

# Faculty Plan Royal Conservatoire

FACULTY SPECIFIC POLICIES 2019-2021

## **Royal Conservatoire Faculty Plan 2019-2021**

This faculty plan sets out the Royal Conservatoire's priorities for the period 2019-2021 as part of the implementation of the University of the Arts The Hague's Institutional Plan 2019-2024. The departments' annual plans in 2019 and 2020 will be incorporated into the faculty plan and will follow the format adopted in the institutional plan and the faculty plan.

Our ambitions for the academic years 2019-2021 are linked to the four main themes in the institutional plan:

- Education
- Research
- Internationalisation
- Preparation for professional practice and entrepreneurship.

The faculty plan also encompasses the six topics encompassed by the Royal Conservatoire's quality agreements for the period from 2019 until the end of 2024:

1. More intensive and small-scale teaching (teaching intensity)
1. More and better supervision for students
2. Student success rates
3. Differentiation of education
4. Appropriate and good-quality educational facilities
5. Further professionalisation of teachers (improving the professional qualities of teachers).

The policy proposals set out below are broken down according to the four main themes in the institutional plan, but also refer to the six topics covered in the quality agreements (see the table at the end of this document). Some of the policy proposals relate to more than one of those topics.

### On the identity of the Royal Conservatoire

In his recent letter to the teachers Henk van der Meulen referred to the need for a clearer definition of the Royal Conservatoire's identity. That need arises from the desire to attract students from the Netherlands and abroad who best match the Conservatoire's profile. To do so, that profile must be communicated more clearly and it might also be necessary to revise the method by which students are selected in the admission procedures.

The Conservatoire's identity is naturally built on the strengths it has developed over the years. The creative departments and the Early Music department contribute greatly to the Conservatoire's image, but other departments have also established a good reputation. Despite this, the Conservatoire still has not been able to clearly define an overarching distinctive profile that makes it clear to potential students what it is that makes studying at the Conservatoire a different experience to studying at any other school of music. The breadth and quality of the education it provides are unique selling points with which the Royal Conservatoire can raise its profile as an institution that mirrors developments in professional practice.

In a recent analysis of the music sector the Dutch Council for Culture described the type of musician that appears to have the best prospect of success in the highly complex professional practice (today and in the future). Obviously, the single most important requirement is a high level of instrumental / vocal and artistic quality. But musicians are also expected to possess a reflective and inquisitive attitude that allows them to develop a personal artistic profile, as well as an ability to function in a diverse artistic environment in which the boundaries between genres and disciplines are blurring.

That description closely matches what we could describe as the Royal Conservatoire's identity. Our principal objective is to train musicians with instrumental / vocal, compositional and musical skills of the highest possible artistic standard, which is of course still a fundamental requirement for a

successful career as a professional musician. From an artistic perspective, we also believe that the gap that exists between the performing and creative disciplines should be bridged as far as possible with a view to helping students to develop with the profile of 'performer-improviser-composer'. These musicians must be capable of establishing a unique artistic profile, functioning in a variety of artistic and professional contexts and progressively achieving personal growth.

In the coming academic year, the Royal Conservatoire's identity will be fleshed out through a process of internal dialogue and will be further operationalised in the curricula.

#### *A. Policy proposals for the education*

What this means for the education is that curriculum development will focus on further integration of the various components of the curriculum (which are still quite isolated at the moment) and on improving the quality of the education by increasing the teaching intensity. These measures will also strengthen the identity / profile of the Conservatoire and enhance its national and international attractiveness.

The following measures will be implemented in the coming years.

