

## Programme Specification

### MA Musical Leadership

<i>School:</i>	Arts
<i>Subject area:</i>	Music
<i>Entry from academic year:</i>	2023-24
<i>in the month(s) of</i>	September
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate Musical Leadership
<i>UCAS code / GTTR / other:</i>	
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	Not applicable
<i>Mode/s of study:</i>	<a href="#">Postgraduate periods of study</a> <sup>1</sup> for full time / part time
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No

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### Introduction and special features

MA Musical Leadership is part of a suite of MA programmes (including MA Community Music and MA Composition) which shares modules and encourages you to reflect on their own practice across a number of disciplines. This addition to the suite of programmes has been designed to create a postgraduate pathway for music students whose primary focus is performance; the suite of undergraduate music programmes at YSJ includes specialist pathways for Performance, Composition and Community Music.

The MA Musical Leadership is designed for those of you who have experience of directing or taking leadership roles in musical ensembles and who wish to deepen their understanding of practice and broaden the range and scope of their work, through exploration of practice-led research using a variety of theoretical frameworks.

Studying the MA Musical Leadership will enable thorough and in-depth reflection of your existing practice whilst receiving the support needed to initiate new ideas through appropriate research and academic engagement. You will have the opportunity to participate as musical leaders in a range of university-based ensembles, but your research may also encompass any external groups with who you work. Your own practice is placed at the centre of the programme with a large-scale Independent Project flanked by two distinctive modules: The Reflective Practitioner and Calibrating Ensemble Leadership.

### Special Features

Key Features of the MA Musical Leadership programme, shared across the suite of Performance Masters, include:

- Opportunities to explore the interrelationships between ensemble leadership practice, reflection and knowledge,
- Opportunities to place your practice within critical frameworks,
- Opportunities to develop cross-disciplinary awareness,
- Opportunities to participate in and lead music events,
- A platform to present your work to a range of audiences.

## Admissions criteria

You must meet the minimum entry requirements for postgraduate study which are published on the programme specific webpage.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of prior learning \(RPL\)](#). We also consider applications for entry with advanced standing.

## Programme aim(s)

The benchmark aim for the suite of MA awards in Performance is:

- To provide a stimulating environment and appropriate critical interventions that enable students to operate with self-direction, professionalism and originality as reflexive practitioners.

The programme aim for MA Musical Leadership is:

- To develop practitioners able to respond to complex issues within ensemble leadership, with criticality, reflexivity and creativity.

## Programme learning outcomes

Upon successful completion of the programme you will be able to demonstrate:

### Level 7

- 7.1 a systematic understanding of knowledge, and a critical awareness of current research, scholarship, problems and/or new insights, much of which is informed by the forefront of discipline knowledge and practice.
- 7.2 the ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- 7.3 a comprehensive understanding of techniques applicable to their own practice-led research in musical leadership.
- 7.4 the ability to continue to advance their knowledge and understanding, and to develop new skills to a high level.
- 7.5 originality in the application of knowledge in ensemble leadership, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field.
- 7.6 self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional level.

7.7 the qualities and transferable skills necessary for employment; exercising initiative, personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development.

## Programme structure

Code	Level	Semester	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
PER7001M	7	1	The Reflective Practitioner	20	C	X
MUS7005M	7	1	Calibrating Ensemble Leadership	40	C	NC
MUS7006M	7	year	Ensemble Leadership Independent Project	120	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 50).

## Learning, teaching and assessment

The programme has been designed to meet the needs of both students who have just finished undergraduate programmes, and returners to learning who may have already developed their own arts practice. Programme delivery will utilise a blended approach incorporating contact hours, group work and individual tutorials, supported open learning (SOL) and learning supported by virtual learning environments (VLEs).

The programme is concerned with ensuring that you will have the opportunity to experience a wide range of teaching and learning strategies across the modules offered. These are structured to facilitate successful achievements of the learning outcomes of each module.

You will be provided with a range of teaching and learning strategies across the modules, including:

- reflective learning;
- independent learning;
- collaborative learning;
- facilitated learning.

This process will be achieved through the use of a wide and varied range of teaching and learning methods, including workshop and studio sessions, seminar discussions, supervised projects and supported VLE learning. It is anticipated that semesters will be divided between periods of intense activity and periods of independent reflection, supported by specific tasks, technician supported SOL, reading and proactive use of VLE (including forums, discussion groups, web publishing of documents).

This process will be achieved by the use of a wide and varied range of teaching methods, including:

- lectures;
- demonstrations;
- seminars;
- individual and group tutorials;

- group (peer-to-peer) critiques;
- group and individual presentations;
- visiting speakers/lecturers;
- visits to appropriate arts venues and performances;
- use of audio-visual material;
- use of e-learning;
- use of appropriate IT;
- workshops with key practitioners;
- supported open learning.

Within modules, teaching will consist of a mixture of group seminars and individual tutorials as appropriate. The programme recognises your status as graduate students and, therefore, places a significant emphasis on independent learning. The programme, therefore, aims to provide an environment in which you are encouraged to take responsibility for your role in managing your learning and its outcomes.

The programme will be drawing its students from a variety of arts practice and theoretical backgrounds and will actively seek to foster modes of collaborative learning, in which knowledge, skills, and practical and critical experiences can be shared and exchanged.

The programme is underpinned by a requirement to engage in self-reflective learning, as a means of locating your own creative practice within a broader professional context. It will also facilitate an understanding of your own learning processes and their relationship with other creative practices.

Assessments are driven by the specific needs of each programme and each module. As a team we have been sensitive not to override the need for assessment specificity whilst at the same time considering the need for assessment tasks to be commensurate across all the programmes within the suite. The shared module in particular focuses on the presentation of the articulation of their practice, and this has, in previous versions of these programmes, proved a successful way of developing your articulation of practice, their confidence to do so, and also it has great benefit as the audience includes the other students who share their practice and are both supportive and constructively critical of their peers.

Finally, through facilitated learning within a variety of contexts, the programme will both consolidate and challenge acquired research methodologies and modes of critical inquiry, in order to encourage the development of new and innovative forms of learning.

Meetings for the Independent Projects will begin during semester 1. We expect some students to come ready with a firm idea for their project whilst others will begin to develop their ideas *whilst* they are here. The structure is such that these Independent projects will be supported by the supervision teams so that, following the taught modules in semester 1, you are in a confident position to shift your focus to your Independent projects rather than beginning them from a 'standing start' in semester 2.

## **Progression and graduation requirements**

The University's [general regulations](#) for postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

## Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

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*Date written / revised:*

*Programme originally approved:*