Goldsmiths
UNIVERSITY OF LONDON

MSc Music, Mind and Brain
Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London

Name of Final Award and Programme Title: MSc Music, Mind and Brain

Name of Interim Exit Award(s):

Postgraduate Certificate in Music, Mind and Brain

Postgraduate Diploma in Music, Mind and Brain

Duration of Programme: 1 year full-time or 2 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (101363) Psychology of Music

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: January 2022

Home Department: Psychology

Department(s) which will also be involved in teaching part of the programme:
Not applicable

Programme overview

This unique programme combines music psychology with neuroscience, focusing on both the biological and cognitive aspects of musical behaviour.

The MSc is highly interdisciplinary and draws on expertise from leading figures in the field, in areas ranging from music cognition, cognitive neuroscience, computational modelling, music education and music therapy.

Programme content

As a student on the MSc, you will learn about topics in music psychology (from perception to cognition) and the cognitive neuroscience of music, and will acquire all the necessary skills to pursue your own high-quality research.

Teaching staff

Programme directors are joined by an expert teaching faculty, all of whom have international profiles within the fields of music psychology and/or the neuroscience of music.

The programme benefits from good links with institutions such as the Institute of Education, the Royal College of Music, and the National Hospital for Neurology and Neurosurgery.

Our Eminent Invited Speaker Series brings world-leading researchers to Goldsmiths to present their latest research to our students.

Programme entry requirements

You should either have (or expect to be awarded) an undergraduate degree of at least upper second class standard in Psychology OR a background in music plus demonstrable knowledge and/or experience of empirical research. Because the programme is highly interdisciplinary, we appreciate that some candidates may not have a strong background in all the key areas (psychology, neuroscience, research methods). However, we expect all applicants to be familiar with some of the music psychology literature and concepts in empirical research.

You might also be considered for some programmes if you aren't a graduate or your degree is in an unrelated field, but have relevant experience and can show that you have the ability to work at postgraduate level.

In exceptional circumstances, other degrees and professional qualifications may be considered. Applications from overseas students are welcome. Students whose first language is not English will be asked to provide evidence of their English language skills. An IELTS score of 6.5 or equivalent is required.

Aims of the programme

This one year full time or two years part time MSc programme in Music, Mind and Brain aims to equip you with a thorough understanding of the neural and cognitive bases of musical behaviour and to provide you with the research skills necessary to conduct a high-quality piece of independent research in this area.

What you will be expected to achieve

Students who successfully complete the **Postgraduate Certificate** will be able to:

Option 1: Music Perception and Cognitive Neuroscience of Music

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate awareness of the structure and function of the auditory system as relevant to music listening	Music Perception
A2	Describe basic psycho-acoustics and principles governing our perception of patterned sound	Music Perception
A3	Discuss higher order aspects of music: memory, emotion, imagery and expectation	Cognitive Neuroscience of Music
A4	Discuss the relationship between music and other cognitive domains	Cognitive Neuroscience of Music
A5	Outline the development of musical competencies in the listener and performer	Music Perception, Cognitive Neuroscience of Music
A6	Demonstrate awareness of developmental disorders of music processing; musical processing in developmental disorders	Cognitive Neuroscience of Music
A7	Demonstrate awareness of the neuropsychological basis of musical perception and cognition	Cognitive Neuroscience of Music
A8	Discuss the use of music in clinical settings	Cognitive Neuroscience of Music

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Critically evaluate scientific journal articles	Music Perception, Cognitive Neuroscience of Music

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Critical analysis and evaluation of scientific material	Music Perception, Cognitive Neuroscience of Music

Code	Learning outcome	Taught by the following module(s)
C2	Synthesis of complex information into concise, digestible form	Music Perception, Cognitive Neuroscience of Music
C3	Construction of logical argument in written form	Music Perception, Cognitive Neuroscience of Music
C4	Use of online resources for research	Music Perception, Cognitive Neuroscience of Music

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analysis and evaluation of scientific material	Music Perception, Cognitive Neuroscience of Music
D2	Synthesis of complex information into concise, digestible form	Music Perception, Cognitive Neuroscience of Music
D3	Construction of logical argument in written form	Music Perception, Cognitive Neuroscience of Music
D4	Use of online resources for research	Music Perception, Cognitive Neuroscience of Music

Students who successfully complete the **Postgraduate Certificate (Option 2)** will be able to:

Option 2: Music Perception OR Cognitive Neuroscience of Music OR Research Design and Analysis OR Research Skills.

