

TRINITY LABAN

Programme Specification (Postgraduate): Professional Diploma

Programme	Professional 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 **Professional Diploma in Music** is a one-year (full-time) or two-year (part-time) Level 7 qualification designed for musicians who have already completed an undergraduate degree and are seeking to refine their artistic identity, deepen technical and interpretative expertise, and extend their professional practice to an advanced level. The programme provides a flexible framework that supports students in consolidating their distinctive creative voice while preparing for sustainable, portfolio-based careers in the contemporary music profession.

Building on Trinity Laban's internationally recognised strengths in one-to-one tuition and collaborative performance, the Professional Diploma integrates advanced artistic training with structured opportunities for reflective practice, collaboration, and entrepreneurship, giving students the opportunity to experiment across artistic boundaries and develop skills in communication, adaptability and leadership.

The programme shares a close relationship with the **MMus** and **Artist Diploma**, offering an equivalent level of challenge while providing an alternative route for experienced practitioners who wish to focus on artistic and professional practice rather than research.

Programme Aims

The programme aims to:

- Enable students to develop technical, interpretative, and creative expertise to a level commensurate with professional practice at FHEQ Level 7.
- Support students in defining and articulating an individual artistic identity that integrates performance or compositional excellence with reflective and entrepreneurial skills.
- Provide opportunities for collaborative and interdisciplinary work that mirror the professional realities of today's music and arts sectors.
- Foster inclusive and ethical artistic practices informed by critical awareness of cultural diversity, social context, and audience engagement.
- Equip students with the self-management, adaptability and digital literacy required for sustainable careers in a rapidly changing professional landscape.

Learning Outcomes

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

Knowledge and Understanding

1. Demonstrate an advanced, systematic and critically informed understanding of their principal discipline (performance, composition or other specialist practice), including a detailed grasp of repertoire, techniques and relevant contextual issues.
2. Articulate a sophisticated awareness of stylistic, aesthetic and cultural contexts that shape musical practice, demonstrating originality in interpretation or creative work.
3. Evaluate the relationship between theory, research and professional practice, applying critical insight to inform artistic decision-making and performance/compositional choices.
4. Demonstrate understanding of the broader professional, social and intercultural environments in which contemporary musicians operate, and situate their work meaningfully within them.

Skills

5. Perform, compose, or otherwise create music to a professional standard, displaying technical command, interpretative individuality and artistic autonomy.
6. Integrate advanced technical, analytical, and reflective skills to produce imaginative and convincing artistic outcomes.
7. Exercise leadership, initiative, and collaborative expertise in ensemble, project, and cross-disciplinary contexts, adapting effectively to varied artistic and professional situations.
8. Communicate with clarity and authority through performance, composition, writing, and digital media, demonstrating sensitivity to diverse audiences and contexts.
9. Manage complex practical and creative projects independently, employing effective self-organisation, time management, and critical evaluation.
10. Apply digital, entrepreneurial, and communication skills appropriate to professional practice and career sustainability within the cultural and creative industries.

Values and Attitudes

11. Demonstrate professionalism, accountability and reflective self-awareness in artistic and collaborative practice.
12. Engage critically and ethically with diverse musical and cultural perspectives, recognising inclusivity as integral to creative and professional practice.
13. Respond creatively and flexibly to uncertainty, innovation and risk as defining conditions of contemporary artistic work.
14. Exhibit a commitment to continual artistic and professional development, applying reflective and lifelong-learning strategies to sustain growth beyond the programme.

Curriculum

Programme Structure

Module Title	Credits	Level	Core/Optional
Principal Study 7	70	7	Core
Collective Performance 7 / Dance–Film–Narrative 7	30	7	Core
Elective (shared with MMus suite)	20	7	Optional

Total Credits: 120

The Professional 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.

Full-Time Mode (1 Year)

The programme commences in September and continues until July.

- Principal Study 7 and Collective Performance / Dance–Film–Narrative 7 run across all three terms.

