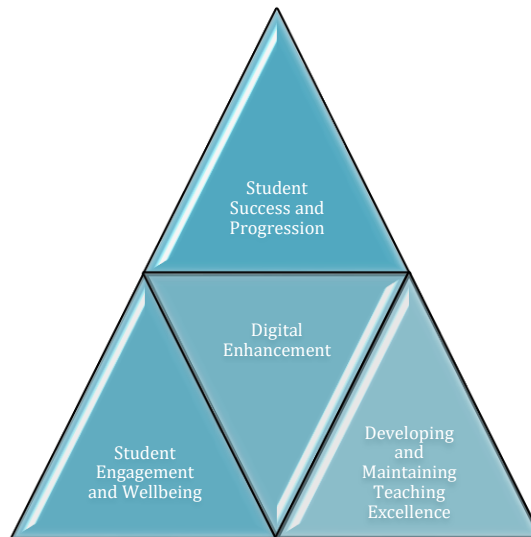## Trinity Laban Learning and Teaching Plan 2020-2025

The Learning and Teaching Plan (2020-2025) is a high-level strategic document and sub-plan of the Strategic Plan (2019-28) that sets out our vision for learning and teaching in relation to the institution's higher education provision. It acknowledges that access activities should inform the provision at FHEQ levels 6-8. It establishes four intersecting priority areas for activity across the next five years to support the learning and teaching aims of the institution. For the first time, the Learning and Teaching Plan explicitly establishes Student Success and Progression as part of the strategic aim of the institution, reflecting the new regulatory environment set out by the Office for Students, to improve student participation, success and progression as part of a wider sector priority to diversify and widen access to higher education.

Head of Educational Futures
2019

1. Introducing the Learning and Teaching Plan 2020-2025

1.1 The Learning and Teaching Plan (2020-25) is a high-level strategic document and sub-plan of the Strategic Plan (2019-28) that sets out our vision for Learning and Teaching. In particular, it establishes a framework that outlines our priorities for the next five years, to support the Learning and Teaching aims of the institution.

1.2 Trinity Laban Conservatoire of Music and Dance [Trinity Laban] is an educational institution of international standing. To maintain this position within increasingly ideological economic and political contexts, the learning platforms provided at Trinity Laban should reinforce social and economic responsibility at institutional, programme and individual levels. Our Core Aims, identified in the Strategic Plan (2019-28) relate to providing Outstanding Artist Training and Development (Core Aim 1) via our position as Leaders in the Performing Arts Ecology (Core Aim 2). This should be sustainable in regards to the social and economic responsibility our graduating students will take forward into that ecology and this is articulated as a success indicator in the Strategic Plan (2019-28). Underpinning this Learning and Teaching Plan (2020-25), is an ethos of providing educational experiences that understand the future needs of both the performing arts ecology and graduate aspirations alongside their place in wider society, embedding the values and educational mission of the institution in all its activities.

1.3 This Learning and Teaching Plan (2020-25) sets out a mission to achieve certain key aims of the Strategic Plan (2018-28) by focusing on three of the identified critical success factors:
   a) High Quality Education and Training;
   b) Enhanced reputation and profile;
   c) Increased student and staff diversity.

1.4 This Learning and Teaching Plan (2020-25) continues to develop activity carried out under the auspices of the previous two Learning and Teaching Plans (2012-15 and 2015-19). It outlines aspirations for the consolidation and continual development of strategic and systematic improvements in Learning and Teaching to provide our community of learners with a contemporary higher education experience that prepares them for a socially and economically sustainable professional and creative life.

1.5 This plan is underscored by a guiding precept of integration between different contexts for Learning and Teaching that occur within Trinity Laban and in particular promotes the sharing of practice between pre/non-Higher Education, delivery of Continuing Professional Development activity for the music and dance sectors, and a core-HE provision.

2. The Vision of the Learning and Teaching Culture

2.1 Trinity Laban aims to be the space and place where learning is enabled through pedagogies and programmes that allow for self-actualisation in and through artistic practice, the disciplines and the social and economic context.

2.2 Trinity Laban aspires to foster a culture that values and encourages students and staff as a community dedicated to pushing boundaries in the areas of learning and teaching and associated research activities, and to create an environment that values creativity, individuality and diversity, and originality in thought and practice, wherever it may be found.

2.3 In achieving institutional learning and teaching goals, Trinity Laban aims to produce graduates from our Undergraduate programmes who (variously through their differing programmes of study):
1. Are highly creative and resourceful and exhibit technical excellence within their field;
2. Have outstanding skills relating to their chosen practice (performance, technical, analytical);
3. Are familiar with the possibilities offered by and through collaborative forms of working;
4. Have extensive knowledge of the context within which dance/music work is created and performed;
5. Are confident in the creative use of technologies within their art-form;
6. Have developed the skills required to lead projects, able both to devise and manage their own performance projects, workshops, research, and to participate as team members in such activities;
7. Have the capacity to recognise the applied potential of their art form to engage with a variety of contexts such as social, community, performance, business, education;
8. Have the potential to articulate persuasively and encourage and direct the participation of others in their art form;
9. Are equipped to take advantage of the wide range of employment opportunities available within the arts industries, and who understand how to generate their own work and have the skills to manage a sustainable and enriching career.

