

## **Rose Bruford College of Theatre and Performance**

### **The Learning, Teaching and Student Support Strategy 2018-21**

#### ***Background***

This Strategy has been prepared by Keith Bartlett, External Consultant, following discussions by the Learning and Teaching Strategy Working Group during the Autumn Term 2017. The group comprised:

- Jayne Richards
- Kathy Sandys
- Ros Platton
- Kathy Dacre
- Keith Bartlett (External Consultant)

Key points which emerged very strongly during early discussions of the Learning and Teaching Strategy Working Group (October 2017) were:

- The importance of the equality and diversity agenda and widening participation
- The potential development and introduction of flexible study patterns and learning routes
- The contribution of support services staff to the student experience
- The need to ensure that the Strategy is supported by effective approaches to continuing professional development
- The need to connect the Strategy to the existing Research Strategy.

To the above were added the following, which are clearly embedded in the College's Strategic Plan priorities:

- Industry and social engagement (Strategic Plan Commitment A)
- "To develop as an institution international in scope (...)" (Strategic Plan Commitment D)

The above points, together with information in various College documents (e.g. the Strategic Plan; College papers on "On-campus Programme Restructuring" and "Post-TDAP Curriculum Development"; and the outgoing Learning and Teaching Strategy) have provided the basis for this document.

Other consultations during the Autumn Term 2017 were as follows:

- Heads of Schools – 11<sup>th</sup> October
- Members of the Student Union Executive (with the Acting Principal) – 1<sup>st</sup> November
- 3 support services staff – 22<sup>nd</sup> November 2017
- 3 technical staff – 22<sup>nd</sup> November 2017
- Professor Paul Fryer – 29<sup>th</sup> November
- 2 Student Representatives – 29<sup>th</sup> November
- Librarian – 13<sup>th</sup> December

The meetings on 22<sup>nd</sup> and 29<sup>th</sup> November were organised at relatively short notice and were opportunities to share an initial discussion paper and “take the temperature” of the evolving Strategy. The discussion paper contained outlines of the Cross-cutting Priorities and Core Themes of the Strategy. There was general support for these, including the aspirations around investment in IT, digital, and equipment resources (because of their importance to effective teaching and learning), and the commitment to building collaboration between academic and support staff. Feedback from these discussions was shared with the Working Group and the Interim Principal and has informed the development of this draft.

The recognition of the contribution made by support staff to the quality of the student experience encouraged the Working Group to re-think the name of the Strategy. It is now proposed that the Strategy should be re-designated as one which goes beyond learning and teaching to also drive the enhancement of student support.

The draft Learning and Teaching and Student Support Strategy was considered at the January meeting of the Learning, Quality and Standards Committee, following which there were wider consultations about the Strategy across the College with student representatives. The final version of the new Strategy will be considered by Academic Board at its meeting in June 2018.

# Learning & Teaching and Student Support Strategy 2018-21

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## 1. Rose Bruford College's Mission, Values, Vision and Commitments

The Learning, Teaching and Student Support Strategy will help Rose Bruford College to meet its strategic commitments for the period 2017-22, as described by its Strategic Plan.

The Mission of the College, articulated on the first page of the Plan, is

“To provide a stimulating, collaborative learning environment of international standing, delivering specialist professional and vocational education and training that promotes creativity, experimentation, diversity, and excellence.”

The Strategic Plan goes on to describe the Values of the College, which are re-stated here in full:

“The integrity of the College lies in the belief that the programmes we offer, the research we undertake and our engagement with industry and wider society are all an articulation and reflection of who we are and what we value; it is this that should continue to guide and underpin our future. Our values as articulated by staff and students are the foundation of Rose Bruford College and the ones we will work to maintain: respect, collaboration, integrity, diversity and equality, trust and transparency. Staff at Rose Bruford College want to have an impact and make a difference for future generations and this is reflected in the current and planned future programmes, the staff we attract, the students who come here, the professional partnerships we sustain, our research, our collaborators, and our international partners.”

The Plan then proceeds to outline the College's Vision for an institution which is

- Committed to creating social and cultural as well as artistic and economic value
- Diverse, equal and inclusive
- Distinctive, and
- International in its scope.

