

# Programme Specification

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

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<b>Version number</b>	2
<b>Faculty</b>	Kingston School of Art
<b>School</b>	School of Arts
<b>Department</b>	Department of Performing Arts
<b>Delivery Institution</b>	Textiles and Fashion Industry Training Centre (TaF.tc)

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

<b>Award(s) and Title(s):</b> <i>Up to 10 pathways</i>	MMus Music Performance
<b>Intermediate Awards(s) and Title(s):</b> <i>There are 4 Intermediate awards for each pathway</i>	Postgraduate Certificate in Music Performance  Postgraduate Diploma in Music Performance
<b>Course Code</b> <i>For each pathway and mode of delivery</i>	PFMUP1MUP21
<b>UCAS code</b> <i>For each pathway</i>	

<b>RQF Level for the Final Award:</b>	
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Textiles and Fashion Industry Training Centre (TaF.tc)
<b>Location:</b>	Partner Institution
<b>Language of Delivery:</b>	English
<b>Modes of Delivery:</b>	Full-time
<b>Available as:</b>	Full field
<b>Minimum period of registration:</b>	Full-time - 1
<b>Maximum period of registration:</b>	Full-time - 2
<b>Entry Requirements:</b>	<p>The minimum entry qualifications for the programme are:</p> <p>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.</p> <p>Applicants need to demonstrate a good standard of performance (equivalent to II(i) at level 6) through the submission of a portfolio with links to an online video recorded performance.</p> <p>A minimum IELTS score of 6.5, TOEFL 88 (iBT) or equivalent is required for those for whom English is not their first language.</p> <p>It may be necessary to get DBS (Disclosure and Barring Service) clearance or the international equivalent if the student chooses one of the music education modules.</p>

<b>Programme Accredited by:</b>	N/A
<b>QAA Subject Benchmark Statements:</b>	Music
<b>Approved Variants:</b>	N/A
<b>Is this Higher or Degree Apprenticeship course?</b>	

***For Higher or Degree Apprenticeship proposals only***

<b>Higher or Degree Apprenticeship standard:</b>	N/A
<b>Recruitment, Selection and Admission process:</b>	N/A
<b>End Point Assessment Organisation(s):</b>	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 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.

### 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 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 a high level of presentational competence and organisation in their written work;
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 high order technical, interpretive, and communication skills in music 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	demonstrate a high level of presentational competence in their music performance;
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	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).

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

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.

#### MMus Music Performance

Level 7							
MMus Music Performance							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Critical Aspects of Performance Presentation	MU7016	30	7	Full Year	None	1	
Major Project	MU7012	60	7	Teaching Block 2	None	1	
Performance Studies	MU7003	30	7	Full Year	None	1	
Researching Music	MU7001	30	7	Full Year	None	1	
Optional Modules							
Advanced Production of Popular Music	MU7006	30	7	Teaching Block 1	None	1	
Composing and Marketing Popular Music	MU7007	30	7	Teaching block 2	none	1	

Constructing Music Education in the UK	MU700 5	30	7	Teaching Block 2	None	1	
International Music Education Psychology, Culture and Philosophy	MU700 4	30	7	Teaching Block 1	None	1	
Score and Screen	MU701 7	30	7	Teaching block 2	none	1	
Techniques and Technology for Composing for Film and Television	MU700 8	30	7	Teaching block 1	none	1	

### Level 7 information

Students who exit the course with a minimum of 60 completed credits at level 7 will be eligible for the award of Postgraduate Certificate in Music Performance.

Students who exit the course with a minimum of 120 completed credits at level 7 will be eligible for the award of Postgraduate Diploma in Music Performance.

Students who complete the course and pass 180 credits at level 7 will be eligible for the award of MMus Music Performance.

## D. Principles of Teaching, Learning and Assessment

The teaching and learning strategies are designed to facilitate the development of 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 to develop informed, skilled and insightful practitioners across a wide range of musical genres.

Students will also study a common core of Researching Music 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 and critique and to enhance their skills as independent learners through individual research and composition. The main foci of the teaching are on the student skill development of research, technique and interpretation, critical reflection and analysis, and performance presentation.

A variety of learning and teaching methods is central to the delivery of the MMus Music Performance. 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. 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.

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. 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.

The performance based Major Project enables the student to plan, prepare and present a 45-minute recital with a written complementary commentary and critical analysis.

Students are expected to take responsibility for their own learning in terms of background research, practical preparation, and to work independently and self critically. Students are allocated both a performance tutor and a specialist supervisor, who will support them in the development of their project. Individual tutorials will provide advice, for example, on critical self-evaluation of performance and developing their written submission.

In addition to face-to-face contact between students and teaching staff, a virtual learning environment 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 through the VLE (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 where online interaction with staff and other students will be an integral part of the assessment strategy.

## 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.

Practical formative and summative assessments take 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.

The MMus in Music Performance culminates in a 45-minute recital with written complementary commentary and critical analysis. This enables the student to undertake the programming, preparation, and professional presentation of the project involving a high level of individual practice and critical reflection by the student.

## **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
- Student Voice Committee
- VLE – a versatile online interactive intranet and learning environment accessible both on and off-site
- Online platforms to support learning e.g. study skills and employability
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Disability and Mental Health support
- Careers and Employability Services Team

## **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
- Annual Monitoring and Enhancement
- Student evaluation including Early Module Reviews and MEQs (Module Evaluation Questionnaires) for each module and student surveys
- Moderation policies
- Feedback from employers

## G. Employability and work-based learning

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 Ph.D. either at home or abroad. 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 new opportunities.

The particular nature of Postgraduate study, combining theoretical knowledge and practical skills, offers a broad musical curriculum, 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***

N/A

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

**Course page on the website: TBC**

## 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

		MU7017	MU7008	MU7007	MU7001	MU7012	MU7003	MU7016	MU7004	MU7006	MU7005
<b>Knowledge &amp; Understanding</b>	A1					S	S	S	S		S
	A2	S	S	S		S		S		S	
	A3						S	S	S		S
	A4					S	S	S			
<b>Intellectual Skills</b>	B1	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
	B4	S	S	S			S	S	S	S	S
<b>Practical Skills</b>	C1						S	S			
	C2	S	S	S	S	S	S	S	S	S	S
	C3					S	S				
	C4	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.**