

MMUS PROGRAMME SPECIFICATION

KEY FACTS

| | |
|------------------------------|---|
| Programme: | MMus (Composition / Ensemble / Jazz / Performance / Performer-Composer) |
| Awarding Institution: | Trinity Laban Conservatoire of Music and Dance |
| Teaching Institution: | Trinity Laban Conservatoire of Music and Dance |
| Type of study: | Two years full-time; four years part-time; (one year 'intensive') |
| UK Credits: | 240; (210) |
| ECTS: | 120; (105) |

OUTLINE

Summary Description

The Master of Music (MMus) programme is designed for students wishing to be professional musicians: performers and composers. It aims to equip students with the necessary musical skills, insight and experience required by the contemporary profession in its widest sense but with a focus on the Western Classical and Jazz traditions; the Composition, Ensemble, Jazz, Performance and Performer-Composer pathways each offer discrete comprehensive specialist training.

This is a two-year full-time or four-year part-time Level 7 programme which enables graduates to create music as instrumentalists, vocalists or composers at a highly professional and employable standard. You will have established a secure artistic personality and developed a range of sophisticated professional skills. As an emerging artist you will have created music – solo, small and large ensemble – in a variety of settings and in relation to a range of audiences. You will have gained understanding of the music profession and its audiences in contemporary society. Through your understanding of audience you will develop collaboration, innovation and entrepreneurial skills in support of a professional career. The programme prepares you to communicate at the highest levels as an artist through your instrument/voice/compositions and to engage audiences through informed discussion and text where appropriate.

This programme comprises compulsory 'core' modules designed to develop students' individual technical and interpretative skills in their principal study discipline through one-to-one and group tuition, as well as through a wide range of departmental and cross-department solo, small group/chamber music, and large ensemble activities, in which settings you will be able to develop a range of artistic and related skills relevant to their professional aspirations. In addition you will undertake an intensive research module which provides a foundation for Masters level critical thinking to underpin all aspects of the programme; the programme also offers a range of Electives, through which you will be able to develop and explore subjects appropriate to your developing artistic profile and which will enhance your employability in the professional world.

The programme is designed to allow the skills and experience of the individual student to flourish and for new skills and insights to be gained. The programme is structured to enable progressive development through the material studied and the assessments undertaken, leading to your increased autonomy and

independence as a learner, in preparation for professional life and/or study on the MFA or MPhil/PhD programme.

The programme aims are:

- to provide advanced musical training at postgraduate level which encourages the demonstration of individual musical talent and scholarship, underpinned by articulate, informed and sophisticated critical self-reflection, at a highly professional standard;
- to enable musicians of proven ability, and with the potential for further training, to advance and refine their skills and specialism/s and deepen their professional expertise through focused activity in those areas;
- to demonstrate and understanding of the significance of musical context, highlighting the relationship of music to wider artistic, historical, philosophical, cultural and/or social practices, issues and/or phenomena;
- to cultivate musicians who have the ability to work in a variety of complex musical groupings and multi-disciplinary environments, and to exercise initiative, personal responsibility, and leadership in professional practice;
- to create an environment which encourages risk and nurtures creativity and innovation, reflecting, wherever applicable, cutting-edge thinking within the profession, and taking advantage, where appropriate, of advances in digital and other technologies;
- to produce enterprising, entrepreneurial musicians equipped both for existing and developing high-level employment opportunities as performers/ composers/educators in today's diverse, internationalised and ever-changing music profession which they have tested through their personal project.
- To explore the application of artistic research within a clearly defined area of music.

What will I be expected to achieve?

