TRINITY LABAN CONSERVATOIRE
OF MUSIC & DANCE

Learning and Teaching Plan 2015-19

Approved by Trinity Laban Academic Board on 3rd December 2015

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Document title:	Learning and Teaching Plan 2015-2019
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Date:	3th December 2015
Last amended:	4th November 2015
Confidential:	Yes
Document status:	Final Version
Document version:	V4
Approved:	Academic Board 3 December 2015

1. **Introduction**

1.1 The Learning and Teaching Plan (2015-19) is a high-level strategic document and sub-plan of the Strategic Plan (2014-19) that sets out our vision for Learning and Teaching. In particular, it establishes a framework that outlines our priorities for the next three years, to support the Learning and Teaching aims of the institution.

1.2 Trinity Laban Conservatoire of Music and Dance [Trinity Laban] is an educational institution of international standing. Our alumni recognise the value of their educational experience with us: 92% of respondents to the 2015 Alumni Survey attributed their career to attending Trinity Laban. To maintain this position within increasingly ideological economic and political contexts, the learning platforms provided at Trinity Laban should reinforce social and economic responsibility at institutional, programme and individual levels. Our Core Aims, identified in the Strategic Plan (2014-19) relate to providing Outstanding Artist Training and Development (Core Aim 1) via our position as Leaders in the Performing Arts Ecology (Core Aim 2). This should be sustainable in regards to the social and economic responsibility our graduating students will take forward into that ecology. In generating this Learning and Teaching Plan (2015-19), the notion of education for sustainable development plays a significant contextual driver in providing educational experiences that understand the future needs of both the performing arts ecology and graduate aspirations alongside their place in wider society.[1]

1.3 This Learning and Teaching Plan (2015-19) continues to develop activity carried out under the auspices of the previous Learning and Teaching Plan (2012-15). It outlines a map for the consolidation and continual development of strategic and systematic improvements in Learning and Teaching to provide our community of learners with a contemporary Higher Education experience that prepares them for a socially and economically sustainable professional and creative life.

1.4 This plan is underscored by a guiding precept of integration between different contexts for Learning and Teaching that occur within Trinity Laban and in particular promotes the sharing of practice between pre/non-Higher Education, delivery of Continuing Professional Development activity for the music and dance sectors, and the core-HE provision.

2. **The Vision of the Learning and Teaching Culture**

2.1 The institutional history of Trinity Laban invokes the idea of democratic and participatory education practices. As separate institutions, Trinity College of Music and Laban were established as places and spaces for individuals and groups to engage with learning through their respective art forms in order to better understand and develop society through creative practice. As such, Trinity Laban aims to be the space and place where learning is enabled through pedagogies and programmes that allow for self-actualisation in and through artistic practice, the disciplines and the social and economic context.

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[1] For example, see the most recent guidance issued by the QAA

2.2 Trinity Laban aspires to foster a culture that values and encourages students and staff as a community dedicated to pushing boundaries in the areas of learning and teaching and associated research activities, and to create an environment that values creativity, individuality and diversity, and originality in thought and practice, wherever it may be found.

2.3 In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from our Undergraduate programmes who (variously through their differing programmes of study):

1. Are highly creative and resourceful and exhibit technical excellence within their field;

2. Have outstanding performance skills;

3. Are familiar with the possibilities offered by and through collaborative forms of working;

4. Have extensive knowledge of the context within which dance/music work is created and performed;

5. Are confident in the creative use of technologies within their art-form;

6. Have the skills to develop as effective project leaders, able both to devise and manage their own performance projects, workshops, research, and to participate as team members in such activities;

7. Have the capacity to recognise the applied potential of their art form to engage with a variety of contexts such as social, community, performance, business, education;

8. Have the potential to articulate persuasively and encourage and direct the participation of others in their art form;

9. Are equipped to take advantage of the wide range of employment opportunities available within the arts industries, and who understand how to generate their own work and have the skills to manage a sustainable and enriching career.

