

PROGRAMME SPECIFICATION



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA Hons Music
4	Programme Title	BA (Hons) in Music
5	UCAS/Programme Code	W300
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	Music
8	FHEQ Level	Honours
9	Date written/revised	April 2014

10 Programme Aims

1. to stimulate the development of thoughtful, well-informed musicians possessing a wide range of musical experiences
2. to promote understanding of and engagement with a diversity of musical repertoires
3. to provide the essentials of a sound musical and academic training, encompassing approaches that are historical, cultural, theoretical, practical, technical, and creative
4. to offer as much choice and flexibility as possible to enable students to pursue their own interests and meet their particular needs
5. to develop an awareness both of traditional areas of study and of recent and current developments in musical thinking and intellectual inquiry
6. 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
7. 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

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. The programme outcomes have references to the benchmark statements for Music.

A - Knowledge and Understanding

On completing the programme students should have a broad knowledge and developed understanding of:

- A1 Cultural approaches to the study of music
- A2 Issues in historical musicology
- A3 Interdisciplinary applications and theoretical approaches relevant to the study of Music
- A4 Samples of musical repertoires of various kinds (including classical, world, folk and traditional, and contemporary and popular)
- A5 Musical processes and structures

Teaching and Learning Methods

The primary means of imparting knowledge and understanding is lectures. These are supplemented by seminars and/or tutorials where students can evaluate their learning through discussion and group (or solo) practice. Students are taught material 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. A4-A5 require workshops, rehearsals and 1:1 teaching.

Assessment Strategy

Essay and portfolio assignments; seen, unseen and take-away exam papers; presentations, 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 analytical powers
- B4 critical skills (e.g. awareness of ideologies, and the culturally mediated nature of knowledge)
- B5 the ability to understand and handle non-verbal knowledge and thinking

Teaching and Learning Methods

These are acquired and developed in all the expected forums: lectures, seminars, tutorials, workshops and 1:1 teaching. B1 and B2 are addressed at stage 1 in Study Skills teaching, which is linked into MUS1012. Individual module descriptions give more specific details.

Assessment Strategy

Essay and portfolio assignments; seen, unseen and take-away exam papers; presentations, individual and group assignments for seminars; live performances, etc.

C - Practical Skills

On completing the programme students will have acquired skills in the following areas

- C1 Performance (instrumental, vocal)
- C2 Composition (whether score-based, electronic, or improvisatory)
- C3 Musicological research skills
- C4 Harmony and aural skills
- C5 Music-analytical skills
- C6 Applied musical skills (whether conducting, music editing, music business, teaching methods)

Teaching and Learning Methods

C1 is taught through a combination of 1:1 and group tuition, with systematic support through ICMUS's series of master classes and workshops.

C2 is taught through a mixture of lectures (demonstrating relevant techniques and approaches), seminars, group projects and tutorials.

Musicological research skills (C3) are fostered within all musicologically-based modules. At Stages Two and Three, 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 through a combination of Robinson Library induction and designated Study Skills sessions (see, under section B).

Options in musical analysis and harmony (see A5 above), taken alongside studies in composition and/or performance, enable students to develop their theoretical and notational fluency (C4 and C5).

A range of honours level options in Applied Studies helps students to acquire skills in orchestration, conducting and editing (C6). Designated modules in Music Enterprise (MUS3095) and Teaching Music in Schools (MUS3111) provide training in key aspects of musicians' professional and personal development.

Assessment Strategy

As **A**: plus performances, and portfolios of compositions and assignments.

D - Transferable/Key Skills

On completing the programme students should be able to:

- D1 Research skills;
- D2 Communication through both spoken and written word;
- D3 Public presentation;
- D4 Time management;
- D5 IT skills;
- D6 Independent Learning
- D7 Team work.

Teaching and Learning Methods

D Key (transferable) skills

Research skills (D1) are embedded within musicological studies.

D2 is practised across the board in ways appropriate to each module, such as coursework assignments, written exams and oral presentations. 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. 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 (Dissertation or Project options) 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 composition modules; training in the use of research tools (JSTOR, RILM, FirstSearch, Web of Science, etc.) is given to students taking historical/cultural optional modules and those writing dissertations or projects in their final year.

In their first Welcome Week, all ICMuS students are given training in the use of Blackboard, RAS, and other essential IT resources; this training is reinforced through the strategic use of Blackboard for the delivery of teaching materials and the electronic submission of assignments during the first stage of study. All submitted work must also be word processed.