On successful completion of this programme, a student will be expected to be able to demonstrate:

Knowledge and understanding

- demonstrate through performance and/or composition (and/or other media where appropriate) an in-depth knowledge of the student's principal instrumental/vocal/ composition discipline (including a detailed grasp of appropriate repertoires and texts), familiarity with relevant concepts and issues, and the ability to refer to, apply and/or challenge relevant materials and current research in a range of performing and/or creative contexts;
- demonstrate through performance and/or composition (and/or other media where appropriate) the ability to analyse, manipulate, interrogate or create musical materials (texts, artefacts, phenomena) as a means of expressing individual artistic concepts; present results or findings in a coherent and communicable form; and show critical awareness of areas of uncertainty or contention;
- evidence an advanced understanding of the relationship between theory, practice and theoretical constructs in music; be able to use relevant techniques and methods to explain and demonstrate that interrelationship; and to demonstrate how these relate to its creation, performance and/or transmission;

- demonstrate a broad contextual knowledge appropriate to the specific musical area/s studied, including their relationship to wider artistic, historical, philosophical, cultural and/or social practices, issues and phenomena, and to cognate disciplines (such as dance, multi-media, education etc.) as appropriate. To demonstrate critical engagement with these questions especially in relation to music's creation, performance and/or transmission
- critical and practical engagement with methods for creative practice, documentation and presentation;

Skills

- demonstrate an individual musical personality or 'voice' through advanced technical skills, high levels of interpretative insight, personal expression, and originality in creative work, and to be able to adapt these skills imaginatively for new situations across a broad range of repertoire, whether in a solo or collaborative ensemble context, and in a variety of public performing situations;
- exhibit, either through comprehensive broadening or deepening of specialisation, fluency in stylistic interpretation, composition and/or improvisation across a range of repertoire;
- demonstrate the ability critically to analyse and/or synthesise knowledge of the essential components of musical language and structures through a range of different approaches;
- to be a self-critical and motivated learner, able to produce independent work of high quality (rigorous, defensible, robust, imaginative, etc.), to guide the learning of others, and to manage your own continuing professional development;
- to be able to work creatively and effectively with a group as leader or member, and to exhibit skills in leadership, teamwork, negotiation, organisation and decision-making as appropriate, and handle with confidence conflict, risk and the unexpected;
- The ability to propose, formulate, develop and apply an individual method of practice &/or practice as research

Values and attitudes

- A sophisticated understanding of collaborative processes and co-operative working, recognising the role of individual responsibility within the creative process, and an understanding of relevant professional expectations and protocols,
- Autonomy of learning, researching and presentation/communication with others;
- Flexibility and responsiveness to individual and collective innovation and creativity, recognising risk as an element of that creativity.
- A professional, reflective and responsible attitude to their practice which embodies engagement in practical artistic research as a means of developing knowledge.

How will I learn?

Learning takes place through a blend of formal tuition, experiential learning and personal study. Instrumental, composition, or vocal tuition is the central element of the provision, consisting of individual

one-to-one learning, group tuition, rehearsals, workshops, seminars and masterclasses. Students will develop and contextualize their individual tuition within a broad range of solo, small-group/chamber, and large-ensemble activities. Most tuition within the Research Lab and Electives modules is delivered through formal taught sessions, seminars and tutorials, and consolidated in extensive self-study. CoLab module learning is largely student-led, supported by mentors and interventions from a range of internal and external professional colleagues including staff from the Faculty of Dance. All learning is delivered in small groups, and wherever possible practical experience is blended with theoretical knowledge to develop students' informed musicianship and employability skills. Throughout the programme, visiting artists, ensemble directors and lecturers expose the students to a variety of views and approaches current within the profession.

Certain modules/components in the programme may involve you studying with another student or students in a collaborative way (e.g. with other musicians, dancers or other artists in a working relationship). This may involve you working alongside, and/or undertaking leadership or supervisory responsibilities for other (possibly undergraduate) students engaged in projects with you as, for example, assistant directors or performers. Collaboration is considered to be at the heart of professional artistic life and, as such, opportunities such as these represent valuable learning experiences.

The Personal Project places a significant responsibility on the learner, and shifts the role of the tutor to that of a mentor or facilitator.

The programme aims to enable you to develop independent learning strategies for lifelong learning. Your tutors will regularly encourage you to reflect on learning and to formulate personal programmes of study and targets for learning.

