

## PROGRAMME SPECIFICATION



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	BMus (Hons) in Folk and Traditional Music
<b>4</b>	<b>Programme Title</b>	BMus Folk and Traditional Music
<b>5</b>	<b>UCAS/Programme Code</b>	W340
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	Music
<b>8</b>	<b>FHEQ Level</b>	Hons
<b>9</b>	<b>Date written/revised</b>	June 2013

### 10 Programme Aims

The BMus in Folk and Traditional Music is the leading performance-based folk music course in England and fosters both a strong emphasis on understanding and interpreting the music of Britain, Ireland and related musical traditions with a belief in the individuality of each student who must find their own appropriate paths of development for their skills, knowledge and understanding. To this end the course promotes:

1. to stimulate the development of thoughtful, well-informed traditional musicians possessing a wide range of musical experiences
2. to facilitate the critical understanding and engagement with traditional music from around the world with a specialist focus upon the music of these islands and Ireland
3. to foster a supportive and excellent educational environment for the development of leading performers of Folk and Traditional music
4. to facilitate the development of higher order analytical skills in students
5. to develop the students' understanding of the socio-cultural context(s) for traditional music from historical to contemporary contexts
6. to provide the essentials of a sound musical and academic training, encompassing approaches that are historical, cultural, theoretical, practical, technical, and creative
7. to prepare students of Folk and Traditional music for a variety of careers in the Arts
8. to provide an outstanding and sustainable flagship educational and research environment that contributes to a key component of regional identity in the North-East of England and the rest of the UK
9. to offer as much choice and flexibility as possible to enable students to pursue their own interests and meet their particular needs
10. to develop an awareness both of traditional areas of study and of recent and current developments in musical thinking and intellectual inquiry
11. to foster the development of skills valuable in themselves, of value to future employers and, in the best cases, providing a firm basis for postgraduate study
12. to conform, wherever appropriate, with University policies and the Framework for Higher Educational Qualifications (FHEQ), and to meet the standards set out in the QAA's benchmark statements for music degrees
13. to provide a sustainable and intellectually challenging environment for the only specialist, undergraduate programme for traditional music in England and Wales

### 11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

## A - Knowledge and Understanding

### A Knowledge and understanding

- A1 Broad understanding of traditional music in England, Ireland, Scotland and Wales and areas with related traditions
- A2 Issues in music history and the study of folk and popular musics
- A3 Interdisciplinary applications and theoretical approaches relevant to the study of music;
- A4 Critical understanding of, and approaches to, music of various historical contexts and cultures
- A5 Sonic and performative understanding of traditional music performance practices across a range of instrumental and vocal styles

### Teaching and Learning Methods

Lectures, and related student reading, are the primary means of developing students' knowledge and understanding. These are supplemented by seminars and/or tutorials where students can develop their learning through discussion and group (and solo) presentations. Students learn through independent reading and listening, with close readings/listenings of set texts/pieces as required, in preparation for lectures and seminars. In some cases learning is also peer-assisted by means of student study groups which focus on a lecture or seminar assignment. A1-A5 require workshops, rehearsals and 1:1 teaching.

Specific instances of the cultivation of knowledge and understanding of specified repertoires and techniques are as follows:

- A1 MUS1096 (Traditions of These Islands 1) & MUS2088 (Folk Music Studies); MUS2037 (The Scope of Irish Music)
- A2 MUS1012 (Understanding Music History);
- A3 MUS2060 (Ethnomusicology); MUS3054 (Music and Cultural Theory); MUS2065 (Studying Vernacular Music)
- A4 MUS2065 (Studying Vernacular Music); Many research-led cultural-historical options as offered across the four undergraduate degree programmes in music;
- A5 MUS1090/ MUS1091/ MUS2090/ MUS2092/ MUS3090/ MUS3094/ and Music Skills (FTM) Years 1 and 2.

### Assessment Strategy

Recital examinations, groupwork recitals, essay and project assignments; seen, unseen and take-away exam papers; individual and group assignments for seminars, etc.

## B - Intellectual Skills

On completing the programme students should have:

- B1 the ability to evaluate evidence from different sources;
- B2 the ability to present coherent arguments and an independent viewpoint;
- B3 Higher order analytical skills;
- B4 critical skills (e.g. awareness of ideologies, and the culturally mediated nature of knowledge);
- B5 the ability to understand and handle non-verbal, musical and aesthetic knowledge and thinking.

### Teaching and Learning Methods

These are acquired and developed in all the expected forums: lectures, seminars and tutorials. Individual module descriptions give more specific details.

**B1-B3** are embedded within musicological studies; **B4** is inculcated through core historical-cultural modules, particularly MUS2065 and MUS3054 (see A3-A4 above); **B5** is developed through one-to-one lessons, tutorials, recitals and workshops.

