

Teaching, Learning & Assessment Strategy, 2018 (web-version)

- 1.1 Professionalism lies at the heart of Millennium Performing Arts. Our staff and management team nurture a creative, inspirational teaching and learning experience for every student.
- 1.2 Students, employers and the profession, recognise the value of our professional training. UK and international applicants know that they will receive a world-class training at MPA. We offer our students the opportunity to develop their talents in versatility, creativity and performance. We provide encouragement for students to critically evaluate their own work and the work of others. Students are required to demonstrate the ability to compete equally and immediately upon graduation, in the profession.
- 1.3 Today, our graduates need to be able to articulate their understanding of the variety of disciplines within dance, singing and acting in relation to other art forms and work confidently both independently and collaboratively in a range of different contexts. The challenging world of professional theatre benefits from our graduates knowledge and understanding of body movement and vocal skill in a disciplined, competitive environment.
- 1.4 Our Teaching, Learning and Assessment Strategy highlights the importance we place upon supporting students' learning. We deliver our training with adherence to our Equality and Diversity Policy, offering an inclusive, welcoming atmosphere of positive training methods. We operate an open access policy, welcoming applications from talented individuals with the potential to succeed in the profession. Our Strategy reinforces our aim to provide study which meets the standards and requirements of all students who wish to pursue a career in Musical Theatre and Dance.
- 1.5 At MPA we fully encourage the development of the thinking artist. As such; we look to assist our students to demonstrate individual creative achievements and personal professional growth in all subjects of study. They should become increasingly analytical as they develop their professional skills and make well-informed decisions relating to both their personal and professional development. Our students and staff work cohesively to achieve these goals and we aim to offer individual, tailor-made support to enhance each students learning experience at MPA.
- 1.6 We will offer our students a dedicated, in-depth and intensive training experience that replicates the high quality required by the profession. This provides MPA with a strong, professional approach, with a dedicated, disciplined work ethic reinforced by teaching staff and guest tutors, who are at the forefront of their field and who can bring their innovative, inspired approach to our studies. This also offers an opportunity for students to learn from current, working-professionals, in realistic ways, guided by excellent choreographers/directors in a work-like industry-led curriculum.
- 1.7 Assessment is an integral part of the learning process and must be fair and transparent. It must encourage learning, by engaging students appropriately in the assessment process and by offering them feedback that enables them to improve their work further.

- 1.8 We encourage our students to make beneficial contacts and useful connections at all levels. As an active highly regarded, Performing Arts training provider, with staff current and active in the professional industry, we are part of an elite group of London based training providers. Based in London, with access to professional theatre, creative culture and industry-leading companies; our students can learn and contribute to our industry.
- 1.9 At MPA our professional leadership, in-depth, relevant preparation and encouragement of continual development are all essential aspects that will ensure that our teaching is of high quality. We seek to enhance learning by continually monitoring, reviewing and improving what we do, identifying and sharing highly effective teaching and learning practice from within and beyond MPA.
- 1.10 Here we identify many of the attributes that we believe should be characteristic of MPA graduates. We name the central ideas that we believe will inform our approaches to learning and teaching so that this aspiration can be realised. Finally we identify the areas in which we will particularly be working in order to ensure that we offer our students the best possible experience of learning at MPA.
- 1.11 On graduation our students will be able to:
- Demonstrate substantially extended creative achievement and personal professional growth in all subjects.
 - Use the body expressively to communicate to an audience through the language of dance, music and the spoken word.
 - Develop a knowledge and understanding of body movements and vocal skills and how to undertake performance related activities of advanced and complex nature safely and without injury.
 - Articulate an understanding of dance, singing and acting in relation to other art forms.
 - Work confidently both independently and collaboratively in a number of different contexts.
 - Critically evaluate own work and the work of others.
 - Demonstrate the ability to compete equally and immediately in the profession.
- 1.12 We believe that learning at MPA should be informed by a number of central ideas:
- Student centred - That achieving a beneficial impact on students' learning should be a principal concern in all decisions related to teaching and assessment.
 - Inclusive - That the MPA experience should be available to those who can benefit from it, irrespective of their social and economic background, and that appropriate opportunities for learning should be available for all students, responsive to their diverse identities and needs.
 - Inquiry-led - That a higher education is characterised by processes of learning through active inquiry and improvement, in which students and staff are alike engaged.
 - Relevant and current curriculum - That MPA offers access to the best level of technique, skill and learning provision that is known in all fields of student study, drawing on the expertise of staff at MPA and the wider educational community and professional industry.
 - Responsibility of all - That student should assume increasing responsibility for and autonomy in their own learning and development.
 - Assessment based - That assessment should be fair and transparent and should support learning
 - Innovative - That imaginative use should be made of resources, space, methods, technologies, and opportunities to maximise occasions of learning

- Support for learning - That MPA has a responsibility to work efficiently and effectively in order to create the conditions in which learning can take place and its staff a responsibility to be fully professional in their support of learning.

1.13 MPA will develop an environment that supports the main areas below:

- CURRICULUM - Formal and informal curricula, formative and summative assessment and feedback professional opportunities and a range of teachings that will be of benefit in future personal and working lives.
- RESOURCES - Physical and educational environment that supports learning, library, technology enhanced learning; local community study support.
- STUDENT SUPPORT - A supportive environment for individual students, personal tutors; study skills; employability, personal effectiveness; technology-enabled environment; welfare; accommodation.
- STAFF EXPERTISE - Those who teach and support learning are appropriately prepared, supported and recognised for their role, teaching and supervision expertise, including use of learning technologies; disciplinary and professional research expertise; evidence-informed practice; capacity for innovation; sharing effective practice; leadership; recognition and reward.
- QUALITY ASSURANCE - Provision for teaching and learning is of high quality and that we are continually seeking to improve students' educational experience Feedback from students, programme approval and review; periodic review; external examining; key performance indicators; benchmarking.