

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		2017/18			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Department of Music					
Award(s) and programme title(s)			Level of qualification		
MA in Music Education: Instrumental and Vocal Teaching			Level 7 (Masters)		
Postgraduate Diploma in Music Education: Instrumental and Vocal Teaching					
Postgraduate Certificate in Music Education: Instrumental and Vocal Teaching					
Award(s) available <i>only</i> as interim awards					
Admissions criteria					
Normally a 2i first degree in music, plus Grade 8 in instrumental or vocal studies (ABRSM or equivalent body) although relevant and significant professional experience will also be considered on an individual basis and with consideration of the candidate's potential to complete formal academic assessments. For international students an IELTS score of 6.5 is required					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
MA in Music Education: Instrumental and Vocal Teaching	1 year full time		X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					

N/A

Educational aims of the programme(s)

For the Masters, Diploma and Certificate:

*The University of York **Masters in Music Education: instrumental and vocal teaching** has been designed to allow students to develop a sound understanding of pedagogical approaches relevant to the music context, whilst also undertaking multi-level, practical teaching experience and developing Masters-level research skills. Engaging in such a programme in a music department which has a long-standing reputation for delivering high-quality, inspirational teaching means graduates from this programme should be well placed to either pursue studies in Music to doctoral level or to develop a career as a private studio or peripatetic instrumental / vocal teacher.*

This programme is designed for those who have completed an undergraduate music degree and those who have relevant experience in music teaching to provide a strong foundation in both practice and research relating to instrumental/vocal teaching. The programme aims to provide students with the skills to work as instrumental/vocal teachers in a range of settings, including private studio or peripatetic teaching, to provide knowledge and understanding of relevant issues, and to develop the skills necessary for further study at doctoral level.

The programme will develop understanding and skills relating to theoretical perspectives, research methodology, reflective practice, professional planning and delivery of instrumental/vocal teaching and will extend both practical and written capabilities. Students will develop skills in teaching, organisation, in evaluating and documenting the effectiveness of their work, in producing independent work to a deadline, and in being able to source and manage resources. Students will develop written and oral communication through writing lesson plans and commentaries on their work, as well as through discussion in class, in one-to-one tutorials and in the one-to-one teaching that they undertake. They will develop problem-solving skills connected to the insights gained through discussion of research articles and through problem-solving scenarios that will be presented in class; they will also undertake practical problem solving in their work as one-to-one teachers, in which they will also develop teamwork skills by working with each other as either teacher or pupil. These skills will develop through both practical and theoretical work leading to deepening of understanding and knowledge plus the advancement of practical skills through reflective and critical work. Students will be able to draw upon and deepen their musical understanding and existing practical experience as teachers and learners, and will also gain perspectives through the input of composers, performers and researchers on the departmental staff which link to current good practice both nationally and internationally. Therefore, the course aims are:

- To provide a theoretical and practical base for instrumental and vocal pedagogy
- To provide students with the knowledge and skills to develop a portfolio career as instrumental/vocal teachers
- To provide students with frameworks to develop critical, methodological and research skills
- To provide students with strategies for the development of reflective practice
- To expose students to the music department's research specialisms in education, world music, composition and performance
- To develop links with current good practice nationally and internationally and provide overseas students with relevant transferable knowledge and skills

Additionally for the Diploma (if applicable):

<p>Additionally for the Masters:</p> <ul style="list-style-type: none"> • To develop more extended research skills and the production of a related extended essay/portfolio • To prepare students for further postgraduate study at doctoral level 	
<p>Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes</p>	
<p><i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i></p>	<p><i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i></p>
<p><i>A: Knowledge and understanding</i></p>	
<p>Knowledge and understanding of: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Theories relating to instrumental and vocal learning (for example, the development of expertise, motivation (teacher and pupil); characteristics and qualities of effective teachers; the pupil- 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Seminars and workshops (1-7) • Tutorials (1-7) • Reflective practice (4-7) • Supervision for extended essay (7)

<p>teacher-parent relationship; apprenticeship.</p> <ol style="list-style-type: none"> 2. Contexts for instrumental and vocal teaching 3. Professional concerns and obligations for instrumental/vocal teaching, such as safeguarding, professional obligations (record-keeping), supporting musicians' health. 4. Knowledge and understanding of lesson planning and its relationship to modes of delivery and lesson outcomes 5. Theories related to reflective practice and experiential learning 6. Literature and resources relating to instrumental and vocal teaching: current journals (particularly articles detailing empirical research), books, professional publications and online materials <p>Additionally for the Diploma:</p> <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> 7. The relationship between theory and practice: implementation and evaluation 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Shorter written pieces of work (review/annotated bibliography) (some/all of 1-7 as appropriate, depending on focus) • Essays (1-7) – summative • Diary (1-7) – formative • Lesson plan – formative (1-7) • Delivery of one-to-one lessons (each term) (1-7) - summative • Reflection on assessed lessons (1-7) - summative • Extended essay or portfolio of lessons plus commentaries (7) - summative
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B: (i) Skills – discipline related