This programme assumes 2,400 (2,100) learning and teaching hours with at least 610 hours average contact time.

How will I be assessed?

Overview

Assessment methods as far as possible mirror professional contexts. In the assessment for Professional Studies performance/composition activities will include a combination of solo, chamber/small ensemble, large ensemble and technical work. Other programme components, including CoLab, Research Lab, the Electives and the Personal Project will feature a blend of written and practical assessment methods (including, but not exclusive to essay, analysis, composition, improvisation, performance, editions etc.) arrived at through negotiation between the student and tutor depending on the material under consideration. Elective assessments will focus on employability skills and knowledge.

What do I have to do to pass?

You must achieve a pass mark of at least 50% in each module in order to pass the programme. The mark awarded will reflect the extent to which you have met the descriptors set out in the level 7 marking criteria.

Compensation (the award of credit for a failed module) may be awarded for no more than one module of up to 20 credits, provided that a mark of no less than 40% has been achieved in the module to be compensated. Compensation is not permitted for modules of more than 20 credits.

What award can I get?

Successful completion of the MMus programme of study can lead to one of the following postgraduate awards:

- Master of Music (Composition)
- Master of Music (Ensemble)
- Master of Music (Jazz)
- Master of Music (Performance)
- Master of Music (Performer-Composer)

The minimum percentage in the overall aggregate for recommendation for the award shall normally be:

- With Distinction minimum 70%
- With Merit minimum 60%
- Pass without classification minimum 50%

The Master of Music award shall be decided on the overall aggregate of all modules calculated as a weighted average.

Master's Degree:

| | HE Level | Credits | Weighting (%) |
|------------------|----------|-----------|---------------|
| Taught | 7 | 210 (180) | 87.5% |
| Personal Project | 7 | 30 | 12.5% |

| Class | % required |
|------------------|------------|
| With Distinction | 70 |
| With Merit | 60 |
| With Pass | 50 |

Postgraduate Diploma:

| | HE Level | Credits | Weighting (%) |
|--------|----------|---------|---------------|
| Taught | 7 | 120 | 100 |

| Class | % required |
|------------------|------------|
| With Distinction | 70 |
| With Merit | 60 |
| With Pass | 50 |

Postgraduate Certificate:

| | HE Level | Credits | Weighting (%) |
|--------|----------|---------|---------------|
| Taught | 7 | 70* | 100 |

| Class | % required |
|------------------|------------|
| With Distinction | 70 |
| With Merit | 60 |
| With Pass | 50 |

*These credits must be from the Professional Studies module only

CONTENT

What will I study?

Key Progression Points

The programme consists of a single part, however there is a progression point at the end of the first year of study. Students who have yet to complete the taught modules (not including The Entrepreneurial

Musician) due to failure or deferral may be required to complete any outstanding assessments before embarking on the project.

Where an assessment component is failed, one resit may be permitted by the assessment board (or by the Interim Assessment Panel subject to confirmation by the Assessment Board). The mark will be capped at the minimum pass mark of 50%. The date and mode of reassessment will be set by the Interim Assessment Panel or by the Assessment Board (depending on the timing of the assessment).

To complete the programme you must attain a pass or better for each module. Please see the full version of the regulations and the generic grade descriptors for further information on where compensation may be granted for an unsatisfactory mark, and for grade thresholds that allow resubmission of assessment tasks for a pass mark.

