

TRINITY LABAN CONSERVATOIRE
OF MUSIC & DANCE



STRATEGIC PLAN 2014–2019

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PRINCIPAL'S INTRODUCTION



Our Strategic Plan 2014–2019 comes into effect as we enter our tenth academic year as Trinity Laban Conservatoire of Music and Dance. At its heart remains the vision that brought us together as a 'conservatoire for the twenty first century', a conservatoire that:

- prioritises the release of the individual artistic voice alongside the mastery of technique;
- fosters the professional interests and success of its graduates as leaders and innovators across a wide range of music and dance careers;
- looks outward to engage in many spheres of the arts and arts education, connecting and integrating our work in all these settings (higher education, community participation, research, performance, creative practice);
- finds artistic innovation in collaborative practice between artists with outstanding specialist skills, and at the boundaries between genres and cultures.

This mature understanding of who we are enables us to produce a Strategic Plan which is evolutionary rather than revolutionary, concentrating on the developments and actions necessary for successful delivery of our ambitious aspirations. The Strategy is linked to a Business and Investment Plan that sets out our financial plans and projections and student number forecasts as well as the targeted investments that will move us forward over the next period.

Progress against 2010–2015 Strategic Plan

Our last Strategy steered Trinity Laban through a period unprecedented in the scale and speed of change within the English higher education sector. In the past four years, we have seen a fundamental shift from an HE teaching system supported primarily by direct public funding to one financed largely through student fees, with the public contribution channelled through the subsidy of fee loans. This in turn has had major implications for the regulatory regime and role of the Funding Council, now viewed by government as a 'consumer champion' for the student interest. The relationship between students and institutions is increasingly seen in commercial terms, although Trinity Laban maintains a strong commitment to a model of partnership and shared learning between student and Conservatoire.

We can take satisfaction that, through this turbulence, our Strategic Plan proved robust and has ensured that Trinity Laban remains in excellent academic, artistic and financial health:

- Our students and graduates continue to excel: HESA statistics have placed Trinity Laban in the top ten UK HEIs for graduate employment throughout the planning period; students and alumni have received many awards, prizes and accolades; and we have delivered performances of outstanding quality, attracting widespread critical acclaim.
- We made our first submission to a UK government research assessment exercise with 68 outputs from 18 staff entered into the Research Excellence Framework 2014, outcomes of which will

be published later this year. Research student numbers have grown steadily from 16 to 24 and new Reader posts and the appointment of TL's first two Professors have consolidated the development of a thriving research culture.

- In 2012–13, we reported an annual operating surplus for the sixth consecutive year. Borrowings have been substantially reduced. Importantly, we have been able to support a continuing level of capital investment from our earnings at a time when government teaching capital funding has been all but removed.
- Undergraduate demand has been consistently high and entry standards have reached new levels of excellence. Despite fears to the contrary, higher undergraduate tuition fees have not, to date, had an adverse effect on our recruitment of high calibre students from diverse backgrounds.
- We were successful in the 2012 HEFCE Review of Institution-Specific Targeted Allocations and secured our enhanced conservatoire funding for a further three years.
- Our portfolio of formal institutional partnerships has been greatly strengthened (a key aspiration of the 2010–2015 Strategy), and now includes Wayne McGregor|Random Dance, the London Philharmonic Orchestra, Independent Dance/Siobhan Davies Dance, the Institute of Contemporary Arts, UCL and Rutgers State University with more in development. Through our partnership with Greenwich Dance, Trinity Laban has become the only HEI to receive national portfolio organisation recurrent funding from Arts Council England and also a major ACE capital award for the refurbishment of the Laurie Grove Theatre as a performance laboratory.
- Important milestones have been reached in our preparations towards application for taught degree-awarding powers (tDAPs). We successfully concluded our second QAA Institutional Review as a merged institution in 2012, which provided the platform to take the formal decision to proceed with the tDAP application while helping to confirm those areas already identified for further development.

PRINCIPAL'S INTRODUCTION

We must, of course, acknowledge some difficulties as well as successes. Although we achieved a modest increase in postgraduate headcount, international (non-EU) student numbers remain low in comparison to most of our conservatoire peers. There are encouraging signs in current figures for 2014–2015 that our investment in recruitment infrastructure and activity and a growing research profile are starting to bring significant returns but continued focus is required to secure a step change in this area.

The strategic planning context

Recent experience has shown that changes to policy and operating conditions can be difficult to predict, even by sector experts within the Funding Council and representative bodies; an agile approach and sufficient flexibility in our planning to respond to the unexpected will always be necessary. Nevertheless, we have undertaken careful assessment of known and likely political, economic, social and technological scenarios to inform the construction of our Strategy and the main factors are set out in this section.

External challenges and opportunities

National financial projections show continuing and severe reductions in public expenditure in the years following the 2015 general election, regardless of the political administration. This will bring further pressure to bear on residual higher education grant funding, the most significant of which, for Trinity Laban, is the Institution-Specific Target Allocation (ISTA) stream that supports the high cost of specialist provision. HEFCE will conduct a fundamental review of ISTA in 2015–2016. Trinity Laban will need to make a strong individual case, based on international excellence, public value, cost and return on investment, to retain its allocation but this may also be an opportune moment for the conservatoire sector collectively to secure a long-term funding solution.

General financial constraint is likely to amplify the policy argument for concentrating research and HEIF knowledge transfer funding on large-scale centres and programmes, and for prioritising narrow economic metrics in allocation processes. Again, evidenced demonstration of the social, cultural and financial impact of our activities will provide the best foundation to win support for an equitable distribution of funds that takes account of excellence wherever it may be found.

