# Programme Specification

## Postgraduate

Applicable to postgraduate programmes

Please click [here](#) for guidance on completing this specification template.

## Part A: Programme Summary Information

1. **Title of programme:** [MMus](#)  
2. **Programme Code:** [MUMA](#)  
3. **Entry Award(s):**  
   - [☐](#) MA  
   - [☐](#) MSc  
   - [☐](#) PGDip  
   - [☐](#) PGCert  
   - [☐](#) PG Award  
   - [☐](#) DPS  
   - [☐](#) CPS  
   - [☒](#) Other (please specify below: 180 [7](#))  
   
   **Master of Music (MMus)**  

4. **Exit Awards:**  
   - [☒](#) PGDip [120][7]  
   - [☒](#) PGCert [60][7]  
   - [☒](#) PG Award [30][7]  
   - [☐](#) CPS  

   Exit awards will automatically bear the name of the entry award. If an exit award is to be unnamed (i.e. it will show only the qualification achieved) or if it is to have a different name from the entry qualification you must indicate this below:  

5. **Date of first intake:** The original MMus with pathways started in
### 6. Frequency of intake:
- **ANNUAL**

### 7. Duration and mode of study:
- **FULL TIME (12 Months)**

### 8. Applicable framework:
- Modular Master’s Degrees, Postgraduate Diplomas, Postgraduate Certificates and Postgraduate Awards.

**Framework exemption required:**
- ☒ No (please go to section 9)
- ☐ Yes (please provide a brief summary below)

**Date exemption approved by AQSC:**

### 9. Applicable Ordinance:
- 52(A)

**New/revised Ordinance required:**
- ☒ No (please go to section 10)
- ☐ Yes (please provide a brief summary below)

**Date new/revised Ordinance approved by Council:**

### 10. Faculty:
- Humanities and Social Sciences

### 11. Level 2
- School/Institute: School of the Arts

### 12. Level 1 unit:
- Dept of Music

### 13. Campus:
- Liverpool

### 14. Other contributors from UoL:
- N/A

### 15. Teaching other than at UoL:
- N/A

### 16. Director of Studies:
- MR TONY SHORROCKS

### 17. Board of Studies:
- Music

### 18. Board of Examiners:
- School of the Arts

### 19. External Examiner(s):
- Name: To be confirmed.
Institution
Position

20. Professional, Statutory or Regulatory body: N/A

21: QAA Subject benchmark Statements(s): N/A

22. Other reference points: N/A

23. Fees: Standard Faculty of Humanities and Social Sciences Master's Fees

24. Additional costs to the student: N/A; Students are expected to own an instrument, though the music department has practice facilities that are equipped with pianos.

25: AQSC approval: 5th June 2015

Part B: Programme Aims & Objectives

26. Aims of the Programme

The programme is designed to encourage students to develop a critical awareness of the many issues related to musical performance, including pedagogy, programming, rehearsal, and practice and concert promotion. The outcomes will be live and recorded performances, reflective assignments, filmed coaching and so on. The principal objectives are:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aim:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to enable students to acquire a critical and analytical understanding of issues pertaining to the production of musical performances to a standard exceeding that of BMus, to students from university or conservatoire environments;</td>
</tr>
<tr>
<td>2</td>
<td>to provide the opportunity for further development of the students’ skills in performing, teaching, and written / verbal communication;</td>
</tr>
<tr>
<td>3</td>
<td>to offer research training for students intending to proceed to a higher degree by research. This training is initiated in the modules 'Academic Skills in Music Performance' which introduces students to the inter-disciplinary nature of the field and aims to introduce students to the wide range of methodologies such studies entail. Further, students are required to consider how they will approach and structure their recitals as major projects.</td>
</tr>
<tr>
<td>4</td>
<td>to plan, prepare and deliver a major public recital on the students’ respective chosen instrument.</td>
</tr>
</tbody>
</table>

27. Learning Outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to critique, analyse and discuss performances with a high level of acuity.</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of issues relating to musical performance such as pedagogy, performance-practice, historically informed performance, notation and editorial issues.</td>
</tr>
</tbody>
</table>
### Delivery of major, public performance, and preparation of venue, programme, and related administration issues.

