

Programme Specification: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

Names of programme(s) and award title(s)	Music Music with International Year (see Annex A for details)
Award type	Dual Honours, Major, and Minor <i>NB:</i> Students who study their two Principal subjects in humanities and/or social science subjects will be awarded the degree of Bachelor of Arts (with Honours) (BA Hons). All students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2017/18 is £9,250* International students: Fee for 2017/18 is £14,150** <i>(if combined with a non-laboratory-based Principal Subject)</i> <i>or</i> £15,250** <i>(if combined with a laboratory-based Principal Subject or Music Technology)</i> The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Refer to section 18

* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Dual Honours programme?

Dual Honours degrees are degrees that are taken in two different subjects, resulting in an *X and Y* degree title, for example *Music and Politics*. If you are taking a Dual Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Dual Honours degree you must take at least 120 credits in each Principal Subject, accrued over all three levels of study, with at least 30 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of two Principal Subjects. The remaining available credits can be filled with modules from these subjects or other subjects entirely.

What is a Major/Minor programme?

Major/Minor degrees are degrees that are taken in two different subjects, much like a Dual Honours degree, except that you will specialise in the Major subject. In a Major/Minor degree you will need at least 225 credits in your Major subject over your three years of study with at least two modules (30 credits) taken each year in your Major Subject, although some Principal Subjects will require you to take more than this and this will be stated in the relevant programme specification. You will also need 90 credits in your Minor subject with a minimum of 30 credits (two modules) taken in Year 1 (Level 4) and 45 credits (three modules) taken in Year 2 (Level 5).

Students taking the Minor Route in Music might not necessarily be able to demonstrate that they have achieved all of the Programme's learning outcomes.

3. Overview of the Programme

To take a degree in music is to explore an inexhaustibly rich field of study, at once challenging and enthralling. For music is intrinsically interdisciplinary and multidisciplinary, international and multicultural; it fosters creativity and craftsmanship and practical skills; it provides a liberal education, historical, sociological, aesthetic and analytical, in an art that answers a deep and enduring human need, both in Western civilization and in virtually every civilization known to history; its links with mathematics, science and technology are profound and inescapable. (QAA Subject Benchmark Statement: Music)

Music is a subject that involves many distinct elements, including performance, music history, theory, analysis, composition and music technology. Under this programme it is possible to benefit from a considerable range of pathways, while focusing on particular strengths in one or more areas. Students are introduced to a number of pathways at level 4 (year 1) and are then able to specialise as they progress through the degree. The dual honours Music programme is tailor made to fit into the dual honours system at Keele. It has coherence, depth and breadth. A recent external examiner commented that the dual honours programme is a "wide-ranging and innovative" programme balancing "selectivity and a focus on issues... In the main the modules are designed around staff strengths ... which is not the case in all Music departments. Playing to staff strengths enhances the students' experience, and tends to be motivating for them as well as for staff. As a result standards are consistently good."

Music at Keele

Music at Keele is a thriving interdisciplinary subject that has been rated very highly in both teaching and research. The international group of staff have a range of specialisms including musical and cultural history, cultural theory, analysis, world music and composition. Students are able to combine a number of these areas to create an individually tailored and distinctive degree that reflects their strengths and interests. Students are also able to take modules in related areas, in particular in Music Technology. After a

number of core and elective elements in the first year, the degree is designed to offer flexibility within a carefully designed structure.

4. Aims of the Programme

The broad aims of the programme are to:

- To encourage you to work towards the frontiers of the discipline of Music within the context provided by the dual honours system
- To prepare you for high level work in areas related to Music
- To nurture effective study habits in relation to reading, note taking and obtaining information from a wide variety of sources and to encourage active and creative responses to lectures, seminars and tutorials and other forms of teaching within Music.
- To develop a range of musical and study skills appropriate to the level of study
- To enable you to develop strengths in their particular areas of musical interest and specialisation
- To enable you to undertake independent musical study
- To motivate and encourage you to realise their full potential
- To develop an awareness of music's historical, theoretical, creative, practical and wider cultural dimensions

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Students who complete all three years of the programme and graduate with a BA (Hons) in Music will be able to:

