



PGCert (Music)

PROGRAMME SPECIFICATION

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 s/he 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 Definitive Course Document, and (2) in the Student Handbook. 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.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham Conservatoire
3	Programme accredited by:	n/a
4	Final Award:	PGCert (Music)
5	Programme Title:	PGCert (Music)
6	CUKAS Code:	PGCert: W310
7	QAA Benchmarking Group:	n/a

8 Aims

The *Postgraduate Certificate* aims:

- to provide the student with a comprehensive understanding of techniques applicable to his/her specialist area of performance;
- to encourage the student to develop originality and to provide him/her with a practical understanding of how established techniques are used creatively in his/her sphere of performance;
- to enable the student to develop self-direction in tackling and solving technical and musical problems, and to act autonomously in planning and presenting performances to a high artistic level;
- to enable the student to continue to advance his/her knowledge, understanding and artistry beyond the end of the programme, and to develop such independent learning skills as to allow the acquisition of new skills to a high level;
- to encourage the exercise of initiative and personal responsibility and the ability to make decisions in complex and unpredictable situations;
- to provide a progression route to the PGDip/MMus or APD programmes, or equivalent courses at other institutions;

by means of:

- the richness of practical musical activity and intellectual stimulation appropriate to the conservatoire environment;
- one-to-one tuition and postgraduate workshops in the student's specialist area;
- tutorial support to aid the student in planning an appropriate programme of group activities relevant to his/her career aims.

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

9.1 Knowledge and Understanding	Teaching, Learning and Assessment methods
<ul style="list-style-type: none"> • an extensive understanding of instrumental or vocal technique; • a knowledge of repertoire, as relevant to the student's specialist area and as consonant with a broad understanding of contemporary practices; 	<ul style="list-style-type: none"> • one-to-one tuition • independent practice • workshops, masterclasses, and a range of ensemble activities • assessment is by recital
<p>9.2 Skills and other attributes</p>	
<p>9.2.1 Intellectual/Cognitive skills</p>	
<ul style="list-style-type: none"> • to understand the concept of creativity and how it relates to style and technique; • how to manage conflicting data and viewpoints and reach informed and supportable decisions; 	
<p>9.2.2 Practical, Research and Independent learning skills</p>	
<ul style="list-style-type: none"> • the ability to bring a performance to a public at very high standards of presentation; • the ability to work alone and to take responsibility for personal decisions; • how to apply knowledge in the practical area of performance; • how to handle conflicts between knowledge-derived and intuitive approaches to interpretation; 	
<p>9.3.3 Key/Transferable skills</p>	<p>As above; additionally:</p> <ul style="list-style-type: none"> • tutorial support in planning a programme of activities in the context of current learning needs and career aspirations; • assessment is by a portfolio that documents the planning process, and the activities undertaken, and critically assesses their success in the context of the stated aims.
<ul style="list-style-type: none"> • advanced personal presentational skills, and the ability to work with others to achieve the common goal of generating an aesthetically viable performance. • performance also cultivates reliability and punctuality and demands a professional commitment to an ethic of personal and corporate responsibility; • Self-awareness, including the ability to diagnose learning needs, and self-direction in developing and implementing a plan to meet them; • strong supporting skills such as personal management and how to develop good publicity material 	

10 Programme structure

Modules:

Preliminary Performance	15 credits	level 7
Professional Portfolio	15 credits	level 7
Certificate Recital	30 credits	level 7

The programme lasts one year, part-time. Preliminary Performance and Certificate Recital are supported by a total of 25 hours of one-to-one tuition. Professional Portfolio involves the negotiation of an appropriate programme of supporting studies relevant to the student's career aims.

11 Support for Learning

- The Course director is designated Personal Tutor and has designated weekly surgery times for appointments.
- Designated tutorial time associated with the Professional Portfolio module supports students in developing self-awareness in diagnosing current skills and areas for development in relation to realistic career aims, as well as helping them plan and implement a programme of activities in response to this diagnosis.
- The one-to-one teaching enables the student to establish a close personal relationship with a member of staff who directly supports both learning and personal development. This person is effectively the student's mentor.
- Heads of School maintain regular tutorial times with individual students to discuss assignments, concerts, general progress and the student's general well-being.
- a Student Handbook is handed to every student along with extensive general information to Conservatoire Students.
- Mechanisms are well-established to identify problems early and take appropriate action, e.g. changing the first-study tutor, or diagnosing poor progress prior to an assessment.
- Regular meetings between students and the Course Director and an annual questionnaire complement the Course Board and the Staff/Student committee in providing both rigorous and informal feedback on all aspects of the programme and its delivery; this is formally discussed in the annual course review.
- Written feedback is provided after every assessment, including the final assessment, to enable the student to continue to develop even after the end of the programme; this procedure ensures transparency in the assessment process and allows students to discuss their achievements or progress with a range of staff and peers.
- The Conservatoire library is well-equipped for practice-orientated studies and is routinely subsidised by the faculty for research purposes. It holds multiple copies of key texts for the postgraduate modules, handouts relevant to individual modules specialist syllabuses and full course documentation and student handbooks.
- the faculty is well-equipped with computers and IT systems to support the current needs of postgraduate students and is set to expand.
- the faculty and its staff maintain a rigorous and transparent equal-opportunities policy.
- full documentation is available in the course documents and student handbooks, and module-related handouts are filed in the library.

12 Criteria for admission

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

- An Honours Degree, and
- Formal evidence of ability in their chosen specialism at least to 2(ii) standard.

All candidates are formally auditioned and may be interviewed.

13 Evaluation and improvement of quality and standards

Committees: <ul style="list-style-type: none">• Board of Studies• Examination Board• Faculty Board• Staff/student Committee	Mechanisms for review and evaluation: <ul style="list-style-type: none">• Review and validation events• External Examiners' Reports• Annual Monitoring Report• Student Feedback Results• Academic Quality and Support
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14 Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students are given online access to the University's Standard Postgraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for a **Postgraduate Certificate** a student must successfully complete all required assessments and obtain a minimum of 60 credits. The pass-mark in all modules is 50%.

The award of Postgraduate Certificate is not differentiated.

External Examiners are appointed. Their work includes:

- approving coursework assignments and assessment criteria
- approving examination papers
- monitoring standards through moderation of completed assessments
- attending Examination Boards
- participating in the review and validation processes