

## **MA in Instrumental Teaching**

### **For students entering Part 1 in 2011/2**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	7 years
Date of specification:	11/Oct/2011
Programme Director:	Nils Franke
Programme Advisor:	
Board of Studies:	
Accreditation:	

### **Summary of programme aims**

The MA in Instrumental Teaching addresses the career development needs of instrumental and vocal teachers. It is a Distance Learning course, and employs reflective practice principles to allow private teachers and those involved in instrumental and vocal practice to develop their professional skills, informed by the latest research in anatomy, psychology, sociology and pedagogy applicable to music teaching. The goal of the MA is that students become active participants in the newly evolving international community in practical music education research to which this programme makes a significant contribution. The programme aims:

- To develop an in-depth understanding of the issues which underpin music teaching and learning
- To provide an understanding of research methodologies
- To support the development of independent study skills
- To establish links between students which exploit distance-learning as a means of overcoming professional isolation
- To support students in admission to an international community of scholars

### **Transferable skills**

The programme embraces an appropriate level of development of the following:

- Academic writing in English, including referencing conventions
- The development of critical thinking and the ability to construct a convincing argument
- Familiarity with research fields related to music education
- Familiarity with research methodology applied within music education
- Ability to contribute orally and through musical performance to taught sessions and report on similar experience in a distance learning context
- Ability to work with peers and support staff to develop use of library, web and other academic resources.

### **Programme content**

The programme comprises 5 compulsory modules that form sequential steps in a student's learning:

Code	Title	Credits	Level
EDM134	Principles and Processes of Music Teaching	20	7
EDM135	Principles and Processes of Studio Music Teaching	20	7
EDM136	Instrument-Specific or Vocal Teaching and Learning	40	7
EDM050	Processes of Reflective Teaching	40	7
EDM137	MA in Instrumental Teaching Dissertation	60	7

The programme is designed to allow students to obtain credit for the modules they have completed if they do not intend, or are unable, to complete the full MA. A student could gain a:

- Postgraduate Diploma having completed the first 4 modules (EDM134, EDM135, EDM136, EDM050)
- Postgraduate Certificate having completed the first 3 modules (EDM134, EDM135, EDM136)

### **Part-time or modular arrangements**

The MA in Instrumental Teaching is a part-time, primarily distance learning programme, designed to allow practising teachers to research their own continuing work.

While the sequence of Modules is continuous, students need to register for each Module they intend to take. This allows provision for a flexible timescale by which students can apply themselves. For part-time students the taught modules must be completed within 48 months and the dissertation must be submitted within 36 months of completing the taught modules. The dissertation registration period is 12 months (part-time).

### **Progression requirements**

Progression through the programme requires at each stage a pass in the preceding Module.

### **Assessment and classification**

The principal mode of delivery is by distance-learning, involving:

- The issue of Unit materials
- Online or postal tutorial support
- Online or postal formative assessment of Unit Assignments
- Online or postal formal assessment of Module Assignments

Since, however, the programme deals with the experience of music and with the close, personal interaction music teaching involves, it was considered appropriate to incorporate a residential Summer School at the University within both the Diploma and Masters phases. This is compulsory, integral to the teaching programme, and included in the course fees.

The Summer School includes:

- Masterclasses
- Practical workshops
- Tutorials
- Study skills and support sessions (library; TSU; IT (music) studio; S@il)
- Poster session and research presentations (EDM137 only)

The University's taught postgraduate marks classification is as follows:

### **Mark Interpretation**

70 - 100% Distinction

60 - 69% Merit

50 - 59% Good standard (Pass)

### **Failing categories**

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

### **For Masters Degrees (180 credits)**

To pass the MA students must gain an average mark of 50 or more overall including a mark of 50 or more for the dissertation. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more overall including a mark of 60 or more for the dissertation and have no mark below 40 will be eligible for a Distinction. Those gaining an average mark of 60 or more overall including a mark of 50 or more for the dissertation and have no mark below 40 will be awarded eligible for a Merit.

### **For PG Diplomas (120 credits)**

To pass the Postgraduate Diploma students must gain an average mark of 50 or more. In addition the total credit value of all modules marked below 40 must not exceed 30 credits and for all modules marked below 50 must not exceed 55 credits.

Students who gain an average mark of 70 or more and have no mark below 40 will be eligible for the award of a Distinction. Those gaining an average mark of 60 or more and have no mark below 40 will be awarded eligible for a Merit.

### **For PG Certificates (60 credits)**

To pass the Postgraduate Certificate students must gain an average mark of 50 or more and have no mark below 40. Due to the format of the programme, students awarded the PGCert will have a minimum of 80 credits.

\* The provision to permit a candidate to be passed overall with a profile containing marks below 40 is made subject to the condition that there is evidence that the candidate applied his or herself to the work of those modules with reasonable diligence and has not been absent from the examination without reasonable cause.

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

- i) a Degree or Undergraduate Diploma result including a level of musical performance consistent with that of three-years full-time study; and to show evidence of:

- ii) teaching experience of instrument(s) and/or voice;
- iii) a current teaching practice of not less than five individual pupils.

