



Module Assessment Information Document

Module Code: EDU7403

Module Title: Learning in Context

Credits: 20

2026

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Overview

Assessment Category	Type	Length/Scope	Weighting (%)	Submission deadline
Coursework	Essay	Essay (3000 words)	100%	Tuesday 15 th June 2026, (10 am).

Assessment 3

Assessment Task

1 x 3000 word essay

Assessment Title:

Select a single group of learners as a case study which based on your teaching, shows evidence of learner development or progression over a limited period of teaching. The case study might be that for a single learner, a whole class or a small group of learners, over a period of consecutive lessons, (minimum 4) or as appropriate to your teaching context.

Write a 3000 word essay which draws on your wider reading and research to analyse and evaluate the impact of your teaching within your case study and explores the context within which that teaching takes place on the progress made by the learner(s). You have the option to submit lesson plans, audio or video to evidence the outcomes of your learners and the impact of your teaching on these.

Your essay should demonstrate your understanding of:

- What you understand by musical progression and how this relates to musical Development.
- Where and how musical progression and musical development take place.
- How musical progression and development are demonstrated by the learners
- The role of the teaching context in musical progression and development and how this informs decisions about how and what is taught.
- Which teaching approaches best support musical development and progression
- Your ability to select an appropriate case study that demonstrates your understanding of musical progression and development and good music teaching

To be successful you will need to:

- be clear about how you are defining 'musical development and progression', using the literature to demonstrate your understanding of these terms
- be clear about the specific case study you intend to select as the focus for the assignment and the timescale of that learning
- be sensitive to the potential for pre-conceptions about your learner/s and/or the topic being taught; seek to observe what is actually learned rather than looking for evidence to confirm (or otherwise) your pre-conceptions
- ensure a critical approach which explores the learning process from a range of perspectives and considers positive and negative implications

- select which parts of your research and reflection has had the most impact on your teaching and your thought process surrounding it
- reflect honestly and accept that, in the context of this assignment, an honest reflection about a lack of learning or weaknesses in teaching are valid contributions to your professional development
- judiciously select the most appropriate evidence through which to demonstrate the learning (or lack of) from your selected learner/s
- consider how citations might support and enhance your work; do not rely on citations to do the work for you
- draw on all your learning from across the course.

Include as appendices:

- a full reference list that, using the Harvard system, accurately records all published materials **cited** in all parts of the assignment, including books, journals and all web-based resources;
- Please seek the BCU referencing guide [here](#) for help.
- Any lesson plans, audio or video to evidence the outcomes of your learners can be added to the appendix, clearly labelled figure 1, 2, 3 etc.

Submission Details

- You will submit your assignment via email to ['pgcei@musicmasters.org.uk'](mailto:pgcei@musicmasters.org.uk)
- You will see in the Assignments section of the Virtual Learning Environment a document called 'Front Sheet – Learning in Context', which you will need to download and fill out with your name, student number and module code.
- You will need to attach the completed front sheet with your assignment in the email, sending a total of TWO documents only.
- Your assignment document name must be saved in the following format:
 - **Your name. Assignment 3**
 - **Eg. JoeBloggs .Assignment 3**
- Your front sheet must be saved in the following format:
 - **Your name. Frontsheet Assignment 3**
- If you are using video extracts from your teaching, these must be uploaded to youtube as unlisted videos so that you can paste the links into your portfolio document. Similarly, embed sound files or photos into your word document.
- Use time codes to refer to specific extracts of your videos or sound recordings that you wish to comment on in your assignment.

Assessment Support

- A dedicated support twilight session on each assignment will be run additionally online, recorded and uploaded to the Music Masters VLE for students to watch back at any time
- One to one support sessions with academic tutors on the course team (up to 30 mins per student) are available for you to book using the calendly links to tutors provided on the VLE for

[Katrina Damigos](#) and Rachel Watson.

