

TRINITY LABAN

Programme Specification (Postgraduate): Artist Diploma

Programme	Artist Diploma
Awarding Institution	Trinity Laban Conservatoire of Music and Dance
Location of study	King Charles Court/Laban Building/Blackheath Halls/Online
Mode and duration	full-time and part-time
UK Credits	120
ECTS	60

Summary Description

The Artist Diploma (Level 7) provides an advanced professional pathway for highly accomplished musicians seeking to refine and consolidate their artistic identity through intensive one-to-one study and a substantial professional project. The programme is designed for performers and composers who have already achieved a high level of technical and artistic competence and who wish to develop the independence, creativity, and professional impact expected at the forefront of the music profession.

The Artist Diploma is situated at **Level 7 of the Framework for Higher Education Qualifications (FHEQ)** and aligns with the **QAA Subject Benchmark Statement for Music (2025)**. It enables students to advance their artistry, critical insight, and self-directed practice within a supportive conservatoire environment that combines exceptional one-to-one teaching with professional mentoring and public performance opportunities.

Programme Aims

The aims of the Artist Diploma are to:

- Develop an advanced level of technical mastery, interpretative insight, and artistic individuality in performance or composition.
- Cultivate self-directed, critically reflective practitioners capable of sustaining an independent professional career at an advanced level.
- Encourage risk-taking, innovation, and creative leadership within performance or compositional practice.
- Provide opportunities for students to situate their work within professional and interdisciplinary contexts, developing audience engagement and communication skills.
- Support the integration of advanced artistic, reflective, and research-informed methods to underpin professional artistry and creative autonomy.

Learning Outcomes

On successful completion of the Artist Diploma, students will be able to:

Knowledge and Understanding

- Demonstrate a systematic and advanced understanding of repertoire, performance practices, and/or compositional techniques appropriate to their discipline.
- Critically engage with theoretical, historical, and aesthetic perspectives that inform contemporary artistic practice.
- Integrate creative, analytical, and reflective approaches to generate original and contextually aware artistic outputs.

Skills

- Perform or compose to a professional and artistically distinctive standard demonstrating autonomy, authority, and innovation.
- Apply advanced technical, interpretative, and communicative skills across varied professional contexts.
- Lead and collaborate effectively in professional artistic settings, exercising initiative and critical judgement.
- Articulate artistic decisions and processes through coherent reflection, presentation, and documentation.

Values and Attitudes

- Demonstrate professionalism, resilience, and ethical awareness in independent and collaborative creative practice.
- Show a commitment to inclusive, sustainable, and socially engaged approaches to artistic work.
- Adopt reflective strategies for lifelong learning and ongoing professional development.

Programme Structure

The Artist Diploma is offered as a **one-year full-time** or **two-year part-time** programme, comprising **120 credits at FHEQ Level 7**. It consists of two core modules designed to integrate advanced individual study with independent professional practice.

Module	Credits	Level	Status
Principal Study 7	90	7	Core
Professional Project 7	30	7	Core

Full-time Mode (1 year)

The programme commences in September each academic year and continues until July of the following year. Students take both modules concurrently, with Principal Study and the Professional Project delivered across all three terms (Blocks A–F). Assessment typically takes place in May/June.

Part-time Mode (2 years)

The programme begins in September of Year 1 and concludes in July of Year 2.

Students normally undertake **Principal Study** across both years (completing the *Colab* requirement in the first year) and *Professional Project* in the second year. The pattern of study is determined in consultation with the Programme Leader to ensure an appropriate balance between workload, artistic development, and progression.

Year	Modules and Focus	Credits	Key Notes
Year 1	<i>Principal Study</i> (continuing across both years; Colab participation requirement)	45	Students focus on developing technical mastery and artistic identity through sustained one-to-one tuition and professional mentoring. CoLab participation provides collaborative and interdisciplinary experience.
Year 2	<i>Principal Study</i> (continued) <i>Professional Project</i>	45 + 30	The Professional Project serves as the culmination of independent artistic and professional development, supported by supervisory tutorials and presentations. Principal Study assessment takes place in the final term.

Learning and Teaching

Learning within the Artist Diploma takes place through a dynamic combination of **individual tuition, experiential learning, professional mentorship, and independent artistic practice**. Principal Study forms the core of the programme, comprising intensive one-to-one tuition in instrumental, vocal, or compositional disciplines, complemented by workshops, rehearsals, masterclasses, and performance or sharing opportunities with visiting artists and professional practitioners.

Students contextualise their individual tuition within a diverse range of professional and collaborative settings, including solo work, chamber ensembles, interdisciplinary projects, and public performances. Collaboration—both within and beyond the conservatoire—is considered central to artistic growth, and students may engage in projects that involve working alongside peers from other disciplines or supporting the

work of others in leadership or creative facilitation roles. Such experiences foster artistic versatility, communication, and professional awareness, reflecting the realities of contemporary practice.

The programme emphasises **reflective and autonomous learning**, enabling students to design and monitor their own artistic development. Regular dialogue with tutors encourages critical reflection, goal setting, and the development of self-directed strategies for lifelong artistic growth.

