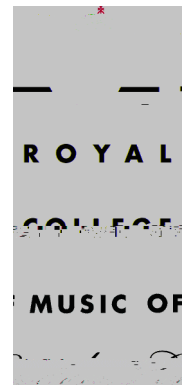
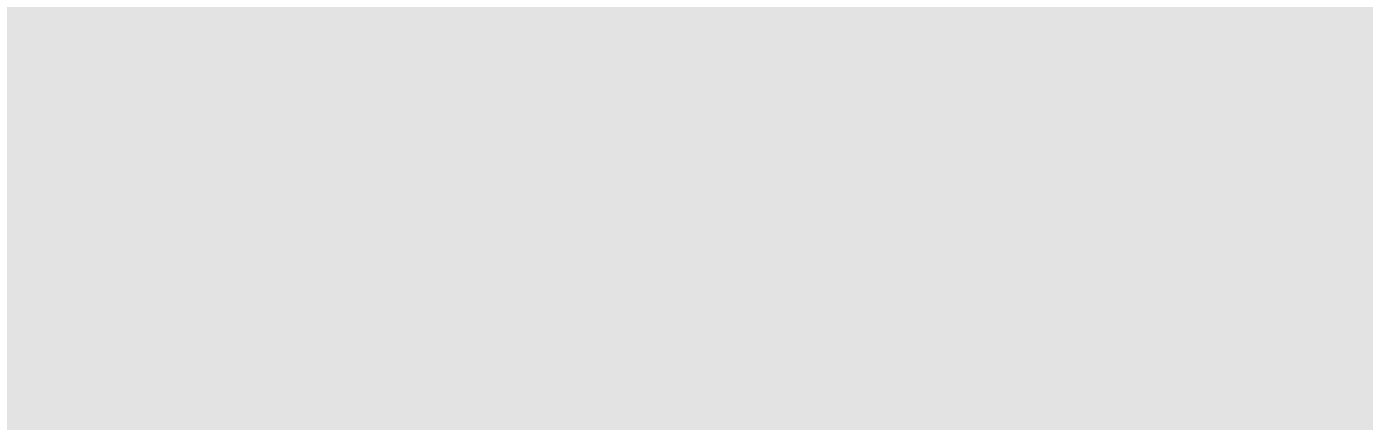


LEARNING, TEACHING AND ASSESSMENT STRATEGY

2017-2027



The Learning, Teaching and Assessment Strategy (2017-2027) includes the following headline statements, which inform the Learning, Teaching and Assessment Strategy:



The Learning, Teaching and Assessment strategy should be read with reference to the College's Strategic Plan 2017-2027 and other College strategies, including the Artistic Strategy, EDI policy and Access and Participation Plan, available at <https://www.rcm.ac.uk/about/strategies-values>.

We develop creative, independent and critically engaged artists

We encourage and support students to take creative responsibility for their own learning, and to understand each student's development as a process of risk-taking, evidence-informed critical reflection, and self-directed approaches to discovering and articulating knowledge. The RCM's rich research environment supports and informs this spirit of enquiry at all levels of study.

We offer professionally-focussed learning experiences

We provide learning experiences through which students can continue to develop as innovative artists, researchers and practitioners equipped with relevant skills and values that enable them to thrive within the music profession and associated disciplines. Our graduates have the skills, versatility and confidence to shape the future of their profession.

Together we provide an inclusive curriculum and learning environment

We provide an inclusive curriculum and learning environment where all students, irrespective of background or circumstances, can achieve success at every stage of their studies. Our learning community is a respectful environment where diversity is valued by all, and our staff and students work in partnership to enhance the curriculum.

We provide resources and facilities for the musicians of the future

We ensure the provision of optimal physical and technological resources to support creative, reflective and interactive learning with peers, teachers and professional practitioners, within and outside the RCM. Alongside practical and in-person learning experiences, where appropriate our programmes utilise blended and online delivery approaches to offer students flexible study options.

Our students learn from outstanding teachers

We recruit the finest teachers and support them by providing formal and informal opportunities to share teaching insights, contextualise their practice in relation to contemporary pedagogical research, and develop as educators. We encourage staff to reflect on their teaching practice and explore innovative new teaching practices.

1. Our programmes nurture understanding and respect for the multi-dimensional nature of music and musical knowledge, including the ways in which the disciplines of performance, composition, research, music education and performance science intersect and inform each other.
2. With our principal medium of sound at the core, we provide a holistic learning experience for students, developing their artistic, intellectual, technical, social and entrepreneurial skills appropriate to their individual needs.
3. The teaching of music at the RCM is based on the principle of enquiry-led learning. From the beginning of their

16. We provide opportunities for students and staff to participate in creative collaborations across programmes and Faculties, and beyond the College with local and international partner institutions, in order to develop their collaborative skills, cultural awareness, and global citizenship.
17. Our HE programmes foster an entrepreneurial mindset by embedding career development training opportunities in the formal curriculum and informally through the RCM's Creative Careers Centre. The Creative Careers Centre provides a comprehensive service that helps current students and recent graduates pave the way to a successful lifelong career in music. Recognised internationally for its innovative approach to supporting young musicians, the Centre offers resources and guidance, bespoke career advice, workshops and presentations by industry specialists, plus a broad range of professional opportunities, including performance and teaching work, and business start-up funding for RCM graduates.
18. The RCM is a nurturing and supportive learning environment which places individual students and their needs at the centre of their studies. We provide an inclusive curriculum where all students, irrespective of background or

27. All teaching staff have a responsibility to ensure that RCM programmes recognise, respect and reflect the diversity of music and musicians today. At all levels of study, RCM students are encouraged to engage in critical debates

37. Professorial staff are recruited on the basis of their expertise, teaching experience, professional reputation, and commitment to the RCM's educational values and imperatives. The RCM continues to actively appoint professors from communities currently under-represented both within conservatoires and the music profession at large, including women, black and other ethnic minorities, and those with disabilities.
38. RCM professors are encouraged to exercise considerable autonomy in their musical and pedagogical methods, but are also required to keep themselves informed about, and in accord with the programme structures and wider ethos within which their students are studying. Professors are expected to work collaboratively and collegially, primarily as members of their own Faculty or programme team, and where appropriate, participating in team teaching, as well as through informal discussion with peers and sharing of their own best practice. They are also strongly encouraged to form connections with other colleagues and students across Faculties, for example through chamber coaching, or participation in annual Teaching Forums in which peer-learning and exchange of ideas is a feature.
39. RCM professors are encouraged to participate in the ongoing strategic development of the RCM's learning and teaching, for example by contributing to periodic programme reviews; standing for election to Senate or Council; or acting as a recital assessment p