PROGRAMME SPECIFICATION

MASTER OF EDUCATION

UCAS Code: **901F**

Awarding Institution: Royal Northern College of Music

Programme Leader: **Dr Robert Gardiner**

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1. INTRODUCTORY PROGRAMME INFORMATION

Award On successful completion of the programme, students will receive:	**Duration**	**Mode of study**
Master of Education (MEd) **Degree classification requirements:** A **Distinction** is awarded when the average of all module marks is 70% or above. Otherwise, a **Pass** classification is awarded. **The MEd has a discrete pathway:** **MEd in Conducting for Community and Youth Ensembles** Requires the Education Practice module (30/60 credits) to involve conducting and working with your own external group *and* taking the Conducting module as the optional 30 credit module	1 year FT 2 years PT	Full or part time

Teaching Institution: RNCM

Period of Registration: Minimum: 1 Year Maximum: 3 Years

Academic Year: September to July

OTHER POTENTIAL AWARDS: Programme levels and qualifications (Exit Awards)

Level/ Year of study	FHEQ* Level	Credits and Qualification For early departure or non-completion of studies.
Year 1 or 2	7	**Postgraduate Diploma in Education:** requires 120 credits, including completion of the Music Education: Philosophy, Theory and Practice, *and* Education Practice modules. **Postgraduate Certificate in Music Education**: requires 90 credits, including completion of the Music Education: Philosophy, Theory and Practice*, or* Conducting module. *Degree Classifications are included in the above exit awards, with the same formula as the MEd* **Postgraduate Certificate**: 60 credits *No Degree Classification is possible with this exit award.* No further exit awards are possible.

** FHEQ: Framework for Higher Education Qualifications/ Sector Recognised Standards*

Date of Writing:	August 2023
Period of Approval:	**From:** September 2024 **To:** August 2029

PROGRAMME AIMS

The Master of Education and PGDip in Education (or Community Conducting) programmes enables you to:

1	develop knowledge of a range of relevant and current educational concepts as it informs your own practice as educators and/or community conductors.
2	demonstrate critical and ongoing reflection of your own practice as educators
3	creatively respond to ever-changing developments in pedagogy and music education through innovation, adaptability, flexible approaches to your practice, and supportive, inspiring leadership and collaboration.
4	promote healthy and holistic approaches to learning and teaching informed by principles of social justice, equality, diversity and inclusion.
5	become an educator with the ability to work in complex musical situations and respond to complex and diverse issues proactively and creatively.

INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A	**Knowledge and Understanding - on successful completion of the programme you will be able to:**
A1	demonstrate systematic understanding of current practices relevant to your own teaching and/or conducting.
A2	demonstrate sophisticated, original, and thoughtful pedagogical concepts in your teaching and/or conducting.
A3	demonstrate expert theoretical skills and the ability to put them into practice, with the ability to critically reflect on these through healthy approaches to teaching and learning.
A4	demonstrate critical engagement with a comprehensive knowledge of the concepts relevant to your area of teaching and/or conducting

A5	demonstrate originality in your development of knowledge and understanding of pedagogical concepts through research.

B	**Specialist Subject Skills - on successful completion of the programme you will be able to:**
B1	demonstrate flexible and responsive leadership in a variety of teaching and learning activities.
B2	reflect on, develop, and refine your teaching and/or conducting practice.
B3	critique, evaluate and apply research methodologies in your practice.
B4	disseminate the knowledge of and insights into your practice fluently and concisely to the widest range of audiences at an appropriately inclusive level.
B5	demonstrate innovation, entrepreneurship, flexibility and resilience in drawing on a range of relevant pedagogical techniques and/or research methods applicable to your practice.

C	**Generic and Graduate Skills - on successful completion of the programme you will be able to:**
C1	assimilate and synthesise current research and practice as it relates to your own field, deploying it theoretically and/or applying it within the relevant discipline.
C2	command a range of relevant research and dissemination tools, employing appropriate media and technologies
C3	plan, research and realise individual projects at an advanced level, harnessing independent learning skills for personal career development.

The PGCert in Education or Community Conducting enables you to:

1	demonstrate critical and ongoing reflection of your own practice as educators.
2	creatively respond to ever-changing developments in pedagogy and music education through innovation, adaptability, flexible approaches to your practice, and supportive, inspiring leadership and collaboration.
3	promote healthy and holistic approaches to learning and teaching informed by principles of social justice, equality, diversity and inclusion.
4	become an educator with the ability to work in complex musical situations and respond to complex and diverse issues proactively and creatively.

INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A	**Knowledge and Understanding - on successful completion of the programme you will be able to:**
A1	demonstrate sophisticated pedagogical concepts in your teaching/community conducting practice.
A2	demonstrate expert practical and teaching skills and the ability to put them into practice, with the ability to critically reflect on these through healthy approaches to teaching and learning.
A3	demonstrate critical engagement with a comprehensive knowledge of the concepts relevant to your area of teaching and/or conducting.

B	**Specialist Subject Skills - on successful completion of the programme you will be able to:**
B1	demonstrate flexible, adaptive and responsive leadership in a variety of practical activities.
B2	reflect on, develop, and refine your pedagogical and/or conducting practice.
B3	disseminate the knowledge of and insights into your practice fluently and concisely to the widest range of audiences at an appropriately inclusive level.
B4	demonstrate innovation, entrepreneurship, flexibility and resilience in drawing on a range of relevant pedagogical techniques applicable to your practice.

C	Generic and Graduate Skills - on successful completion of the programme you will be able to:
C1	assimilate and synthesise current relevant practical concepts as they relate to your own field, deploying it theoretically and/or applying it within the relevant discipline.
C2	command a range of relevant practical and pedagogical tools, employing appropriate media and technologies.
C3	plan, research and realise individual projects at an advanced level, harnessing independent learning skills for personal career development.

2. CRITERIA FOR ADMISSION AND ENTRY

If applying for the MEd (PGDip/PGCert), you are normally expected to hold a Bachelor's degree or equivalent (FHEQ Level 6). While the undergraduate degree will normally be in music, it is not a requirement. At interview, you instead will need to satisfy the College that you have the necessary musical background and demonstrate potential to successfully complete the programme. If you do not have an undergraduate degree, it may be possible to be undertake the programme if we are satisfied that the relevance of your previous work experience and academic potential suitably qualify you for admission. You can contact the Programme Leader, Robert Gardiner, if you have any questions about this.

If your first language is not English, an overall IELTS score of 6.5, with a minimum of 5.5 in each and every component is normally required, exceptions being at the discretion of the admissions panel; if you are continuing from previous RNCM programmes, no further IELTS will be required, and your ability would be assessed at interview.

A 1,000-word sample of writing, normally on music (which may be an excerpt from an existing piece of work you have written), using references, is required if you did not take an undergraduate degree at the College.

It is possible to transfer from the PGDipEd/ PGCertEd onto the MEd, but it is not possible to transfer from the MEd/ PGDipEd/ PGCertEd to any other PG programme, except for the named exit awards.

The policies for Accreditation of Prior Learning (APL) and Disclosure and Barring Services (DBS) may be found in the Student Regulation Handbook. It may be possible, for example, to take credits from a PGCE toward the MEd degree. All credits awarded through APL must be endorsed by the Board of Examiners.

3. COURSE OVERVIEW

The MEd has music education at its core, and your own practice (as educators and/or community music conductors) is central to the programme, forming the Education Practice module.

The degree requires the completion of 180 credits. This includes 4 compulsory modules (with indicated credits):

Music Education: Philosophy, Theory and Practice MEPTP (30)
Research Methods: Music Education RMME (30)
Dissertation (Minor 30, Major 60)
Education Practice (Minor 30, Major 60

If undertaking a Minor Dissertation and/or Minor Education Practice, the credits will be completed by taking one optional module (30 credits) from the Graduate School modules available to MEd students (information below). The optional module selection normally occurs in the week before the start of each academic year. Overseas students will normally be expected to take the Practical Pedagogy module to

complement their studies, but this is not a core requirement and can be waived in discussion with the Programme Leader.

The MEd is full-time over 1-year or part-time over 2-years. Students taking the part-time route would normally take MEPTP and RMME in the 1st year, and Minor/Major Dissertation plus Optional Module (if required) in the 2nd year. The Education Practice can run over both years in the part-time route.

As the MEd is aimed at students who would normally have their own teaching and/or conducting practice, it is designed to offer you flexibility where possible. Where practical, there may be opportunities for creating new Education Practice experiences, usually with RNCM partners. While MEPTP and RMME are timetabled modules (alongside the Optional Module, depending on selection) but may offer blended or asynchronous learning and teaching options where appropriate. The Dissertation and Education Practice modules are based on flexible supervision and mentoring.