The **Professional Project** module is delivered through a combination of online seminars, mentoring sessions, and guided digital learning resources hosted on Moodle. This module places significant responsibility on the learner, with the tutor's role shifting toward that of a mentor and facilitator who supports the student in articulating, developing and realising an independent professional project.

Many departmental classes and performance projects involve **collaboration across disciplines**, including opportunities to work with **dancers, composers and other artists** in joint creative projects. Students may also take on **leadership or mentoring responsibilities**—for instance, directing or supporting undergraduate performers within collaborative contexts. These experiences are considered essential to the development of professional artistry, reflecting the collaborative and adaptive nature of contemporary musical life.

Throughout the programme, students engage with a wide range of **visiting artists, ensemble directors and lecturers**, exposing them to diverse perspectives, professional practices, and artistic methodologies. This interaction with practitioners at the forefront of the music profession reinforces the Graduate Diploma's commitment to **experiential, inclusive and industry-informed learning**, preparing students for entry into postgraduate study or the professional sphere.

Collectively, the learning and teaching approach fosters advanced artistry, intellectual curiosity, and professional readiness, equipping students with the skills and insight necessary to sustain an independent and impactful career in the contemporary music industry.

Delivery Modes and Expectations for Attendance

The programme is delivered primarily through in-person learning at King Charles Court, Blackheath Halls, the Laban Building and other approved internal or external performance, rehearsal and teaching spaces. This reflects the conservatoire nature of the programme, in which one-to-one tuition, departmental classes, ensemble work, rehearsals, workshops, performance projects and collaborative activity depend upon direct musical interaction, embodied learning, shared rehearsal processes and access to specialist facilities.

Some elements of delivery of core modules are offered online or in hybrid format where this supports learning, accessibility, scheduling or professional engagement. This may include selected academic seminars, tutorials, induction activities, project briefings, guest talks, reflective discussions, research-support sessions and some large-group programme sessions. Moodle and other digital platforms are used to support learning through access to readings, recordings, asynchronous materials, discussion forums, assessment briefs and submission points.

Departmental Classes are normally delivered in person, as they involve discipline-specific coaching, repertoire study, performance classes, workshops, masterclasses, ensemble activity and/or practical peer learning. Individual departments may occasionally use online or hybrid delivery for specific activities, such as guest speakers, professional-development sessions, academic discussion, tutorial support or exceptional scheduling circumstances. However, students should not expect to be able to complete Departmental Classes remotely as a standard mode of attendance.

Principal Study tuition, rehearsals, performance projects, CoLab activity, Collective Performance, Dance–Film–Narrative, and other practical or collaborative activities are normally delivered in person. Hybrid or online participation may be available only where pedagogically appropriate, technically feasible and approved by the relevant module leader, Head of Department or Programme Leader. Such arrangements are intended to enhance flexibility and inclusion, particularly for part-time students, international students, students with access needs or students balancing professional commitments, but they do not replace the requirement for students to participate in the in-person conservatoire environment.

Prospective and current students should therefore understand the programme as an in-person conservatoire programme supported by selected online, hybrid and digitally enhanced learning, rather than as a distance-learning or fully flexible hybrid programme.

Online, Hybrid and In-Person Delivery Across the Programme

Programme element	Normal delivery mode	Scope for online/hybrid delivery	Student expectation
Principal Study tuition	In person	Limited; only where pedagogically appropriate and approved	Students should expect regular in-person tuition and coaching
Departmental Classes	Normally in person	Occasional online/hybrid sessions for guest talks, professional development, academic discussion or exceptional scheduling	Students should not expect to complete Departmental Classes remotely

Programme element	Normal delivery mode	Scope for online/hybrid delivery	Student expectation
Ensemble work / rehearsals / performance projects	In person	Very limited	Physical attendance is normally required
CoLab	In person / project-dependent	Limited; some planning or reflection may be online where appropriate	Students should expect in-person collaborative activity
Programme induction / briefings / tutorials	In person, online or hybrid	High	Hybrid/online may be used to support access and part-time engagement
Moodle / digital learning resources	Online support	Core digital support for all modules	Used to support, not replace, taught provision

Placements and Exchanges

Students on the Diploma programmes are not eligible for placements or international exchanges.

Assessment and Feedback

Assessment across the Artist Diploma is designed to mirror professional practice, enabling students to demonstrate technical mastery, artistic individuality, and critical self-awareness through both practical and reflective means.

The *Principal Study* module forms the core of assessment activity and is evaluated through public performance or composition-based submission, encompassing solo, chamber, ensemble, or collaborative work as appropriate to the student's discipline. Assessments emphasise artistic innovation, interpretative depth, and professionalism, aligning with the standards and expectations of advanced professional practice.

The *Professional Project* module combines creative and reflective assessment elements, typically including a portfolio, presentation, or written commentary that articulates the conceptual and practical dimensions of the student's work. Assessment criteria reflect the student's ability to integrate creative process, critical reflection, and professional awareness.

