

# Programme Specification (Postgraduate)

|                             |                                         |
|-----------------------------|-----------------------------------------|
| <b>Programme</b>            | MA Music Education & Performance        |
| <b>Awarding Institution</b> | Trinity Laban Conservatoire             |
| <b>Location of study</b>    | King Charles Court                      |
| <b>Mode and duration</b>    | 2 years full-time and 4 years part-time |
| <b>UK Credits</b>           | 240                                     |
| <b>ECTS</b>                 | 120                                     |

## Summary Description

The MA MEP Programme is designed 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.

. It equips graduates to work in a variety of professional settings with a broad range of pedagogical strategies 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, developed a range of teaching, leadership and performance skills, led music-making with others in a variety of settings and; gained a comprehensive insight into 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 also includes critical engagement with ethical considerations in music education, insight into research methodologies and a research project into an aspect of educational practice. Students will participate in CoLab, the college's two-week festival of cross- faculty collaborative learning, have a placement in a new educational setting and select two elective options. All students take one-to-one lessons and practical performance assessments, and will be associated with cross programme music departments with their associated classes, masterclasses and ensemble opportunities.

The programme contains modules which are shared with the MA Music Education, the MMus and the MEd Music Education programmes, permitting students to form

communities across the institution, with those training as performers and with practicing music educators.

The programme aims are:

- to enable musicians of nascent or proven pedagogical ability, and with the potential for further development, 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 performance/composition 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/composition skills, music education theory and teaching/leadership skills and develop secure student identities as reflective artist-teachers, interrogating the relationship of pedagogical practices to wider artistic, contextual, historical, philosophical, cultural and/or social practices, issues and/or phenomena;
- 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 nurture enterprising, entrepreneurial artist-educators equipped both for existing and developing employment opportunities as performers/composers/educators/leaders in today's diverse, international and ever-changing music profession.

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

## Learning Outcomes

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

### **Knowledge and understanding**

- a systematic understanding of and critical engagement with current research and advanced scholarship in music education, appropriate to a wide range of learning contexts;
- a systematic and coherent knowledge of the principal performance/composition discipline;
- critical insight in analysing, manipulating, interrogating and creating musical materials;
- a comprehensive understanding of the relationship between theoretical constructs and practice in music education;
- critical engagement with a comprehensive theoretical and contextual body of knowledge appropriate to the specific pedagogical areas studied and their artistic context;
- originality in the development of knowledge and understanding through research.

### **Skills**

- an individual musical personality or 'voice' through fluent technical skills and originality in interpretative insight;
- fluent and responsive leadership of teaching and learning activities in a variety of settings;
- the ability to communicate knowledge effectively to learners;
- the ability to reflect upon, develop refine and articulate their individual teaching or leading practice;
- the ability to collaborate creatively and effectively with others.
- the ability to evaluate, refine and apply research methodologies in music education;
- the ability to analyse and present research conclusions in an informed and concise manner.

### **Values and attitudes**

- autonomy in learning, research and communication, situating a personal outlook within a global context;
- a highly reflective and critically aware approach to the evaluation of learning;

- flexibility and responsiveness to innovation and creativity and sound judgment in the absence of complete data;
- an ethical concern for the learner as co-constructor of their learning and an awareness of how diversity and inclusion manifest in music education;
- an ethical and principled approach to the gathering, analysis and dissemination of data and research findings;
- a commitment to life-long learning.

## Curriculum

| Module Title                                  | Module Credits | Core/<br>Elective | Compensation<br>Yes/No | Level |
|-----------------------------------------------|----------------|-------------------|------------------------|-------|
| Year 1                                        |                |                   |                        |       |
| Music's Pedagogies                            | 20             | Core              | Yes                    | 7     |
| Contexts of Musical Learning                  | 20             | Core              | Yes                    | 7     |
| Education Placement                           | 20             | Core              | Yes                    | 7     |
| Rediscover Repurpose                          | 10             | Core              | Yes                    | 7     |
| Research in Music Education and Participation | 10             | Core              | Yes                    | 7     |
| Principal Study (1)                           | 40             | Core              | No                     | 7     |
| Year 2                                        |                |                   |                        |       |
| Elective 1                                    | 20             | Core              | Yes                    | 7     |
| Elective 2                                    | 20             | Core              | yes                    | 7     |
| CoLab                                         | 10             | Core              | Yes                    | 7     |
| Principal Study (2)                           | 40             | Core              | No                     | 7     |
| Research Project                              | 30             | Core              | No                     | 7     |

### Key Progression Points (if applicable)

The programme consists of a single part, however there is a progression point at the end of the first year of study in FT mode or end of the second year of study in PT mode. Students who have yet to complete the first-year FT / second-year PT modules due to failure or deferral may be required to complete any outstanding assessments before embarking on the second year of study. Where an assessment component is failed, one resit may be permitted by the Assessment Board (or by the Interim Assessment Panel subject to confirmation by the Assessment Board), for which 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, students must pass each module. Please see the full version of the regulations for further information on where compensation may be applied.

