

Access to Higher Education Policies & Procedures

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Next review is due: September 2022

Aims

TheWRD commits to providing high quality teaching and support for its students. The Institute aims to address the differentiated needs of individual learners and ensure that all students have equal and fair access to learning resources.

In line with the Skills Education Group Access to Higher Education quality assurance framework TheWRD aims to meet the expectations as follows:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate
- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this
- engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

Policy

- All Learning and Teaching (L&T) Strategies adopted by TheWRD will be flexible, diverse and appropriate to the skills and needs of individual learners.
- All Learning and Teaching Strategies will incorporate appropriate learning technologies.
- Regular formative and summative assessment will be used to inform day-to-day Learning and Teaching and future staff development.

The TheWRD team are responsible for:

- Ensuring that tutors teach to a defined curriculum and relate lecture material clearly to assessment and module learning outcomes
- Ensuring that the course and assessment requirements are clear to the students
- Ensuring that teaching staff are assisted and supported with appropriate training to maximise the potential of their teaching
- Helping the tutors maintain a professional disciplined and relaxed environment conducive to students in the creative industries reaching their full learning potential.

Pedagogic approaches

TheWRD encourages teaching staff to adopt innovative and inclusive approaches to academic and vocational pedagogy and seeks to promote an active community of practice (Lave and Wenger, 1991) where students and professionals from the contemporary music industry are able to interact and learn from each other through practice and participation.

This approach fosters reflection on action in action (Schon, 1981) or metacognition (the ability of students to reflect on their own learning and understand their own strengths and weaknesses). Furthermore, teaching should aim to make learning visible to both teacher and student, and create an environment where there are opportunities to practise the skills being taught (Hattie, 2009).

Teachers should also be flexible and open in their approaches, acting as experts in their subject, but also as guides or facilitators and sometimes as co-creators (McWilliam, 2008). We recognise that learning in the creative industries is both formal and informal (Green, 2002) and we seek to draw on what our students learn in

class and outside in making the opportunities for learning we provide more effective. TheWRD also recognises that learning in the creative industries is an iterative and aesthetic process (Finney, 2002) and above all a process of identity formation (Frith, 2004).

Finally that the education should be an experience that is authentic to our students and one that encourages them to be creative and innovative practitioners.

Brief description of Teaching & Learning methods employed

T&L Method	Description
Online Lecture	Tutor-focused delivery to a class. Exposition on a given subject. Recognised practitioner interviews examined.
Discussion	Exchange between students and tutor, or student and student in online classroom. Formal consideration of a set subject.
Coursework	Exercises assigned by tutor for completion in or out of class, usually over a short period.
Peer/group learning	Student-directed learning with or without tutor supervision/input. Usually in groups of three to six people.
Group work	Collaborative exercises, writing, or creation by students; supervised or unsupervised and following directions set by the tutor.
Presentations	Student delivery to class and tutor by individual or group.
Exercises	Tutor-set tasks to a class or group within class time.
Work based learning	Training based on experiential and reflective learning, both within TheWRD and outside.
Tutorial	One-to-one student/tutor exchange.
Personal reading	Books, web texts and scores in student's own time; advised by tutor.
Individual practice	Practice organised by the individual (offsite).
Demonstration	Tutor demonstrates technique, approach, style or exemplar to class. Illustration of material by practical application.

Workshops	Visitor or tutor-led group work session. Interaction and exchange of information among students and visiting participants.
Online collaborative group work	Using WondrMakr as the mechanics by which peers can connect and learn together.
Guest visits	Master-classes, interviews and workshops from industry professionals.
Industry field trips	Trips away from TheWRD to music industry organisations.
Listening	Live and recorded; critical listening guided by tutor.
Online Panel discussions	Student questions taken by industry experts.
Informal learning	Student-centred learning from their own experience.
Reflection	Examining own practice, learning and outcomes.
Planning diaries	Organising practice, rehearsal, business, recording, event and performance schedules in written form.
Webinar	Online group instruction/discussion.
Seminar	Small group academic instruction.

Students are encouraged to take responsibility for their own learning. TheWRD Learning and Teaching (L&T) is based on the principles of craft and reflection: skills are examined in the context of building proficiency whilst simultaneously examining the relevance and use of the learning. For learning to be effective students must be provided with the opportunity to practise the skills they are learning as they learn them.

The Curriculum

The curriculum is designed to reflect the learning experiences that a young professional in the creative industries would experience as an apprentice. With this in mind, the courses are offered within specialist disciplines and focus is placed on the development of high-level practical as well as academic skills.

TheWRD has developed some bespoke approaches to modern music teaching and these have been built into the TheWRD delivery model. These approaches support

the learning outcomes of the programmes in a variety of ways. One important element of the delivery style is the Motivational micro/macro culture.

The small / micro experience features one-to-one personal tutorials and the negotiation and refining of personal goals and targets, both on the course and in the context of a career plan.

The medium experience involves regular classes ranging in size from 2 to 20. In these classes the core and specialist subjects are covered. Classes are delivered in a multi-level style and all students are engaged with each other's learning. Teachers assume the role of guide, mentor and collaborator. The course content is dynamic, inspired and current. The tutor is an inspirational professional with industrial/academic credibility.

The large/ macro experience involves regular classes delivered to bigger groups of students, often from different areas of specialism. These classes are opportunities for students to engage in the wider TheWRD community, celebrate each other's success, and engage in peer debate, assessment and criticism. They range from traditional lecture-based delivery, to live performance workshops, and teambased project-based classes, where students begin to learn how to deal with competition, problems and setbacks.

The learning environment is absolutely integral to the level of 'student buy in' to their educational experience and their success on the programme. Students will spend their time at TheWRD as 'people within the creative industries' and if guided well, and they make the right choices, they have every chance of remaining in the industry when they graduate. A key element of the learning environment is that the college simulates professional settings and is perceived as operating independently from the mainstream, but with all the benefits of close partnership.