

**TRINITY LABAN CONSERVATOIRE
OF MUSIC & DANCE**

MA Music Education & Performance

EDUCATION PLACEMENT

Host Handbook 2021

Education Placement Module Guide for Hosts

Introduction

Thank you for agreeing to participate in the scheme this year and to undertake the role of host for one of our students. This handbook will, I trust, help to 'put you in the picture' of what the scheme is intended to offer the students, and provide some guidance/suggestions about the role of the host which you may find useful.



Trinity Laban is proud of the fact that we have a 98% graduate employment rate. This is partly because we believe in tailoring our course to the needs of the profession with a fleet-of-foot approach to the ever-changing arts sector. The MA MEP Placement Module affords the opportunity to a select group of postgraduate students to develop a sophisticated understanding of the opportunities and demands of the music education profession for which they are training and, are, in all likelihood, soon to enter.

A significant purpose of the Placement Module is, through the depth and range of sessions which your Mentee attends, and through the contact you have with them, to open their eyes to the realities of the profession and all its expectations and demands *in your specific context*, and for you to be able to offer practical knowledge, based on your own experience, of how to further 'bridge the gap' from being a student to a professional educator/teaching artist. I am sure you'll have no difficulty in thinking back to the time when you were making this transition and remembering the things that people said to you or, perhaps more importantly, the things you wish people had told you but didn't!

The module also aims for students to develop an in-depth understanding of one or two aspects of the policy, pedagogical and financial constraints upon this context, and they are assessed on this knowledge.

It is important to state that there is no expectation that the student will have the opportunity to teach alongside you in the classroom, community or studio. It goes without saying that it would be a great experience if it were to be possible, but it clearly would be at your discretion and with appropriate permissions from the management and directors concerned.

We would expect that the student would attend a minimum of five half-days during the academic year (teaching days, outreach project sessions etc.) or equivalent, as well as having the opportunity to talk with management figures in your organisation to develop a wider understanding of the contextual influences upon your specific work environment.

The students have been told that they should approach any contact with you, and any occasion when they attend a lesson or other event, as if it were a professional engagement for which they themselves had been booked. I don't anticipate that they should fail to understand that but, should there be any lapses in that respect, please let us know.

Do get in touch with me at any time if you have queries or concerns.

It may be possible to meet you at some point during the year – I look forwards to the opportunity. Trinity Laban will offer periodic relevant training for hosts, and will be in touch with further details. Thank you for agreeing to give your time to this scheme.

With best wishes,

A handwritten signature in black ink, appearing to read 'Tim Palmer', with a long horizontal flourish extending to the right.

Tim Palmer

CONTACT DETAILS:

Tim Palmer

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Education Placement Module

The Education Placement Module is one of a range of modules offered in the MA MEP/Teaching Musician programmes. These allow students to gain a firm grounding in the pedagogical principles and practical realities of the music education profession, alongside a research project and their performance training. This ensures that they will approach their work with a sound technical understanding of their instrument alongside an approach to education that is informed by theory, research and practice

What activities does the Education Placement Module involve?

Activities are likely to include (depending on the individual/organization concerned) attending a range of lessons, workshop sessions, education/outreach projects and performances, to observing behind the scenes in arts education organisations. Opportunities may also be provided for students to work on lesson plans and evaluation, and other activities by negotiation with the host organisation. Trinity Laban has had placement arrangements on a variety of our programmes with a large number of music hubs and schools, and other music education organisations, including, for example, Pro Corda, In Harmony, and Glyndebourne Education Dept. The Conservatoire also has broader formal partnerships with the South Bank Centre, London Philharmonic Orchestra, the Institute of Contemporary Arts as well as a range of other innovators in the Arts sector. We are currently seeking to develop and build relationships with cutting edge and emerging educators and ensembles that are shaping the cultural landscape.

When should the placement take place?

As an expected minimum of contact, hosts should offer no fewer than five half-days (2-4 hours each depending on the setting and host) when the student is able to observe lessons, workshops, coaching and/or other teaching situations. In addition, it is expected that where appropriate students should have opportunities in the course of the placement to meet with individuals in their host organisation to discuss matters relating to their career development, and, where appropriate, to seek advice on questions on matters such as pedagogy, finance, policy, partnerships and other related areas.

Placements need to be scheduled at a mutually convenient time within busy term dates, and need to fit around existing work within the Trinity Laban academic and performance diaries. Activities with the placement should be completed by the end of November 2021. Availability may vary between students, so a variety of possible placement dates and times is greatly appreciated. All days of the week and times can be considered for a placement.

The link for confirming to host a Trinity Laban Student on Placement is [HERE](#); please complete this when a schedule has been agreed with the student.

