

**Programme Specification for
Integrated Masters in Music Education**

**This document applies to students who commence the programme in or after
September 2018**

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	MMusEd BA (Hons) (exit award only)
5.	Programme title	Music Education
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	Standard taught programme
8.	Mode of attendance	Full Time
9.	UCAS Code	W320
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Education Studies (2015) QAA Master's Degree Characteristics (2015) QAA Subject Benchmark: Music (2016) Informed by ABRSM Marking Criteria (2014) & Trinity College, London Marking Criteria (2014)
11.	Date of Programme Specification preparation/ revision	December 2016 August 2017 - AQU amendments

12. Educational aims of the programme

The Integrated Masters in Music Education degree offers a creative, innovative and fresh approach to becoming a 21st Century musician. Unique in design, its aim is to provide key skills and experiences for students who have a passion for Music and wish to pursue a career with Music Education at its core. The design of the programme is such that it will appeal to those students who do not wish to specialise solely in Music Performance but who wish to utilise their musical skills across a range of careers. The course combines practical experiences with learning and teaching pedagogies both in Musicianship and Education to enable students to apply their understanding in different formal and non-formal educational settings. Supporting some of the key aims within 'The Importance of Music: A National Plan for Music Education' (DfE, 2011a), the degree will provide students with a comprehensive knowledge of the nature of music and education allowing them to contribute positively to the holistic development of children and young adults, including those with specific needs, through the delivery of high quality musical experiences. It prepares students for either teaching in schools without QTS or provides skills and opportunities for graduates to work with children and young adults in alternative educational establishments such as Community Music, Youth Music, Early Years Music, Music Libraries, Arts Education, Special Educational Needs settings and other organisations. A distinctive feature of the course will be the opportunity in years 1 and 2, to study an optional module with the Worcester Business School focusing on Business and Entrepreneurship, giving graduates additional employability skills to support their career aspirations. Alternatively, students not wishing to integrate business into their studies may opt to study a foreign language instead, again providing additional employability skills in particular for those who wish to complete an international placement between years 2 and 3. To be qualified as a teacher, students would need to seek additional training through a QTS course such as a PGCE.

Working with highly skilled professionals and academics, both within University and through partnerships with music providers within the region, students will study a wide range of modules focused around Music and Education. The design of the modules is such that there is a connection between the content, enabling students to link theory with practice across and between years. Work-based learning is also integral to the design, with placements in formal and non-formal educational settings in years 2, 3 and 4. Students have the opportunity to focus on specialised areas of interest in Music Education, particularly in years 3 and 4, through independent study and negotiated learning modules.

Musical Performance is an essential component of the degree and therefore permeates throughout the first three years. Students will study their first musical instrument to a high level of performance, both individually and in ensemble contexts. Students will have the opportunity to take further 'grades' on their first instrument, although this will incur an additional cost to the student. In addition, students will learn a new instrument, selected from those commonly known as 'accompanying instruments' giving them additional musical skills identified as being essential to the workplace. The latter will be taught largely through ensemble activities, facilitated by peer learning.

In both years 1 and 2, there is an emphasis on developing pedagogical and subject knowledge and understanding through modules focused on practical skills in musicianship, music pedagogy and musical contexts and traditions. Within year 1 students will also gain an understanding of how children and young adults develop and learn through a module focused on Child Development. During the second semester of year 2, a work based learning module will give students the opportunity to develop individual business acumen and entrepreneurship, with the third year providing the opportunity to explore an area of music education in depth through the completion of an independent study. A further work based learning module provides a practical context for students to complete their research. Music technology is embedded throughout the four years and is integral to teaching and learning.

Between years 2 and 3, there is the option for students to pursue an area of particular interest in music education through the completion of a self-funded, yearlong placement, in a setting of their choice, including an international placement. Engagement in a self-funded, additional placement, would enable the student to broaden their experiences of music education further and support their portfolio of evidence in the work-based learning modules as well as support employability.

In the final year, a practice-based project 'Leading Music in the Community', will allow students to develop a project from the outset giving them the opportunity to develop a portfolio of evidence in an aspect of music education of their choice to support their career aspirations. An additional module allows them, through negotiation with their tutor, to specialise in a further aspect of music education to support employability. This, together with a focus on mentoring and coaching, will equip them with a range of skills and knowledge desirable for the workplace.

