

PROGRAMME SPECIFICATION (MA MUSIC EDUCATION & PERFORMANCE)

Programme	MA Music Education & Performance
Awarding Institution	Trinity Laban Conservatoire of Music and Dance
Location of study	Faculty of Music
Duration	2 years FT; 4 years PT
UK Credits	240
ECTS	120

SUMMARY DESCRIPTION

The MA MEP Programme is designed for students wishing to further develop their teaching, music-leading and performance skills and understanding. It aims 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.

This is a two-year full-time level 7 programme with an option for a 3 year part-time schedule. 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 and developed a range of teaching, leadership and performance skills. As an emerging teacher-artist they will have led music-making with others in a variety of settings, with a range of participants of different abilities and in relation to a range of audiences; they will also have 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 comprises compulsory 'core' modules designed to develop students' theoretical knowledge and its application to a variety of teaching practices and contexts, critical engagement with ethical considerations in music education, and an opportunity to experience in depth a new educational context. Students will learn research methodologies and undertake a research project into an aspect of educational practice; they will also participate in CoLab, the college's two-week festival of cross- faculty collaborative learning. A suite of elective specialist options permits further opportunities to develop depth in theory and practice alongside further contextual subject areas. All students will take professional studies modules at minimum level 6 with one-to-one lessons and a suite of practical assessments, and will be hosted by departments with their associated classes, masterclasses and ensemble opportunities.

The programme accepts students from the disciplines of composition and classical and jazz performance. Its range of learning opportunities will permit students a rich appreciation of UK and international practices and philosophies of music teaching, learning and participation, supporting 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. The programme contains modules which are shared with the MA Music Education, the MMus and the Teaching Musician programmes, permitting students to form communities across the institution, with those training as performers and with practicing music educators.

The programme structure is designed to allow the performance and pedagogical skills of the individual student to flourish and for new knowledge 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 preparation for professional life and/or study at Level 8.

All students need teaching experience of at least one term with one pupil during the programme in order to complete assessments. Programme staff will support students without a current teaching practice to find a pupil from within the student or local community.

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.

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

Structure of the year:

For full-time students the programme commences in September each academic year, and continues until June of the following year (22 months).

For part-time students, the programme commences with registration in September of Year 1 and continues on a four-year trajectory.

Some modules and electives are taken online with predominantly asynchronous content and live online discussion groups. All students participate in the CoLab festival in all years of their study. Please see the appendix for a diagrammatic schedule of modules.

Taught Modules

Module Title	Module Code	Module Credits	P/F or Graded	Core/ Elective	Compensation Yes/No	Level
Music's Pedagogies	M70005	20	Graded	Core	Yes	7
Contexts of Musical Learning	M70001	20	Graded	Core	Yes	7
Education Placement	M70002	20	Graded	Core	Yes	7
Rediscover & Repurpose	M70030	10	P/F	Core	Yes	7
Research Lab	M70014	10	P/F	Core	Yes	7
CoLab 7(2)	M70015	10	P/F	Core	Yes	7
Electives		40	See below	Core	Yes (a single elective)	7
Principal Study (1)	M70012	40	P/F	Core	No	6 or 7
Principal Study (2)	M70013	40	Graded	Core	No	6 or 7

Project/Dissertation Module

Module Title	Module Code	Module Credits	P/F or Graded	Core/ Elective	Compensation Yes/No	Level
Research Project	M70011	30	Graded	Core	No	7

Electives

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. Students will choose one elective from list A, which will be graded. They are then invited to choose another elective from either list A or B, which will be pass/fail (except for the option to expand the MA MEP Research Project to 50 credits). All electives are available where permitted by scheduling and module access requirements; all electives are 20 credits.

List A	Module/Component code	List B
Instrumental/Vocal Teaching	M70039b	Current MMus Elective List (all pass/fail)
Creative Leadership	M70017b	
Theorising Classroom Music	M70040b	
Contemporary Theorists in Music Education	M70008b	
Technology in Music Education	M70009b	
Learning Mentor	M70010b	
The Social Impact of Music Making	M70011b	
Expanding Horizons: Exploring UK Music Education	M70041a	Expansion of Research Project to 50 credits (graded) (module code M70006)

Pre and Co-requisites (if applicable)

There are no module pre-requisites.

Key Progression Points

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.

LEARNING AND TEACHING

Total contact hours: c. 220 hours

Total self-directed study hours: c. 2180 hours

Total learning and teaching hours: c. 2400 hours

Learning and Teaching

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 Faculty of 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

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

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

Award	HE Level	Credits
Master of Arts	7	240
Postgraduate Diploma	7	120
Postgraduate Certificate	7	60

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

The Postgraduate Certificate in Music Education 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 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.