

# TRINITY LABAN CONSERVATOIRE OF MUSIC & DANCE

## PROGRAMME SPECIFICATION

### KEY FACTS

|                       |   |
|-----------------------|---|
| Programmes:           | Postgraduate Diploma (Performance/Composition/Jazz) |
| Awarding institution: | Trinity Laban Conservatoire of Music and Dance      |
| Teaching institution: | Trinity Laban Conservatoire of Music and Dance      |
| Faculty:              | Music   |
| Department:           | Postgraduate  |
| Type of study:        | Full time or part time, no distance learning        |
| Length of study:      | One year full-time/two years part-time              |
| UK Credits:           | 120   |
| ECTS:                 | 60  |

### OUTLINE:

#### Summary description

This programme is designed to meet the needs of students wishing to undertake a year of concentrated study of performance or composition, subsequent to the completion of a Bachelor's degree (or equivalent). The programme offers students considerable flexibility to focus on areas of study that reflect their professional aspirations.

#### The programme aims are:

- to provide advanced musical training at postgraduate level which encourages the demonstration of individual musical talent and scholarship, underpinned by informed and sophisticated critical self-reflection, at a professional standard;
- to enable musicians of proven ability, and with the potential for further training, to advance and refine their skills and specialism/s and deepen their professional expertise through focused activity in those areas;
- to cultivate musicians who have the ability to work in a variety of complex musical groupings and multi-disciplinary environments, and to exercise initiative, personal responsibility, and leadership in professional practice;
- to create an environment which encourages risk and nurtures creativity and innovation, reflecting, wherever applicable, cutting-edge thinking within the profession, and taking advantage, where appropriate, of advances in digital and other technologies;
- to produce enterprising, entrepreneurial musicians equipped both for existing and developing high-level employment opportunities as performers/composers/educators in today's diverse, internationalised and ever-changing music profession.

There are no co/pre-requisite modules for undertaking this programme.

#### What will I be expected to achieve?

##### Knowledge and understanding

A1: demonstrate through performance and/or composition (and/or other media where appropriate) an in-depth knowledge of the student's principal instrumental/vocal/composition discipline (including a detailed grasp of appropriate repertoires and texts),

familiarity with relevant concepts and issues, and the ability to refer to, apply and/or challenge relevant materials and current research in a range of performing and/or creative contexts;

A2: demonstrate through performance and/or composition (and/or other media where appropriate) the ability to analyse, manipulate, interrogate or create musical materials (texts, artefacts, phenomena) as a means of expressing individual artistic concepts;

A3: evidence an advanced understanding of the relationship between theory, practice and theoretical constructs in music, and to demonstrate how these relate to its creation, performance and/or transmission;

A4: demonstrate a contextual knowledge appropriate to the specific musical area/s studied, including their relationship to wider artistic practices, and to cognate disciplines (such as dance, multi-media, education etc.) as appropriate. To demonstrate critical engagement with these questions especially in relation to music's creation, performance and/or transmission

#### Skills (subject specific/professional)

B1: demonstrate an individual musical personality or 'voice' through advanced technical skills, high levels of interpretative insight, personal expression, and originality in creative work, and to be able to adapt these skills imaginatively for new situations across a broad range of repertoire, whether in a solo or collaborative ensemble context, and in a variety of public performing situations;

B2: exhibit, either through comprehensive broadening or deepening of specialisation, fluency in stylistic interpretation, composition and/or improvisation across a range of repertoire;

B3: demonstrate the ability critically to analyse and/or synthesise knowledge of the essential components of musical language and structures through a range of different approaches;

#### Skills (transferable)

C1: to be a self-critical and motivated learner, able to produce independent work of high quality; to guide the learning of others, and to manage your own continuing professional development;

C2: to be able to work creatively and effectively with a group as leader or member, and to exhibit skills in leadership, teamwork, negotiation, organisation and decision-making as appropriate, and handle with confidence conflict, risk and the unexpected;

#### Values and attitudes

D1: A sophisticated understanding of collaborative processes and co-operative working, recognising the role of individual responsibility within the creative process, and an understanding of relevant professional expectations and protocols,

D2: Autonomy of learning, researching and presentation/communication with others;

D3: Flexibility and responsiveness to individual and collective innovation and creativity, recognising risk as an element of that creativity.

