assessment clear in the documentation?*
- *Is the academic content of the proposed programme appropriate?*
- *Is the student consultation satisfactory and has it been reflected in the proposal?*
- *Is the resource statement satisfactory?*
- *Has appropriate regard been given to equality issues? Are there any equality related implications for admission, study or assessment?*
- *Are there any recommendations, concerns or conditions that should be noted?*

Signature of Chair:

Date:

ROYAL ACADEMY OF MUSIC

APPENDIX 5

FORM FOUR
New programme: approval in detail

PART A: to be completed by the prospective Head of Programme

Please take advice from a member of the Academic Secretariat and Deputy Principal before completing this form. Once complete, this form will be the main source of detail of approval of the programme.

A programme specification, **fee structure, full financial costing, programme regulations and a programme handbook must be produced as appendices to accompany this approval form.**

A1 Programme Details

Head of Programme:	
Programme Title:	
Award title:	
Level: (UG, PG, Other)	
Framework for Higher Education Qualifications (FHEQ) level:	
Minimum length in months:	
Overall credit value:	
Total contact hours (broken down by week):	
Proposed start date:	
Anticipated initial cohort size across years and whether this is likely to change within three years of validation	

A2 Rationale for the Programme

Include or attach a comprehensive rationale for the new programme which should include necessary benefits and context (with reference to the Academy's Strategic Plan and Educational Strategy), target market, likely competitors for this market, potential impact on other programmes of study, potential impact on the culture of the institution, the relevance of the proposal to the Academy's institutional development, how it will fit within the current Academy culture.

A3 Programme Structure (copied from Form 3 if there are no changes)

Component	Credit

Please detail the algorithm that will be used to calculate the award (in consultation with the Registry):

A4 Learning Outcomes (copied from Form 3 if there are no changes)

Please specify the intended learning outcomes for each year of study (with reference to the subject benchmark statement):

A5 Admissions details

Marketing and recruitment plan, including anticipated markets:
Application process:
Entry requirements (practical and academic), including English language level:
Fee structure (home and international):

A6 Progression and Assessment

Please give details of the progression requirements for each year of study:
What are the risks to progression and how will they be handled? e.g interruptions of study, absence, academic failure.
Please give details of assessment for each year of study:

A7 Graduate outcomes

What are the expected graduate outcomes for these students? Where do you envisage that graduates from the programme will be, following initial completion of the programme and further into their careers?

A8 External specialist feedback

At least one external expert opinion should be sought in the development of the new programme and be consulted specifically on the professional relevance of the programme, the learning and teaching strategy. Please confirm how, and with whom, this was undertaken.

A9 Financial costing and updated resource statement

Please consult in further detail with the Heads of Department noted in FORM 3, to include any relevant updates or changes made in between completion of FORM 3 and FORM 4.

Full financial costing, produced in consultation with the Director of Finance (append separately if necessary), to take into consideration anticipated intake including a breakdown of student fee status ratios, noting the current HE landscape and funding issues:
Staffing (eg extra staff, extra hours, teaching, marking, visiting staff etc)
Student Support arrangements
Estates and facilities (rooms, performance venues, specialist facilities, equipment, student space)
Technology and e-learning resources
Library (eg additional texts, recordings, journals, scores)
Other (eg additional performances, performance costs, space in the overall schedule, general overheads, publicity for events and programme recruitment)

A10 Head of Programme Signature

Please ensure that you have completed the following:

- All sections of FORM 4
- A full Programme Specification
- A full financial costing, including how the anticipated fee income will relate to the projected costs of the new programme

I confirm that I have consulted with all relevant Heads of Department on all potential resource implications associated with the development and delivery of this programme ☐

I confirm that if approved I accept all responsibility for the have attached a detailed rationale for the programme ☐

Head of Programme:

Date:

PART B: formal approval

B1 Date of Approval Event

Date:

B2 Report of Approval Panel Complete

Signature:

Date:

B3 Date of Approval in Detail by Academic Board

Signature:

Date:

B4 Information sent to Registry (Registrar and Director of Student Operations)

Signature:

Date:

B5 Notification sent to Academic Affairs Office, University of London (Academic Secretary)

Signature:

Date:

ROYAL ACADEMY OF MUSIC

APPENDIX 6

FORM FIVE
Withdrawal of a Programme of Study

PART A: to be completed by the Head of Programme in consultation with Senior Management and other colleagues

A1 Programme Details

Head of Programme:	
Title of programme:	
Undergraduate/Postgraduate:	
Year(s) of study:	
Credit value:	
Proposed closure date:	

A2 Rationale for withdrawal of programme

Please give details of the rationale for the withdrawal of the programme:

A3 Stakeholder Feedback Summary

I confirm that I have sought feedback from the appropriate stakeholders, including members of the student body.

