

PROGRAMME SPECIFICATION

MA in Music Education

Awarding Institution: Institute of Education, University of London

Teaching Institutions: Institute of Education, University of London

Name of final award

Master of Arts (MA)
Postgraduate Diploma
Postgraduate Certificate

Programme title

MA Music Education

Language of study

The Institute of Education teaches and assesses participants through the medium of the English language. Competence in English language is required of all applicants. Programme regulations may indicate the level of competence required of each applicant and may make its achievement a condition of admission.

Participants

Newly qualified and experienced teachers, administrators, performers and community musicians.

Educational aims of the programme

The aims of the programme are to develop students' understanding of thinking, research and practice in the field of music education.

Content

The programme consists of modules, or educational units, covering a particular subject area. Each of the three core modules on philosophy, psychology and sociology focuses on a major discipline underpinning advanced study in music education. This enables students to gain a broad over-arching perspective, whilst at the same time they are able to study particular aspects in depth.

Other modules offer a distinctive approach to particular areas within music education.

The dissertation/report provides an opportunity to instigate and carry out a piece of small-scale empirical or theoretical research within a particular methodological framework.

Learning Outcomes

By the end of the programme, students should:

- be able to make informed, critical judgements about their own and other people's musical and educational abilities, assumptions, values and practices;
- have expanded their understanding of the varied and complex nature of learning and teaching in music;

- have increased their knowledge of music teaching, evaluation and assessment techniques;
- have developed their knowledge and understanding of children's, young people's and adults' relationships to music as performers, composers and listeners;
- have gained an increased awareness and understanding of philosophical, sociological, psychological, historical and political issues concerning the position of music in society and in education, within an international perspective.

The programme helps many students to locate an area in which to pursue further research, and can often enhance the prospects of promotion.

Criteria for admission

Candidates should normally have a good first degree in music or a related area. All candidates resident in the UK are invited for interview and in some cases, (e.g. when the normal admission criteria are not all met, or when the candidate's first degree was of a very practical nature), they are also required to write a Qualifying Assignment. Students from PGCE programmes may bring in up to 60 M level credits.

Applicants whose first language is a language other than English may be required to provide evidence of their English language proficiency.

The Institute of Education is committed to admitting and supporting participants with disabilities and welcomes applications from them. Participants do not need to be "registered disabled" to draw on these services, though in order to provide services in the long-term we will need to ask for medical or other evidence, as appropriate.

Disabilities Support can also support people who have a temporary mobility/dexterity impairment/ other difficulty as a result of an accident, injury, illness or surgery.

We aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. We do not therefore have standard procedures for participants with dyslexia, nor standard procedures for visually impaired participants: each person's needs are considered individually.

Mode of study

This is an M level programme offered full-time in one year or part-time over two years.

Programme structures and requirements, levels, modules, credits and awards

Programme structures

For a Master's degree to be awarded, successful completion of a minimum of 180 credits is required. (The Institute of Education uses the European Credit Transfer and Accumulation System (ECTS), as a guide to support periods of study undertaken abroad and to assist student mobility. Currently it is assumed that two UK credits equate to one ECTS. Therefore a module of 30 credits would typically equate to 15 ECTS credits).

Completion requirements

- I A total of 180 M (masters) level credits is required to complete the MA.
- Each taught module: 30 credits
 - Dissertation 60 credits
 - Report 30 credits
- II In order to qualify for an MA at the Institute of Education, you must take
- four taught modules (chosen from those detailed below) plus a Dissertation (20,000 words)
or
 - five taught modules (chosen from those detailed below) plus a Report (10,000 words)

Core Modules

2 from these 3 are required			1 of these 2 is required
Philosophy of Music and Music Education	Psychology of Music and Music Education	Sociology of Music and Music Education	Dissertation 60 M credits
30 credits (taught music module)	30 credits (taught music module)	30 credits (taught music module)	OR
Module Tutor: Colin Durrant	Module Tutor: Graham Welch	Module Tutor: Lucy Green	Report 30 M credits

Optional Modules

Critical Studies in Music Pedagogy and Practice	Choral Conducting, Leadership and Communication	Music Technology in Education	A module from another IOE MA -or- One from another university
30 credits (taught music module)	30 credits (taught music module)	30 credits (distance learning music module)	that carries 30 M level credits (other taught module)
Module Tutor: Colin Durrant	Module Tutor: Colin Durrant	Module Tutor: Evangelos Himonides	

Up to 60 credits may be imported by agreement with the Programme Leader

Participants who for academic or personal reasons are unable to successfully complete the 180 credits required for the masters award may exit with the completion of 60 or 120 credits respectively and be awarded a Postgraduate Certificate or Postgraduate Diploma in the subject area.