Students not wishing to complete the final year may exit the award at the end of year 3 and graduate with a BA (Hons) in Music Education.

The course aims to

- Provide a depth of integrated knowledge, experience, skills (including research skills) and understanding relevant to Music Education;
- Present opportunities for students to study their first instrument (including voice) to an advanced level and participate in different ensembles to further enhance performance skills;
- Extend students' skills in musicianship through engagement in regular ensemble activity and performance on a range of additional instruments to inform teaching and learning;
- Increase students' skills in musicianship to deepen their aural perception and ability to arrange and perform music in different contexts;

- Offer Business and Entrepreneurship or Language skills to support the development of music education and leadership;
- Understand child development, with relation to academic, physical and social progress, including supporting children with Special Educational Needs and Disabilities;
- Examine essential skills in leadership and management to enhance both personal and professional development;
- Increase a students' understanding of chosen aspects of music education through research and independent study;
- Provide knowledge of music education through a variety of work based learning opportunities in formal and non-formal educational settings;
- Utilise students' skills, understanding and entrepreneurship in music education through the creation and development of a project culminating in a final performance.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Critically analyse and make effective use of the key concepts and principles related to Musicianship and Music Education	IMUS3006	BA (Hons) BA (non-Hons)
2.	Critically evaluate theoretical understanding and knowledge of music in a variety of contexts, showing an understanding of the interdisciplinary nature of music and its impact on education	IMUS2003	BA (Hons) BA (non-Hons)
3	Understand a range of appropriate techniques and methodologies within Music Education and their effectiveness in teaching and learning	IMUS2002	BA (Hons) BA (non-Hons)

Cognitive and Intellectual skills

4	Apply their understanding of theory and knowledge in Music Education to the effective leadership and instruction in a variety of musical activities with children and young adults	IMUS3005	BA (Hons) BA(non-Hons)
5	Through practical and analytical examination of musical repertoire, demonstrate the ability to communicate meaning to a wide range of audiences.	IMUS2001 IMUS3003	BA (Hons) BA (non-Hons)
6	Evaluate effective teaching and learning strategies in the context of Music Education to develop personal professional practice	IMUS3006	BA (Hons) BA (non-Hons)
7	Research and critically analyse innovative and creative practice in music education to inform future developments	IMUS3007 POED2001	BA (Hons)

Skills and capabilities related to employability

8	Plan for, organise and deliver practical activities in musicianship demonstrating knowledge and understanding, together with a balance of communication skills and personal and social qualities to meet the needs of the participants.	IMUS2004 IMUS3004	BA (Hons) BA (non-Hons)
9	Engage with appropriate professional knowledge and understanding to plan, organise and deliver music education to children and young adults which is inclusive, purposeful and creative, taking account of individual needs.	IMUS2002 IMUS3005	BA (Hons) BA (non-Hons)
10	Demonstrate a critical understanding of musical literacy through practical music-making activities, both individually and collaboratively and be able to express personal opinions through critical evaluation.	IMUS2001 IMUS3003	BA (Hons) BA (non-Hons)
11	Use research, both collaboratively and independently to inform music education practices and develop personal and professional knowledge	IMUS3007 POED2001	BA (Hons)

Transferable/key skills

12	Work autonomously, and as part of a team, reflectively and in a self-disciplined way	IMUS2004	BA (Hons) BA (non-Hons)
13	Engage skills of musicianship and leadership, through communication, problem-solving, self-appraisal and reflection to be able to organise and manage learning effectively.	IMUS3005	BA (Hons) BA (non-Hons)
14	Employ the professional attributes and skills required to deliver music education in formal and non-formal educational settings	IMUS3004	BA (Hons) BA (non-Hons)

Learning Outcomes: Integrated Master's Degree Music Education MMusEd

By completing level 7 of the programme, as set out on the award map, students will have attained all the intended learning outcomes as set out below.

Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	Demonstrate a critical awareness of the key concepts and principles which are at the forefront of Music Education	IMUS4002 IMUS4001	Integrated Masters

2.	Demonstrate a comprehensive understanding of the techniques related to music pedagogy and practice through research and practical activity	IMUS4003 IMUS4001	Integrated Masters
3	Demonstrate a systematic understanding of music education through research and advanced scholarship and through its interpretation in teaching and learning	IMUS4002 IMUS4001	Integrated Masters

Cognitive and Intellectual skills

4	Critically evaluate skills in musicianship through the identification and interpretation of complex models and techniques related to music educational practice, demonstrating originality in their application.	IMUS4001 IMUS4002	Integrated Masters
5	Demonstrate excellent personal and professional qualities through the effective leadership and management of music education, showing skills of self-direction and originality when tackling and solving problems.	IMUS4003 IMUS4001	Integrated Masters
6	Demonstrate a comprehensive understanding in their knowledge of how children and young adults develop and learn and be able to deal with complex issues both systematically and creatively	IMUS4001 IMUS4003	Integrated Masters
7	Show originality in their interpretation of knowledge and understanding which is at the forefront of music education through advanced research and scholarly activity	IMUS4001 IMUS4002	Integrated Masters

Skills and capabilities related to employability

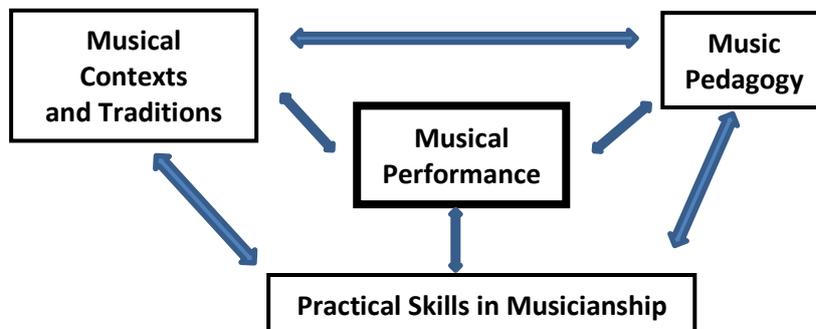
8	Act autonomously in the planning and implementation of music education and be able to deal with complex issues both systematically and creatively.	IMUS4003 IMUS4001	Integrated Masters
9	Demonstrate initiative in skills of leadership and management when dealing with complex issues and be able to make sound judgements which can be communicated clearly to both specialist and non-specialist audiences	IMUS4003 IMUS4001	Integrated Masters
10	Show a critical awareness of current problems and new insights at the forefront of music education to be able to independently engage in high quality music provision at a professional level	IMUS4002 IMUS4003	Integrated Masters
11	Demonstrate originality in their application of knowledge together with a practical understanding of how research and enquiry can be used to create and interpret knowledge in music education	IMUS4002 IMUS4001	Integrated Masters

Transferable/key skills			
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12	Exercise initiative and personal responsibility when dealing independently with complex and unpredictable issues in the professional environment	IMUS4001 IMUS4002	Integrated Masters
13	Demonstrate a critical awareness of the importance of reflective practice when making informed decisions independently in complex and unpredictable situations	IMUS4003 IMUS4001	Integrated Masters
14	Work autonomously and in a self-disciplined way in the implementation of music education to be able to continue to advance their knowledge and understanding and develop new skills to a high level	IMUS4003 IMUS4001	Integrated Masters

Learning, teaching and assessment

The Integrated Master's degree in Music Education provides the student with a holistic understanding of programme content. It is designed so that modules both within and across levels link closely together and are progressive, embedding a depth of understanding and knowledge. Thus, the skills, knowledge and understanding gained in one module will support the learning in another and be reinforced through practical exploration, as the diagram below indicates.



Developing and supporting progressive teaching and learning across modules in Levels 4 and 5.

In addition, there will be a focus on child development within the first year, the understanding and knowledge of which will support the teaching and learning in subsequent modules, in particular the work-based learning modules. This module, along with music pedagogy will inform the student about the importance of inclusive education, with a focus on supporting children and young adults with Special Educational Needs and Disabilities.

A variety of learning, teaching and assessment methods will be used across the course. Lectures, seminars and tutorials will be embedded throughout along with an emphasis on practical exploration of themes through workshops and small group activities, so developing skills of autonomy and independence. Individual tuition will be provided for all students on their first musical instrument, with a requirement that all students perfect their

skills independently through regular individual and ensemble practice and performance. The acquisition of skills on a second instrument will be facilitated mainly through peer teaching and learning with students working together in ensembles, supporting and leading workshops. Music Technology will be embedded throughout the course as a learning and teaching tool both to further enhance delivery of course content and provide opportunities for autonomous learning.

