

**Master of Music
Programme Specification**

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	University of Newcastle upon Tyne
3	Final Award	MMus
4	Programme title	Music
5	Programme Accredited by:	n/a
6	UCAS Code	n/a
7	QAA Subject Benchmarking Group(s)	n/a
8	Date of production/revision	November 2004

9	Programme Aims:	
	(a)	To enable students to pursue the specialist study of creative work in music, drawing as appropriate on the whole range of activities currently practised, and producing either a large-scale creative project or two smaller projects
	(b)	To foster creative imagination and intellectual rigour through active engagement with relevant artistic and academic debates
	(c)	To encourage the development of critical and original approaches
	(d)	To make available state-of-the-art resources for production, composition, performance and recording of music
	(e)	To support pursuit of musical practice with a range of complementary studies

10(a)	Programme Intended Learning Outcomes:	
		The programme provides opportunities for students to develop and demonstrate knowledge, understanding and skills in the following areas:
	A	Knowledge and understanding
	1	A range of repertoires, techniques and creative practices currently pursued by professional musical practitioners – composers, performers and others
	2	Current artistic and scholarly debates concerning musical creativity and its realisation through composition, performance and other practices

B	Subject-specific/professional skills
1	Technical skills (in e.g. composition, performance, studio technologies) appropriate to specific fields of creative work, and the ability to create new work using such skills, as demonstrated in particular through self-designed music projects
2	Critical understanding of, and engagement with, existing musical work and practice
3	Relation of such skills and understanding to broader social and cultural debates and situations
C	Cognitive skills
1	Critical evaluation of arguments, evidence and musical processes
2	Extrapolating theories and concepts from detailed data (including musical texts) and, conversely, applying theories and concepts to data.
D	Key (transferable) skills
1	Competence in written and oral communication, presentation and computer literacy
2	Ability to work independently, through self-management of time and learning methods
3	Critical and creative thought

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
A Knowledge and understanding	Basic approaches are established in Research Training seminars at the outset. Thereafter, the main methods through which knowledge and understanding are acquired are one-to-one teaching (e.g. with an instrumental teacher, for performers, or a composition teacher), together with seminars and workshops, in which students share experiences, debate ideas and benefit from specialist presentations (e.g. master classes). A high level of private

		study activity – reading, listening, study of existing repertoires, personal creative work – is assumed throughout, and this feeds into the classes and tutorials.
B	Subject-specific/professional skills	As A. In addition, students taking taught modules in specific technical areas (e.g. arrangement, orchestration, studio technologies) benefit from focussed lectures, seminars and tutorials in those areas
C	Cognitive skills	As B
D	Key (transferable) skills	These are introduced in the research training module. All students are required to produce written work to high standards of presentation, to give oral presentations, and to demonstrate critical skills and good self-management; feedback on students’ development in these areas is given continuously in seminars and tutorials.

10(c) Programme Intended Learning Outcomes:	Assessment Strategy and Methods
A Knowledge and understanding	Assessed through creative work, presented in the form appropriate to the material (recital, portfolio of scores or recordings, etc), together with supporting written commentary. Supporting (optional) modules are assessed in ways appropriate to their subject-matter (written project, portfolio, etc.). Students opting to do a dissertation emphasise the discursive aspect of their understanding and are assessed accordingly.
B Subject-specific/professional skills	As A
C Cognitive skills	As A
D Key (transferable) skills	Written communication, presentation, IT skills, critical and independent thought and

time-management are all assessed through a combination of creative project and commentary. Oral communication is assessed in the research training module – but only informally thereafter.

11 Programme Curriculum, Structure, and Features:

The programme is studied over one year full-time or two years part-time, and is based on attendance for a full academic year.

The programme requires completion of modules with a total credit value of 180. Modules vary in size from 10 to 100. Each 10 credits assumes 100 hours of student work, encompassing attendance at classes, private study and completion of assessed work.