2.4 Trinity Laban Graduate programmes prepare artists and practitioners to contribute to the leadership and future development of the global creative ecology in a sustainable and responsible way. Those who have participated in a graduate programme should be able to:

1. Investigate and interrogate their practices in relation to existing bodies of knowledge and associated theoretical, critical and creative contexts to understand how their practice is situated;

2. Design systematic and creative research processes and practices, transferring these into a variety of practical and performance contexts;

3. Adopt play and openness within research processes to compliment frameworks that enable purposeful engagement in practice;

4. Demonstrate emergent original thinking, and understand how this relates to practice and the conceptualisation of work in their discipline;

5. Develop significantly refined practice skills in order to produce socially and ethically aware processes and products, enabling the individual to participate as creative and artistic leaders and as global citizens.

3. Links to the Strategic Plan (2014-19) and other institutional Plans

3.1 The Strategic Plan (2014 – 2019) highlights the following major objectives:

- Achievement of taught Degree-Awarding Powers;
- Development of our estate to enhance the student experience and accommodate planned student number growth in line with our academic strategy;
- Increased emphasis on staff recruitment, development and engagement;
- Continual innovation in Learning and Teaching;
- Consolidation of our research community and its links to our knowledge exchange and participatory programmes;
- Expansion of our work in performing arts medicine and science;
- Exploitation of our growing influence and recognition within the arts and arts education spheres.

3.2 This Learning and Teaching Plan (2015-19) intersects with all of these objectives and provides the foundation for the success of the aims of the Strategic Plan in relation to Learning and Teaching. Departments, programmes and individuals are encouraged to make reference to this Learning and Teaching Plan in their regular developmental business (such as Annual Programme Evaluation, Departmental Plans and/or the Performance Management process). A summary of planned activity is outlined within this Plan (9).

3.3 This Learning and Teaching Plan (2015-19) sets out a mission to achieve the aims of the Strategic Plan by focusing on three primary objectives:

a) Ensuring our teachers and students are engaged with us as a Higher Education Institution;
b) Increasing confidence in research based activities directly linked to pedagogy and teacher inquiry;
c) Developing innovative curricula according to the needs of the subject and pedagogical good practice.

3.4 The Learning and Teaching Plan (2015-19) predominantly intersects with the Research Plan (2014-19) the other key Academic sub-plan of the Strategic Plan (2014-19). Our commitment to understanding Pedagogic Research and Research-Informed Teaching as part of the more general research environment, builds upon initial explorations conducted under the previous iterations of the Learning and Teaching Plan (2012-15) and the Research Plan (2010-15). The current Research Plan (2015-19) makes reference to pedagogic research as an area for development.

3.5 Other strategies that have been developed such as the new IT Strategy and the People Plan have all been informed by the previous Learning and Teaching Plan (2012-15) and benefited from consultation with the Learning and Teaching Board. These new plans will continue to intersect with the future trajectory of this Learning and Teaching plan.

4. Review of the Previous Plan 2012-15

4.1 The Implementation Plan of the previous Learning and Teaching Plan (2012-15) highlights strategic responsibility for activity, measures and goals. A status summary of this can be found

in the supplementary document Appendix One. This section outlines particular achievements and challenges that have been identified during the previous Learning and Teaching Plan. These have been used to inform the objectives of this new plan.

4.2 Achievements of the previous plan include a variety of activity at Institutional, Faculty, and individual levels:

4.2.1 The establishment of the Learning and Teaching Board [LTB] was a major infrastructural development and has overseen a number of developments in the governance of Learning and Teaching. The *Assessment and Feedback Review* and *Student Engagement Review* were both closed in the Spring Term 2015 and have been replaced with LTB project groups covering Assessment and Feedback; Student Engagement; Induction; Technology Enhanced Learning and Internationalisation relating to Learning and Teaching. An evaluation of the effectiveness of these groups will take place at the end of the Summer Term 2016. The establishment of a parallel Annual Monitoring process for support departments was piloted in 2015 and will continue to develop the link between Learning and Teaching and the wider support provision within Trinity Laban.