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to critique, analyse and discuss performances with a high level of acuity.</td>
</tr>
<tr>
<td>2</td>
<td>Understanding of issues relating to musical performance such as pedagogy, performance-practice, historically informed performance, notation and editorial issues.</td>
</tr>
<tr>
<td>3</td>
<td>Delivery of short performance, with knowledge of programme, and related administration issues.</td>
</tr>
</tbody>
</table>

### Learning Outcomes

#### No.

#### Learning outcomes – Postgraduate Certificate

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to critique, analyse and discuss performances with a high level of acuity.</td>
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<tr>
<td>2</td>
<td>Understanding of issues relating to musical performance such as pedagogy, performance-practice, historically informed performance, notation and editorial issues.</td>
</tr>
</tbody>
</table>

#### Learning Outcomes

#### No.

#### Learning outcomes – Postgraduate Award

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning outcomes – Postgraduate Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to critique, analyse and discuss performances with a high level of acuity.</td>
</tr>
</tbody>
</table>

### Mapping of subject-based learning outcomes:

#### No.

<table>
<thead>
<tr>
<th>Learning outcome No.</th>
<th>Module(s) in which this will be delivered</th>
<th>Mode of assessing achievement of learning outcome</th>
<th>PSRB/Subject benchmark statement (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MUMA720 / MUMA630 / MUMA610 / MUMA620</td>
<td>ESSAY/ Portfolio of Exercises / Performance Examinations / Video + Discussion of pedagogical practice</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>MUMA720 / MUMA630</td>
<td>ESSAY/ Portfolio of Exercises / Performance Examinations / Video + Discussion of pedagogical practice</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MUMA600 / MUMA 610</td>
<td>Examination of</td>
<td></td>
</tr>
</tbody>
</table>
28. Skills and Other Attributes

Skills and attributes:

1. Proficiency in performance
2. Proficiency in pedagogical techniques
3. Aural acuity
4. Abilities in Arts Administration

28a. Mapping of skills and other attributes:

<table>
<thead>
<tr>
<th>Skills and other attributes No.</th>
<th>Module(s) in which this will be delivered and assessed</th>
<th>Learning skills, research skills, employability skills</th>
<th>Mode of assessing achievement of the skill or other attribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MUMA600, 610, 620</td>
<td>Employability, Learning</td>
<td>Recital</td>
</tr>
<tr>
<td>2</td>
<td>MUMA630</td>
<td>Employability, Learning</td>
<td>Video and presentation</td>
</tr>
<tr>
<td>3</td>
<td>MUMA720</td>
<td>Research, Learning</td>
<td>Essay, practical exercise portfolio</td>
</tr>
<tr>
<td>4</td>
<td>MUMA600</td>
<td>Employability</td>
<td>Recital Exam</td>
</tr>
</tbody>
</table>

29. Career opportunities:

Preparation for public performing career or teaching development

Part C: Entrance Requirements

30. Academic Requirements:

Applicants will be expected to have a first degree in Music, alone or jointly with another subject, and have achieved a 2:i or equivalent. Conservatoire diplomas particularly from EU and overseas applicants maybe be acceptable in lieu of first degrees. Students whose first language is not English must have IELTS 6.5 with 5.5 scores in each component, or an equivalent alternative. Applicants will be required to submit a demonstration video of their performance skills.

31. Work experience:

N/A

32. Other requirements:

Performance ability beyond the expectations of ABRSM Grade 8 or BMus

Part D: Programme Structure
33. **Programme Structure:**

There are four taught modules each worth 30 credits and a major recital worth 60 credits. The four taught modules and the recital are compulsory. They are: MUMA720 ACADEMIC SKILLS IN MUSIC PERFORMANCE (30 CREDITS; semester 1) MUMA610 FIRST SHORT RECITAL (30 CREDITS; semester 1) MUMA620 SECOND SHORT RECITAL (30 CREDITS; semester 2) MUMA630 PEDAGOGY (30 CREDITS; semester 2). The requirements for the Master’s award are completed by MUMA600: LONG RECITAL (60 CREDITS; semester 2).