Competition for students will intensify as the undergraduate market is fully deregulated in 2015–2016 and HEIs' dependency on fee income increases. Within the conservatoire sector, peer institutions have already invested heavily in estates development and could pursue growth strategies that threaten our market share. However, Trinity Laban could also be in a position to capitalise, without external restriction, on its historically strongest area of demand – the home/EU undergraduate market.

A prevailing consumerist ethos will make 'value for money' a central consideration for current and prospective students, even more so should the cap on the undergraduate fee be raised or removed. This will be reflected in rising student expectations around estates and learning resources, social facilities, contact hours, published information and graduate employment outcomes.

In a more marketised HE system, reputation and strength of brand will be critical to maintaining student numbers and attracting support and finance from a wide spectrum of public and private sources. We know that Trinity Laban still suffers from a reputational deficit; historic and inaccurate perceptions persist which do not reflect our current excellence, and can only be addressed through vigorous and targeted communication of institutional, student and graduate successes.

Internal drivers

Within Trinity Laban, a major priority is to motivate and mobilise our whole community – staff, students, governors and alumni – towards successful delivery of the Conservatoire's mission and goals. It is recognised that greater emphasis must be placed on engagement of, and support for, our staff and on tackling the particular challenge of effectively communicating with hourly-paid teachers who may spend only a small percentage of their working life with us.

Trinity Laban was fortunate to inherit from its foundation institutions one of the most impressive estates in the HE sector as a legacy of their recent, dual relocations. The quality of our facilities has undoubtedly been a major factor in advancing Trinity Laban's international standing. If we are to retain this competitive advantage, we must both maintain our existing buildings in optimum condition and continue to enhance and expand our estate to meet the demands of our academic and artistic strategies. Estates development will therefore be a prime focus for this Strategic Plan. We expect to proceed with major capital projects in the next five years, with priority given to increasing space for collaborative work.

Under the last Strategy, we made great progress in implementing and embedding cohesive governance and management structures and systematic operational planning arrangements. Nevertheless, Trinity Laban sustains a complex set of activities and relationships and for the organisation to perform effectively and meet new demands, we need to create more opportunity for reflection and innovation in the ways we operate and communicate. Our increased focus on staff development and support is one means to address this, and will include enhancement of HR expertise and systems. In some cases, additional or reallocated staff resource will be required to progress major strategic goals but there are inevitable financial limits on how far we can expand our staffing establishment. We must therefore ensure that recurrent operations are working as efficiently as possible. This will require further analysis and re-engineering of our administrative processes and fuller development and exploitation of our IT infrastructure and data systems in support of streamlined and professional service delivery to our students.

PRINCIPAL'S INTRODUCTION

2014–2019 Strategy

The Strategic Plan 2014–2019 maintains strong continuity with its precursor in order to build on the achievements of recent years while addressing these emerging challenges and opportunities. Its major components, as summarised in our Strategy Map, include:

- Achievement of taught degree-awarding powers
- Development of our estate to enhance the student experience and accommodate planned student number growth in line with our academic strategy
- Increased emphasis on staff recruitment, development and engagement
- Continual innovation in Learning and Teaching
- Consolidation of our research community and its links to our knowledge exchange and participatory programmes
- Expansion of our work in performing arts medicine and science
- Exploitation of our growing influence and recognition within the arts and arts education spheres

This is a necessarily stretching programme to meet the aspirations and expectations of our talented students as they prepare for careers as inspirational artistic leaders, and to fulfil our role as a leading centre for creative experimentation and community engagement in music and dance. It is one that I am confident we can successfully deliver through the collective commitment, ability and resourcefulness of the Trinity Laban community.



Anthony Bowne
Principal
July 2014



STRATEGY MAP 2014–2019

OUR VISION	As a forward-thinking, contemporary conservatoire, Trinity Laban Conservatoire of Music and Dance: <ul style="list-style-type: none">• nurtures the individual voice and artistic personality of every student;• develops reflective, innovative, collaborative and resourceful artists and practitioners;• influences the future of its art forms through the contributions of its alumni and its research and creative practice;• enriches the cultural, social and economic life of its local, national and international communities.				
OUR MISSION	Trinity Laban Conservatoire of Music and Dance is an international artistic and educational community that brings together performers and practitioners to train, collaborate, research and perform in inspiring creative, intellectual and physical spaces. We identify, support and develop talented and innovative performers and creators wherever they may be found and throughout their creative lives.				
OUR VALUES WE SEEK TO BE:	ARTISTICALLY AMBITIOUS AND EXPERIMENTAL COLLABORATIVE	ENTREPRENEURIAL SOCIALLY ENGAGED	INTERNATIONAL ETHICAL AND INCLUSIVE		
THE PEOPLE WE WORK FOR AND WITH	OUR STUDENTS We aim to provide: <ul style="list-style-type: none">• Contemporary curricula, innovative learning experiences and progression pathways, informed by leading research in performing arts pedagogy and practice• A voice for students in the direction of their learning that is respected and responded to• High quality, specialist spaces and facilities for the study of music and dance and for collaborative activity• Varied public performance opportunities and links to professional networks	ARTS INDUSTRY We aim to provide: <ul style="list-style-type: none">• Graduates that are fully equipped for the demands of contemporary artistic careers• Partnerships that share resources, expertise and creative thinking• Research that advances creative practice and generates new artistic work and insights• Professional and organisational development opportunities for freelance artists and companies	OUR COMMUNITIES We aim to provide: <ul style="list-style-type: none">• Wide access to performances, learning and participatory programmes for our local, regional, national and international communities• Research-based activities that promote health, social inclusion, skills development and personal wellbeing through engagement in music and dance• Graduates who value, articulate and exemplify the contribution of music and dance to civil society, and reach out to the widest range of audiences	OUR STAFF We aim to provide: <ul style="list-style-type: none">• A culture of open, two-way communication across the organisation• Transparent recruitment and promotion processes that identify and progress high quality staff• Relevant and comprehensive development programmes for all staff	
OUR CORE AIMS	AIM 1: OUTSTANDING ARTIST TRAINING AND DEVELOPMENT		AIM 2: ACKNOWLEDGED LEADERSHIP IN THE PERFORMING ARTS ECOLOGY		
DEVELOPMENTAL PRIORITIES FOR 2014-2019	TO GAIN TAUGHT DEGREE-AWARDING POWERS	TO RECRUIT AND DEVELOP OUTSTANDING ACADEMIC AND PROFESSIONAL STAFF	TO EXPAND AND ENHANCE OUR ESTATE	TO IMPROVE OUR PROCESSES AND SYSTEMS	TO COMMUNICATE, CONNECT AND PERSUADE
FINANCIAL ENABLERS	EFFECTIVE BUSINESS PLANNING AND FINANCIAL MANAGEMENT		IMPROVEMENT OF CASH FLOW AND RESERVES		