#### **How will I learn?**

Learning takes place through a blend of formal tuition, experiential learning and personal study. Instrumental, composition, or vocal tuition is the central element of the provision,

consisting of individual one-to-one learning, group tuition, rehearsals, workshops, seminars and masterclasses. Visiting artists, ensemble directors and lecturers expose the students to a variety of views and approaches current within the profession. Students will develop and contextualize their individual tuition within a broad range of solo, small-group/chamber, and large-ensemble activities.

The Collaboration Lab module (CoLab) will involve a combination of briefing tutorials, lectures/demonstrations, intensive rehearsals and semi-public sharings, and the Engaging Audiences module will be delivered through seminars, and an e-learning environment including an on-line forum.

The programme aims to enable you to develop independent learning strategies for lifelong learning. Your tutors will regularly encourage you to reflect on learning and to formulate personal programmes of study and targets for learning.

Certain modules/components in the programme may involve you studying with another student or students in a collaborative way (e.g. with other musicians, dancers or other artists in a working relationship). This may involve you working alongside, and/or undertaking leadership or supervisory responsibilities for other (possibly undergraduate) students engaged in projects with you as, for example, assistant directors or performers. Collaboration is considered to be at the heart of professional artistic life and, as such, opportunities such as these represent valuable learning experiences.

This programme assumes 1200 learning and teaching hours with a little over 200 hours average contact time.

### **How will I be assessed?**

#### Overview

Assessment methods as far as possible mirror professional contexts. In the 'Double Module' assessment for performance/composition activities will include a combination of solo, chamber/small ensemble, large ensemble and technical work. These will be supplemented by written/oral assignments requiring critical reflection on a range of contextual matters (the wider profession, audience, the concept of the informed performer etc). The other modules (CoLab and Engaging Audiences) will feature a blend of written and practical assessment methods arrived at through negotiation between the student and tutor depending on the material under consideration.

#### What do I have to do to pass?

To pass you need satisfactorily to PASS (50%) each of the modules that constitute the programme, which effectively means you must achieve, at minimum, a pass grade, as defined by the M-level Generic Grade Descriptors. The proposed grade will reflect, in the view of the assessment panel, the extent to which the performance/ submission has met both the general and module-specific assessment criteria. There are provisions to apply compensation for a 'missed' pass under certain defined circumstances, and similarly there are provisions to retrieve a failure: please see further details about these in your handbook and online [provided in the Appendix to this section]. All performance assessments taken in the Professional Studies module must be passed.

### **What award can I get?**

Successful completion of this programme of study can lead to one of the following Postgraduate awards:

- Postgraduate Diploma (Performance)
- Postgraduate Diploma (Composition)

- Postgraduate Diploma (Jazz)

The minimum percentage in the overall aggregate for recommendation for the award shall normally be:

- With Distinction minimum 70%
- With Merit minimum 60%
- Without classification minimum 50%

The PG Diploma award shall be decided on the overall aggregate of all modules calculated as a weighted average.

## CONTENT:

### Structure of the Year

#### Passing the year

To pass the year you must attain a pass or better for each module. Please see the full version of the regulations and the generic grade descriptors for further.

Core (compulsory) modules: (totalling 120 credits)

| MODULE             | Credits | Module code |
|--------------------|---------|-------------|
| 'Double Module'    | 90      | PD701       |
| Collaboration Lab  | 10      | PD702       |
| Engaging Audiences | 20      | PD703       |

#### Structure of the year:

For full-time students the programme commences in September each academic year, and continues until July of the following year.

For part-time students, the programme commences with registration in September of Year 1 and continues until the completion of all modules/components in June/July of Year 2.

#### Structure

|                               |                                   |                                    |
|-------------------------------|-----------------------------------|------------------------------------|
| Double Module<br>(90 credits) | Collaboration Lab<br>(10 credits) | Engaging Audiences<br>(20 credits) |
|-------------------------------|-----------------------------------|------------------------------------|

*Full-time mode:* You will take 120 credits in one year. All modules are. The academic teaching year normally commences in September and finishes in June/July.

Modules may be whole-year or part-year intensive learning. Collaboration Lab and Engaging Audiences will be studied in terms 1 and 2, with assessments at the end of each module.

The Professional Studies module learning will be undertaken between September and May. The major performance/composition elements and will be assessed during the May/June assessment period. Assessments for the minor performance/composition element and ensemble performance/composition elements will be completed before or during the summer assessment period, as advised by the programme team.

*Part-time mode:* You will take 120 credits in two years. All modules are core. The academic teaching year normally commences in September and finishes in June/July.

Learning is to be determined in consultation with the Programme Leader. Students will sign an individualized learning agreement, developed as appropriate to their circumstances and specific learning needs.

