

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	PgCert Musician as Educator
2	<b>Course Code</b>	PT1710
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	N/A
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	Not applicable

6	Course Description
	<p>The PgCert Musician as Educator course enables professional practitioners working across a variety of music education settings to access high-quality CPD that can be scheduled around their regular working hours to enhance their practice. You will be introduced to a spectrum of areas relevant to the 21<sup>st</sup>-century music educator. These will include the position(s) of music in society and the importance of equality, diversity and inclusion; creative approaches to curricula and assessment strategies; and situating your practice within the wider music education landscape.</p> <p>Lectures and workshops will be interspersed by roundtable sessions, facilitated by staff from RBC's Pedagogy and Community Department, where you will be encouraged to think about the application of learning theories and other pedagogical issues to your own practice. The rationale for this approach is to enable you (along with students working across different music education contexts) to tailor the module content to suit your own requirements, goals, and interests, whilst building and learning alongside, and from, like-minded professionals. Through group work and pre-/post- session tasks, you will share ideas about your emerging understanding, and be supported to collaborate and extend these conversations between taught sessions.</p> <p>You will track your ongoing development through a reflective journal. Engaging in ongoing reflection and close professional mentoring will assist you in finding the precise focus that is of most benefit/interest to your professional development. You will be allocated a pedagogy mentor and be supported in devising and undertaking a small-scale research project in an area of your professional practice. The assessment brief contains significant flexibility to allow you to present your work in a format appropriate to you, including for dissemination in professional contexts.</p> <p>This course may interest:</p> <ul style="list-style-type: none"> <li>• Conservatoire and university music graduates who have recently started teaching and do not wish to pursue classroom training via PGCE or similar routes, and are seeking to build on the pedagogical training offered at undergraduate level.</li> <li>• Instrumental/vocal/composition teachers at different stages in their teaching careers who are working in private practice where CPD opportunities are limited or not easily accessible.</li> <li>• Employers, including independent schools and Music Education Hubs, who are signposting formalised training routes for their instrumental teaching staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Generalist teachers of any discipline who are employed as music-coordinators in their primary school.</li> <li>• Musicians from a diverse range of musical backgrounds who deliver music workshops in the community.</li> <li>• Visiting instrumental teachers working in Higher Education Institutions.</li> <li>• Composers and music technologists working individually or collaboratively within the music education field.</li> <li>• International students will not normally be eligible for this course since it is part-time. However, students with 'indefinite leave to remain' can apply for this course. It may also be possible for students holding 'pre-settled' status to apply. Applications would need to be checked on a case-by-case basis due to multiple additional eligibility criteria. Please contact the course director for a discussion about this.</li> </ul> <p><b>This course does not lead to QTS.</b></p>
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<b>7 Course Awards</b>			
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Postgraduate Certificate Musician as Educator	Level 7	60
<b>7b Exit Awards and Credits Awarded</b>			
	Not applicable		

<b>8 Derogation from the University Regulations</b>	
	There are no derogations from the BCU regulations for this course.

<b>9 Delivery Patterns</b>			
<b>Mode(s) of Study</b>	<b>Location(s) of Study</b>	<b>Duration of Study</b>	<b>Code(s)</b>
Part-time	RBC and online	1 year	PT1710

<b>10 Entry Requirements</b>	
<b>Home:</b>	<ul style="list-style-type: none"> <li>- an undergraduate degree or other Level 6 qualification, not necessarily in Music (desirable, but not essential)</li> <li>- professional working knowledge in the specialist discipline (instrument(s)/voice/composition/music technology, etc.) demonstrated at audition/interview (essential)</li> <li>- currently working as a music educator, whether employed/self-employed (essential)</li> </ul>
<b>International:</b>	<p>Where international students have indefinite leave to remain or pre-settled status and meet all admissions eligibility criteria, the following entry requirements will apply:</p> <ul style="list-style-type: none"> <li>- an undergraduate degree or other Level 6 qualification, not necessarily in Music (desirable, but not essential)</li> </ul>

	<p>- professional working knowledge in the specialist discipline (instrument(s)/voice/composition/music technology, etc.) demonstrated at audition/interview (essential)</p> <p>- currently working as a music educator, whether employed/self-employed (essential)</p> <p>Applicants must either have an accepted English qualification from the list at this link: <a href="#">Accepted qualifications and English tests   Birmingham City University (bcu.ac.uk)</a> or an IELTS score of 6.5 with no lower than 6.0 in any of the four skills areas.</p>
<b>11</b>	<b>Course Aims</b>
	<p>The PGCert <i>Musician as Educator</i> has the following interrelated aims to enable you to:</p> <ul style="list-style-type: none"> <li>• learn alongside like-minded-professionals in a community of practice whilst benefiting from one-to-one mentoring from RBC staff who are specialists in the field of music education</li> <li>• engage with pedagogical literature/theory to reflect upon your practice and future goals</li> <li>• develop one or more bespoke areas of your practice by undertaking a self-defined small-scale research project, utilising selected research methods</li> <li>• utilise and/or disseminate the findings of your independent research within your place(s) of work</li> </ul> <p>The ethos of this course aligns closely with the three pillars of RBC's Learning, Teaching and Enhancement strategy:</p> <ul style="list-style-type: none"> <li>• The 21<sup>st</sup> century conservatoire graduate</li> <li>• Inclusivity and interdisciplinarity</li> <li>• Industry expertise</li> </ul> <p>which together, are underpinned by the following themes:</p> <ul style="list-style-type: none"> <li>• Employability</li> <li>• Diversity</li> <li>• Digital Literacy.</li> </ul> <p>In short, the course develops your research, digital literacy, and reflective skills, enabling you to continue to enrich and evolve your practice independently beyond your studies, whilst enhancing your employability. The course is inclusive in its design, promoting inclusive attitudes through the way it is taught and the content covered. Its accessibility promotes interaction across a diverse range of musical disciplines and educational settings, offering multiple opportunities for you, as an established music educator, to share experiences and learn from existing and developing industry expertise within a committed community of practice.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• ensure that students see themselves and their lived experience reflected in the curriculum and are free to express their identity within the learning environment</li> <li>• expose students to a diverse range of different cultural views, contexts, and practitioners from different backgrounds</li> </ul>

