

TRINITY LABAN

Programme Specification (Postgraduate): Graduate Diploma

Programme	Graduate 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 **Graduate Diploma in Music** is a one-year full-time or two-year part-time programme positioned at **Level 6 of the Framework for Higher Education Qualifications (FHEQ)**. It is designed for emerging or professionally active musicians seeking to consolidate and extend their artistic, technical, and creative capacities within a professional conservatoire environment.

The programme provides an intensive and highly individualised course of study that bridges undergraduate and postgraduate education, supporting students in refining their artistic identity and achieving a level of performance or compositional fluency commensurate with entry to postgraduate study or early professional engagement.

Learning is centred on **Principal Study** (instrumental, vocal, or compositional), supported by modules in **Collective Performance** (or *Dance-Film-Narrative* for composers), **Technical Portfolio**, and a **Level 6 elective**. Together, these modules foster both depth and breadth of learning: the development of advanced technical and interpretative skill, collaborative awareness, reflective artistry, and a foundational understanding of professional practice.

The programme draws on **Trinity Laban's distinctive ethos of collaboration, innovation, and inclusivity**, integrating one-to-one tuition with interdisciplinary and project-based learning. Students participate in the **CoLab Festival** as part of the Collective Performance module, collaborating across artforms and disciplines to explore new modes of performance and artistic leadership. This distinctive approach

cultivates adaptability, creative risk-taking, and ensemble awareness—qualities increasingly vital in contemporary music careers.

The Graduate Diploma thus serves multiple purposes: it provides a structured bridge to postgraduate study (for example, the MMus or Professional Diploma), a period of focused artistic development for professional musicians seeking renewal or transition, and a foundation for independent or portfolio careers within the creative industries.

Graduates emerge as technically assured, self-aware, and professionally engaged artists equipped for further study or immediate participation in the musical profession.

Programme Aims

The aims of the Graduate Diploma are to:

1. **Develop advanced technical, interpretative and creative proficiency** within the student's principal discipline, enabling confident and expressive performance or composition at a standard appropriate for entry to postgraduate study or professional practice.
2. **Cultivate reflective, independent learners** capable of evaluating their own development, setting achievable goals, and demonstrating self-directed learning within a supportive and rigorous artistic environment.
3. **Foster collaborative and professional awareness**, preparing students to engage effectively with peers, mentors, and audiences in a range of ensemble, interdisciplinary, and community contexts.
4. **Strengthen understanding of professional practice and career development**, including project planning, portfolio preparation, and engagement with evolving musical and cultural industries.
5. **Encourage creativity, versatility and innovation**, enabling students to explore diverse musical traditions, experiment with new forms of expression, and situate their work within broader artistic and social contexts.
6. **Support inclusive and sustainable approaches to artistry**, promoting ethical awareness, respect for diversity, and an understanding of the musician's potential contribution to society.

Learning Outcomes

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

A. Knowledge and Understanding

1. **Systematic disciplinary understanding** – demonstrate systematic understanding of technical and stylistic principles within their principal discipline, including secure knowledge of relevant repertoire and artistic practices.
2. **Critical contextual understanding** – demonstrate critical understanding of relevant artistic, historical and cultural contexts, and analyse how these shape interpretation, creative decision-making and musical meaning.
3. **Professional and ethical understanding** – demonstrate informed understanding of professional expectations, ethical responsibilities, and key structures and working practices within contemporary musical and cultural industries.

B. Skills

4. **Advanced technical and artistic application** – apply advanced technical control, stylistic fluency and interpretative/creative insight to realise coherent, communicative performance and/or compositional outcomes appropriate to Level 6.
5. **Independent judgement and creative problem-solving** – exercise initiative and independent judgement in devising and resolving artistic problems, demonstrating adaptability and imaginative musical thinking.
6. **Collaboration, communication and leadership** – work effectively with others in ensemble, interdisciplinary and/or community contexts, demonstrating responsive listening, clear communication, and appropriate leadership or followership.
7. **Evaluation, reflection and self-directed development** – critically evaluate their artistic development, synthesising feedback, research and reflective enquiry to plan and manage self-directed learning and improvement.