Payment

Trinity Laban normally pays a fee to the host to compensate them for the administration time spent coordinating each placement – please indicate if you want this payment by completing the tickbox on the online placement set-up form. For the academic year 2020-21 this payment is 100. At the end of the component Trinity Laban will send you a short online feedback form. Once completed and returned, we will send you a PO number which will need to be quoted on your invoice. This invoice will be processed and paid at the earliest opportunity.

DBS Checks

Students on the programme normally will have up-to-date DBS checks

Trinity Laban categorises all frequent work with children and young people under the age of 18 as 'regulated activity'.

Frequently means once a week or more, or four or more times in any 30 day period.

Work with vulnerable adults such as those with disabilities or adults who are homeless or in prison is also classed as 'regulated activity'.

Any activity which:

- takes place in a 'regulated' setting – a school, childcare settings
- Or that involves close unsupervised contact
- Or that is of an intimate nature (personal care, financial responsibility)

is also classed as regulated activity and requires a DBS.

Trinity Laban accepts DBS checks from other organisations/bodies as long as they are **no older than 3 years**.

If the host demands a new check then they are welcome to run this through their own processes.



Roles, Responsibilities and Expectations

The Placement Host:

The placement activities should be connected to the regular/core activities of the host organization (where appropriate) and the student's involvement should reflect this. Hosts are encouraged to get involved in discussions around the music teaching profession with the students, as curiosity about career development is an expectation of the component. One of the assessments demands that the student investigate an aspect of the pedagogical, political or financial matters that influence the host organisation,

and hosts may receive requests to set up short meetings with those in the organisation who can answer questions on these areas.

Placement hosts can expect the student to adhere to agreed arrangements and conduct themselves in a completely professional manner at all times. In the case of any problems the host should contact the module leader at Trinity Laban.

The host is kindly asked to:

- Agree a placement schedule with the student and confirm this via the URL link provided.
- Provide an appropriate range of learning opportunities – a minimum of five half-day opportunities for the student to observe teaching & learning activities.
- Recognise the student as the main point of contact for the placement experience but to make a note of the contact details of the module leader at Trinity Laban if they have further queries.
- Complete, sign and return the Placement Agreement Form to the Learning and Participation Department.
- Provide a safe and appropriate observation environment for the duration of the visit/placement
- Ensure that the students, and any staff/artists who are involved, are fully informed of the details of the placement and their role/responsibilities within the placement
- Discuss in advance of the placement any Health and Safety and Safeguarding requirements to the student so that they are well informed prior to the placement
- Provide induction where required.
- Confirm the student's attendance at all agreed sessions and offer feedback and reflect upon the engagement (through a short formal feedback form)¹ to Trinity Laban.
- Await a PO number from Trinity Laban for the host payment and invoice Trinity Laban quoting this PO number.

If the host is no longer able to offer the opportunity or if they have any kind of problem or complaint concerning student conduct then they can raise the issue with the module leader who will address the issue immediately and meet with the host if appropriate to resolve the matter.

The Student

The student's role is to:

- Contacting their assigned Placement Module tutor
- Identify, contact and liaise with the host in regards to their placement.
- Ensure they have a suitable DBS check
- Agree a schedule with the host and communicating all the relevant information in regards to the placement to Trinity Laban. (This is done through completing the Placement Agreement Form and sending them the Host Handbook)
- Agree to adhere to the placement guidelines as laid out by the host and Trinity Laban.
- Arrive at all agreed sessions/meetings on time appropriately prepared, being aware that they are representing the Conservatoire and so should conduct themselves in a professional manner at all times. (Placement Code of Conduct for more info at the end of this document – Appendix 2)
- Undertake all aspects of the placement in accordance with the expectations set out by Trinity Laban and the Placement Host.
- Read and understand the safeguarding policies of the host, and inform the host immediately of any safeguarding concerns encountered in the placement.

¹ Please note that this host feedback form will not impact on the student's assessment for this module.

- Make the most of the learning opportunity and be politely curious about this music education context.
- In the event of being late or not being able to attend take on the responsibility of contacting the host and the module leader at Trinity Laban.
- Reflect upon their Education Placement in the form of an evaluative submission, submitted at the end of the component (see Module Description).

Trinity Laban:

- It is Trinity Laban's role to support the student with their placement(s) and approve them on the basis of their potential to provide an appropriate learning opportunity that is linked with the academic programme of study.
- Trinity Laban will inform students of the expectations of the placement and how it relates to the course through a series of written guides, forms, online forums and individual tutorials with each student.
- The module leader (Tim Palmer) is responsible for overseeing the provision of placements and ensuring the overall quality of the Education Placement Module. He will also brief students prior to placement, and lead the module teaching.
- Tim Palmer will be the point of contact between hosts and students and the Learning and Participation team will provide administrative support for the learning experience.
- During the placement, the host or host organisation will be responsible for supervision and the module leader will be available to respond to issues as they arise and act, as appropriate, to resolve them.
- Trinity Laban holds responsibility for monitoring attendance of placements and gaining feedback from the host.
- Trinity Laban holds responsibility for organising payment to the hosts.



