

# Programme Specification – BA (Hons) Music Education

## KEY FACTS

<b>Programme:</b>	BA (Hons) Music Education
<b>Awarding Institution:</b>	Trinity Laban Conservatoire of Music and Dance
<b>Teaching Institution:</b>	Faculty of Music
<b>Type of study:</b>	FT
<b>UK Credits:</b>	360
<b>ECTS:</b>	180

## OUTLINE

### Summary Description

The BA (Hons) Music Education programme is designed for students wishing to be professional music teachers and music leaders. It aims to equip students with the necessary theory, musical skills, insight and experience required by the contemporary music education profession in its widest sense, and permits them to select and develop in areas of specific interest within this.

This is a full-time three-year or part-time six-year degree programme which equips graduates to work in a variety of educational settings with a broad range of pedagogical approaches coupled with a firm instrumental/vocal technique and high quality musicianship. On completion of the award students will have developed teaching, leadership and performance skills across a variety of genre practices, established a secure interpretative and technical fluency on their instrument/voice or in composition, and developed excellent theoretical and musicological knowledge. As an emerging teacher they will have led music-making with others in a number of settings, with a range of participants of different abilities and in relation to a range of audiences; they will also have gained a comprehensive understanding of the role of the musician in the contemporary education infrastructure. Through their practices in music teaching, leading and performance they will develop collaborative, creative and entrepreneurial skills in support of a professional career.

The programme espouses a research-informed vision of music education that proposes communication through high-quality musical behaviour as the most effective form and language of music learning and teaching. It promotes music as a foundational human behaviour and seeks to find ways to broaden access to musical learning for all. It argues that top-down statements of musical value can disenfranchise learners, and suggests instead that all musical practices carry value for those who engage in them. The programme promotes a music pedagogy that is learner-centred and discovery oriented, and seeks to emulate this in its teaching and learning processes. It does, however, acknowledge that some contexts have different expectations, and students will be taught to evaluate and employ context-specific pedagogies.

The BA (Hons) MusEd has three broad strands of study: Musical Practices integrates specialist 1-1 performance/composition learning with ensemble workshop activities covering a range of common genre practices in education, and ensemble learning of a range of common instruments in education and the voice. Music Pedagogies examines a variety of generic and music-specific pedagogical principles, and applies them to a suite of placements, hosted by the programme partner organisations. Academic Studies involves two years of study of languages of music and musicology, ensuring that students have the core knowledge of how music is structured across various genre practices, and how that interacts with its use in a variety of settings. This strand is completed with a final year Personal Project module, permitting students to demonstrate their ability to conduct independent research and structure a coherent in-depth argument.

In addition to these three main strands is the Musical Directions module, linking introductory leadership skills with an initial examination of the sociological implications of such improvisatory practices; Music Technology in Education, ensuring that students understand both high quality recording techniques and generative uses of technology in education; and a suite of electives, which are taken in partnership with BMus students.

This range of learning opportunities will permit students a rich appreciation of UK and international practices and philosophies of music teaching, learning and participation, supporting a diverse skill-set with a systematic understanding of key aspects of the discipline, high-quality reflective practice and a mind-set of life-long professional development. The programme contains modules and activities which are shared with the BMus, permitting students to form communities across the institution. Graduates will be equipped to enter a wide variety of music education professions or to progress to further study at level 7.

There are no co/pre-requisite modules for undertaking this programme, which is hosted by Trinity Laban's Department of Music Education. Part-time routes through the programme will be individually negotiated, but would normally take six years, with two years at each level of study. For PT students all modules will normally last for one academic year with the exception of the three Musical Practices modules and the Personal Project.

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

**Knowledge and understanding:** on successful completion of this programme, students should be able to demonstrate a systematic and critical understanding of:

- the values, theories and concepts relevant to music education;
- the diversity of learners and the complexities of the education process;
- a wide repertoire of music pedagogies centring on approaches that privilege agency and creativity;
- how time, place and context affect musical language, meaning and learning;
- how musical material can be analysed and interrogated, and communicated to a range of learners;
- the different social, cultural and professional contexts of music education and performance.

**Skills:** on successful completion of this programme, students should be able to:

- teach music musically across a variety of contexts, including formal, non-formal and informal settings, and with learners of all ages;
- exhibit high levels of communicative fluency on their principal instrument/composition;
- use a variety of instruments and their voice to lead and support the learning of others;
- communicate, manipulate and refine musical objects through leading and collaborating with others;
- rehearse a large ensemble, support small ensembles and teach 1-1;
- work with confidence with or without notation across multiple genre practices;
- confidently lead vocal ensembles and group singing, and know how to use singing in their daily teaching practices;
- use music technology for recording and producing, for generative activities and for teaching;
- structure and communicate ideas clearly and succinctly both in person and in text, able to modify language depending on readers, learners and audience;
- represent and help develop the organisations in which they are employed;
- demonstrate confidence in working with different types of partner organisations, including in multi-stakeholder projects;
- select, gather and use a range of evidence to extend knowledge and understanding and formulate appropriate changes to practice.