Meetings in Induction Week (also called Welcome Week) will introduce you to the modules and give you further information on any optional module you may wish to take. You will also meet individually with the Programme Leader to discuss your plans for the programme, including Education Practice options. If you have no previous experience in Higher Education, The Programme Leader will meet with you periodically during the first 6 months of the programme (PT or FT) to ensure that you are able to manage the demands of the programme and to offer further support as required.

BENCHMARKING

Programmes are based on national standards for degrees in music through external scrutiny of the programme during development by both academics and professional musicians and by reference to nationally agreed standards; QAA Benchmarks and Code of Practice.

MODULE MAP

In addition to the compulsory modules above, you can elect one 30-credit elective from most other modules from the Graduate School suite of programmes.

The following mix of practical, research and vocational modules may be taken:

Accompaniment	Musicianship for Vocalists: Consort Singing
Arrangement	Practical Pedagogy
Composition Elective	Presenting Research
Conducting Elective	Professional Audition
Contemporary Songwriting	Professional Placement
Cross-cultural Approaches to Musicianship	Repertoire Project
Dalcroze Eurhythmics and Dynamic Rehearsal	Research Lecture Recital
Electronic Experimental Ensemble	Small Ensemble Performance
Freelance Musician	Underrepresented Music and Musicians
Music & Environment	Vocal Leadership

The teaching in most modules is delivered over two semesters, and in a variety of formats. **Timetable information** is available from early September in each academic year, which informs your choice in module selection. Most assessments in the MEd will typically occur towards the end of each year, although some optional modules may have earlier assessments. Module outlines in Section 8 give more information on teaching delivery and assessment.

Practical placements are integral to the MEd as you will normally be expected to lead your own teaching and/or community music conducting practice.

4. TEACHING AND LEARNING METHODS

Most modules on the MEd will involve a mix of group teaching, individual supervision and mentoring.

Music Education: Philosophy & Theory and Research Methods: Music Education are taught primarily through seminars (normally with around 5–10 students) and supplemented with individual supervision as you work towards assessments.

The Dissertation is particularly flexible and is taught primarily through individual supervision. Occasional group sessions may be arranged to discuss generic dissertation issues (e.g., formatting, referencing, resources).

Education Practice is mentored and will involve periodic meetings, including observations, with the mentor throughout the module.

Other teaching and learning methods will depend on the elective module chosen, and more information is given in the module outlines.

INDEPENDENT LEARNING

When not attending lectures, seminars, or other timetabled sessions you will be expected to continue learning independently through self-study. Indicative activities might include researching diverse teaching methods and constructing lesson/session plans, as well as undertaking research in the library, reading journal articles, books, and preparing coursework assignments and presentations. You may also keep an educational journal to reflect on your teaching practices, including reflecting on mentor feedback, and explore supplementary resources to enhance your pedagogical skills.

5. ASSESSMENT AND FEEDBACK

Assessment modes vary by module and aim to promote inclusive approaches to teaching and learning. Many modules have mixed forms of assessment, for example written work and/or a viva voce. If you have particular learning needs these can also be accommodated through offering alternative forms of assessments. Module outlines indicate which types of assessment apply in each case and can help you in your selection of modules. Modules normally have one summative assessment point (deadline) at the end of the teaching period. Where there are other assessments required (e.g., viva voce) these are made clear in the module outlines, which can be found in Section 8 of this handbook.

PROGRESSION

You must pass all modules you select for credit and 180 credits are required for the MEd. If you do not pass a module on the first attempt, the Board of Examiners will normally give you a resit opportunity. No further resits are permitted. If you are taking the MEd part-time and fail a module (after resit) in the first year, you will be given the option to complete the 2nd year of your studies and take all other modules/assessments, but you will not have enough credits for the MEd. Please see Section 1 for details of ‘exit awards’ that are available.

FEEDBACK

Feedback and marks are normally returned to you three weeks after the deadline for assessment submissions. Exceptions to this include when there is a longer assessment period, for example, when viva voces are part of the assessment. Feedback deadlines are published annually in the handbook.

All assessment is either double marked, or single marked with moderation.

All marking is scrutinised by an External Examiner who samples work and monitors the examination process while visiting College.