The remaining sections of the Strategy articulate the ways in which the College will meet six strategic Commitments, listed below (p.4):

<b>Our Commitments</b>	
A.	To create social and cultural as well as artistic and economic value, through programmes whose graduates can innovate and lead change as well as meeting current professional needs, through practice-research which creates impact in the industries and wider society, and through industry and social engagement.
B.	To become a diverse, equal and inclusive institution, with a diverse student and staff body, offering ladders of opportunity through partnerships with schools, colleges and other organisations, and a curriculum with diversity as an organising principle.

Our Commitments
C. To place learners at the centre of the College, by developing a College structure that actively support students, scholars, practitioners and researchers.
D. To develop as an institution international in scope, with global collaborative partnerships for the shared delivery of programmes and student and staff exchange, an internationally diverse student body, and an internationally relevant curriculum.
E. To provide a supportive working environment for all our staff, with opportunities for career development.
F. To become an efficient, effective organisation with robust strategic financial planning and a campus that meets the College's growing needs.

The Learning, Teaching and Student Support Strategy 2018-21 reflects the College's Mission, Values and Vision, and its Core Themes align with the Commitments outlined by the Strategic Plan. The ways in which the Learning, Teaching and Student Support Strategy will be implemented are described in section 5.

## **2. The development of the Learning, Teaching and Student Support Strategy**

The first stage of development of the Learning, Teaching and Student Support Strategy took place during the Autumn Term 2017, following discussions by a Working Group which comprised members of the Learning, Quality and Standards Committee and an external consultant.

Key points which emerged very strongly during early discussions of the Learning and Teaching Strategy Working Group (October 2017) were:

- The importance of the equality and diversity agenda and widening participation
- The potential development and introduction of flexible study patterns and learning routes
- The contribution of support services staff to the student experience
- The need to ensure that the Strategy is supported by effective approaches to continuing professional development
- The need to connect the Strategy to the existing Research Strategy.

To the above were added the following, which are clearly embedded in the College's Strategic Plan priorities:

- Industry and social engagement (Strategic Plan Commitment A)
- "To develop as an institution international in scope (...)" (Strategic Plan Commitment D).

The above points, together with information in key College documents, provided the basis for this draft.

In November 2017, a discussion paper was circulated to a selected group of academic and support staff, members of the Student Union Executive and student representatives, and members of the Senior Management Team. This paper contained outlines of the emerging priorities and themes of the new Strategy. These were explored in a number of consultation meetings. It was found that there was general support for the priorities and themes, including the aspirations around investment in IT, digital, and equipment resources (because of their importance to effective teaching and learning), and the commitment to building collaboration between academic and support staff. Feedback from these discussions was shared with the Working Group and the Acting Principal and informed the development of a full draft of the Strategy for consideration at the January 2018 meeting of the Learning, Quality and Standards Committee.

The recognition of the contribution made by support staff to the quality of the student experience encouraged the Working Group to reconsider the name of the Strategy. The paper to the January 2018 meeting of the Learning, Quality and Standards Committee proposed that the Strategy should be re-designated as one which goes beyond learning and teaching to also drive the enhancement of student support.

### **3. The Context for the new Strategy**

A number of key characteristics provide the context for a new Strategy.

Arguably one of the most distinctive features of Rose Bruford College is the heterogeneous nature of our student population. This is exemplified by the multiple levels of provision that we offer, from Access to postgraduate levels 7 and 8 (taught postgraduate students and postgraduate research students). Our full-time undergraduate intakes have been getting younger, while we have also seen modest growth in the number of mature learners and those embarking on re-training, including those recruited to our online programmes. A downside to this is that student retention has emerged as an issue for some disciplines and levels of study. The Learning, Teaching and Student Support Strategy seeks to address the aspirations and demands of our diverse student population.

During 2016-17, there were two landmark developments at the College. Firstly, we were granted Taught Degree-Awarding Powers (TDAPs), which will enable us to continue the development of a flexible credit-based curriculum framework, with opportunities to validate new types and levels of award for delivery both on-campus and online. Secondly, we secured a Gold Award in the Teaching Excellence Framework, demonstrating the high quality of the undergraduate student learning experience at the College. The Learning, Teaching and Student Support Strategy will build on both of these developments

The Strategy is deliberately ambitious for the College. The Working Group recognises the College's challenging financial position in 2017-18. At the same time, the Group formed the view that the Strategy must foreground the need for significant investment in IT, digital, and equipment resources, because of their importance to high quality teaching and learning in

the College's subjects. Other specialist providers, including some in the Alternative Provider sector, have committed to significant and ongoing investment in their resources. If the Strategy does not plan for investment, the College risks going backwards.