Marking Criteria: Postgraduate

Criterion	0 – 39% Fail	40 – 49% Fail	50 – 59% Pass	60 – 69% Strong Pass (merit)	70 – 79% Very Strong Pass (distinction)	80 – 100% Exceptionally Strong Pass (distinction)
1. Evaluate the extent to which the context has influenced the learning of your learners(s)	<i>Submission is incomplete</i>	You are unable to demonstrate adequate critical insight into the extent to which context has influenced the leaning of your learners. aspect(s) of the subject. Misconception and/or incomplete understanding of the topics are likely to characterise your work. There may be a use of broad sweeping statements, un examined generalisations and presenting personal opinions as fact. Lack of teaching examples of learner responses.	You demonstrate some critical insight into the extent to which context has influenced the leaning of your learners with use of limited references to literature or research about the topics and limited connections to how this has informed your insights on your teaching. There may be a use of un examined generalisations without consideration for other viewpoints. Teaching examples or learner responses are unspecific and not well linked to the topic	You demonstrate clear critical insight into the extent to which context has influenced the leaning of your learners with a range of references to literature or research about the topics connected to how this has informed your insights on your teaching Generalisations and assumptions about the topic are examined and differing viewpoints are incorporated. Teaching examples and learner responses are specific and detailed and linked to the topic	You demonstrate discerning critical insight into the extent to which context has influenced the leaning of your learners with a range of references to literature or research outside of the core suggested readings about the topics. This allows you to compare and contrast differing opinion. This enhances your evaluation of your teaching in relation to these. Generalisations and assumptions about the topic are examined and interrogated and differing viewpoints are explored and well connected to specific teaching examples and learner responses	You demonstrate outstanding critical insight into critical insight into the extent to which context has influenced the leaning of your learners with a wide range of references to literature or research outside of the core suggested readings about the topics. This allows you to compare and contrast differing opinion and enhances your evaluation of your teaching in relation to these. These are applied to specific teaching examples and learner responses which illustrate the nuances and depth of your understanding of the topic.
2. Critically analyse evidence of learning and progression	<i>Submission is incomplete</i>	Your work includes little or no critical awareness of the concepts of musical development and progression. There is little or no analysis of evidence of learning and progression.	Your work includes some critical awareness of the concepts of musical development and progression from limited selection of literature with some application to your critical analysis of evidence of learning and progression.	Your work includes clear critical awareness of the concepts of musical development and progression from a selection of literature and these are applied in your a critical analysis of evidence of learning and progression.	Your work includes clear critical awareness of the concepts of musical development and progression, drawing on a broad range of literature. These are applied to your critical analysis of evidence of learning and progression.	Your work includes outstanding critical awareness of the concepts of musical development and progression, drawing on a broad range of literature and applied in your critical analysis of evidence of learning and progression.
3. Critically analyse the impact of your	<i>Submission is incomplete</i>	You are unable to reflect on the impact of your	You demonstrate your ability to reflect on your	You demonstrate your ability to reflect on your	You demonstrate your ability to reflect on your	You demonstrate your ability to reflect on your

teaching on outcomes for your learner(s)		teaching on outcomes for your learner(s) to an acceptable level using appropriate and reflective models	the impact of your teaching on outcomes for your learner(s) adequately using appropriate evidence such as learner responses to your teaching and reflective models	the impact of your teaching on outcomes for your learner(s) well using appropriate evidence such as learner responses or observations of your learners to analyse your teaching and reflective models which help inform your teaching decisions	the impact of your teaching on outcomes for your learner(s).very well analysing appropriate evidence such as learner responses and observations of your learners to analyse your teaching and using reflective models which help inform your teaching decisions and identify assumptions about musical learning	the impact of your teaching on outcomes for your learner(s) outstandingly using evidence such as learner responses and detailed observations of your learners to analyse your teaching and using reflective models to interrogate your teaching decisions and assumptions about musical learning effectively.
4. Adapt, or suggest adaptations, for your professional practice, justifying these with references to wider reading and research.	<i>Submission is incomplete</i>	You propose inadequate and/or inappropriate adaptation for your professional practice. Justification of them with reference to wider reading and research is limited, flawed or absent.	You propose appropriate adaptation for your professional practice and adequately justify them with reference to some wider reading and research.	You propose clear adaptation for your professional practice and securely justify them with reference to a range of wider reading and research.	You propose effective adaptation for your professional practice and strongly justify them with reference to a broad range of wider reading and research.	You propose effective and comprehensive adaptation for your professional practice and robustly justify them with reference to a broad and varied range of wider reading and research.