34. **Industrial placement/work placement/year abroad:**

N/A

35. **Liaison between the Level 2 Schools/Institutes involved:**

N/A

### Part E: Learning, Teaching and Assessment Strategies

36. **Learning, Teaching and Assessment Strategies:**

Modules are taught in lectures and seminars as well as one-to-one tutorial instrumental/singing lessons with industry professionals. In seminars, critical appraisal of weekly performances is essential to sparking debate and discussion. Issues surrounding instrumental technique are covered both as appropriate in personal lessons, but also in group discussion and lectures. Pedagogy is undertaken through video of teaching sessions, reflection through discussion and debate on pedagogical practice. The main recital is assessed by 2-3 academic staff at public recitals. One-to-one provision is provided; students will be allocated their personal teacher who will work with them throughout the year.

36a. **Learning, Teaching and Assessment methods:**

Lectures: These cover the core issues, and happen weekly for every module.

Seminars: these are help in groups of up to 10 students, who will discuss issues related to performances; they may critically watch and listen to performances, discuss set readings or weekly tasks.

One-to-one tutorials: These will be conducted with a specialist in the chosen instrumental field, and students will be trained towards their recitals.

Skills development workshops: These occur through the pedagogy module, that trains students to be reflective on their own teaching and learning.

Video and self-reflection / group discussion: these occur regularly in seminars, and students are assessed in the Pedagogy module on their presentation and filmed teaching practise.

The majority of assessments are performance based (public recitals of different lengths), though there are some written tasks (MUMA 720) that involve either essays or annotated ‘editions’ of musical manuscript (the students’ choice). Only the Pedagogy module examines by presentation and filmed practise.
### 37. Assessment information for students:

**Code of Practice on Assessment**

The University has a Code of Practice on Assessment which brings together the main institutional policies and rules on assessment. The Code is an authoritative statement of the philosophy and principles underlying all assessment activities and of the University's expectations in relation to how academic subjects design, implement and review assessment strategies for all taught programmes of study.

The Code of Practice includes a number of Appendices which provide more detail on the regulations and rules that govern assessment activity; these include:

- The University marks scale, marking descriptors and qualification descriptors;
- The framework for modular, postgraduate programmes;
- Information about students’ progress, including guidance for students;
- The procedure for assessment appeals;
- Regulations for the conduct of exams;
- The University’s policy on making adjustments to exam arrangements for disabled students.
- The code of practice relating to external examining (see also below)
- The Academic Integrity Policy, which covers matters such as plagiarism and collusion and includes guidance for students;
- The policy relating to mitigating circumstances which explains what you should do if you have mitigating circumstances that have affected assessment; and
- The policy on providing students with feedback on assessment.

Please click [here](#) to access the Code of Practice on Assessment and its appendices; this link will also give you access to assessment information that is specific to your cohort:

A summary of key assessment information is also available in the ‘Your University’ handbook.

### 38. Student representation and feedback:

Course representatives will be invited to attend the relevant Staff-Student Liaison Committee, which will meet in accordance with the Code of Practice on Student Representation. Module evaluation will follow the University policy. Feedback on SSLCs and on module evaluation will be provided on VITAL.

### Part F: Status of Professional, Statutory or Regulatory Body Accreditation

#### 39. Status of Professional, Statutory or Regulatory Body Accreditation:

N/A
**Part G: Diversity & Equality of Opportunity and Widening Participation**

40. **Diversity & Equality of Opportunity and Widening Participation:**

   The programme design, structure and content are consistent and compliant with the University’s Diversity and Equality of Opportunity Policy.

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**ANNEX 1**

**Annex Of Modifications Made To The Programme**

Please complete the table below to record modifications made to the programme.

<table>
<thead>
<tr>
<th>Description of modification (please include details of any student consultation undertaken or confirm that students’ consent was obtained where this was required)</th>
<th>Minor or major modifications</th>
<th>Date approved by FAQSC</th>
<th>Date approved by AQSC (if applicable)</th>
<th>Cohort affected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Music Performance, with removal of Musicology, Music Technology and Composition Modules</td>
<td>Minor</td>
<td></td>
<td>2015-16</td>
<td></td>
</tr>
</tbody>
</table>