Able to:

For the Masters, Diploma and Certificate:

1. To work as instrumental/vocal teachers in a range of contexts, (for example, in private studio teaching, within a school, to work with a range of ages and abilities and to understand and develop positive working relationships with others in the learning environment)
2. To have a working understanding of research and practice supporting the development of skills needed to teach particular areas (practice, aural, sight-reading, improvisation, composition, ensemble work, scales and

Learning/teaching methods and strategies (relating to numbered outcomes):

- Learning through practical experience (1-5), developing practical and communication skills
- Learning through reflective practice (1-5)
- Seminars and workshops focusing on: teaching particular skills: practice, aural, sight-reading, improvisation; ensemble work; scales and repertoire; working with groups;; preparing students for performance; using technology in teaching (2).
- Seminars on issues relating to working in various contexts, planning skills and reflective practice, research skills, literature and resources informing practice and understanding (1-6)
- Tutorials (1-6)

<p>repertoire, working with groups, using technology)</p> <ol style="list-style-type: none"> 3. To evaluate and understand the learner’s needs and to develop appropriate schemes of work detailed in lesson plans 4. To develop analytical skills of reflective practice and articulate this understanding in written form 5. To develop competency in interpersonal skills and positive communication, informed by research on the one-to-one student/teacher relationship 6. To develop the ability to discuss and explore aspects of pedagogy <p>Additionally for the Diploma:</p> <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> 7. To undertake and demonstrate extended consideration of issues relating to instrumental and vocal teaching either through portfolio work (lessons plus commentaries) or through a substantial piece of written work. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Sample lesson plans (2, 3) - formative and summative • Delivery of one-to-one lessons (1,4,5, 6) - formative and summative • Reflective writing (4,6) - formative and summative • Shorter written pieces of work (review/annotated bibliography) (some/all of 1-7 as appropriate, depending on focus) - formative • Extended essay or portfolio of lessons plus commentaries (7) - summative
<i>B: (ii) Skills - transferable</i>	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. The understanding of principles of teaching and the development of teaching skills 2. Organisation and time management (of the student’s own teaching; of planning; of 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Seminars and workshops (1-6) • Teaching experience (1,2,4,5) • Tutorials (1-6) • Supervision for extended essay (6)

<p>written work and research)</p> <ol style="list-style-type: none"> 3. Evaluate and document effectiveness in both written work and practical work and in the personal relationships involved in teaching 4. Produce independent work to a deadline 5. Source and manage resources 6. Research skills and management of written or and practical work <p>Additionally for the Diploma:</p> <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> 7. To undertake and sustain in-depth project of student's devising (portfolio or extended essay) and to manage resources and time to achieve this. 	<p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Written evaluations (1-6) – summative and formative • Delivery of one-to-one lessons (1-6) – summative and formative • Reflective writing (3,6) – summative and formative • Extended essay/reflective portfolio (6) - formative
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C: Experience and other attributes

<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. Students will have experience of observation and providing constructive critical comments 2. Contribute to seminars and discussion 3. Develop reflective practice 4. Develop workspace and lesson management skills <p>Additionally for the Diploma:</p> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. Experience and understanding of in-depth understanding of connections between theoretical knowledge, research and practical skills 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Seminars and workshops (1-4) • Teaching experience (3,4) • Tutorials (1-5) • Supervision for extended essay (1-5) <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Written work on reflective practice (1,3,4,5) – formative and summative • Extended essay (5) - summative
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Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

N/A

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website: <http://www.york.ac.uk/media/music/documents/Music-MA-handbook-2014-15-web.pdf>

Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website: <http://www.york.ac.uk/media/music/documents/Music-MA-handbook-2014-15-web.pdf>

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
MODULE 1: Effective pedagogy (30 credits) – compulsory	MODULE 3: Teaching techniques (30 credits) – compulsory	MODULE 5: Enhanced teaching skills (30 credits) – compulsory	MODULE 7: ISM: Portfolio of five lessons plus commentaries of up to 2000 words for each lesson, or 10,000 word extended essay (60 credits)
MODULE 2: One-to-one teaching (beginner): an individual lesson for a beginner level student: lesson plan, reflective writing (10 credits) – compulsory	MODULE 4: One-to-one teaching (intermediate): an individual lesson for an intermediate level student: lesson plan, reflective writing (10 credits) – compulsory	MODULE 6: One-to-one teaching (advanced): an individual lesson for an advanced level student: lesson plan, reflective writing (10 credits) – compulsory	

