

PGAD PROGRAMME SPECIFICATION

KEY FACTS

Programme:	Postgraduate Advanced Diploma (PGA) (Composition; Ensemble; Jazz; Music Performance)
Awarding Institution:	Trinity Laban Conservatoire of Music and Dance
Teaching Institution:	Trinity Laban Conservatoire of Music and Dance
Type of study:	One year full-time; two years part-time
UK Credits:	120
ECTS:	60

OUTLINE

Summary Description

The PGA programme is designed for students wishing to be professional musicians: performers and composers. It aims to equip students with the necessary musical skills, insight and experience required by the contemporary profession in its widest sense but with a focus on the Western Classical and Jazz traditions; the Jazz pathway offers discrete comprehensive specialist training.

This is a one-year full-time or two-year part-time Level 7 programme which enables graduates to create music as instrumentalists, vocalists or composers at a highly professional and employable standard. You will have established a secure artistic personality and developed a range of sophisticated professional skills. As an emerging artist you will have created music – solo, small and large ensemble – in a variety of settings and in relation to a range of audiences. You will have gained understanding of the music profession and its audiences in contemporary society. Through your understanding of audience you will develop collaboration, innovation and entrepreneurial skills in support of a professional career. The programme prepares you to communicate at the highest levels as an artist through your instrument/voice/compositions and to engage audiences through informed discussion and text where appropriate.

This programme comprises compulsory ‘core’ modules designed to develop students’ individual technical and interpretative skills in their principal study discipline through one-to-one and group tuition, as well as through a wide range of departmental and cross-department solo, small group/chamber music, and large ensemble activities, in which settings you will be able to develop a range of artistic and related skills relevant to their professional aspirations.

The programme is designed to allow the skills and experience of the individual student to flourish and for new skills and insights to be gained. The programme is structured to enable progressive development through the material studied and the assessments undertaken, leading to your increased autonomy and independence as a learner, in preparation for professional life and/or study at Level 8.

The programme aims are:

- to provide advanced musical training at postgraduate level which encourages the demonstration of individual musical talent and scholarship, underpinned by articulate, informed and sophisticated critical self-reflection, at a highly 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 acknowledge the significance of musical context, highlighting the relationship of music to wider artistic, historical, philosophical, cultural and/or social practices, issues and/or phenomena;
- 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.

What will I be expected to achieve?

On successful completion of this programme, a student will be expected to be able to demonstrate:

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; present results or findings in a coherent and communicable form; and show critical awareness of areas of uncertainty or contention;

A3: evidence an advanced understanding of the relationship between theory, practice and theoretical constructs in music; be able to use relevant techniques and methods to explain and demonstrate that interrelationship; and to demonstrate how these relate to its creation, performance and/or transmission;

A4: demonstrate a broad contextual knowledge appropriate to the specific musical area/s studied, including their relationship to wider artistic, historical, philosophical, cultural and/or social practices, issues and phenomena, 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 (rigorous, defensible, robust, imaginative, etc.), 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. Students will develop and contextualize their individual tuition within a broad range of solo, small-group/chamber, and large-ensemble activities. Visiting artists, ensemble directors and lecturers expose the students to a variety of views and approaches current within the profession.

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.

The Professional Project places a significant responsibility on the learner, and shifts the role of the tutor to that of a mentor or facilitator.

This programme assumes 1,200 learning and teaching hours with at least 350 hours average contact time.

How will I be assessed?

Overview

Assessment methods as far as possible mirror professional contexts. In the assessment for 'Professional Studies' 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). Other programme components, including CoLab and the Professional Project will feature a blend of written and practical assessment methods (including, but not exclusive to essay, analysis, composition, improvisation, performance, editions etc.) arrived at through negotiation between the student and tutor depending on the material under consideration.

What do I have to do to pass?

You must achieve a pass mark of at least 50% in each module in order to pass the programme. The mark awarded will reflect the extent to which you have met the descriptors set out in the level 7 marking criteria.

Compensation (the award of credit for a failed module) may be awarded for no more than one module of up to 20 credits, provided that a mark of no less than 40% has been achieved in the module to be compensated. Compensation is not permitted for the Professional Studies module.

What award can I get?

Successful completion of the Postgraduate Advanced Diploma programme of study can lead to one of the following postgraduate awards:

- Postgraduate Advanced Diploma (Ensemble)
- Postgraduate Advanced Diploma (Composition)
- Postgraduate Advanced Diploma (Jazz)
- Postgraduate Advanced Diploma (Performance)

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

- With Distinction minimum 70%
- With Merit minimum 60%
- Pass without classification minimum 50%

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

Postgraduate Advanced Diploma:

	HE Level	Credits	Weighting (%)
Taught	7	120	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 for an unsatisfactory mark, and for grade thresholds that allow resubmission of assessment tasks for a pass mark.

Structure

Taught Modules

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Professional Studies	PGA701	90	Core	No	7
CoLab	PGD703	10	Core	Yes	7
Professional Project	PGA708	20	Core	Yes	7

For full-time students, the programme commences in September each academic year, and continues until July of the following year (9 months).

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

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

Modules may be whole-year or part-year intensive learning. CoLab is studied in term 2 (between blocks C and D), with assessment at the end of each module. Professional Project and Professional Studies

module learning will be undertaken across all three terms (blocks A to F). The major performance/composition element will be assessed in May/June. Assessments for the minor performance/composition element will be completed during term 2 (blocks C to D), as advised by the programme team. Assessment of the Professional Project module will take place during block E.

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 July.

The pattern of learning is determined in consultation with the Programme Leader, but is normally expected to include one complete module in year 1 (CoLab), and two complete modules in year 2 (Professional Project and Professional Studies) though students may participate in CoLab during both years of learning. Learning within the Professional Studies module will also take place over two years, with assessment of individual components divided across the two years of study as appropriate. Students will sign an individualised learning agreement, developed as appropriate to their circumstances and specific learning needs.

CAREERS

Graduates from the PGAD programme now work in the field as, for example, independent / freelance performers/composers in a wide variety of contexts, music facilitators with professional music ensembles and organisations, as teachers in schools, colleges and universities or as music administrators and project managers.

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

Students have the opportunity to participate in a range of study/work placements with professional musical ensembles and/or individual musicians. Further details of such mentored learning opportunities are found within the Professional Project module description.

ACCREDITATION AND PROFESSIONAL RECOGNITION

Accrediting Body

Not Available

ADMISSIONS

Entry Requirements

For entry, applicants are usually expected to hold a good (Merit) pass in relevant performance/composition focussed postgraduate music degree, or an equivalent qualification. Equivalent entry qualifications or professional experience may be considered for entry to the programme, subject to completing 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.