All students take either one or two creative projects accompanied by a project commentary, and begin with a research training module. Remaining credits are made up from supporting modules in technical subjects, a dissertation, and/or modules chosen from other masters programmes in music, undergraduate programmes in music (up to 40 credits) and other programmes offered by the University. The field of creative project work is in principle free, and is agreed between student and supervisor. By virtue of available module choices, students can choose to work in one or more fields, and also to weight their efforts more towards projects or more towards taught subjects.

The structure and requirements can be tabulated as follows:

Code	Module	Credits	Comp	Core
MUS801	Music Research Training	10	Y	Y
MUS859	Music Research Literature Review (only if MUS802 is chosen)	10	N*	Y
MUS876	Research Project (mandatory unless MUS802 is chosen)	10	N*	Y

All candidates shall take modules from the following to a total of at least 60 credits and not more than 120 credits:

MUS903	Creative Project 1	90	N	Y
MUS904	Creative Project 2	60	N	Y
MUS905	Creative Project: semester one	30	N	Y
MUS906	Creative Project: semester two	30	N	Y
MUS907	Creative Project: semester three	30	N	Y
MUS802	Dissertation	60	N	Y

All candidates shall also take modules from the following list such that their credits for the programme as a whole total 180:

MUS803	Dissertation (not permitted if MUS802 is taken)	40	N	Y
MUS908	Instrumental Composition: Repertoire Studies	20	N	N
MUS909	Studio Composition: Repertoire Studies	20	N	N
MUS910	MAX/MSP Programming	20	N	N
MUS911	Improvisation for Creative Practice	20	N	N
MUS913	Vernacular Creative Practice: Repertoire Studies	20	N	N
MUS914	Performance Practice	20	N	N
MUS875	Research Project 1	10	N	N
Other	From elsewhere in Music or other programmes			

* One of these must be taken

12 Criteria for Admission:

Normally a good first degree in music (i.e. 2:1 or above). But candidates with other profiles (degree in a different subject; degree lower than 2:1) are considered on their individual merits, bearing in mind fit with the programme and any work-related or professional experience the applicant may possess.

13 Support for Students and their Learning:

Students are:

- (a) offered an induction programme at the beginning of the year (and in the following year, for part-time students)
- (b) provided with information on the programme and ICMus through handbooks and the School website
- (c) allocated to a personal tutor who assists them with their academic programme, advises on module choices, and helps with any personal problems
- (d) provided with e-mail access to relevant members of staff
- (e) offered foundational sessions in key skills (IT; library)
- (f) provided with access to careers, counselling and IT services
- (g) encouraged to attend ICMus research seminars
- (h) provided with access to the ICMus library and audio-visual facilities, in addition to those of the Robinson Library, and to practice rooms and technology studios.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

- (a) Programme and module questionnaires, and informal feedback, from students and staff
- (b) Regular review of the programme, constituent modules. Feedback and student progress and Board of Studies
- (c) Evidence from Examination Board, including external examiners' reports
- (d) Relevant discussions at Staff-Student Committee
- (e) Oversight by FTC and UTC
- (f) Internal programme and subject review

15 Regulation of Assessment

Most modules are assessed by coursework, although a few (depending on options chosen) also incorporate an examination. All assessment is double marked.

Information about assessment is available in the Postgraduate Degree Programmes Handbook and on the School website.

All modules must be passed for the award of a degree; students failing a proportion of their modules may be offered a Diploma in certain circumstances (see Regulations).

Final results are based on the weighted average of all module marks. The marking scale is as follows:

Pass	50
Merit	60
Distinction	70

External examiners are distinguished members of the academic community with specialist expertise appropriate to this programme. They are appointed by Faculty and their role is:

- (a) to approve examination papers, and assessment procedures and standards
- (b) to review samples of scripts and coursework, and every dissertation
- (c) to attend the Examination Board meeting
- (d) to report back to the University

16 Indicators of Quality and Standards:

Externally referenced standards for taught masters programmes in music do not yet exist, and this programme, in its present form, has not been subject to internal or QAA review. However, cross-institutional comparison via the external examiner system together with

data on students going on to further postgraduate courses or into employment provide assurance that standards at least meet accepted professional norms.

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The ICMus Postgraduate Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

The School website (<http://www.ncl.ac.uk/sacs/about/music/>)