Work-based learning will be a feature of the course, with students experiencing music education within a range of formal and non-formal educational settings through the Music Pedagogy module in year 1 and work-based learning modules in years 2 and 3. It is expected that the student will acquire a range of skills from different professional practices to be able to work independently by the end of year 3 in preparation for the community based project in year 4. It is anticipated that this project will engage the student in developing an aspect of music education which is of particular interest to them, in a setting of their choice, to support their desired area of employment.

Students will be required to complete different independent study tasks throughout the course to further enhance individual knowledge and understanding, both within modules and as separate modules in years 3 and 4.

The assessment across the course is varied. As well as written essays, assessments for different modules include presentations, journals, reflective portfolios, group and individual projects, learning logs, preparation of toolkits and performances. Self, peer and group assessment forms a large part of the formative work.

Students will be expected to fully engage with the University's VLE, Blackboard, for all modules. This will contain a variety of documentation to support learning and teaching including reading and journal articles which will be regularly updated to support independent research.

From the outset, the student will be engaging in teaching and learning activities which involve working with others, both in University and externally. It will therefore be expected that students will show a high level of professionalism at all times, both in attendance and application.

The four year programme is full-time and has the following distinctive features, making it challenging and exciting for students, tutors and employers:

- Study of a breadth of modules in Music and Education
- Opportunities for placements in formal and/or non-formal educational settings to gain an insight into the skills, knowledge and working of other music education-related professionals;
- Opportunities to study first instrument to an advanced level and study a second accompanying instrument to enhance musicianship skills
- Opportunities to explore personal areas of interest through independent study and Professional Research
- the opportunity to enhance subject knowledge, skills and understanding across a range of aspects within Music Education
- the use of reflective portfolios to monitor and support development in knowledge, skills, understanding and competencies

- partnership with both formal and non-formal educational settings through the delivery of the course and the support and assessment of students on work-based placements.
- Opportunity to 'step off' the programme between years 2 and 3 and complete a self-funded, yearlong placement in a setting of your choice, including an international placement, to further broaden your experiences of music education and both support your portfolio of evidence in the work-based learning modules and employability.

The nature of the programme delivery is such that the students will spend a great deal of time with the staff, both in lectures and seminars, through practical activity and during work-based learning. Being a small course team, this will encourage a close and trusting working relationship. Students will be supported by University tutors through the University system of academic tutors.

Individual Instrumental tuition will be provided using a pool of hourly paid staff with expertise in specific instruments and will be monitored and supported by University tutors. Students are expected to use their own first instrument for individual tuition. Where the course requires a second instrument this will be sourced and provided for by the University, in partnership with the Worcestershire Music Education Hub. Students may request individual tuition on a second instrument but this will require an additional cost.

14. Assessment strategy

The assessment strategy for the Integrated Masters in Music Education follows the guidelines of the University's Assessment Policy and is designed to:

- demonstrate the extent to which individual students have met the Intended Learning Outcomes for the module and the course as a whole
- be inclusive in design by providing a range of assessment methods to meet individual learning needs and styles
- Encompass a range of formative assessments to provide all students with appropriate support and feedback on their learning and development
- develop autonomous learning

The assessment strategy across all levels has been considered holistically and is designed to ensure that all assessments align with the Intended Learning Outcomes for each module. All assessments aim to assess the students' knowledge, skills and understanding across practical, theoretical and work-based learning. The strategy at all levels includes written assignments to assess subject and pedagogical knowledge and understanding together with the ability to critically evaluate and explore themes and ideas; performance opportunities to demonstrate skills in practical musicianship to include group and individual performances, some of which are led by the student; presentations, both in groups and individually to share knowledge and support student development in terms of delivery skills; reflective journals and portfolios to enable the student to engage with and lead their own learning and personal development; 'viva voces' to allow the student to orally showcase their knowledge and understanding on a particular aspect of music education; and projects which engage the student in the innovative design of a musical idea encompassing skills and knowledge developed within the programme and personal interest.

Practical assessments are embedded throughout the programme of study that assess professional attributes and teaching skills, personal ability and leadership across a range of musical activities. At all levels, there are opportunities for students to undertake elements of work based practice, where students are assessed on their ability to apply knowledge and skills developed within the programme of study and to reflect on their professional development.

