

Programme Aim and Title	MMus Popular Music Performance
Intermediate Awards Available	PG Cert, PG Dip
Teaching Institution(s)	The Institute of Contemporary Music Performance
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Arts & Creative Industries
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Framework for Higher Education Qualifications for HE (2014) Master's Degree Characteristics (2020)
Additional Versions of this Programme	N/A
Date Specification Last Updated	December 2020

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- Develop your professional musicianship through the advancement of increasing expertise in the art of decision-making skills in complex situations, and through leading, managing, and collaborating in ensembles in a range of live, recorded, and virtual performance scenarios;
- Expand your knowledge and experience of advanced, reflexive musicianship, applying highly sophisticated and advanced music performance techniques in different artistic, creative, and collaborative contexts;
- Develop specialised knowledge regarding the roles of musicians in the development of the disciplines, contexts, principles, and protocols in which popular music performance evolves;
- Explore the role of the independent, critical, practitioner-as-researcher in creating, managing, and contributing to creative projects. To develop personal expertise in designing, deploying and engaging with strategies for project planning, implementation, and realisation.

What you will learn:

Knowledge

On completion of this programme, you will be able to:

K1 – apply concepts underpinning the practical and theoretical disciplines of individual and ensemble performance practice in collaborative and leadership scenarios;

K2 - apply critical awareness to establish a clear understanding of the principles of performance- and practice-based research;

K3 - select appropriate research and enquiry methodologies to inform and underpin your identity as a practitioner-researcher.

Thinking Skills

On completion of this programme, you will be able to:

T1 - critically select, assess, and analyse evidence including relevant texts (audio, written, visual, etc.);

T2 - critically analyse, compare, evaluate, and synthesise arguments, concepts, theories, and strategies, including the organisation, application and development of ideas.

Subject-based practical skills

On completion of this programme, you will be able to:

S1 - apply a range of advanced individual and ensemble performance skills in complex and contrasting contexts and situations;

S2 - deploy highly advanced skills in reflexive performance;

S3 - demonstrate and articulate your decision making, collaboration, contribution, negotiation, and leadership in complex and to different audiences.

S4 - utilise your advanced skills in performing and recording contexts in order to both lead and contribute to a range of creative musical outputs.

Skills for life and work (general skills)

On completion of this programme, you will be able to (mapped against the ICMP Graduate Attributes):

L1 – exercise autonomy as an independent and self-critical learner in your research, reading, writing and presentation skills;

L2 – display confidence in exercising initiative, taking responsibility, and utilising leadership skills in independent and collaborative project management;

L3 – demonstrate creativity in finding solutions in a range of scenarios, working in an ethical and socially conscious manner.

Learning and Teaching

Knowledge is developed through:

- Discussion seminars, offering students the opportunity to construct and extend their own understanding of sophisticated concepts underpinning the practical and theoretical disciplines of performance, as well as to extend independence in critical thought. These are supported by:
 - Practice-based knowledge in a range of environments, settings, and situations including rehearsal, performance, and live and virtual studios;
 - Workshop activity;
 - Tutor and peer interaction and feedback;
 - Guided reading and listening activities;
 - Online discussions and activities via Canvas;
 - Independent study in the Learning Resource Centre.

Thinking skills are developed through:

- Taught sessions, workshops, and feedback sessions offering students a weekly opportunity to develop expertise in their performance practice through reflective activities and critical engagement with their own work and that of others. These are supported by:
 - Decision making and leadership in complex musical activities;
 - Critical analysis of music, musicality, musicianship;
 - Guided reading and listening activities;
 - Online discussions and activities via Canvas;
 - Reflective thinking and writing tasks with feedback;

Practical skills are developed through:

- Practical taught sessions and workshops in rehearsal, performance or studio environments, offering students the opportunity to explore advanced techniques, concepts, methods, approaches strategies, philosophies, and principles. These are supported by:
 - Practical activity, with tutor and peer feedback;
 - Independent work exploring advanced techniques, approaches, concepts, methods, strategies, principles, and performance philosophies;
 - Group work exploring collaboration and negotiation in musical situations;
 - Workshops and tutorials involving analysis and critical evaluation;
 - Task and project-based activity exploring practice as research methodologies.
 - Research skills-based activities with feedback.

