

UNIVERSITY OF YORK
POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:		September 2017			
Awarding institution		Teaching institution			
University of York		University of York			
Department(s)					
Music					
Award(s) and programme title(s)			Level of qualification		
MA in Music PG Diploma in Music PG Certificate in Music			Level 7 (M)		
Award(s) available <i>only</i> as interim awards					
Admissions criteria					
2i in first degree or equivalent Professional Experience					
Length and status of the programme(s) and mode(s) of study					
Programme	Length (years) and status (full-time/part-time)	Start dates/months	Mode		
			Face-to-face, campus-based	Distance learning	Other
MA in Music	1 year full time 2 years part time	October entry only	X		
Diploma in Music	1 year full time 2 years part time	October entry only	x		
Certificate in Music	1 year full time 2 years part time				
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
n/a					

Educational aims of the programme(s)

The MA, Diploma and Certificate in Music programmes aim to provide an environment in which students can develop critical, reflective and informed practice in relation to their individual and ensemble music making, composition and research. Through this development, the programmes encourages a progression of independent thought and creativity with which students are then able to explore the relationship between their own performance, composition or research endeavours, and the wider world of professional music making and musicology.

The class-based elements of the module teaching define the scope of professional work in a range of fields and guide students towards a means of reflecting on their creativity through writing or, in the case of musicology pathways, through presentation. These elements are then assessed through Projects on the one hand, and associated Commentaries/Presentations and a culminating formal Conference on the other. Additional seminars, workshops and a concert series (many of them student-led) offer our students space to try out or present both work in progress and finished work: these are not all compulsory elements, but students are strongly encouraged to take part in them.

All these elements help our students to find an increasingly original and technically assured voice in whichever field they are working. Fostering the development of this original voice, married with an understanding of the knowledge/creativity balance, a greater depth of reflection and a more nuanced articulation of these factors characterises the postgraduate Music programmes.

Additionally for the Diploma (if applicable):

The aims of the programme are the same for Diploma students.

Additionally for the Certificate:

The aims of the programme are the same for Certificate students.

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
A: Knowledge and understanding	
<p>Knowledge and understanding</p> <p><i>Students will be able to demonstrate knowledge and understanding of:</i></p> <p>Texts</p> <ol style="list-style-type: none"> 1. a range of texts and compositions in the field in which they are working (Cert); 2. a broader and more sophisticated range of appropriate written, sounding texts and compositions (Dip); 3. previous and current texts and compositions relevant to their research area (Masters); <p>Development</p> <ol style="list-style-type: none"> 4. the basic processes involved in developing compositions, performances and academic essays (Cert); 5. and in incorporating (Dip) 6. and in presenting academic research (Masters) <p>Tools and Techniques</p> <ol style="list-style-type: none"> 7. critical tools and techniques in existing music scholarship drawn from performance studies, composition, musicology, analysis and related disciplines 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>This applies to Masters, Diploma and Certificate:</p> <p>Individual supervision (every week or fortnight as appropriate) and/or instrumental or vocal lessons teach students this learning outcome</p> <p>These addition methods and strategies apply to Diploma and Masters:</p> <p>Full class lectures (General Seminar components) teach students points 1-3</p> <p>Small group specialist teaching teach students points 4-6</p> <p>Types/methods of assessment (relating to numbered outcomes)</p> <p><u>Summative:</u></p> <p>Outcomes 1-3 and 6 are assessed through the commentaries and conference presentation.</p> <p>Outcome 4-6 and 7 are assessed through the 2 Guided Submissions for the modules 'Project 1' and 'Project 2' and the 'Independent Submission'.</p> <p>Outcome 6 is also assessed through the conference presentation</p> <p><u>Formative:</u></p> <p>There are no formative assessments, but feedback on draft work or work in progress is given through supervision, instrumental and vocal lessons, and by class tutors.</p>

B: (i) Skills – discipline related

Discipline-related skills - students will be able to:

1. produce work based on academic and creative exploration (Cert) which shows some originality (Dip) and contributes substantially to the field (Masters).
2. show skill in performance, writing or composition (Cert) and stamina in such performance (Dip) which approaches professional expectations (Masters).
3. use critical tools to reflect on academic work (Cert); their own work (Dip); and their own work in context (Masters).
4. reflect on the creative process (Cert); with increasing degrees of self-awareness (Dip); and an awareness of their relationship to the field in which they are working (Masters).
5. access and use research tools to explore general areas of interest (Dip) and more specific, substantial research projects (Masters).
6. contextualize and critically assess their research findings (Dip) in increasingly sophisticated ways (Masters).
7. articulate research findings through performance, composition, writing or presentation (Dip) in increasingly sophisticated ways (Masters).
8. use written and sounding materials and other research tools with ease to explore a wide palette of previous and current work relevant to a specified research area and be able to present such research to a high standard (Masters).

