

# Learning, Teaching and Assessment Strategy 2023-2028

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## CORE PRINCIPLES

We believe that music and performing arts education serve as a cornerstone for enhancing our society and the lives of our student and staff community. By fostering this ethos we aim to enrich our immediate community and catalyse a positive transformation within the broader creative industries.

Therefore, the Learning, Teaching and Assessment Strategy at Leeds Conservatoire is driven by three core principles:

- We encourage enquiring thought and reflective practice from our staff and students
- We are industry led and leading
- We have a culture of equity and accessibility

## Graduate Attributes

The conservatoire's pedagogical approach is grounded in key graduate attributes. As well as focussing on the acquisition of technical skills, knowledge and contextual understanding, our goal is to establish learning, teaching and assessment environments which produce:

1. Graduates who are dedicated to creating new and original work
2. Graduates with a strong personal artistic, pedagogical, and vocational identity
3. Graduates who recognise the significance of artistic creation and its societal and environmental impact

## 1. CURRICULUM

Our curriculum is industry relevant, artistically challenging and supported by high quality teaching that fosters students' personal and professional growth during their time with us and beyond. Embracing real-world industry relevance, it cultivates independent, reflective, and collaborative arts practitioners prepared for a rapidly changing industry.

Our curriculum will:

- 1.1. Work in partnership with alumni, industry, artists and cultural organisations to shape a forward-looking curriculum

- 1.2. Recognise and champion the diverse community that we serve by decentring the curriculum to ensure that students are taught from a range of perspectives
- 1.3. Foster reflective practice which helps students develop strong skills which will motivate and nourish their careers beyond graduation
- 1.4. Facilitate the transition from schools to higher education and the professions. It will embed digital literacies, employability and transferable skills to ensure students excel academically and professionally
- 1.5. Cultivate risk-taking, boundary-pushing for the development of artistic 'voice' and embed an understanding of the social and environmental impact of theatre and music making

## 2. ASSESSMENT AND FEEDBACK

Assessments are integrated throughout the programme to measure progress, development and advancement.

Our assessment and feedback will:

- 2.1. Reflect industry practices and its requirements
- 2.2. Map approaches to the required learning outcomes not bound by the tradition of educational assessment
- 2.3. Be clear in the requirements of the student, the assignment marking criteria and academic integrity
- 2.4. Allow for the development of professional and transferable skills necessary for proficient and adaptable graduates
- 2.5. Tailor feedback to the type of learning and the students on the programme
- 2.6. Consider good feedback to be timely, supportive, and enabling for the development in the next stage of learning.

## 3. LEARNING AND TEACHING

Our courses are delivered by several approaches and may include one to one instrumental and vocal tuition, seminars and large lectures. Students are taught by tutors with industry experience with on-going practice so that content is reflective of the industry as a whole and prepares students for the world beyond graduation. We encourage students to critique their learning of the industry, to ask questions and interrogate why parts of the industry work as they do so that they can make positive impacts in their future careers.

Our approach to Learning and Teaching will:

- 3.1. Offer adaptable, discipline specific activities which are accessible for all students with an emphasis on practice-led and critical thinking pedagogies
- 3.2. Foster a culture of collaborative exploration, encouraging students and staff to discover approaches whilst empowering students to shape their own futures
- 3.3. Develop our staff as part of a community which promotes academic and artistic enquiry through continuous development opportunities

- 3.4. Continuously review teaching practices for relevance and ensure resources align with the curriculum, are industry relevant and are considered for accessibility
- 3.5. Have online environments and learning technology that is led by research, reflect pedagogic design and student needs
- 3.6. Promote inclusivity and avoid structural barriers
- 3.7. Acknowledge students as artistic citizens to foster their development whilst recognising their backgrounds and experiences.

## 4. SUPPORT AND OPPORTUNITIES

We support students through flexible support systems that complement and enhance the core curriculum and focus on all round skills development and wellbeing. The student experience is enhanced by opportunities which allow students to evolve professionally and develop their portfolio. We also provide the foundations for students to make their own opportunities and create their own work to be developing self-sustaining artists.

Our support and opportunities will:

- 4.1. Equip students for academic and professional success
- 4.2. Promote student well-being and self-sufficiency
- 4.3. Offer a framework to facilitate students' transitions between educational levels, ensuring clarity about expectations and promoting equitable access and participation
- 4.4. Provide careers, employability and enterprise support
- 4.5. Provide opportunities for students to showcase their work and perform at the highest level
- 4.6. Use knowledge exchange, research and partnerships to provide opportunities for student and staff development which can positively impact on the conservatoire, creative industries and the wider community
- 4.7. Ensure students have appropriate access to resources that support effective learning and personal development

## 5. COMMUNITY

Our approach values community, empowering students to become active artistic citizens who promote equality, inclusivity, diversity, and the positive impact of arts and culture on people's lives. As a learning community, we uphold the principles of respect, reciprocity, and shared responsibility.

Our commitment to community will be demonstrated by:

- 5.1. Ensuring the conservatoire is a community inclusive of all staff and students that provides a safe space for artistic exploration, collaboration and personal development
- 5.2. Embedding our institution in the wider cultural ecosystem

- 5.3. Our learning, teaching and assessment approach that promotes an appreciation and understanding of wider cultures and communities

## 6. STUDENT VOICES

Student voices are at the heart of the conservatoire experience and our students have a leading voice in the development of teaching, learning and assessment.

We will:

- 6.1. Amplify student voice for comprehensive support
- 6.2. Gather student perspectives formally and informally through various means, for example, Module Evaluation Questionnaires, Student Programme Representatives, and Student Staff Forums.
- 6.3. Act on student feedback for program improvement
- 6.4. Develop student feedback mechanisms to meet the ever-changing landscape of how we learn, teach and assess using digital technology and innovation
- 6.5. Work with the Students' Union to facilitate student communication and collaborate on student voice initiatives
- 6.6. Create learning environments which actively promote, encourage and acknowledge the diversity of student perspectives across our community.

## 7. MONITORING

A range of mechanisms will be used for monitoring quality and sharing practice and can include but not limited to:

- Annual Course Monitoring Reports
- National Student Survey
- Student Feedback (Student Staff Forum)
- Teaching Observation
- External Examiner Reports
- External Moderator Reports