

Template C4



Programme Specification

Title of Course: *MA Music Education*

Date first produced	31/07/2014
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Date of implementation of current version	01/09/2024
Version number	6
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Performing Arts
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Music Education
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Diploma in Music Education Postgraduate Certificate in Music Education
Course Code <i>For each pathway and mode of delivery</i>	PPMED1MED01 PFMED1MED01
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>A good honours degree in music or another relevant subject. Where an applicant can produce evidence of relevant experiential learning (e.g., work as a professional musician), it may be possible to consider in lieu of a music degree a good honours degree in a subject other than music or advanced study in a conservatoire which has not led to a degree</p> <p>A minimum IELTS score of 6.5, TOEFL 88 (iBT) or equivalent is required for those for whom English is not their first language.</p>

Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Music
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	See entry requirements
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

- To provide a coherent but flexible two-year part-time or one-year full-time Master's programme for musicians which will develop their knowledge and understanding of music and music education to a level beyond that of first degree study.
- To stimulate an inquiring mind and encourage initiative, critical evaluation and independence of thought which will allow continued autonomous development of music expertise and knowledge beyond graduate studies.
- To develop a knowledge of issues which are at the forefront of music education research and practice and to foster a critical response to these issues.
- To provide students with knowledge of the UK system of music education and to enable them to set this within an historical and international context.
- To provide students with first-hand experience of devising and delivering an educational activity.
- The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning.

B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Music (UG), the Master's Degree Characteristics (2020), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). The programme learning outcomes will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

In addition to the programme learning outcomes, the programme of study will allow students to develop the following range of Graduate Attributes:

- Creative Problem Solving
- Digital Competency
- Enterprise
- Questioning Mindset
- Adaptability
- Empathy
- Collaboration
- Resilience
- Self-Awareness

The programme provides opportunities for students to develop and demonstrate skills, knowledge and understanding, as well as other attributes, in the following areas.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the [Sector Recognised Standards in England](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	demonstrate a thorough understanding of research methods applicable to music and music education;	B3	demonstrate self-direction and originality in devising educational materials and act autonomously in planning and implementing activities at a professional level;	C2	lead an educational activity effectively, demonstrating competence in practical musicianship;
A2	demonstrate a comprehensive understanding of current issues in music education within a national and international context;	B4	demonstrate an ability to pursue an in-depth investigation into a topic within the field of music education, engaging with a range of research methodologies appropriate to the topic;	C3	present information to colleagues clearly and succinctly.
A3	demonstrate knowledge and understanding of UK educational policies and of the philosophies which underpin them;	B5	link theory to practice.	C4	demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).
A4	demonstrate an understanding of the psychology of musical learning, communication and expression and relate this to the practice of music education.	B1	handle complex issues systematically and critically, and communicate their findings clearly and succinctly;	C1	demonstrate a high level of presentational competence in their work;
		B2	demonstrate a high degree of critical awareness in relation to their own work and that of others;		

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time and part-time modes, and 'with Professional Placement', leading to the award of MA in Music Education.

The programme is made up of four modules each worth 30 credit points and the Major Project which is 60 credits. Part time students take 3x30 credit modules in Year 1 and 1x30 credit optional module and the Major Project (60 credits) in their second year. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme with integrated placement must complete all modules including the final major project module, by the end of TB3, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

MA Music Education

Level 7							
MA Music Education							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Constructing Music Education in the UK	MU7005	30	7	2		1	1
International Music Education	MU7004	30	7	1		1	1

Psychology, Culture and Philosophy							
Major Project	MU7012	60	7	2&3		1	2
Researching Music	MU7001	30	7	1		1	1
Optional Modules							
Advanced Production of Popular Music	MU7006	30	7	1		1	2
Composing and Marketing Popular Music	MU7007	30	7	2		1	2
Critical Aspects of Performance Presentation	MU7016	30	7	1&2		1	2
Performance Studies	MU7003	30	7	1&2		1	2
Professional Placement School of Arts	WP7003	120	7	TB1 and TB2 (Year 2) for full-time students; TB1 and TB2 (Year 3) for part-time students		2	3
Score and Screen	MU7017	30	7	2		1	2
Techniques and Technology for Composing for Film and Television	MU7008	30	7	1		1	2

