

UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME REGULATIONS (for PGT programmes that will run under the new modular scheme)

This document applies to students who commence the programme(s) in:					
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Department of Music					
Award(s) and programme title(s)			Level of qualification		
MA in Community Music			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
Postgraduate Certificate in Community Music					
Postgraduate Diploma in Community Music					
Admissions criteria					
Normally a 2i first degree in music or a related subject (for example education, sociology/social work or art therapy) although relevant and significant professional experience will also be considered. For international students an IELTS score of 6 is required.					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode		
			Face-to-face, campus-based	Distance learning	Other
MA in Community Music	1 year full time or 3 years part time.		X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/A					
Educational aims of the programme(s)					
For the Masters, Diploma and Certificate:					
<ul style="list-style-type: none"> • To provide a theoretical and practical base for the application of music in a range of formal and informal contexts including education, health, care, the criminal justice system, youth work and recreation • To provide students with the knowledge and skills to develop a portfolio career in the above settings as performers, composers, facilitators and administrators • To provide students with critical and methodological skills • To provide students with strategies for reflective practice • To expose students to the music department's research specialisms in education, world 					

- music, technology, gender, composition and performance.
- To develop links with good practice both nationally and internationally and provide overseas students with relevant transferable knowledge and skills

Additionally for the Diploma (if applicable):

Additionally for the Masters:

- To develop fieldwork studies, research and the production of a related dissertation
- To prepare students for further postgraduate study at doctoral level

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:

The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:

A: Knowledge and understanding

- Knowledge and understanding of:
For the Masters, Diploma and Certificate:
- the underlying theories upon which current practice in arts education and the art therapies are based
 - the social and political context of the arts
 - the structure and management of ‘third sector’ charitable enterprises
 - current government arts policy and legislation
 - the role of business planning in the arts

Additionally for the Diploma:

Additionally for the Masters:

- the relationship between theory and practice, their implementation and evaluation

Learning/teaching methods and strategies (relating to numbered outcomes):

- seminars and workshops (1-6)
- tutorials (1-6)
- fieldwork study (6)
- dissertation supervision (6)

Types/methods of assessment (relating to numbered outcomes)

- essays (1-4)
- sample business plans and case studies (3-5)
- dissertation (6)

B: (i) Skills – discipline related	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. perform, compose and apply music technology in a range of musical styles and contexts 2. develop schemes of work and project plans 3. apply artform skills to the needs and interests a range of client groups 4. present, discuss and explore aspects of musical theory and practice in different contexts <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. Explore and analyse the application of artform skills in extended workplace study 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • seminars and workshops (1-5) • work experience and mentoring (1-5) • tutorials (1-5) • fieldwork study (5) • dissertation supervision (5) <hr/> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • essays (1-4) • sample lesson/workshop plans (1-4) • performances and workshops (1-4) • dissertation (5)
B: (ii) Skills - transferable	
<p>Able to:</p> <p><i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. lead, facilitate and observe creative workshops 2. develop and manage creative projects 3. evaluate effectiveness and produce reports 4. produce work independently to a deadline <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. collect data and observational material for a more extended research project 6. work to a study/research brief 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • seminars and workshops (1-4) • work experience and mentoring (1-4) • tutorials (1-4) • fieldwork study (5-6) • dissertation supervision (5-6) <hr/> <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • written evaluations and project plans (1-4) • workshops (1-2) • dissertation (5-6)

C: Experience and other attributes	
<p>Able to: <i>For the Masters, Diploma and Certificate:</i></p> <ol style="list-style-type: none"> 1. undertake shadowing, mentoring, observation 2. contribute to seminars and discussion 3. develop reflective practice 4. develop workspace and class management skills <p><i>Additionally for the Diploma:</i></p> <p><i>Additionally for the Masters:</i></p> <ol style="list-style-type: none"> 5. relate this experience to a theoretical base 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • seminars and workshops (1-4) • work experience and mentoring (1-4) • tutorials (1-4) • fieldwork study (5) • dissertation supervision (5) <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • written evaluations (1-4) • dissertation (5)
<p>Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)</p>	
<p>N/A</p>	
<p>University award regulations</p>	
<p>To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.</p>	
<p>Departmental policies on assessment and feedback</p>	
<p>Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website:</p>	
<p>Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. These are available in the student handbook and on the Department's website:</p>	

