

MA in Music Education
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:	1 years
Date of specification:	23/Aug/2011
Programme Director:	Dr G S A Cox
Programme Advisor:	
Board of Studies:	
Accreditation:	

Summary of programme aims

The purpose of the course is to enable teachers and educationists to deepen their understanding of the issues which are related to the teaching and learning of music in schools and communities. This is achieved by encouraging students to explore the practical applications of the research literature, also drawing upon their own experience of teaching and learning music. Graduates of the course will be able to offer to their institutions an in-depth understanding of the underlying principles of music education and their application. This will enable them to develop their own teaching effectiveness and help assist their colleagues. As a result, it is envisaged that graduates of the course will raise the standards of teaching and learning music in the institutions where they will teach. Students will be encouraged to become active researchers, often in their own professional base. They will also have the opportunity to engage with the research interests of University staff in developing their own topics for investigation. Students will be involved in the work and community of the International Centre for Research in Music Education and they will have access to its extensive resources and programme of conferences and seminars.

Transferable skills

Ability to use library and other academic resources
Writing skills: writing of papers/essays, notes on readings and seminars, reviewing work of peers
Ability to make oral presentations
Ability to engage in practical music making
Ability to critique existing music education policy and practice
Ability to carry out research in an appropriate topic within music education.

Programme content

The programme provides opportunities for students to select from a wide range of modules. The programme places strong emphasis on the development of independent research skills by all students. Students must complete their dissertation on an appropriate topic in the area of music education. Part-time students may register for the dissertation at the beginning of the Autumn, Spring or Summer Terms.

All students are registered for Route A and may transfer to Route B, with the approval of the programme leader.

On Route A, students take 120 credits consisting of four core modules (EDM091, EDM092, EDM093 and EDM094) and two optional taught modules followed by a 60 credit, 15,000 word dissertation (EDM030). Optional modules are chosen from the full range of modular provision within the Institute of Education; these may vary from year to year and students will receive information about these at the start of the programme. 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). Full-time students complete the programme in 12 months.

On Route B, students take 80 credits consisting of four core modules (EDM091, EDM092, EDM093 and EDM094) followed by the longer 100 credit, 25,000-30,000 more research based dissertation (EDM031). For part-time students the taught modules must be completed within 36 months and the dissertation must be submitted within 48 months of completing the taught modules. The dissertation registration period is 24 months (part-time). Full-time students complete the programme in 12 months.

Code	Title	Credits	Level
EDM091	Conceptual issues in music education	20	7

EDM092	Music making: Leadership in School and Community	20	7
EDM093	Musical development: appraisal and assessment	20	7
EDM094	Music in education	20	7
EDM030	Dissertation	60	7
EDM031	Dissertation	100	7

Part-time or modular arrangements

The taught modules may be taken part-time over 36-48 months (please see Programme Content section for further details of time-scales). The dissertation will normally be the last piece of work submitted for assessment.

Progression requirements

Assessment and classification

Teaching is by a variety of methods, including lectures, seminars, workshops, individual feedback on written work and individual supervisions.

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 in Education (180 credits)

To pass the Masters students must gain an average mark of 50% or more overall including a mark of 50% or more for the dissertation and, in the core modules, have no mark below 40%. 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 and, in the core modules, have no mark below 40%. 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 Certificate (60 credits)

To pass the Postgraduate Certificate students must gain an average mark of 50% or more and have no mark below 40%.

* 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 a good Honours degree or equivalent. However all applicants will be considered and practical experience may be taken into account where appropriate.

Admissions Tutor: Mary Stakelum

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 (SEEC), 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

Career prospects

It is envisaged that the course will greatly enhance the career prospects of any participants engaged in music teaching at whatever level, whether in the classroom, or within leadership or management roles in local education authorities and schools and colleges.

Opportunities for study abroad or for placements

Partnership schools and other providers of music education give access to pupils working in a practical context.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. advanced concepts and theories of the nature of music teaching and learning	1-5 are covered in the four music education modules.
2. current educational practice and policies in music education	<i>Assessment</i>
3. key issues affecting the music learning of children and young people	1-5 by coursework and by the dissertation.
4. how music teachers develop their classroom skills and consistently improve them	
5. the autonomy and accountability of the music teacher.	

Skills and other attributes

B. Intellectual skills - able to:	Teaching/learning methods and strategies
1. use advanced evidence-based reasoning in evaluating music education theories and concepts, music education practices and policies	1. is a feature of all seminar presentations and written assignments
2. critically evaluate research specific to their expertise	2. is a feature of the whole programme but is specific to the completion of the dissertation
3. produce well structured and well argued essays	3. is developed through negotiation of topics with tutors and then formative feedback
4. abstract complex orally presented material	4. is a feature of teaching and seminars; all students are encouraged to participate in sessions
5. understand the complex professional framework within which music teachers operate.	5. is an integral feature of the course.
	<i>Assessment</i>
	1, 2, 3, and 5 are assessed in assignments
	2. is specifically assessed in the dissertation

4. is assessed through the requirement for students and staff to summarise both staff and student presentations, and to act, where required as a 'respondent'.

C. Practical skills - *able to*:

1. perform advanced searches for information relevant to specific topics within music education
2. choose and apply relevant data and analytic techniques
3. review, critique and write about empirical and theoretical research in music education
4. summarise and present key ideas to peers
5. undertake classroom and related observation in music education in a systematic way
6. with supervision, plan and carry out research within the parameters of music education.

D. Transferable skills - *able to*:

1. communicate accurately and in writing
2. give oral presentations
3. work collaboratively in a group
4. plan and carry out a project
5. manage time and work deadlines
6. use IT where relevant and fit to purpose
7. understand the benefits and limitations of research methods
8. contribute to professional dialogue and development.

Teaching/learning methods and strategies

1. is supported by library induction sessions and by subsequent tutor input
2. is a requirement in all assignments
3. is a requirement in all course work assignments
4. is demonstrated by tutors
5. is an aspect of all modules
6. supported by a dedicated seminar.

Assessment

1-3 and 6 are a requirement of all coursework
4 is assessed in seminars
5 is a requirement.

Teaching/learning methods and strategies

1. is developed through formative feedback on essays and related tasks
2. is included in seminar work
3. forms part of teaching methods, particularly in practical music workshops
4. is highly developed through the dissertation but also opportunity is provided to develop smaller-scale projects
5. is evident in the completion of all course work
6. all assignments must be presented via IT and are required to show evidence of internet research.
7. all assignments must review relevant research
8. is an integral feature of the programme.

Assessment

1, 5, 6, 7, 8 are assessed through coursework
2, 5 are assessed through the dissertation phase
8 is assessed through seminars and coursework.

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.