**Values:** on successful completion of this programme, students will:

- have been encultured into a learner-focussed and sound-centred pedagogy; respecting the learner voice and knowing how to facilitate it;
- view themselves as holistic teachers, concerned for the whole learner, aware of how to support motivations for learning, and be able to harness the many benefits of music for personal development, wellbeing and societal change;
- take responsibility for their own development, be committed to lifelong learning and to researching and sharing pedagogical practices;
- demonstrate intellectual curiosity, be open to new ideas, demonstrate flexible pedagogies and exhibit instinctive reflective practices;
- exhibit the ability to work independently and with others, and to show self-motivation and critical self-awareness;
- be able to organise and manage a timetable of work effectively;
- engage with the legal and ethical frameworks relevant to music education.

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

Learning takes place through a blend of seminar tuition, practical workshops, instrumental/composition/vocal 1-1 lessons, individual tutorials, online activities, placements, individual and group projects and self-directed personal study.

Observation of, and participation in professional practice in teaching or leading are central elements of the provision alongside seminars designed to provide a theoretical basis to this practice. Placements will be offered in a variety of settings, principally consisting of school, music hub or non-formal settings. Students will spend sixty days in up to five different settings, including an extended placement of forty days in their third year, ensuring that they are up-to-date in their understanding of professional practices and the requirements of different learning contexts. The development of reflective practice will be a key aspect of placement learning.

Instrumental, composition, or vocal tuition consisting of individual one-to-one learning, group activities, rehearsals, workshops, seminars and masterclasses (as appropriate) form an additional important strand of learning, some of which will model informal and peer-peer learning processes. Students will develop their knowledge of musical languages and the ways that music is used in society, and conduct in-depth research into specific areas of personal interest. The Personal Project is taught through a mix of small-group seminars and individual supervisions. Modules in music technology, music leadership and a suite of electives will enhance opportunities for a personalised trajectory through the subject field.

Wherever possible practical experience is blended with theoretical knowledge to develop a performer's informed musicianship and employable pedagogical skills, and with additional content and forums on the VLE. The teaching team will expose the students to a variety of views and approaches current within the profession.

The programme aims to enable students to develop independent strategies for lifelong learning. Tutors will regularly encourage reflection on learning and the formulation of personal targets for learning. CoLab is an integral element of performance studies and is a ring-fenced period of the academic year where students work together to create and develop creative projects and where artistic risks and innovation are encouraged. Certain modules and components in the programme will involve studying with other students in a collaborative way (e.g. with other musicians, dancers or other artists in a working relationship). Collaboration is considered to be at the heart of professional educational and artistic life and, as such, opportunities such as these represent valuable learning experiences.

This programme assumes 3600 learning and teaching hours. Contact and self-study time is defined in module descriptions.

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

#### **Overview**

There is a range of assessment methods across the credit-bearing elements of the programme, which as far as possible mirror challenges encountered in professional contexts. Assessments are both formative, in that they offer detailed feedback to the student, and summative, in that they offer, in relation to published criteria, a mark and justifications for that mark both to the student and the institution. The programme throughout takes the view that assessment is primarily a learning rather than a grading tool, and students will undertake regular formative tasks in lessons and seminars. Credit-bearing assessment tasks are designed to be as valid as possible, whilst also maintaining fairness and reliability.<sup>1</sup>

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<sup>1</sup> See, for example ‘Assessment in Music Education’ by Martin Fautley (2010) for a description of how validity (authenticity of task), reliability (consistency of outcome) and fairness (ability of all students to demonstrate their skill) are held in tension within assessment design.

There is a wide range of assessment tasks on the programme that offer a variety of modes through which students can evidence their skills and understanding. These range from a solo recital to ensemble leadership in rehearsal or improvised contexts; text-based and notated tasks, presentations, vivas, practical teaching assessments, and a Personal Project module that permits a wide variety of submission modes. Some modules rely on practical assessment, and the Specialist Options feature a blend of written and practical assessment methods (including, but not exclusive to essay, analysis, composition, improvisation, teaching assessment, practical group leadership etc.) The programme design supports the ability of students from a range of backgrounds to succeed, with a focus on skills in practice.