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
Community Music in Principle (20 credits)	Groupwork, classwork and project management (20 credits)	History and practice of community arts (20 credits)	
	Fieldwork study placement and research project (60 credits)		
Music in education, therapy and health (20 credits)	World music and the other arts (20 credits)	Music technology and arts administration (20 credits)	

Postgraduate Diploma (if applicable)

Autumn term	Spring term	Summer term
Community Music in Principle (20 credits)	Groupwork, classwork and project management (20 credits)	History and practice of community arts (20 credits)
Music in education, therapy and health (20 credits)	World music and the other arts (20 credits)	Music technology and arts administration (20 credits)

Early exit awards

Postgraduate diploma – students must achieve 120 credits for all the Autumn, Spring and Summer term core modules.

Postgraduate Certificate – attainment of any 60 taught credits

Autumn term	Spring term	Summer term
Community Music in Principle (20 credits)	Groupwork, classwork and project management (20 credits)	History and practice of community arts (20 credits)
Music in education,	World music and the	Music technology and

therapy and health (20 credits)	other arts (20 credits)	arts administration (20 credits)
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Part time students

Part time students may spread the modules and fieldwork study over two or three years. Modules are free standing taught units and may be taken in any order.

A typical arrangement might consist of;

Year one – modules 1,3,5

Year two – modules 2,4,6

Year three – fieldwork study

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
	Week one - Modules 1 and 2 Coursework portfolio 1 part one: Essay or evaluation/ workshop/ lesson plan* Coursework portfolio 1 part two: Essay or evaluation/ workshop/ lesson plan* Week 3 Easter Vacation - Modules 3 and 4 Coursework portfolio 2 part one: Essay or workshop/ lesson plan/ performance/	Week 10 Module 5 and 6 Coursework portfolio 2 part 3 : Essay and workshop/ lesson plan/ performance/ composition/ business plan * Coursework portfolio 2 part 4 : Essay and workshop/ lesson plan/ performance/ composition/ business plan *	Progression board week 4 Summer Vacation Reassessments week 8 Summer Vacation 3 week of Sept Dissertation	Autumn term Week 2

	<p>composition/ business plan *</p> <p>Coursework portfolio 2 part two: Essay or workshop/ lesson plan/ performance/ composition/ business plan *</p>			
	<p>Part time students will only submit the portfolio part for which they are undertaking the module</p>			

Assessment

Week 1 Spring term, Easter Vacation week 1 and Week 10 Summer term

*** Coursework portfolio must include two essays relating to two of the core modules**

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Community music in principle		7	20	None		Autumn 2-3 Portfolio 1	
Music in education, therapy and health		7	20	None		Autumn 7-8 Portfolio 1	
Groupwork, classwork and project management		7	20	None		Spring 2-3 Portfolio 2	
World music and the other arts		7	20	None		Spring 8-9 Portfolio 2	
History and practice of community arts		7	20	None		Summer 1-2 Portfolio 2	
Music technology and arts administration		7	20	None		Summer 1-2 Portfolio 2	
Dissertation		7	60	None	NC		ISM

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² The **credit value** gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

³ **Special assessment rules** (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **Independent Study Modules** (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Transfers out of or into the programme	
None	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • The academic oversight of programmes within departments by a Board of Studies, which includes student representation • The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector • Annual monitoring and periodic review of programmes • The acquisition of feedback from students by departments. <p>More information can be obtained from the Academic Support Office: http://www.york.ac.uk/admin/aso/</p> <p>Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</p>	
Date on which this programme information was updated:	28 march 2010
Departmental web page:	http://www.york.ac.uk/music/
Please note	
<p>The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.</p>	