Throughout the higher education sector, the past 10-15 years have seen the increasing significance of support and advisory services for a high quality learning experience. Support staff who have direct contact with students are key to student success. This has been recognised in a number of ways, not least the opening of professional recognition for support staff via, for example, the Higher Education Academy's Fellowship scheme. At Rose Bruford College, our academic and support staff have a strong track record of collaborating to ensure a student experience of the highest possible quality. Our intention is to strengthen this further and this is signalled by both the title and content of the Learning, Teaching and Student Support Strategy.

Finally, it is important to note our continuing reputation and profile as a high quality specialist college of theatre and performance. This is why students and staff come to us. Specialism itself drives a number of characteristics which are separate but also linked:

- Our staff are specialist practitioners in their fields, and they bring their professional practice, research, experience, knowledge and contacts to their work with students
- They also play central roles in our collaborations with industry and other organisations
- These contributions by staff – in both academic and support roles – build students' professional understanding and awareness, and their readiness for employment and freelance work in the live and recorded industries and related professions
- To a certain extent, this is a self-sustaining virtuous circle; however, it cannot be taken for granted, and we need to ensure that all staff have appropriate opportunities for continuing professional development.

These characteristics – and the virtuous circle which they support – are also at the heart of the new Learning, Teaching and Student Support Strategy.

#### **4. The Purpose, Priorities and Themes of the Strategy**

##### ***What is the Purpose of the Learning, Teaching and Student Support Strategy?***

The Learning, Teaching and Student Support Strategy is a vehicle for the strategic enhancement of learning, teaching and student support. It assumes that all academic staff routinely engage in enhancing the core material that our students study, and that the College supports staff in developing the means to do this. It also assumes that student understanding of complex issues, the context of performance, and the material iconic texts of performance will be continually challenged and developed. In general, the Strategy does not set out to specify curriculum content; rather, it focuses on strategic development of the conditions that are required for high quality teaching, learning and student support

Arguably the College's *raison d'être* is to promote knowledge, understanding, skills and practice in theatre and the performing arts, and the development of students as reflective

practitioners in the field of performance. The College does this through teaching a relevant curriculum, which is challenging, rigorous, academic and practical; which responds to

- A diverse student population at all levels of study, from Access to Post Graduate Research;
- Developments in the live and recorded industries and related professions;

And which produces graduates who

- Reflect the College's stated values of "respect, collaboration, integrity, diversity and equality, trust and transparency" (Strategic Plan 2017-22, p.3), and
- Are equipped with the knowledge, skills and experience for successful careers in their chosen professions.

Thus, through a strategic approach to enhancing learning, teaching and student support, the purpose of this Strategy is

- To build a leading role for the College and its graduates in the expanded and expanding world of the live and recorded industries, and related professions, in the UK and globally.

The Strategy is not intended to be a stand-alone document, but should be read in the context of several other key College policies including:

- The College's Strategic Plan 2017-22
- "On-campus Programme Restructuring"
- "Post-TDAP Curriculum Development"
- Research Strategy
- The Diversity Action Plan 2017-22
- Peer Review of Teaching

It is designed to be an overarching strategy, serving to draw together relevant themes and key activities in order to support and enhance learning, teaching and student support within the College. Throughout, the Strategy seeks to support an increasingly diverse student body drawn from all backgrounds and equality groups on its educational and vocational journey, whether studying full-time on-campus or through part-time online study.

Three Cross-cutting Priorities and five Core Themes have been identified for the Strategy. The Cross-cutting Priorities underpin the Core Themes. These Priorities and Themes link directly to, and support the delivery of, the Strategic Plan. Core Themes 1, 2 and 3 also relate to themes which are separately identified in the College papers "Post-TDAP Curriculum Development" and "On-campus Programme Restructuring" and which concern aspects of curriculum content and delivery.

