



Module Assessment Information Document

Module Code: EDU7404

Module Title: Expert to Educator

Credits: 20

2025

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Overview

Assessment Category	Type	Length/Scope	Weighting (%)	Submission deadline
Coursework	Critical Commentary & Portfolio	Critical Commentary (2000 words) Portfolio (1000 words Equivalence)	100%	Monday 17 th November 2025, (10 am). Deadline extended to Monday 24th November 10am

Assessment 1

Assessment Title: ‘To what extent are you “teaching music musically’? Through a portfolio evidencing your teaching approaches and an accompanying critical commentary, provide an analysis and critical reflection on examples of your teaching with reference to Swanwick’s 3 principles of Music Education and other supporting literature which explores the nature of musical teaching and learning

Assessment Task

1 x Evidence Portfolio (1000-word equivalence*)

1 x Critical Commentary (2000 words)

*Equivalence indicates the amount of time and effort required to produce the complete submission, rather than a precise word count.

About the Evidence Portfolio

For the purposes of module assessment, a “portfolio” refers to a collection of smaller pieces of work that combine to create a cohesive whole. Submit a portfolio that evidences how you bring your own knowledge and skills into your teaching context in order to support musical learning promoted through the teaching of your instrument. The evidence might be for a whole class or a small group of learners, as appropriate to your current teaching context. Prepare learning over a few sessions (between 2 and 5, for example); this will provide sufficient evidence of your teaching and learners’ experience whilst too many or too few will present various challenges.

Types of evidence in your portfolio might include, for example:

- Video/ and/or audio evidence of learners’ participation in lessons/performances/rehearsals.
- Annotated lesson plans/diagrams which demonstrate clearly how your activities and planning are supporting musical learning through your instrument.

- Self-devised and/ or annotated resources you are using with your learners.
- Examples or observations of learners' behavioural or verbal responses/ feedback on their own musical learning.
- Examples of teacher interventions to facilitate musical learning.
- Feedback on your teaching provided by a mentor.
- Examples of learners' work.

Evidence may include one or more of the above and is not limited to these suggestions.

About the Critical Commentary

Your evidence portfolio must be accompanied by a critical commentary which draws on Swanwick's 3 Principles of Music Education and your wider reading and research to enable you to analyse and evaluate the extent to which you are teaching music musically. As part of this, you will be expected to critically reflect on the role that your own musician and teacher identity has on your teaching decisions. The critical commentary should be no more than 2000 words in length.

Your critical commentary should demonstrate your understanding of:

- The nature of musical learning and what is meant by 'teaching music musically' (Swanwick, 1999).
- Where and how musical learning take place, drawing on relevant learning theories.
- The extent to which your own musician and teacher identity promote or support musical learning when teaching your instrument.
- The teaching approaches that best support musical learning.
- How to select appropriate and good quality evidence that demonstrates your understanding of musical learning and musical teaching.

To be successful you will need to:

- Draw on a wide range of reading and research using the BCU Harvard Referencing System to reference these
- Consider how citations or quotations from your reading might support and enhance your work; however, **do not rely on quotes to do the work for you (eg. form paragraphs or sentences with quotations)**
- Be sensitive to the potential for pre-conceptions about your learners and your own assumptions about the topic being taught; seek to observe what is actually learned rather than looking for evidence to confirm your pre-conceptions
- Reflect honestly and critically, taking care to incorporate learner feedback and responses into your reflections

- Accept that, in the context of this assignment, an honest reflection about a lack of learning or weaknesses in teaching are valid and equally important contributions to your professional development
- Demonstrate your ability to communicate effectively; an essential skill for all educators
- Anonymise Learner and School names in line with professional conduct

Include as appendices:

- A full reference list that accurately records all published materials **cited** in all parts of the assignment, including books, journals and all web-based resources, using the BCU Harvard Referencing system.
- Please seek the BCU referencing guide [here](#) for help.