With the integral design of the programme, learning is supported and scaffolded to enable students to reflect and grow in terms of personal and professional development. At level 4 the assessment is weighted towards personal and skill-based practical assessments; individual and group performances; individual written essays; presentations; reflective journals and portfolios to demonstrate skill development. At level 5, practical assessments and performances in groups are supported through a project and individually, include a 'viva voce'; written assignments entail a wider understanding of subject and pedagogical knowledge; reflective portfolios have a focus on professional practice and group and individual presentations support knowledge and understanding. At levels 6 and 7, the emphasis is on developing the independent learner who has the skills and mindset to embrace the employment market with confidence, with assessments on individual performances, accompanied by a 'viva voce'; reflective writing to illustrate professional competence; assignments which display a depth of knowledge; presentations and a strong focus on research-led activity.

Students receive detailed feedback on assessments, to include support and advice which is intended to inform subsequent work and develop competency in successfully completing assessments. The design of the practical modules is such that students receive regular formative feedback in preparation for formal practical assessments. The criteria for assessment will be posted on the relevant module outlines and on Blackboard. All assessment, whether written or as presentations or performances, will be subject to moderation through either second marking or, where appropriate, recording of performances / presentations and collection of relevant material. Group and individual tutorials across all modules and at all levels provide formative feedback with regards to written and practical work. Students will also be given support to structure work appropriately in preparation for summative assessments.

15. Programme structures and requirements

Award map template for: **Integrated Masters awards at Level 4, 5, 6 and 7 – MMus Ed Music Education**

Course Title: MMusEd Music Education

Level 4				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
IMUS1001	Musical Performance	30	M	None
IMUS1002	Music Pedagogy	30	M	None
IMUS1003	Practical Skills in Musicianship	15	M	None
IMUS1004	Musical Contexts and Traditions	15	M	None
IMUS1005	Child Development	15	M	None
BUSM1140	Cultivating the Entrepreneurial Mindset	15	O	None
LANG xxxx	Optional modules offered by the Language Centre	15	O	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 5				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
IMUS2001	Musical Performance	30	M	None
IMUS2002	Music Pedagogy	30	M	None
IMUS2003	Musical Contexts and Traditions	15	M	None
IMUS2004	Work-based Learning	15	M	None
POED2001	Research in Education	15	M	None
BUSM2146	Advertising Theory and Practice	15	O	None
LANG xxxx	Optional modules offered by the Language Centre	15	O	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include up to 15 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Level 6				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
IMUS3003	Musical Performance	15	M	None
IMUS3004	Work Based Learning	30	M	None
IMUS3005	Music Education Leadership	15	M	None
IMUS3006	Reflective Practice in Music Education	30	M	None
IMUS3007	Independent Study	30	M	POED2001

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include all mandatory modules as shown above.

Level 7				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
IMUS4001	Leading Music in the Community-practice based project	60	M	IMUS3007
IMUS4002	Music Curriculum Development – negotiated learning	30	M	IMUS3006
IMUS4003	Mentoring and Coaching in Music Education	30	M	None

Integrated Masters Requirements at Level 7

Integrated Masters students must take 120 credits from the table above to include all modules as shown above.

Between Years 2 and 3, students have the option to ‘step off’ the programme and complete a self-funded, yearlong placement in either a UK or an international setting. This placement must be arranged by the student and must be approved by the University in terms of requirements for Work-Based Learning. Appropriate risk assessments will be undertaken prior to the student commencing the placement.

16. QAA and professional academic standards and quality

This award is designed with reference to section A of the UK Quality Code for Higher Education and is in line with the relevant FHEQ qualification descriptor and takes account of the subject benchmark statements for Education studies (2015) and Music (2016) in setting the learning outcomes and assessment criteria for the bachelor's degree awards. In addition, for musical performance, the marking criteria for the Associated Board of the Royal School of Music (ABRSM, 2014) and Trinity College, London (2014) have been consulted, to ensure alignment with relevant benchmarks, but not accreditation. The Intended Learning Outcomes of the Integrated Masters in Music Education course takes account of the QAA subject benchmark statement: Education studies (2015), the QAA subject benchmark statement: Music (2016) and the QAA Master's Degree Characteristics (2015). The content and delivery of the programme has been written in light of these benchmarking statements. Thus, the first three years of the Music Education course provides opportunities for students to demonstrate all of the areas covered by the Education studies benchmark statements (2015) including all of the knowledge and understanding that students should be able to critically understand; all of the abilities that students should be able to demonstrate, all of the aspects of their own learning that students should be able to reflect on; and all of the transferable skills. The programme content for Level 7 provides opportunities for students to demonstrate all of the areas covered by the QAA Master's Degree Characteristics (2015).