Please give details:

A4 Plan for closure of the Programme

Please give details of how the programme will be closed including a timetable, details of learning support for the remaining student cohorts and how staffing implications will be addressed:

PART B: formal approval

B1 Academic Board

Following consideration by Academic Board, the decision has been made to:

a) approve the proposal and the timetable for winding down the programme;

b) recommend to the Senior Management Team that the proposal be amended and brought back to Academic Board for further scrutiny;

c) reject the proposal.

Signed:

Date:

ROYAL ACADEMY OF MUSIC

APPENDIX 7

Guidelines for External Examiners

Updated August 2022

These guidelines take into account the precepts and guidance in the External expertise of the Quality Code.

The Role of External Examiners

External Examiners act as independent and impartial advisors, providing institutions with informed comment on the standards set and student achievement in relation to those standards. External examination is therefore an integral and very important part of institutional quality assurance.

The Academy currently appoints 7 External Examiners across its programmes of study as follows:

BMus years 1-3:	1
BMus year 4:	1
BMus: Jazz:	1
Postgraduate (MA/MMus):	2
MA in Musical Theatre:	1

External Examiners have a crucial role to play in:

- the setting, maintenance and verification of threshold academic standards and academic managerial processes to ensure that these standards are appropriate, and are in accordance with QAA guidance such as the framework for higher education qualifications and subject benchmark statements;
- the design of programmes and their component parts;
- the evaluation of the soundness of the Academy's assessment policies and procedures, their development; and that they measure student achievement rigorously;
- the evaluation of the standards of achievement, in comparison with those elsewhere in the Higher Education sector.

The Academy's procedures for the nomination and appointment of External Examiners are detailed in the Academy's Quality Assurance Procedures.

Key functions of External Examiners:

- To review, evaluate and moderate examination and other assessment methods;
- To ensure the consistency and comparability of academic standards by reviewing and evaluating the assessment process and by moderating assessed work on a sampling basis;

- To ensure that decision-making processes at Examination Boards are appropriate, fair and consistent.

Induction and Training

Newly-appointed External Examiners will be asked to attend a short meeting and training session with the Deputy Principal, relevant Head of Programme and the Registrar and Director of Student Operations to receive an introduction to the programme and information on how assessment processes at the Academy work. This is also an opportunity for External Examiners to ask any questions or request access to additional documentation such as particular Departmental Handbooks in advance of their recital observations. This training will normally take place on the first day of new Externals' recital observations in May/June.

Any changes to programme or assessment regulations will be communicated to External Examiners once approved. External Examiners are sent copies of Programme Handbooks and Regulations upon their appointment/re-appointment each year.

Recital Observation and Academic Work

The Academy asks that External Examiners look at specific areas of work in addition to taking a general overview of the programme of study in question. On a practical level, the Academy requires External Examiners to observe a range of recital examinations and written work over 2 days during May/June each academic year. External Examiners may also be consulted on draft examination papers and ad-hoc programme matters during the course of the academic year.

When invited to attend a performance/composition examination panel, **External Examiners must act as observers of the process rather than markers.** Specialist External Assessors, by contrast, have responsibility for agreeing a mark alongside the Internal Examiners.

In order to judge the effectiveness of the assessment process in all areas of the programme, External Examiners will also be asked to sample academic work. In such a case, they will be provided with Internal Examiners' marks and comments, and the agreed marks. The quantity of the sample will vary according to the nature of the course and the amount of internal moderation involved.

External Examiners are invited to consult with the Heads of Programmes concerning any other evidence they deem necessary to discharge their responsibilities.