D6: Generally (as is typical for an Arts degree) a high a proportion of individual preparation time to class contact time is assumed: students are ultimately expected to be responsible for their own learning. More specifically, opportunities are provided for individual project work – or example, in historical/cultural options, in which a small research project related to material studied on the module forms the main part of the assessment. At least one third of students' final stage is devoted to a specialist study, which is conducted largely through independent learning, with intermittent supervisions or vocal/instrumental lessons.

D7: students frequently work together in workshops, rehearsal, and peer study-groups, and are often required to produce a collaborative response to seminar assignments: teamwork is integral, for instance, to compositional studies at Stage One (MUS1097: Creative Projects).

Assessment Strategy

D1-D2: see A above.

D3: public recital or gig at final stage; 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 or fileshare; students submitting score-based compositions normally use note-processing software (e.g. Sibelius).

D6: students take at least one historical/cultural option at each stage, which in most cases is assessed through an independently conducted research project. Students must take at least one Specialist Study, where the emphasis is primarily on independent learning.

D7: mostly not directly assessed, although contributions to team-based submissions, and effectiveness of team participation, are assessed in certain modules, such as MUS1097 (Creative Projects)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The BA has three 'stages', each equivalent to one academic year of full-time study. For full-time students 'Stage 1' means 'first year', 'Stage 2' means 'second year' and so on. You will find full descriptions of each module in the module outlines website

Stage 1 (identical for BA W300 and BMus with Year Abroad – W304)

Two routes are offered in the first year of studies: with music modules only or with a foreign language. Foreign language study is regarded as valuable for music students. For example, knowing another language helps with understanding of musical texts using that language and opens up possibilities for studying a wider range of academic literature and other traditions of music study. The option of studying a foreign language for 20 or 40 credits is available. This option is particularly important for students on the BMus with Year Abroad, and even more so for those considering an exchange year at a non-Anglophone destination.

Stage 2 (identical for BA and BMus with Year Abroad)

The second stage of these two programmes has among its aims: exposing students to more diverse musical experiences; developing their research skills; encouraging more in-depth practical, creative and academic activity. All this prepares students for their final stage with its emphasis on greater specialisation and independent learning. All Stage 2 modules are Honours modules. For the purposes of final average and degree classification, stage 2 modules count as one third of the final total weighting.

All 120 credits are elective, there are no compulsory modules. However, students must choose at least one module from each of the three topic areas of Musicological, Historical/Cultural and Applied options.

At Stage 2 students may also take modules to the value of 20 credits in a subject other than Music. You might want, for example, to continue with a foreign language you began in Stage 1, or pursue a cultural, historical or theoretical topic from the complementary perspective of another subject, or gain vocational experience. If this is your intention you should make the necessary enquiries at the appropriate school.

In addition, BMus with Year Abroad students undertake preparation for their year abroad in Stage 3. Satisfactory completion of this work is a prerequisite for the overseas year (otherwise you default to Stage 3 of the BA programme).

Stage 3: BA

By the time you reach Stage 3, the final stage of the BA programme, you are in a position to specialise to a considerable extent, building further on your particular strengths and interests. Normally at least a third of your time (40 credits) will be devoted to a Major Specialist Study. In discussion with your Degree Programme Director you may also take a second, Minor Specialist Study.

As at Stage 2, a menu of 20-credit historical/cultural options and a menu of 20-credit applied options is also available. In usual circumstances students will take at least one module from each menu.

Key features of the programme (including what makes the programme distinctive)

1. Inclusivity of curriculum and cohort – this degree enables students to experience a broad range of approaches to studying music, and a broad range of musics from around the world, both art music and contemporary.
2. Emphasis on cultural theory.
3. Wide choice of options nearly all of which stem directly from staff research interests.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme/>

13 Criteria for admission

Entry qualifications

A Levels

ABB including Music at grade A. Grade A in AS level Music may be considered, but will depend on the combination of subjects/qualifications being studied.

Scottish Qualifications

AABBB at Higher Grade, including grade A in Music. Combinations of Highers and Advanced Highers accepted.

Admissions policy/selection tools

Most applicants will be interviewed, depending on prior qualifications, evidence of performance ability on the UCAS application, and experience.

Additional Requirements

Applicants intending to take modules in performance should have passed ABRSM Grade 8 or the equivalent or be of a similar standard.

Level of English Language capability

IELTS 6.5

14 Support for Student Learning

The Student Services portal provides links to key services and other information and 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. The International Office offers an additional induction programme for overseas students.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support

Each undergraduate and taught postgraduate student will be assigned a personal tutor.* A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.