Skills for life and work (general skills) are developed through:

- Practise, rehearsal, performance, and studio-based facilitated sessions providing experiences that prepare for, reflect and model individual and collaborative industry roles or professions. These are supported by:
 - High levels of autonomy, initiative, and responsibility in the completion of tasks;
 - Collaborative work with peers;
 - Opportunities to disseminate knowledge in various forms of communication such as presentations, portfolios, essays and other written mediums, and to demonstrate applied skills through engagement at internal and external events;
 - Opportunities to apply learning from other modules and projects;
 - Networking and attending events both at ICMP and beyond.

Assessment

The assessment strategy for the MMus Popular Music Performance is guided by the ICMP Learning, Teaching, and Assessment Strategy 2019-22. This emphasises the focus on 'real-world' assessment tasks that are authentic and meaningful, and that require students to apply relevant skills, learning and prior knowledge to tackle real-world, industry challenges. The overview below summarises the main approaches to iterative (informal), formative, and summative assessment.

Knowledge is assessed by

- Performances;
- Practical work;
- Studio assignments;
- Performance evaluations;
- Seminar presentations;
- Project work.

Thinking skills are assessed by

- Problem-based tasks;
- Design and implementation of research-based projects;
- Seminar presentations;

- Demonstrations to peers;
- Oral and written presentations;
- Reflective practice.

Practical skills are assessed by

- Performances;
- Practical work;
- Studio assignments;
- Oral and written presentations;
- Response to briefs;
- Portfolio construction;
- Project work.

Skills for life and work (general skills) are assessed by

- Performance presentations;
- Studio demonstrations;
- Oral and written presentations;
- Project work;
- Reflective practice.

Work or Study Placements

N/A

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

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| 3 | Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme. |
| 4 | Equivalent in standard to the first year of a full-time undergraduate degree programme. |
| 5 | Equivalent in standard to the second year of a full-time undergraduate degree programme. |
| 6 | Equivalent in standard to the third year of a full-time undergraduate degree programme. |
| 7 | Equivalent in standard to a Masters degree. |

Programmes are made up of modules that are each credit weighted.

The module structure of this programme:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	PX7501	Advanced Instrumental Studies	30	Core	N
7	PA7018	Advanced Vocal Studies (Vocals pathway)	30	Core	N
7	PX7502	Advanced Ensemble Studies	30	Core	N
7	PX7503	Studio Performance	30	Core	N
7	PX7505	Music and Wellbeing	30	Option	N
7	PX7506	Investigating Performance Tradition	30	Option	N
7	PA7021	Instrumental Pedagogy	30	Option	N
7	PA7025	Vocal Pedagogy (Vocals pathway)	30	Option	N
7	PX7507	Performance Research Project	60	Core	N

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the programme module structure:

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

The overall credit-rating of this programme is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Programme Specific Regulations

N/A

Typical Duration

The expected duration of this programme is 1 year full-time or 2 years part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this

flexibility and this may impact on the overall duration of their study period.

Further Information

More information about this programme is available from:

- The UEL web site (www.uel.ac.uk)
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- The ICMP web site (www.icmp.ac.uk)

All UEL programmes are subject to thorough programme approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

- Additional costs:
- It is recommended that you have your own computer and appropriate software (MacBook with Logic Pro for example), but this is not a requirement for participation nor a barrier to success.
- Device with internet connection.
- Reading lists will be made available to you that identify core texts.
- Offsite visits may occasionally be required to access performance venues and studios.

Alternative Locations of Delivery

N/A