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

These apply to Masters, Diploma and Certificate:

Outcomes 1-3 are taught through individual lessons or tutorials

These apply to the Diploma and Certificate:

Outcome 1 is taught through individual lessons or tutorials

Outcomes 2-4 are taught through the 'Developing Critical Practice' pathway seminar;

Outcome 5 is taught through individual lessons or tutorials.

Types/methods of assessment
(relating to numbered outcomes)

Outcome 1 is assessed through Guided Submissions 1 and 2 and the Independent Submission;

Outcomes 3-5 are assessed through the Commentaries or Presentations accompanying the above submissions and through the Conference presentation.

B: (ii) Skills - transferable	
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. work in a team and make contributions for the general good; 2. organise themselves and their work over time in order to produce a finished product by a stated deadline; 3. reflect on their performance; 4. present to an audience; 5. express themselves through prose in a manner which shows an increasing degree of sophistication; 6. become fluent in the IT skills needed to create, edit and maintain an attractive webpage and blog. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>Outcomes 1 and 3 are taught through ensemble work, through individual tutorials or lessons, and, for Diploma and Masters students, through the Conference module;</p> <p>Outcome 2 is taught through individual tutorials or lessons;</p> <p>Outcome 4 is taught through the relevant 'Developing Critical Practice' pathway seminar and, for Masters and Diploma students, through the Conference;</p> <p>Types/methods of assessment (relating to numbered outcomes)</p> <p>Outcomes 1-4 are assessed directly through the Conference module.</p> <p>Outcomes 2 and 4 are assessed through the Guided Submissions, and additionally for Diploma and Masters students, through the Independent Submission.</p> <p>For Certificate students, Outcomes 1, 3, 4 and 5 are not formally assessed, though students will present their ideas informally in pathway seminars.</p>

C: Experience and other attributes

Experience

For the Masters, Diploma and Certificate:

By the end of the course(s), students will have had experience of:

- 1) playing a recital in a professional setting OR
producing a folio of compositions to a professional standard OR
producing a series of written research projects which aim towards publishable standards;
- 2) playing in various music ensembles in formal concerts;
- 3) giving informal presentations to a group of peers;

Additionally for the Masters and Diploma:

- 4) organising all aspects of a formal conference and presenting a formal paper;

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

Outcome 1 is taught through individual tutorials/lessons;
Outcome 2 is taught through Ensembles; though this is not a formal requirement of the course, all students are encouraged to join one
Outcome 3 is taught through pathway seminars;
Outcome 4 is taught through the Conference module.

Types/methods of assessment
(relating to numbered outcomes)

Outcome 1 is assessed through the Guided and, for Diploma and Masters students, the Independent Submissions;
Outcome 2 is not assessed formally;
Outcome 3 is not formally assessed, though feedback is given in tutorial;
Outcome 4 is assessed through the Conference module.

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)

Not applicable

University award regulations

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.

Departmental policies on assessment and feedback

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: <http://music.york.ac.uk/>

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: <http://music.york.ac.uk/>

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and specialist components

Full time Masters

Term 1, yr 1	Term 2, yr 1	Term 3 and summer months, yr 1
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits	Project 3: advanced project 100 credits
Critical reflection in musical practice 20 credits		

Part time Masters

Terms 1 and 2, yr 1	Term 3, yr 1 and Term 1, yr 2	Terms 2 and 3 and summer, yr 2
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits	Project 3: advanced project 100 credits
Critical reflection in musical practice 20 credits		

Full time Diploma

Term 1, yr 1	Term 2, yr 1	Term 3 and summer months, yr 1
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits	Project 3: final project 40 credits
Critical reflection in musical practice 20 credits		

Part time Diploma

Terms 1 and 2, yr 1	Term 3, yr 1 and Term 1, yr 2	Terms 2 and 3 and summer, yr 2
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits	Project 3: final project 40 credits
Critical reflection in musical practice 20 credits		

Full time Certificate

Term 1, yr 1	Term 2, yr 1
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits

Part time Certificate

Year 1	Year 2
Project 1: developing technique and ideas 30 credits	Project 2: expanding technique and ideas 30 credits

Full time Diploma

<p>Project 1: developing technique and ideas</p> <p>Assessment: Guided Submission 1 Due week 1, T2 Retake: one month later</p>	<p>Project 2: expanding technique and ideas</p> <p>Assessment: Guided Submission 2 Due week 1, T3 Retake: one month later Progression board: week 7, T3</p>	<p>Project 3: final project</p> <p>Assessment: Independent Submission Due last week in September No retake Progression bd: week 7, T1[yr after]</p>
<p>Module: Critical reflection in musical practice</p> <p>Assessment: 4 components: Commentary 1, due week 1, T2 retake one month later Commentary 2, due week 1, T3 retake one month later Conference presentation, due week 7/8, T3 retake wk 10</p>		

