

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	Master of Music
4	Programme Title	MMus
5	UCAS/Programme Code	5811
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	M
9	Date written/revised	May 2009

10 Programme Aims

- 1 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 several smaller projects
- 2 To foster creative imagination and intellectual rigour through active engagement with relevant artistic and academic debates
- 3 To encourage the development of critical and original approaches
- 4 To make available state-of-the-art resources for production, composition, performance and recording of music
- 5 To support pursuit of musical practice with a range of complementary studies

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme students should have engaged with:

- A1 A range of repertoires, techniques and creative practices currently pursued by professional musical practitioners, i.e. composers, performers and others
- A2 Current artistic and scholarly debates concerning musical creativity and its realisation through composition, performance and other practices

Teaching and Learning Methods

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.

Assessment Strategy

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.

Intellectual Skills

On completing the programme students should be able to:

- B1 critically evaluate arguments, evidence and musical processes
- B2 extrapolate theories and concepts from detailed data (including musical texts) and, conversely, applying theories and concepts to data.

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Practical Skills
On completing the programme students should have acquired:
C1 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. C2 Critical understanding of, and engagement with, existing musical work and practice. C3 Relation of such skills and understanding to broader social and cultural debates and situations.
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Transferable/Key Skills
On completing the programme students should be experienced with:
D1 Competence in written and oral communication, presentation and computer literacy D2 Ability to work independently, through self-management of time and learning methods D3 Critical and creative thought
Teaching and Learning Methods
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.
Assessment Strategy
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, and informally thereafter.

12 Programme Curriculum, Structure and Features
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Basic structure of the programme

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 30 to 90 credits. Each 10 credits assumes 100 hours of student work, encompassing attendance at classes, private study and completion of assessed work.

All students take between one and three 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, 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.

Key features of the programme (including what makes the programme distinctive)

The compulsory taught modules will be timetabled to accommodate the professional commitments of part-time students. This may include evening and weekend sessions.

The programme will be enriched by the ongoing ICMuS Research Forum series, in which visiting experts address the postgraduate community.

Programme regulations (link to on-line version)
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<http://www.ncl.ac.uk/regulations/regulations.html?id=266>

13 Criteria for admission

<i>Entry qualifications</i>

Normally a good first degree in music (i.e. 2:1 or above). 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.

Admissions policy/selection tools

Candidates are asked to provide evidence of practical and/or creative ability in a portfolio of recent musical practice, which may include CDs, DVDs, notated scores, or other media that represent their compositional or performance activities.

Non-standard Entry Requirements

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.

Additional Requirements

N/A

Level of English Language capability

Candidates whose first language is not English are expected to achieve IELTS 7.0 or equivalent prior to registration.

14 Support for Student Learning
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<i>Induction</i>

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The

International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

The School of Arts and Cultures has a range of music studios and practice rooms available for student use. There is also dedicated computing space with key specialist music software available.

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme

and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

N/A

Additional mechanisms

N/A

16 Regulation of assessment

Pass mark

The pass mark is 50

Course requirements Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

The University employs a common marking scheme, which is specified in the Taught Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail
50-59	Pass
60-69	Pass with Merit
70 or above	Pass with Distinction

<50	Fail
50 or above	Pass

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies.

The External Examiner is expected to:

See and approve examination papers

Moderate examination and coursework marking
Attend the Board of Examiners
Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
MUS8103	Creative Project 1	1-2	1-2	1-3	2-3
MUS8104	Creative Project 2	1-2	1-2	1-3	2-3
MUS8105	Creative Project S1	1-2	1-2	1-3	2-3
MUS8106	Creative Project S2	1-2	1-2	1-3	2-3
MUS8107	Creative Project S3	1-2	1-2	1-3	2-3
MUS8002	Dissertation	1-5	1-6	1-3	1-2
MUS8110	Live Electronic Performance	1-2	1-2	1-3	2-3
MUS8111	Improvisation for Creative Practice	1-2	1-2	1-3	2-3
MUS8127	Indian Music for Postgraduates	1-2	1-2	1-3	2-3
MUS8128	Composition in the Community	1-2	1-2	1-3	2-3
MUS8075	Extended Study 1	1-2	1-2	1-3	2-3
MUS8076	Extended Study 2	1-2	1-2	1-3	2-3