- Professional Studies module: learning will take place over two years;
- Collaboration Lab: you will be required to participate in this module in both years of study, but will be assessed once, in either year one or year two, depending on assessment options chosen (see below);
- Engaging Audiences: may be taken in either year one or year two, depending on assessment options chosen (see below).

Assessment: there are two options for students to choose from regarding the assessment of modules:

**OPTION 1: 'Standard' part-time:**

ALL assessments take place in the second year of part-time study.

**OPTION 2: 'Non-standard' part-time**

Students may opt (with the agreement of their Programme Leader) to complete certain elements of the programme during their **first year** of part-time study. For example, it may be desirable for some of the following elements to be taken in Year One:

- the minor or ensemble components of 'Professional Studies';
- Collaboration Lab;
- Engaging Audiences).

Learner contracts will be sent to students during the Autumn term and, should you wish to take option 2, you will need to arrange a meeting with your Head of Department and/or Programme Leader to discuss and confirm your pattern of assessment.

## CAREERS

There are a number of employment opportunities available for graduates. These include opportunities as freelance performers in contexts including: solo performance; accompanist/repetiteur (inc. for dance); small ensemble/combo; orchestral musician; big band; function band; opera company; vocal ensemble; choral. Opportunities for composers include, for example: composition commissions; musical arrangements. In addition, many graduates undertake work in, for example, instrumental and/or vocal teaching, workshop leadership/facilitation (educational projects), musical direction, arts management, etc.

Other graduates progress on to further study, including, for example:

- Postgraduate study e.g. PG Artist Diploma (performance/composition/jazz);
- PGCE
- Other vocational teaching qualifications e.g. in Alexander Technique, Music Therapy

Trinity Laban alumni can now be found across the music and arts professions, within the UK and overseas. Further information can be found at <http://www.trinitylaban.ac.uk/alumni/meet-our-alumni/our-graduates>.

### Careers Support at Trinity Laban

Trinity Laban's courses all include extensive preparation for a professional career in the performing arts. In addition, our Careers Coordinator, Juliet Ingram, organises talks and events, and is available for individual consultations to help you explore career options and choices and develop skills relevant to the job application process. Guidance is impartial and confidential and you are entitled to help both while you are studying and once you have graduated (for up to two years following graduation). Students are encouraged to talk through their career ideas at an early stage in order that they can maximise opportunities to gain experience relevant to their career intentions.

Bookable careers guidance interviews take place each week; appointments can be arranged by phone, email or in person with the Careers Coordinator, Juliet Ingram

(Email: J.Ingram@trinitylaban.ac.uk; tel: 020 8305 4414). During an individual consultation the Careers Coordinator can offer students:

- Support in analysing their career ideas and exploring other options
- Advice on finding part-time employment during their studies, including strategies for finding music teaching opportunities
- Advice on the job application process - CVs, covering letters, application forms and interviews
- Support with looking for scholarship support and making scholarship applications
- Guidance for those thinking about changing course or career direction
- Support to help students move themselves forward after their studies

The careers noticeboard has useful information and job opportunities and is updated regularly. In addition, students can access careers information on the Trinity Laban intranet portal including information about:

- where to find details of job vacancies and internships
- working in music education
- self-employment and setting up a small business
- further training and post-graduate study
- possible sources of scholarship support
- sources of careers support for students with disabilities
- sources of careers information relevant to international students
- taking a gap year or volunteering

Information about job vacancies, voluntary opportunities, internships and training courses is circulated to students on a regular basis.

Outside speakers are regularly invited to deliver sessions on a range of careers related topics. In addition, postgraduate and final year undergraduate students who intend to pursue a career involving orchestral playing can have an individual session to talk through various aspects of their future career development with a representative from The Musician's Answering Service (MAS).

Trinity Laban aims to deliver inclusive, high quality careers education, information, advice and guidance, enabling all students to realise their potential and respecting each individual whatever their race, nationality, gender, age, family circumstances, sexual orientation, disability, religion, belief or social background. Information about additional careers support provided to disabled students and international students is also available.

#### **Professional Standards**

The Careers Adviser offers advice in good faith on the basis of the best information available to her. Students using this service must take the responsibility for their own decisions based on such advice.

### **STUDY ABROAD / WORK PLACEMENTS**

#### Study Abroad options:

This activity is not available.

#### Placement options:

Placement options may feature as part of the 'Engaging Audiences' module.

### **ACCREDITATION**

N/A

