

ACADEMY OF MUSIC & SOUND

Student Support and Intervention Policy

AIMS

- To ensure students are supported to make their expected levels of progress.
- To ensure that the most appropriate interventions are chosen to meet students' needs.
- To ensure that all members of teaching and support staff take responsibility for the progress of all students.
- To ensure that support and interventions are effective through a process of monitoring and evaluating their impact.

1. Student Support

In its mission statement, The Academy of Music and Sound states that it aims to provide “a culture of learning that enables students to achieve their creative, intellectual and personal potential, to enrich our society through their contribution and artistry”. The Student Support and Intervention Policy aims to identify how staff support and mentor its students.

The Course Coordinator in each Academy of Music & Sound centre is the main contact point and personal tutor for students. The overall aim for the Course Coordinator/Personal Tutor is to maintain the academic rigor of AMS and to guide learners to reach their full potential.

Academic Support, Mentoring and Pastoral Care

Tutorials

- As part of the group tutorials, the Course Coordinator discusses each assessment with students, and gives them advice and guidance on how to prepare for each assessment. Detailed guidance on each assessment is also given by the relevant tutor.
- The Assessment Schedule is discussed, so that all students are clear about each assessment deadline.
- The procedure for handing in assessed work is also made clear in tutorials.
- Procedures for Extensions and Mitigating Circumstances are discussed so that all students are completely clear on the AMS and/or the University of West London's regulations.
- Advice and guidance are given on scholarly referencing; what resources are available; how to access the online resources, and how to Harvard Reference correctly

Individual Tutorials with Personal Tutor

- Individual tutorials are given when required and can be requested at any time by either the student or the Course Coordinator. Records are kept on each individual tutorial.
- An individual tutorial is available for each student who fails a unit or module to discuss the re-sit and ensure that the students is completely clear on the reason why they have failed and how to improve.

Special Educational Needs

- The Course Coordinator works closely with the student where there are any special educational needs.
- The Course Coordinator explains to relevant tutors any additional requirements that would help the student study.

Mentoring

- Where a student requires additional support/mentoring with his/her assessments, the Course Coordinator will either book time with them to explain the assessment or arrange this with the unit/module tutor.

Pastoral Care

- All students can book an individual tutorial with their Course Coordinator to discuss personal issues that may affect their studies. The Course Coordinator will signpost the students to the relevant professional bodies/agencies where required.

2) Intervention

AMS monitor and track the progress of our students and intervene when progress falls below expectations.

Monitoring and Tracking Progress

- It is the responsibility of every teacher to monitor the progress made by each individual student. Monitoring of progress is gathered through in-class evidence of understanding and application of ongoing learning, regular check-points to assess progress leading up to an assessment and ultimately, the assessment itself.
- Attendance is monitored daily
- The Course Coordinator records the results of all assessments on a tracker from which general pattern of achievement can be seen.
- For RSL students; the Course Coordinator sets Predicted Achievements which are noted in the students' Individual Study Plan and shared with the student and partner college each term.
- A positive atmosphere to be created in which effort is rewarded, practice is seen as an essential component to enhancing performance and all students are encouraged to be resilient on the basis that failure is often an important

part of learning and if a concept is not understood 'yet' with effort and determination it can be understood in the future

Intervention:

- Students in need of intervention should be identified quickly
- The Course Coordinator will arrange a one-to-one tutorial to identify barriers to progress and formulate practical support strategies that could be put in place to support individual student progress.
- Where the student has poor attendance, this is to be challenged by phone call or message regularly.
- Students are expected to respond to intervention requests.
- If progress is not made following feedback, it is the responsibility of the Course Coordinator and Tutor to intervene using suitable strategies, e.g. re-sits, additional explanation, further targeted practice.
- For students under the age of 18 (or 16 in Scotland); if the action above does not have the required impact, it is the responsibility of the Course Coordinator to alert parents or guardians where appropriate to do so. If the steps above have been taken but an improvement is not in evidence, parents/guardians will be invited in to discuss the situation and explore the reasons for the lack of progress and strategies that can be used to overcome these.
- It is essential that any impediment to learning such as a special educational need or difficult personal circumstances have been identified and appropriate support put in place.
- Where there are number of students within the same class who are not making progress in a particular area, lesson planning should be amended to address this.

Evaluation of Impact:

- The impact of the intervention will be seen in the re-sit results and progress of the student.

Date Written: September 2015

Date Reviewed: July 2018, August 2020, April 2021

To be reviewed: September 2022

Agreed by: Mel Baxter, Steve Ryan