VISION, MISSION AND CORE VALUES

Our Vision

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- nurtures the individual voice and artistic personality of every student;
- develops reflective, innovative, collaborative and resourceful artists and practitioners;
- influences the future of its art forms through the contributions of its alumni and its research and creative practice;
- enriches the cultural, social and economic life of its local, national and international communities.

Our Mission

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Our Values

Our values describe the culture of Trinity Laban and the principles that underpin our decision-making. We aim to be:

Artistically ambitious and experimental

The invention and achievement that characterises Trinity Laban derives from a long history of artistic risk-taking; we uphold the pioneering spirit of our founders by challenging convention and encouraging our students and staff to explore the boundaries of practice and thinking in our art forms.

Entrepreneurial

We are open to new possibilities and alert to continual, rapid change across the social, cultural and educational environments in which we operate. We equip our students with the attitudes and attributes to make careers as confident and enterprising artistic entrepreneurs.

Collaborative

Collaboration is at the heart of our mission and our artistic practice. We seek to share the benefits of collaborative creative methods, languages and tools with partners in the arts industry and in education as well as within our own learning community. We form sustained and meaningful partnerships with like-minded organisations to achieve beyond our scale. We encourage cooperation not competition as the means to reach the very highest standards of performance.

Ethical and inclusive

We respect and value all members of our community, celebrating the contribution of a diverse population of students and staff in providing a rich learning experience and environment. We treat each other with fairness, friendship and honesty, and strive for the highest standards of conduct in all our dealings.

Socially engaged

We view the arts as a force for both personal fulfilment and social good, and seek to place music and dance at the centre of civic life. We promote to our students an ethos that esteems the active contribution of the artist in society, which we exemplify as an organisation that always looks outward and deploys its expertise and resources for the public benefit.

International

We attract students and staff from many countries and work with international partners within a worldwide arts and educational community. We foster cross-cultural understandings and outlooks, preparing our students to contribute internationally as informed and committed global artists and citizens.

CORE AIMS

Core Aim 1: Outstanding Artist Training and Development

Objectives

A1.1 To provide a portfolio of programmes and curricula, informed by leading creative practice and pedagogic research, that prepare innovative, collaborative and entrepreneurial graduates for leading and enduring careers in music and dance

A1.2 To offer exceptional learning opportunities and pathways in dance and music that enable participants, from early years to professional practice, to realise their individual potential and aspirations

A1.3 To reflect in our training the international scope of the arts industry and prepare our students to thrive as culturally aware, global citizens

A1.4 To advance our use of technology-enhanced and online learning

Introduction

Our higher education programmes aim to instil artistic excellence, stimulate originality and support our students to become innovators and leaders in advancing the art forms of music and dance on an international stage. As a young and dynamic institution, Trinity Laban is committed to the new and agile in its response to emerging trends, yet able to draw on the long traditions and experience of its founding organisations.

UNESCO's *Seoul Agenda: Goals for the Development of Arts Education*¹, a manifesto that chimes with much of what Trinity Laban is aiming to achieve, identifies the role of widely accessible arts education in addressing the societal challenges of rapid technological development, social and cultural injustice, and the need for 'a *creative and adaptive workforce in the context of post-industrial economies*.' We recognise that the context for the performing arts is rapidly changing:

- divisions between genres and disciplines are breaking down, and much of the most progressive, high-quality and popular artistic endeavour is taking place outside of traditional concert halls and theatres;
- modes of delivery and reception of the arts are proliferating, not least through the digital revolution which extends the global reach of cultural activity; and
- the cultural experiences of young people coming into HE and the arts are very different from those of preceding generations.

¹ http://portal.unesco.org/culture/en/files/41117/12798106085Seoul_Agenda_Goals_for_the_Development_of_Arts_Education.pdf/Seoul%2BAgenda_Goals%2Bfor%2Bthe%2BDevelopment%2Bof%2BArts%2BEducation.pdf

Our challenge in preparing a new generation of outstanding, pioneering artists and practitioners is to give them the tools, flexibility and confidence to navigate an ever-shifting external world, allowing them to discover their own place and contribution in influencing that change. Student-led, collaborative and project-based learning are therefore essential features of our pedagogic model, alongside intensive development of specialist skills and industry engagement through our partnerships and performance programmes. The creation of new work and the re-imagining of existing repertoire remain central to our approach.