Undergraduate External Examiners are asked to scrutinise Examination Papers at two points during the academic year, usually via email, and to give comments to the Head of Programme prior to their approval at the paper-setting meeting.

It is not customary for the Academy to viva borderline examination candidates.

From time to time the programme team may also wish to consult External Examiners in any proposed modifications to programmes of study as part of the gathering of feedback.

Examination Boards

External Examiners are required to attend the relevant Examination Board for the programme and to deliver an initial oral report on the Examination Process in advance of the submission of their annual written report.

Annual Written Reports

External Examiners are asked to provide an annual written report on the examinations processes they have observed over the year. The Academy expects the report to confirm the following:

- Whether the Academy is maintaining the threshold academic standards set for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements
- Whether the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with the institution's policies and regulations
- Whether the academic standards and the achievements of students are comparable with those in other UK higher education institutions of which the external examiners have experience
- That sufficient evidence was received to enable the role to be fulfilled
- Whether issues raised in the previous report(s) have been, or are being, addressed to their satisfaction

External Examiners will also be asked to comment on the following:

- good practice and innovation relating to learning, teaching and assessment observed by the external examiners
- opportunities to enhance the quality of the learning opportunities provided to students.
- the extent to which standards are appropriate for the award or the award elements under consideration;
- the structure, design and marking of assessments;
- the procedures for assessments and examinations;
- the standards demonstrated by students;
- students' performance in relation to their peers on comparable courses;
- the curriculum, its aims, content and development;
- resources as they impact upon student performance in assessments;
- the strengths and weaknesses of the student cohort;
- the quality of teaching and learning methods that may be indicated by student performance.

A report template will be provided to all External Examiners by the Academic Quality Officer and should be followed. External Examiners are advised that their report should normally be received

at the Academy by the 31 July for undergraduate programmes, 15 November for the postgraduate programmes.

Reports are submitted to the Academic Quality Officer, considered by the Senior Management Team and then by the relevant Programmes Board. Recommendations then feed into the Annual Monitoring process at programme level. Annual Monitoring Reports are scrutinised by Standing Committee of Academic Board and reported on at Academic Board.

External Examiner reports are shared with staff and students via their publication on SharePoint.

External Examiners have a right to raise any matter of serious concern with the Principal and by means of a separate confidential written report if necessary.

Fees

The current fee for External Examining is £200 per day, comprising observation of recitals, viewing of written work and attendance at the examination board[s] as necessary, over the course of the academic year. The number of days that the Academy will engage examiners for is set out at the start of the 4-year term in the appointment letter and may be subject to change during the course of the term.

If examiners are unable to attend for the required number of days, they will be paid a reduced fee accordingly.

External Examiners are also entitled to claim expenses in accordance with the Academy's *Fees and Expenses Guideline*.

General

- The duration of an external examiner's appointment will normally be for four years, with an exceptional extension of one year to ensure continuity.
- An external examiner may be reappointed for another full term of office in exceptional circumstances, but only after a period of five years or more has elapsed since their last appointment.
- External examiners normally hold no more than two external examiner appointments for taught programmes/modules at any point.
- The Academy will include the name, position and institution of their external examiners in module or programme information provided to students.

ROYAL ACADEMY OF MUSIC

APPENDIX 8

UNDERGRADUATE PROGRAMME ANNUAL MONITORING 2025-26

The purpose of this template is to support the annual review of programmes of study in accordance with the Academy's Quality Assurance Procedures and the Course Design and Development and Monitoring and Evaluation themes of the UK Quality Code.

PROGRAMME:	
AUTHOR OF REPORT:	
DATE COMPLETED:	
DATE APPROVED:	

1: OVERVIEW OF THE ACADEMIC YEAR

Please comment on performance and/or provision in the following areas, referring to the Student Cohort Report or to other data/evidence where appropriate.