Appendix 1: MODULE DESCRIPTION

This document provides an outline of the component with details of arrangements for teaching, learning and assessment, as well as the basic list of reading and resources.

KEY FACTS

Module:	Education Placement
Module Code:	[module code]
Teaching Institution:	Trinity Laban Conservatoire of Music and Dance
Delivery location:	King Charles Court
UK Credits:	20
ECTS:	10
Level:	7

OUTLINE

Summary description

Overview:

This component offers students the opportunity to observe work in a professional education or community music setting (approx. five half-days or equivalent, with associated meetings). The module will enable you to experience the working life of a specific educational setting, and to cultivate an appreciation of the opportunities, expectations and demands of this context and an awareness of relevant current issues and debates.

Each placement will be negotiated and agreed on an individual basis with the Module Leader and individual/external organisation concerned. Content will therefore depend upon the placement. However, participants will observe activities such as school or instrumental/vocal teaching, interactive performances; ensemble learning, creative schools projects, community music-making and administration visits. They will also read and debate key contextual issues and have individual tutorials to assist in preparation of the module assessment.

What will I be expected to achieve?

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

- Theoretical knowledge at the forefront of their discipline in relation to one professional work context that is new to them;
- Critical engagement in the relationship between theory and practice in this setting;
- A comprehensive and critical understanding of situated practices in one context;

Skills: on successful completion of this module a student will be able to:

- Reflect on and evaluate observed practice and learner/participant responses
- Form clear, original and independent views on contextual research and its relationship to complex practice.

- Present those views with clarity, integrity and structure.

Values and attitudes: on successful completion of this module a student will:

- Commit to apply their learning to their own settings; interrogating their own practice using similar techniques
- Value diverse approaches to and contexts of learning and engagement;
- Seek to connect public policy and contextual infrastructures with learning and teaching practices in all settings.

How will I learn?

The module has a small seminar 'set-up' provision, followed by two hours of one-to-one supervision, supported by content and forum activities on Moodle. Students will be expected to comment on their own work and make contributions to others' work as appropriate. Students are also expected to undertake extensive self-study. Typically you will:

- read provided material and undertake self-study to better understand a variety of educational contexts;
- read and contribute to forum debates on related topics;
- receive individual tutorials to assist in the preparation of the module assessment;
- participate in a range of placement activities.

Module teaching pattern

Teaching Component	Type	Contact Hours	Self-directed Study Hours	Total Student Learning Hours
Seminar		1	9	10
Supervision		2	18	30
Placement		10-20	130-150	140-170
	Totals	13-23	157-177	180-210

How will I be assessed?

Overview

The placement report will interrogate the relationships between observed teaching/leading and contextual support, learner/participant response, and the relevant literature. The report will investigate in depth one specific aspect of the policy, pedagogy, sociological or financial frameworks of the observed context.

Module Assessment

Assessment Component	Assessment Type	Weighting	Pass Mark
Placement Report describing and evaluating the experience (2000 words or multi-media submission)	Written/multi-media submission	50%	50%

A report investigating an aspect of the politics and funding of a music education setting (2000 words)	Written submission	50%	50%
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What do I have to do to pass?

At Level 7 the pass mark is 50% based on the following criteria:

- Systematic and comprehensive knowledge and understanding of concepts and issues relating to the world of the professional educator, specifically in relation to the placement context;
- The ability to clearly articulate an original, personal and critical stance in relation to current music education debates;
- Critically aware grasp of the relationship between theory and practice in the field.
- A well-developed ability to critically interrogate the placement experience, making links to the wider context of learning on your programme.
- An ability to insightfully evaluate your learning from the professional context, and assess the implications for your personal and professional development
- Ability to communicate ideas succinctly and with a maturity of expression

How and when will I get feedback on my assessments?

Formative feedback will be integrated within the teaching and learning process throughout the module. You will be supported by individual supervisions offering formative feedback on coursework and in support of your assignment submission.

Written feedback on assessments is returned to students within 21 working days in accordance with the Trinity Laban Policy on Feedback on Assessed Work. Reports will include a provisional grade, to be confirmed by the assessment board.



Appendix 2: Learning & Participation

Student Code of Conduct for Placements

The full Code of Practice can be found here:

www.trinitylaban.ac.uk/about-us/learning-enhancement/placements

Introduction

Placement and Work-Based Learning can add an extra dimension to your learning that enables you to develop skills in a new context whilst also preparing you for professional life. Trinity Laban utilises placements in a range of ways to ensure that you have the opportunity to explore current work environments to help you discover potential pathways you may wish to engage with at the end of your programme. It is an opportunity for you to experience a work-based environment and start networking with other professionals outside of Trinity Laban. It is also an opportunity to understand how skills learnt on your programme may start to be applied in a broader context in order that you can be a successful creative individual.