**Admissions Tutor:** Nils Franke

**Support for students and their learning**

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see [www.reading.ac.uk/student](http://www.reading.ac.uk/student)

Additional support within the Distance-Learning framework is provided via the use of Blackboard to provide access to online tutorial contact. Blackboard also permits interaction between students who are remote from one another in different countries, continents and areas of the UK.

**Career prospects**

A survey of students 1994-2001 illustrated that over half of them rated the MA in Instrumental Teaching (formerly known as MA in Music Teaching in Professional Practice (Mtp)) as having directly benefited their career development. How this occurred, though, varies widely. For some students, the programme supported their promotion within the institutional framework of a school or music service. For others, it gave them the confidence to leave such employment and set up in private practice. For a third group, it allowed them to increase their employed hours at the expense of self-employed work.

Overall, what appears to matter is that the reflective practice model which students experience allows them to apply what they learn on the programme to the circumstances that they encounter. They also gain access to a community of scholars; several have published the results of MA research, and become increasingly active in professional bodies; from 2006 onwards some students have progressed to doctoral studies on completion of the MA.

**Opportunities for study abroad or for placements**

The structure and content of the MA in Instrumental Teaching do not address the possibility of study abroad. This is largely because, as a distance-learning programme available throughout the world, the concept of abroad implies a less clear distinction than it might for other Reading-based programmes. Students are free to move between countries during their registration, as long as they are able to work in conditions that support the reflective practice approach.

**Programme Outcomes**

**Knowledge and Understanding**

**A. Knowledge and understanding of:**

1. Research and its interpretation in relation to music teaching and learning, embracing developments in psychology, physiology, music history, pedagogy, sociology and music theory.
2. Current educational practice and policies in music education.
3. Understanding of processes involved in music teaching, such as balance, memory, sensory integration, imagination, creativity and motor development; and how these influence sequences of learning.
4. Reflective

**Teaching/learning methods and strategies**

Teaching is principally through printed course Units written by acknowledged experts and supported by video and audio recordings. EDM134, EDM136 and EDM137 are all initiated at the Summer School, where, in addition to personal tutorials, teaching and learning are carried out through Masterclasses; practical workshops; lectures and seminars. Students are encouraged to contribute to their collective and collaborative learning by making use of the programme's Blackboard site

practice methods and associate research methodology (case studies; observation; action research).

#### *Assessment*

Assessment is by module assignments and via the dissertation.

### **Skills and other attributes**

#### **B. Intellectual skills - able to:**

1. Apply processes associated with reflective practice in teaching and learning, and use them as a basis for developing research skills.2. Apply, as appropriate, methodologies required in the Diploma phase: Case Study; Observation; Action Research; and develop methodological competence appropriate to the topic of study required in the Masters' dissertation.3. Produce well-argued and constructed essays, as well as well-presented assignments that make use of other media.4.

Develop the ability to handle data from disparate sources and reference it appropriately according to the required conventions.

#### **C. Practical skills - able to:**

1. Present work which is acceptably word-processed, where necessary supported by charts, diagrams and/or music notation.2. Make use of the web and Blackboard as tools for communication and research.3. Show a degree of experience of pedagogical practices such as those developed by Dalcroze and Kodály; and of body-use programmes such as Alexander Technique.4. Incorporate vocal modelling, aural development and musical leadership in practical teaching.

#### **D. Transferable skills - able to:**

1. Communicate clearly and fluently in English.2. Work collaboratively in musical and action research groups.3. Plan and carry out both small-scale and more extensive research tasks.4. Manage time and resources within strict and continuously-timetabled deadlines.5. Use I.T. in a variety of writing, research and musical operations.6. Contribute to the development of an active research community.

#### **Teaching/learning methods and strategies**

The MA in Instrumental Teaching is designed as an integrated programme in which skills acquired at Unit level and below ('Personal Assignments') combine holistically throughout all four modules and the dissertation. Teaching/learning methods and strategies are therefore the same as given in the box above.

#### *Assessment*

The MA in Instrumental Teaching is designed as an integrated programme in which skills assessed at Unit level and below ('Personal Assignments') are drawn into a holistic assessment at Unit level (informal assessment) and Module Assignment level. Teaching/learning methods and strategies are therefore the same as given in the box above.

#### **Teaching/learning methods and strategies**

Practical skills, with the exception of those observed by the Mentor in EDM050, are evaluated by students within the reflective practice model, and strategies for teaching and learning are as above.

#### *Assessment*

As above, with the addition that Practical Teaching is formatively examined by the Mentor in EDM050.

#### **Teaching/learning methods and strategies**

Transferable skills are involved throughout the programme in the set of assignments and teaching session at eh Summer School that make up the Modules of the course.

#### *Assessment*

Transferable skills are involved in the delivery of the programme, which depends on web-based and online contact, musical participation at the Summer School, and ongoing response to the programme of Assignments. Transferable skills are not assessed independently, but are essential to the progress students are able to make on a reflective-practice distance-learning course.

**Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be**

**found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.**