1.1 Recruitment and admissions

1.2 Programme content, delivery and the assessment framework

1.3 Support and guidance for students on the programme

1.4 Safeguarding measures for protecting measures (referring to related safeguarding policies HR policies)

1.5 Artist Development provision

1.6 Diversity of the student population and their progression, retention and attainment in respect of the following:

- students from areas of low higher education participation/low household income
- students from the global majority
- students with a disability

1.7 Learning and teaching resources (IT, Library, facilities, timetabling)

1.8 Student exchange participation and provision

1.9 Programme tutoring and academic/pastoral support arrangements

1.10 Disability and student support provision

1.11 Continuation, progression, degree classifications (is there a downward or upward trend in each of these?)

1.12 Staffing levels and staff development that has been undertaken during the year in question

2: PROGRAMME PERSPECTIVES

2.1 Have there been any significant changes to the programme (in terms of delivery, structure, new modules, new assessment types, staffing)?

2.2 Please comment on the **main points** (4 maximum) of commendation that the External Examiners for the programme identified in their reports.

2.3 Please comment on **the enhancement points** that the External Examiners for the programme raised and outline the agreed institutional response.

2.4 Please comments on the **main points** of feedback from the Specialist External Assessors (SEAs) from the previous year.

3: STUDENT FEEDBACK (INCLUDING NSS)

3.1 Please comment on the **main points** of satisfaction that the students raised via the internal programme survey.

3.2 Please comment on the **main issues** raised by students via the internal programme survey and how they will be addressed (add them to the action plan at the end of this report).

3.3 Please give a **brief summary** of the outcomes of the Module Feedback sample exercise from the relevant academic year and outline what is being done to address any areas for enhancement.

3.4 Please provide a commentary on the following:

- Following the previous year's NSS survey, what actions have you taken that have seen an impact this year?
- What are the three key issues that have come out of the NSS and how will they be addressed?
- Are there any recurring issues?

4: DLHE/GRADUATE OUTCOMES SURVEY

Please comment on the results of the DLHE/Graduate Outcomes survey with reference to the Student Data Report.

5: INNOVATION AND GOOD PRACTICE

Please give **three** examples of innovation and good practice within the programme for dissemination at institutional level. What has been the impact of these?

6. ISSUES TO BE CONSIDERED BY THE INSTITUTION

Are there any programme issues that the Programme Team considers the institution should address over the next academic year?

7: ACTION PLANS

7.1 Review of Previous Year's Action Plan

This should be a table in the following form:

Action Reference	**Action Description**	**Responsibility**	**Target Completion Date**	**Outcome**

7.2 Action Plan from Academic Year Under Review

This should be a table in the following form:
For ease of tracking, each action should be given an individual reference as follows: BMAM1, BMAM2, etc;

Action Reference	**Action Description**	**Arising from *(cross-reference with paragraph number in Annual Monitoring Report)***	**Responsibility for completion**	**Target Completion Date**

Signed	
Head of Programme:	
Chair of Standing Committee (Deputy Principal):	
Date:	

ROYAL ACADEMY OF MUSIC

APPENDIX 9

POSTGRADUATE PROGRAMME ANNUAL MONITORING 2025-26

The purpose of this template is to support the annual review of programmes of study in accordance with the Academy's Quality Assurance Procedures and the Course Design and Development and Monitoring and Evaluation themes of the UK Quality Code.

PROGRAMME:	
AUTHOR OF REPORT:	
DATE COMPLETED:	
DATE APPROVED:	

1: OVERVIEW OF THE ACADEMIC YEAR

Please comment on performance and/or provision in the following areas, referring to the Student Cohort Report or to other data/evidence where appropriate.

1.1 Recruitment and admissions

1.2 Programme content, delivery and the assessment framework

1.3 Support and guidance for students on the programme

1.4 Safeguarding measures for protecting measures (referring to related safeguarding policies and HR policies)

1.5 Artist Development provision

1.6 Diversity of the student population and their progression, retention and attainment in respect of the following:

- students from areas of low higher education participation/low household income
- students from the global majority
- students with a disability

1.7 Learning and teaching resources (IT, Library, facilities, timetabling)

1.8 Student exchange participation and provision

1.9 Programme tutoring and academic/pastoral support arrangements

1.10 Disability and student support provision

1.11 Continuation, progression, degree classifications (is there a downward or upward trend in each of these?)

1.12 Research degree-specific information, for example completion within expected time frames, prizes, publications, conference attendance and presentations

1.13 Staffing levels and staff development that has been undertaken during the year in question

2: PROGRAMME PERSPECTIVES

2.1 Have there been any significant changes to the programme (in terms of delivery, structure, new modules, new assessment types, staffing)?