4.2.2 A cross-faculty Induction group was formed by request from the Principal's Management Group in January 2014. This was the first institutional group to lead on coordinating Induction and this led to the first institutional evaluation of these activities. This group became a project group reporting to the LTB in the Summer Term 2015.

4.2.3 To underpin the developing infrastructure and to promote a cohesive embedded approach to Good Practice, Teacher Development and Student Engagement, a new Learning Enhancement Unit was formed in September 2014. In addition to the Head of Learning Enhancement and the E-Learning Technologist, the Learning and Teaching Coordinator (now known as the Learning Support Coordinator) joined the department from Student Services (while retaining a link with Student Services), and in addition current staff were joined by a new post titled Learning Enhancement Projects Manager, which was filled in November 2014.

4.2.4 A Review of Learning Support was conducted during AY 2014-15, utilising the move of Learning Support into Learning Enhancement. This review was completed in the Summer Term 2015 and an Action Plan coordinates subsequent activity.

4.2.5 There have been an increased number of staff development opportunities for Learning and Teaching, including a Learning and Teaching Seminar Series as part of the Research Hub activities. Additionally, the finalisation of a Staff Development Policy has enabled the renewal of expectations in utilising Staff Development allocations for members of staff at Trinity Laban. This work has been complemented by the expansion of an Integrated Staff Development Programme and Intranet site, established in conjunction with HR. Specific successes in Learning and Teaching Staff Development have been the increased number of HEA recognised members of staff: 26 members of staff have successful gained recognition over the duration of the plan, including three as Senior Fellows (SFHEA). New tracking systems for the take up of support for external staff development have been developed.

4.2.6 Work in making Moodle more user friendly has taken place. There has been increased use of Moodle, aided by the widespread adoption of Online Submission of assessed work.

4.2.7 Reporting mechanisms for the identification of Good Practice have been piloted in the Faculty of Music.

4.3 Challenges met during the continuance of the previous plan included:

4.3.1 The external environment (economic, political and educational) has continued to test the broader Higher Education sector and impacts on Learning and Teaching relating to the cost of providing a suitable student experience. Conceptually, the perceived divide between Research and Teaching across Higher Education sometimes reduces Learning and Teaching to an 'industry' and those especially involved in Educational Development perceived as removed from either Teaching or Research. This resonates within Trinity Laban with a perceived distinction between artistic/creative practice and teaching practice.

4.3.2 The spectrum of Teacher Inquiry ⟶ Pedagogic Research within TL has been challenging in regard a.) perceptions of what constitutes valid research in this area and b.) how best to provide platforms for practitioners to become educationally research orientated. The first raised issues of where Educational Research fits within the context of the wider Research Plan (2014-19) and how it impacts within a Research-Informed Teaching nexus. The second required examination of timetables, workloads and how historically the institution has linked research and teaching. Some teaching staff are currently preparing to produce specific research outputs focused on developing teacher inquiry but a longer trajectory is needed to systematically embed this as part of the pedagogical infrastructure and especially to produce the equivalent of 3* and 4* work.

4.3.3 Knowledge of wider sector development embedded within institutional discussions at the level of teacher is not always consistent throughout the institution.

4.3.4 Capacity for Learning Enhancement activity, particularly staff development and supporting curriculum development, was limited centrally to the Head of Learning Enhancement for much of the duration of the Learning and Teaching Plan (2012-15). The post of Learning Enhancement Projects Manager, created in November 2014, was developed to support these areas and has already supported a number of activities across the institution.

4.3.5 Developing Technology Enhanced Learning required a bottom-up approach working with individuals to develop a growing user rate and infrastructure. Importantly, the aim has been to emphasise the pedagogy rather than the technology.