The *CoLab* component of *Principal Study* is assessed through attendance/ participation.

Assessment modes across the programme are flexible and responsive to individual practice, determined through consultation between the student and tutor to ensure alignment with the artistic aims and professional trajectory of each student. This

approach ensures that assessment is both inclusive and reflective of real-world creative processes, promoting independent, reflective, and employable practitioners.

Formative assessment is embedded throughout the programme in the form of **one-to-one tutorials and lessons, rehearsals, and class work**, ensuring that summative assessments represent the culmination of a process of continuous development. Students receive feedback from Principal Study teachers, ensemble directors, module leaders and the Programme Leader, fostering self-reflection, peer dialogue and critical independence.

Summative Feedback is provided in written formats using standardised institutional templates. It highlights achievement in relation to the learning outcomes, identifies areas for continued growth and supports students in defining and refining professional goals.

Collectively, the assessment strategy across all modules ensures a **coherent, developmental and professionally aligned approach** to evaluating artistic, technical, and reflective achievement. It cultivates confident, adaptable practitioners prepared to enter the professional music industry or progress to further postgraduate study with the capacity for critical innovation and self-directed artistic leadership.

Assessment methods reflect professional contexts and are designed to evaluate both artistic and reflective achievement.

- **Principal Study 7:** assessed through public performance(s) or composition portfolio (100%).
- **Professional Portfolio:** assessed through (100%).

Pass Requirements: Students must achieve a minimum of 50% in each module. One reassessment may be permitted for failed components, capped at 50%.

Key Progression and Assessment Regulations

The Artist Diploma programme comprises a single stage of study. Students who have not completed all taught modules due to **deferral or failure** may be required to complete outstanding assessments before the award can be conferred.

Where an assessment component is failed, **one reassessment opportunity** may be permitted by the **Assessment Board** (or, if applicable, the **Interim Assessment Board**, subject to confirmation). The reassessment mark will be **capped at the minimum pass mark of 50%**, in accordance with Trinity Laban's Academic Regulations. The date and mode of reassessment are determined by the relevant Board, depending on the timing and nature 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.

Awards and Classification

Requirements:

To successfully complete the programme, students must achieve the required credit value for each module. A minimum overall mark of 50% is required to pass each module, except where compensation may apply. Regulations governing compensation, reassessment and progression are set out in the *Trinity Laban Academic Regulations for Taught Programmes*.

Award	HE Level	Credits	Classification	Mark Required
Artist Diploma	7	120	With Distinction	≥70%
			With Merit	≥60%
			Pass	≥50%

Key Progression and Assessment Regulations

The Professional Diploma programme comprises a single stage of study. Students who have not completed all taught modules due to **deferral or failure** may be required to complete outstanding assessments before the award can be conferred.

Where an assessment component is failed, **one reassessment opportunity** may be permitted by the **Assessment Board** (or, if applicable, the **Interim Assessment Board**, subject to confirmation). The reassessment mark will be **capped at the minimum pass mark of 50%**, in accordance with Trinity Laban's Academic Regulations. The date and mode of reassessment are determined by the relevant Board, depending on the timing and nature 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.

At the discretion of the **Assessment Board**, **compensation** may be applied to one failed module where there is strong performance in others, in accordance with the **Assessment Regulations for Taught Programmes**. Compensation may normally be applied to a **single 20-credit module**.

Full details regarding **reassessment opportunities, compensation, and progression** are set out in the *Trinity Laban Academic Framework and Assessment Regulations*.

Admissions criteria

Audition:

Entry to the programme is dependent upon selection at audition. The audition comprises a performance / composition audition, and discussion with the panel, through which applicants are expected to demonstrate the potential for further professional development. All applicants must demonstrate both their suitability for advanced

performance and/or compositional training, and the ability to make sophisticated stylistic and interpretative evaluations of musical texts. The audition panel consists of the appropriate Head of Department or deputy and a specialist teacher/s of the applicant's Principal Study.

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 overall with a minimum of 5.5 in all 4 areas / Trinity College London – Integrated Skills in English III (ISEIII).

Relationship to Other Programmes

The Artist Diploma is positioned within Trinity Laban's suite of postgraduate provision, sitting alongside the MMus and Professional Diploma as an advanced programme at Level 7. While the MMus integrates academic research and contextual study with creative practice, and the Professional Diploma emphasises professional preparation and portfolio development, the Artist Diploma provides an intensive, practice-centred route for highly accomplished performers and composers seeking to refine their artistry to the highest professional standard.

The programme shares a common framework of learning, teaching and assessment principles with other Level 7 awards, ensuring coherence across the postgraduate portfolio while maintaining its distinct focus on artistic individuality, self-directed learning and public performance at a professional level.

Graduates typically progress to professional performance or compositional careers within the creative industries, artist residencies or independent professional practice. The Artist Diploma also provides a strong foundation for doctoral-level study (e.g., PhD or DMA) and other advanced specialist routes, supporting lifelong professional and artistic development.