

Polifonia working paper

Dublin/Polifonia Descriptors for 1st cycle awards in higher music education

Original Shared 'Dublin' Descriptors	Dublin/Polifonia Descriptors for 1 st cycle awards in higher music education
<p>Qualifications that signify completion of the first cycle are awarded to students who:</p>	<p>Qualifications that signify completion of the first cycle in professional music training are awarded to students who:</p>
<p>1. have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;</p>	<p>1. have demonstrated skills, knowledge and understanding in the field of music that build upon training undertaken within or concurrently with general secondary education and are typically at a level of advanced study and in the principal study area are informed by the experience of those at the forefront of their field;</p>
<p>2. can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;</p>	<p>2. can apply their skills, knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated practically as well as through devising and sustaining arguments and solving problems within their field of study;</p>
<p>3. have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;</p>	<p>3. have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements within their practical and/or creative activity that include reflection on artistic and (where relevant) social, scientific or ethical issues;</p>
<p>4. can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</p>	<p>4. can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;</p>
<p>5. have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5. have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>

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Dublin/Polifonia Descriptors for 2nd cycle awards in higher music education

Original Shared 'Dublin' Descriptors	Dublin/Polifonia Descriptors for 2nd cycle awards in higher music education
<p>Qualifications that signify completion of the second cycle are awarded to students who:</p>	<p>Qualifications that signify completion of the second cycle in professional music training are awarded to students who:</p>
<p>1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;</p>	<p>1. have demonstrated skills, knowledge and understanding that are founded upon and extend and/or enhance those typically associated with first cycle level, and that provide a basis or opportunity for originality in developing and/or applying ideas, in the practical and/or creative sphere, often with a research dimension;</p>
<p>2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</p>	<p>2. can apply their skills, knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;</p>
<p>3. have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;</p>	<p>3. have the ability in the practical and/or creative sphere to integrate knowledge and handle complexity, to formulate judgements with incomplete or limited information, and to link these judgements to reflection on artistic and, where relevant, social and ethical responsibilities;</p>
<p>4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</p>	<p>4. can communicate their conclusions through practical and/or creative activity and, where relevant, the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;</p>
<p>5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>

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Dublin/Polifonia Descriptors for 3rd cycle awards in higher music education

Original Shared 'Dublin' Descriptors	Dublin/Polifonia Descriptors for 3rd cycle awards in higher music education
<p>Qualifications that signify completion of the 3rd cycle are awarded to students who:</p>	<p>Qualifications that signify completion of the 3rd cycle in higher music education are awarded to students who:</p>
<p>1. have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;</p>	<p>1. have demonstrated a profound and systematic understanding of a field of musical study and mastery of the skills and methods of research and inquiry associated with that field;</p>
<p>2. have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;</p>	<p>2. have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with artistic and scholarly integrity;</p>
<p>3. have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;</p>	<p>3. have made an original contribution through research and inquiry that extends the frontier of knowledge and artistic understanding by developing a substantial body of work that merits national and international recognition and dissemination;</p>
<p>4. are capable of critical analysis, evaluation and synthesis of new and complex ideas;</p>	<p>4. are capable of critical analysis, evaluation and synthesis of new and complex ideas, artistic concepts and processes;</p>
<p>5. can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;</p>	<p>5. can communicate with their peers, the larger artistic and scholarly community and with society in general about their areas of expertise;</p>
<p>6. can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;</p>	<p>6. can be expected to play a creative, proactive role in the advancement of artistic understanding within a knowledge based society;</p>