



Programme Specification

Title of Course: *MA Music*

Date first produced	31/07/2014
Date last revised	15/01/2024
Date of implementation of current version	01/09/2024
Version number	4
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Performing Arts
Delivery Institution	Kingston University

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	MA Music
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Diploma in Music Postgraduate Certificate in Music
Course Code <i>For each pathway and mode of delivery</i>	PPMUS1MUS01 PFMUS1MUS01
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	Masters
Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time With Professional Placement
Available as:	
Minimum period of registration:	Part-time - 2 Full-time - 1 With Professional Placement - 2
Maximum period of registration:	Part-time - 4 Full-time - 2 With Professional Placement - 3
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 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 a DBS (Disclosure and Barring Service) clearance if the student chooses one of the music education modules.

Programme Accredited by:	n/a
QAA Subject Benchmark Statements:	Music
Approved Variants:	None
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	See entry criteria
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

- 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, critical evaluation and independence of thought which will allow continued autonomous development of music expertise and knowledge beyond graduate studies.
- 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 individual research project culminating in a musical composition or a written dissertation.
- To provide a postgraduate programme which can be taken by students from a wide range of musical backgrounds, and to enable students both to deepen and to broaden their understanding of musical styles and contexts.

B. Intended Learning Outcomes

The programme outcomes are referenced to the QAA subject benchmarks for Music (UG), the Master's Degree Characteristics (2020), the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014). The programme learning outcomes will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

In addition to the programme learning outcomes, the programme of study will allow students to develop the following range of Graduate Attributes:

- Creative Problem Solving
- Digital Competency
- Enterprise
- Questioning Mindset
- Adaptability
- Empathy
- Collaboration
- Resilience
- Self-Awareness

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

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	demonstrate knowledge and understanding 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	C3	Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice).
A2	demonstrate thorough understanding of research methods, in particular those applicable to the area of research chosen for the major project	B2	demonstrate a high degree of critical awareness in relation to their own work and that of others	C1	demonstrate high level practical and technical skills relevant to their chosen areas of study
A3	demonstrate in-depth knowledge and understanding in relation to the subject area of the major project	B3	demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing activities at a professional or equivalent level	C2	demonstrate a high level of presentational competence in their work
		B4	link theory to practice and apply insights from one area of music study to another		

In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

This programme is offered in full-time and part-time modes and leads to the award of MA in Music.

E1. Professional and Statutory Regulatory Bodies
None

E2. 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 Year 1 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.

MA Music

Level 7							
MA Music							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Major Project	MU7012	60	7	2		1	1
Researching Music	MU7001	30	7	1&2		1	1
Optional Modules							

Advanced Production of Popular Music	MU7006	30	7	1		1	2
Composing and Marketing Popular Music	MU7007	30	7	2		1	2
Constructing Music Education in the UK	MU7005	30	7	2		1	1
Critical Aspects of Performance Presentation	MU7016	30	7	1&2		1	2
International Music Education Psychology, Culture and Philosophy	MU7004	30	7	1		1	1
Performance Studies	MU7003	30	7	1&2		1	2
Score and Screen	MU7017	30	7	2		1	2
Techniques and Technology for Composing for Film and Television	MU7008	30	7	1		1	2

Level 7 information

Level 7

MA Music

Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Major Project	MU7012	60	7	2		1	2
Researching Music	MU7001	30	7	1&2		1	1
Optional Modules							
- Advanced Production of Popular Music (v1 2019-20)	MU7006	30	7	1		1	1 or 2
Composing and Marketing Popular Music	MU7007	30	7	2		1	1 or 2
Constructing Music Education in the UK	MU7005	30	7	2		1	1 or 2
Critical Aspects of Performance Presentation	MU7016	30	7	1&2		1	1 or 2
International Music Education Psychology, Culture and Philosophy	MU7004	30	7	1		1	1 or 2
Performance Studies	MU7003	30	7	1&2		1	1 or 2
Score and Screen	MU7017	30	7	2		1	1 or 2
Techniques and Technology for Composing for Film and Television	MU7008	30	7	1		1	1 or 2

D. Principles of Teaching, Learning and Assessment

Teaching and Learning

The teaching and learning strategies are designed to enable the students to acquire a broad knowledge of music, to engage in more detail with particular musical specialisms, to develop research skills and to undertake a substantial research project in the form of a composition folio or dissertation. Students will study a common core of modules and complement these with a selection made from other named music Master's awards. Tutor guidance will be provided to support module selection, to ensure a balanced programme and one that matches the entry profile, the aspirations of the individual and the learning outcomes of the award. Depending upon the choice of optional modules, the learning experience will culminate in a substantial research project in the form of either a portfolio of original compositions or 15,000-word dissertation.

