	PROGRAMME SPECIFICATION	Newcastle University

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BMus (Hons) in Folk and Traditional Music
4	Programme Title	BMus Folk and Traditional Music
5	UCAS/Programme Code	W340
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	Music
8	FHEQ Level	Hons
9	Date written/revised	April 2014

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 repertories 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); MUS2054 (Music and Cultural Theory);
              MUS2065 (Issues in Popular Music Culture)
A4   MUS2065 (Issues in Popular Music Culture); Many research-led cultural-
              historical options as offered across the four undergraduate degree programmes
              in music;
A5   MUS1050 / MUS2050 / MUS2090 / MUS3027 / MUS3097

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 MUS2054 (see A3-A4 above); **B5** is developed through one-to-one lessons, tutorials, recitals and workshops.
Assessment Strategy
Essay and project assignments; seen, unseen and take-away exam papers; individual and group assignments for seminars; live performances, etc.

C - Practical Skills
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)

Teaching and Learning Methods
C1   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. **C2**   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 Three: MUS3012/3016 (Specialist Studies in Composition): large-scale student-defined composition projects delivered through a combination of seminars and 1:1 tutorials Musicological research skills (**C3**) 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). A range of honours level options in Applied Studies helps students to acquire skills in arranging, orchestration, conducting and editing (**C5**). 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, portfolios of compositions and assignments, and documentation relating to music business placements.

D   Transferable/Key Skills

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 give 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 (JSTOR, 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 or fileshare; 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.

Nota Bene: As this degree is being phased out, there is no Stage 1 for this degree programme in the academic year 2014-15.

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

Public performance is a requirement built into the honours stages of the degree.

Programme regulations (link to on-line version)

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

13	Criteria for admission

http://www.ncl.ac.uk/undergraduate/course/W340/entrance-requirements

Entry qualifications
Entrance Requirements for W340
A Levels
BBB including Music. Grade A in AS level Music may be considered, but will depend on the combination of subjects/qualifications being studied.
Scottish Qualifications
AAAB at Higher Grade, including grade A in Music. Combination of Highers and Advanced Highers accepted.
International Baccalaureate
A minimum of 32 points in the IB Diploma with Music grade 6 or above at Higher Level.
Irish Leaving Certificate
AAABB at Higher Level, to include Grade A Music.
Access Qualifications
For applicants offering Access to HE courses, a module in Music is essential, plus other Arts/Humanities modules.
BTEC Higher National Diploma
Applicants offering a BTEC Higher National Diploma will be considered on an individual basis.
BTEC National Diploma
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.

Additional Information
Performance ability is a primary criterion for selection and applicants will need to produce appropriate evidence of performance skills achieved.

Please Note that unless otherwise indicated, all candidates with qualifications other than those specifically listed are considered on an individual basis. Please refer to Entrance Requirements for a full explanation.

Admissions policy/selection tools
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.

Non-standard Entry Requirements

Additional Requirements
Evidence of practical musicianship – by audition.

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-sessional 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 3 and 4** will contribute to the final classification of the degree
The weighting of marks contributing to the degree for **Stages 3 and 4 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

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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.

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
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		
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			
MUS2050				x	x			x	x	x					x	x	x								
MUS2054	x	x	x	x	x	x	x	x	x	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	
MUS2090					x						x	x										x	x		x	
MUS2092					x						x	x										x	x		x	x
MUS2094					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		
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	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		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		x	
MUS3083				x	x			x		x		x	x	x	x	x	x	x				x	x	x	
MUS3092					x						x	x										x	x		x	
MUS3093					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	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
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