

## PROGRAMME SPECIFICATION

<b>Programme</b>	Artist Diploma
<b>Awarding Institution</b>	Trinity Laban Conservatoire of Music and Dance
<b>Location of study</b>	King Charles Court / Blackheath Halls
<b>Mode and duration</b>	1 year full time, 2 years part time
<b>UK Credits</b>	120
<b>ECTS</b>	60

## SUMMARY DESCRIPTION

The Artist Diploma programme 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.

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. Students will have established a secure artistic personality and developed a range of sophisticated professional skills. As emerging artists, they will have created music—solo, small and large ensemble—in a variety of settings and in relation to a range of audiences. They will have gained understanding of the music profession and its audiences in contemporary society. Through understanding of audience, students will develop collaboration, innovation and entrepreneurial skills in support of a professional career. The programme prepares them to communicate at the highest levels as artists through their 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 they 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 ('planned intellectual progression' (FHEQ, Level 7 descriptor)) through the material studied and the assessments undertaken, leading to increased autonomy and independence as a learner.

### The programme aims are:

- to provide high-level musical training at advanced postgraduate level which encourages the extension 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 extended postgraduate training, to advance and refine their skills and specialism(s) and secure 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.

## LEARNING OUTCOMES

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

### **Knowledge and understanding**

- A1. in-depth knowledge of their 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. ability to analyse, manipulate, interrogate or create musical materials (texts, artefacts, phenomena) as a means of expressing fully formed individual artistic concepts; present results or findings in a coherent and communicable form; and show critical awareness of areas of uncertainty or contention;
- A3. 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. 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, multimedia, education, etc.) as appropriate; to demonstrate critical engagement with these questions, especially in relation to music's creation, performance and/or transmission;
- A5. critical and practical engagement with methods for creative practice, documentation and presentation;

### **Skills**

- B1. individual musical personality or 'voice' through highly 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. fluency and originality in stylistic interpretation, composition and/or improvisation across a range of repertoire;
- B3. ability to critically analyse and/or synthesise knowledge of the essential components of musical language and structures through a range of different approaches;
- B4. ability 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 their own continuing professional development;
- B5. ability 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**

- C1. 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,
- C2. autonomy of learning and presentation/communication with others;
- C3. flexibility and responsiveness to individual and collective innovation and creativity, recognising risk as an element of that creativity.

#### **GRADUATE ATTRIBUTES**

Trinity Laban postgraduate programmes prepare artists and practitioners to contribute to the leadership and future development of the global creative ecology in a sustainable and responsible way. Those who have participated in a graduate programme should be able to:

- 1. investigate and interrogate their practices in relation to existing bodies of knowledge and associated theoretical, critical and creative contexts to understand how their practice is situated;
- 2. design systematic and creative research processes and practices, transferring these into a variety of practical and performance contexts;
- 3. adopt play and openness within research processes to compliment frameworks that enable purposeful engagement in practice;
- 4. demonstrate emergent original thinking, and understand how this relates to practice and the conceptualisation of work in their discipline; and
- 5. develop significantly refined practice skills in order to produce socially and ethically aware processes and products, enabling the individual to participate as creative and artistic leaders and as global citizens.

## CURRICULUM

### Structure

Module Title	Module Code	Module Credits	Core/ Elective	Compensation Yes/No	Level
Principal Study	M70023	90	Core	No	7
Professional Project	M70024	20	Core	No	7
CoLab	M70025	10	Core	No	7

### Full-time mode (1 year)

The programme commences in September each academic year and continues until July of the following year. Students will take 120 credits in one year. All modules are core.

Modules may be whole-year or part-year. CoLab and Professional Project are studied in term 2, with assessment at the end of each module. The Principal Study module will be undertaken across all three terms (blocks A to F); Assessment A will take place in January/February and Assessment B in May/June.

### Part-time mode (2 years)

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. Students will take 120 credits in two years. All modules are core.

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 (Principal Study and Professional Project). Students participate in CoLab during all years of learning. Learning within the Principal Study module will also take place over two years, with assessment of individual components divided across the two years of study as appropriate.

### Key progression points (if applicable)

The programme consists of a single part.

Where an assessment component is failed, one resit may be permitted by the Assessment Board (or by the Interim Assessment Board subject to confirmation 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 Board or by the Assessment Board (depending on the timing of the assessment).

To complete the programme, students must pass each module. Please see the full version of the regulations for further information on where compensation may be applied.

## LEARNING AND TEACHING

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.

Certain modules in the programme may involve students studying with peers in a collaborative way (e.g., with other musicians, dancers or other artists in a working relationship). This may involve them working alongside other (possibly undergraduate) students and/or undertaking leadership or supervisory responsibilities (e.g., assistant directors) for students engaged in projects with them. Collaboration is considered to be at the heart of professional artistic life and, as such, opportunities such as these represent valuable learning experiences.

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

The Professional Project module shall be delivered through a blend of in-person seminars and digital learning materials that are accessed in the Virtual Learning Environment. The module 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 310 hours average contact time.

## ASSESSMENT

### Overview

Assessment methods mirror, as far as possible, professional contexts. In the assessment for the Principal Study module, performance/composition activities will include a combination of solo, chamber/small ensemble, large ensemble and technical work. Other programme components, including CoLab and the Professional Project will feature a blend of written and practical assessment methods, arrived at through negotiation between the student and tutor depending on the material under consideration.

### Pass requirements

Students must achieve a pass mark in each module in order to pass the programme.

## AWARDS

Successful completion of this programme will lead to the Artist Diploma. All awards are decided on the overall aggregate of the programme modules calculated as a weighted average.

Award	HE Level	Credits	Classification	% required
Artist Diploma	7	120	with Distinction	70
			with Merit	60
			with Pass	50

## ADMISSIONS CRITERIA

### **Academic Entry Requirements**

Applicants are usually expected to hold a good (Merit) pass in relevant performance/composition focussed postgraduate music degree, usually a Master's degree. Equivalent entry qualifications or professional experience may be considered for entry to the programme, subject to completing the institution's Recognition of Prior Learning (RPL) procedures.

### **English Language Requirements**

Applicants for whom English is not their first language should demonstrate proficiency in English equivalent to IELTS 6.5 in all four areas or Trinity College London's Integrated Skills in English III (ISEIII).