#### ***Cross-cutting Priorities for the Strategy –***

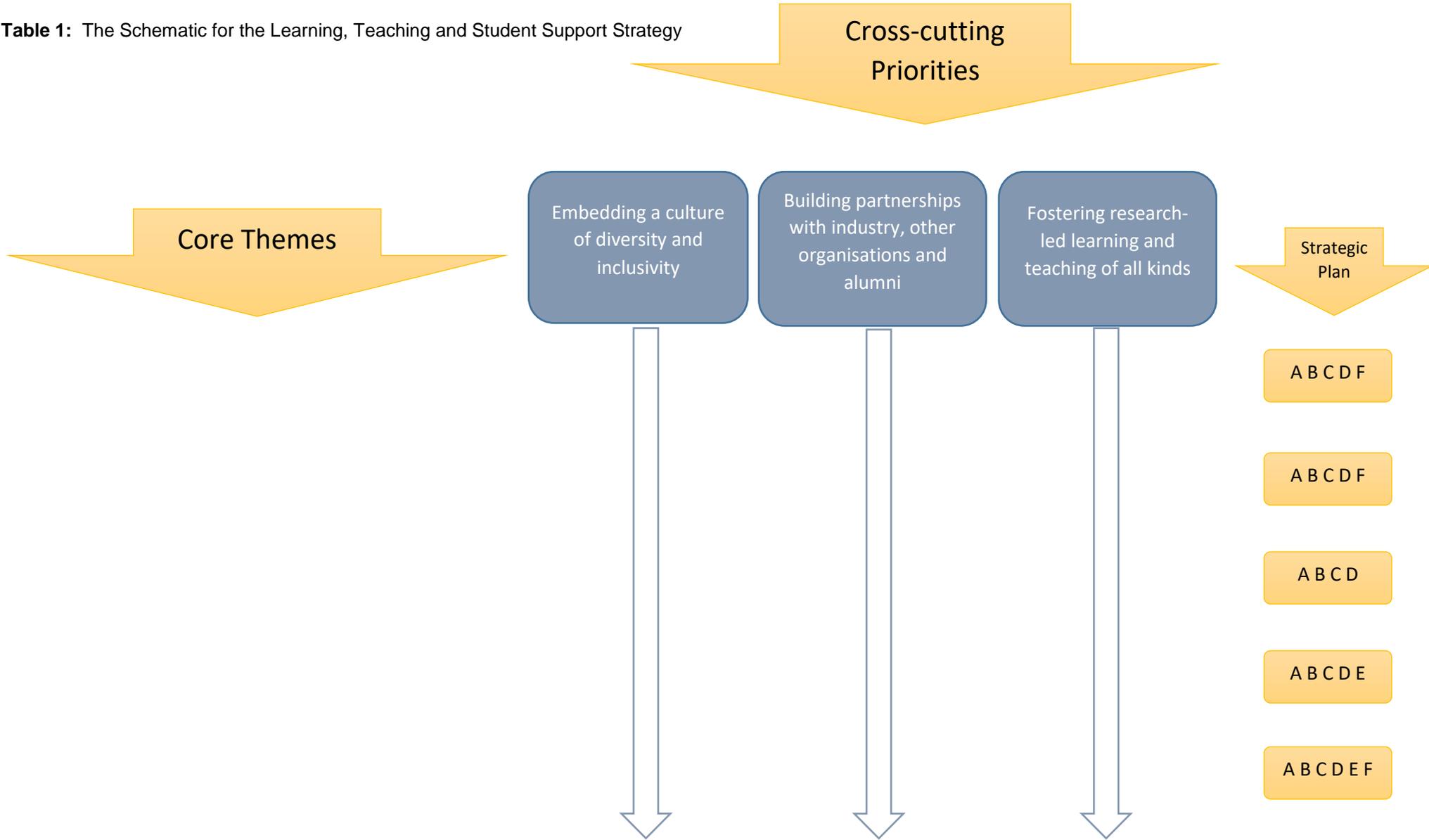
- Embedding a culture of diversity and inclusivity
- Building partnerships with industry, other organisations, and alumni
- Fostering research-led learning and teaching of all kinds.