Alongside and integrating with our HE delivery, provision of lifelong learning opportunities in music and dance, across the spectrum from children and young people to experienced professional practitioners looking to enhance or diversify their skills, is a fundamental and characteristic element of Trinity Laban's educational offering. In all cases, we seek to signpost and facilitate progression and qualification, whether from a youth programme into undergraduate study or from CPD onto to masters programmes. The reciprocal relationship between our learning and participation and higher education activity further allows good practice in learning and teaching to be shared and informs HE curricular development, including the embedding of community engagement skills and experiences into our degree programmes.

Strategies for 2014–2019

Under this aim over the next five years, we intend to:

Programme portfolio and curricula

Review our balance of disciplines, programme levels and genres in light of changing cultural and educational contexts and funding methodologies in order to maintain the currency of our programme offering.

Develop programmes and curricula which reflect changing patterns and mixes of music/dance and cultural education at both pre-and post-HE levels, systematically interrogating the currency and international relevance of our offer through ongoing programme review.

Provide our students with the understanding, techniques and strategies to connect with multiple audiences and to forge successful careers through awareness of contemporary routes and contexts for dissemination of our art forms.

Applying successful models of creative learning such as those developed through CoLab, increase collaborative opportunities within curricular content and delivery, to include for example, cross-disciplinary modules and shared performance activities.

Continue to enhance the range of project and experiential learning within our programmes by drawing on existing and new industries links to increase partnership working within programme delivery, and extend performance touring through long-term relationships with venues.

Extend our CPD programme, consolidating Trinity Laban's position as a national leader in the provision of professional development for artists, arts educators and community arts practitioners.

Develop our range of accredited and non-accredited short courses, networking and development opportunities, increasing our offering of flexible and non-traditional study patterns.

Pedagogic infrastructure

Develop an institutional pedagogic infrastructure that reflects and recognises the diverse creative practices within the curricula.

Expand our academic staff development programme and support teaching staff to attain appropriate levels of HE teaching qualification through a Trinity Laban programme accredited by the Higher Education Academy under the UK Professional Standards Framework.

Embed and extend forums, peer support and other mechanisms for sharing and enhancement of our learning, teaching and assessment practices.

Widening access and participation

Deliver on-going outreach and in-reach programmes that raise aspiration and attainment in music and dance, targeting communities with low levels of engagement in HE study.

Support and encourage progression from outreach activities to our Centres for Advanced Training and onward to higher and further education at Trinity Laban and elsewhere.

Deploy our research expertise in the evaluation of our widening participation programmes to identify and disseminate the most effective approaches.

Enable a more diverse population of performing artists to access conservatoire learning through flexible delivery (especially at postgraduate level), which in turn will influence the character of our professions and the supply chain into dance and music study.

Student support and engagement

Implement a wider range of mechanisms to capture meaningful student feedback and promote active participation of students in the improvement of the Institution.

Consolidate financial aid into single Trinity Laban Welfare Fund that is, as far as possible, available to all students in need.

Deliver student services that reflect external good practice while capitalising on the scope within a small, specialist institution to give high-level, individualised support to students.

Internationalisation

Embed internationalisation within our curricula and student experience, imparting skills and attitudes for a global employment market in the arts.

Promote and expand student and staff mobility through exchange programmes and international partnerships.

Sustain recruitment of high-quality international students from a broad spread of countries, creating a stimulating and culturally diverse learning environment for all.

Ensure that international students are fully integrated into the Trinity Laban community through tailored induction and support arrangements, including effective, discipline-related English language provision.

Build our portfolio of international partnerships and collaborations across teaching, research, knowledge exchange and performance.

Investigate and develop models of cross-national programme delivery with international partners, as well as offering programmes wholly delivered overseas.

Technology-enhanced learning (TEL)

Identify where online learning could appropriately be used in the delivery of programmes or programme elements, building on current use of technology within the learning process.

Build our TEL infrastructure and consolidate our support for distance learners and wider student use of technology in their studies.

Ensure training and support is available for all members of the organisation in the use and application of technology relevant to our academic and artistic practice.

Explore ways of communicating via podcasting/online resources/ audio recording, live streaming and Open Educational Resources.

Performance measures and targets:

KPIs	Measures	Targets
Student achievement	% of leavers in employment or further study	Top 10 in UK
	% of UG leavers in professional employment	Exceed conservatoire average
	% first degree non-continuation after year of entry	Maintain at 4% or lower
Student satisfaction	NSS overall satisfaction score	Match conservatoire average
Student recruitment	Performance against overall student enrolment target	Match enrolment projections
	% of international students (including EU)	Maintain at least 33%



CORE AIMS

Core Aim 2: Acknowledged Leadership in The Performing Arts Ecology

Objectives

A2.1 To build our research profile and activity, post-REF 2014, strengthening connections between research, learning and teaching and public engagement programmes.

A2.2 To provide cutting edge cultural and community engagement programmes and projects which facilitate sustained participation and progression in music and dance, promoting transformational social, educational and economic outcomes.

A2.3 To establish Trinity Laban's position among the foremost UK centres for innovation support and artist development in dance and music through continued enhancement of our physical, technical and artistic resources for industry research and development.

A2.4 To influence national and international arts policy and practice through participation in sector bodies and initiatives, and dissemination of our own research and practice.

A2.5 To manage our partnerships strategically in support of student learning, artistic capacity, and institutional sustainability.

Introduction

Trinity Laban occupies a distinctive position at the intersection of education and the arts, of training, research, performance and professional practice, of local, regional and international communities, and of pre-HE, higher education and CPD. We look to connect our activities in these realms, providing a valued resource for the dance and music professions and acting as a catalyst for partnership building and working between public sector, arts industry and voluntary organisations.

Drawing on our strong links with Arts Council England, Trinity College London and Creative and Cultural Skills, we have taken a strategic lead nationally in professional and organisational development for arts companies and freelance practitioners and educators. We are also at the forefront of community engagement work in music and dance, with priority strands focusing on older people and those with disability.