ACADEMIC MALPRACTICE

You are encouraged to take ownership of your studies given flexibility, so that you can choose topics that are of direct interest to you and support you in your career aspirations. It is important that the work you present for assessment is your own, this upholds fairness and maintains academic integrity for all students. If you are found by the Academic Malpractice Committee to have failed to submit original work, this can have serious consequences, including the loss of your degree or studentship. More information on Academic Malpractice policies is contained in the Student Regulations Handbook.

6. STUDENT SUPPORT, DEVELOPMENT AND WELLBEING

You will receive an induction programme in the Welcome Week activities, a week before the start of the academic year. These activities include:

- Advice on learning support
- An induction into the Library and IT facilities
- Guidance on course structures, credit framework and module options
- Guidance on Wellbeing and Personal Safety, Hearing Conservation, Counselling Services, introduction to Alexander Technique
- International Student meetings
- Guidance on performance opportunities

When you arrive at the RNCM you will have an opportunity to meet with the Head and Deputy Head of Graduate School, and Programme Leader, depending on your programme of study.

Pastoral/Health Care: The College has a Counselling Service the RNCM Wellbeing team, devoted to the welfare and wellbeing of students.

Induction of International students:

International students are included in all general Welcome Week events, and Student Services provide any extra support you might need, for example on visa questions.

If you require it as an International Student, you are offered further support throughout the academic year in *Engagement with Learning,* a series of non-credit bearing classes, taught by Dr Amanda Babington.

RNCM English Pre-Sessional Course:

To provide further support for international students on PGT programmes whose first language is not English, the RNCM offers a pre-sessional ‘summer school’ (see website for current fees). The course is aimed at students who have been offered a place but whose language skills fall marginally below the minimum entry requirement for the programme, typically by 0.5 IELTS points. The course starts in late July and runs for six weeks. Places are offered on a first-come-first-served basis and may be limited. The course develops research and presentation skills that will be useful in many of your module choices.

Supplementary Music Theory Provision:

Given the varying backgrounds of students on PGT programmes, the College offers a range of optional, non-credit bearing theory and musicianship tutorials through the academic year. This provision starts with fundamental content and progresses to more sophisticated approaches in support of the full range of your learning activities. A further primary purpose of these sessions is to help familiarise international students with English analytical conventions and terminology.

Further details may be found in the RNCM Student Regulation Handbook on the College Website – see References and Further Information in Annex 1.

STUDENT VOICE

Students are represented at every level of the College's deliberative structure, except for those committees (for example the Board of Examiners, Extenuating Circumstances Committee) in which confidential student data is discussed and/or evaluated.

Postgraduate Taught Degrees Committee (PTDC)

A representative for each programme, and for each year/ level of the programme(s) is included in the membership of the Postgraduate Programme Board. Representatives report to the PTDC on matters affecting their cohort, with particular emphasis on providing feedback to staff on the programme.

Students have further opportunities to provide feedback through an annual internal Postgraduate student survey, in which they evaluate their learning experiences. Students are invited to provide feedback in meetings with Heads of Schools (School meetings) and the Head of Graduate School preparatory to revalidation.

Student Experience Forum (SEF)

The Student Experience Forum meets once a term, with student representatives being allocated according to Schools rather than programmes. The committee operates as a discussion forum between students and staff representing key College services and functions on any matters not relating to academic programmes

Students' Union

The RNCM Students' Union (RNCM SU) exists to promote your interests through representation on most College committees and by providing an extensive welfare and advice service. The RNCM SU integrates the social and academic areas of student life through the organisation of various events throughout the academic year and works in collaboration with senior academic members of staff to ensure that the student voice informs strategic decision making at the College. The Union is affiliated to the National Union of Students, subject to annual confirmation by the membership.

ACADEMIC SUPPORT

The following network of academic support is available to students:

- Director of Programmes: Prof Jennie Henley is responsible for the overall education and training of students at the RNCM.
- Head of the Graduate School, Prof David Horne, supported by the Deputy Head, Dr Simon Clarke: responsible for all aspects of curriculum development within PGT programmes, as well as developing and co-ordinating the management of the students' learning experience within and across their programmes.
- Heads of Principal Study Schools: responsible for the education of discipline-specific training of students in Principal Study.
- Principal Study Professors: providing contact teaching and learning support in much of the programme.
- Module Co-ordinators and Lecturers: responsible for the maintenance of individual modules.
- Senior Tutor (English Language Support): Prof Jean Ammar is responsible for providing support to students whose first language is not English.
- Library staff: during induction and other advertised times in the academic year, Library staff offer assistance and training on deploying the resources offered. All Library staff are expert in assisting with students' musical (and other) queries and David Horne works with the Head of Library Services, Sarah d'Ardenne and other staff to ensure that students' needs for resources can be met, and to identify any enhancement of provision.