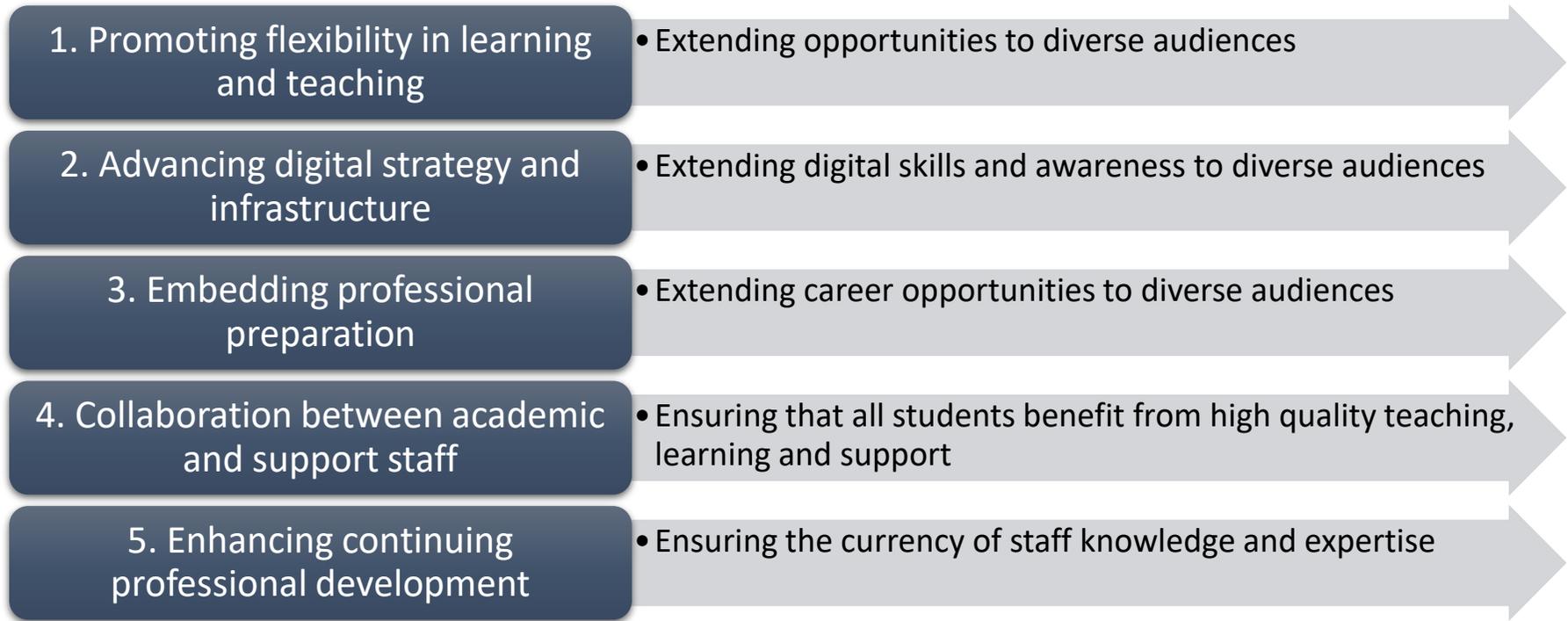
### **Core Themes of the Strategy –**

1. Promoting flexibility in learning and teaching
2. Advancing digital strategy and infrastructure
3. Embedding professional preparation
4. Collaboration between academic and support staff
5. Enhancing continuing professional development

The Priorities and Core Themes are set out schematically in **Table 1**. The table also illustrates how each Core Theme supports the equality and diversity agenda and the commitments in the College's Strategic Plan 2017-22. As noted above, the Strategy explicitly has a reach which is wider than learning and teaching *per se*, recognising that a range of support services impact directly on the quality of the student experience. This reflects the Strategic Plan (Commitment C). Thus the Strategy focuses on "Learning, teaching **and student support** which promote and enable" Core Themes 1-4, supported by "Enhancing continuing professional development" (Core Theme 5) for both academic and support staff. Core Theme 4 has a specific focus on promoting and enabling "Collaboration between academic and support staff."

**Table 1:** The Schematic for the Learning, Teaching and Student Support Strategy





## **5. Implementation of the Strategy - Year 1 and beyond**

As noted in section 1, the Learning, Teaching and Student Support Strategy 2018-21 reflects the College's Mission, Values and Vision, and its Core Themes align with the Commitments outlined by the Strategic Plan.

The Core Themes are outlined in the following sections. Each of the Core Themes comprises some explanatory "Context", intended to capture the focus and parameters of the Theme, followed by a number of "Actions".

It is through the implementation of the Actions that the College will fulfil the Purpose, Priorities and Themes of the Learning, Teaching and Student Support Strategy, and key aspects of the Strategic Plan, as set out in sections 1 and 4.