- Describe and critique significant trends in the history of Western music and non-Western musics and their relevance to considerations of contemporary music and music of the recent past
- Explain and evaluate debates and texts concerning the nature of music, as practised in a number of countries, cultures and societies
- Comment on and analyse musical works in recorded or notated form and utilise historical data and analytical skills in arriving at an understanding of the works' theoretical, aesthetic and technical backgrounds
- Analyse and critically evaluate primary source material
- Engage in critical and analytical considerations of received views on the discipline of music
- Evaluate the importance of music in relation to other areas of human endeavour
- Apply acquired skills in the use of information technology for bibliographical searches, learning and research
- Apply oral and written communication skills that are essential to active learning, professional training and future employment

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** provide a basic outline for a module, a framework for students' reading, listening, composing and performing and other relevant learning activities
- **Interactive learning** in larger classes where students have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning
- **Seminars** have some points in common with lectures, in that one of their purposes is to provide a framework for learning. Seminars are more interactive and involve student participation in the learning. Students are required to prepare for seminars either by carrying out assigned reading, listening or tasks. They are often asked to give short presentations individually or in small groups to stimulate discussion in the group
- **Group tutorials:** Level 4 modules have a small group teaching component, which runs alongside the larger lectures; the precise nature of these groups will vary according to the blend of learning and teaching activities offered in each module
- **Individual Tutorials** are either one-to-one sessions with the tutor, at the request of the tutor or student, to discuss aspects of their work and preparation for assignments, or they involve small group discussion to address specific issues with the tutor
- **Workshops** are used mainly for performance and composition modules. They may involve the participation of a visiting composer or performer who discusses or performs student work. They may also involve the tutor and student cohort in demonstrating student or other relevant work. Their purpose is more practical than seminars, lectures or tutorials
- Students taking performance modules (with the exception of Ensemble Performance and Chamber Music) are allocated a particular number of **individual lessons** with a specialist instrumental teacher or conductor. Here they work on technique and repertoire in preparation for recitals at all levels of the programme
- Modules involving mainly small-group seminar teaching or tutorials (such as final-year Special subjects and dissertation) often have **plenary sessions** to discuss the structure of the module teaching, practical arrangements and assessment. Plenary sessions may also be arranged for visiting or scheduled lectures on a particular aspect of the module. Students are notified in the course documentation at the start of the semester about plenary sessions
- All modules involve **independent study**, which can involve prescribed reading, listening, practising and composing. In addition to prescribed work, effective independent study depends on students being able to identify, access, evaluate and use a range of additional materials for themselves. All students have access to the University Library, the internet, separate Music/Music Technology resources to support learning on the Programme, and to materials accessible electronically on the Keele Learning Environment (KLE)
- Web-based learning using the **KLE**. The KLE is used to give students easy access to a wide range of resources and research tools, and is a useful platform for announcements, online discussions, quizzes, short assignments and blogs

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Interactive lectures and seminars enable students to gain a structured insight into significant trends in the history of Western and other musics. Seminars, tutorials and independent learning encourage critical and analytical techniques that can be applied to Western music, contemporary music and music of the recent past.
- Interactive lectures, seminars and tutorials also give students the opportunity to engage in debates and examine texts concerning the nature of music, as practised in a number of cultures and societies
- Tutorials, seminars, interactive lectures, individual lessons and workshops allow students to ask questions about and analyse musical works and encourage them to arrive at an understanding of the works' theoretical, aesthetic and technical backgrounds.
- Lectures, seminars, tutorials, individual lessons, workshops and independent study provide opportunities for students to evaluate primary and secondary source material, such as scores, original compositions, manuscripts and editions.
- KLE tasks, tutorials, lectures, seminars and independent projects allow students to engage and critique received views on the discipline of music.
- Seminars, tutorials, lectures and independent learning enable students to evaluate the importance and role of music in relation to other areas of human endeavour.
- Seminars, tutorials and independent study nurture and practise skills in information technology for bibliographical searches, learning and research.
- Interactive lectures, seminars, tutorials, workshops and individual lessons encourage and nurture oral and written communication skills.

