

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	BA Hons Contemporary and Popular Music
5	UCAS/Programme Code	W301
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 enable students to extend and deepen their practical musical skills
2. to broaden the range of contemporary musics in which such skills can be practised
3. to place the practical activities within the context of a critical understanding of twentieth-century musical practices, their historical development and their role in contemporary culture
4. to stimulate the development of thoughtful, well-informed musicians specialising in contemporary and popular musics, but with an informed perspective of the wider study of music; and thereby,
5. to promote understanding of and engagement with a range of musical repertoires including popular and contemporary repertoires;
6. to enable students to extend and deepen their practical musical skills within the context of a critical understanding of current musical practices, their historical development, and their role in contemporary culture;
7. to provide a sound musical and academic training encompassing approaches that are historically contextualised, theoretically informed, practically demonstrated, technically fluent and creatively inventive;
8. to offer structured choice and flexibility so that students can pursue their own interests and aptitudes within a determined curricular structure;
9. to develop an awareness both of traditional areas of study and of recent and current developments in musical thinking and intellectual inquiry;
10. to cultivate skills which are valuable in themselves, of benefit to future employers and, wherever possible, provide firm foundations for postgraduate study;
11. to conform, where 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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, discipline-related and general key skills in the following areas:

- 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 method of imparting knowledge and understanding is lectures. These are supplemented by seminars and/or tutorials where students are able to check their learning through discussion and through practice. Students are taught material through independent reading and listening, with close reading of set texts and close listening to set pieces often required 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 and A5 require workshops, rehearsals and 1:1 teaching, whereas independent study includes practice and composition.

Assessment Strategy

Essay and project assignments, seen and unseen exam papers, take-away exam papers, individual assignments for lectures, seminars, etc.

B-Intellectual Skills

On completing the programme students will have acquired the following:

- 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, 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 MUS1011. Individual module descriptions give more specific details.

Assessment Strategy

Essay and project assignments, seen and unseen exam papers, take-away exam papers, individual assignments for lectures, seminars, etc.

C-Practical Skills

Graduates will have developed skills in at least two of the following areas (with at least one pursued as a specialism accounting for one third of their final stage):

- C1 Performance (instrumental, vocal or DJ)
- C2 Composition (score based)
- C3 Composition (electronically based)
- C4 Musicological Research skills

Additionally, graduates will have acquired the following:

- C5 Harmony and aural skills
- C6 Music-analytical skills
- C7 Applied musical skills (e.g. arranging skills, studio skills, direction/production skills, music editing skills, music business skills)

Teaching and Learning Methods

C1 is taught primarily through 1:1 instrumental or vocal lessons, and is supported by periodic workshops on issues such as musical interpretation and performance practice. There is also a requirement to participate in at least one band or ensemble.

At stage 3 C2 and C3 are taught through a mixture of lectures (demonstrating relevant techniques and approaches) and seminars / tutorials, where students discuss applications of these to their own creative projects. A large measure of independent production is assumed between sessions. In the final stage, students are given freer rein to define their own projects, and these are discussed largely in 1:1 tutorials, supported by group sessions.

Musicological research skills (C4) are inculcated through all musicologically based modules. More specifically, at both stages students can pursue at least one historical-cultural option, taught by seminar, which considers recent research in the relevant field, and requires students to undertake a short, independently conducted research project following these examples. Additionally, sessions dealing with such matters as bibliographic IT applications (databases etc.) are laid on through the Robinson Library. In their final stage, students have the option of undertaking a dissertation, supported by 1:1 tutorials and seminars.

Assessment Strategy

As **A** above. Plus performances, and portfolios of compositions and assignments.

D Transferable/Key Skills

On completing the programme students will have acquired the following:

- D1 Research skills
- D2 communication through the written word
- D3 communication through the spoken word
- D4 public presentation
- D5 time management
- D6 computer and technological literacy
- D7 independent learning
- D8 team work

Teaching and Learning Methods

For D1 (musicological research) see the paragraph on C4 above.

D2 is practised across the board in ways relevant to each module, such as coursework assignments. Some modules offer the opportunity to submit work-in-progress on a formative, not-for-assessment basis. Additional support is given through the Study Skills activity, which is compulsory to all incoming students and also offered at other stages on a voluntary basis.

D3 & D4: seminars, tutorials and peer study groups are typical forums in which oral communication skills are informally practiced. For musicians oral communication is also particularly important in rehearsals; and public performance is very much a fact of life for many of them. Additionally, final stage students are required to make a formal presentation in the Finalists' Conference, on their specialist study.