C. Values and Attitudes

8. **Professional integrity, inclusivity and openness** – demonstrate professionalism and reliability; respect for diverse practices, identities and perspectives; and openness to experimentation, creative risk-taking, and the musician's wider contribution to cultural and social life.

Pre and Co-requisites (if applicable)

Prior experience is expected for some electives as outlined in the individual elective module specifications.

Full-Time Mode (1 Year)

The programme begins in **September** each academic year and continues until **July** of the following year. Students complete a total of **120 credits** across one year of full-time study.

The programme comprises **four core modules: Principal Study (60 credits), Collective Performance** (or **DANCE–FILM–NARRATIVE** for composers) (30 credits), **Technical Portfolio (20 credits)**, and one **Level 6 elective (20 credits)** drawn from the shared elective portfolio.

Modules may run across one or more academic terms. The **Principal Study** and **Collective Performance/Dance–Film–Narrative** modules extend across all three terms (Blocks A–F), allowing for sustained artistic and technical development throughout the year. **CoLab**, which takes place in Term 2, forms an integral part of the **Collective Performance** module, with the single assessment for the module due in the summer term. **Principal Study** is assessed at the end of the academic year, in tandem with **Technical Portfolio**. Elective modules are assessed upon completion of their respective teaching blocks.

Part-Time Mode (2 Years)

The programme begins with registration in **September of Year 1** and continues until the completion of all modules at the end of **July of Year 2**. Students complete a total of **120 credits** over two years. The precise pattern of study is determined in consultation with the **Programme Leader**, ensuring appropriate balance between progression, workload, and individual artistic development.

Typically, students complete **one modules in Year 1—Collective Performance** (or **DANCE–FILM–NARRATIVE** for composers)—together with a In **Year 2**, students complete the **Level 6 elective and Technical Portfolio**. Learning within **Principal Study** is developmental and extends across both years, with assessment in the summer term of year 2 as appropriate to reflect individual progress and artistic outcomes.

Participation in **CoLab**, Trinity Laban’s annual cross-disciplinary collaboration festival, is a required and integral element of the **Collective Performance** module in year 1.

Year	Term / Block	Modules (Indicative Study Pattern)	Credits	Assessment Points
Year 1	Terms 1–3	Collective Performance / <i>Dance–Film–Narrative</i> (for composers) – includes participation in <i>CoLab</i> (Term 2).	30	End of module (June)
	Terms 1–3	<i>Principal Study</i> – developmental <u>across both years</u> , no assessment in year 1		n/a
Year 2	Terms 1–3	<i>Principal Study</i> – developmental <u>across both years</u> ; assessment in year 2	80	Assessment (May/June)

Year	Term / Block	Modules (Indicative Study Pattern)	Credits	Assessment Points
	Terms 1-3 (variable)	<i>Technical Portfolio</i> – designed to consolidate technical, interpretative, and reflective skills supporting Principal Study.	10	End of module (June)

The Graduate Diploma programme is designed to accommodate both full-time and part-time modes of study, recognising the diverse professional and personal circumstances of postgraduate students. The **part-time study pattern** provides an important degree of flexibility, allowing students to balance study with performance, employment, or caregiving responsibilities, while maintaining a coherent and cumulative learning experience. However, to ensure academic integrity and consistency across modules, the **approved part-time study pattern must normally be followed**, except in cases of the most exceptional or extenuating circumstances. The division of **Departmental Classes** across the two years is determined in consultation with the relevant **Head of Department**, ensuring that key pedagogical sequences and ensemble experiences are preserved.

Likewise, the allocation of **Performance Projects** is made in agreement with the Department to maintain equitable access to performance opportunities and continuity of artistic development. This structured yet responsive approach ensures that all students—whether full-time or part-time—progress through a balanced, well-supported pathway that meets the programme’s learning outcomes and professional standards.

