

## PROGRAMME SPECIFICATION



|          |                                 |                                       |
|----------|---------------------------------|---------------------------------------|
| <b>1</b> | <b>Awarding Institution</b>     | Newcastle University                  |
| <b>2</b> | <b>Teaching Institution</b>     | Newcastle University                  |
| <b>3</b> | <b>Final Award</b>              | MA                                    |
| <b>4</b> | <b>Programme Title</b>          | Master of Arts in Music and Education |
| <b>5</b> | <b>UCAS/Programme Code</b>      | 4083F/P                               |
| <b>6</b> | <b>Programme Accreditation</b>  | N/A                                   |
| <b>7</b> | <b>QAA Subject Benchmark(s)</b> | N/A                                   |
| <b>8</b> | <b>FHEQ Level</b>               | M                                     |
| <b>9</b> | <b>Date written/revised</b>     | June 2007                             |

### 10 Programme Aims

1. To provide students with high quality scholarship in the field of music and education at Newcastle University together with the opportunity to undertake highly topical research projects in a wide variety of educational contexts both within institutions and in the broader community within city and the region;
2. To enhance the academic and professional skills of graduates, teachers, professional musicians and others working in the wider field of music education, by developing depth and breadth of understanding for recent and current trends in the field of music and education within and beyond institutional settings;
3. To enable students to extend and enhance the knowledge, skills and intellectual abilities acquired in their first degree and, where applicable, during subsequent professional practice;
4. To cultivate the skills and attitude necessary for advanced research, critical scholarly writing, and independent study;
5. To provide students with a learning environment where the relationship between theory and practice is constantly interrogated and critiqued. The core module, Philosophy, Politics and Practice of Music Education, enables this kind of critical enquiry through the study of historical and current philosophies, and models of practices of music education, both nationally and internationally and within a wide-ranging socio-political perspective;
6. To enable students to undertake a rigorously designed research project that is of direct relevance to their own professional development;
7. To exploit the School's new expertise in music and education, and its existing internationally recognised strengths in the field of music performance pedagogy across one of the widest ranges of musical genre of any higher education institution in the UK;
8. To take advantage of the expertise of the School's highly rated research-active team in cutting edge critical musicology;
9. To project the University's profile across a wide range of institutions involved in music and education throughout the region and beyond, by developing existing and new knowledge transfer partnerships arising from research projects with primary, secondary and tertiary institutions, community cultural providers including the Sage Gateshead, and local music education advisory services in Newcastle, Gateshead and Northumberland;
10. To develop Newcastle University's international reputation for excellence in the field, leading to fruitful scholarly exchange and student recruitment. A formal partnership is already on offer from the new Bergen Research Institute for Arts and Cultures, associated with Bergen University College of Education, which offers one of the leading music educational programmes in Scandinavia;
11. To extend the gains made through Newcastle University's CETL in Music and Inclusivity, including the new resources in infrastructure, and special projects which develop contacts with local educational programmes;
12. To enhance the professional careers of graduates and contribute critically informed input and judgements to ongoing music educational policy formation within institutions and the wider community music educational contexts;
13. To provide a programme with learning outcomes which correspond to those defined by the FHEQ as *Masters Level*;

14. To comply with University policies and procedures for postgraduate teaching and programmes.

### **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:

#### **A. Knowledge and Understanding**

On completing the programme students will have developed:

1. A sophisticated understanding of music education and contemporary society
2. An intellectually critical knowledge of principal and competing philosophical discourses of music education that shape teaching and learning practices
3. A nuanced understanding of professional scholarly practice in the field of music and education
4. Detailed mastery of specific topics within this field, especially through the research processes and writing of a dissertation
5. A comprehensive understanding of techniques applicable for their own research
6. An advanced understanding and knowledge of the ethical responsibilities of research. This is of crucial significance when the research involves the study of children

#### **Teaching and Learning Methods**

The primary forum for the development of knowledge and understanding is the seminar, supported by lectures. Students are encouraged to pursue an intensive programme of independent reading and investigative work, the results of which are brought together and tested through discussion and dialogue in the seminars. Project and dissertation research is supervised through one-to-one tutorials.

#### **Assessment Strategy**

Assessed through a combination of:

- Essays: discrete written assignments for which students engage critically with specific concepts, practices, and facets of music educational praxis
- Research projects: for which students will plan, design and carry out relevant investigation in areas such as field work, literature review, data analysis, self-reflective action research on their own professional practice, leading to
- A Dissertation: which draws these elements together, and offers resultant findings and conclusions
- Oral Presentations
- A dissertation
- Unseen examinations, performances and composition portfolios where these are required in optional modules

#### **B. Intellectual Skills**

On completing the programme students will be able to:

1. Critically evaluate extant research, arguments and evidence
2. Extrapolate theories and concepts from data and, conversely, critically apply theories and concepts to data
3. Undertake critical and analytical thinking
4. Frame research questions, devise appropriate research procedures, and select fitting methodologies
5. Analyse and critically present and evaluate data
6. Evaluate critically current research and advanced scholarship in the discipline