4.3.6 The internal Staff Development structures need bespoke construction: plans for a Faculty of Dance development platform will be established by the end of 2015 for implementation in AY 2015-16. The focus of the next three years will be establishing one in the Faculty of Music and continuing to evolve TL wide activity.

4.3.7 Engagement with Hourly Paid Teaching Staff is a general TL strategic aim, but for developing Learning and Teaching there is a growing awareness of the developments in this area. This needs to be converted into systematic engagement practices, linking to the

developing People Strategy and the Staff Engagement plan. In particular the focus should be on development opportunities.

4.3.8 The application for Taught Degree Awarding Powers (tDAPs) was submitted in 2014 and scrutiny began in 2015. This new iteration of the Learning and Teaching Plan (2015-19) is designed to assist Trinity Laban in its aspirations should it be successful in acquiring tDAPs.

4.3.9 The National Student Survey (NSS) continues to present challenges across the institution. However, the results of the Destination of Leavers from Higher Education Survey (DLHE) has dramatically contrasting results, with consistently high levels of self-reporting graduate level employment.

4.4 In preparing this new Learning and Teaching Plan (2015-19) four major evaluation points were presented to the Learning and Teaching Board in the Summer Term 2015:

- Greater and more varied launch activities to ensure a greater number of teaching staff are aware of the principles and drivers contained within the L and T Plan;
- Outcome of tDAPs – readiness to validate own degrees including support for staff in curriculum development practices;
- The development of pedagogical scholarship – identifying a framework to support a spectrum of teacher inquiry through to educational research;
- More systematic practices in raising the profile of learning and teaching *within* Trinity Laban

5. Learning and Teaching Plan (2015-2019): Themes and Objectives

The Themes and Objectives for this plan have been identified as key mechanisms in achieving the Strategic Objectives of Trinity Laban and ensuring a response to changes within the broader Higher Education sector. They build upon the previous themes to consolidate the work conducted under the auspices of the previous Learning and Teaching Plan (2012-15). To provide increased focus for the duration of the plan, the core themes have been reduced from five to three:

- Teacher and Student Engagement (to include academic staff development)
- Educational and pedagogic research including Research-informed teaching
- Curriculum development

6. Learning and Teaching Theme One: Teacher and Student Engagement

6.1 Our community of teachers and students is the most important aspect of Trinity Laban. As we prepare for the delivery and impact of the first TEF, continuing to promote our community as a distinctive, diverse and innovative place of development is a key aim of this Learning and Teaching Plan. Greater cross-institutional collaboration between departments in the planning and development of aspects relating to the student experience is necessary to improve the learning environment within Trinity Laban. Developing greater recognition of student involvement as co-creators of their own learning experience is a significant aspiration of this Plan and in particular will focus on how developing our understanding of International Students' experiences of Trinity Laban can help us continue to evolve our approaches to diversity in Learning and Teaching.

6.2 This theme outlines 3 key objectives to promote and enhance engagement with Teachers and Students:

LTT1.1 To increase opportunities to participate in Learning and Teaching developmental activity;

LTT1.2 To increase opportunities for student and teacher participation as participants and co-creators of enhancement projects relating to their learning experience;

LTT1.3 To develop the infrastructure of Learning and Teaching to allow for increased sharing of the experiences of both teachers and students.

6.3 We will achieve these objectives by:

6.3.1 Participation in Developmental Learning and Teaching Activities

- Improving mentoring for teaching staff both as an opportunity for new teachers to be supported but also for more experienced tutors to establish connections with a wider community of teachers.
- Developing ways of seconding members of staff onto Learning and Teaching projects to recognise the importance of time allowance in this area.
- Continue to develop the staff development opportunities available and to achieve HEA accreditation of a CPD framework against at least Descriptor One and Two of the UKPSF.

