

PROGRAMME SPECIFICATION – MA MUSIC EDUCATION AND PERFORMANCE

KEY FACTS

Programme:	MA Music Education and Performance
Awarding Institution:	Trinity Laban Conservatoire of Music and Dance
Teaching Institution:	Trinity Laban Conservatoire of Music and Dance
Type of study:	FT, PT
UK Credits:	240
ECTS:	120

OUTLINE

Summary Description

The MA MEP Programme is designed for students wishing to be professional teachers, music leaders and musicians. 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 but with a focus on the artist in educational settings, from instrumental/vocal teaching to workshop leading.

This is an intensive four-term full-time or seven-term part-time level 7 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 established a secure interpretative and technical fluency and developed a range of teaching, leadership and performance skills. As an emerging teacher-artist they will have led music-making with others in a variety 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 and performance they will develop collaborative, creative and entrepreneurial skills in support of a professional career.

This programme comprises compulsory 'core' modules designed to develop students' theoretical knowledge and its application to a variety of teaching practices, critical engagement with ethical considerations in music teaching and learning, and to give an opportunity to experience in depth a new educational context. Students will learn research methodology and undertake a personal project into an aspect of educational practice; they will also undertake a creative project in a learning or community setting with others in their cohort, and participate in CoLab, the college's two-week festival of cross-faculty collaborative learning. A suite of elective specialist options permits further opportunities to develop depth in theory and practice alongside further contextual subject areas. All students will take a professional studies module at minimum level 6 with one-to-one lessons and an assessed recital, and will be hosted by departments with their associated classes and ensemble opportunities; additionally, students will have the option of second-study lessons. The programme accepts students from the disciplines of composition and classical and jazz performance.

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 knowledge

at the forefront of their discipline, music as their primary language of engagement, high-quality reflective practice and a mindset of life-long professional development. The programme contains modules which are shared with the MMus and with the Teaching Musician programme, permitting students to form communities across the institution, with those training as performers and with practicing music educators seeking to refine and contextualize their practice.

This structure is designed to allow the performance and pedagogical skills of the individual student to flourish and for new skills and insights to be gained. It is structured to enable progressive development ('planned intellectual progression' (FHEQ, Level 7 descriptor)) through the material studied and the assessments undertaken, leading to increased autonomy and independence for learners, in preparation for professional life and/or study at Level 8.

The programme aims are:

- to enable musicians of nascent or proven pedagogical ability, and with the potential for further training, to advance and refine their skills and specialism/s and deepen their professional expertise through focused teaching, learning and observation of professional practice and self-led research
- to provide high level musical training which encourages the demonstration of individual musical talent and scholarship, underpinned by articulate, informed and sophisticated critical self-reflection, at a professional standard;
- to explore the relationship between music performance skills and teaching/leadership skills and develop secure student identities as artist-teachers, interrogating the relationship of pedagogical practices to wider artistic, contextual, historical, philosophical, cultural and/or social practices, issues and/or phenomena;
- to critically evaluate the relationship between music education theory and practical teaching/leadership skills; to enhance the knowledge base through carefully established research.
- to cultivate teaching artists who have the ability to work in a variety of complex musical situations and multi-disciplinary environments, deal with complex issues both systematically and creatively, and to exercise initiative, personal responsibility, and leadership;
- to create an environment which encourages risk and nurtures creativity and innovation, reflecting, wherever applicable, cutting-edge thinking within music education from around the world, and taking advantage, where appropriate, of advances in digital and other technologies
- to nurture enterprising, entrepreneurial artist-educators equipped both for existing and developing high-level employment opportunities as performers/ composers/educators/leaders in today's diverse, international and ever-changing music profession.
- To provide developing music educators with physical and online communities of reflective practice.

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

What will I be expected to achieve?

Knowledge and understanding: on successful completion of this programme, a student will be able to demonstrate:

- A systematic and coherent knowledge of the principal discipline, demonstrated both through teaching and leadership, and through performance and/or composition;

- a systematic understanding of and critical engagement with current research and advanced scholarship in music education, appropriate to a wide range of learning contexts
- critical insight in analysing, manipulating, interrogating or creating musical materials;
- a comprehensive understanding of the relationship between theoretical constructs and practice in music education;
- a sophisticated understanding of collaborative processes in a variety of settings;
- originality in the development of knowledge and understanding through research.

Skills: on successful completion of the programme, students will be able to:

- Demonstrate an individual musical personality or ‘voice’ through fluent technical skills and originality in interpretative insight;
- fluently lead teaching and learning activities in a variety of settings
- communicate knowledge effectively to learners;
- develop, refine and articulate their individual teaching or leading practice;
- evaluate, refine and apply research methodologies in music education.
- work creatively and effectively with others
- analyse and present research conclusions in an informed and concise manner.

Values: On successful completion of the programme, students will have:

- autonomy in learning, research and communication
- flexibility and responsiveness to innovation and creativity;
- a highly reflective and critically aware approach to the evaluation of learning;
- sound judgment in the absence of complete data.
- An ethical and principled approach to the gathering, analysis and dissemination of data and research findings.

How will I learn?

Learning takes place through a blend of formal tuition, online content, activities and support, experiential learning and personal study. Academic teaching and supervisions, personal self-study and research, and observation and participation of professional practice in teaching or leading are the central elements of the provision. Instrumental, composition, or vocal tuition consisting of individual one-to-one learning, group tuition, rehearsals, workshops, seminars and masterclasses (as appropriate) form an additional important strand of learning. Students will develop and contextualize their pedagogical learning with a broad range of placements, observations and reflective practice tasks alongside in-depth research into specific areas of personal interest. Individual instrumental/vocal tuition will be situated within a broad range of solo, small-group/chamber, and large-ensemble activities.