Taught Modules

| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|------------------------------|-------------|----------------|----------------|---------------------|-------|
| Professional Studies 1 | PGD701 | 70 | Core | No | 7 |
| Professional Studies 2 | M701 | 70 | Core | No | 7 |
| Research Lab | PGD702 | 20 | Core | No | 7 |
| CoLab | PGD703 | 10 | Core | Yes | 7 |
| Electives | PGD704 | 20 | Elective | Yes | 7 |
| The Entrepreneurial Musician | M705 | 20 | Core | Yes | 7 |

Project/Dissertation Module

| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|------------------|-------------|----------------|----------------|---------------------|-------|
| Personal Project | M706 | 30 | Core | No | 7 |

You are normally required to complete all the modules except M705 successfully before progressing to the project/dissertation

Elective Component Options

| Component Title | Component Code | Component Credits |
|---------------------------------|----------------|-------------------|
| Arranging | PGD704a | 10 |
| Creative Leadership | PGD704b | 10 |
| Digital Musician | PGD704c | 10 |
| Music Now | PGD704d | 10 |
| Contemporary Music Pedagogy | PGD704e | 10 |
| Musical Direction | PGD704f | 10 |
| Psychology in Music Performance | PGD704g | 10 |

Structure (Intensive)

Taught Modules

| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|---------------------------------|-------------|----------------|-------------------|------------------------|-------|
| Professional Studies | M701i | 110 | Core | No | 7 |
| Research Lab | PGD702 | 20 | Core | No | 7 |
| CoLab | PGD703 | 10 | Core | Yes | 7 |
| Electives | PGD704 | 20 | Elective | Yes | 7 |
| The Entrepreneurial Musician | M705 | 20 | Core | Yes | 7 |

Project/Dissertation Module

| Module Title | Module Code | Module Credits | Core/ Elective | Compensation Yes/No | Level |
|------------------|-------------|----------------|-------------------|------------------------|-------|
| Personal Project | M706 | 30 | Core | No | 7 |

Elective Component Options

| Component Title | Component Code | Component Credits |
|---------------------------------|----------------|-------------------|
| Arranging | PGD704a | 10 |
| Creative Leadership | PGD704b | 10 |
| Digital Musician | PGD704c | 10 |
| Music Now | PGD704d | 10 |
| Contemporary Music Pedagogy | PGD704e | 10 |
| Musical Direction | PGD704f | 10 |
| Psychology in Music Performance | PGD704g | 10 |

For full-time 'intensive' mode students, the programme commences in September each academic year, and continues until the end of September of the following year (13 months).

For full-time 'standard' mode students, the programme commences in September each academic year, and continues until July of Year 2 (21 months).

For part-time students who remain in part-time mode throughout their studies, the programme commences with registration in September of Year 1 and continues until the completion of all modules/components at the end of July of Year 4 (36 months).

Students commencing study in part-time mode may elect to complete the second part of their studies on a full-time basis. In such cases the programme commences with registration in September of Year 1 and continues until the completion of all modules/components at the end of July of Year 3 (27 months). Likewise students commencing study in full-time mode may elect to complete the second part of their studies on a part-time basis. In such cases the programme commences with registration in September of Year 1 and also continues until the completion of all modules/components at the end of July of Year 3 (27 months).

Full-time 'intensive' mode: You will take 210 credits in one year. All modules are core except for the Electives. The academic teaching year normally commences in September and finishes in July.

Modules may be whole-year or part-year intensive learning. Research Lab, CoLab and Electives will be studied at various points in terms 1 and 2 (blocks A to D), with assessments at the end of each module.

The Professional Studies module learning will be undertaken across all three terms (blocks A to E). The major performance/composition element will be assessed in September. Assessments for the minor performance/composition element and ensemble performance/composition element will be completed during term 2 (blocks C to D), as advised by the programme team. Assessment of the Generative Musical Techniques/Analysis Professional Studies components will take place concurrently with the minor performance/composition element assessment in term 2.

The Personal Project module learning will also be undertaken across all three terms (blocks A to E) with the final assessment submission taking place in September.

Full-time 'standard' mode: You will take 240 credits in two years. All modules are core except for the Electives. The academic teaching year normally commences in September and finishes in July.

Modules may be whole-year or part-year intensive learning. In year 1 Research Lab and the Electives are studied in terms 1 and 2 (blocks A to D), with assessments at the end of each module. In year 2 The Entrepreneurial Musician is studied in terms 1 and 2 (blocks A to D). CoLab may be taken in both years of study, but is assessed in the first year of study only; it takes place in term 2 (between blocks C and D).