2.2 Please comment on the **main points** (4 maximum) of commendation that the External Examiners for the programme identified in their reports.

2.3 Please comment on **the enhancement points** that the External Examiners for the programme raised and outline the agreed institutional response.

2.4 Please comments on the **main points** of feedback from the Specialist External Assessors (SEAs) from the previous year.

3: STUDENT FEEDBACK (INCLUDING NSS)

3.1 Please comment on the **main points** of satisfaction that the students raised via the internal programme survey.

3.2 Please comment on the **main issues** raised by students via the internal programme survey and how they will be addressed (add them to the action plan at the end of this report).

3.3 Please give a **brief summary** of the outcomes of the Module Feedback sample exercise from the relevant academic year and outline what is being done to address any areas for enhancement.

3.4 Please provide a commentary on the following:

- Following the previous year's NSS survey, what actions have you taken that have seen an impact this year?
- What are the three key issues that have come out of the NSS and how will they be addressed?
- Are there any recurring issues?

4: DLHE/GRADUATE OUTCOMES SURVEY

Please comment on the results of the DLHE/Graduate Outcomes survey with reference to the Student Data Report.

5: INNOVATION AND GOOD PRACTICE

Please give **three** examples of innovation and good practice within the programme for dissemination at institutional level. What has been the impact of these?

6. ISSUES TO BE CONSIDERED BY THE INSTITUTION

Are there any programme issues that the Programme Team considers the institution should address over the next academic year?

7: ACTION PLANS

7.1 Review of Previous Year's Action Plan

This should be a table in the following form:

Action Reference	**Action Description**	**Responsibility**	**Target Completion Date**	**Outcome**

7.2 Action Plan from Academic Year Under Review

This should be a table in the following form:
For ease of tracking, each action should be given an individual reference as follows: PGAM1, PGAM2, etc;

Action Reference	**Action Description**	**Arising from *(cross-reference with paragraph number in Annual Monitoring Report)***	**Responsibility for completion**	**Target Completion Date**

Signed	
Head of Programme:	
Chair of Standing Committee (Deputy Principal):	
Date:	

ROYAL ACADEMY OF MUSIC

APPENDIX 10

LRAM PROGRAMME ANNUAL MONITORING 2025-26

The purpose of this template is to support the annual review of programmes of study in accordance with the Academy's Quality Assurance Procedures and the Course Design and Development and Monitoring and Evaluation themes of the UK Quality Code.

PROGRAMME:	
AUTHOR OF REPORT:	
DATE COMPLETED:	
DATE APPROVED:	

1: OVERVIEW OF THE ACADEMIC YEAR

Please comment on performance and/or provision in the following areas, referring to the Student Cohort Report or to other data/evidence where appropriate.

1.1 Recruitment

1.2 Programme content, delivery and the assessment framework

1.2 Support and guidance for students on the programme

1.3 Safeguarding measures for protecting measures (referring to related safeguarding policies and HR policies)

1.4 Diversity of the student population and their attainment in respect of the following:

- students from areas of low higher education participation/low household income
- students from the global majority
- students with a disability

1.5 Learning and teaching resources (IT, Library, facilities, timetabling)

1.6 Programme tutoring and academic/pastoral support arrangements

1.7 Disability and student support provision

1.8 Awards (is there a downward or upward trend in each of these?)

1.9 Staffing levels and staff development that has been undertaken during the year in question

2: PROGRAMME PERSPECTIVES

2.1 Have there been any significant changes to the programme (in terms of delivery, structure, new modules, new assessment types, staffing)?

3: STUDENT FEEDBACK

3.1 Please comment on the **main points** of satisfaction that the students raised via the internal programme survey.

3.2 Please comment on the **main issues** raised by students via the internal programme survey and how they will be addressed (add them to the action plan at the end of this report).

3.3 Please provide a commentary on the following:

- Following the previous year's NSS survey, what actions have you taken that have seen an impact this year?
- What are the three key issues that have come out of the NSS and how will they be addressed?
- Are there any recurring issues?