Students who successfully complete the **Postgraduate Diploma**, will gain an understanding of, and will learn knowledge and skills related to:

Option 1: All but the project module: Music Perception, Cognitive Neuroscience of Music as well as Foundations of Neuroscience, Multivariate Statistical Methods, Research Design and Analysis and Research Skills.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate awareness of the structure and function of the auditory system	Music Perception
A2	Describe basic psycho-acoustics and principles governing our perception of patterned sound	Music Perception

Code	Learning outcome	Taught by the following module(s)
A3	Discuss higher order aspects of music: memory, emotion, imagery and expectation	Cognitive Neuroscience of Music
A4	Discuss the relationship between music and other cognitive domains	Cognitive Neuroscience of Music
A5	Outline the development of musical competencies in the listener and performer	Music Perception, Cognitive Neuroscience of Music
A6	Demonstrate awareness of developmental disorders of music processing; musical processing in developmental disorders	Cognitive Neuroscience of Music
A7	Demonstrate awareness of the neuropsychological basis of musical perception and cognition	Cognitive Neuroscience of Music
A8	Discuss the use of music in clinical settings	Cognitive Neuroscience of Music
A9	Demonstrate knowledge of the main brain structures and major phases of brain development	Foundations of Neuroscience
A19	Outline the relationship between brain areas and their main functions	Foundations of Neuroscience
A20	Explain the physiological basis of the neuroscientific techniques covered	Foundations of Neuroscience

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Appreciate the interdependence of theory and experiment in research	Multivariate Statistical Methods, Research Design And Analysis, Research Skills
B2	Understand the role of cognitive models in neuroscientific research	Cognitive Neuroscience of Music
B3	Understand the principles of good experimental design and statistical analysis	Multivariate Statistical Methods, Research Design And Analysis, Research Skills
B4	Critically evaluate scientific journal articles	Music Perception, Cognitive Neuroscience of Music, Research Skills,

Code	Learning outcome	Taught by the following module(s)
B5	Formulate coherent and persuasive interpretations and arguments	Music Perception, Cognitive Neuroscience of Music, Research Skills

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Replicate key experiments from a range of different disciplines in music research	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Design and Analysis
C2	Design and conduct an original piece of research in the field	Research Project, Research Design and Analysis
C3	Use online resources to search for relevant published literature and databases	Music Perception, Cognitive Neuroscience of Music, Research Skills
C4	Use statistical concepts and software such as SPSS to analyse results	Multivariate Statistical Methods, Research Skills, Research Design and Analysis
C5	Communicate the results of their own research and that of others to their peers	Research Skills
C6	Produce high quality written reports demonstrating intellectual rigour	Music Perception, Cognitive Neuroscience of Music, Research Skills

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analysis and evaluation of scientific material	Music Perception, Cognitive Neuroscience of Music, Research Skills
D2	Synthesis of complex information into concise, digestible form	Music Perception, Cognitive Neuroscience of Music, Research Skills
D3	Construction of logical argument in written form	Music Perception, Cognitive Neuroscience of Music, Research Skills
D4	Use of online resources for research	Music Perception, Cognitive Neuroscience of Music, Research Skills

Option 2: two Compulsory modules and Research Project: Music Perception, Cognitive Neuroscience of Music and Research Project.