### **How will the Actions be implemented?**

#### ***Year 1 – 2018-19***

As noted in section 3, the Strategy is deliberately ambitious for the College. While the College is in a challenging financial position, it is also the case that strategic enhancements to teaching, learning and student support will only be possible with new investment in resources and an investment plan which is long-term and sustainable.

Year 1 of the Strategy will therefore be a developmental period, devoted to securing and confirming the financial capacity for investment in the Core Themes.

#### ***Years 2 and 3 – 2019-20 and 2020-21***

Each Core Theme will be led and championed by a senior member of staff. Each "Theme Leader" will develop an annual operational or delivery plan for his/her Theme, in consultation with other relevant staff. Operational plans will be approved by the Learning, Quality and Standards Committee (LQSC) each July and implemented throughout the next year. Key staff will thus have direct responsibility and ownership of the Core Themes of the Strategy.

The annual operational plans will progressively address and deliver the Actions defined for each Core Theme. Progress will be reported to and monitored by LQSC. In view of the Strategy's commitment to student support, it might also be valuable for aspects of the Strategy to be monitored by the Student Experience Committee. However, LQSC will remain the parent committee for the Strategy.

The developmental period of Year 1 will enable Theme Leaders to undertake preparatory work for subsequent years.

## **Core Theme 1 –**

### **Promoting flexibility in learning and teaching**

#### ***Context:***

The College's papers "On-campus Programme Restructuring" and "Post-TDAP Curriculum Development" set out the requirements for the redevelopment and validation of full-time programmes as Rose Bruford College awards. However, they are only starting points for the further evolution of the College's credit framework, to encompass a wider range of types and levels of provision.

Core Theme 1 of the new Learning, Teaching and Student Support Strategy thus foregrounds the development of a more comprehensive framework which incorporates online and blended learning opportunities as well as traditional forms. In this context we will undertake further work on our approaches to assessment and feedback, which will also enable us to address remaining issues identified through NSS results.

#### ***Actions:***

Building on the criteria defined in the papers "On-campus Programme Restructuring" and "Post-TDAP Curriculum Development", the College will develop a credit framework which supports and enables:

- High quality provision at all levels of study (i.e. Levels 3-8), including apprenticeships
- Clear links between levels of study, demonstrating the progression of student learning
- Continuing Professional Development provision for both staff at the College and also for external audiences, including the accreditation of employees and volunteers in theatres and other spaces
- Freestanding modules as well as full awards/qualifications at Levels 3-7
- Adoption of the School of DMTA's "Learning Themes" where this is agreed as being appropriate and beneficial to students
- Alignment of the two Schools' assessment grading descriptors to ensure consistency of approach
- Flexible exit qualifications
- Off-campus learning, including work experience
- Independent learning (increasing from Levels 4 to 7) supported by the use of individually negotiated learning contracts or agreements
- The award of credit for work experience, social and public engagement, and contribution to the College community
- Elements of online and blended learning at all levels of study
- Provision designed and delivered in collaboration with industry and other organisations, including apprenticeships
- Research-led teaching and learning, driven by a broad definition of research, scholarly activity and practice, and drawing on the work of staff including those in the College's research centres
- Recognition of Prior Learning for mature learners and applicants with relevant professional and life experience

- New approaches to programme planning and timetabling, to break down unnecessary silo effects and to facilitate staff time for research, scholarly activity, practice and Continuing Professional Development (see also Core Theme 5).

Highlight the Rose Bruford College Production Season as a valid and relevant teaching and learning model for the College; a central opportunity for collaboration and learning, with student research possibilities linked to the texts of these productions (see also Core Theme 3).

Strengthen the core role of the Library in supporting learning and teaching, developing students as independent learners, and promoting the information literacy of students and staff.

Ensure that assessment modes and practices are appropriate at all levels of study, and that the volume of activity is manageable and realistic for students and staff.

Enhance assessment practices at the College through the identification and dissemination of good practice in assessment and feedback.

## **Core Theme 2 –**

### **Advancing digital strategy and infrastructure**

#### ***Context:***

Core Theme 2 supports Core Theme 1. It focuses on building IT and digital resources to promote high quality Technology-Enhanced Learning (TEL), and to enable the continuing development of the College’s programmes of study. It extends to the online environment for the submission, archiving and assessment of students’ work, and the development of the VLE as a live resource as well as an information repository. Clearly this will require the College to have in place robust and costed plans for ongoing investment in its resources.

