

Programme Specification

MA Community Music

<i>School:</i>	Arts
<i>Subject area:</i>	Music
<i>Entry from academic year:</i>	2022-23
<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 St John University
<i>Programme/s accredited by:</i>	Not applicable
<i>Exit awards:</i>	Postgraduate Certificate Community Music
<i>UCAS code / GTTR / other:</i>	Not applicable
<i>Joint Honours combinations:</i>	Not applicable
<i>QAA subject benchmark statement(s):</i>	
<i>Mode/s of study:</i>	Postgraduate periods of study ¹ for full time / part time
<i>Language of study:</i>	English
<i>Paired with foundation year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Placement year opportunity:</i>	No

Introduction and special features

The MA Community Music is designed for those students who have a strong sense of themselves as practitioners but wish to deepen an understanding of their practice through exploration of practice-led research using a variety of theoretical frameworks. Studying an MA in Community Music at YSJU will enable thorough and in-depth reflection of your existing practice whilst receiving the support needed to initiate new ideas through appropriate research designs and academic engagement. As a member of the ICCM (International Centre for Community Music), you will have unique opportunities to contribute to the development and growth of community music practice and scholarship worldwide. Your own practice is placed at the centre of the programme with an Independent Project flanked by two distinctive modules; Community Music Perspectives and Research Ideas and Practices.

Being part of the ICCM as a MA student at York ST John University provides a unique opportunity to engaging in and shape the ICCM's annual programme of events. Students are encouraged to play a key part in developing activities alongside their peers undertaking MA and PhD research through ICCM. Activities include our annual student research symposium; Transform: New voices in community music, a peer-review journal by emerging scholars; and, a wide range of national and international events in community music that take place in collaboration with national and international partners, including Canada, Italy, Germany and the US. Our annual, student-led symposium, Transform and ICCM partner events are an opportunity for emerging scholars' of community music to share their research, develop their presentation skills and network with their global peers.

¹ The standard period of study will apply unless otherwise stated

Special features

Key features of the MA Community Music programme, shared across the suite of Performance and Production Masters, include:

- Opportunities to explore the interrelationships between community music practice, reflection and knowledge
- Opportunities for students to place their practice within critical frameworks
- Opportunities for students to develop cross-disciplinary awareness, in particular with 'applied' practices in other subject areas such as theatre
- Opportunities for students to produce artefacts, events or products related to the above
- A platform for students to present their work to a range of audiences
- Collaboration opportunities across performance and production programmes

The School of Performance and Media Production facilitates a creative environment where collaboration across the different art forms is encouraged. Collaborations are not forced but rather students with similar or complimentary skills are brought together allowing positive connections to be made. From day one, in the module 'The Reflective Practitioner', students of all different disciplines share ideas and practices, and opportunities for collaboration often arise out of this.

The suite of performance and production MAs

The MA Community Music is located within the School of Performance and Media Production suite of Masters programmes and shares delivery of core curriculum regarding practice-led research methodology with parallel MA degrees in the school. Together these represent a vibrant suite of practice-based postgraduate programmes in the creative arts. These MA programmes are designed for practitioner orientated study and research, providing students with the opportunity to develop their creative practice and reflective thinking within a supportive community of artists and a robust culture of enquiry.

Each of the MA programmes relate directly to strong and sustained practice-orientated programmes at BA level. The MA programmes are able to utilise staff, space and resources that work closely with these undergraduate programmes and provide opportunities for further study for students, higher level teaching for staff as well as the development of an increasingly strong practice/research culture across the School of Performance and Media Production.

Students on these MA programmes follow both discipline specific and a cross-disciplinary module in research methodologies, with teaching constituted as most appropriate. This allows the possibility of cross-disciplinary study and opportunity for collaboration with other art forms, permitting new insight and lateral thinking for in-depth and sustained investigation within the disciplines. We also recognise that many students view the MA as an opportunity to further their own artistic direction as a solo practitioner and this structure supports that in-depth approach to a personal project for those that desire it.

Each programme includes discipline specific practice-based modules, which are run independently from each other but which mirror each other with key conceptual concerns, including: a focus on compositional strategies of making; the development of students as confident reflexive practitioners; a consideration of dissemination, audience and context. Alongside the discipline specific modules is a core module with a focus on critical theory and research methodologies. This module brings students of different disciplines into dialogue with each other, helping support individual programmes and developing a cross-disciplinary culture and community.