- The curriculum, profile and appeal of the Master of Music programme will be improved by:
  - Developing and implementing **a new Master's curriculum**. The new curriculum will be based on three pillars: artistic development, preparation for professional practice and research. The curriculum will be designed to stimulate and develop the student's creativity and independence by inviting them to carry out a Master's project in which the three pillars are integrated. This will lead to the following changes in the curriculum:
    1. The new components of the curriculum devoted to preparation for professional practice will be introduced for all the performing departments with effect from 1 September 2019. The Composition department will be consulted about the need for a similar approach.
    2. Links will be established between the Project Management & Entrepreneurship course and the introductory course in Research in the Arts. The ultimate aim is that by the end of these two courses (which might be integrated in the future) the students will have produced a plan with a description of their own project in which the three aforementioned pillars are integrated.
    3. The first steps will be taken in developing a new method of selecting candidates for the Master's programmes. To begin with, students applying for the 2019-2020 academic year will be required to submit a new, more integrated master plan and pilot projects will be conducted to test new admission procedures for the 2020-2021 academic year.
    4. A relevant method of assessment of the Master's projects of the students will be developed for the 2020-2021 academic year (when the new cohort of Master's students are graduating).
  - The further elaboration and consolidation of the 'side-by-side' Masters (Orchestra Master, Ensemble Academy, Ensemble Singing and Ensemble Percussion) during the 2019-2020 and 2020-2021 academic years. In particular, steps will be taken to improve the supervision and feedback provided for the students by the ensembles they work with in these programmes.
  - The development (through internationalisation) and implementation with effect from 1 September 2019 of two Joint European Master Programmes as specialisations within the Master of Music programme: the European Chamber Music Master (ECMAster) and the European Joint Master for Early Music (including annual Ton Koopman Academy Intensives).

- The development and implementation of a new Master Art of Sound as a specialisation within the Master of Music programme with effect from 1 September 2019.
- The development during the 2019-2020 and 2020-2021 academic years of a Master's specialisation 'Improvisation' and a Master's specialisation 'Performer - Composer'.
- The curriculum, profile and appeal of the Bachelor of Music programme will be improved by:
  - Developing a new and mandatory integrated educational package for students in all the performing departments and the Minor Education (including the establishment of a new Internship Office) and implementing it with effect from 1 September 2019.
  - Developing (through internationalisation) a pilot for an 'Entrepreneurial Bootcamp' for third-year Bachelor of Music students in the performing departments in the context of preparation for professional practice and implementing it with effect from 1 September 2019. The possibilities of involving alumni in the pilot and of holding it during the FYF week so that different target groups (1st year, 3rd year and alumni) can share their experiences will also be explored.
  - In connection with preparation for professional practice in the Sonology programme, further efforts will be made to arrange a variety of internships (national and international?), a full list of which will be ready by 1 September 2020.
  - In connection with preparation for professional practice in the Bachelor of Dance programme, the collaboration with the Nederlands Dans Theater will be developed further and the Conservatoire's own dance company, the Young KC Dance Company, will be established.
  - The Royal Conservatoire's profile will be further refined by expanding the range of minors in the period 2019-2021. New minors (improvisation, chamber music, an academic minor) will be developed and the existing range will be modified (for example, a more extensive package of minors for a smaller number of students). The existing range of electives will also be evaluated during the 2019-2020 academic year.
  - In the Classical Music department, a new curriculum for chamber music will be developed (partly through internationalisation) and implemented with effect from 1 September 2019. At the same time, possibilities will be explored for integrating chamber music into courses on musicianship skills, historical development and preparation for professional practice.
  - A curriculum working group will start developing new, integrated teaching methods and methods of examination and assessment in the 2019-2020 and 2020-2021 academic years. Pilots will be carried out with these methods during those academic years with a view to introducing new components of the curriculum or forms of education with effect from 1 September 2021.
  - Special attention will be devoted to the use of online learning and distance teaching (using the LOLA system) in the education. A plan will be presented with proposals for implementation by 1 December 2019. An employee (0.8FTE) will be appointed for this purpose from 1 January 2019.
- The research component in the education will be further expanded in both the Bachelor's and the Master's programmes in association with the University of Leiden with the development and introduction of an academic minor with ACPA with effect from 1 September 2019. A working group will also develop joint courses with the University of Leiden / University College.
- The education in the Music Teaching programme will be further enhanced by developing a new curriculum for years 2 to 4 of the course as a follow-up to the new curriculum for the propaedeutic year. The new curriculum will be developed with our partner Codarts in the Centre of Knowledge in Music Education (CKME) and introduced with effect from 1 September 2019.
- Examination and assessment in education will be enhanced by offering a Senior Examination Qualification course for members of the Examination Committee and the chairs of the

committees of examiners during the 2019-2020 academic year. During the 2019-2020 and 2020-2021 academic years, a number of pilots will be carried out to evaluate new forms of examination and assessment.

