

Programme change proposals

At York each degree programme has its own, tailored set of distinctive learning outcomes. These won't change, no matter what your location or mode of delivery, and our academics are working hard to ensure your programmes and modules next year continue to inspire and motivate you.

Your health and safety is our number one priority and in light of the Covid-19 pandemic we have needed to make changes to some of your programmes of study for the coming academic year. This document summarises the changes that are proposed.

Programme(s)	MA Music Education: Instrumental and Vocal Teaching https://www.york.ac.uk/students/studying/manage/programmes/programme-specs/postgraduate/music/
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Summary of Overall Plans

Overall Approach

Our approach in the coming year will be to adopt a 'blended' model for as many teaching situations as possible. Blended teaching combines online and face-to-face delivery and activities in a clearly-structured way, and by using this throughout your programme we can ensure consistency in how you are taught. It also allows us maximum flexibility as we go through the year, meaning that we can respond to increased opening-up of facilities or localised restrictions and still maintain the level and quality of the teaching that you receive.

Most teaching will be delivered using a three-step structure. One or more videos made by the module leaders will introduce concepts, ideas, and approaches; these will be made available to you in advance. There will then be activities relating to and extending the ideas in these videos.

This might, for example, involve engaging in further reading, reflecting on your practice as an instrumental/vocal teacher, sharing your views with your peers, or doing some guided independent research; it might require you to do some writing. Sometimes they will require you to collaborate with other students in your module group – for students on campus that may happen face to face. The final step is a group session where we draw together what has been learned from the activities, and extend and develop them. For students on campus those sessions will be face-to-face as much as possible, in small groups, where a member of staff will lead the discussion and

work through the material. For students unable to attend face-to-face, for instance because of quarantine, there will be an online, synchronous version of this discussion group – on-campus students will also take part in the online rather than the face-to-face version on a rolling basis. These sessions will be supported through further tutor groups, delivered either in person or online depending on whether students are on campus.

Assessments will take place as normal, with the submission of folios of work for assessment. There will be some modifications to individual assessments in order to take into account the demands and limitations of working online, and assessment of practical instrumental or vocal teaching will take place through video recordings of online or face-to-face teaching, with written reflection.

Programme Structures

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The programme structure remains unchanged.

Term 1:

Effective Pedagogy: Taught through blended model and tutor groups (online or face-to-face).

One-to-one Teaching (Beginner): Taught through blended model and tutor groups (online or face-to-face).

Term 2:

Teaching Techniques: Taught through blended model and tutor groups (online or face-to-face).

One-to-one Teaching (Intermediate): Taught through blended model and tutor groups (online or face-to-face).

Term 3:

Enhanced Teaching Skills: Taught through blended model and tutor groups (online or face-to-face).

One-to-one Teaching (Advanced): Taught through blended model and tutor groups (online or face-to-face).

Independent Study Module [not PGDip]: Taught through one-to-one tutorials, online or face-to-face.

Further changes or information of note – n/a