|  |
|--|
| <b>Teaching and Learning Methods</b>   |
| Cognitive skills are taught, facilitated and encouraged in seminars and tutorials, as they are best tested and developed through one-to-one or small-group dialogue.   |
| <b>Assessment Strategy</b>   |
| Assessed through a combination of essays, research projects, oral presentations, a dissertation and unseen examinations , as delineated above  |
| <b>C. Practical Skills</b>   |
| On completing the programme students will have developed:  |
| <ol style="list-style-type: none"> <li>1. Reflective critical engagement with a wide range of issues related to music and education</li> <li>2. Relevant skills of analytical music education inquiry</li> <li>3. Research skills relevant to the wider range of musical and musicological studies, with specific relevance to music education research. These would include techniques pertaining to data collection and methods in qualitative and quantitative methodologies, literature search and review</li> <li>4. Competent and efficient oral presentation to a lay or professional audience</li> </ol> |
| <b>Teaching and Learning Methods</b>   |
| Practical skills are taught in lectures, tutorials and seminars. Research skills are first introduced in the research-training module, and then pursued through independent work.  |
| <b>Assessment Strategy</b>   |
| Assessed through a combination of essays, research projects, oral presentations, a dissertation and unseen examinations, as delineated above   |
| <b>D. Transferable/Key Skills</b>  |
| On completing the programme students should demonstrate:   |
| <ol style="list-style-type: none"> <li>1. Competence in written and oral communication, public presentation, computer literacy</li> <li>2. The ability to work independently through self-management of time and learning techniques</li> </ol>  |
| <b>Teaching and Learning Methods</b>   |
| These are introduced in research-training modules and developed in the remaining core and optional modules. 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 in seminars and tutorials.   |
| <b>Assessment Strategy</b>   |
| Written communication, presentation, IT skills, critical and independent thought and time-management are all assessed through a combination of essays, research projects, unseen examinations and the dissertation, as delineated above. Oral communication is assessed in the research-training module – but only informally thereafter.  |

|  |
|--|
| <b>12 Programme Curriculum, Structure and Features</b>   |
| <b>Basic structure of the programme</b>  |
| 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 study of 180 credits; modules vary in size from 10 to 60 credits. One hundred hours of student work are assumed for each 10 credits, encompassing attendance at classes, private study, research work, and completion of assessed work. |
| All students begin with 30 credits of research training and end with a dissertation. Part-time students may begin work on their dissertation during the first year of study, following completion of the initial research training.                            |

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

Students take a further taught compulsory core module, *Philosophy, Politics and Practice of Music Education*, in addition to 2 optional modules which may be drawn from other Masters' programmes in music. Where it may be of particular relevance to a student's interest, and with approval from the Degree Programme Director (DPD), up to 30 credits may be chosen from undergraduate programmes in music, supplemented in this case by a subsidiary module(10 credits) which enables an appropriately advanced level of study.

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)**

<http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/MusicandEducationMA.php>

**13 Criteria for admission***Entry qualifications*

Normally a good bachelor's degree in Music or Music Education (i.e. 2:1 or above) is required.

*Admissions policy/selection tools*

Candidates apply through the PG Application Portal, or can fill out an application form.

*Non-standard Entry Requirements*

Candidates with other profiles (degree in a different subject; degree lower than 2:1) may be considered on their individual merit, 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 required to achieve IELTS 7.0 or equivalent prior to registration.

**14 Support for Student Learning***Induction*

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 alongside 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 programme for inducing overseas students (see <http://www.ncl.ac.uk/international/arrival/sept/index.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 [www.ncl.ac.uk/undergraduate/support/tutor.phtml](http://www.ncl.ac.uk/undergraduate/support/tutor.phtml).

In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc, see [www.ncl.ac.uk/counselling-wellbeing/](http://www.ncl.ac.uk/counselling-wellbeing/)

#### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and for 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 [www.ncl.ac.uk/disability-support/](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 [www.ncl.ac.uk/iss/home/services.html](http://www.ncl.ac.uk/iss/home/services.html)

All new students whose first language is not English are required to take an English Language test in INTO Newcastle University. Where appropriate, in-session language training can be provided. INTO Newcastle University houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See [www.ncl.ac.uk/langcen/index.htm](http://www.ncl.ac.uk/langcen/index.htm)

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

#### *Module reviews*

All modules are evaluated via student questionnaire, the results of which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered 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 opinion*

All modules, and the degree programme, are evaluated by student questionnaire. Informal student opinion is also obtained at the Staff-Student Committee, and the Board of Studies. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels within 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 [www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](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 (Postgraduate programmes)

*Course requirements*

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research ([www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf](http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf)) and Examination Conventions for Taught Masters Degrees ([www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf](http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf)). Limited compensation for 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.

*Common Marking Scheme*

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 & 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 [www.ncl.ac.uk/postgraduate/](http://www.ncl.ac.uk/postgraduate/))

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see [www.ncl.ac.uk/calendar/university.regs/](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.

## Annex

### Mapping of Intended Learning Outcomes onto Curriculum/Modules

| Module  | Type                                      | Intended Learning Outcomes |     |     |     |
|---------|---|----------------------------|-----|-----|-----|
|         |   | A                          | B   | C   | D   |
| HSS8000 | Arts Research Methods                     |                            | 1-6 | 3   | 1   |
| MUS8004 | Research Training for Music Ed            | 1-3, 6                     | 1-6 | 1-4 | 1-2 |
| MUS8060 | Philosophy, Politics & Practice in Mus Ed | 1-4, 6                     | 1-6 | 1-4 | 1-2 |
| MUS8005 | Extended Music Ed Research                | 4-5, 6                     | 4-6 | 3-4 | 1-2 |
| MUS8053 | Studying Popular Musics                   | 4                          | 1-6 | 3-4 | 1-2 |
| MUS8054 | Cultural Theories of Music                | 4                          | 1-6 | 3-4 | 1-2 |
| MUS8055 | Music & Historiography                    | 4                          | 1-6 | 3-4 | 1-2 |
| MUS8056 | Studying World Musics                     | 4                          | 1-6 | 3-4 | 1-2 |
| MUS8058 | Advanced Musical Analysis                 | 4                          | 1-6 | 3-4 | 1-2 |
| MUS8002 | Dissertation                              | 1-5                        | 1-6 | 1-3 | 1-2 |