****

**Programme Specification**

**Title of Course: MA in Music Education**

**Date Specification Produced: August 2014**

**Date Specification Last Revised: August 2018**

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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MA Music Education |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill |
| **Programme Accredited by:** | N/A |
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**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The MA programmes in Music have been running since 1994 but have evolved over the years to provide a broad-based music education with options in performance, composition, music education and music technology. Students from the UK and overseas are attracted by the breadth of the programme, by the facilities provided within the Coombehurst complex and by the wide-ranging expertise of the Music staff.

In addition to taking a core module (Researching Music) followed by all MA/Mus students which teach research skills and present topics of current interest within music, music education students take two core music education modules, each of which has a very distinctive focus. Together they present a thorough treatment of the UK system of music education, consider major issues in international music education research and effect a comparative study of music education practices across different cultures. Students also choose one option from modules associated with three main areas of study: performance; composition (including sonic arts and composing for film and television) and popular music production, plus they can choose from some level 6 modules. The final project involves research on a music education topic chosen by the student with guidance from the tutor who will supervise it, and is submitted in the form of a dissertation.

Music at Kingston is part of a School of Performance and Screen Studies which includes the subject areas of Film Studies, TV and New Broadcasting Media, Dance and Drama. Students specialising in composition can benefit from informal collaborations with students from these other areas, and those interested in film can take a module from the MA in Film Studies programme.

Ample practice facilities, ensemble rehearsal rooms, and a Mac laboratory are provided in the Coombehurst complex. Coombehurst Studio is a large high-quality live professional recording studio with surround sound, and there are four other well-resourced recording studios suitable for Masters study.

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via platforms such as Skype. The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

1. **Aims of the Programme**

* To provide a coherent but flexible two-year part-time or one-year full-time Masters 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 the students to continue to develop their musical expertise and knowledge after they have graduated.
* To develop a knowledge of issues which are at the forefront of music education scholarship 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

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Music and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | demonstrate a thorough understanding of research methods applicable to music and 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; |
| A2 | demonstrate a comprehensive understanding of current issues in music education within a national and international context; | B2 | demonstrate a high degree of critical awareness in relation to their own work and that of others; | C2 | lead an educational activity effectively, demonstrating competence in practical musicianship; |
| A3 | demonstrate knowledge and understanding of UK educational policies and of the philosophies which underpin them; | B3 | demonstrate self-direction and originality in devising educational materials and act autonomously in planning and implementing activities at a professional level; | C3 | present information to colleagues clearly and succinctly.. |
| A4 | demonstrate an understanding of the psychology of musical learning, communication and expression and relate this to the practice of music education. | 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; |  |  |
|  |  | B5 | link theory to practice. |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A good honours degree in music or other relevant subject. Where an applicant can produce evidence of relevant experiential learning (e.g., work as a professional performer or composer), 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

A minimum IELTS score of 6.5, TOEFL 88 (iBT) or equivalent is required for those for whom English is not their first language.

It may be necessary to get DBS clearance if the student chooses one of the music education modules.

1. **Programme Structure**

This programme is offered in full-time, part-time mode and ‘with Professional Placement’, and leads to the award of MA in Music Education.

**E1. Professional and Statutory Regulatory Bodies**

*None*

**E2. Work-based learning**

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) gives 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.

**E3. Outline Programme Structure**

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 3 X 30 credit modules in year1 and 1 X 30 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 except the final ‘capstone project’ module, by the end of TB2, 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.

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| **Level 7** | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Researching Music | MU7001 | 30 | 7 | 1&2 |  |
| International Music Education: Psychology, Culture and Philosophy | MU7004 | 30 | 7 | 1 |  |
| Constructing Music Education in the UK | MU7005 | 30 | 7 | 2 |  |
| Major Project | MU7012 | 60 | 7 | 2 |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| The Studio Musician | MU6002 | 30 | 6 | 1&2 |  |
| Current Debates in Music Education | MU6003 | 30 | 6 | 1&2 |  |
| Jazz Studies | MU6004 | 30 | 6 | 1&2 |  |
| Live Performance | MU6005 | 30 | 6 | 1&2 |  |
| The Psychology of Music | MU6006 | 30 | 6 | 1&2 |  |
| Special Study | MU6008/  MU6010 | 30 | 6 | 1&2 |  |
| Performance Studies | MU7003 | 30 | 7 | 1&2 | Experience of performance |
| Advanced Production of Popular Music | MU7006 | 30 | 7 | 1 |  |
| Composing and Marketing Popular Music | MU7007 | 30 | 7 | 2 |  |
| Techniques and Technology for Composing for Film and Television | MU7008 | 30 | 7 | 1 |  |
| Professional and Live Aspects of Composing for Film and TV | MU7009 | 30 | 7 | 2 |  |
| Critical Aspects of Musical Performance | MU7016 | 30 | 7 | 1&2 |  |
| Professional Placement | HU7100 | 120 | 7 | TB3 (Year 1) and TB1&TB2 (Yr 2) |  |

Students exiting the programme with 60 credits are eligible for the award of PgCert in Music Education.

Students exiting the programme with 120 credits are eligible for the award of PgDip in Music Education.

