

Programme Specification

Advanced Postgraduate Diploma in Music

(Professional Performance)

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NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) in the Module Specifications on Moodle (<http://moodle.bcu.ac.uk/>), and (2) in the Student Handbook (on iCity, at <https://icity.bcu.ac.uk/adm/birmingham-conservatoire/course-information/Postgraduate/Index>).

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham Conservatoire, Birmingham City University
Interim Awards and Final Award:	Final Award: Advanced Postgraduate Diploma in Music (Professional Performance)
Programme Title:	Advanced Postgraduate Diploma in Music (Professional Performance)
Main fields of Study:	Music Performance
Modes of Study:	Full-time (4 terms); Part-time (6 terms)
Language of Study:	English
UCAS Code:	CUKAS: 602F / 602P
	W311
JACS Code:	

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Polifonia/Dublin Descriptors for 3rd Cycle awards in Higher Music Education.

Programme philosophy and aims

Explain the overall approach adopted by the programme and how it leads to the aims shown below

The Advanced Postgraduate Diploma in Music (Professional Performance) is Birmingham Conservatoire's highest-level performance programme, aimed at outstanding performers already on the threshold of a professional career. It seeks not only to enable students to further develop their already advanced performance skills to high professional performance standards, but also to provide relevant professional development opportunities which will give them a headstart in addressing the challenges involved in becoming a professional performer in the twenty-first century.

The aims of the programme (see below) are designed to fulfil the Award Descriptors for the Advanced Postgraduate Diploma in Music (Professional Performance), which are as follows:

The Advanced Postgraduate Diploma in Music (Professional Performance) is awarded to students who have demonstrated:

a systematic acquisition and understanding of a substantial body of knowledge related to musical performance;

an original contribution to musical performance through interpretative independence based on a carefully researched, rigorous and wide-ranging analysis;

Typically, holders of the qualification will be able to:

handle the uncertainty and contingency inherent in musical performance;

communicate interpretative intentions to a specialist and non-specialist audience;

communicate music at a level which transcends technical demands;

and will have:

the qualities and transferable skills necessary for employment as a professional musician.

The **Aims** of the Advanced Postgraduate Diploma in Music (Professional Performance) programme are thus:

1. to foster the development of outstanding performance skills commensurate with those expected of a professional performer;
2. to facilitate an intellectual engagement with repertoire, leading to interpretative independence and originality in practice;
3. to equip the graduate for a career as a professional performer in the twenty-first century.

Intended learning outcomes and the means by which they are achieved and demonstrated:

By successfully completing this programme, students will:

1. be able to deploy an advanced level of technical skill and musicianship;
2. be able to communicate through performance a musical understanding, stylistic awareness and interpretative independence;
3. be able to implement advanced research and analytical skills, enabling critical engagement with repertoire;
4. have broadened their knowledge of repertoire relevant to their specialism;
5. be able to engage effectively with colleagues in the professional context;
6. be able to command and control the professional performance situation;
7. possess a repository of resources and knowledge on which to draw, in order to procure professional work/contacts;
8. have undertaken and be able to show evidence of a significant amount of professional-level experience;
9. be able to reflect critically on their experiences in a way that will inform future career plans;
10. be able to formulate and successfully execute a self-devised project relevant to their future career plans.

Learning, teaching, and assessment methods used

Learning & teaching methods

- individual first-study lessons;
- first-study classes, coaching, workshops, masterclasses, etc. (these will vary according to the nature of the first-study area);
- general performance classes (Advanced Postgraduate Diploma and Postgraduate);
- professional development workshops;
- tutorial support (programme planning and professional development).

Assessment methods

- Performance/Repetiteurship assessed by examination in public performance or professional rehearsal conditions;
- Professional Development assessed through submission of a tripartite portfolio towards the end of the programme.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, including ECTS credit values, are shown in the diagram below.

Level 8			Level 7
Performance 1 OR Repetiteurship 1	Performance 2 OR Repetiteurship 2	Performance 3 OR Repetiteurship 3	Professional Performer's Portfolio
45 credits	45 credits	45 credits	45 credits
22.5 ECTS	22.5 ECTS	22.5 ECTS	22.5 ECTS

Module names/numbers

Module no.	Module name	Credits (Level 8)
MUS8044 MUS8045 MUS8046	<u>Performance</u> <i>Students choose one of the following specialisms:</i> Instrumental Performance Vocal Performance Collaborative Piano Chamber Music Performance OR <u>Repetiteurship</u> (Opera Repetiteur specialism only)	45 45 45
MUS8001 MUS8002 MUS8003		45 45 45
MUS7078	<u>Professional Performer's Portfolio</u> – all students	45

Support for Learning including Personal Development Planning (PDP)

Students at this level are encouraged to identify and, with guidance, to reflect on their own learning needs. They are offered support in the following range of ways:

They are offered 15 hours of one-to-one or small group tutorial time across the programme, to be shared between the Programme Director, Head of Professional Development and the student's Head of Department as appropriate. The purpose of this dedicated tutorial time is to assist with various aspects of programme-planning in the context of students' longer-term career aims, including discussion about choices of assessment option and repertoire, and planning for the content of the Portfolio, including advice about external opportunities and sources of relevant specialist assistance.