D5: a seminar on time-management is offered as part of the study skills programme. Music students develop time management skills *de facto*, in order to balance a busy regime of classes, rehearsals, independent study, and practice on their instrument or voice.

D6: induction week session; special sessions offering training on use of bibliographic databases (JSTOR, RILM, Web of Science etc.). Many students also pursue specifically musical IT applications (including music notation software, sequencing packages), taught in lectures and seminars.

D7: 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 –for 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.

D8: students frequently work together in workshops, rehearsals and peer study-groups, and are often required to produce a collaborative response to seminar assignments.

Assessment Strategy

D1, D2: see A above.

D3 & D4: public instrumental or vocal recital at final stage; or presentation at Finalists' Conference.

D5: indirectly assessed (it's usually fairly obvious how well a student has managed their time).

D6: all students are required to produce word-processed essays, and to demonstrate internet literacy as part of their research assignments. Students engaged in electronically based composition submit their work on CD or fileshare. Many students present score-based compositional work using IT packages such as Sibelius.

D7: students can 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.

D8: not directly assessed.

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

In the first Stage students are required to take 120 credits of modules that work towards the ICMuS ethic of encouraging an agile thinker and an accomplished practical musician. The student is exposed to various aspects of contemporary and popular music culture, with an emphasis on 'contemporary' in the widest sense. The modules in the first stage can be divided into the following broad topics of performance, composition, notation, song-writing which are all in combination with critical, intellectual engagement.

Stage 2

The second stage 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 the student may also take modules to the value of 20 credits in a subject other than Music. They might want, for example, to continue with a foreign language, or pursue a cultural, historical or theoretical topic from the complementary perspective of another subject, or gain vocational experience. If this is their intention you should make the necessary enquiries at the appropriate school.

Study Abroad

It is possible to take one semester's Erasmus exchange to a specified partner institution subject to the approval of the DPD. This is usually taken in Semester 2 in stage 2 and, in order to qualify, students must have attained an overall average of 60% or more in their first year. This is mutually exclusive with the option to take an entire intercalating year abroad after stage 2.

Intercalating Year

Students wishing to spend a year abroad as part of their degree can do so in consultation with and at the discretion of the DPD in a partner institution. This is mutually exclusive with the option in stage 2 for an Erasmus semester abroad, and is also subject to a threshold of at least 60% in the overall stage-one average.

Stage 3:

By the time the student reaches Stage 3, the final stage of the BA programme, they are in a position to specialise to a considerable extent, building further on their particular strengths and interests. Normally at least a third of their 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 is also available, from which the student makes at least one selection. They may also elect to select from applied options, which are intended to add further breadth to their overall programme of study.

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

Students generally specialise in some form of contemporary music performance or composition, ranging from acoustic singer-songwriters through to extremely experimental electronic form. Strong emphasis is placed on creativity, artistic risk-taking and experiment. Students are encouraged to look beyond formulaic commercial music forms, and to engage with more exploratory contemporary ways of making music.

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.

BTEC Extended Diploma

BTEC Extended Diploma in a music-related subject at overall DDD.

Scottish Qualifications

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

Admissions policy/selection tools

Interviews are conducted on a case-by-case basis, usually with 'non-standard' applicants

Non-standard Entry Requirements

Access Schemes are available for overseas applicants, for home students and for local colleges in the form of a Foundation programme run by ICMuS.

Admissions policy/selection tools

Some applicants may be interviewed, depending on prior qualifications, evidence of performance ability on the UCAS form, and experience.

Non-standard Entry Requirements

Students with appropriate Accreditation of Prior Learning may be considered for direct entry to Stage 2 – for instance, an HND or Foundation Degree at a suitable level of achievement, as follows:

BTEC Higher National Diploma in popular music or music production at Pass grade, to include at least three distinctions, two of which should be from the areas of composition, songwriting, studio production and/or performance.

Music Foundation Degree: Good grade in a Foundation Degree where the curriculum topics provide suitable preparation for this programme.

*Additional Requirements**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			
MUS1014	x	x	x	x	x	x	x	x	x	x				x		x		x	x			x			
MUS1023	x	x		x	x			x		x					x	x									
MUS1030				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	
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				x		
MUS2020	x	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				x		
MUS2054	x	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				x		
MUS2065	x	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				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					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	
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				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						
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		x						
MUS3016				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						
MUS3019			x		x	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						
MUS3027	x	x	x	x	x				x						x	x	x								x	x						
MUS3083				x	x				x						x	x	x	x							x	x	x					
MUS3087				x	x				x						x	x	x	x							x	x	x					
MUS3095			x			x	x			x															x	x	x	x	x	x	x	x
MUS3097	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					
MUS3111	x		x	x		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.