

PROGRAMME SPECIFICATION – PGDIP THE TEACHING MUSICIAN

KEY FACTS

Programme:	PGDip The Teaching Musician
Awarding Institution:	Trinity Laban Conservatoire of Music and Dance
Teaching Faculty:	Trinity Laban Conservatoire of Music and Dance
Type of study:	Part-time blended learning
UK Credits:	120
ECTS:	60

OUTLINE

Summary Description

The PGDip The Teaching Musician is an accredited professional development route for practicing music teachers and animateurs. It has been created in consultation with music educators and employers, and is the result of a significant level of market research. The award offers a high degree of flexibility in schedule and content, permitting suitability for those working in a wide variety of settings, including primary school teachers, instrumental/vocal teachers and community musicians.

The programme equips students with the tools to reflect upon their practice; develop a critically aware appreciation of contemporary research in music education; engage in informed discussion within communities of practice both online and in person; critically analyse observed practice; and manage their own future development as a professional. It also offers development of skills in devising, carrying out and writing up entrepreneurial research activities, linking innovative student-directed projects with the current literature and published research.

The programme is fully supported by Moodle, which provides the platform for programme content, regular forums and all assessment and feedback. Students registering for the programme have full access to TL academic study facilities.

Teaching is mostly offered in a conference format to reflect a variety of interests, across the spectrum from instrumental-vocal teaching to community music, primary-school music or creative leadership. There are five main subject areas in the programme: the Theory into Practice modules form the core exploration of theory in relation to each student's own practice, have practical as well as theoretical teaching and a choice of assessments to reflect differing work contexts. Ethical Considerations and the Education Placement permit a more sociological examination of the underlying assumptions within different contexts and how this plays out in practice. The project block, including Research Methods in Education and Personal Project equip students to research, set-up, run and write-up an innovative and relevant piece of action-research, centred on pedagogical or community-focussed creative outputs.

The Learning Mentor and Creative Project are largely student led, with 'in the field' experiences and one-to-one supervision. The former permits students to identify a key figure in their current or aspired-to fields of work, in order to establish a professional learning dialogue, with observations and reflective encounters. This module also permits students to have one-to-one instrumental/vocal teaching from a member of TL

staff with the same aim. The Creative Project demands that students work with others on the module from their cohort or the MA MEP, that they work in a context that is new for them, and that the project has a demonstrable social outcome.

The Contemporary Theorists and Music Technology in Education modules are taught intensively over four days and involve a number of guest lecturers, the latter with practical sessions each day.

This range of learning opportunities permits students to gain a rich appreciation of UK and international practices and philosophies of music teaching, learning and participation, supporting the development of 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. Some modules are shared with the MA MEP permitting students to form communities across the institution, with those training in performance alongside pedagogy.

The programme is designed to allow the 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 support of professional life and preparation for study at Level 8.

The programme aims are:

- to enable musicians of proven pedagogical ability, and with the potential for further training, to advance and refine their skills and specialisms and deepen their professional expertise through focused teaching, learning, observation of professional practice and self-led research;
- to critically evaluate the relationship between music education theory and practical teaching/leadership skills, highlighting connections to wider artistic, contextual, historical, philosophical, cultural and/or social practices, issues and phenomena from across the international context;
- to enhance the knowledge base through carefully established research.
- to cultivate educators 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 provide a CPD opportunity for practicing educators and music-leaders encouraging reflection on practice and the formation of online and physical communities of practice.

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 understanding of current research and advanced scholarship in music education;
- 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;
- demonstrate critical engagement with a comprehensive theoretical and contextual body of knowledge appropriate to the specific pedagogical areas studied;
- originality in the development of knowledge and understanding through research.

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

- fluently lead teaching and learning activities;
- communicate knowledge effectively to learners;
- develop, refine and articulate their individual teaching or leading practice;
- evaluate, refine and apply research methodologies in music education;
- Analyse and present research conclusions in an informed and concise manner;
- be able to work creatively and effectively with others.