- The quality of the education will be improved by further developing the 'Artist as Teacher' course in didactic skills and the Basic Examination Qualification. During the 2019-2020 academic year, a follow-up course will be offered (via internationalisation) based on the principles of the Innovative Conservatoire (ICON) in association with foreign partners.
- The administrative support for teachers will be improved with the introduction of the OSIRIS Docent program with effect from 1 September 2020. There will also be an investigation of methods of organising timetables more efficiently so that the available classrooms and study rooms can be used more effectively.

#### *B. Policy proposals for research*

Over the next two years the Conservatoire will flesh out the policy proposals relating to research in the institutional plan in the following ways.

- By strengthening the role of research in both the Bachelor's and Master's programmes by expanding the lectorate 'Music, Education & Society' to 0.8FTE from 1 September 2018.
- With the presentation by the lectorate of a new strategy of research groups of teachers carrying out research projects specifically linked to education with effect from 1 January 2019.
- By continuing and expanding the use of Teachers' Scholarships to encourage teachers to study for a Master's degree.
- By developing and implementing the aforementioned joint programmes with the University of Leiden.

#### *C. Policy proposals for internationalisation*

Over the next two years the Conservatoire will flesh out the policy proposals relating to internationalisation in the institutional plan in the following ways.

- By extending the temporary appointment of the International Relations Coordinator with effect from 1 December 2018 with the aim of promoting outward student mobility and improving the supervision of teacher mobility to link it to policy proposals relating to increasing expertise, master classes, testing and assessment (international examiners) and recruitment.
- Internationalisation will be an important aspect in the considerations of the Recruitment Taskforce.
- The aforementioned development and implementation of Joint European Master's programmes and the further international development of the 'Artist as Teacher' course for teachers.

#### *D. Policy proposals for preparation for professional practice and entrepreneurship*

Over the next two years the Conservatoire will flesh out the policy proposals relating to preparation for professional practice and entrepreneurship in the institutional plan with the initiatives mentioned in the section on education.

#### *E. Other policy proposals*

The Conservatoire will also work on the following policy proposals described in the institutional plan, sometimes in relation to the quality agreements:

- An employee will be hired on a part-time basis with effect from 1 February 2019 to implement plans relating to diversity that were formulated in the recent report by Nicole Jordan.

- In anticipation of the Royal Conservatoire's move to the new premises in 2021, there will be investments in instruments during the 2019-2020 and 2020-2021 academic years. The plans for the merger of the Conservatoire's library with the music section of the central municipal library will also be finalised.
- The collaboration with local partners will also be intensified in anticipation of the move to the new building. The collaboration with the NDT has been mentioned above. The recent agreement with the Residentie Orkest, which contains arrangements on existing activities (such as the Orchestra Master, One Minute Compositions and NMO), will also be fleshed out with plans for other joint projects (including participation by Conservatoire students in the Residentie Orkest's educational activities, promoting the expertise of members of the orchestra and exchange of information about programming and soloists, etc.). A coordinator of internships and external contacts will be appointed to manage these contacts and to provide support for the internships in the Music Teaching programme and the new teaching component of the Bachelor of Music curriculum.
- Steps will be taken during the 2018-2019 academic year to develop the Communications department. The former communications and fund-raising departments will be merged into a single department, which will have an almost entirely new team. Important tasks of the department will be internal communication, fund raising, alumni policy and recruitment. With respect to student recruitment, a Recruitment Taskforce has been established with members from the teaching departments, the ESC and the communications department and with the task of presenting proposals for active recruitment of students prior to their enrolment and supervision of students once they have enrolled.
- During the first half of 2019 the procedure will start to fill the vacancies for the heads of the Jazz and Early Music departments. Teachers and students will be involved in the selection procedure, which will be open to both national and international candidates. In the proposals for spending in the context of the quality agreements, money has been reserved in 2019 and 2020 for some teaching or support hours in connection with changes in the curricula of these departments.
- The university's participation in the pilot project in institutional accreditation give the Conservatoire a unique opportunity to further develop an approach to quality assurance that is relevant for teaching at a conservatory rather than on general bureaucratic principles. The existing policy with student panels, Critical Friends, international external examiners, professional review and semester evaluations will be continued. In addition, a student satisfaction survey will be conducted in 2019. In terms of accreditation, the Bachelor of Dance programme will be the subject of a visitation in 2019 and preparations will be made in association with the Royal Academy of Art for the accreditation of the Master's programmes as part of the pilot project in Institutional Accreditation and the Institutional Quality Assurance Assessment (ITK).