Most tuition is delivered through formal taught sessions, seminars and tutorials, and consolidated in extensive self-study. Delivered in small groups, 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. Visiting artists, ensemble directors and lecturers expose the students to a variety of views and approaches current within the profession. The Personal Project is taught through a mix of small-group seminars and individual supervisions.

The programme aims to enable students to develop independent learning strategies for lifelong learning. Tutors will regularly encourage reflection on learning and the formulation of personal programmes of study and targets for learning.

Certain modules/components in the programme will involve studying with (an)other student(s) 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 2400 learning and teaching hours with around 220 hours average contact time.

How will I be assessed?

Overview

Assessment methods as far as possible mirror professional contexts. There are a wide range of assessment tasks in the programme, from a recital (Professional Studies) to a video of teaching (Theory into Practice 3) to case studies, a viva and essays. Some modules rely on practical assessment, including Professional Studies and Research Methods in Education, and the Specialist Options will feature a blend of written and practical assessment methods (including, but not exclusive to essay, analysis, composition, improvisation, teaching assessment, practical group leadership etc.) Many assessments will focus on employability skills and knowledge.

The programme assessment strategy involves a trajectory of increasingly personalised options of increasing weight, with peer-to-peer support through forums and occasional team-working (e.g. on the Creative Project and CoLab), and staff support through supervisions in the more student-led modules. Many tasks are dependent on professional practice as an educator, and students will be supported in finding the appropriate experience.

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 this document.

What award can I get?

Master’s Degree:

	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	190	79%	With Distinction	70
<i>OR</i>				With Merit	60
Taught	7/6	150/40	63%/16%	With Pass	50
Personal Project	7	50	21%		

Postgraduate Diploma (intermediate award only)

	HE Level	Credits	Weighting (%)
Taught/Project (may include Personal Project; not including Prof Studies at level 6)	7	120	100%
Taught/Project (may include Personal project; including Prof Studies at level 6)	7 6	90 40	69% 31%

Class	% required
With Distinction	70
With Merit	60
With Pass	50

Postgraduate Certificate (intermediate award only):

	HE Level	Credits	Weighting (%)
Taught/Project (not including Prof Studies at level 6)	7	60	100

Class	% required
With Distinction	70
With Merit	60
With Pass	50

CONTENT

What will I study?

Key Progression Points (if applicable)

The programme consists of a single part. Students who have yet to complete the taught modules due to failure or deferral may be required to complete any outstanding assessments.

Where an assessment component is failed, one resit may be permitted by the assessment board. The mark will be capped at the minimum pass mark of 50%. 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).

To complete the programme 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 information on where compensation may be available for an unsatisfactory mark, and for grade thresholds that allow resubmission of assessment tasks for a pass mark.

Structure

Structure of the year:

For full-time students the programme commences in September each academic year, and continues until December of the following year (15 months).

For part-time students, the programme commences with registration in September of Year 1 and continues until the completion of all modules/components in December of academic year 3 (27 months).

The Professional Studies module learning (FT) will be undertaken across the first three terms (blocks A to E); the major performance/composition element will be assessed in May/June (level 6) or September (level 7). The PT version of this module will last six terms with assessment in the months as above. Students will take departmental classes with others from across programmes at their performance level; the level 6 module additionally demands a technical portfolio.

Modules may be whole-year or part-year intensive learning; the Personal Project, Education Placement, Creative Project and Learning Mentor are all largely student directed and happen outside the formal term structures. Please see the appendix for a diagrammatic schedule.

Taught Modules

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Theory in Practice 1		10	Core	Yes	7
Theory in Practice 2		10	Core	Yes	7
Theory in Practice 3		10	Core	No	7
Ethical Considerations in Music Teaching & Learning		10	Core	Yes	7
Education Placement		20	Core	Yes	7
Contemporary Music Pedagogy		10	Core	Yes	7
Research Lab		20	Core	Yes	7
Electives		30	Core	Yes (up to 20 credits)	7
Professional Studies		40	Core	No	6 or 7

Project/Dissertation Module

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Personal Project		50	Core	No	7
Creative Project		20	Core	Yes	7
CoLab		10	Core	Yes	7

Electives

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Learning Mentor		20	Elective	Yes	7
Instrument-Specific Pedagogy & Second Study		20	Elective	Yes	7
Arranging for the Classroom		10	Elective	Yes	7
Contemporary Theorists in Music Education		10	Elective	Yes	7
Creative Leadership		10	Elective	Yes	7
Technology in Music Education		10	Elective	Yes	7

In addition to the programme as outlined, all students will be offered a formal observation of their professional practice with verbal feedback.

CAREERS

Alumni profiles 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

STUDY ABROAD / WORK PLACEMENTS

Study Abroad options

Not Available

Placement options

Please see Education Placement module for further details.

ACCREDITATION AND PROFESSIONAL RECOGNITION

Accrediting Body

Trinity Laban Conservatoire of Music and Dance

ADMISSIONS

Entry Requirements

For entry, applicants are normally expected to hold a good (2:1) pass in a BMus (Hons) or an equivalent qualification, such as a Performer's Diploma (LTCL, LRAM, LRSM, ARCM etc.). Equivalent entry qualifications or professional experience may be considered for entry to the programme, subject to completion of the Institution's RPL procedures.

Applicants must demonstrate through the application, audition and interview procedure the potential to carry out detailed investigations of topics in which they have a particular interest, and to communicate their ideas coherently and effectively to others.

Applicants for whom English is not their first language should demonstrate proficiency in English equivalent to IELTS 6.5 (with a minimum of 6.0 in all areas)