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate awareness of the structure and function of the auditory system as relevant to music listening	Music Perception
A2	Describe basic psycho-acoustics and principles governing our perception of patterned sound	Music Perception
A3	Discuss higher order aspects of music: memory, emotion, imagery and expectation	Cognitive Neuroscience of Music
A4	Discuss the relationship between music and other cognitive domains	Cognitive Neuroscience of Music
A5	Outline the development of musical competencies in the listener and performer	Music Perception, Cognitive Neuroscience of Music
A6	Demonstrate awareness of developmental disorders of music processing; musical processing in developmental disorders	Cognitive Neuroscience of Music
A7	Demonstrate awareness of the neuropsychological basis of musical perception and cognition	Cognitive Neuroscience of Music
A8	Discuss the use of music in clinical settings	Cognitive Neuroscience of Music

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Understand the role of cognitive models in neuroscientific research	Cognitive Neuroscience of Music
B2	Critically evaluate scientific journal articles	Music Perception, Cognitive Neuroscience of Music, Research Project
B3	Formulate coherent and persuasive interpretations and arguments	Music Perception, Cognitive Neuroscience of Music, Research Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Design and conduct an original piece of research in the field	Research Project
C2	Communicate the results of their own research and that of others to their peers	Research Project
C3	Produce high quality written reports demonstrating intellectual rigour	Music Perception, Cognitive Neuroscience of Music, Research Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analysis and evaluation of scientific material	Music Perception, Cognitive Neuroscience of Music, Research Project
D2	Synthesis of complex information into concise, digestible form	Music Perception, Cognitive Neuroscience of Music, Research Project
D3	Construction of logical argument in written form	Music Perception, Cognitive Neuroscience of Music, Research Project
D4	Oral presentation using visual aids, such as powerpoint	Research project,
D5	Use of online resources for research	Music Perception, Cognitive Neuroscience of Music, Research Project

Students who successfully complete the **MSc** programme will gain an understanding of, and will learn to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Demonstrate awareness of the structure and function of the auditory system	Music Perception, Foundations of Neuroscience
A2	Describe basic psycho-acoustics and principles governing our perception of patterned sound	Music Perception

Code	Learning outcome	Taught by the following module(s)
A3	Discuss higher order aspects of music: memory, emotion, imagery and expectation	Cognitive Neuroscience of Music
A4	Discuss the relationship between music and other cognitive domains	Cognitive Neuroscience of Music
A5	Outline the development of musical competencies in the listener and performer	Music Perception, Cognitive Neuroscience Of Music
A6	Demonstrate awareness of developmental disorders of music processing; musical processing in developmental disorders	Cognitive Neuroscience of Music
A7	Demonstrate awareness of the neuropsychological basis of musical perception and cognition	Cognitive Neuroscience of Music
A8	Discuss the use of music in clinical settings	Cognitive Neuroscience of Music

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Appreciate the interdependence of theory and experiment in research	Multivariate Statistical Methods, Research Design and Analysis, Research Skills, Research Project
B2	Understand the role of cognitive models in neuroscientific research	Cognitive Neuroscience of Music
B3	Understand the principles of good experimental design and statistical analysis	Multivariate Statistical Methods, Research Design and Analysis, Research Skills
B4	Critically evaluate scientific journal articles	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project
B5	Formulate coherent and persuasive interpretations and arguments	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Replicate key experiments from a range of different disciplines in music research	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Design and Analysis
C2	Design and conduct an original piece of research in the field	Research Design and Analysis, Research Project
C3	Use online resources to search for relevant published literature and databases	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project
C4	Use statistical concepts and software such as SPSS to analyse results	Multivariate Statistical Methods, Research Skills, Research Design and Analysis, Research Project
C5	Communicate the results of their own research and that of others to their peers	Research Skills, Research Project
C6	Produce high quality written reports demonstrating intellectual rigour	Music Perception, Cognitive Neuroscience of Music, Research skills, Research Project

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Critical analysis and evaluation of scientific material	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project
D2	Synthesis of complex information into concise, digestible form	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project
D3	Construction of logical argument in written form	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project
D4	Oral presentation using visual aids, such as powerpoint	Research project,
D5	Use of online resources for research	Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Project

How you will learn

The teaching and learning methods to which you will be exposed have been designed in recognition of: (a) the different knowledge routes to learning; (b) the learning requirements of different types of information and skills; and (c) the need for students to engage in a complementary range of learning activities leading to the synthesis of academic knowledge and professional skills/competencies.

