PROGRAMME SPECIFICATION **(Research Postgraduate)**		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	MMus (Masters in Music)
4	**Programme Title**	MMus
5	**Programme Code**	5811F, 5811P
6	**Programme Accreditation**	n/a
7	**QAA Subject Benchmark(s)**	n/a
8	**FHEQ Level**	7
9	**Last updated**	February 2024

10 Programme Aims

1. To foster creative imagination and intellectual rigour through active engagement with relevant artistic and academic debates
2. To encourage the development of critical and original approaches
3. To consolidate and extend the knowledge, skills and intellectual abilities acquired in students' first degree
4. To cultivate the skills and attitude necessary for advanced research and independent study and/or for professional practice
5. To enable students to pursue the specialist study of academic and/or creative work in music, drawing as appropriate on the whole range of activities and approaches currently practised
6. To make available state-of-the-art resources for the study, production, composition, performance and recording of music
7. To offer a programme which complies with University policies and QAA codes of practice and satisfies the requirements of level 7 of the Framework for Higher Education Qualifications

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in a range of areas and sub-disciplines with the fields of creative practice and musicology.

Knowledge and Understanding

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

A1 A range of repertoires, techniques, scholarly methodologies and/or creative practices currently pursued by academics and musical practitioners, i.e. musicologists, composers, performers and others
A2 Current artistic and scholarly debates concerning musical creativity and its realisation through composition, performance and other practices
A3 Critical analysis of musicological, compositional and/or performance-related discourses
A4 Professional scholarly and creative practice
A5 Detailed mastery of specific musicological, compositional and/or performance-related topics

Teaching and Learning Methods

Core approaches are established in Research Training seminars at the outset. Thereafter, the main methods through which knowledge and understanding are acquired are through a combination of one-to-one supervision (e.g. with an academic supervisor or an instrumental teacher for performers) and small-group tutorials (especially, though not exclusively, for musicology) and (where appropriate) workshops (particularly for practiced based research). Students also benefit from specialist presentations (e.g. master classes, research seminars). A high level of private study activity – reading, listening, study of existing repertoires, personal creative work – is assumed throughout, and this feeds into the supervisions, seminars, workshops and tutorials.

Assessment Strategy

Assessment – in which knowledge and understanding is demonstrated and assessed - is normally by a combination of:

- portfolio (usually, but not exclusively, for score- or studio-based composition), accompanied by a critical commentary
- live performance (for those specialising in performance) or live multimedia event or installation (creative practice) accompanied by a critical commentary
- essay
- and oral examination (presentations)

This mix of assessments maps onto existing practice within the various sub-branches of the study of music and is in line with benchmark statements on music. The strategy is designed specifically not merely to 'test' students but to enable them to explore different modalities for experiencing and studying musical practices from a range of traditions.

Intellectual Skills

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

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

Teaching and Learning Methods

The Research Training seminars introduce and explore key methodological approaches and critical, intellectual skills. These skills are then developed in seminars, tutorials and supervisions, since they are best tested and developed through one-to-one or small group dialogue.

Assessment Strategy

Regardless of primary approach (musicological or creative) all students submit two essays for Research Training that encourage them to critically explore the field in which they are working, and the key methodologies and underpinning intellectual foundations of that field. All students – regardless of primary approach – engage in a mix of assessments (see above) that always include an element of critical commentary and analysis that demonstrates intellectual skills as outlined above. Whilst creative practice is assessed through creative work presented in the form appropriate to the material (recital, portfolio of scores or recordings, etc.), together with supporting written commentary that curates the intellectual underpinnings of the work, musicological projects are primarily assessed through essays.

Practical Skills
On completing the programme students should have developed: C1 a critical understanding of, and engagement with, existing musical work and practice C2 technical skills (in e.g. composition, performance, studio technologies, editing, working in archives) appropriate to specific fields of work C3 the ability to relate such skills and understanding to broader social and cultural debates and situations C4 the ability to critically receive, engage with and develop appropriate modes of musicological, compositional and performance-related discourse C5 the ability to employ relevant historiographical, hermeneutic and analytical skills C6 the ability to employ relevant research skills

Teaching and Learning Methods
Practical skills specific to the student's chosen mode of study are taught through one-to-one supervision by specialists in the field (including instrumental and vocal tuition for those specialising in performance) and in small-group tutorials in elective modules led by staff specialising in the field.

Assessment Strategy
The practical skills outlined above are assessed through a varied range of assessment methods (as already outlined above) that are specific to the chosen mode of study (i.e. composition portfolios, live performances, sound art events and installations, essays and critical commentaries).

Transferable/Key Skills
On completing the programme students should have developed: 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 and creative thought

Teaching and Learning Methods
Teaching of written and oral communication skills are embedded in the Research Training module in the first instance, and are then furthered in the small-group tutorials, workshops and one-to-one supervisions in which students discuss and debate ideas, informally present work in progress and receive feedback on written work from their supervisor or tutorial leader. IT skills are inherent in the presentational requirements for all work, irrespective of strand across the programme. The ability to work independently, through self-management of time and learning methods, is introduced in the Research Training module, and thereafter is inherent in the 20-credit electives and creative projects as well as the 80-credit dissertation or project all of which require a large amount of independent study in addition to the support given by the supervisor or tutorial leader. The teaching and encouragement of critical and creative thought are inherent and built into to all aspects of the MMus from Research Training through to the final 80-credit project or dissertation.

Assessment Strategy
Written communication, presentation, IT skills, critical and independent thought and time-management are all assessed through a combination of essays, research projects and the dissertation or final creative project. Oral communication is assessed in the 80-credit dissertation or creative project modules in which students give a presentation in January worth 10% of the final mark.

12	Programme Curriculum, Structure and Features
Basic structure of the programme	

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 20 to 80 credits. Two hundred hours of student work are assumed for each 20 credits, encompassing attendance at seminars, tutorials and 'structured interactions' with the primary supervisor, private study, research work, and completion of assessed work.

All students begin with 40 credits of research training and take 60 credits of bespoke creative projects and/or tutor-led elective projects, leading to independent research essays or portfolios. These may be taken as three 20-credit modules or as one 40-credit project and one 20-credit project or elective. All students are required to complete a minimum of 80 credits in a core specialisation (dissertation, performance, or composition). Part-time students take their core 80 credits in year 2 of the programme of study,

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

The programme enables specialisation in either creative practice (loosely speaking composition and composition-related practices or performance and performance-related practices) or musicology (popular music studies, music history, ethnomusicology, cultural and theoretical musicology, analysis and other areas). What distinguishes this programme is the emphasis on *research* and student-led work. The programme also offers students the opportunity to combine both musicological and creative approaches and to bring these different approaches to bear on one another over their full programme of study.
The programme is enriched by the ongoing ICMuS Research Forum series, in which visiting experts address the postgraduate community.

Programme regulations (link to on-line version)

5811 Programme Regulations 24-25

13	Support for Student Learning

Generic information regarding University provision is available here.

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

Generic information regarding University provision is available here.

Accreditation reports
N/A

Additional mechanisms
N/A

15	Regulation of assessment

Generic information regarding University provision is available here.

In addition, information relating to the programme is provided in:
The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/ Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/
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.