6.3.2 Students and Teachers as participants and co-creators of enhancement projects

- Using the newly convened LTB sub-project groups to develop, review and implement new ways of engaging with teachers and learners with the creation of enhancement projects. Each Project Group should complete one small-scale project per year commissioned by the LTB.
- Developing as a priority, improved feedback on assessed work and evaluation mechanisms for student engagement.

6.3.3 Infrastructure of Learning and Teaching

- Ensuring the pedagogic infrastructure is sustainable and supports the needs of students and teachers.
- Understanding how the needs of students and staff are identified will be critically considered and enable education for sustainable development to be embedded in our community.
- Clearly establishing policy frameworks for standards and expectations in the usage of Moodle and other TEL activities. A review of E- Learning taking place during AY 15-16 will ensure correlation between institutional aspirations and programme and practitioner usage.
- Identifying and disseminating Good Practice should act as a driver for future pedagogies and as a way of engaging staff and students in developing the learning environment.
- Improving Transition into and out of our programmes to improve the experience of students.

Measures	Target
Student evaluation (NSS, Induction, Module, Engagement)	Evaluation points used to effectively understand the impact of enhancement activity.
Outputs of LTB Project Groups	Improved infrastructure for developing Learning and Teaching; increased participation by a wider constituency of teaching staff in enhancement projects.
Staff Development programme	Increased number of activities and participation; continued growth in numbers of HEA recognised members of teaching staff.
Staff Development activity evaluation	Evaluations provide constructive critical feedback to allow for further development of the staff development programme.

7.   Learning and Teaching Theme Two: Educational and Pedagogic Research

7.1 Underpinning educational delivery should be a lively and dynamic spectrum of inquiry into what and how we teach. Formal and informal inquiry should be valued and used as a way to stimulate renewal of teaching and curriculum practices. Developing systematic processes that support teachers and students investigating their own approaches to inquiry should reflect an institutional understanding of the research-informed teaching nexus and result in formal research mechanisms for educational practice that also recognise the importance of informal practices in this regard.

7.2 This theme outlines three key objectives to develop Educational and Pedagogic Research:

LTT2.1 To develop support mechanisms and opportunities for teacher inquiry as an interventional activity in developing greater confidence in pedagogic research;

LTT2.2 To ensure intersections between Research and Learning and Teaching are clearly defined and articulated including the infrastructure of development;

LTT2.3 To develop a deeper institutional understanding of Research-Informed Teaching and to provide clear ways of recognising excellence in Learning and Teaching.

7.3 We will achieve these objectives by:

7.3.1 Mechanisms for developing Pedagogic Research

- Developing platforms for informal teacher inquiry that builds competency in investigating teaching practice, both through project development and reward and recognition processes.
- Promoting Pedagogic Research through the identification and promotion of work in this area by current TL staff.
- Increasing mentoring opportunities for those wishing to develop their teacher inquiry.
- Achieving accreditation by the HEA of the Preparing to Teach programme, currently offered only to RDP students, against Descriptor One of the UKPSF.
- Supervising Pedagogy-based PhDs that are relevant to our mission and vision.

7.3.2 Intersections between Research and Learning and Teaching

- Increasing the number of outputs relating to teacher inquiry and pedagogic research, including research conducted within Learning and Participation Departments relating to diverse learner communities.
- Developing democratic pedagogies derived from the Research-Informed Teaching nexus.
- Informing curriculum through the Research expertise of teaching staff.

7.3.3 Research-Informed Teaching and Excellence in Learning and Teaching

- Using the Research–Informed Teaching project to develop institutional expertise in Research-Informed teaching and specifically, that which is practice based.
- Developing reward and recognition processes that identify excellence in Learning and Teaching

Measures	Targets
Outputs relating to Pedagogic Research	Growth in the production of pedagogic outputs, and the development of increased numbers of staff contributing to this area.
Reward and Recognition processes	A Reward and Recognition process in place to reflect and celebrate achievements in learning and teaching including the contribution to educational research.
Completion of the Research-Informed Teaching Project	A Trinity Laban definition of Research-Informed Teaching and a resource of exemplars is developed to underpin future development in this area.
Staff Development Opportunities	Evaluation of the provision for support in developing pedagogic research expertise informs the progression of the Staff Development programme.