Leadership in our art forms is premised on a flourishing research culture that feeds into our own and wider arts and educational practice and policy. The areas of research specialism that we identify and support directly inform our learning and teaching delivery, participatory programmes and artist development work. This includes ground-breaking research in performance science which we shall further consolidate through the planned creation of a Trinity Laban Centre for Performing Arts Medicine and Science during the period of this Strategy, offering an unrivalled facility for the promotion of healthy practice among our students as well as professional music and dancers.

Strategies for 2014 – 2019

Over the next five years, we intend to:

Research

Create a practice-led research hub with specialisms in creative practice/performance, performance science and performance pedagogy as well as continued support for text-based research in our disciplines.

Augment our population of research-active staff and the RDP supervisor pool.

Increase the number of, and support for, Early Career Researchers to promote strategic priorities in research and a sustainable research culture.

Further integrate our research and knowledge exchange/public engagement programmes to inform our practice, and to evidence, increase and share their impact.

Increase our research collaborations, seeking particularly to engage international partners in joint research projects.

Knowledge exchange and public engagement

Through our CPD offering and qualification development, contribute to the professionalisation of creative practitioners working at the highest level in educational and community contexts. Trinity Laban should be seen as the leading destination for these artists to refresh and update their knowledge and skills through lifelong learning pathways and resources (real time and virtual).

CORE AIMS

Reinforce links between our pre-HE programmes, community activities, industry engagements and higher education provision. We shall align communication and management structures to ensure that we are deriving full value from the insights and distinctive practices emerging at the boundaries between pre-HE, non-HE and HE delivery.

Continue to undertake systematic monitoring and evaluation of our participatory programmes, drawing on our research expertise to deepen our understanding of effective approaches and contribute to the development of practice within and beyond Trinity Laban.

Deliver a structured programme of communication and advocacy to help funders, strategic bodies and a range of sectors (health/ education/community) benefit from the learning derived from Trinity Laban's knowledge exchange activities.

Capture information on alumni destinations within community arts practice to understand and promote how Trinity Laban's public engagement profile supports student achievement and graduate employment.

Health and performing arts medicine and science

Create a Trinity Laban Centre for Performing Arts Medicine and Science (TL CPAMS) which delivers teaching, research and a clinical service to Trinity Laban students, staff and professional musicians and dancers. TL CPAMS will complement and be fully integrated with our programmes to give the performing arts student access to innovative,

evidence-based health support and provide them with the necessary skills for health-efficient and enduring use of their artistic talent.

Advance our profile and activity in performance science through AHRC-funded 'Musical Impact' research project.

Within our learning and participation programme, prioritise our strands of activity for older people and for young people and adults with disabilities, maximising and evidencing the gains to psychological and physical health from cultural participation through applied research and cooperation across the HE and health sectors.

Partnership and collaboration

Optimise returns from our existing portfolio of industry and educational partnerships through ongoing, shared assessment of opportunities for collaboration in student learning, performance, research, international activity, shared infrastructural improvement and profile-raising.

Build on CoLab to deliver an integrated network of collaborative relationships, developing, refining and sharing the processes and materials which support genuine collaboration.

Nurture our relationships with public sector organisations and authorities, including Arts Council England (through the NPO), our local boroughs and the Greater London Authority.

Build on our close working relationship with Trinity College London to support each other in the advancement of our strategic and commercial goals and implement planned joint initiatives.

Review and strengthen institutional arrangements for central oversight and management of partnerships.

Performance

Model new ways of creating, sharing and disseminating performance

Extend the reach of our performance programme through new venue relationships and online presentation.

Performance measures and targets:

KPIs	Measures	Targets
Research growth and quality	Total research income	£200K per year (incl. QR) (2018–2019)
	Research outputs	Minimum 25 students (2018–2019)
	Registered RDP student numbers	At least 25 REF eligible outputs per year (2018–2019)
	REF 2014 outcomes	Exceed the CUK mean
Knowledge exchange and public engagement impact	Annual income reported in Higher Education Business and Community Interaction (HE-BCI) Survey	Maintain at or above 2013 baseline
	Annual audience/participant numbers report in HE-BCI	Maintain at or above 2013 baseline



DEVELOPMENTAL PRIORITIES

Developmental Priority 1: To gain taught degree-awarding powers

Taught-degree awarding powers

The acquisition of taught degree-awarding powers (tDAPs) remains Trinity Laban's foremost strategic priority. The ability to award our own higher education qualifications would be an appropriate reflection of our international status in the fields of dance and music education; indeed, it appears increasingly anomalous that a long-established HEI, which pioneered systems of assessment and accreditation in its art forms, should lack such powers. We have identified a set of specific benefits that will flow from successful application:

- Possession of tDAPs would enhance the standing of Trinity Laban qualifications and consolidate our brand, building on an already strong reputation in music and dance. This is especially important internationally where the status of validated awards within the UK HE system is not always readily understood, and some students have encountered difficulty gaining appropriate recognition of their degrees.
- It would give us greater flexibility to direct the development of our academic portfolio and initiate new developments and learning and teaching approaches, using the powers in a focused manner within our professional specialisms and expertise.
- It would significantly increase the scope for national and international partnership and collaboration.
- It would respond to the stated desire of our students to graduate with Trinity Laban degrees.
- More broadly, the award of tDAP would strengthen the independence, sustainability and competitiveness of the Institution. The external recognition would confirm the Conservatoire's capacity to direct its own longer term progress through sound structures and systems for corporate governance and academic quality and standards.

tDAP application process

We have pursued a systematic process of review and integration since establishment in our current form through merger in 2005, while allowing space for organic growth of academic and artistic collaboration. Having successfully concluded our second QAA Institutional Review/Audit as a merged institution, our Board has formally confirmed the decision to proceed with an application to the Privy Council.