The current IT, VLE and digital development functions and their “reach” can perhaps be summarised as follows:

<b>Function</b>	<b>Responsibility</b>	<b>Resource</b>
IT	Network, infrastructure, security, hardware, enterprise systems, Business Intelligence	As a necessity (many of these services are ‘mission critical’)
VLE	Teaching, learning, assessment through emerging technologies/pedagogies, Learner Analytics	As required/requested (e.g. student expectation around the availability of video conferencing)
Digital developments	Emerging visualisation/sound/lighting/digital technologies, perhaps app development too; and training students therein	As available (dependent on institutional willingness to commit existing funds and win funding bids)

The Actions below are designed to move the College forward in these areas, and will build upon an external review of ICT provision which is taking place during 2017-18.

**Actions:**

Ensure a robust and secure IT infrastructure, with a rolling investment plan for staff and equipment, to enable the effective continuing development of the VLE and online and blended learning opportunities.

Establish secure tools and protocols for:

Electronic forms of submission, including e-portfolios and e-journals  
Capturing, documenting and archiving practice  
Electronic assessment and feedback.

Ensure that the currency of the College's physical resources is maintained, and that all students are prepared for the future of live, mediated and intermedial performance, through:

- A rolling programme of investment in new digital lighting, sound, projection and visualisation control hardware and software
- Investment in new studios to increase teaching capacity and free up existing space for advanced teaching and experimentation
- Continued investment in the Library stock, in particular e-books, e-journals and electronic databases.

Position the College as a partner for industry in the development and testing of new technologies, in both controlled classroom/laboratory environments and in live situations.

Develop the use of learning analytics to support and inform teaching, learning and assessment.

Ensure the security, reliability and parity of access to online resources for all students and staff, both on- and off-campus.

Promote the VLE as:

- A primary resource for effective learning, teaching, assessment and student support
- The default means of electronic communication between the College and students.

Embed the expectation that all staff and students will engage with the development and use of the VLE.

## **Core Theme 3 –**

### **Embedding professional preparation**

#### ***Context:***

As stated on page 2, the Learning, Teaching and Student Support Strategy is a vehicle for the continuous enhancement of learning, teaching and student support. It is also a vehicle to help students to prepare for their lives and careers.

Core Theme 3 will enable the College to build upon its strong track record in employability. Our dialogue with the live and recorded and related professions is crucial to maintaining our currency (see also Core Theme 5) and developing students' employability and professional skills. Our work on Core Theme 3 will foreground a larger role for collaboration and partnership, internally and externally, in helping students and alumni to meet the challenges of life beyond their programmes of study. It will also promote new approaches to core skills, identifying and recognising a wider range that are essential to all of our disciplines.

#### ***Actions:***

Further develop the College's professionally-focussed collaborative learning and teaching model, including the Key Practitioner Scheme and the participation of resident artists and companies

As part of our development of a broader credit framework (Core Theme 1), identify the core knowledge and skills which are essential to all students, recognising "employability" in a wider sense (i.e. beyond the acquisition of vocational competencies). Core skills might include, in addition to those in communication, research, teamwork etc.:

- Managing interpersonal relationships
- Mindfulness
- Resilience
- Equality and diversity awareness
- Leadership and management
- International awareness
- Business development skills
- Awareness of policies around safeguarding when working with children and vulnerable adults.

Embed core skills in all programmes, together with opportunities for students to reflect on their development/acquisition of these skills at each level of study.

Adopt a more methodical and strategic approach to partnerships and collaboration. Develop a taxonomy of the College's partnerships – between the College and other institutions/organisation, and between staff members, external professionals and organisations - and specify the strategic purpose of each type of partnership. This should include the College's visiting creative and technical staff, with whom students often find work.

With industry partners, develop and implement work placement opportunities on all programmes.

Further develop the College's Production Season (Core Theme 1) as our key opportunity for simulated professional practice and collaboration, and implement other opportunities for simulated professional experience on all programmes.

Develop cross-College modules (Levels 5, 6 and 7) centring on employability, entrepreneurial thinking, and professional practice, as a vehicle for the award of credit from work placement and/or simulated professional practice or other activities (see also Core Theme 1 re. credit for work experience, social/public engagement, and contribution to the institutional community - student rep roles, committee work; citizenship skills; social/public engagement).

Provide each student with the skills necessary for the development of a fluent online professional presence.