	<ul style="list-style-type: none"> <li>• nurture students' creativity as a music education practitioner through inspiring and interactive CPD and practice-led research</li> <li>• promote an open-minded and enquiring attitude through engagement with peer-led discussion with like-minded participants in a professional learning community</li> <li>• cultivate an appreciation of key theoretical concepts and practice-based issues in music education</li> <li>• develop academic autonomy through the implementation of appropriate research skills</li> <li>• equip students with a range of transferable skills, such as well-developed autonomy, self-reliance, organisation, self-reflection, problem-solving and decision-making skills</li> <li>• enable students to develop areas of specialism relevant to their careers as music educators, whilst supporting them to diversify their skills, knowledge and understanding</li> <li>• promote self-reliance and responsibility for personal and professional development offer a choice of assessment types and make timelines for formative and summative assessment available from the beginning of the course.</li> </ul>
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<b>12</b>	<b>Course Learning Outcomes</b>
	<i>As the PGCert Musician as Educator consists of a single module, the course and level learning outcomes are identical. They are:</i>
<b>1</b>	Engage with questions fundamental to the enhancement of your professional practice in the context of wider literature, research and/or relevant theory.
<b>2</b>	Interrogate your professional practice independently, utilising research methods appropriate to the context.
<b>3</b>	Reflect critically on the implications of your findings for your continuing professional development and practice as a music educator.
<b>4</b>	Present pedagogical ideas in a clear and coherent manner through scholarly documentation.

<b>13</b>	<b>Level Learning Outcomes</b>
	<i>Upon completion of the PgCert, students will be able to:</i>
<b>1</b>	Engage with questions fundamental to the enhancement of your professional practice in the context of wider literature, research and/or relevant theory.
<b>2</b>	Interrogate your professional practice independently, utilising research methods appropriate to the context.
<b>3</b>	Reflect critically on the implications of your findings for your continuing professional development and practice as a music educator.
<b>4</b>	Present pedagogical ideas in a clear and coherent manner through scholarly documentation.

<b>14</b>	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The course will involve participation in both academic and practical activities that promote professional development relevant to all students' careers as music educators. You will engage with like-minded professional practitioners who are working in areas that are similar or closely related to your own and will enjoy the opportunities to network, share experiences, engage with and conduct research. In addition to three face-to-face days of learning, you will attend six online 'twilight' sessions where you will have the opportunity to hear from experts in the field and discuss how the issues and debates relate to and/or can be applied within your own practice. You will be encouraged to form small working groups with your peers in order to continue these discussions beyond the taught sessions. You will also be assigned a pedagogy mentor who will support you in your individual learning and preparation for research.</p>

	<p>You will be assessed via a flexible, negotiated portfolio submission. This is designed to be authentic to your professional activities, working in tandem with your own development and research interests, with the potential for your findings to be disseminated within your professional context beyond the course.</p> <p>The summative assessment is underpinned by numerous aspects of formative assessment that run throughout the course. Small working groups provide the opportunity for you to test out ideas in supportive environments and create space for feedback, both verbal and in written form, from peers and tutors alike. Whilst space for feedback will be built into sessions, activities outside of taught classes, such as Moodle forums, will enable you to share developing thinking around specific issues and provocations.</p> <p>You will also develop ideas and present work in progress through roundtables and other group discussions both during and in between taught sessions. In addition to this, you will have opportunities to receive feedback on a regular basis through engagement with your pedagogy mentor and from your peers in group discussion sessions. Support will also include an 'Interim Course Review' (ICR) midway through the course to provide space for a conversation between you and your pedagogy mentor about your experience of the course, your learning, and areas where additional support may be required.</p>

<b>15</b>	<b>Course Requirements</b>
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***In order to complete this course a student must successfully complete the following CORE module (totalling 60 credits):***

Module Code	Module Name	Credit Value
MUS7172	Professional Practice	60

<b>15b</b>	<b>Structure Diagram</b>
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**Level 7 – the course consists of a single 60-credit module**

<p><b>Core</b></p> <p>Professional Practice (60 credits)</p>
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<b>16</b>	<b>Overall Student Workload and Balance of Assessment</b>
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Level 7

**Workload**

**6.67% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	40
Directed Learning	180
Private Study	380
<b>Total Hours</b>	<b>600</b>

**Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	100%
Exam	0%
In-Person	0%