8. Learning and Teaching Theme Three: Curriculum Development

8.1 Building upon the other two themes, Curriculum Development should be informed by (and also inform) research practices and professional development within an infrastructure of activity that enables all staff responsible for the development of programmes to be fully supported. Student-led approaches should be incorporated within Curriculum Development processes to ensure the value of the student voice is not lost. In addition, consideration of the international context into which our graduates will be entering should also enable curriculum development to take a holistic approach to student needs. Finally, we should seek out opportunities to work with organisations that share our values to develop curricula that promote diversity, inclusion and excellence, wherever it may be found.

8.2 This theme outlines 6 key objectives for future Curriculum Development:

LTT3.1 To deliver a broad-based portfolio of training activities, incorporating pre-HE, Foundation, HE and CPD activity and developing a recognised profile as a centre for excellence in learning and teaching.

LTT3.2 To provide excellent, contemporary, performance-based education and training that realises the individual potential of each student and supports their creative aspirations.

LTT3.3 To support staff to become and maintain their positions as educational and artistic leaders and innovators.

LTT3.4 To encourage and enable wider access, participation and progression in and through our programmes and activities.

LTO3.5 To use technology effectively and when pedagogically appropriate to enhance the construction and delivery of programmes.

LT03.6: To develop innovative collaborations with external partners to enable curriculum development to create diverse platforms for engagements in arts-based education.

8.3 We will achieve these objectives by:

8.3.1 Trinity Laban as a centre for Excellence in Learning and Teaching

- Using clear, transparent and rigorous development models to ensure that programmes are fit for purpose and based on good pedagogical practices pertaining to our art forms.
- Developing Learning and Teaching Resources to enhance the staff and student experience.
- Establishing firm foundations to underpin Trinity Laban's exit trajectory coming out of tDAPs including developing relationships with external organisations that help us broaden our reach to include more diverse cohorts of students at various stages of their learning journey.

8.3.2 Realising the potential of each student

- Promoting Induction and exit practices with a focus on Transition Pedagogy as an enhancement feature of our curriculum development.
- Using the Learning and Teaching Project Groups to develop feedback mechanisms for assessed work.
- Ensuring that newly validated programmes respond to the needs of the student and the wider artistic and educational sector through innovative and creative assessment practices.
- Providing a more connected Learning Support offer with a wide range of resources that enable students to be supported throughout their study.

8.3.3 Supporting Staff

- Developing documentation for Curriculum Development that allows for the demonstration of alignment to pedagogical rationale as well as quality assurance concerns.
- Communicating transparently the impact of the external environment to staff to underpin development activity, ensuring that TL can respond positively and effectively to changes and challenges.
- Providing a range of platforms to engage and promote curriculum development as a continuous practice.

8.3.4 Access, Participation and Progression

- Reflecting through curriculum development the importance placed on Access and Participation. The impact of this on learning and teaching that takes place within Trinity Laban should reflect and make use of the specialist knowledge within the Learning and Participation departments.
- Debating the relationship between knowledge creation in artistic education and practice, employability and the access agenda as a way of understanding what progression means in the context of Trinity Laban.

8.3.5 Technology in the Curriculum

- Investigating further opportunities for blended and distance learning. Increasing the use of digital platforms to offer a greater enhanced range of blended learning.
- Identifying, promoting and resourcing creative opportunities for TEL within the curriculum.

- Continuing to develop Moodle as the VLE and investing in improving its connectivity to other IT systems.
- Developing and resourcing flipped classroom and other types of technology enhanced platforms to support engagement with programmes of study.
- Further embedding TEL within the strategic planning of Curriculum Development in order for TEL to be used as a creative opportunity within Learning and Teaching.