A tDAP Project Group, chaired by the Registrar, has been convened to take forward preparation of the self-critical analysis and associated evidence base. The Principal is the Executive sponsor and two Governors with extensive, senior higher education experience are the designated Board champions to promote understanding at Board-level, acting as critical friends alongside two external advisers with wide HE experience.

The staff and student body has been kept informed and engaged with the tDAP process through a number of mechanisms, including regular briefings at Faculty and Departmental meetings, and sharing of material and discussion through a dedicated area within the Moodle intranet site.

Our intention is to make the submission during 2014–2015, with the exact timescale to be confirmed by the Board, on recommendation of the Academic Board, in September 2014. A scrutiny period of 12 to 18 months will follow, a positive conclusion to which would give us possession of the powers by the 2016–2017 academic year. The schedule for their operation will be agreed with our validating partner, City University, as part of the transition plan.

Performance measures and targets:

KPIs	Measure	Target
Achievement of tDAPs	Taught degree-awarding powers granted by Privy Council	tDAPs gained by 2016–2017

DEVELOPMENTAL PRIORITIES

Developmental Priority 2: To recruit, develop and retain outstanding academic and professional staff

Objectives

DP2.1 To deliver a recruitment and selection process that identifies high calibre staff and promotes diversity across our workforce

DP2.2 To retain and progress talented staff through development, staff wellbeing, performance management, and reward and recognition policies that enable them to realise their full potential

DP2.3 To promote high quality leadership and management across the Conservatoire

Strategies for 2014 – 2019

Over the next five years, we intend to:

Staff recruitment and retention

Monitor and review our recruitment procedures, short-listing and interview processes and benefits packages to ensure they are supporting our aim to recruit high calibre staff.

Complete and implement a succession plan to provide continuity of business and good practice.

Develop and publicise a staff benefits scheme to bring together the range of benefits available to Trinity Laban staff.

Develop a programme of recognition events and activities that acknowledge outstanding service to Trinity Laban and major achievements by staff.

Present Trinity Laban as an employer of choice, through development of a new Staff Engagement Plan, Staff Charter and much improved HR Intranet Pages, including promotion of equality and diversity, feedback and the values of Trinity Laban.

Staff development and training

Develop and provide a bespoke management training programme for senior and middle managers to ensure they are equipped with the skills and techniques to undertake their responsibilities effectively.

Provide training opportunities to support staff in the use of e-learning and other technology tools.

Review of staffing needs

Undertake a review of staff wellbeing to ensure that Trinity Laban is providing a positive working environment that inspires pride in all its members of staff.

Assess management structures and responsibilities and adjust, as necessary, to ensure high-level capacity is directed to areas of strategic priority.

Undertake Value for Money reviews of key departments with a view to promoting and supporting efficient working methods and approaches.

Performance management

Implement a performance management system for hourly paid teachers that ensures their needs are being identified; that their performance is being actively managed and supported; and that there is an effective means of communicating with them as individuals.

Provide training and support to managers in dealing with under-performance and, as part of this, ensure that all staff are subject to at least an annual progress review with performance measures against, amongst other matters, adherence to the values and mission of Trinity Laban as expressed in the Strategic Plan.

Academic staff engagement and support for teaching and learning

Develop and gain accreditation from the Higher Education Academy of a Trinity Laban programme of training for HE teaching delivery, mapped against the UK Professional Standards Framework.

Implement a programme of initiatives to engage hourly paid teachers and acknowledge their central role in students' learning.

Support the development and sharing of good practice in teaching and assessment, by means of videoed teaching and assessment sessions; engagement and involvement of students in reflection on effective teaching; exploration of team and group teaching approaches; and observation of teaching schemes.

Review and develop induction of newly appointed teachers to ensure appropriate support is provided for their teaching and assessment roles.

Introduce new forums for the exchange and debate of artistic ideas,

HR capacity and systems

Invest in our Human Resources Department to ensure that it offers strong leadership and professional guidance in people management, and supports an institutional culture that enables all staff to contribute to their full capacity to the success of Trinity Laban.

Implement additional elements of the HR database (recruitment module and the rollout of self service functions) to streamline HR processes.

Equality and diversity

Monitor the effectiveness of our Equality and Diversity Policy and progress against our published equality objectives and associated action plan.

Benchmark our equality performance against other UK conservatoires, where data is available, and share good practice with the CUK HR Forums.

Performance measures and targets:

KPIs	Measures	Targets
Staff engagement and satisfaction	Results of staff satisfaction survey: % overall satisfaction	85% overall satisfaction rating from 60% participation in survey (2018 – 2019)
	% of staff undertaking performance management review	100% (2018 – 2019)



DEVELOPMENTAL PRIORITIES

Developmental Priority 3: To expand and enhance our estate

Objectives

DP3.1 To provide an estate that is fit for purpose through effective maintenance and refurbishment programmes, space planning, and facilities management

DP3.2 To expand our estate as necessary to meet strategic, academic and operational needs

DP3.3 To operate our estate in ways that reduce negative environmental impacts and support the achievement of carbon reduction targets

Strategies for 2014–2019

Over the next five years, we intend to:

Maintain and refurbish our current estate

Address identified institutional priorities through delivery of a programme of refurbishment projects across our King Charles Court, Creekside, Laurie Grove and Blackheath Halls sites, including:

- enhancement of student social and informal learning facilities through the creation of a student hub at Creekside, mirroring the existing facility at King Charles Court;
- provision of a dedicated working area for Research;
- provision of dedicated space for Musical Theatre;
- expansion and improvement of IT training facilities;
- rationalisation of our administrative spaces to bring separately located teams together.