Students also have access to the following resources and services to support their learning:

Conservatoire Staff:

- Principal-study Tutors and other visiting specialists
- Heads of Department

- Course Director and Director of Postgraduate Studies
- Head of Professional Development
- Academic Lecturing Staff
- Administrative Staff
- Conservatoire Librarian
- Head and Assistant Head of Music Technology

Conservatoire Activities and Facilities include the following:

- A wide range of 'corporate' performance activities (orchestral, choral, operatic, chamber music, etc.)
- Composition and Music Technology Departments
- A well-equipped, specialist music library
- Resources such as pianos, practice rooms, concert halls, IT facilities, recording/editing studios
- English-language support for students whose first language is not English
- Moodle and iCity, which provide module and course information respectively; and Mahara which can be used as an e-portfolio system

Conservatoire/University Committee Structures:

- Conservatoire Board of Study
- Student Feedback Forum
- Student Academic Leader Liaison Meetings

University Services:

- The University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, counselling service and chaplaincy (<http://www.bcu.ac.uk/student-info/student-services>)
- Union of Students (<http://www.bcusu.com/>)

Publications:

- The Student Course Handbook contains information relating to the course, modules, assessment, the Conservatoire and the University

Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

- a) a postgraduate degree/diploma, normally (but not necessarily) specializing in performance
- or
- b) substantial verifiable public performance experience at an appropriate level.

International students will be required to have an English Language level of at least IELTS 6 or the equivalent.

All applicants are formally auditioned, normally by a panel of four, to include the Course Director, the Head of Department, an additional specialist and the Head of Professional

Development. Those intending to specialise in chamber music performance will be auditioned as a group. Applicants will need to demonstrate that they possess an appropriately advanced level of performance, an awareness of what is required of performers wishing to forge a successful professional career in the twenty-first century, and an open mind about developing their own portfolio of relevant skills and experiences. They will be required to submit, in advance of their audition, a full list of public performances given over the past 24 months, clearly indicating dates, venues and repertoire performed, and a current biography (of the kind that would appear in a concert/operatic production programme). Chamber ensembles should submit a group biography and, in addition, individual biographies for each member of the ensemble. The performance audition (lasting approximately 25 minutes) will be followed by a short interview which will explore performers' musical interests and aspirations.

Audition requirements vary according to area of specialist study. A summary of the major audition elements is provided below. Where applicable an accompanist will be provided. All applicants are requested to bring scores for the audition panel.

Instrumental Performance

Instrumentalists should perform a programme of 25 minutes maximum to include three or four pieces comprising a variety of periods and styles.

Vocal Performance

Vocal performers should perform a programme of 25 minutes maximum which includes music from works in at least three European languages, including English. They will also be asked to read short texts in French, German and Italian, and to undertake some sight-reading.

Collaborative Piano Performance

Accompanists should perform a programme of 25 minutes maximum which may include a solo work of no more than 10 minutes. The remainder of the programme should include either vocal repertoire, for example, German Lied, French mélodie or English song; or instrumental repertoire, for example a movement from a major duo-sonata or larger chamber work (strings and/or wind). Alternatively, a combination of the above may be presented. Applicants are required to bring their collaborative partner(s) with them to the audition. Accompanists may also be asked to undertake some sight-reading.

Chamber Music Performance

Ensembles should perform a programme of 25 minutes maximum to include three or four pieces comprising a variety of periods and styles.

Opera Repetiteur

Repetiteurs should perform a programme of 25 minutes maximum which includes music from works in at least three European languages, including English. These may be arias from the operatic and/or oratorio repertoire. They will also be asked to read short texts in French, German and Italian, and to undertake some sight-reading. Repetiteurs should bring their own vocalist(s) with them to the audition.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Feedback mechanisms:

- Student questionnaires elicit feedback on individual modules and individual departments;
- Course meetings elicit feedback on the Conservatoire and course as a whole;
- External examiners and assessors provide feedback on the operation of the assessment process and standards as compared with other institutions and the profession;
- All these sources of data inform the annual course report and action plan, which is the primary mechanism for instituting and tracking changes for the purpose of quality enhancement.

Committees:

- Conservatoire School Academic Board
- Conservatoire Student Feedback Forums and follow-up Student Academic Leader Liaison Meetings
- Examination Board
- ADM Faculty Committees, including Faculty Student Experience, Learning and Teaching Committee and Faculty Academic Board
- Birmingham City University Academic Board