### **Options/Electives (if applicable)**

This programme offers a substantial suite of electives, which integrate with other level 7 programmes and are subject to variation on an annual basis. The list below is an exemplar of those currently available (including the option to expand the MA MEP Research Project to 50 credits). Electives may not run in any one year if there are insufficient students selecting it.

#### **Elective 1**

| <b>Module name</b>                               | <b>Graded or Pass/Fail</b> |
|--------------------------------------------------|----------------------------|
| Theorising Classroom Music                       | Graded                     |
| Contemporary Theorists in Music Education        | Graded                     |
| Technology in Music Education                    | Graded                     |
| Learning Mentor                                  | Graded                     |
| The Social Impact of Music Making                | Graded                     |
| Expanding Horizons: Exploring UK Music Education | Graded                     |

|                                             |        |
|---------------------------------------------|--------|
| Expansion of Research Project to 50 credits | Graded |
|---------------------------------------------|--------|

## Elective 2

| Module name               | Graded or Pass/Fail |
|---------------------------|---------------------|
| Opera History and Culture | P/F                 |
| Conducting                | P/F                 |
| Creative leadership       | P/F                 |
| Live Electronic Music     | P/F                 |
| Arranging                 | P/F                 |
| Psychology of Performance | P/F                 |

## Pre and Co-requisites (if applicable)

n/a

## Part-time structure (Part-time over 4 years)

### PT Year 1: 60 credits

Music's Pedagogies (20 credits)

Contexts of Music Education (20 credits)

Principal Study 7(1) (no assessment, 20 credits)

### PT Year 2: 60 credits

Education Placement (20 credits)

Rediscover & Repurpose (10 credits)

Res Lab (10 credits)

Principle Study 7(1) (20 credits)

**PT Year 3:** 65 credits

CoLab (10 credits)

Elective 1 (20 credits)

Research Project (Pass/Fail assessment, 15 credits )

Principal Study 7(2) (no assessment, 20 credits)

**PT Year 4:** 55 credits

Elective 2 (20 credits)

Research Project (15 credits)

Principal Study 7(2) (20 credits)

## Learning and Teaching

| Activity                                         | Class time<br>(Workshops,<br>seminars,<br>lectures) | 1:1<br>(such as<br>Tutorials,<br>draft<br>feedback,<br>supervision) | Self-directed –<br>(reading, watching,<br>reflecting, self-<br>practice, group<br>practice, assessment<br>preparation) | totals |
|--------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------|
| Research in Music Education<br>and Participation | 22                                                  | 1                                                                   | 77.5                                                                                                                   | 100    |
| Music's Pedagogies                               | 25                                                  | 1                                                                   | 174                                                                                                                    | 200    |
| Contexts of Musical Learning                     | 20                                                  | 1                                                                   | 179                                                                                                                    | 200    |

|                          |     |    |      |      |
|--------------------------|-----|----|------|------|
| Educational Placement    | 1   | 2  | 197  | 200  |
| Rediscover and Repurpose | 14  | 1  | 85   | 100  |
| Colab*                   | 10  |    | 90   | 100  |
| Elective 1*              | 14  | 1  | 185  | 200  |
| Elective 2*              | 16  | 1  | 183  | 200  |
| Principal Study 1*       | 137 | 26 | 237  | 400  |
| Principal Study 2*       | 168 | 26 | 206  | 400  |
| Research Project         | 2   | 4  | 294  | 300  |
| Totals                   | 429 | 59 | 1912 | 2400 |

- Indicative hours only, see module specifications for more details

**Total contact hours** 488 Hours

**Total self-directed study hours** 1912

**Total learning hours** 2400

### **Learning and teaching methods**

Learning takes place through a blend of formal tuition, experiential learning and personal study. Instrumental, composition, or vocal tuition is one core 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. Most tuition is through formal taught seminars and supervisions, and consolidated in extensive self-study. The 'CoLab' module learning is largely student-led and project-based, supported by mentors and interventions from a range of internal and external professional colleagues including staff from the Dance. The Research Project is supervised in a 1-1 relationship with a suitable staff member, and the placement module offers learning in a professional context as well as 1-1 supervision. Most learning is delivered in small groups, and wherever possible practical experience is blended with theoretical knowledge to develop students' informed musicianship and employability skills. Throughout the programme, visiting artists, ensemble directors and lecturers expose the students to a variety of views and



