



Policy Title	Teaching and Learning Strategy			
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School	London	<input checked="" type="checkbox"/>	Online	<input checked="" type="checkbox"/> Ibiza
Approved by	Academic Board			
Owner	Head of Quality			
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	Public Access via Point Blank website			<input checked="" type="checkbox"/>

Teaching and Learning Strategy

1. Point Blank Music School's Strategic Vision

- 1.1. To work with students to create an excellent environment for learning, teaching and assessment, wherein students are actively engaged, encouraged to raise their aspirations and motivated to achieve their full potential. We aim to enable students to not only attain new skills but to feel confident in their ability to use these skills to succeed within a global culture, economy and environment.
- 1.2. This Teaching and Learning Strategy has been aligned with our 3 year strategic plan, Point Blank: The Road Ahead 2018-2021.

2. Strategic Priorities

- 2.1. To enhance the student learning, and assessment experience by working collaboratively with our students to identify key areas for teaching enhancement and course development. This will be further informed by data analysis, student feedback and forums.
- 2.2. To deliver industry informed courses, highly focused on employability, creative expression and cutting-edge practice.
- 2.3. To deliver our courses in a supportive and innovative learning environment, in which our students will be encouraged to experiment creatively, express themselves and challenge their abilities. We will enable this by encouraging collaboration and creative inquiry via professional guidance within a challenging curriculum.
- 2.4. Create and maintain an inclusive curriculum that is flexible in enabling and supporting the diverse needs of our students. We will enable this through the availability of supportive learning resources and inclusive assessment and teaching methods.
- 2.5. To empower our teaching and student services staff with the skills, training, qualifications and latest teaching practices available, relevant to the needs of our students and curriculum.

3. Strategic Outcomes

- 3.1. Point Blank Music School graduates will be skilled within their chosen discipline and effective, independent learners, ready to update and maintain their skillsets following graduation. Students will benefit from opportunities to cross-disciplinary collaboration and employability focused course content. Furthermore, in line with our commitment to inclusivity and enabling equality, all students will benefit from inclusive and equal learning opportunities to gain insight into the latest music industry practices.

3.2. Objectives

Enhanced student support, progression and achievement

- a) To engage and consult students in an on-going dialogue and use student feedback and data analysis to support and improve student learning, progression and achievement.
- b) To support our students' development as confident and independent learners by providing appropriate academic resources to support their learning needs and enable them to advance their skills after graduating. Through this, students will be empowered to identify and achieve their aspirations.
- c) To ensure that learning experiences support the promotion of opportunities for students to prepare for future employment and professional practice. Students will learn from professionals in the industry and in work settings appropriate to their programme of study.
- d) Ensure an integrated relationship between learning, teaching, industry and employability.

Key Performance Indicators

- Above HESA benchmark continuation and completion rates.
- Above benchmark graduate outcomes.
- Above benchmark National Student Survey scores.

3.3. Enhanced student and staff performance

- a) To empower students with employability skills and industry requirements to build a successful career
- b) To inspire and provide students with supportive staff and innovative learning environments that enable our students to experiment creatively, express themselves and reach their full potential.
- c) To provide students with appropriately staged transition checkpoints for self-reflection on their attainment, academic and wellbeing needs
- d) To recognise, value and support the staff members and their contributions to the learning experience of students.

Key Performance Indicators

- Successful appraisal of student learning opportunities, teaching and assessment by external agencies (external examiners, QAA).
- Above benchmark continuation, completion and progression rates.
- Appropriate rates of staff recognition in line with academic and professional career paths

3.4. Enhanced student satisfaction with their learning and personal development

- a) To maintain a high rate of student satisfaction in student feedback mechanisms
- b) To provide students with timely and constructive assessment and personal development feedback.
- c) To enable student concerns to be identified quickly and addressed promptly via suitable Student Representative and feedback processes.

Key Performance Indicators

- Increased student satisfaction as measured by Module feedback and Programme Voice Groups.
- Above benchmark National Student Survey and internal survey scores.
- A prospective bronze, silver or gold rating through the Teaching Excellence Framework.

3.5. Data Driven Quality Assurance and Enhancement

- d) Point Blank will leverage data collected to monitor student statistics, making improvements to manage and enhance student services, academic support and the overall student experience.
- e) Through data collection, thorough documentation and analysis Point Blank will ensure it meets all current and future regulatory data requirements and metrics.
- f) Point Blank will triangulate quantitative data against qualitative data and industry feedback to ensure its student experience is innovative, meets student needs and supports graduate success.

4. Strategy Review

- 4.1. This Strategy will be reviewed annually via the Academic Board meeting. Any required updates will be recorded via Academic Board, but formally approved via the Board of Directors.