- Elective modules are normally taught in Terms 1 and/or 2, with assessment in Term 2 or 3.

CoLab is embedded within Collective Performance 7 and takes place in Term 2. Assessment for Principal Study, Collective Performance, and Dance–Film–Narrative 7 occurs in Term 3 (May–June).

PART-TIME MODE (2 YEARS)

The programme begins in September of Year 1 and continues to July of Year 2. Students take 120 credits across two years.

Year	Modules	Notes
Year 1	Collective Performance 7 / Dance–Film–Narrative 7 + Elective	Participation in CoLab required.
Year 2	Principal Study 7	Assessment at end of programme.

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, normally falling within an indicative range of approximately 287–345 hours. All students complete 1,200 total learning hours.

Learning within the Professional 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 Professional Diploma's commitment to **experiential, inclusive and industry-informed learning**, preparing students for entry into postgraduate study or the professional sphere.

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
Personal Specialism / research support	Mixed: in person, online or hybrid depending on activity and pathway	More flexible, especially tutorials and research-support sessions	Students may access some support online, but should attend required programme sessions
Electives	Normally in person, with some variation by module	Some tutorials may be online where appropriate and depending on the tutor	Delivery mode will be confirmed in module information

Programme element	Normal delivery mode	Scope for online/hybrid delivery	Student expectation
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 Professional Diploma is designed to mirror **professional and creative practice at an advanced postgraduate level**, enabling students to demonstrate technical command, interpretative depth, creative autonomy, and critical reflection consistent with **FHEQ Level 7 descriptors**. The assessment framework promotes **inclusivity, transparency, and parity of experience** across pathways, accommodating a diversity of artistic practices and learning styles.

The *Principal Study* module forms the core of assessment activity. Students are evaluated through **public performance(s)** or a **composition portfolio** demonstrating artistic individuality, stylistic awareness, and professional-level command of technical and expressive resources. Assessment focuses on the synthesis of technique, interpretation, and critical self-awareness within the student's principal discipline.

The *Collective Performance / Dance–Film–Narrative* module integrates **collaborative, reflective, and interdisciplinary approaches**, assessing students' ability to contribute meaningfully to creative projects that engage diverse repertoires, media, and performance contexts. Assessment typically involves a **multi-media reflective portfolio**, including documentation of rehearsal and performance processes, critical commentary and evaluation of personal contribution within an ensemble or cross-disciplinary setting.

The **Level 7 Elective** module provides opportunities for students to explore specialist or complementary areas of study, supporting both focus and breadth. Assessment methods vary according to the elective chosen but are consistent with postgraduate expectations, encompassing **creative portfolios, research essays, presentations, analytical work or practical submissions**. These assessments enable students to extend and articulate their learning beyond their core discipline while applying critical and professional insight.

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

Feedback is provided in both oral and 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.

Learning takes place through a blend of formal tuition, collaborative activity, and self-directed study.

Assessment Overview

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%).
- **Collective Performance / Dance-Film-Narrative 7:** assessed through reflective multimedia portfolio and documentation of collaborative work (100%).
- **Elective Module:** assessment methods vary depending on choice but align with FHEQ Level 7 outcomes.

All assessments are accompanied by clear written briefs and supported by formative feedback through tutorials, workshops, and rehearsals.

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 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.

Award 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
Professional Diploma	7	120	With Distinction	≥70%
			With Merit	≥60%
			Pass	≥50%

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 only to the 20-credit elective module, where permitted by the Assessment Regulations. Principal Study and Collective Performance / Dance–Film–Narrative must be passed and are not eligible for compensation.

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:

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: 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 Professional Diploma sits within Trinity Laban's postgraduate framework and shares key modules and elective options with the **MMus** and **Artist Diploma** programmes. The curriculum aligns with the **FHEQ Level 7** descriptors and the **QAA Subject Benchmark Statement for Music (2025)**. It provides a distinctive route for students seeking advanced professional formation rather than research-led study, with a clear articulation pathway into the MMus or Artist Diploma.