*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes 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 Student Union 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 team 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.

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 Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews

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

External Examiner reports

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

Student evaluations

All modules and stages* are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff 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.

*With the exception of intercalating years and the final stages of undergraduate programmes.

Mechanisms for gaining student feedback

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

Faculty and University Review Mechanisms

Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 40%

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 re-assessment opportunities, with certain restrictions.

Weighting of stages

The marks from **Stages 2 and 3** will contribute to the final classification of the degree. The weighting of marks contributing to the degree for **Stages 2 and 3 are weighted 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

	Modules used for degree classification (DC)	Modules not used for degree classification
<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 the University following recommendation from the Board of Studies. The External Examiner is expected to:

- i. See and approve assessment papers
- ii. Moderate examination and coursework marking
- iii. Attend the Board of Examiners
- iv. Report to the University on the standards of the programme

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

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

The School Brochure: <http://www.ncl.ac.uk/marketing/services/print/publications/ordering/>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

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

Module	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
MUS1011	x	x	x	x	x	x	x	x	x	x				x		x		x	x			x			
MUS1012	x	x	x	x	x	x	x	x	x	x				x		x		x	x			x			
MUS1019	x	x	x	x	x	x	x	x	x	x				x		x		x	x			x			
MUS1020				x	x			x	x	x					x	x	x								
MUS1058					x					x	x											x	x		x
MUS1097				x	x			x		x		x	x		x	x	x					x	x		
MUS2003	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS2005	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS2006	x	x	x	x	x	x	x		x		x		x	x	x	x	x		x					x	
MUS2007	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS2008				x	x			x		x		x	x		x	x	x					x	x		
MUS2010	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS2012	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2020	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2037	x	x	x	x	x			x		x		x	x		x	x	x					x	x		
MUS2041				x	x			x		x		x	x		x	x	x					x	x		
MUS2044	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2054	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2058					x					x	x											x	x		x
MUS2059					x					x	x											x	x		x
MUS2060	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2065	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2075	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS2087	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS2088	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS2098	x	x	x	x	x			x		x		x		x	x	x		x						x	
MUS2103	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS2111	x		x	x		x	x		x	x	x			x	x		x	x	x	x	x	x	x		x
MUS3003	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS3005	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS3006	x	x	x	x	x	x	x		x		x		x		x	x	x		x					x	
MUS3007	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS3010	x	x	x	x	x	x	x		x					x	x	x		x	x	x		x			x
MUS3011	x	x	x	x	x	x	x		x	x				x		x		x	x			x			
MUS3012				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3013	x	x	x			x	x		x					x				x	x			x	x		x
MUS3014				x	x					x	x					x		x				x	x		x
MUS3015			x		x	x	x		x	x				x	x	x	x	x	x	x	x	x	x		x
MUS3016				x	x			x		x		x	x		x	x	x					x	x		
MUS3017	x	x	x			x	x		x					x				x	x			x			x
MUS1018				x	x					x	x					x		x				x	x		x
MUS3019			x		x	x	x		x	x				x	x	x	x	x	x	x		x			x
MUS3023				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3027	x	x	x	x	x			x		x		x	x		x	x	x					x	x		
MUS3083				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3087				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3095			x			x	x		x									x	x	x	x	x			x
MUS3097	x	x	x	x	x			x		x		x	x		x	x	x					x	x		
MUS3103	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS3111	x		x	x		x	x		x	x	x			x	x		x	x	x	x	x	x			x
MUS3019			x		x	x	x		x	x				x	x	x	x	x	x	x		x			x
MUS3027	x	x	x	x	x			x		x		x	x		x	x	x					x	x		
MUS3030	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS3032	x	x	x		x	x	x		x					x	x	x		x	x	x		x			x
MUS3044				x	x			x		x		x	x		x	x	x					x	x		
MUS3083				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3087				x	x			x		x		x	x		x	x	x	x				x	x		x
MUS3095			x			x	x		x									x	x	x	x	x			x
MUS3097	x	x	x	x	x			x		x		x	x		x	x	x					x	x		

MUS3103	x	x	x		x	x	x		x						x	x	x		x	x	x		x			x	
MUS3111	x		x	x		x	x		x	x	x				x	x		x	x	x	x	x	x			x	x
MUS3112	x		x	x		x	x		x	x	x				x	x		x	x	x	x	x	x			x	x
MUS3175	x	x	x	x	x	x	x	x	x	x					x		x		x	x						x	
Module	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8		

Bold type indicates compulsory.