Level 7 information

Level 7

MA Music Education

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Constructing Music Education in the UK	MU7005	30	7	2		1	1
International Music Education Psychology, Culture and Philosophy	MU7004	30	7	1		1	1
Major Project	MU7012	60	7	2&3		1	2
Researching Music	MU7001	30	7	1		1	1
Optional Modules							

Advanced Production of Popular Music	MU7006	30	7	1		1	2
Composing and Marketing Popular Music	MU7007	30	7	2		1	2
Critical Aspects of Performance Presentation	MU7016	30	7	1&2		1	2
Performance Studies	MU7003	30	7	1&2		1	2
Professional Placement	WP7003	120	7	TB1 and TB2 (Year 2 for Full-time) and TB1&TB2 (Year 3 for Part-time)		2	3
Score and Screen	MU7017	30	7	1		1	2
Techniques and Technology for Composing for Film and Television	MU7008	30	7	1		1	2

D. Principles of Teaching, Learning and Assessment

The teaching and learning strategies are designed to facilitate the development of knowledge, skills, and understanding of music education through academic study and practice within an international context with the opportunity to work alongside experienced music teachers and researchers. Students will study two dedicated music education modules which address theory and practice in music education. Students will also study a common core of Researching Music and select one optional module from a wide range of music topics and/or closely related subjects. The learning experience will culminate in a substantial research project in the form of a dissertation. Tutor guidance will be provided to support module selection to ensure a balanced programme.

The philosophy of the learning and teaching strategy is based on the notion of the integration of theory and practice, with student participation central to course delivery. The mode of delivery of the curriculum also serves to exemplify best practice. Students are encouraged to engage in debate and critique and to enhance their skills as independent learners through individual research. They will also develop and enhance their skills as practitioners by devising, delivering and evaluating a music education project. The main foci of the teaching are on the development of the student research skills, practical teaching skills, and critical analytical tools, so that they can develop autonomy in their learning. In addition, students will be supported in the development of their own informed and original voice while taking into account recent and current research and teaching practices.

A variety of learning and teaching methods is central to the delivery of the MA in Music Education at Kingston. Strategies include:

- Lecture;
- Seminars and debates;
- Workshops;
- Studio-based work;
- Visit to formal and informal teaching and learning contexts;
- Individual tutorials.

Keynote lectures will be used to introduce topics and to disseminate key information, both theoretical and practical. These will be complemented by seminars and debates where students will be involved in the discussion and critique of controversial issues, enabling them to clarify their understanding and engage with the material. Students will also be encouraged

to undertake informal presentations which will enhance communication, analysis and synthesis skills, and prepare them for assessment.

Workshops and studio-based work will be central to the delivery of the optional modules focusing on performance, composition, and music technology, where hands-on experience is integral. Students will be supported in the development of self- and peer-assessment skills through critiquing their own work and that of others. This process has the added benefit of offering continual formative feedback. Visits to formal and informal teaching and learning contexts inform the development of the educational project to ensure that its context is fully established.

The research-based Major Project enables the student to identify and investigate an area of particular interest in music education. Students are expected to take responsibility for their own learning in terms of background research, practical preparation, and reading. The Major Project is supported through subject-specific seminars and individual tutorials which will provide advice, for example, on planning, implementing, data collection, analysis, and writing-up.

Training in music education research methods will take the form of whole group lectures and workshops. Skills developed here will be complemented by those acquired through the Major Project where students, through a series of dissertation seminars and tutorials, will gain the further skills and techniques required to conduct research, and be supported in the identification and development of a plan for the Major Project.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (Canvas) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, audio-visual material and links to useful web-resources. Use of the collaborative tools offered by Canvas (e.g. discussion boards, blogs, wikis etc.) will be encouraged to facilitate team-working and interactive problem-solving skills, to prepare for and follow up taught sessions and to prepare for assessment for Colloquia where online interaction with staff and other students will be an integral part of the assessment strategy. Canvas can be used from any networked personal computer in the University as well as from most personal computers connected to the Internet.

Assessment

The assessment strategies address the key aims of the programme: to develop students' musical and critical skills and knowledge, to stimulate an inquiring mind and encourage initiative, creativity, critical evaluation and independence of thought, to develop a systematic understanding of relevant musical knowledge, and a critical awareness of contemporary issues in music, to provide knowledge of research practices in music and to enable students to undertake a substantial individual research project. The strategies are also designed to facilitate the acquisition of transferable skills that will enhance the students' employability in a range of sectors, and to enable students to proceed to research degrees.