<b>Assessment Strategy</b>
Essay and project assignments; seen, unseen and take-away exam papers; individual and group assignments for seminars; live performances, etc.
<b>C - Practical Skills</b>
On completing the programme students should have acquired the following skills::
C1 Performance (instrumental, vocal, or howsoever determined by the degree programme director);
C2 Composition (whether score-based, electronic, aural or improvisatory);
C3 Music research skills;
Additionally, graduates will have acquired the following:
C4 Notational, theoretical and analytical skills
C5 Applied musical skills (arranging, music editing, music business, teaching methods)
<b>Teaching and Learning Methods</b>
<p><b>C1</b> is taught through a combination of 1:1 and group tuition, with systematic support through ICMuS's series of masterclasses and workshops (themselves embedded within the group performance project: part of the wider Centre of Excellence in Teaching and Learning which commenced in 2005). All students participate in group performances of one kind or another.</p> <p><b>C2</b> is taught through a mixture of lectures (demonstrating relevant techniques and approaches), seminars, group projects and tutorials. Structured within composition modules is the following pedagogical trajectory:  Stage One: MUS1092 (Ensemble 1): group-based projects  Stage Two: MUS3108 (Arranging and Composing in Traditional Music) lecture / workshop course with individual assignments defined by module leader  Stage Three: MUS3012/3016 (Specialist Studies in Composition): large-scale student-defined composition projects delivered through a combination of seminars and 1:1 tutorials</p> <p>Musicological research skills (<b>C3</b>) are fostered within all musicologically-based modules. At Stages Three and Four, students choose at least one historical-cultural option, taught in lectures and seminars, which considers recent research in the relevant field, and whose assessment is normally via an independently conducted research project. As appropriate, training in bibliographical techniques and musicological methodologies is given either through a combination of Robinson Library induction and designated Study Skills sessions (see, under section B).</p> <p>A range of honours level options in Applied Studies helps students to acquire skills in arranging, orchestration, conducting and editing (<b>C5</b>). Designated modules in Music Business (MUS3095/3097) and Teaching Methods (MUS3102) provide training in key aspects of musicians' professional and personal development.</p>
<b>Assessment Strategy</b>
As ( <b>A</b> ): plus performances, portfolios of compositions and assignments, and documentation relating to music business placements.
<b>D Transferable/Key Skills</b>
On completing the programme students should have the following skills:
D1 Research skills;
D2 Communication through both spoken and written word;
D3 Public presentation;
D4 Time management;
D5 IT skills;
D6 team work.

## Teaching and Learning Methods

Research skills (**D1**) are embedded within musicological studies (see B3 above).

**D2** is practised across the board in ways appropriate to each module, such as coursework assignments. Some modules offer the opportunity to submit work-in-progress on a formative, rather than summative, basis. Additional support is given through ICMuS's Study Skills programme, which is compulsory for all students in their first stage, and optional at later stages. Spoken presentations are given in seminars, tutorials and peer study groups; final-stage students are required to give presentations on their on-going Specialist Study projects (Composition, Dissertation, Performance or Project) in the Finalists Conference which takes place at the beginning of a student's final semester of study.

**D3** is inherent within all performance, which is integral to all undergraduate music degrees, either by way of public concerts or gigs or within rehearsals.

**D4:** time-management training is offered, where appropriate, within the Study Skills programme. In any case, effective time management is integral to a music student's *modus operandi* – in the maintenance of a balanced and sustainable schedule of rehearsals, lectures, seminars, independent study, and vocal/instrumental practice.

IT skills (**D5**) are ubiquitously used within music degrees. Training in the use of music notation and sequencing software is given as part of the relevant music skills and composition modules; training in the use of research tools (RILM, FirstSearch, Web of Science, etc.) is given to students writing dissertations. In their first Induction Week, all ICMuS students are given training in the use of Blackboard, RAS, and other essential IT resources; this training is re-inforced through the strategic use of Blackboard for the delivery of teaching materials and the electronic submission of assignments during the first stage of study.

**D6:** students frequently work together in workshops, rehearsal, ensemble and peer study-groups, and are often required to produce a collaborative response to seminar assignments: teamwork is integral, for instance, to ensemble studies at all stages (MUS1092/2092/3093).

## Assessment Strategy

**D1-D2:** see A above.

**D3:** public recital or gig at final stage public performances at other stages; presentation at Finalists' Conference

**D4:** mostly indirectly assessed (success/failure in time-management is usually self-evident)

**D5:** all students are required to produce word-processed essays and to demonstrate internet and general IT literacy as part of their research assignments. Students undertaking studio-based composition submit their work on CD-Rom; students submitting score-based compositions and course work normally use note-processing software (e.g. Sibelius).

**D6:** mostly not directly assessed, although contributions to team-based submissions, and effectiveness of team participation, are assessed in MUS1092/2092/3093 and other ensemble-based performance assessments.

## 12 Programme Curriculum, Structure and Features

### Basic structure of the programme

This is a two-plus-two-year programme designed to offer comprehensive training in folk music study, theory and practice. A Diploma may be taken after two years, the Degree after four. The programme is arranged so that a broad foundation in practical skills is established in the first two years, together with basic knowledge of repertory and appropriate methods of historical and cultural study. A choice of vocational pathways is also offered. During the third and fourth years, students may pursue their practical studies to a professional level and/or can specialise in particular routes or combinations of contextual, technical and/or vocational studies.

