



Quality Assurance

Introduction

Quality is significant in all fields of MyHub activity, quality enhancement and the betterment of the music educational experience of young people in the City of Manchester is central to MyHub's ambition.

MyHub takes responsibility for the standards of music education provision in the formal and informal sectors and the quality of tuition delivered to young people across the City

MyHub believes that all children, in whatever environment they are experiencing music, have the right to a high quality experience.

Quality covers two areas of MyHub's work: Governance and Management and Engaging young people

Governance and Management:

1. How we conduct ourselves and our business, our communications and engagement with stakeholders and partners
2. One Education Music, our main commission partner, and the cultural organisations we work with.
 - ✚ The Strategic Board of MyHub is monitored by Arts Council England and in addition it ensures it adheres to its own quality standards through regular reviews of policy and practice.
 - ✚ MyHub Strategic Board is responsible for ensuring that overall Quality Assurance mechanisms are in place for all activity it supports
 - ✚ One Education Music monitors and delivers Quality Assurance assessment in its teaching provision and reports to the Strategic Board
 - ✚ One Education Music is entrusted by MYHub Strategic Board to propose Quality Assurance assessment methods within school environments
 - ✚ Schools must demonstrate robust Quality Assurance mechanisms for continuation of MCC-controlled financial allocation
 - ✚ Cultural organisations working with MyHub must demonstrate they have robust Quality Assurance mechanisms for their work with young people.

Engaging young people in music

1. Engagement in The National Plan for Music
2. The music offer delivered through music centres and other out of school music projects

Schools, in receipt of public funds to deliver the National Plan for Music Education are accountable to Manchester City Council for the use of those funds and work with One Education Music on the quality of their delivery.

Cultural Partners and individual musicians, who also deliver music to schools, are monitored by the school through their own evaluation procedures, or by One Education Music, or by independent evaluators appointed by MyHub. Many are in receipt of ACE funding and will be assessed by them.

MyHub's wish is that we can all adopt and live by the quality criteria set out in the document to provide a consistent/common approach for all music education activities.

We believe that by investing in quality in all areas of our work we can:

- Focus on what is being done
- Bring people together to look at areas for improvement
- Motivate people to make visible progress
- Identify where there are potential problems and empower people to resolve them
- Set improvement benchmarks and monitor progress
- Demonstrate the quality of provision to partners and stakeholders

1. In our Governance and management the following quality characteristics inform our work against core and extension roles for the hub:

- Quality of management and provision
- Data results, analysis and change
- Musical diversity
- Universal coverage
- Musical progression and opportunities in and out of school
- Accessibility
- Inclusivity
- External relationships and partnerships
- Communications

2. Our Primary, Secondary and SEN schools have agreed jointly the quality principles that underline a good music education. These are attached as appendices 1, 2 and 3

3. In working with our commissioned partner, One Education Music, and other cultural partners and individuals, we will adhere to the quality principles agreed between Arts Council England and Music Hubs which set out the following areas for assessment:

Striving for excellence

Having a clear vision and striving for excellence, through providing high-quality arts work and experiences, to achieve the best possible outcomes for children and young people.

Being authentic

Being authentic in every aspect of the work, through offering as real and meaningful an artistic experience or product as possible, to help young people develop artistic and aesthetic awareness, understanding and skills.

Being exciting, inspiring and engaging

Being exciting and engaging, by providing inspiring and relevant opportunities that stretch, challenge and excite children and young people, to foster both positive dispositions towards the arts, and to enhance their self-esteem, wider aspirations and life and career choices.

Ensuring a positive, child-centred experience

Ensuring a positive, child-centred experience for all children and young people, through having the passion, commitment, knowledge and skills for work involving children and young people, helping them to develop as confident individuals and celebrate their achievements. This would include encouraging individual contributions and valuing diversity.

Actively involving children and young people

Emphasising the active involvement of the children and young people, through interactive opportunities – hands-on participation, direct collaboration, creative responses, or other interaction – to develop children and young people's skills and creativity.

Providing a sense of personal progression

Taking account of children and young people's individual needs, through recognising their different starting points, experiences and achievements; enabling them to achieve their potential, and progress on to next steps in their learning and achievement.

Developing a sense of ownership and belonging.

Focusing on children and young people's sense of ownership and sense of belonging, through encouraging choice, autonomy, decision-making and creative responses, so that young people can make an informed judgement about 'this is, or could be, or isn't for me'.

4. Assessing Quality

This will be carried out through observation and dialogue. The person assessing will require the project/lesson details to shape the observation.

Assessments will be carried out through one of the following:

- ✚ The School
- ✚ One Education Music
- ✚ Arts Council England appointed assessor
- ✚ An assessor appointed by MyHub

The protocols for assessment are:

- Observations at agreed times with normally one weeks' notice
- The criteria for observation will be based upon the quality principles above
- Time spent observing one session will normally be between 30 mins and 1 hour
- The observer will not take part in the lesson/session
- The observer will endeavour to speak to the person with responsibility for music in the school, or the head-teacher, during the visit
- Feedback will normally take place immediately following the session, and will be constructive and supportive and take the form of a professional dialogue between colleagues
- Any professional development needs arising from the monitoring process should be addressed as soon as possible
- A written report of the visit will be sent to the instrumental teacher/delivery partner within ten working days
- Outcomes of the monitoring process are confidential, although they may be shared with other schools where the instrumental teacher works
- Observation summary reports will be available to the instrumental teacher/delivery partner concerned, head teachers, One Education Music and MyHub Strategic Board
- The process should be manageable and should not require additional preparation by the instrumental teacher/delivery partner
- All parties are invited to make constructive suggestions as to how the process could be improved over time.

MyHub Strategic Board

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