8.3.6 Developing Innovative curriculum partnerships

- Using our reputation to push the boundaries of how a conservatoire in higher education is defined.
- Identifying partners who share our educational values to promote inclusive and engaged platforms for Higher Education.
- Utilising our established partnerships to promote excellence in Learning and Teaching.
- Subject to acquiring tDAPs, developing validation partnerships with like-minded arts organisations to promote diverse, socially responsible and inclusive programmes to promote our art forms.

Measures	Targets
Student Evaluations (Programme, Modular, NSS, Induction)	Evaluation points used to effectively underpin curriculum development; to understand the impact of activity and where enhancement is needed.
Opportunities for accessing Staff Development activities	The Staff Development programme responds to the needs of individuals, programmes, faculties and the institution by providing generic and subject specific platforms for staff to benefit from, thereby impacting on curriculum development.
Student Recruitment	Curriculum development ensures that the design of programmes is relevant to the sector and the art forms and this is communicated and understood in recruitment processes.
Graduate Progression Data	Curriculum development ensures our graduates are ready to engage with the global arts ecology.
Access Agreement Indicators	Curriculum ensures responsivity to the needs of diverse student cohorts through an awareness of transition issues.
Diversity indicators in student and staff recruitment	Curriculum is designed to be inclusive and reflect the position of the institution within the global arts ecology.

9. Summary of Planned Activity for the Learning and Teaching Plan (2015-19)

Learning and Teaching Theme	Learning and Teaching Objectives	Learning and Teaching Activity
Theme One: Teacher and Student Engagement	To increase opportunities to participate in Learning and Teaching developmental activity.	• Improving mentoring for teaching staff both as an opportunity for new teachers to be supported but also for more experienced tutors to establish connections with a wider community of teachers. • Developing ways of seconding members of staff onto Learning and Teaching projects to recognise the importance of time allowance in this area. • Continuing to develop the staff development opportunities available and to achieve HEA accreditation of a CPD framework against Descriptor One and Two of the UKPSF.
	To increase opportunities for student and teacher participation as participants and co-creators of enhancement projects relating to their learning experience.	• Using the newly convened LTB sub-project groups to develop, review and implement new ways of engaging with teachers and learners with the creation of enhancement projects. Each Project Group should complete one small-scale project per year commissioned by the LTB. • Developing as a priority, improved feedback on assessed work and evaluation mechanisms for student engagement.
	To develop the infrastructure of Learning and Teaching to allow for increased sharing of the experiences of both teachers and students	• Ensuring the pedagogic infrastructure is sustainable and supports the needs of students and teachers. • Understanding how the needs of students and staff are identified. This will be critically considered and enable education for sustainable development to be embedded in our community. • Clearly establishing policy frameworks for standards and expectations in the usage of Moodle and other TEL activities. A review of E-Learning taking place during AY 15-16 will ensure correlation between institutional aspirations and programme and practitioner usage. • Identification and dissemination of Good Practice should act as a driver for future pedagogies and as a way of engaging staff and students in developing the learning environment. • Improving Transition into and out of our programmes to improve the experience of students.
Theme Two: Educational and Pedagogic Research	To develop support mechanisms and opportunities for teacher inquiry as an interventional activity in developing greater confidence in pedagogic research.	• Developing platforms for informal teacher inquiry that build competency in investigating teaching practice, both through project development and reward and recognition processes. • Promoting Pedagogic Research through the identification and promotion of work in this area by current TL staff. • Increasing mentoring opportunities for those wishing to develop their teacher inquiry. • Achieving accreditation by the HEA of the Preparing to Teach programme, currently offered only to RDP students, against Descriptor One of the UKPSF. • Supervising Pedagogy-based PhDs that are relevant to our mission and vision.
	To ensure intersections between Research and Learning and Teaching are clearly defined and articulated including the infrastructure of development.	• Increasing the number of outputs relating to teacher inquiry and pedagogic research, including research conducted within Learning and Participation Departments relating to diverse learner communities. • Developing democratic pedagogies derived from the Research-Informed Teaching nexus. • Informing curriculum through the Research expertise of teaching staff