Complete the identified backlog maintenance programme by 2018–2019 and keep our estate and specialist facilities in first class condition through an ongoing programmes of planned preventative maintenance.

Develop our estate

Plan the next phase of campus development to ensure high quality of provision for students and staff.

By 2018–2019, create new, long-term accommodation on the Creekside site that offers high-quality, flexible-size, multi-purpose spaces, suitable for collaborative learning and performance.

Provide for short-term expansion of our estate to answer immediate space requirements and accommodate projected student number growth between 2015 and 2018.

Environmental sustainability

Deliver an ongoing programme of energy and water efficiency improvements and carbon saving measures across the estate in line with our Environmental Sustainability Plan.

Performance measures and targets:

KPIs	Measures	Targets
Condition and suitability of estate and infrastructure	Average capital and revenue expenditure on estate over the last three years as % of total income	Match TRAC group median
	Proportion of space (% of GIA) in condition A & B	Maintain at 100%
	Absolute scope 1 and 2 carbon emissions from Trinity Laban's activities (tonnes)	Reduce emissions by 50% from 2006–07 baseline (2020)

Demonstrate a commitment to sustainable design (incorporating highest BREAM standards) in the commissioning of major capital developments.

Raise awareness amongst staff and students about the importance of energy saving and the actions they can take to help reduce Trinity Laban's carbon emissions.

Estates and facilities management systems

Ensure that the Conservatoire's committee and management structures associated with estates are integrated with academic strategy and planning.

Facilitate inter-Faculty user group discussions to develop the vision for space usage in shared areas.

Promote effective communication between all stakeholders within and beyond the Conservatoire to maximise innovative, cost-effective space utilisation.

DEVELOPMENTAL PRIORITIES

Developmental Priority 4: To improve our processes and systems

Objectives

DP4.1 To deliver highly professional and efficient services to students, applicants, staff, partner organisations and other customers

DP4.2 To develop and exploit information systems that support the achievement of Trinity Laban's academic and artistic goals as a leading international conservatoire

Strategies for 2014–2019

Over the next five years, we intend to:

Process improvement and service delivery

Review and refine all our institutional processes over the period of this Plan to ensure they are working with optimum efficiency and meeting the needs and expectations of service users.

Increase our capacity in project management and the management of strategic change, rolling out methodologies for effective project and business planning.

Make sure that we effectively capture and use the full range of feedback from students and other service users for institutional improvement.

Take account of external good practice in the analysis and enhancement of organisational processes and systems.

Information Technology systems

Deploy IT systems for students and staff that are cost-effective, interlinked and easy-to-use, implementing an IT infrastructure and desktop service that provides a sustainable platform for e-learning, e-research and e-administration.

Provide 24-hour access to a broad range of online information, resources and support for students and staff.

Renew our SharePoint-based intranet and extranet to support key business processes, in particular to enable seamless e-learning via an integration of Managed Learning Environment, digital media and resources, student and corporate information.

Continue to enhance data quality and develop data management information reporting and analysis tools to ensure that we are using relevant and timely data to inform planning and decision-making.

Performance measures and targets:

KPIs	Measures	Targets
Effectiveness of our processes and systems	National Student Survey results: % satisfaction score for organisation and management	Achieve year on year improvement and match conservatoire average
	Internal audit outcomes	Positive overall assessments and no grade 1 recommendations remaining outstanding from one report to the next
	Delivery of agreed annual programme of process and system improvement projects	On time and on budget delivery

DEVELOPMENTAL PRIORITIES

Developmental Priority 5: To communicate, connect and persuade

Objectives

DP5.1 To develop our distinctive brand identity as a leader and innovator in the UK conservatoire sector and a developing force in our international partnerships

DP5.2 To engage creatively with all our stakeholders so that they appreciate the value of our work, we learn from their expertise and we secure their support and engagement.

DP5.3 To increase our influence within government and agencies around the world, advocating for ourselves and for the UK conservatoire sector

Strategies for 2014–2019

Over the next five years, we intend to:

Brand and external communications

Continue to build name recognition for Trinity Laban Conservatoire of Music and Dance and awareness and understanding of our leadership in the UK conservatoire sector through high-quality, targeted and sustained communications.

Develop our website so that it provides for all stakeholders a compelling and informative picture of Trinity Laban that captures the full range and reach of our activities and partnerships.

Enhance our tools and expertise in social media to ensure that we are fully exploiting these networks, in the UK and internationally, to build relationships with prospective and current students, alumni, staff and partners.

Promote the success and excellence of our students, alumni and performances as the foremost expression of the international quality of our training.

External stakeholder engagement

Deliver public affairs campaigns that build our networks within regional and central government and advocate Trinity Laban's excellence and distinctive contribution to key decision-makers and influencers.

Profile our work through a wide range of national and international press and media channels in order to raise knowledge and awareness of Trinity Laban among opinion formers and the wider public.

Foster our strong relationships and dialogues with the music and dance industries through a variety of formal and informal routes including institutional partnerships, representation within sector bodies, and individual staff connections and networking.

Communicate the contribution of Trinity Laban to our local communities and actively participate in relevant forums and agencies, promoting the Conservatoire as an accessible and welcoming local resource.

Support for student recruitment

Market Trinity Laban as the destination of choice for those seeking to realise their creative ambitions and prepare for successful careers in music and dance.

Work with our agents and partners to reinforce their understanding of our offering and support them in promoting Trinity Laban within an international student recruitment market.

Provide clear, comprehensive and up to date public information for prospective students which will help them to make informed decisions about their study choices.

Fundraising

Build philanthropic and public support for the strategic advancement of Trinity Laban, prioritising student scholarships, capital campaigns and other developmental priorities.

