****

**Programme Specification**

**Title of Course: MMus in Music Performance**

**Date Specification Produced: August 2014**

**Date Specification Last Revised: March 2021**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MMus Music Performance |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill |
| **Programme Accredited by:** |  |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The MA/MMus in Music was established in 1994 and has produced well over two hundred graduates, many of whom are leaders in the fields of composition, performance and music education. Students from the UK and overseas are attracted by the breadth of the programme, by the excellent accommodation and facilities provided within the Coombehurst complex and by the wide-ranging expertise of the Music staff. Students receive individual tuition from practising London professionals and benefit from a course of lectures and seminars given by leading researchers which is core to the programme.

In addition to taking the core module (Researching Music) followed by all MA/MMus students which teach research skills and present topics of current interest within music, music performance students take modules which cover aesthetics and theories of performance and the psychology of musical communication. Performance technique, interpretation and repertoire are taught through individual lessons which are supported by regular group lectures and masterclasses. Students also choose one elective from a wide range of other modules. The major project, undertaken under the guidance of a supervisor, involves a substantial recital as well as a paper on aspects of performance related to the recital; work on the project is supported by a core module which teaches project planning and development.

Music at Kingston is part of the Department of Performing Arts: Music, Dance, and Drama within the School of Arts, Culture, and Communication. Students can benefit from informal collaborations with students from these other areas and can opt to take a module from the MA in Film Studies.

Study is supported by a Learning Resources Centre, which subscribes to online journals and databases key to music research and is well stocked with books, musical scores, sheet music, CDs, LPs and DVDs. Ample practice facilities and ensemble rehearsal rooms are provided in the Coombehurst complex. Coombehurst Studio is a large high-quality live professional recording studio with surround sound, and there are four other well-resourced recording studios suitable for Master’s study.

1. **Aims of the Programme**

* To provide a coherent but flexible two-year part-time or one-year full-time Master’s programme for performers which will develop their musical and critical skills and knowledge to a level beyond that of first degree study.
* To stimulate an inquiring mind and encourage initiative, creativity, critical evaluation and independence of thought, which will allow the students to continue to develop their musical expertise and knowledge after they have graduated.
* To develop a systematic understanding of relevant musical knowledge, and a critical awareness of contemporary issues which is at, or informed by, the forefront of the discipline of music scholarship and performance.
* To provide knowledge of research practices in music and to enable students to undertake a substantial performance recital which is informed by research and theoretical knowledge.
* To provide a postgraduate programme which can be taken by performers who specialise in a wide range of musical styles and genres, and to enable students both to deepen and to broaden their understanding of musical style.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA subject benchmarks for Music (UG), the Master’s Degree Characteristics (20120), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas.

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | demonstrate knowledge of a broad range of issues which underpin current research in music; | B1 | handle complex issues both systematically and creatively, and communicate their findings clearly and succinctly both in writing and in performance; | C1 | demonstrate high order technical skills in music performance; |
| A2 | demonstrate knowledge and understanding of issues of performance practice; | B2 | demonstrate a high degree of critical awareness in relation to their own work and that of others; | C2 | demonstrate a high level of presentational competence and organisation in both their written work and their performance. |
| A3 | demonstrate a thorough understanding of research methods; | B3 | demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning, rehearsing and delivering a substantial performance recital; | C3 |  |
| A4 | understand the impact on performance of the aesthetics and psychology of musical communication. | B4 | link knowledge of performance theory to practice and use it to justify creative decisions. | C4 |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A good honours degree in music or another relevant subject. Where an applicant can produce evidence of relevant experiential learning (e.g., work as a professional performer or composer), it may be possible to consider in lieu of a music degree a good honours degree in a subject other than music or advanced study in a conservatoire which has not led to a degree.

Applicants need to demonstrate a good standard of performance (equivalent to II(i) at level 6) through the submission of a DVD, CD or audition.