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

To pass the programme you need to satisfactorily pass each of the modules that constitute the programme, which effectively means you must achieve a mark of 40% or above, as defined by the Undergraduate Generic Marking Criteria. The mark will reflect, in the view of the assessment panel, the extent to which the work has met both the general and module-specific assessment criteria. On some modules 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 the Trinity Laban Assessment Regulations for Taught Programmes.

Students must obtain all credits in each year in order to progress and must successfully complete any resits before fully enrolling in the next year of the programme (provisional enrolment may be permitted in some circumstances). An Assessment Board meeting will be held at the end of each academic year to ratify results and make decisions about students’ progression and awards. Notification of the decision will be sent to students in writing alongside a transcript of results following the end of each year of study.

Where an assessment component is failed, one resit may be permitted by the Assessment Board (or by the Interim Assessment Panel subject to confirmation by the Assessment Board). The mark will be capped at the minimum pass mark of 40%. The date and mode of reassessment will be set by the Interim Assessment Panel or by the Assessment Board (depending on the timing of the assessment).

## What award can I get?

### BA (Hons):

Year of study	HE Level	Credits	Weighting (%)
Year 3	6	120	80%
Year 2	5	110	20%
	6	10	
Year 1	4	120	Pass/Fail

Class	% required
First class	70
Second class: Upper division	60
Second class: Lower division	50
Third class	40

### Diploma of Higher Education (DipHE):

Year of study	HE Level	Credits	Weighting (%)
Year 2	5	110	100
	6	10	
Year 1	4	120	0

Class	% required
With Distinction	70
With Merit	60
With Pass	40

### Certificate of Higher Education (CertHE):

Year of study	HE Level	Credits	Weighting (%)
Year 1	4	120	100

Class	% required
With Distinction	70
With Merit	60
With Pass	40

## CONTENT

### What will I study?

### **Programme Structure:**

#### **Taught Modules**

Module Title	Module Credits	Core/ Elective	Compensation Yes/No	Level
Music Practices 4	45	Core	No	4

Academic Studies 4 (Applied Musicianship; Historical Musicology)	25	Core	No	4
Music Pedagogies 4	30	Core	No	4
Musical Directions 4	20	Core	Yes	4
Music Practices 5	35	Core	No	5
Academic Studies 5 (Applied Musicianship; Contemporary Musicology)	25	Core	No	5
Music Pedagogies 5	30	Core	No	5
Music Technology in Education 5	20	Core	Yes	5
Electives 5	10	Core	Yes	5
Musical Practices 6	25	Core	No	6
Music Pedagogies 6	40	Core	No	6
Electives 6(2)	30	Core	No	6

#### **Project/Dissertation Module**

Module Title	Module Credits	Core/ Elective	Compensation Yes/No	Level
Personal Project	25	Core	No	6

#### **Electives:**

The following list of elective options is indicative and not every elective is guaranteed to run each year. Additionally, many electives have maximum student numbers and students are not guaranteed their first choice of elective.

Year 2 Electives:	Year 3 Electives:
<ul style="list-style-type: none"> <li>• Analysis for Performance</li> <li>• Arranging for Small Ensembles</li> <li>• Collaborative Composition for Performers</li> <li>• Conducting</li> <li>• Critical Popular Music</li> <li>• Essential Performing Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Instrumental and Vocal Teaching</li> <li>• Advanced Orchestration</li> <li>• Arranging for Large Ensemble</li> <li>• Capstone Project</li> <li>• CoLab Creative Project</li> </ul>

<ul style="list-style-type: none"> <li>• Improvisation and Interpretation</li> <li>• Instrumental and Vocal Teaching</li> <li>• Introduction to Music Psychology</li> <li>• Neglected Repertoires: Reception, Taste Formation and the Canon</li> <li>• Opera and Theatre</li> <li>• Traditional Music and Contemporary Folk</li> </ul>	<ul style="list-style-type: none"> <li>• Composing for Media</li> <li>• Creative Leadership</li> <li>• Fourth Plinth</li> <li>• Independent Study</li> <li>• Music and Dance</li> <li>• Music, Gender and Sexuality</li> </ul>
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## ADMISSIONS

### Entry Requirements

Entrance to the programme is dependent upon selection at audition, which is expected to take place in January/February in the year of the programme start date. The programme is open to students from any Western music genre background and on any instrument for which a suitable teacher can be sourced.