Each 30 credit module incorporates 300 learning hours. The table below presents an example of the learning hours associated with an individual module:

Learning Hours for the Philosophy of Music module	
Preparation	85
Contact hours	24
Background reading	83
Engagement in online discussion/activity	0
Individual and group based activity	0
Self-directed study	100
Tutorial time	6
Summative assessment	2
TOTAL learning hours	300

Students who for academic or personal reasons are unable to successfully complete the 180 credits required for the masters award may exit with the completion of 60 or 120 credits respectively (achieved through taught modules) and be awarded a Postgraduate Certificate or Postgraduate Diploma in the relevant subject area

Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated

During their first term, all new students are assigned a report/dissertation supervisor. For coursework supervision, students see the Module Tutor concerned. As students come from a wide variety of professional situations, and as the programme structure can vary from person to person, tutorials relating to report/dissertation work or module coursework are made by arrangement between the individual student and the tutor concerned. Part-time students receive one group session on Dissertations in their first year, and two in their second year; full-timers receive five sessions during the year. These involve peer and lecturer-feedback. All students are encouraged to start writing at an early stage, and all writing is followed up by written feedback, email discussion and/or tutorial.

Teaching is by lecture, practical workshop/seminar, structured whole-group discussion, structured small-group discussion, and small-group student presentation.

For all core modules, students are assessed on a 5,000-word (or equivalent) coursework assignment. They are given initial guidance about the assignment during lectures and seminars, and given the opportunity to make presentations of drafts and/or to have a tutorial. Students receive detailed feedback on their draft coursework prior to final submission.

Other non-core modules have options within the assignment (Critical Studies), practical conducting (Choral Conducting) and a portfolio of tasks (Music Technology).

Information about assessment regulations

Participants must successfully complete all elements of the programme, to achieve the minimum credits required for the award. All coursework is assessed according to the grade-related criteria for the programme level, found in the programme handbook.

All assignments are independently marked by two staff members, who meet to discuss and reconcile the marks and comments for each individual. Assignments are graded from A to D, with D being a failing grade. Participants are permitted to represent a failed assignment on one further occasion, within 12 months of the original submission.

An external examiner is appointed by Senate and plays an important role in monitoring the quality of the programme and evaluating the effectiveness of the teaching and support provided for the programme participants and the reliability of the judgements made in assessing them.

Further details about assessment regulations can be found at:

http://www.ioe.ac.uk/studentInformation/documents/Study_Home/Regulations_for_the_Assessment_of_Students.pdf

Support for learning

A considerable breadth of experience, expertise and interests is brought by participants to the programme and strategies to support their study acknowledge this diversity. Support includes:

- Induction sessions
- Student handbook
- Programme handbook
- Sessions led by the Academic Writing Centre
- Information services induction and other programmes
- Extensive library and other learning resources and facilities
- Personal tutor for each student
- Academic counselling and advisory service
- Access to Student Welfare Service if required
- Critical and supportive formative feedback on draft assignments
- Programme and module leaders' availability to advise on academic matters

Methods for evaluating and improving the programme

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards include:

- Module evaluation by students
- Termly meetings of the Programme Committee or Programme Team
- Annual programme review prepared by programme team and considered by faculty learning and teaching committee
- Periodic programme review and revalidation involving external panel member
- External examiner reports

Committees with responsibility for monitoring and evaluating quality and standards:

- Programme Team Committee
- Faculty Learning and Teaching Committee
- Equal Opportunities Committee

- Quality Assurance and Quality Enhancement Committee
- Academic Board
- Senate
- Board of Examiners
- Validation Sub-Committee

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Termly meeting of students with Faculty Learning and Teaching Co-ordinator
- Student representation on Programme Team Committee
- Student representation on Learning and Teaching Committee, on Academic Board, and on the Equal Opportunities Committee
- Programme and module evaluation
- Annual student satisfaction survey

Indicators of quality and standards

- Promotion. Former programme participants have become HMI, senior managers in schools, teacher educators and trainers, heads of department and textbook writers.
- Research. A number of students proceed to research degree. The Institute's Periodic Review process, involving external input, reported the programme to be outstanding in several respects (2006).
- The Programme Team have, in connection with their involvement with the programme, produced a number of books and articles with national and international currency.

Relevant benchmark statements and other external and internal reference points used to inform course outcomes

Traditionally the external examiner has contributed to the development of the programme team's thinking about the future direction for the programme.

Date of completion/amendment of specification

August 2011