A minimum IELTS score of 6.5, TOEFL 88 (iBT) or equivalent is required for those for whom English is not their first language.

It may be necessary to get DBS clearance if the student chooses one of the music education modules.

1. **Programme Structure**

This programme is offered in full-time/part-time mode and leads to the award of MMus Music Performance.

**E1. Professional and Statutory Regulatory Bodies**

*None*

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

The programme is made up of four modules each worth 30 credit points and the Major Project which is 60 credits. Part time students take 3x30 credit modules in year1 and 1x30 credit module and the Major Project (60 credits) in their second year. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

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| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Researching Music | MU7001 | 30 | 7 | 1&2 |
| Performance Studies | MU7003 | 30 | 7 | 1&2 |
| Critical Aspects of Musical Performance | MU7016 | 30 | 7 | 1&2 |
| Major Project | MU7012 | 60 | 7 | 2 |
| **Option modules** | | | | |
| Music and Technology In Education | MU6305 | 30 | 6 | 1&2 |
| Special Study: Jazz | MU6306 | 30 | 6 | 1&2 |
| Live Sound and Event Management | MU6307 | 30 | 6 | 1&2 |
| Special Study: Music Journalism: London Calling | MU6308 | 30 | 6 | 1&2 |
| International Music Education: Psychology, Culture and Philosophy | MU7004 | 30 | 7 | 1 |
| Constructing Music Education in the UK | MU7005 | 30 | 7 | 2 |
| Advanced Production of Popular Music | MU7006 | 30 | 7 | 1 |
| Composing and Marketing Popular Music | MU7007 | 30 | 7 | 2 |
| Techniques and Technology for Composing for Film and Television | MU7008 | 30 | 7 | 1 |
| Score and Screen | MU7017 | 30 | 7 | 2 |

Students exiting the programme with 60 credits are eligible for the award of PgCert in Music Performance.

Students exiting the programme with 120 credits are eligible for the award of PgDip in Music Performance.

1. **Principles of Teaching Learning and Assessment**

**Teaching and Learning**

The teaching and learning strategy is designed to facilitate the development of the students’ music performance skills through the study of performance practice, authenticity, contemporary performance, analysis of performance, the psychology of performance and individual instrumental tuition leading to the recitals. It will create informed, skilled and insightful practitioners across a wide range of musical genres. Students will also study a common core of research skills and select one optional module from a wide range of music topics and/or closely related subjects. The learning experience will culminate in a substantial research project in the form of a solo recital or conducted performance of 45 minutes with a related research paper. Tutor guidance will be provided to support module selection to ensure a balanced programme.

The philosophy of the learning and teaching strategy is based on the notion of the integration of theory and practice, with student participation central to course delivery. Students are encouraged to engage in debate, critique and to enhance their skills as independent learners through individual research and musical performance. The main foci of the teaching are on the development of the students' research, performance, musical analysis skills and critical analytical tools, so that they can develop autonomy in their learning. In addition students will be supported in the development of their interpretative and technical skills in preparation for their recital programmes, taking into account recent and current research as well as professional and artistic practices.

Variety in learning and teaching methods is central to the delivery of the MMus Music Performance at Kingston. Strategies include:

* Lectures;
* Seminars, discussions and debates;
* Performance workshops and masterclasses;
* Individual instrumental tuition;
* Individual tutorial.

Keynote lectures will be used to introduce topics and to disseminate key information, both theoretical and practical. These will be complemented by seminars where students will be involved in the discussion and critique of controversial issues, enabling them to clarify their understanding and engage with the material. Students will also be encouraged to undertake informal presentations and lead mini-seminars which will enhance their communication, analysis and synthesis skills, and prepare them for assessment. Participation in debate will develop in students the ability to present material in a logical and coherent manner, to listen to, consider and respond to the ideas of others, and to make informed adjustments to their own understanding. Performance workshops and individual instrumental tuition will be complemented by masterclasses led by performers from within the profession. These will be central to the delivery of the MMus Music Performance where first hand engagement is critical. Students will be supported in the development of self- and peer-assessment skills through critiquing their own performances and those of others. This process has the added benefit of offering continual formative feedback.