<b>Key features of the programme (including what makes the programme distinctive)</b>
Public performance is a requirement built into the honours stages of the degree.
<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

<b>13 Criteria for admission</b>
<p><i>Entry qualifications</i></p> <p><b>Entrance Requirements for W340</b></p> <p><b>A Levels</b> BBB including Music. Grade A in AS level Music may be considered, but will depend on the combination of subjects/qualifications being studied.</p> <p><b>Scottish Qualifications</b> AAAB at Higher Grade, including grade A in Music. Combination of Highers and Advanced Highers accepted.</p> <p><b>International Baccalaureate</b> A minimum of 32 points in the IB Diploma with Music grade 6 or above at Higher Level.</p> <p><b>Irish Leaving Certificate</b> AAABB at Higher Level, to include Grade A Music.</p> <p><b>Access Qualifications</b> For applicants offering Access to HE courses, a module in Music is essential, plus other Arts/Humanities modules.</p> <p><b>BTEC Higher National Diploma</b> Applicants offering a BTEC Higher National Diploma will be considered on an individual basis.</p> <p><b>BTEC National Diploma</b> BTEC National Diploma in a music-related subject, at overall DDM, plus evidence of 'academic' writing on music if not fulfilled by choice of units.</p> <p><b>Additional Information</b> Performance ability is a primary criterion for selection and applicants will need to produce appropriate evidence of performance skills achieved.</p> <p><b>Please Note that unless otherwise indicated</b>, all candidates with qualifications other than those specifically listed are considered on an individual basis.</p> <p><i>Admissions policy/selection tools</i> All applicants will be interviewed and auditioned. Applicants with musical experience but without standard qualifications are considered at a consultative interview prior to application. Students with advanced skills in performance of folk and traditional music may be exempted from some of the requirements for the qualifications listed.</p> <p><i>Non-standard Entry Requirements</i></p> <p><i>Additional Requirements</i> Evidence of practical musicianship – by audition.</p> <p><i>Level of English Language capability</i> IELTS 6.5</p>

## 14 Support for Student Learning

The Student Services portal provides links to key services and other information is available at: <http://www.ncl.ac.uk/students/>

### *Induction*

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc.

There is a comprehensive programme of induction centred around week zero, but continuing wherever appropriate throughout Stage One. This induction includes:

- group and individual tutorials with DPD and/or personal tutor;
- allocation to a Stage-Two or Stage-Three undergraduate 'student mentor';
- detailed campus tour, given by student mentor;
- instruction in the use of Blackboard (and a mini-assignment designed to induce good BlackBoard usage);
- an introductory 'Reading Music' seminar with personal tutor;
- careers service presentations;
- presentations by visiting speakers as appropriate (e.g. Musicians' Benevolent Fund).

### *Study skills support*

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

ICMuS provides first class Study Skills support, by way of an uncredited (but mandatory) Study Skills course, provided by the Study Skills tutor. Subjects covered include:

- good note-taking;
- summarising printed articles and chapters;
- footnotes and bibliographies;
- time management.

### *Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Within their general academic studies, students have extensive access to module leaders, whether by way of 1:1 tutorial or in small groups.

Mid-way through the academic year (usually at the end of January), students attend a Module Fair, at which the following academic year's menu of modules is advertised and, immediately following which, initial module choices are made following discussion with personal tutors.

The following provide essential information by way of academic support:

- ICMuS Undergraduate Handbook (extensively revised in each academic year);
- School web site;
- Student e-mail and direct access to DPD and tutorial staff;
- Direct access to named contacts in the Careers Service.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

### *Support for students with disabilities*

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

### *Learning resources*

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

The Robinson Library, now houses the (quondam) Music Department Collection of books, journals, recordings and scores in addition to its own holdings.

Teaching resources include high-specification teaching spaces within ICMuS (with keyboards, interactive white-boards, data projection and sound).

In addition to generic IT resources across campus, subject-specific IT facilities include Sibelius (on PC clusters and on RAS), sound studios within ICMuS, and a PC suite in ICMuS's student common room.

Performing resources are available by way of practice rooms, band rehearsal studios, auditorium (King's Hall).

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University Teaching and Learning Committee.

### *External Examiner reports*

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking students' views on the quality of the learning and teaching. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

### *Accreditation reports*

n/a

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

### *Weighting of stages*

Stage 1 and 2 marks do not count towards degree results. Stage 3 and stage 4 results are weighted at 1/3 and 2/3 respectively.

### *Common Marking Scheme*

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	<b>Honours</b>	<b>Non-honours</b>
<40	Fail	Failing
40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

### *Role of the External Examiner*

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme



In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact [enquiries@ncl.ac.uk](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

**Annex**

## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	<b>ABC1001</b> , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Compulsory	1	1, 2, 3	4	2, 3