Promote the role of the Library in developing students' skills in specialist research for the creative disciplines.

Expand the services offered by the alumni association to include advice and support for business start-up and incubation for graduates/alumni.

Implement a professional mentor scheme for graduates, drawing on alumni as well as our wider industry networks.

Identify and engage with role models of successful creative practitioners for Black, Asian and Minority Ethnic students and students with Specific Learning Difficulties, in order to build students' core skills, confidence and employability.

Consider developing a College Fellowship in Accessible Practice to champion research and scholarship and embed best practice in this field.

## **Core Theme 4 –**

### **Collaboration between academic and support staff**

#### ***Context:***

The key reason students choose to study at a specialist institution is the promise of a high quality experience. This is underpinned by the sense of purpose which is shared between students and staff, both academic and support. Core Theme 4 of the Learning, Teaching and Student Support Strategy promotes collaboration between academic and support staff in order to maximise the quality of the student experience. Students seek advice both from academics and also from programme administration, workshop staff, the Library, Finance,

and the College's various student advisory services. It is essential that support staff have all of the information they need to support students and the delivery of the curriculum.

***Actions:***

Review communications between academic and support staff teams, identify areas where the flow of relevant information is not working, and take steps to correct this.

Ensure that both support and academic staff are appropriately represented on College committees and at other meetings.

Continue the development of the roles of Library staff, in particular their collaborative working relationships with academic staff (including Visiting Lecturers).

Need to extend support services, including Library services, to all student constituencies including on-campus, off-campus and online students, from foundation and undergraduate students to taught postgraduate and postgraduate research students.

**Core Theme 5 –**

**Enhancing continuing professional development**

***Context:***

In order to ensure that all staff are enabled to develop themselves and to contribute fully to the Learning, Teaching and Student Support Strategy, Core Theme 5 focuses on enhancing approaches to Continuing Professional Development for academic and support staff. This Core Theme supports the other four Core Themes in the Strategy.

Our dialogue with the live and recorded and related professions is crucial to maintaining our currency, as well as developing students' employability and professional skills (see also Core Theme 3). Our work on this Core Theme will partly centre upon ways in which this dialogue and our external networks can be used for the purposes of continuing professional development.

Fundamentally, all of the College's staff are committed to advancing their professional knowledge and skills and to developing new ideas, applying them in practice, reflecting upon them, and refining them. The practical application of new ideas for teaching, learning and student support requires time, institutional encouragement, and (sometimes) funding. This is recognised by the Strategy, along with the principle that valuable continuing professional development can also be gained from opportunities to observe and discuss good practice.

**Actions:**

Facilitate staff time for research, scholarly activity, practice and continuing professional development, through new approaches to programme planning and timetabling (see also Core Theme 1) – to include enabling staff to spend time in industry.

Further develop the Theatre and Performing Arts Postgraduate Certificate in Learning and Teaching in HE (PGCLTHE) as a key forum for continuing professional development, supporting all staff to take this programme (i.e. support staff as well as academics).

Continue to prioritise the Fellowship schemes of the Higher Education Academy (HEA), Association of University Administrators (AUA) and, for Library staff, Chartership of the Chartered Institute of Library and Information Professionals (CILIP).

Strengthen opportunities for the identification and sharing of good practice by academic and support staff, including peer observation of teaching, continuing professional development events for the discussion of new ideas and approaches, and dissemination via the VLE (NB This should include good practice in collaboration and partnership in support of a high quality student experience).

Establish a group of staff “champions” in research, scholarship, and practice, as a cadre of mentors for other staff.

On the VLE, implement a Good Practice Guide for Part-Time and Visiting Tutors.

Develop continuing professional development in equality and diversity and widening participation, to ensure the embedding of an organisational culture which reflects the College’s Values and Vision (Strategic Plan 2017-22, p.3).

Develop continuing professional development in effective collaboration and partnership,

- a. Internally, between academic and support staff
- b. Externally, with industry partners, other organisations and alumni.

Develop continuing professional development in research-led learning and teaching, promoting and encompassing a broad definition of research, scholarly activity and practice.

Develop continuing professional development in supporting students with mental health issues.

Develop digital vocabulary and fluency across Schools and support services.

Ensure that the College’s Teaching Fellowships advance the Priorities and Core Themes of the both the Learning, Teaching and Student Support Strategy and the Research Strategy.