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a key feature of the course.

This award is located at levels 6 and 7 of the FHEQ

17. Support for students

Students are allocated a personal academic tutor with whom they develop a close working relationship and liaise with on a regular basis.

Further support for students can be found at the following:

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

Personal Academic Tutor System

Each student will be allocated a personal academic tutor from within the Course Team. Students will be given an opportunity to meet with their academic tutor during induction sessions and the intention behind the system is that students will develop a close working relationship, so that the tutor builds up a clear picture of progress throughout the course. The academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

The personal academic tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of own strengths and weaknesses
- A clear vision of what students want to achieve through HE study
- Greater understanding of how study in this discipline area at the University can help towards personal and career goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work

- A sense and a record of progression and achievement in the development of subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The personal academic tutor will also:

- Respond to the student's requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities
- Provide information for and assist in the drafting of the University reference.

Students should meet their Personal Academic Tutor at least four times a year, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

18. Admissions

Admissions policy

The course seeks to recruit students from diverse backgrounds. The admissions policy is to offer a place to any students deemed to be capable of success and likely to benefit from the programme. The course team supports the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.

The admissions policy does not include an interview.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

In addition, applicants are required to have attained the equivalent of Grade 5 or above on their first instrument. Where applicants have not attained the required certification, they will be expected to demonstrate their level of performance through the submission of a video recording.

Disclosure and Barring Service (DBS) requirements

As elements of this course will take place in educational settings, including schools, there is a requirement for a criminal records check (via the Disclosure and Barring Service). This may incur an additional cost to the student. Failure to comply with their requirement, where the check reveals criminal convictions may result in an applicant not being permitted to start the course.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at:

<http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

- Full-time applicants apply through UCAS (W320)

Admissions/selection criteria

Applicants will be selected on their ability to demonstrate through their UCAS application, and/or on submission of a short video recording of a performance/s, knowledge, skills and experience in the following areas:

- Practical musicianship
- Ability to play at least one instrument to a standard equivalent to Grade 5
- Active involvement in practical music-making activities
- An awareness of and teaching and learning in Music Education
- Study skills including independent and team working

Applicants will also be selected on their ability to articulate a clear rationale for their selection onto a challenging 4 year degree programme, which may include: personal interests and beliefs, vocational aspirations and academic interests.

19. Methods for evaluating and improving the quality and standards of teaching and learning

Each semester a Course Management Committee will be constituted by the active teaching team and an appropriate number of Course Representatives (StARs) from each year. The same quality and review process that exists for other courses in the Institute of Education will be followed, such as Annual Evaluation Reports, making use of external examiner reports to inform course, module and assessment planning, and end of module evaluations to make use of student feedback.

Staff will be subject to the usual supportive review and appraisal systems adopted through the Institute of Education. Feedback and a close liaison will be sought from employers involved in the various student experiences.

The Institute has a dedicated Learning and Teaching Sub-Committee which adopts an evaluative, evidence based approach to the implementation of new, innovative learning and teaching methods.

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.

- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- For Integrated Masters, students at Level 6 may be permitted to progress to Level 7 when they have passed at least 90 credits at Level 6.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE in Music Education	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE in Music Education	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, to include IMUS3003 and IMUS3005 as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Integrated Masters	Passed a minimum of 480 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at each of Level 6 and Level 7, including a dissertation or other substantial piece of independent work, as set out in the award map.

Classification

The honours classification will be determined by whichever of the following methods results in the higher classification.