Recognising the diversity of students' learning backgrounds, the Graduate School offers a non-credit bearing series of classes annually called *Introduction to Music Theory for Postgraduate Students.* This allows students to revise and build on their existing theoretical knowledge in a seminar format. This provision starts with fundamental content and progresses to more sophisticated approaches in support of the full range of your learning activities. A further primary purpose of these sessions is to help familiarise international students with English analytical conventions and terminology.

Personal Support

Students experiencing personal difficulties that are affecting their ability to fulfil the requirements of their degree programme should contact the Student Wellbeing Advisors, Wellbeing@rncm.ac.uk, who will direct them to the appropriate service.

Full details of Student Services can be found in Section 6 of the Student Regulation Handbook.

Disability

It is your responsibility to consider whether to disclose a disability or not; the College will only consider whether reasonable adjustments are required from the point of disclosure by you and adjustments cannot be made retrospectively, e.g. following assessments or at the end of the academic year.

7. EMPLOYMENT

The provision of Careers Advice at the RNCM is distributed among several areas. You receive careers guidance from your Principal Study professors and all other members of academic staff with whom you work closely, including your Head of School and Deputy, Programme Leader, members of the RNCM's Professional Engagements Team and Orchestras Office staff. All these are a crucial component in the network of contacts which students will make during their period of study.

In addition, the RNCM Library has a section pertaining to advice on careers within music, including books and manuals dealing with such aspects as business skills, overviews of careers available to music graduates and postgraduates, and preparation for auditioning. In the PGT programmes with vocational modules such as Freelance Musician and Professional Placement, there is an opportunity to develop projects that will be valuable after graduation.

Most students graduating from the college's PGT programmes undertake employment (part or full-time) and/or further education. Of those students who are employed the majority work in the music industry.

8. COURSE COSTS AND SOURCES OF FINANCIAL SUPPORT

Details of fees, and potential funding sources, including bursaries and scholarships, may be found on our website: **FEES**

9. THE LEARNING ENVIRONMENT

RNCM Library:

The RNCM Library has a wide range of materials to support learning, research, and performance, and is a key resource for all areas of the degree programme. Our knowledgeable library staff have vast musical expertise and will help students to make the best use of the resources available. You have access to over 90,000 catalogued items of books and printed music, 96 current journal titles, a significant collection of CDs and DVDs and the College's own archive of recordings. You also have online access to e-books, databases, selected journals, and audio-visual streaming services, as well as the use of PCs with music software, listening stations and a viewing area. You are encouraged to make use of the library's archives and special collections: the RNCM Archives are of international importance, and the RNCM Collection of Historic Musical Instruments consists of over 300 instruments, bows and miscellaneous items dating from the 16th to the 20th century.

10 EQUAL OPPORTUNITIES AND DIVERSITY

In keeping with the RNCM's commitment to, and policy on, equal opportunities, our PGT programmes:

- are offered to all students with no discrimination in terms of race, age, gender, sexual orientation or family circumstances (where possible every effort is made to accommodate students with special needs as a result of disability or socio-economic disadvantage);
- will, where appropriate, cover issues of equality of opportunity within the curriculum;
- use a range of learning and teaching methods in recognition of the diversity of students' preferred learning methods and communicative skill strengths;
- use a range of assessment methods with due care to the needs of different groups. If you are unable to take part in particular activities or modes of assessment due to individual circumstances, special arrangements will be made where possible to accommodate your needs fairly;
- aims to ensure that every effort is made to provide learning spaces accessible to students with disabilities and to support them throughout their programme.

All Programme Leaders and other relevant staff ensure that all teaching, including assessments, is available to all students, regardless of disability or socio-economic disadvantage. Where necessary, alternative forms of assessment will be offered, while ensuring that there is parity of assessment and that all students continue to meet the learning aims and outcomes.

Further details of the RNCM Equality and Diversity Policy and Ethics Framework may be found, under 'Institutional' policies, on the 'RNCM Policies' website**.**

11. REFERENCES AND FURTHER INFORMATION:

Available on the College website: **:**

RNCM Policies

Academic Regulations

College Policies