Assessment is by coursework. A wide variety of summative assessment strategies will be used which have been selected to match the diversity of the learning outcomes to be tested and the nature of the work to be assessed. The tasks have been designed to offer a set of stimulating challenges, many of which reflect demands likely to be imposed on students in the workplace. Alongside the summative assessment there will be many opportunities for students to receive formative feedback from their tutors through seminar discussions, informal presentations, composition, performance and studio-based workshops and group and one-to-one tutorials. Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

In summary, the nature of the assessment of the course will utilise a combination of:

- Annotated bibliography;
- Academic debate
- Critique /Critical review;
- Essay;
- Performance;
- Portfolio of Compositions / Recordings;
- Position paper;
- Practical project: planning, implementation, and evaluation;
- Live and pre-recorded Presentations;
- Recording Project (proposal, documentation, and recordings);
- Research paper.

Written and oral presentations are central to the assessment strategy. Through these modes of assessment, students demonstrate the ability to undertake independent reading and research, analyse, critique, challenge and synthesize ideas, offer a personal viewpoint, and communicate with competence and clarity to the audience.

The MA in Music Education culminates in the Major Project dissertation which enables students to develop and apply skills in designing, implementing, and writing up a piece of original research. The student will demonstrate the ability to select appropriate educational research methodologies, collect and manage a variety of data types, present and analyse findings, and draw conclusions that provide insight and implications.

E. Support for Students and their Learning

Students will be introduced to the nature of teaching and learning as part of the induction process and are supported by:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- Personal Tutors to provide academic and personal support
- Pre-sessional and year-long English language development programme
- Bespoke language and academic writing support for core music research and music education modules
- One-to-one writing support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT and the technical operation of the studios and to advise and support them in the creation of curricular and extra-curricular studio projects
- A designated Course Administrator
- An induction week at the beginning of each new academic session
- Staff Student Consultative Committee
- Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- LinkedIn Learning and Skills For Study – online platforms offering self-paced software tutorials
- A substantial Academic Success Centre that provides academic skills support for both UG and PG students

- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- A Student Achievement Officer who provides pastoral support
- Disability and Mental Health support
- The Union of Kingston Students
- Careers and Employability Services Team
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Student Voice Committee
- Student representation at the Course, School and Faculty levels
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation including Early Module Reviews and MEQs (Module Evaluation Questionnaires) for each module and a PTES (Postgraduate Taught Experience Survey)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

A high proportion of full-time MA in Music Education students obtain employment on graduation, finding posts either in music education or in subjects allied to music. Some enrol for a MPhil/PhD either at home or abroad. For those students who are already in employment and are undertaking the MA in a part-time mode, the award may accelerate promotion and open up new opportunities.

The particular nature of the MA Music Education at Kingston, combining theoretical knowledge and practical skills, offers a broad musical curriculum and equips graduates for a broad range of careers. Students have gone on to work in schools and further and higher education institutions as teachers, lecturers, instrumental tutors, composers and educational project workers.

Work-based learning, including sandwich courses and higher or degree apprenticeships

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities to aid in securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

Work placement is an integral part of the 2-year programme and students will receive support from the award-winning Careers and Employability Services team. While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) give students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers' expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

H. Other sources of information that you may wish to consult

Course page on the KU website:

<https://www.kingston.ac.uk/postgraduate-course/music-education-ma/>

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 7										
		MU7017	MU7016	MU7008	MU7007	MU7003	MU7006	WP7003	MU7001	MU7012	MU7005	MU7004
Knowledge & Understanding	A 1									S	S	S
	A 2							S				S
	A 3							S			S	

	A 4									S		S
Intellectual Skills	B 3							S			S	
	B 4								S	S	S	S
	B 5					S		S		S	S	S
	B 1		S						S	S	S	S
	B 2	S	S	S	S	S	S		S	S	S	S
	C 2									S	S	S
Practical Skills	C 3	S	S	S	S	S	S	S	S	S	S	S
	C 4	S	S	S	S	S	S	S	S	S	S	S
	C 1	S	S	S	S	S	S		S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.