This Code of Conduct applies to all students participating in placements and work-based learning as part of their programme with Trinity Laban. It applies to all students, whether participating as a programme requirement or as an optional, non-credit bearing activity.

This Code is intended to ensure the quality of experience of all involved in a placement or work-based learning environment and should be used in conjunction with other, component or modular specific information given to you by your programme leaders. This is important to Trinity Laban's reputation and our ability to offer similar opportunities to students in the future. Placements are delivered outside of the formal learning environment, with members of the public and professional organisations.

Students on placement and in work-based learning environments are involved in delivery of projects and should approach this opportunity with professional levels of preparation and organisation.

Please read this Code of Conduct alongside any further modular specific information given to you and adhere to requests made for signed student agreements. Alongside component/module-specific information, students are advised to familiarise themselves with the Institutional Code of Practice for Placement and Work-Based Learning.

1. Attendance

- a) Students are required to attend the placement as specified in the schedule, unless otherwise agreed in writing with the component leader or relevant Placements Coordinator.
- b) Students should arrive at all off site activities at least 30 minutes before start time to allow for travel delays and setting up time if appropriate.
- c) Should illness or mitigating circumstances prevent you attending a project, you should inform the Host and Placement Coordinator at the earliest opportunity.

- d) Students who are absent without notification, or are considered to be absent without appropriate mitigating circumstances, will be automatically regarded as absent and will risk failing the component or module. Another placement may be arranged where evidence of mitigating circumstances is provided through the institution's mitigating Circumstances procedures.
- e) Late arrival is considered non-attendance. Should you be unavoidably delayed, please inform the project leader or manager by mobile phone.

2. Accepting Your Placement

Within 1 week of negotiating your project allocation and schedule (and sooner where possible) students should:

- a) Enter the placement into your personal diary
- b) Complete all associated paper work

3. Personal Organisation

Once a placement has been accepted, students should

- a) Not agree to any other commitments that prevent attendance of the placement, without contacting the component leader or the Placements Coordinator.
- b) Not miss other Trinity Laban commitments to take part in the project—all clashes should be identified by you and resolved in advance by contacting the Programme Supervisor.
- c) Research and organise your own transport/travel.

3. Behaviour & Safety including Child Safety

- a) Students are expected to act in a professional, polite and appropriate manner at all times. This includes being respectful to members of the public, other students and project staff in manner and communication and avoiding language or behaviour that may cause offence. If difficult issues or disagreements arise, these should be raised with the relevant member of staff (i.e. Module Leader/ Head of Learning & Participation/ Placements Coordinator), in private, avoiding wider disruption to the project
- b) Students should never be on their own with children, unless this has been sanctioned by Trinity Laban Learning & Participation, Junior Trinity or Blackheath Halls staff, upon completion of a DBS Check. All students on The Teaching Musician Programme require a CRB/DBS check (no older than three years old) if working in regulated activity settings.
- c) You should ensure that your work complies with Health and Safety mechanisms in place within the host organisation and you should not conduct yourself in a way that contradicts them.

4. Support available to you

Whilst on a placement or in a work-based learning environment, you remain a student of Trinity Laban and therefore the following support services continue to be on offer to you:

- a) The Careers Coordinator is available to discuss preparations for professional conduct behaviour and expectations prior to a placement as part of the careers guidance existing to all students.
- b) Student support such as counselling and learning support continues to be available throughout the duration of your placement or work-based learning.
- c) Your module leader/Placement Coordinator is a point of contact for any difficulties or problems that may arise during your placement. Please ensure you have correct contact details for your contact.

5. Learning Opportunities

Whilst on placement or in a work-based learning environment it is your responsibility to identify appropriate learning opportunities. Your module leader will advise you on the learning outcomes of the specific context of the module, but you must ensure that whilst on placement you are identifying appropriate learning opportunities within the placement context.

You should also:

- a) Maintain contact with a tutor if the placement is a substantial part of a taught programme (i.e. more than a one-off experimental session);
- b) Agreed learning objectives with your module leader in advance of the placement experience.
- c) Your placement may form part of an assessment, form the basis of data for an assessment or be a non-credit bearing experience that informs future career decisions. Whatever the purpose, you will be asked to evaluate the experience through various measures including reflective evaluation. This is important both for you, in order to maximise your learning, and for Trinity Laban, to ensure that placements and work-based learning are as rich an experience as possible for future students.

Approved by CDQ Board, 14 November 2012

Appendix 3: Education Placement Modules: Risk Management & Evaluation