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, experiential learning and personal study, with a significant amount of online support through Moodle. Academic teaching and supervisions (whether physical or online), personal self-study and research, and observation of and participation in professional practice are the central elements of the provision. Students will develop and contextualize their learning with placements, observations and reflective practice tasks. Delivered in small groups wherever possible, practical experience is blended with theoretical knowledge to develop students' pedagogical skills and understanding, and their creative responses to challenge. Visiting lecturers expose the students to a variety of views and approaches current within the profession.

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

Certain modules/components in the programme will involve studying with (an)other student(s) in a collaborative way. 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 1200 learning and teaching hours with between 59 and 68 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 video of teaching (Theory into Practice 3) to case studies and essays. Programme components will feature a blend of written and practical assessment methods

(including composition, teaching resources, reflective journals, action research etc.) Most assessments will focus on relevant professional 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 staff support through supervisions in the more student-led modules. Most tasks are dependent on professional practice as an educator, and are centred on connecting reflective practice with theoretical knowledge.

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 presentation or 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?

Successful completion of this programme of study will lead to the PGDip The Teaching Musician.

All awards shall be decided on the overall aggregate of all modules calculated as a weighted average.

Postgraduate Diploma (taught route):

	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	120	100%	With Distinction	70
				With Merit	60
				With Pass	50

Postgraduate Diploma (project route):

	HE Level	Credits	Weighting (%)	Class	% required
Taught	7	70	58%	With Distinction	70
Project	7	50	42%	With Merit	60
				With Pass	50

CONTENT

What will I study?

Key Progression Points (if applicable)

Delivery of the certificate material takes place through four weekends throughout the year. The PGDip is achieved by adding to the PGCert modules via a project route or a taught route: the former is principally

online, with one day of contact followed by one-to-one supervision; the latter is taught through a four-day intensive course.

Students who have yet to complete the modules in one block due to failure or deferral may be required to complete any outstanding assessments in that block before progressing. Students may take between one and two years to complete each of the Certificate and Taught Easter blocks; the Project block should be completed in one year. Students may take no more than 120 credits in any one year, meaning that the PGDip has a minimum time of one year and a maximum time of four years. The PGCert block can be taken in any order, except that Theory into Practice 1 must be taken first. The Project block must be taken in the order: Research Methods in Education, Personal Project. The Taught Easter block can be taken in any order.

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

The programme runs on an annual basis (February – January); teaching will be in the following format:

Four intensive weekends in the year, three offering a Theory into Practice module seminars; a fourth will offer the core Ethics module, along with an introduction to Dalcroze Eurythmics. Each weekend (normally 10 hours contact time) forms a 10 credit module, for which there is self-study and a written assessment submitted some weeks later. The identical teaching curriculum is offered as an intensive week-long summer school, taught by programme staff, and held at partner international organisations. An RPL process will be applied in lieu of the programme attendance criteria for students who have successfully completed a summer school.

The Education Placement, Creative Project, Learning Mentor and Personal Project modules are mostly distance learning with initial seminars, online support and 1-1 supervision. Research Methods in Education is principally taught online with video-conferencing, although it is assessed by presentation on a single day of contact.

Contemporary Theorists and Music Technology in Education are taught over a four-day intensive period at Easter. See appendix for graphic representation

PGCert Block

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

Taught Easter Block

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Learning Mentor		20	Core	Yes	7
Contemporary Theorists in Music Education		10	Core	Yes	7
Creative Project		20	Core	Yes	7
Music Technology in Education		10	Core	Yes	7

Project Block

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Research Methods in Education		10	Core	Yes	7
Personal Project		50	Core	No	7

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

See Education Placement module for details.

ACCREDITATION AND PROFESSIONAL RECOGNITION

Accrediting Body

Trinity Laban Conservatoire of Music & 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)