approaches current within the profession. Aspects of the curriculum will also be delivered digitally where this approach enables students to meet module learning outcomes. Certain modules in the programme may involve studying with other students in a collaborative way (e.g. with other musicians, dancers or other artists in a working relationship). This may involve working alongside, and/or undertaking leadership or supervisory responsibilities for other (possibly undergraduate) students engaged in projects 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. Most modules have a substantial portfolio of asynchronous learning materials, including seminar videos, curated and recommended reading. Modules also have a variety of forms of student-student and student-teacher interactions, including in-class discussion, Moodle forums, interactive discussion boards and formative assessment portfolios. The programme aims to enable students to develop independent learning strategies for lifelong learning. Tutors will regularly encourage students to reflect on learning and to formulate personal programmes of study and targets for learning. This programme assumes 2,400 learning and teaching hours with 220 hours average contact time.

### **Placements and Exchanges (if applicable)**

The programme includes an Education Placement module and a Learning Mentor elective. Please see the module specifications for further information.

### **Assessment**

Assessment methods as far as possible mirror professional requirements. There are a wide range of assessment tasks in the programme, from a video of teaching to case studies and essays. There is a blend of written and practical assessment methods (including composition, teaching resources, reflective journals, action research etc.) and a variety of modes of submission, including multi-media submissions (e.g. narrated PowerPoint, Sway file or podcast). Most assessments are dependent on professional practice as an educator, adaptable to a student's specific professional role and are centred on connecting reflective practice with theoretical knowledge. In the assessment for the 'Principal Study' (1) and (2) modules performance/composition activities include a student-selected combination of solo, chamber/small ensemble, performance production and lecture-recital. Other programme components, including the 'Research Lab', Elective and 'Research Project' modules 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.

### **What do I have to do to pass?**

In order to pass the programme, you must achieve the credit for each module. You must pass each module with an overall mark of 50% (except where compensation applies). There may also be a requirement for you to achieve a minimum mark in each assessment. Where this is the case it will be stated in the module specification. Certain modules may be compensated at the discretion of the Assessment Board. Compensation is the award of credit for a failed module on the basis of good performance in other modules, subject to the conditions in section 8 of the Assessment Regulations.

## Awards

[Amend as necessary]

| Award                    | HE Level | Credits | Classification   | % required |
|--------------------------|----------|---------|------------------|------------|
| Master of Arts           | 7        | 240     | With Distinction | 70         |
| Postgraduate Diploma     | 7        | 120     | With Merit       | 60         |
| Postgraduate Certificate | 7        | 60      | With Pass        | 50         |

The Postgraduate Certificate in Music Education and Performance and the Postgraduate Diploma in Music Education & Performance are awarded without classification.

## Accreditation and additional qualifications

n/a

## Admissions criteria

Admission to the programme is assessed through application, audition and interview. This programme accepts any instrument or voice normally taught at Trinity Laban.

### Academic Entry Requirements

- A degree, or equivalent training and/or professional experience is normally required. For entry, applicants are normally expected to hold a good pass in a BA, BMus (Hons) or equivalent qualification. The programme welcomes applicants who do not hold an 14 undergraduate degree, but can demonstrate equivalent previous study and/or experience. Applicants without a degree will be required to apply for Recognition of Prior Learning to demonstrate suitability for postgraduate study;
- Considerable professional experience in music education and/or participatory settings, which should normally be current or recent.

- Fluent musical skills on a principal instrument/voice (normally grade 8 or equivalent professional experience);
- (for International Students) IELTS 6.5 overall with a minimum of 5.5 in all 4 areas / Trinity College London – Integrated Skills in English III (ISEIII).

All students will have to successfully complete a DBS (Disclosure and Barring Service) check on commencing the programme.

### Application Process

Applications are made online through UCAS Conservatoires. Applicants are required to include two references (one practical and one academic), a copy of their undergraduate transcript, evidence of English Language proficiency (where applicable) and a personal statement. Personal statements should address:

- the applicant's background and relevant experience; • the reasons for applying to Trinity Laban;
- the relevance of the programme to the applicant's current practice and their future professional aspirations;
- why the applicant is interested in the programme at this point in his/her career/education/personal and professional development.

A successful applicant to the programme will need to demonstrate the following through personal statement and interview:

- The capacity for independent, critical and reflective judgement;
- Intellectual curiosity and the potential for innovative pedagogical and musical development;
- A critical understanding of the diversity of learners and the complexities of the education process;
- The ability to organise and articulate opinions and arguments in writing using relevant specialist vocabulary.
- High levels of technical fluency and convincing interpretative skills on their instrument.

The RPL process, if required, will be conducted by a follow-up interview.