Degree with honours:

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

Integrated Masters:

- Classification determined on the profile of the best grades from 60 credits attained at Level 6 and the best grades from 120 credits at Level 7. Level 6 and Level 7 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 7 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

21. Indicators of quality and standards

The quality and standards of the course are monitored by the Institute Quality Committee and by an external examiner. The annual external examiner's report serves as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement. The course leader also completes an annual evaluation report that considers statistical data on quality and standards as well as feedback from students and other stakeholders. Final year students also complete the National student survey and the careers of graduates are tracked. Students undertake the internal University of Worcester Course Experience Survey during Levels 4 and 5. Grades are tracked in course management committee meetings. End of module evaluations are used to monitor and track standards and quality.

As this is a new course there is currently no performance data. However, comparable data from a similar related course, Education Studies, indicated over 80% of students had successfully achieved either a 1st class or 2:1 degree in 2016. Of these students over 90% were either employed or engaged in further study, training or research. The overall satisfaction rate for the course, as indicated by the NSS survey in 2016, was 81%.

Relevant teaching staff on the course hold high levels of professional qualification relevant to the degree. Instrumental tutors are experts in their field of study, many of whom have diplomas on their main instrument. Other support staff are teachers and academics with relevant degrees and are active in the field of research.

22. Graduate destinations, employability and links with employers

The Institute of Education is committed to developing highly employable graduates through careful course design, engagement with potential employers, and through the development of student employability. Student employability is developed within the course through the provision of opportunities for students to build the skills, understanding and personal attributes required for employment, particularly through work placements, through optional additional qualifications and support for student employment.

Graduate destinations

On completion of the MMusEd Music Education degree it is anticipated that many students will progress to working in schools or other educational settings, working as peripatetic tutors either as freelance or within a music service or working in other areas of the music industry such as outreach programmes for orchestras, Arts Education, music librarianship, or as a community musician or amateur. In addition, some students may wish to gain QTS via the PGCE programmes.

Student employability

The design of the course is centred on developing opportunities for student employability. The optional modules in either Business and Entrepreneurship or Languages provide the student with additional skills to enhance employability. Working with different employers within work-based learning modules provide the student with a diverse range of skills and knowledge from different professional practices. Assessments are so designed to enable the student to create individual portfolios to support employability.

In addition, there are a number of initiatives either in place or planned in order to further support the employability of Music Education students:

- 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for students to engage in meaningful employment during their time of study at the University of Worcester are available.
- Engagement with the award schemes such as the Worcester Award.
- The Higher Education Achievement Report (HEAR) – used nationally to provide a more comprehensive record of student achievement.
- Volunteering to do musical activities within the community, for example supporting charitable organisations; working with the library; Arts Education and working with Brownies, Guides and Scouts to develop music.
- Developing musical skills by supporting Early Years Providers with musical activities.
- Supporting Music Therapy through outreach programmes.
- Support and guidance is provided by the Institute of Education for students wishing to pursue a career as a primary school teacher and Music Education students will have the opportunity to apply for postgraduate courses in Initial Teacher Education at the University of Worcester.
- Opportunities will be available for students to support orchestral, choral and ensemble activity through coaching, conducting and performing.
- In the field of Music Education, there are a number of additional qualifications available which would further support the employability of students such as graded examinations in instrumental and choral examinations and other qualifications available through the Associated Board of the Royal School of Music and Trinity Guildhall. While these awards do not form part of the programme of study, they are offered as an optional additionality.

At all stages of the course, the personal academic tutor will provide support and guidance to the student to ensure that they maximise their employability. This includes guidance in practical activity, working with orchestras, ensembles, choirs and engaging with different employers associated with music education.

Links with employers

The design and development of the course has been informed by employers both locally and further afield. Many of these employers will be actively involved in the delivery of the programme, through engagement in performance, teaching and in the provision of work-based experiences. To ensure the course content and ethos is fit for purpose in the eyes of the employers, employer engagement meetings will take place on a regular basis via the Worcestershire Music Education Hub.

Instrumental tuition will be delivered by staff who are both actively involved in the delivery of relevant nationally recognised awards in Music Education and perform regularly in ensembles and as soloists. Many of the staff sit on national boards associated with Music and are external examiners for music examination boards.

Additionally, links will be sought with a range of educational settings who have Music Education as a key teaching element, such as nurseries, pre-schools, primary, first and middle schools.

Non-formal educational settings will also be sought, for example orchestras, choirs, ensemble groups and community music. A further link with the health service will also be available to support music therapy.

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 s/he 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 associated course documentation e.g. course handbooks, module outlines and module specifications.