To achieve the learning outcomes, you will experience a range of teaching/learning methods. You will attend lectures, tutorials, computer lab classes and workshops. You will also achieve the learning outcomes by undertaking practical research and work experience in clinical settings at a range of NHS facilities in London via contacts established by the programme teaching staff.

These teaching/learning methods are integral to the acquisition of subject specific skills and understanding, but also provide the opportunity for discussion and debate. An aim of the programme is to facilitate independent thought and enable you to develop a critical perspective.

You will receive feedback on written work (essays and coursework) in the form of structured numerical feedback, relating to the logic of arguments, their coherence, references, coverage of background literature, as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow you to know how to improve your work. During meetings with programme teaching staff, you will have a further opportunity to receive feedback and academic guidance.

The reliability and validity of these forms of assessments are assured by group meetings between teaching staff. In addition, all written work is either second marked or moderated. Detailed criteria for marking bands are provided for students in the Programme Handbook.

Learning support activities are chosen to meet the particular requirements of this MSc programme, as well as requirements as a member of the student body. You will attend lectures in order to provide the background theoretical knowledge that is then used in practical activities to develop the skills and competencies in the application of psychological knowledge.

How you will be assessed

Module components will be assessed via course-work (essays; dissertation), unseen written examination, a computer-based exam, multiple choice examination or assessment of oral

presentation. Assessments will be double marked (anonymously) or single marked with moderation, depending on the size of the cohort.

All assessed work, including examinations, is marked on a percentage scale. Five attributes of students' written work are considered when assigning marks on a 5-point scale. The scheme of marking is as follows:

1. Answer. (Does the work answer the question or address the issue?)
2. Structure. (Is the general structure of the work coherent?)
3. Flow. (Does each statement follow sensibly from its predecessor?)
4. Argument. (Is there a convincing quality of argument in the work?)
5. Evidence. (Are claims supported by relevant evidence from the literature?)

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In addition to the criteria for an excellent grade it will also have an exceptional or original line of argument that can be followed very easily.
70-79%	Distinction	Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks. A mark of 70% - 79% is likely to be awarded to work that: • addresses the topic in an explicit manner • announces its structure at the start and stick closely to this announced structure • has relationships between statements • that are very easy to recognise • gives wide-ranging and appropriate evidential support for claims that are made The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.

Mark	Descriptor	Specific Marking Criteria
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and deployed within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks. A mark of 60% - 69% is likely to be awarded to work that: • attempts to address the topic or answer the question • has a detectable structure which is adhered to for the most part • has relationships between statements that are generally easy to follow • has a good quality line of argument • supports claims by reference to relevant literature Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.
50-59%	Pass	Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed. A mark of 50% - 59% is likely to be awarded to work that: • presents relevant material but fails to use it to answer the question or address the issue • has a structure, but one that is rather loose and unannounced • has relationships between statements that are sometimes hard to follow • has a fair quality line of argument (information drives argument, rather than other way round) • tends to make claims without sufficient supporting evidence

Mark	Descriptor	Specific Marking Criteria
		Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
30-49%	Fail	Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed. A mark of 30-49% is likely to be awarded to work that: • fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material. • lacks a clear structure or framework • has relationships between statements that are often difficult to recognise • has a poor quality line of argument • makes poor use of evidence to support most of the claims that are made The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
10-29%	Bad fail	Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework. A mark close to 30% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10%

Mark	Descriptor	Specific Marking Criteria
		answer contains no evidence that the student knows anything from the literature that is relevant to the question.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

All aspects of the programme are compulsory. The content of the taught module Foundations of Neuroscience is drawn from selected lectures from two modules of the MSc Clinical and Cognitive Neuroscience (Biological Aspects of Brain Function; Methods and Techniques in Neuroscience). These modules have been chosen to give you a foundational background on which to build the subject-specific material covered later in the module.