Learning and Teaching Theme	Learning and Teaching Objectives	Learning and Teaching Activity
	To develop a deeper institutional understanding of Research-Informed Teaching and to provide clear ways of recognising excellence in Learning and Teaching.	• Using the Research–Informed Teaching project to develop institutional expertise in Research-Informed teaching and specifically, practice based (teaching?). • Developing reward and recognition processes that identify excellence in Learning and Teaching
Theme Three: Curriculum Development	To deliver a broad-based portfolio of training activities, incorporating pre-HE, Foundation, HE and CPD activity and develop a recognised profile as a centre for excellence in learning and teaching.	• Using clear, transparent and rigorous development models to ensure that programmes are fit for purpose and based on good pedagogical practices pertaining to our art forms. • Developing Learning and Teaching Resources to enhance the staff and student experience. • Establishing firm foundations to underpin Trinity Laban's exit trajectory coming out of tDAPs including developing relationships with external organisations that help us broaden our reach to include more diverse cohorts of students at various stages of their learning cycle.
	To provide excellent, contemporary, performance-based education and training that realises the individual potential of each student and supports their creative aspirations.	• Promoting Induction and exit practices with a focus on Transition Pedagogy as an enhancement feature of our curriculum development. • Using the Learning and Teaching Project Groups to develop feedback mechanisms for assessed work. • Ensuring that newly validated programmes respond to the needs of the student and the wider artistic and educational sector through innovative and creative assessment practices. • Providing a more connected Learning Support offer with a wide range of resources that enable students to be supported throughout their study.
	To support staff to become and maintain careers as educational and artistic leaders and innovators.	• Developing documentation for Curriculum Development that allows for the demonstration of alignment to pedagogical rationale as well as quality assurance concerns. • Communicating transparently the impact of the external environment to staff to underpin development activity, ensuring that TL can respond positively and effectively to changes and challenges. • Providing a range of platforms to engage and promote curriculum development as a continuous practice.
	To encourage and enable wider access, participation and progression in and through our programmes and activities.	• Reflecting through curriculum development the importance placed on Access and Participation. The impact of this on Learning and Teaching that takes place within Trinity Laban should reflect and make use of the specialist knowledge within the Learning and Participation departments. • Debating the relationship between knowledge creation in artistic education and practice, employability and the access agenda as a way of understanding what progression means in the context of Trinity Laban.
	To use technology effectively and when pedagogically appropriate to enhance the construction and delivery of programmes.	• Investigating further opportunities for blended and distance learning and to increase the use of digital platforms to offer a greater enhanced range of blended learning. • Identifying, promoting and resourcing creative opportunities for TEL within the curriculum. • Continuing to develop Moodle as the VLE and investing in improving its connectivity to other IT systems. • Developing and resourcing flipped classroom and other types of technology enhanced platforms to support engagement with programmes of study. • Further embedding TEL within the strategic planning of Curriculum Development in order for TEL to be used as a creative opportunity within Learning and Teaching.

Learning and Teaching Theme	Learning and Teaching Objectives	Learning and Teaching Activity
	To develop innovative collaborations with external partners to enable curriculum development to create diverse platforms for engagements in arts-based education.	• Using our reputation to push the boundaries of how a conservatoire in higher education is defined. • Identifying partners who share our educational values to promote inclusive and engaged platforms for Higher Education. • Utilising our established partnerships to promote excellence in Learning and Teaching. • Subject to acquiring tDAPs, developing validation partnerships with like-minded arts organisations to promote diverse, socially responsible and inclusive programmes to promote our art forms.

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December 2015