5: INNOVATION AND GOOD PRACTICE

Please give **three** examples of innovation and good practice within the programme for dissemination at institutional level. What has been the impact of these?

6. ISSUES TO BE CONSIDERED BY THE INSTITUTION

Are there any programme issues that the Programme Team considers the institution should address over the next academic year?

7: ACTION PLANS

7.1 Review of Previous Year's Action Plan

This should be a table in the following form:

Action Reference	Action Description	Responsibility	Target Completion Date	Outcome

7.2 Action Plan from Academic Year Under Review

This should be a table in the following form:
For ease of tracking, each action should be given an individual reference as follows: LRAM1, LRAM2, etc;

Action Reference	**Action Description**	**Arising from *(cross-reference with paragraph number in Annual Monitoring Report)***	**Responsibility for completion**	**Target Completion Date**

Signed	
Head of Programme:	
Chair of Standing Committee (Deputy Principal):	
Date:	

ROYAL ACADEMY OF MUSIC

APPENDIX 11

DEPARTMENTAL ANNUAL MONITORING PRO FORMA

Department:	
Head of Department:	
Academic Year:	

SECTION 1: INTRODUCTION

- Confirm how report was written, who has contributed (staff and students) and where it has been received and approved (i.e. relevant committee).

SECTION 2: STATISTICS AND STAFFING

- number of events/participants
- analysed by department where appropriate/possible
- Other department-specific data
- staffing structure and numbers involved
- any relevant information about resources

SECTION 3: PROVISION OF INFORMATION

- what publications are provided for students, staff and other stakeholders?
- are these publications up to date and accurate?

SECTION 4: REPORT ON THE YEAR'S ACTIVITY

- narrative on activity
- update on previous year's predicted plans
- note any other new initiatives or changes
- comment on whether content is still valid with regard to external changes or developments (within the HE sector or beyond)
- examples of good practice and innovations
- any changes as a direct result of a previous review/audit (internal or external)
- areas for improvement
- any issues relating to welfare/disability/equality and diversity

- statement on how the work has reflected the Academy's mission, or met targets within relevant Strategies

SECTION 5: FEEDBACK

- from current students
- from former students
- from staff
- externals – e.g., partners, employers, external examiners, external agencies.
- from any relevant audits

SECTION 6: ACTION PLAN

6.1 Review of Previous Year's Action Plan

This should be a table in the following form:

Action Reference	Responsibility	Target Completion Date	Outcome

6.2 Action Plan from Academic Year Under Review

- set out plans for coming year
- specify any new ideas or changes and what the effect might be
- who is responsible
- how they will be monitored
- staff development requirements, other support needs
- specific resource requirements
- any issues relating to welfare/disability/equality/diversity

This should be a table in the following form:
For ease of tracking, each action should be given an individual reference which comprises the Department's or Programme's initials, followed by AM, and the action number. For example, the BMus actions will be listed as follows: BMAM1, BMAM2, etc; Open Academy actions will be listed as follows: OAAM1, OAAM2, etc and so on.

Action Reference	Action Description	Responsibility for completion	Target Completion Date

Signed:
Head of Department:

Chair of Standing Committee (Deputy Principal):
Date:

APPENDIX 12

SOURCES OF INFORMATION

Royal Academy of Music (documents available on SharePoint)

1 *Regulations - academic year 2025-2026*

2 *Guidelines for Chairs, Secretaries and Members of Committees* (Autumn 2015)

3 *Research Degrees Code of Practice* (September 2018)

4 *Examination Procedures* (Royal Academy of Music, September 2025)

University of London (see www.lon.ac.uk)

1 *University of London Ordinances* (University of London, 1 August 2012)

2 *University of London Statutes* (University of London, 1 August 2012)

3 *University of London Regulations* (University of London, 1 August 2012)

4 *Regulations for the Degrees of MPhil and PhD* (University of London, September 2012)

Quality Assurance Agency for Higher Education (QAA) (see www.qaa.ac.uk

1 *The framework for higher education qualifications in England, Wales and Northern Ireland* (QAA, August 2008)

2 *The UK Quality Code for Higher Education*

3 *Setting and Maintaining Academic Standards* (QAA, May 2018)

4 *Subject Benchmark Statement* (QAA, 2020)