

**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>	Music
<b>5</b>	<b>UCAS/Programme Code</b>	9004
<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>	May 2011

**10 Programme Aims**

- 1 to consolidate and extend the knowledge, skills and intellectual abilities acquired in their first degree
- 2 to cultivate the skills and attitude necessary for advanced research and independent study
- 3 to choose from a programme of advanced modules in analysis, popular music studies, cultural theory, historical musicology and world musics, and so to build a programme of study related to their individual requirements
- 4 to produce a substantial dissertation on a subject of their own choice

**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 be able to engage in:

- A1 Musicological discourses, including those pertaining to one of the defined pathways
- A2 Professional scholarly practice in musicology
- A3 Detailed mastery of specific musicological topics, especially through the writing of a dissertation

**Teaching and Learning Methods**

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

**Assessment Strategy**

Assessed through a combination of unseen examinations, essays, research projects and a dissertation.

**Intellectual Skills**

On completing the programme students should be able to engage in:

- B1 Critical evaluation of arguments and evidence
- B2 Extrapolating theories and concepts from detailed data and, conversely applying theories and concepts to data

**Teaching and Learning Methods**

These are taught, facilitated and encouraged in seminars and tutorials, since they are best tested and developed through one-to-one or small-group dialogue.

**Assessment Strategy**

Assessed through a combination of unseen examinations, essays, research projects and a dissertation.

<b>Practical Skills</b>
On completing the programme students should be able to:
C1 Critically receive, engage with and develop appropriate modes of musicological discourse C2 Employ relevant historiographical, hermeneutic and analytical skills C3 Employ research skills in musicology
<b>Teaching and Learning Methods</b>
Subject-specific skills are taught and practised in seminars and tutorials, having been first introduced in research-training classes, and then pursued through independent student work.
<b>Assessment Strategy</b>
Assessed through a combination of unseen examinations, essays, research projects and a dissertation.
<b>Transferable/Key Skills</b>
On completing the programme students should be skilled in:
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 thought
<b>Teaching and Learning Methods</b>
These are introduced in research training 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 unseen examinations, essays, research projects and the dissertation. 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.
<b>Key features of the programme (including what makes the programme distinctive)</b>
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.
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/regulations.html?id=266">http://www.ncl.ac.uk/regulations/regulations.html?id=266</a>

<b>13 Criteria for admission</b>
<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.
<i>Admissions policy/selection tools</i> 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) 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**

The Student Services portal provides links to key services and other information and is available at: <http://www.ncl.ac.uk/students/>

#### *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 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.

#### *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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

#### *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. 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 e.g. 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.

#### *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.

#### *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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

### *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 and Examination Conventions for Taught Masters Degrees. 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	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

*Role of the External Examiner*

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

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

The University Prospectus: <http://www.ncl.ac.uk/postgraduate/>

The School Brochure <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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.

Module	Type	Intended Learning Outcomes			
		A	B	C	D
MUS8146	COMP	1-3, 6	1-6	1-4	1-2
MUS8002	COMP	1-5	1-6	1-3	1-2
MUS8010	COMP	1-5	1-6	1-3	1-2
MUS8011	COMP	1-5	1-6	1-3	1-2
MUS8148	OPT	4	1-6	3-4	1-2
MUS8149	OPT	4	1-6	3-4	1-2
MUS8150	OPT	4	1-6	3-4	1-2
MUS8135	OPT	4	1-6	3-4	1-2
MUS8136	OPT	4	1-6	3-4	1-2
MUS8139	OPT	4	1-6	3-4	1-2
MUS8140	OPT	4	1-6	3-4	1-2
MUS8141	OPT	4	1-6	3-4	1-2
MUS8145	OPT	4	1-6	3-4	1-2
MUS8159	OPT	4	1-6	3-4	1-2
MUS8143	OPT	4	1-6	3-4	1-2
MUS8144	OPT	4	1-6	3-4	1-2
MUS8156	OPT	4	1-6	3-4	1-2
MUS8158	OPT	4	1-6	3-4	1-2