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term
Effective pedagogy (30 credits) – compulsory	Teaching techniques (30 credits) – compulsory	Enhanced teaching skills (30 credits) – compulsory
One-to-one teaching (beginner): an individual lesson for a beginner level student: lesson plan, reflective writing (10 credits) – compulsory	One-to-one teaching (intermediate): an individual lesson for an intermediate level student: lesson plan, reflective writing (10 credits) – compulsory	One-to-one teaching (advanced): an individual lesson for an advanced level student: lesson plan, reflective writing (10 credits) – compulsory

Postgraduate Certificate – attainment of any 60 taught credits, to include One-to-one teaching (Beginner) module

Autumn term	Spring term	Summer term
Effective pedagogy (30 credits)	Teaching techniques (30 credits)	Enhanced teaching skills (30 credits)
One-to-one teaching (beginner): an individual lesson for a beginner level student: lesson plan, reflective writing (10 credits)	One-to-one teaching (intermediate): an individual lesson for an intermediate level student: lesson plan, reflective writing (10 credits)	One-to-one teaching (advanced): an individual lesson for an advanced level student: lesson plan, reflective writing (10 credits) – compulsory

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Week 6: Critical appraisal of a research article (Module 1)	Week 1: Effective Pedagogy essay (Module 1)	Week 1: Teaching Techniques essay, submitted (Module 3)	Progression board week 4 summer vacation	Autumn term, week 4

Week 7: Diary detailing teaching experience and learning during the autumn term (Formative assessment, Module 2)	Week 6: Comparative review of two research articles (Module 3)	Week 6: Annotated bibliography (Module 5)		
Week 9: Assessed one-to-one lesson – beginner level student (Module 2)	Week 7: Diary detailing teaching experience and learning during the spring term (Formative assessment for Module 4)	Week 8: Diary detailing teaching experience and learning during the summer term (Formative assessment for Module 6)	Reassessments week 7 summer vacation	
Week 10: Commentary on one-to-one lesson (Module 2)	Week 9: Assessed one-to-one lesson – intermediate level student (Module 4)	Week 9: Assessed one-to-one lesson – advanced level student (Module 6)	ISM: Extended essay/portfolio due second week of September	
	Week 10: Commentary on one-to-one lesson (Module 4)	Week 10: Commentary on one-to-one lesson (Module 6)		
		Week 10: Enhanced Teaching Skills essay (Module 5)		

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Effective pedagogy MODULE 1		7	30	None		<p>Critical appraisal - 1000 words submitted Autumn term week 7 – S (25%)</p> <p>Essay – 3,500 words, submitted Spring Term week 2 – S (75%)</p> <p>Informal assessment for learning and engagement with material presented in</p>	

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

						seminars – formative.	
One-to-one teaching (beginner) MODULE 2		7	10	None		Lesson (50%) to take place in week 9 Autumn term. Commentary (50%) submitted week 10 Autumn term. Diary detailing teaching experience and learning during the autumn term (Formative) due to be submitted Friday week 5, Autumn term.	
Teaching techniques MODULE 3		7	30	Completion of Module 1		Essay – 4,500 words, due to be submitted Summer term week 2 (75%). Comparative review – 1000 words, due to be submitted Spring term week 7 (25%). Informal assessment for learning and engagement with material presented in seminars – formative.	

<p>One-to-one teaching (intermediate) MODULE 4</p>		7	10	<p>Completion of Module 2</p>	<p>Lesson (50%) to take place in week 9 Spring term.</p> <p>Commentary (50%) to be submitted week 10 Spring term.</p> <p>Diary detailing teaching experience and learning during the spring term (Formative) due to be submitted Friday week 5, Spring term.</p>	
<p>Enhanced teaching skills MODULE 5</p>		7	30	<p>Completion of Module 3</p>	<p>Essay – 5000 words, due to be submitted in week 10, Summer Term (75%)</p> <p>Annotated bibliography – 1000 words, due to be submitted in week 6, Summer term (25%).</p> <p>Informal assessment for learning and engagement with material presented in seminars – formative.</p>	

One-to-one teaching (advanced) MODULE 6		7	10	Completion of Module 4		Lesson (50%) to take place in week 9 Summer term. Commentary to be submitted week 10 Summer term (50%). Diary detailing teaching experience and learning during the summer term (Formative) due to be submitted Friday week 5 summer term.	
Extended essay/portfolio MODULE 7		7	60	Completion of Modules 1-6		Extended essay/portfolio due second week of September: Portfolio of five lessons plus commentaries of up to 2000 words for each lesson, or 10,000 word extended essay	ISM

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?

Transfers out of or into the programme	
None	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes, course review after year 3 • The acquisition of feedback from students by departments. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/about/departments/support-and-admin/academic-support/</p>	
Date on which this programme information was updated:	
Departmental web page:	
<p>Please note</p> <p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	