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. The main foci of the teaching are on the development of the students' research skills, creative approaches, practical skills and critical analytical tools, so that they can develop autonomy in their learning. In addition, students taking creative modules such as performance or composition will be supported in the development of their own informed and original creative voices, taking into account recent and current research as well as industry and artistic practices.

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

- Lecture;
- Seminar;
- Workshop and practical demonstration;
- Studio-based work;
- Professional recording session;
- 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 and debates 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 which will enhance communication, analysis and synthesis skills, and prepare them for assessment.

Workshops and studio-based work will be central to the delivery of the optional modules focusing on performance, composition, and music technology, where hands-on experience is integral. Students will be supported in the development of self- and peer-assessment skills through critiquing their own work and that of others. This process has the added benefit of offering continual formative feedback.

The Major Project enables the student to specialise in a particular genre of composition or an investigation of a particular interest in music. 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. The Major Project is supported through subject specific seminars and individual tutorials.

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 Colloquia 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.

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

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

Annotated bibliography;

- Academic debate
- Critique /Critical review;
- Essay;
- Performance;
- Portfolio of Compositions / Recordings;
- Position paper;
- Practical project: planning, implementation and evaluation;
- Live and pre-recorded Presentations;
- 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.

Creative outcomes are assessed by a portfolio of compositions (with accompanying recording score and evaluation), recordings, or sound-to-picture music files. Students are required to develop a distinctive voice and demonstrate a range of techniques, compose imaginatively, competence in the use of instruments, produce a genre-dependent score and critically appraise their own work. Depending on the nature and style of the compositions, the scores could take the form of conventional notated scores or take the form of DAW projects with rendered stereo outputs.

The MA in Music culminates in the Major Project which enables the student to undertake an original piece of research or creative work on a topic of their own choice in the form of either a dissertation or equivalent, or a folio of Compositions with supporting recording and critical commentary. Students undertaking the written dissertation will demonstrate the ability to undertake independent reading and research, analyse, critique, challenge and synthesize ideas, offer a personal viewpoint, and communicate with competence and clarity to the audience.

E. Support for Students and their Learning

Students will be introduced to the nature of teaching and learning as part of the induction process and 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
- Bespoke language and academic writing support for core music research and music education modules
- One-to-one writing support
- A placement tutor to give general advice on placements
- Technical support to advise students on IT 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 and Skills For Study – online platforms 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
- Disability and Mental Health support
- The Union of Kingston Students
- Careers and Employability Services Team
- Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments

F. 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
- Student Voice Committee
- Student representation at the Course, School and Faculty levels
- School Education Committee with student representation
- Annual Monitoring and Enhancement
- Student evaluation including Early Module Reviews and MEQs (Module Evaluation Questionnaires) for each module and a PTES (Postgraduate Taught Experience Survey)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

A high proportion of full-time MA/MMus students obtain employment on graduation, finding posts either in the music industry, subjects allied to music, teaching or enrol for a MPhil/PhD either at home, or abroad. For those students who are already in employment and are undertaking the MA in a part-time mode, the award may accelerate promotion and open up new opportunities.

The particular nature of the MA Music at Kingston, combining theoretical knowledge and practical skills, offers a broad musical curriculum, and equips graduates for a broad range of careers which have included music and arts administration, the music business, school, higher education and instrumental teaching, outreach work and educational workshops, music composition, arranging, professional performance, conducting and music publishing. The high level of research and transferable skills that students acquire during their studies also makes available to them careers in both the commercial and business environment.

Work-based learning, including sandwich courses and higher or degree apprenticeships

NA

H. Other sources of information that you may wish to consult

Course page on the KU website:

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

I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 7									
		MU7016	MU7017	MU7008	MU7007	MU7006	MU7005	MU7003	MU7001	MU7012	MU7004
Knowledge & Understanding	A1						S		S	S	S
	A2	S	S	S			S	S	S	S	S
	A3	S	S	S	S	S	S	S	S	S	S
Intellectual Skills	B1	S	S	S	S	S	S	S	S	S	S
	B2	S	S	S	S	S	S	S	S	S	S
	B3	S	S	S	S	S	S	S	S	S	S
	B4	S			S	S	S		S	S	S
Practical Skills	C3				S	S		S	S	S	S
	C1		S	S	S	S		S	S	S	
	C2	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.