Part time Diploma

<p>Project 1: developing technique and ideas</p> <p>Assessment: Guided Submission 1 Due week 1, T3, yr 1 Retake: one month later</p>	<p>Project 2: expanding technique and ideas</p> <p>Assessment: Guided Submission 2 Due week 1, T2, yr 2 Retake: one month later Progression board: week 7, T2</p>	<p>Project 3: final project</p> <p>Assessment: Independent Submission Due last week in September, yr 2 No retake Progression bd: week 7, T1[yr after]</p>
<p>Module: Critical reflection in musical practice</p> <p>Assessment: 4 components: Commentary 1, due week 1, T2 retake retake one month later Commentary 2, due week 1, T3 retake retake one month later Conference presentation, due week 7/8, T3 retake wk 10</p>		

Full time Certificate

Project 1: developing technique and ideas Assessment: Guided Submission 1 Due week 1, T2, yr 1 Retake: one month later	Project 2: expanding technique and ideas Assessment: Guided Submission 2 Due week 1, T3, yr 1 Retake: one month later Progression board: week 7, T3
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Part time Certificate

Project 1: developing technique and ideas Assessment: Guided Submission 1 Due last week in September, yr 1 Retake: wk 10, T1, yr 2	Project 2: expanding technique and ideas Assessment: Guided Submission 2 Due last week in September, yr 2 Retake: wk 10, T1 [yr after] Progression bd: week 7, T1[yr after]
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Overview of modules

Masters

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴ <i>[Part time in italics]</i>	ISM? ⁵
Project 1: developing technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T2 <i>[Wk 1, T3, Yr 1]</i>	
Project 2: expanding technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T3 <i>[Wk 1, T2, Yr 2]</i>	
Project 3: advanced project		7	100			Present a performance of 45-50 mins with associated critical commentary OR a composition folio of more substantial pieces between 8 and 20 mins with associated critical commentary OR an essay of 10-15,000 words Submit last week in September <i>[Last week in September, yr 2]</i>	Y
Critical reflection in musical practice		7	20			Critical and reflective commentary to Project 1 - Wk 1, T2 <i>[Wk 1, T3, Yr 1]</i> Critical and reflective commentary to Project 2 - Wk 1, T3 <i>[Wk 1, T2, Yr 2]</i> Give a conference paper - Wk 7/8, T3 <i>[Wk 7/8, T3, Yr 2]</i>	

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.

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Diploma

Module title	Module code	Credit level ⁶	Credit value ⁷	Prerequisites	Assessment rules ⁸	Timing (term and week) and format of main assessment ⁹ <i>[Part time in italics]</i>	ISM? ¹⁰
Project 1: developing technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T2 [<i>Wk 1, T3, Yr 1</i>]	
Project 2: expanding technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T3 <i>[Wk 1, T2, Yr 2]</i>	
Project 3: final project		7	40			Present a performance of 30-35 mins plus associated commentary OR a composition folio of substantial pieces between 8 and 20 mins plus associated commentary OR an essay of 5,000-6,000 words Submit last week in September <i>[Last week in September, yr 2]</i>	Y
Critical reflection in musical practice		7	20			Critical and reflective commentary to Project 1 - Wk 1, T2 [<i>Wk 1, T3, Yr 1</i>] Critical and reflective commentary to Project 2 - Wk 1, T3 [<i>Wk 1, T2, Yr 2</i>] Give a conference paper - Wk 7/8, T3 [<i>Wk 7/8, T3, Yr</i>]	

⁶ 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.

⁷ 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)

⁸ **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

⁹ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

¹⁰ **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.

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Certificate

Module title	Module code	Credit level ¹¹	Credit value ¹²	Prerequisites	Assessment rules ¹³	Timing (term and week) and format of main assessment ¹⁴ <i>[Part time in italics]</i>	ISM? ¹⁵
Project 1: developing technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T2 <i>[Last week in September, Yr 1]</i>	
Project 2: expanding technique and ideas		7	30			Present performance of 25-13 mins OR composition folio of between 8 and 20 mins OR essay of 5000 words Submit Wk 1, T3 <i>[Last week in September, Yr 2]</i>	

Transfers out of or into the programme	
By arrangement of Department Graduate Board. Done on an individual, case-by-case basis.	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
None.	

¹¹ 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.

¹² 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)

¹³ **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

¹⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

¹⁵ **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.

Quality and Standards

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.

Quality assurance and enhancement processes include:

- 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.

More information can be obtained from the Academic Support Office: <http://www.york.ac.uk/admin/aso/>

Departmental Statements on Audit and Review Procedures are available at:
<http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm>

Date on which this programme information was updated:	November 2014
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Departmental web page:	http://music.york.ac.uk
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Please note

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 learning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

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.