1. **Principles of Teaching Learning and Assessment**

**Teaching and Learning**

The teaching and learning strategies are designed to enable the students to enhance their knowledge, skills and understanding of music education through academic study and practice within an international context. Students will study two dedicated music education modules which address the theory and practice. Students will also study a common core of research skills, select one optional module from a wide range of music topics and/or closely related subjects and undertake a major piece of original research in a music education topic of their own choice 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 students' research skills, creative approaches, practical skills and critical analytical tools, so that they can develop autonomy in their learning.

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

* Lecture;
* Seminars and debates;
* Workshops;
* Studio–based work;
* Visits to an educational institution;
* 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. Participation in debate will develop in students the ability to present material in a logical and coherent manner, to listen to, consider and respond to the ideas of others, and to make informed adjustments to their own understanding. Workshops and studio-based work will be central to the delivery of the optional modules focussing 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 an educational institution inform the development of the educational project to ensure that its context is fully established.

Training in advanced research methods will take the form of whole group lectures and workshops, some of which will take place in the Learning Resource Centre. 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.

On the MA Music Education there is a high level of independent-guided study expected of the students on both taught modules and the research-based Major Project. The 15,000-word dissertation involves a high level of independent study by the student. In the Major Project students are allocated a specialist supervisor, who will support them through the implementation and write up of their project through subject specific seminars and individual tutorials. The dissertation seminars will address issues that are common to the cohort e.g. issues of presentation and management, and progress reporting, where students will be expected to discuss and critically analyse their work. Individual tutorials will provide advice, for example, on planning, implementing, data collection, analysis, and writing-up. The tutorials will be tailored to meet the individual needs of the student and will be arranged at times to meet the needs of both students and supervisor. A written record will be made by the supervisor, agreed by the student and a copy kept by both. The Major Project Dissertation enables the student to identify and pursue 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.

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.

Students will be introduced to the nature of teaching and learning as part of the induction process, and to the support offered by CASE and the English language classes.

**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.

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

* Annotated bibliography;
* Contributions to academic debate on Canvas;
* Critique /Critical review;
* Essay;
* Performance;
* Portfolio of Compositions / Recordings;
* Position paper;
* Practical project: planning, implementation and evaluation;
* Presentation;
* 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, to analyse, critique, challenge and synthesise ideas, to offer a personal viewpoint and to communicate with competence and clarity to the audience.

The MA Music Education culminates in the Major Project Dissertation. This enables the students to undertake an original piece of research on a music education topic of their own choice in the form of a dissertation. Students will apply the skills learned in Researching Music designing, implementing, and writing up a piece of original research as a 15,000 word dissertation, demonstrating the ability to select appropriate educational research methodologies, to collect and manage a variety of data types, to present and analyse findings and to draw conclusions which demonstrate insight.

1. **Support for Students and their Learning**

Students 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 yea- long English language development programme
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* A substantial Study Skills 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
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services Team, who will provide support for students prior to undertaking work placement(s).

1. **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
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

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 as it does theoretical knowledge and practical skills and offering a broad musical curriculum, 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. The high level of research and transferable skills that students acquire during their studies also makes available to them careers in both the commercial and business environment.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for 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.

1. **Approved Variants from the Postgraduate Regulations**

None

1. **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/>

**Development of Programme Learning Outcomes in Modules**

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

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|  |  |  | **Level 7**  **Compulsory Modules** | | | | | **Level 6**  **Option Modules** | | | | | | **Level 7**  **Option Modules** | | |
|  | **Module Code** |  | MU7001 | MU7004 | MU7005 | MU7012 | MU6002 | | MU6003 | MU6004 | MU6005 | MU6006 | MU6008 / MU6010 | MU7003 | MU7016 |
| **ProLeargramme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S | S | S |  | |  |  |  | S | S |  |  |
|  | A2 |  | S |  | S |  | | S |  |  |  |  |  |  |
|  | A3 |  | S | S |  |  | | S |  |  |  |  |  |  |
|  | A4 |  | S | S | S |  | | S |  |  | S |  |  | S |
| **Intellectual Skills** | B1 | S | S | S | S |  | | S |  |  |  | S |  |  |
| B2 | S | S | S | S | S | | S |  | S |  | S |  | S |
| B3 |  |  | S |  |  | |  |  |  |  |  |  | S |
| B4 |  | S | S | S |  | | S |  |  | S |  |  |  |
| B5 |  | S | S | S |  | |  |  |  |  | S |  |  |
| **Practical Skills** | C1 | S | S | S | S | S | | S | S | S | S | S | S | S |
| C2 |  |  | S |  |  | |  | S |  |  |  |  |  |
| C3 | 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.**

**Technical Annex**

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| **Final Award(s):** | MA in Music Education |
| **Intermediate Award(s):** | Postgraduate Diploma in Music Education  Postgraduate Certificate in Music Education |
| **Minimum period of registration:** | 1 year full-time, 2 years full-time (with Professional Placement); 2 years part-time |
| **Maximum period of registration:** | 2 years full-time, 3 years full-time (with Professional Placement); 4 years part-time |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | Music |
| **Modes of Delivery:** | Full-time, Part-time and ‘with Professional Placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | n/a |
| **Course/Route Code:** |  |