Submission Details

- Your Evidence Portfolio and Commentary must be contained with **the same** word document, **not** two separate documents. Label these clearly within the document.
- If you are using video extracts in you Evidence Portfolio, these must be uploaded to youtube as unlisted videos so that you can paste the links into your portfolio document. Similarly, embed links to 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.
- You will submit your assignment via email to pgcei@musicmasters.org.uk
- You will see in the Assignments section of the Virtual Learning Environment a document called 'Front Sheet - From Subject Expert to Educator', 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 1**
 - **Eg. JoeBloggs .Assignment 1**
- Your front sheet must be saved in the following format:
 - **Your name. Frontsheet Assignment 1**

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.
- Students can receive formative feedback by emailing a plan to academic tutors detailing their approach to the assignment with a list of reading and research they intend to use a month prior to the deadline (in order to give tutors time to provide feedback ahead of the assignment deadline).
- 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. Demonstrate critical insight into an aspect or aspects of your subject within your teaching setting	<i>Submission is incomplete</i>	You are unable to demonstrate adequate critical insight into an 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, unexamined generalisations and presenting personal opinions as fact. Lack of teaching examples of learner responses.	You demonstrate some critical insight into an aspect(s) of the subject, 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 unexamined 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 an aspect(s) of the subject 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 an aspect(s) of the subject 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 an aspect(s) of the subject 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. Develop criticality by drawing on appropriate reading and research to inform your reflections on musical teaching and learning	<i>Submission is incomplete</i>	You are unable to draw on a range of reading and research that is adequate or appropriate in terms of breadth and/or relevance to develop an adequate level of criticality. There are minimal references.	You draw on a range of reading and research that is appropriate in terms of breadth and relevance, and use these to develop an adequate level of criticality. There are a range of references used which are occasionally	You draw on a range of reading and research that is good in terms of breadth and relevance, and use these to develop a secure level of criticality. A wide range of references are used and applied to your reflections on your teaching	You draw on a range of reading and research that is very good in terms of breadth and relevance, and use these to develop a strong level of criticality. A wide range of references are used and applied to your reflections on your teaching and	You draw on a range of reading and research that is outstanding in terms of breadth and relevance, and use these to develop an impressive level of criticality. A wide range of references are used and are drawn from the course reading list and

			linked to your reflections on your teaching		understanding of the topic	beyond, indicating independent research applied to your reflections on your teaching and understanding of the topic
3. Demonstrate your ability to reflect on your experiences on your journey from expert to educator	<i>Submission is incomplete</i>	You are unable to reflect on your own experiences in your journey from expert to educator to an acceptable level using appropriate and reflective models	You demonstrate your ability to reflect on your own experiences in your journey from expert to educator adequately using appropriate and reflective models	You demonstrate your ability to reflect on your own experiences in your journey from expert to educator well using appropriate and reflective models which help inform your teaching decisions	You demonstrate your ability to reflect on your own experiences in your journey from expert to educator very well using appropriate and reflective models which help inform your teaching decisions and identify assumptions about musical learning	You demonstrate your ability to reflect on your own experiences in your journey from expert to educator outstandingly Interrogate your teaching decisions and assumptions about musical learning effectively.
4. Demonstrate your ability to communicate effectively through appropriate use of media	<i>Submission is incomplete</i>	You are unable to demonstrate your ability to communicate effectively through appropriate use of media to an acceptable level. Poor presentation, unformatted, unlabelled portfolio Incorrect or limited referencing Learner or school data isn't anonymised Grammatical errors Colloquial writing style	You demonstrate your ability to communicate effectively through appropriate use of media adequately. Mainly well presented, formatted and labelled portfolio Correct referencing Learner or school data is anonymised No grammatical errors Evidence of proofreading Appropriate and professional writing style	You demonstrate your ability to communicate effectively through appropriate use of media well. Well presented, clearly formatted and labelled portfolio Correct referencing Learner or school data is anonymised No grammatical errors Evidence of proofreading Appropriate and professional writing style	You demonstrate your ability to communicate effectively through appropriate use of media very well. Very well presented, clearly formatted and labelled portfolio Correct referencing Learner or school data is anonymised No grammatical errors Evidence of proofreading Appropriate and professional writing style	You demonstrate your ability to communicate effectively through appropriate use of media outstandingly. Creative and carefully presented, clearly formatted and labelled portfolio Correct referencing Learner or school data is anonymised No grammatical errors Evidence of proofreading Appropriate and professional writing style

		No evidence of proof reading prior to submission				
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This assessment addresses the following learning outcomes (LOs):

1. Demonstrate critical insight into an aspect or aspects of your subject within your teaching setting
2. Develop criticality by drawing on appropriate reading and research
3. Demonstrate your ability to reflect on your experiences on your journey from expert to educator
4. Demonstrate your ability to communicate effectively through appropriate use of media

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.