

Programme Specification (Master of Education)

Programme	MEd Music Education
Awarding Institution	Trinity Laban Conservatoire of Music and Dance
Location of study	Distance Learning
Duration	2-4 years
UK Credits	180
ECTS	90

Summary Description

The MEd Music Education is an accredited professional development route for practicing music teachers and music leaders. The online and flexible structure permits suitability for those working in a wide variety of settings, including classroom 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 an international community of learners; critically analyse contextual practices; and manage their own future development as a professional. It also develops skills in designing, undertaking and documenting research.

The programme is designed around a substantial portfolio of asynchronous resources, curated to offer students the flexibility to study at their own pace, and to select material that best suits their professional needs. Students will engage in online conferencing and a variety of other synchronous and self-directed activities, and will be able to use their professional practices as a basis for assessment tasks. The live classes and forum discussions will aid the development of a learning community, and students will be supported in regular 1-1 supervision and tutorials.

Students undertake a trajectory of development ('planned intellectual progression' (FHEQ, Level 7 descriptor)) through the study blocks, leading to increased autonomy and independence. Block A outlines the core theoretical concepts that can be applied to practice, supporting the development of an ethical lens on practice, and facilitating placement in an alternative environment in order to refine contextual understanding. Block B extends student knowledge through the adoption of innovative technologies, the interrogation of the concerns of contemporary research, the support of a learning mentor and either an investigation into the social impact of music making or an examination of the underlying principles of music education in the UK. Block C directs students towards the generation of new knowledge, first equipping them with the skills to interrogate and design research methods.

This range of learning opportunities permits students to gain a rich appreciation of international practices and philosophies of music teaching, learning and participation, supporting the

development of a broad and diverse skill-set with knowledge at the forefront of their discipline, music as their primary language of engagement, high-quality reflective practice and a mind-set of life-long professional development. It additionally serves as a 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 an online community of practice.

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 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;
- 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

- fluent leadership of teaching and learning activities;
- the ability to communicate knowledge effectively to learners;
- the ability to develop, refine and articulate their individual teaching or leading practice;
- 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;
- the ability to work creatively and effectively with others.

Values and attitudes

- 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.

Graduate Attributes

Trinity Laban Graduate 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;
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

Students typically take one block (60 credits) per year, although Block A can be taken over two years (TiP in year 1; ECiMT&L & EP in year 2). Students are able to take two blocks in any one

year, meaning that the programme has a minimum standard duration of 2 years and a maximum of 4 years.

Block	Module Title	Module Credits	Core/ Elective	Compensation Yes/No	Level
A	Theory Into Practice	30	Core	Yes, although assignment 3 must be passed	7
	Education Placement (MEd)	20	Core	Yes	7
	Ethical Consideration in Music Teaching & Learning	10	Core	Yes	7
B	Contemporary Theorists in Music Education	15	Core	Yes	7
	Technology in Music Education	15	Core	Yes	7
	Learning Mentor	15	Core	Yes	7
	The Social Impact of Music Making	15	Elective	Yes	7
	Expanding Horizons: Exploring UK Music Education	15	Elective	Yes	7

C	Research Methods in Music Education	10	Core	Yes	7
	Music Education Research Project (50 credits)	50	Core	No	7

Options/Electives (if applicable)

Both elective options will be available each year.

Pre and Co-requisites (if applicable)

There are no module pre-requisites.

Learning and Teaching

Total contact hours: c. 80 hours

Block A has 33 live class teaching hours (3 hours monthly for 11 months); each student additionally has 2 hours of supervision on the Education Placement module.

Block B has 16 live class teaching hours (4 monthly for the first 4 months); each student additionally has 11 hours of 1-1 contact on the Learning Mentor module; 6 live class teaching hours and 2 hours of supervision on the Social Impact of Music Making module or 12 hours of live class teaching on the 'Expanding Horizons: Exploring UK Music Education' module.

Block C has 7.5 live class teaching hours on the Research Methods module (1.5hrs/week for 5 weeks); each student additionally has 2 live class teaching hours and 5 hours of supervision on the Research Project module.

All students have 1 hour of personal tutorial time per year.

Total self-directed study hours [1720 hours]

Total learning and teaching hours [1800 hours]

Learning and teaching methods

Learning takes place through a blend of formal tuition, experiential learning and personal study. Academic teaching and supervisions, 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. Practical experiences are 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 personalisation of study to each student's professional setting.

All 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 Moodle forums, interactive discussion boards, MS Teams video-conferencing and chat tools, and through Pebblepad formative assessment portfolios.

Students will have regular live group classes via MS Teams, 1-1 supervision and personal tutorials; all written submissions are able to receive draft feedback from staff.

Placements and Exchanges

Block A includes an Education Placement module. Please see the module specification for further information.

Assessment

Overview

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.

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. Module-specific criteria are detailed in each module description, and the faculty generic grading criteria are on pages 59-60 of this handbook.

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. Compensation may be applied to all modules on this programme except Research Project.

Rules applying to compensation can be found in the Assessment Regulations for Taught Programmes.

Awards

Award	HE Level	Credits
Master of Education	7	180
Postgraduate Diploma	7	120
Postgraduate Certificate	7	60

Classification	% required
With Distinction	70
With Merit	60
With Pass	50

Accreditation and additional qualifications

N/A

Admissions Criteria

This is a non-auditioned programme, assessed through UCAS Conservatoires application only. Applicants needing recognition of prior learning (RPL) or with ambiguities on their applications will be assessed via additional written task and interview.

Entry Requirements:

- A degree, or equivalent training and/or professional experience. The programme welcomes applicants who do not hold an 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, and a current professional practice;
- 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).

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

- 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.

All students will have to demonstrate a recent DBS check or equivalent where they have possible access to such documentation.