Learning Outcomes

1. Evaluate the extent to which the context has influenced the learning of your learners(s)
2. Critically analyse evidence of learning and progression
3. Critically analyse the impact of your teaching on outcomes for your learner(s)
4. Adapt, or suggest adaptations, for your professional practice, justifying these with references to wider reading and research .

Key Information

Conditions of Progression	A minimum of 50% is required to for students to pass the module.
Late or Non-Submission/ Attendance	Assessments must be submitted in the format specified in the assessment task, by the deadline, and as outlined in this document. Failure to submit by the published deadline will result in penalties which are set out in Section 6 of the Academic Regulations, available at: late-submission-of-assessment-policy-version-10-approved-june-2022-133082470192470694.pdf (windows.net) Please be aware that the penalties are different for re-submissions and 'in-year retrievals'. For in-person assessments, you should arrive 15 minutes before your allocated time slot. Failure to present at your allocated time, will result in you being unable to sit the assessment and you will be recorded as a non-submission, resulting in a grade of 0.
Word Count	The word count for this module assessment is shown under the assessment overview. A +10% margin of tolerance is applied, beyond which nothing further will be marked. Marks cannot be awarded for any learning outcomes addressed outside the word count. The word count refers to everything in the main body of the text (including headings, tables, citations, quotes, lists etc.). Everything before (i.e. abstract, acknowledgements, contents, executive summaries etc.) and after the main text (i.e. references, appendices) is not included in the word count limit. For in-person assessments time limits will be applied.
Academic Integrity Guidance	Academic integrity is the attitude of approaching your academic work honestly, by completing your own original work, attributing, and acknowledging your sources when necessary. Understanding good academic practice in written and oral work is a key element of academic integrity. It is a positive aspect of joining an academic community, showing familiarity with, and acknowledging sources of evidence. The skills you require at higher education may differ from those learned elsewhere such as school or college.

	You will be required to follow specific academic conventions which include acknowledging the work of others through appropriate referencing and citation as explicitly as possible. If you include ideas or quotations which have not been appropriately acknowledged, this may be seen as plagiarism which is a form of academic misconduct. If you require support around referencing, please contact the Faculty's Academic Development Department or the University wide Centre for Academic Success. It is important to recognise that seeking out learning around academic integrity will help reduce the risk of misconduct in your work. Skills such as paraphrasing, referencing and citation are integral to acting with integrity and you can develop and advance these key academic skills through the Faculty's Academic Development Department.
Academic Misconduct	Academic misconduct is conduct which has or may have the effect of providing you with an unfair advantage by relying on dishonest means to gain advantage and which therefore compromises your academic integrity. The procedure sets out the process we will follow, and the penalties we may apply, in cases where we believe you may have compromised your academic integrity by committing academic misconduct. The Academic Misconduct Procedure and information about academic support is available at: https://icity.bcu.ac.uk/Student-Affairs/Appeals-and-Resolutions/Academic-Misconduct-Procedure
Extenuating Circumstances	For further details on the Extenuating Circumstances Procedure please see the iCity page below: https://icity.bcu.ac.uk/student-affairs/appeals-and-resolutions/extenuating-circumstances-procedure
Where to get help	The University has a designated student support service known as the Centre for Academic Success. Here you will find support for a range of academic skills. Likewise, you can arrange a consultation with a member of staff from the Academic Development Department based at City South Campus. You also should also review the wide range of support and help from the library.