Professional Studies module learning is undertaken across all six terms (blocks A to E of both years of study). The major performance/composition element will be assessed in May/June. Assessments for the minor performance/composition element and ensemble performance/composition element will be completed during term 2 (blocks C to D), as advised by the programme team. Assessment of the Generative Musical Techniques/Analysis Professional Studies components will take place concurrently with the major performance/composition element assessment in May/June.

Personal Project module learning is also undertaken across all three terms (blocks A to E) during year 2 with the final assessment submission taking place in July.

Part-time mode (4 years): You will take the first 120 credits in the first two years of study and the second 120 credits in the second two years of study. All modules are core except for the Electives. The academic teaching year normally commences in September and finishes in July. The pattern of learning is normally as follows:

- Year 1:** Professional Studies I (Minor assessment)
Additional component: 'Teaching and Learning in Practice' (non-assessed component)
Research Lab
CoLab (not assessed)
Elective 1
- Year 2:** Professional Studies I (Major assessment)

Additional components: 'Generative Music Techniques' and 'Analysis and the Critically Informed Performer' (one of these to be assessed as part of the Major assessment).

CoLab (assessed)
Elective 2

Year 3: Professional Studies II (Minor assessment)
CoLab (not assessed)
The Entrepreneurial Musician
Personal Project (learning for this module over years 3 & 4, not assessed in Year 3)

Year 4: Professional Studies II (Major assessment)
CoLab (not assessed)
Personal Project (assessed)

CAREERS

Graduates from the MMus programme now work in the field as, for example, independent / freelance performers/composers in a wide variety of contexts, music facilitators with professional music ensembles and organisations, as teachers in schools, colleges and universities or as music administrators and project managers.

Alumni profiles can be found on the website: <http://www.trinitylaban.ac.uk/alumni/alumni-profiles?tag=2089>

Comprehensive careers support is available for all Trinity Laban students and recent graduates, supported by a dedicated Careers Coordinator and our careers website: www.trinitylaban.ac.uk/student-experience/careers

STUDY ABROAD / WORK PLACEMENTS

Study Abroad options

Erasmus exchange and/or study abroad is available to students in 'standard' full- / part-time modes of study (i.e. not the one year 'intensive' programme mode) during their second year of Masters study. Such study may be undertaken for a period of up to 3 months (maximum) by negotiation with the Programme Leader and Head of Department.

Placement options

Not Available

ACCREDITATION AND PROFESSIONAL RECOGNITION

Accrediting Body

Not Available

ADMISSIONS

Entry Requirements

For entry to the full-time or part-time PGD programme (or MA, MMus, or MFA programmes), applicants are usually expected to hold a good (II:i) pass in a BMus (Hons) degree, or an equivalent qualification, such as a Performer's Diploma (LTCL, LRAM, LRSM, ARCM etc.). Equivalent entry qualifications or professional experience may be considered for entry to the programme, subject to completing the Institution's RPL procedures.

Admission to the MMus/MA programmes within 'intensive' mode will only be considered for candidates achieving a grade of 70% or above within the performance/composition component of the audition process. During interview, MMus/MA 'intensive' mode candidates will also be required to additionally discuss their ability to dedicate themselves to their studies for the duration of the programme and to demonstrate, through their responses clear academic aptitude and experience. NB It is generally considered that it is not viable for students on the 'intensive' study mode to undertake part-time work concurrently with their studies.

Applicants must demonstrate through the application, audition and interview procedure the potential to carry out detailed investigations of topics in which they have a particular interest, and to communicate their ideas coherently and effectively to others. They will show the capability to deliver at the end of the relevant programme a series of performance, written and/or oral submissions, which display both a critical awareness of the implications of their topic, and the ability to synthesise and communicate their ideas effectively.

Applicants for whom English is not their first language should demonstrate proficiency in English equivalent to IELTS 6.5 in all 4 areas or Trinity ISE III.