Similarly, the modules Multivariate Statistical Methods and Research Design and Analysis are shared by other MSc programmes in the department. All other components are specific to this MSc.

The programme is based on a credits system where the whole programme is equivalent to 180 CATS. See below for the weighting of each module in terms of credit points.

Module Title	Module Code	Credits	Level	Module Status	Term
Music Perception	PS74001C	30	7	Compulsory	1-2
Cognitive Neuroscience of Music	PS74002C	30	7	Compulsory	2
Foundations of Neuroscience	PS74005D	15	7	Compulsory	1
Research Skills	PS74011C	15	7	Compulsory	1- 2
Multivariate Statistical Methods	PS71020E	15	7	Compulsory	1
Research Project	PS74010B	60	7	Compulsory	1-3
Research Design and Analysis	PS71054D	15	7	Compulsory	tbc

*Part-time students will normally be required to have passed all assessments in the first year before progressing to year two.

Award of PG Certificate (60 Credits)

Successful completion of Music Perception and Cognitive Neuroscience of Music modules (Option 1) or Successful completion of Music Perception OR Cognitive Neuroscience of Music AND Research Design and Analysis OR Research Skills (Option 2).

Award of PG Diploma (120 Credits)

Option 1: Successful completion of all modules but the Research project (i.e. Music Perception, Cognitive Neuroscience of Music, Research Skills, Research Design and Analysis, Foundations of Neuroscience and Multivariate Statistical Methods).

OR

Option 2: Successful completion of Music Perception, Cognitive Neuroscience of Music and Research Project.

Award of MSc (180 Credits)

Successful completion of all modules.

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the Library and information available on Learn.gold (VLE) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the Goldsmiths website and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Disability and Wellbeing Services maintain caseloads of students and provide on-going support.

The Careers Service provides central support for skills enhancement, running The Gold Award scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report (HEAR).

The Academic Skills Centre works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

The programme is designed with employability of its graduates in mind. It specifically aims to improve key skills that are highly rated in the private and public sector such as self-management, team working, client awareness / awareness of an audience, communication, problem solving, application of numeracy, and application of information technology. The

programme addresses these skills by training you in different working modes and styles, such as collaborative group work (blog writing, group discussion), individual work (research dissertation, formatively and summatively assessed coursework). Different skills are required to master methods sessions (application of novel software packages to a specific problem) and lab sessions (application of statistical concepts with real-world data). The training in different communication styles and addressing different audiences are key components of writing internet blogs vs. academic essays as well as the oral presentation vs. the write-up of the final research project.

From an employability perspective, therefore, the programme will be beneficial to students who are interested in pursuing doctoral research in this area, as well as to music professionals wishing to approach music from a more scientifically-informed perspective. In addition, graduates from the Music, Mind and Brain programme are also well equipped to work in a number of areas in the private and public sector. In fact, previous graduates from the programme have gone on to work in the following areas:

- academia: either pursuing a PhD, working in research position or engaged with university level teaching
- music and media industry
- music practitioner or performer
- music teacher

In addition to these areas, the programme would also inform career development in fields such as music therapy, neurorehabilitation, music consultancy and music and advertising.

The requirements of a Goldsmiths degree

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Normally, all modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the Goldsmiths Qualifications and Credit Framework.

Modules

Modules are defined as:

- "Optional" – which can be chosen from a group of modules
- "Compulsory" – which must be taken as part of the degree

Progression

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section "How the programme is structured" above.

Classification

Final degree classification is calculated on the basis of a student's mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+
Merit – 60-69%
Pass – 50-59%

More detail on the calculation of the final classification is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the "What you will be expected to achieve" section above.

The above information is intended as a guide, with more detailed information available in the Goldsmiths Academic Manual.

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the Quality Office web pages.