Learning and Teaching

Total contact hours: 310

Total self-directed study hours: 890

Total learning hours: 1,200 hours

Total contact hours vary by Principal Study pathway and selected collaborative module. All students complete 1,200 total learning hours across the 120-credit programme.

Learning within the Graduate Diploma takes place through a carefully balanced blend of formal tuition, experiential learning, collaborative practice, and independent study. The programme is designed to reflect the realities of professional artistic life, fostering both individual excellence and creative interdependence.

Principal Study lies at the core of the programme, encompassing intensive one-to-one lessons, group tuition, rehearsals, workshops, seminars, and masterclasses. Through this strand, students refine technical and interpretative skills, explore stylistic versatility, and cultivate a distinctive artistic identity.

Learning is further contextualised through *Collective Performance* (or *Dance–Film–Narrative* for composers), where students integrate their individual practice within a variety of ensemble and collaborative settings, including chamber groups, large ensembles, and cross-disciplinary projects. Within these modules, students develop the ability to lead, follow, and contribute effectively to collaborative processes, enhancing communication, empathy, and ensemble awareness.

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.

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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
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
Collective Performance	Mixed/ hybrid	Some large-group classes/ workshops may be hybrid	Practical ensemble/collaborative activity normally requires in-person attendance
Dance-Film-Narrative	In person /	Some tutorials may be online	Creative collaboration and project work normally require in-person engagement
Programme induction / briefings / tutorials	In person, online or hybrid	High	Hybrid/online may be used to support access and part-time engagement

Programme element	Normal delivery mode	Scope for online/hybrid delivery	Student expectation
Moodle / digital learning resources	Online support	Core digital support for all modules	Used to support, not replace, taught provision

Assessment and Feedback

Assessment across the Graduate Diploma is designed to **mirror professional and creative practice**, while providing opportunities for students to demonstrate technical command, artistic insight, and reflective understanding in alignment with **FHEQ Level 6 descriptors**. The assessment strategy promotes **inclusive, transparent and consistent** evaluation methods that accommodate a diversity of learning and creative styles.

The **Principal Study** module forms the core of assessment activity and is evaluated through **practical performance or composition-based assessments**, reflecting the individual's principal discipline. It assesses students' musical fluency, stylistic awareness, and artistic individuality at an advanced undergraduate level.

Modules such as **Collective Performance** (or *Dance–Film–Narrative* for composers) and the **Technical Portfolio** integrate **practical, written and reflective components** that connect creative processes to critical and contextual understanding. Assessments may include performance documentation, written commentary, critical reflection, or viva voce examination. Students are encouraged to frame their artistic work within professional contexts, developing the ability to articulate artistic aims and decision-making.

Throughout the programme, **formative assessment** is embedded through one-to-one lessons, workshops, tutorials, and rehearsals. These ongoing feedback mechanisms ensure that summative assessments reflect a process of sustained development and reflection. **Peer review, supervisor dialogue, and interim presentations** further promote reflective practice, self-assessment, and critical awareness.

Feedback is provided in both oral and written form using standardised institutional templates. Feedback emphasises achievement in relation to learning outcomes, identifies areas for further growth, and supports students in setting personal and professional development goals.

Collectively, the assessment strategy across all modules ensures a coherent and balanced approach to evaluating **technical, artistic, and academic achievement**, cultivating reflective and adaptable practitioners prepared for **postgraduate study or professional entry** within the creative industries.

Pass Requirements

To successfully complete the Graduate Diploma, students must achieve a **minimum pass mark of 40%** in each module.

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 Regulations**.

Award

Award	HE Level	Total Credits	Classification	Overall Aggregate Mark Required (%)
Graduate Diploma in Music	6	120	With Distinction	70 and above
			With Merit	60–69
			Pass	40–59

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:

Candidates will be expected to hold a Bachelor's level degree or equivalent. Other 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:

IELTS 6.0 overall with minimum 5.5 in all four areas or Trinity College London's Integrated Skills in English II (ISEII) if English is not the applicant's first language.