



Extract from Conservatoire Strategic Plan 2019-2024:

Vision

To be a focus and catalyst for world-leading performing arts practice and education.

Mission

To grow, support and champion world-leading performing arts practitioners through specialist conservatoire education which is accessible to students from all backgrounds.

Shared values

A commitment to producing exceptional artists and performing arts professionals.
The nurture and development of diverse talent to shape the future of our art forms.
The transformative power of art to inspire and change people's lives.
Creativity, innovation and entrepreneurship in training, education and research.

Strategic Aims

1. To enable a diverse body of students to benefit from the opportunities we provide and to deliver an exceptional student experience
2. To promote excellence and innovation in conservatoire training
3. To strengthen and celebrate our partnership working
4. To build a robust and sustainable model for future delivery
5. To expand our reach and offer as a national conservatoire.

CONSERVATOIRE LEARNING, TEACHING AND ASSESSMENT STRATEGY

CONSERVATOIRE STRATEGIC PLAN STRATEGIC AIMS AND OBJECTIVES ALLIED TO THE CONSERVATOIRE LEARNING, TEACHING AND ASSESSMENT STRATEGY

<p>CONSERVATOIRE STRATEGIC PLAN</p>	<p>Strategic aim 1: To enable a diverse body of students to benefit from the opportunities we provide and to deliver an exceptional student experience</p>	<p><u>Objective 1:</u> Our students will remain at the centre of our mission and, through a conservatoire education, will continue to thrive and succeed in the performing arts professions.</p>
<p>STRATEGIC AIMS AND OBJECTIVES</p>	<p>Strategic aim 2: To promote excellence and innovation in conservatoire training</p>	<p><u>Objective 3:</u> We will add value to research, teaching, and knowledge exchange, and support world-leading quality</p>
	<p>Strategic aim 5: To widen our reach and offer as a national conservatoire</p>	<p><u>Objective 9:</u> To grow through expanding our partnerships and affiliations, and to develop as a national conservatoire, encouraging multi-site, multi-media and multi-disciplinary collaboration within and without the Conservatoire.</p>

CONSERVATOIRE LEARNING, TEACHING AND ASSESSMENT STRATEGY

STRATEGIC AIM	OBJECTIVES THAT WILL ACHIEVE THIS AIM	MEASURES AND TARGETS THAT THIS OBJECTIVE MIGHT ENTAIL/PROMOTE
<p>1. Learning and Student Diversity</p> <p><i>To embed and deliver excellence in learning within a diverse student body</i></p>	<p>a) To nurture and develop a diverse student body of exceptional calibre through a student-centred approach to assessment, progression and success, and inclusive methods of learning and assessment</p>	<p>a) Measures and Targets:</p> <ul style="list-style-type: none"> - Continue to sustain and grow the diversity of the student population, through each school’s commitment to Widening Participation (to increase the proportion of BAME students to 21% by 2022); - Ensure that decisions taken by Schools’ recruitment, academic teams and committees including Senate, are demonstrably strategically aligned with the Conservatoire’s Access and Participation Plan; - Increase the number of shared dissemination opportunities, which focus upon inclusive and resourceful approaches to teaching learning and assessment methods across all schools; - Embed authentic assessment opportunities into all future course design and delivery, which support the development of the Conservatoire graduate attributes; - New courses and those undergoing periodic review are subjected to a comprehensive review of their assessment strategies to ensure coherence and eliminate unnecessary assessment.
	<p>b) To deliver a responsive and evolving curriculum that meets the diversity of needs of student talent</p>	<p>b) Measures and Targets:</p> <ul style="list-style-type: none"> - Grow, monitor and measure the number of opportunities for students to learn through work-related and industry-focused projects with practitioners in the field, to develop graduates as inquiring, expert and confident practitioners; - Develop the range of diversity of programmes offered within the CDD portfolio to include potential shared and collaborative partnerships; - Ensure that students receive constructive timely feedback that enables them to monitor and reflect upon their individual performance; - Further improve learning support mechanisms to enable students to develop as independent learners, enhancing their capacity for analytical, critical and creative thinking through their practice; - Embed self and/or peer assessment into provision; - Schools commit to strategic professional development of teaching & learning, professional services, and support staff.