Training in advanced research methods will take the form of whole group lectures and workshops, some of which will take place in the Learning Resource Centre. Skills developed here will be complemented by those acquired through the Major Project module where students, through a series of performance-focussed seminars and tutorials, will gain the further skills and techniques required to conduct research, and be supported in the identification and development of a plan for the Major Project.

On the MMus Music Performance there is a high level of independent-guided study expected of the students on both taught modules and the more research-based Major Project. This outcome, in the form of a 45-minute recital with written complementary commentary and critical analysis, involves a high level of individual practice and research by the student. In the Major Project module, students are allocated a specialist supervisor, who will support them in the development and write up of their project through seminars and individual tutorials. The performance specific seminars will address issues that are common to the cohort e.g. selecting a topic for the written piece, analysing music and comparative analysis of recordings, building a programme, and progress reporting, where students will be expected to discuss and critically analyse their work. Individual tutorials will provide advice, for example, critical self-evaluation of performance, developing their written submission. The tutorials will be tailored to meet the individual needs of the student and will be arranged at times to meet the needs of both students and supervisor. A written record will be made by the supervisor, agreed by the student and a copy kept by both. The Major Project enables the student to specialise in a particular genre of composition to moving image and to demonstrate originality. Students are expected to take responsibility for their own learning in terms of background research, practical preparation and analysis, and to work independently and self critically.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (Canvas) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, audio-visual material and links to useful web-resources. Use of the collaborative tools offered by Canvas (e.g. discussion boards, blogs, wikis etc) will be encouraged to facilitate team-working and interactive problem-solving skills, to prepare for and follow up taught sessions and to prepare for assessment for Researching Music where online interaction with staff and other students will be an integral part of the assessment strategy. Canvas can be used from any networked personal computer in the University as well as from most personal computers connected to the Internet.

Students will be introduced to the nature of teaching and learning as part of the induction process, and to the support offered by the Academic Success Centre and the English language classes.

**Assessment**

The assessment strategies address the key aims of the programme: to develop students’ musical and critical skills and knowledge, to stimulate an inquiring mind and encourage initiative, creativity, critical evaluation and independence of thought, to develop a systematic understanding of relevant musical knowledge, and a critical awareness of contemporary issues in music, to provide knowledge of research practices in music and to enable students to undertake a substantial individual research project. The strategies are also designed to facilitate the acquisition of transferable skills that will enhance the students’ employability in a range of sectors, and to enable students to proceed to research degrees.

Assessment is by coursework. A wide variety of summative assessment strategies will be used which have been selected to match the diversity of the learning outcomes to be tested and the nature of the work to be assessed. The tasks have been designed to offer a set of stimulating challenges, many of which reflect demands likely to be imposed on students in the workplace. Alongside the summative assessment there will be many opportunities for students to receive formative feedback from their tutors through seminar discussions, informal presentations, composition, performance and studio-based workshops and group and one-to-one tutorials.

In summary, the nature of the assessment of the course will utilise a combination of:

* Annotated bibliography;
* Contributions to academic debate on Canvas;
* Critique /Critical review;
* Essay;
* Performance;
* Portfolio of Compositions / Recordings;
* Position paper;
* Practical project: planning, implementation and evaluation;
* Presentation;
* Recording Project (proposal, documentation and recordings);
* Research paper.

Written and oral presentations are central to the assessment strategy. Through these modes of assessment students demonstrate the ability to undertake independent reading and research, to analyse, critique, challenge and synthesise ideas, to offer a personal viewpoint and to communicate with competence and clarity to the audience.