Admissions criteria

You must meet the University's general entry criteria for [postgraduate](#) study. In addition:

- For all candidates there will be an interview and consideration of a portfolio of work, consisting of examples of their previous and current practice. The portfolio is a central element of our consideration of applications and also an opportunity for the candidate to find out more about the programme. In interviews, all candidates will be asked to give a short presentation. The criteria for this are as follows:
 - Demonstration of readiness for graduate level practice
 - Evidence of engagement with critical thinking

We are happy to arrange interviews by distance for overseas students.

Candidates would normally be considered for interview if they meet the following criteria:

- Graduates with an honours degree at 2:2 or above in a related subject (e.g. Drama, Theatre, Live Art, Dance, Music, Place/Space/Time Based Art) will normally register for the MA.

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 and Production 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 the MA Community Music is:

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

Programme learning outcomes

Upon successful completion of the programme students will be able to:

Level 7

- 7.1 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 community music 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 community music
- 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 community music, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field of community music.
- 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 requiring the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations and the independent learning ability required for continuing professional development in the field of community music.

Programme structure

Code	Level	Semester	Title	Credits	Module status	
					compulsory or optional to take C or O	non-compensatable or compensatable NC or X
PER7001M	7	1	The Reflective Practitioner	20	C	X
MUS7001M	7	1	Community Music Perspectives	40	C	NC
MUS7002M	7	Year	Community Music Independent Project	120	C	NC

Full-time route

Semester 1	Semester 2 and 3
The Reflective Practitioner (20)	Community Music Independent Project (120)
Community Music Perspectives (40)	

Part-time route

Programme delivery for the part-time programme will take place within 24 months (2 years).

This can be flexible but is likely to be along the lines of:

Year 1			Year 2		
Semester 1	Semester 2	Semester 3 [summer]	Semester 1	Semester 2	Semester 3 [summer]
Community Music Perspectives (40)			The Reflective Practitioner (20)		
Community Music Independent Project (120)					

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, SOL (Supported Open Learning) and learning supported by VLEs (Virtual Learning Environment).

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

Students 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 (extended weekends and a series of weekly sessions) 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). Examples include:

- 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 additional tutorial hours attached to each module will similarly be used flexibly, including bringing onto the module a wider range of staff input from tutors not timetabled to deliver taught contact.

The programme recognises the candidates' status as graduate students and, therefore, places a significant emphasis on independent learning. The programme, therefore, aims to provide an environment in which students are encouraged to take responsibility for their role in managing their 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 the students' own creative practice within a broader professional context. It will also facilitate an understanding of the students' own learning processes and their relationship with other creative practices.

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.

Assessment strategy

The assessment strategy has been developed to include formative and summative assessment in a variety of modes appropriate to the specific learning outcomes of the programme, the level and the module. Assessment strategies have also been developed within the particular context of a practice based programme and therefore involve significant scope for negotiation between student and tutor in the assessment of both practice based work itself and reflection on practice/process.

At the same time the programme design has been careful not to build in over assessment. Instead, in addition to formal assessment, module tutors will conduct formative assessment through evaluation of student development and progression at timely and significant points. In addition the assessment strategies invite students to monitor their own progress and facilitate peer-to-peer evaluation.

Formative assessment

Formative assessment is built into all the modules in a number of forms, including:

- Tutor feedback on proposals, drafts, portfolios, plans and any other aspects of assignments in progress
- Individual and group presentations within seminars or workshops
- Responses to small-scale briefs and projects
- Tutor comments on VLE discussion forums
- Assessment of generic skills
- Peer-to-peer critiques and discussion
- Cross-disciplinary exploration

Formative assessment of this kind is fundamental to the teaching and assessment of practice based modules in the programme, where students will receive continuous informal feedback on works in progress through a combination of showings, discussions and written proposals.

Summative assessment

The programme uses a wide variety of forms of summative assessment. Assessment might include the following modes:

- Creative work presented for assessment
- Essay
- Presentation/demonstration
- Workshop/event
- Annotated reflective document
- Extended essay/dissertation

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 Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

Date written / revised: 2018

Programme originally approved: 2018