	<p>c) To foster and embed research into pedagogy, particularly within Somatics and embodied learning, and to explore and develop best practice in performance-based assessment</p>	<p>c) Measures and Targets:</p> <ul style="list-style-type: none"> - Increase number of applications by teaching staff and student support staff for continued professional development, including attainment of HEA fellowships and/or teaching qualifications such as the PG Dip ALTHE; - Systematically create a schedule of curriculum review across all schools to ensure that its accessibility, currency and inclusion of research and/or advanced scholarship, places an approach to pedagogy at the cutting edge of the discipline; - Continue to support early and mid-career research activities, focusing on the eight core themes that facilitate the research strategy 2018-2022; - Develop a cross school culture for research mentorship, support and collaboration - Formalise systems around appraisal and peer review within schools, with opportunities to share good practice in and across schools; - Collaboration between the schools for ensemble shows; - Driving research projects (such as those with NCCA and LCDS around contact improv and Cyr wheel, and also NCCA and LAMDA combining voice and circus).
<p>2. Industry-employable Graduates</p> <p><i>To produce exceptional artists and performing arts professionals who are equipped to become leading practitioners in the arts</i></p>	<p>a) To produce graduates that meet the Conservatoire’s definition of ‘graduate attributes’, who are prepared for lifelong careers with transferable skills that complement their artistic proficiency</p>	<p>a) Measures and Targets</p> <ul style="list-style-type: none"> - Consistently engage with industry partners to understand the changing requirements of employers an industry; - In partnership with employers, undertake projects to explore and define Conservatoire graduate attributes (the ‘Graduate Destinations project’); develop a common set of graduate attributes to promote achievement, employability and employment, enabling students to reach their full potential; - Develop and evolve the role of SAC for enabling students to become fully effective and engaged partners in many academic processes; - Promote student employability through the integration of work-related student activities both in and outside of the curriculum and in collaboration with industry - Create and manage an accurate dataset of small start-up projects across schools – find ways to disseminate this across the student platform; - Working in collaboration with industry partners and professionals, create professional development opportunities and platforms for schools to promote business and entrepreneurship. For example, business start-up and funding applications; - Create opportunities for, and promote, cross-collaborations post-graduation; - Promote and develop alumni networks to support the connectivity of alumni and their continued skills development post-graduation.

<p>3. Communities of Learning</p> <p><i>To create and support communities and partnerships of learning across and beyond the Conservatoire</i></p>	<p>a) To engage students as partners in and with their learning, and facilitate cross-art form and interdisciplinary learning collaborations between students</p>	<p>a) Measures and Targets</p> <ul style="list-style-type: none"> - Through SAC, support student platforms and an opportunity each year to promote one significant platform for a number of schools to collaborate - Facilitate opportunities for a small number of students to have an exchange opportunity with another school and manage learning through alternative assessment
	<p>b) To develop cross-art form postgraduate programme provision and to cultivate a thriving postgraduate student community</p>	<p>b) Measures and Targets</p> <ul style="list-style-type: none"> - Develop at least one collaborative programme across the partnership and/or beyond; - To coordinate collaborative partnership connections beyond the conservatoire group which is specific to our regional, national and global identities, with individuals and organisations; - Further develop a range of short courses and professional development opportunities for our graduates and postgraduates.
<p>4. Digital Technologies</p> <p><i>To drive forward the digital development of the Conservatoire in support of Learning and Teaching</i></p>	<p>a) To grasp opportunities to incorporate virtual/digital technologies, resources and platforms into learning and teaching</p>	<p>a) Measures and Targets</p> <ul style="list-style-type: none"> - Promote student and staff development of digital capabilities through appropriate embedding of digital skills in future academic programme design and delivery; - Develop a consistent and uniform approach to a student’s experience of an effective Virtual Learning Environment through agreed protocols and standards; - Seek to share online and digital resources with other schools to provide high quality learner experiences; - Seek to provide online streaming of events to disseminate and share school practices with the broader communities; - Increase shared opportunities for all staff to undertake staff development in digital technologies and maintain own digital competences.