Practical assessment takes the form of a public solo or ensemble performance / direction in a variety of locations relevant to the nature of music to be assessed e.g. public recital, lunchtime concert, simulated rehearsal or ‘gig’ (for popular music performance). Students are required to demonstrate technical competence, musicality, stagecraft and ensemble skills (where relevant), and in many cases to write a critical reflection on their performance.

On the MMus Music Performance there is a high level of independent-guided study expected of the students on both taught modules and the more research-based Major Project. This outcome, in the form of a 45-minute recital with written complementary commentary and critical analysis, involves a high level of individual practice and research by the student. In the Major Project module, students are allocated a specialist supervisor, who will support them in the development and write up of their project through seminars and individual tutorials. The performance specific seminars will address issues that are common to the cohort e.g. selecting a topic for the written piece, analysing music and comparative analysis of recordings, building a programme, and progress reporting, where students will be expected to discuss and critically analyse their work. Individual tutorials will provide advice, for example, critical self-evaluation of performance, developing their written submission. The tutorials will be tailored to meet the individual needs of the student and will be arranged at times to meet the needs of both students and supervisor.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Pre-sessional and year-long English language development programme
* Technical support to advise students on IT, the use of software and the technical operation of the studios and to advise and support them in the creation of curricular and extra-curricular studio projects
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Disabled student support
* The Union of Kingston Students
* Careers and Employability Services team, who will provide support for students prior to undertaking work placement(s)
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires) and a Postgraduate Survey
* Moderation policies
* Feedback from employers

1. **Employability Statement**

A high proportion of MMus Music Performance students obtain employment on graduation in the music profession, teaching, subjects allied to music or enrol for further study e.g. PGCE, MPhil or PhD either at home or abroad e.g. the USA. For those students who are already in employment and are undertaking the MMus Music Performance in a part-time mode, the award may accelerate promotion and open up new opportunities.

The particular nature of the MMus Music Performance at Kingston, combining as it does compositional and practical skills, alongside theoretical knowledge, equips graduates for a broad range of careers, including performing professionally, teaching in school, higher education, instrumental teaching, outreach work and educational workshops. Many of the graduates are international students and have taken up posts across the world, in locations such as Cyprus and Kuwait. The high level of research and transferable skills that students acquire during their studies also makes available to them careers in the wider commercial and business environments.

1. **Approved Variants from the Postgraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

**Course page on the KU website:**

<https://www.kingston.ac.uk/postgraduate-course/music-performance-mmus/>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Level 7**  **Compulsory Modules** | | | | **Level 6**  **Option Modules** | | | | **Level 7**  **Option Modules** | | | | | |
|  | **Module Code** |  | MU7001 | MU7003 | MU7016 | MU7012 | MU6305 | MU6306 | MU6307 | MU6308 | MU7004 | MU7005 | MU7006 | MU7007 | MU7008 | MU7017 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S | S | S |  |  |  | S | S | S |  |  |  |  |
| A2 |  | S | S | S | S | S | S |  |  |  | S | S | S | S |
| A3 |  | S | S |  | S |  |  | S | S | S |  |  |  |  |
| A4 |  | S | S | S | S | S | S | S |  |  |  |  |  |  |
| **Intellectual Skills** | B1 |  | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B3 |  | S | S |  | S | S | S | S | S | S | S | S | S | S |
| B4 |  | S | S |  | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 |  | S | S |  |  | S | S |  |  |  |  |  |  |  |
| C2 |  | S | S | S | S | S | S | S | S | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | MMus in Music Performance |
| **Intermediate Award(s):** | Postgraduate Diploma in Music Performance  Postgraduate Certificate in Music Performance |
| **Minimum period of registration:** | 1 year full-time; 2 years part-time |
| **Maximum period of registration:** | 2 years full-time; 4 years part-time |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | Music |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **Course/Route Code:** | PFMUP1MUP01 (Full-time)  PPMUP1MUP01 (Part-time) |
|  |  |