2.4 Trinity Laban Graduate programmes prepare artists and practitioners to contribute to the leadership and future development of the global creative ecology in a sustainable and responsible way. Those who have participated in a graduate programme should be able to:
1. Investigate and interrogate their practices in relation to existing bodies of knowledge and associated theoretical, critical and creative contexts to understand how their practice is situated;
2. Design systematic and creative research processes and practices, transferring these into a variety of practical and performance contexts;
3. Adopt play and openness within research processes to compliment frameworks that enable purposeful engagement in practice;
4. Demonstrate emergent original thinking, and understand how this relates to practice and the conceptualisation of work in their discipline;
5. Develop significantly refined practice skills in order to produce socially and ethically aware processes and products, enabling the individual to participate as creative and artistic leaders and as global citizens.

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2.5 Departments, programmes, and individuals are required to make reference to this Learning and Teaching Plan in their regular developmental business (such as Annual Programme Evaluation, Departmental Plans and/or the Performance Management process).

2.6 The Learning and Teaching Plan (2020-25) predominantly intersects with the Research Plan (2019-25) the other key Academic sub-plan of the Strategic Plan (2018-28). Our commitment to understanding Pedagogic Research and Research-Informed Teaching as part of the more general research environment, builds upon initial explorations conducted under the previous iterations of the Learning and Teaching Plan (2012-15 and 2015-19) and the Research Plan (2010-15). The current Research Plan (2015-19) makes reference to pedagogic research as an area for development.

It also connects to the Knowledge Exchange and Public Engagement Plan (2018-2021) in respect of: student employability and enterprise; industry links and interactions within training; and a pedagogical philosophy promoting social engagement. The KEPE Plan promotes high levels of skilled graduate employment and graduate contributions to innovation in our art forms and industries. It enhances student learning within curricula through access to professional environments, community and participatory projects and industry networks beyond accredited study.

3. Taking a whole institutional approach

3.1 The higher education sector is rapidly changing. Many new requirements including new regulatory systems have been established with more on the horizon. This context requires the institution to understand learning and teaching from a whole institutional perspective and to ensure activity is not designed in a silo, with no regard from the core function of an higher education institution.

3.2 Therefore this plan sets out the expectation that all departments within Trinity Laban engage with the learning and teaching agenda set out within this plan in order to inform institutional-wide activity and should be monitored for compliance. This includes working towards improving the student experience and our NSS performance; enhancing infrastructure for supporting student well-being; developing creative approaches to student engagement; understanding student success and progression as required by the Access and Participation Plan 2020-25; and to ensure that all forms of activity are considered as contributing to the Learning and Teaching agenda.

4. Priority Areas for Learning and Teaching 2020-2025

Area	Strategic Measure	Rationale	Activities
1. Access and Participation: Student Success and Progression	Access and Participation planning and delivery is embedded as a Learning and Teaching concern	For the Access and Participation Plan (APP) to be successful in its published targets, a whole institutional approach needs to be adopted. Activities in the plan require a whole institutional approach	Communication platforms to discuss the Access and Participation Plan (2020-25) to be established All validation and revalidation processes should develop ways of ensuring the compliance with and contribution to the APP Employment of a Postdoctoral Research Fellow to inform and develop interventions and processes with staff and student to fully promote authentic interventions that manifest in meaningful changes to the institution's approach to success and participation. Annual audits of the diversity of external guests to improve role-modelling for students
2. Student Engagement and Wellbeing	The institution has clear understanding of student well-being needs and	Well-being is a significant impacting factor on student progression and satisfaction but provision is routinely identified as students as being difficult to navigate. A 'joined-up' and evidence-informed approach is required to ensure	Incorporate the Student Engagement Plan and the recommendations of the Wellbeing review into Learning and Teaching Activities Identification of gaps in support platforms

	enhances provision according to evidence-informed approaches across departments.	TL's approach to engagement and wellbeing is fit for purpose in the current higher education climate.	Review student communication processes in order to implement a systematic and institutionally agreed communications strategy Better collaborative work across departments, programmes and support services to ensure that student well-being is at the heart of our student support activity, including activity to promote Laban Health is considered part of the Trinity Laban well-being services
3. Digital Enhancement	Trinity Laban has a digitally enhanced provision that is internally and externally recognised as a leader within the conservatoire sector.	The ethos of digitally enhanced learning focuses on the use of technology to inspire the ability to think about the context in which the institution's learning takes place and ensure that it is able to transform that according to the different learning required, ensuring there is a match between content and delivery, and signposting to resources including those outside the teaching context, ensuring readiness for continued currency in the developing creative industries.	Conduct a systematic review of Moodle Review and enhance online assessments Improve opportunities for online collaboration Systematic review of opportunities to develop blended and online learning opportunities Development of a digital literacy framework for students and staff

			Increase the opportunities for staff to engage with development activities
			Implement a research project exploring the impact of digital-rich learning and teaching in the arts
4. Developing and Maintaining Teaching Excellence	Trinity Laban is able to articulate to internal and external stakeholders what constitutes excellent teaching	External audits require institutions to take a mature and evidence-informed approach to developing and maintain teaching excellence in order to improve the student experience. Many of TL's processes allow us to create a narrative of what is thought be excellence in teaching, but there is little evidence of what impact approaches to learning and teaching have on the student experience.	Employ the Guide to using Evidence in Higher Education to promote student's own participation in developing an institutional understanding of teaching excellence

Increase number of Teachers with FHEA to 30% and increase number of Programme Leaders with SFHEA to 75% across the institution.

Refocus support for Fellowship in mentoring structures rather than seek reaccreditation of TL: Augment.

Establish a framework for Excellence to inform performance review of teaching staff

Increase opportunities for systematic Peer Observation activity |