Internal communications

Ensure staff are fully informed about our activities, policies and plans, to enable them to be as effective as possible in their roles and to support the strategic direction of the Conservatoire.

Share and celebrate institutional and individual successes with members of the Trinity Laban community (staff, students and governors).

Alumni Relations

Capture the influence of our alumni across the world as ambassadors for Trinity Laban, furthering our reputational reach and assisting student recruitment.

Create and maintain communication platforms that allow alumni to maintain contact with the Conservatoire and each other.

Offer programmes of support for graduates that reflect their needs at different stages of their careers, including CPD, mentoring and networking opportunities.

Cultivate the goodwill of staff and student alumni such that those in a position to do so will make legacy provision for Trinity Laban, or regular financial or in-kind contributions to the Institution.

Continue to improve our contact data for alumni and the number of graduates actively engaging with Trinity Laban.

Performance measures and targets:

KPIs	Measures	Targets
External profile	Media reporting throughout UK	10% increase in media reporting in UK, year on year
Fundraising	Funds available from external private sources for student scholarships	10% growth year on year to reach £700K (2018–2019)
Alumni Engagement	Number of alumni engaged with Trinity Laban.	Increase alumni contacts by 300 per year



INSTITUTIONAL SUSTAINABILITY

Trinity Laban has in place a Financial Strategy that is designed to sustain the financial health of the Conservatoire and the upward trajectory in financial performance achieved over the last five years, while allowing for significant investment in new initiatives under this Strategic Plan to secure and advance its long-term success.

Financial Objectives

The main objectives of our financial strategy are:

- Achievement of the required level of operational surplus to meet ongoing reinvestment requirements and provide contingency against unanticipated adverse developments.
- Improvement of cash flow and liquidity
- Continuing replenishment of institutional reserves
- Achievement of maximum cost efficiency and value for money in all operations
- Realistic growth of income, principally in student fee and philanthropic lines
- Financing of targeted strategic investments that advance the position of the Institution and secure longer term financial return, notably through major capital development which in turn will facilitate student number growth

Student numbers

Baseline student number projections for financial forecasting and budgeting have been prepared on a prudent basis but we expect to be in a position over the course of this Strategic Plan period to increase both international and home/EU student numbers at undergraduate and postgraduate levels.

Growth plans have been carefully assessed and developed, taking full account of academic as well as financial rationales, with the following factors at the forefront of our thinking:

- identified industry needs and graduate employment opportunities;
- maintenance of exacting entry standards and an excellent student experience;
- strategic and academic priorities (such as internationalisation and consolidation of our Research Degree Programme);
- parallel development of our estate and facilities to accommodate additional students, while enhancing the learning environment for the whole community.

Performance measures and targets:

KPIs	Measures	Targets
Research growth and quality	Operating surplus as % of turnover	3% (2018–2019)
	Net liquidity	30 days (2018–2019)
	Full fee paying student numbers on UG degrees and PG degrees and diplomas	110 (2018–2019)
Financial health	External borrowing as % of total income	10% (2018–2019)
	Discretionary reserves (excl.pension) as % of total income	44% (2018–2019)
	Staff costs as % of income	50% (2018–2019)

DELIVERING AND MONITORING THE PLAN

Delivery framework

The Strategic Plan represents a high-level statement of the mission, values and strategic direction of Trinity Laban, and priorities over a medium to long term planning period. It is underpinned by a set of three-year, thematic sub-strategies covering all significant academic and operational areas, which together form the delivery framework for the Institutional Strategy. These comprise:

Learning and Teaching Plan
Research Plan
Knowledge Exchange and Public Engagement Plan
Widening Participation Plan
Student Recruitment Plan
Estates Strategy
IT Strategy
People Strategy
Development and Alumni Relations Plans
Communications Plans (Internal and External)

A business plan including three-year financial forecasts, student number projections and strategic investment plans has also been prepared as an appendix to the Strategy.

Operational planning is undertaken on a yearly cycle through the agreement of annual corporate objectives and the departmental planning exercise. Annual plans articulate to the Strategic Plan and its sub-strategies as well as informing performance management of individual staff members.

The diagram below depicts the overall strategy framework and relationship of the Strategic Plan to its sub-strategies and delivery plans.

Organisational performance monitoring and reporting

The responsibility for monitoring of overall strategic and business performance lies with the Executive of Trinity Laban. The Executive is accountable to the Board of Governors and reports on the achievement of the Institution against its Strategic Plan in a number of ways, which include regular presentation to Board (and, where relevant, Academic Board) of:

- Strategic Plan key activities report (annually in July)
- Key Performance Indicator report (annually in November)
- Key risk register (bi-annually in November and July)
- Internal and external audit reports
- Annual financial statements and forecasts
- Management accounts
- Student recruitment analyses
- Annual academic report to Board from Academic Board
- Accountability returns to HEFCE and the Office of Fair Access
- Executive reports on estates and IT, development and fundraising, human resources

The institutional committee and management group structure provides for detailed oversight of specific areas of the Strategy. Most notably, the Trinity Laban Academic Board, with its sub-committees, has the prime role in overseeing the development and delivery of the Institution's learning and teaching, research and scholarship activities, and knowledge exchange activities.

Risk Management

The Conservatoire has established a systematic process of risk management that involves identification, control and mitigation of risks at both institutional and departmental levels. The corporate key risk register, under the ownership of the Principal's Management Group, is aligned to the aims of the Strategic Plan.

Reviewing the Strategy

The Strategic Plan will be subject to interim review at the end of each academic year. A comprehensive evaluation will take place after three years, at which point major revisions may be undertaken or a wholly new plan produced.

LONG-TERM (5 YR+)