**Requirements:**

The following are required:

- An ability to articulate independent views on processes of music teaching and learning;
- fluency on instrument/voice – evidenced by indicative level at audition (as a guide, we look for a level of fluency commensurate with Grade 8 standard in the chosen principal study instrument, although we recognise that grade exams are not appropriate for all types of applicant). Composition is accepted as a principal study and will be considered by a portfolio submitted in advance, but a performance fluency would still be expected at interview;
- three A level passes at BBC (equivalent to a minimum of 112 [UCAS tariff points](#)), of which one should normally be in music, music technology or the performing arts;
- BTEC Extended Diploma at levels DMM or
- BTEC Level 3 Diploma at D\*D\*.
  
- In addition, applicants would normally have 5 GCSEs (or equivalent level 2 qualification), (including English Language and Maths) at grade C/ level 4 or above;

International qualifications will be considered for NARIC equivalency to the above.

For applicants for whom English is not their first language, IELTs 6.5 overall is required, although IELTs 6.0 in all 4 areas can be accepted. Support for English for Academic Purposes is available for students referred by Programme Leaders.

We welcome applicants who do not have access to the standard entry requirements. Experience and previous training are considered via a Recognition of Prior Learning (RPL) process. They would be required to complete an additional form and submit documentary evidence to be considered via this route.

Non UK/EU/EEA students will be required to provide evidence of their eligibility to study in the UK, and this programme is eligible for Tier 4 visas.

In order to be eligible for further training in the UK after this programme as a classroom teacher leading to Qualified Teacher Status, applicants will need to meet the [Department for Education minimum requirements](https://getintoteaching.education.gov.uk/eligibility-for-teacher-training) ([getintoteaching.education.gov.uk/eligibility-for-teacher-training](https://getintoteaching.education.gov.uk/eligibility-for-teacher-training)).

**A successful applicant will demonstrate, through their application, audition and interview:**

- evidence of commitment to arts education practices;
- fluency of technique on the instrument/voice and high levels of care for musical discourse;
- an appropriate grasp of performance practice issues relevant to the repertoire they have performed or an appropriate grasp of stylistic and formal issues relevant to the compositions they have presented in their portfolio;
- a capacity for independent, critical and reflective thought;
- intellectual curiosity and strong motivation and potential for personal development;
- confidence and clarity in presenting, manipulating and rehearsing musical materials;
- an ability to organise ideas and communicate them effectively.

## CAREERS

The Department of Music Education is renowned for producing highly employable graduates, and has a strong reputation in the industry. On completion of the programme students will be prepared for entry into a wide variety of professional contexts, including studio teaching, classroom music, community music, orchestral outreach/workshop leading and other specialist environments. Typical employers would be schools, music hubs or performing arts organisations, although there is a strong tradition of self-employment in the professional field as well. Students will also be equipped for further study at level 7, for example:

- A one year Secondary or Primary PGCE would lead to Qualified Teacher Status, and the ability to teach in the maintained sector;
- Trinity Laban's MA in Music Education & Performance is recommended for those who want to further enhance their performing and teaching skills;
- A Masters in Music Education is available in other HEIs for those seeking a more academic understanding of this complex field of practice.
- A further specific training at masters level would lead to a career as a music therapist;

Music education is an international profession and Trinity Laban has alumni teaching in many parts of the world. Graduates of this programme will be equipped to enter the worldwide workforce and will understand how to interrogate the foundational assumptions of any music education context, and to appreciate the role of the various representative bodies in connecting practitioners and enhancing practices across the globe. Trinity Laban is a member of a variety of representative bodies and regularly hosts industry events.

Whilst this is a new programme, alumni profiles from other Department of Music Education programmes can be found on the website: <http://www.trinitylaban.ac.uk/alumni/alumni-profiles?tag=2089>

Comprehensive careers support is available for all Trinity Laban students and recent graduates, supported by a dedicated Careers Coordinator and our careers website: [www.trinitylaban.ac.uk/student-experience/careers](http://www.trinitylaban.ac.uk/student-experience/careers)

## **STUDY ABROAD / WORK PLACEMENTS**

### **Study Abroad options**

#### ERASMUS/ and other Accredited Exchange Programmes

A list of ERASMUS partners and other institutions where exchange is possible is published on the TL website.

<https://www.trinitylaban.ac.uk/student-life/international-students/student-exchange-programmes>

Student mobility will normally take place in the 2<sup>nd</sup> year of the programme. Credit will normally be recognised up to a maximum of the equivalent of 40 UK credits (20 ECTS) in the academic year where mobility has taken place. The mark awarded for the year will be calculated using the average mark of the credits awarded at the home institution (TL) for that year.

### **Placement options**

Please see the Music Pedagogies modules for further details.

## **ACCREDITATION AND PROFESSIONAL RECOGNITION**

### **Accrediting Body**

Trinity Laban Conservatoire of Music and Dance