7. Teaching Staff

Currently our core teaching staff comprises of permanent members of Music staff, all with distinctive specialisms in musicology, composition, performance and music technology. All current full-time members of staff have doctorates (PhDs/DPhils) in music and they are members of their professional associations, such as the Royal Musical Association, the Society for Music Analysis, the American Musicological Society and the subject centre, the National Association for Music in Higher Education (NAMHE). They are all active researchers with international and world-class reputations. Their research outputs consist of books, editions, articles, performances, commissions and conference papers. See Music's website for further information on research output: <http://www.keele.ac.uk/music/>

The current staff group in Music has extensive experience of undergraduate and postgraduate teaching in universities in the UK, continental Europe, Eastern Europe, North America and the Middle East. Staff have gained University-level teaching qualifications accredited by the Higher Education Academy (HEA), won teaching innovation awards for undergraduate and postgraduate teaching, and staff are regularly nominated for excellence in teaching awards by their students. Music at Keele was awarded an 'excellent' in the last teaching quality assessment and it continues to innovate, developing new approaches to undergraduate and postgraduate teaching. It consistently scores well in the NSS (National Student Survey), and is typically rated particularly highly for overall student satisfaction.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

Year 1 (Level 4)

You MUST take all Compulsory Core modules and at least one optional core module thereby accumulating a minimum of 45 credits in Music in year 1. You must complete a total of 120 credits in year 1 overall with the remaining 75 credits being selected either from additional Music/Music Technology modules, or from the range of free-standing electives provided by other disciplines. We recommend that students take at least 1 other 15-credit module from the lists below.

Compulsory Core modules	Credits	Programme Approved Elective modules	Credits
Twentieth-Century Musics	15	Sonic Arts Repertoire	15
Music Theory	15	Sound Recording	15
		Audio Fundamentals	15
Optional Core modules		Composing with Sound	15
Ensemble Performance	15		
Introduction to Composition	15		
World Musics	15		
Popular Music	15		
Instrumental Lessons	15		

Year 2 (Level 5)

You MUST take two Optional Core modules and at least one additional module from the optional core/programme approved electives list, thereby accumulating a minimum of 45 credits in Music in year 2. You must complete a total of 120 credits in year 2 with the remaining 75 credits being selected either from additional Music/Music Technology modules, or from the range of free-standing electives provided by other disciplines.

Optional Core / Programme Approved Elective modules	Credits	Programme Approved Elective modules	Credits
Indian Music	15	Realtime Sound Processing	15
Unheard Melodies? Music in the Narrative Film	15	Orchestration	15
Music in German Culture	15	Solo Performance	15
Theory and Analysis	15	Creative Sound Design	15
		Meaning in Sonic Arts	15

Programme Approved Elective modules		Record Production in Theory and Practice	15
Intermediate Composition	15		
Music in the Community	15		
Chamber Music	15		
Audio-Visual Composition	15		
Introduction to Digital Signal Processing	15		

Year 3 / Level 6

For Dual Honours Music you MUST take a minimum of 45 credits in Music in year 3. You MUST take as a minimum either a Music ISP (Independent Study Portfolio) and one 15-credit Music Optional Core module or three 15-credit Music Optional Core modules. You must take an ISP in at least one of your Dual Honours subjects. *Students taking Music as a Minor do not need to take a Music ISP.*

You must complete a total of 120 credits in year 3, with the remaining credits being selected either from additional Music/Music Technology modules listed as programme approved electives or from the range of free-standing electives provided by other disciplines.

Optional Core / Programme Approved Elective modules (Independent Study Projects)	Credits	Programme Approved Elective modules	Credits
Dissertation ISP	30	Digital Arts Creative Portfolio 1**	15
Composition 2 ISP (cannot be taken with Composition 1)	30	Digital Arts Creative Portfolio 2**	30
Recital ISP	30	Dialogues in Art, Tech & Society	15
Contextual Studies 1 AND Contextual Studies 2*	15 / 15	Composing with Interactive Computer Transformation	15
Optional Core / Programme Approved Elective modules		Music Programming 1	15
Composition 1 (cannot be taken with Composition 2)	15		
Music, Conflict and Social Change	15		

* *This module is only available in conjunction with its Semester 1 counterpart, Contextual Studies 1.*

** *You cannot take Digital Arts Creative Portfolio 1 and Digital Arts Creative Portfolio 2.*

In addition to the programme approved elective modules listed in this table, students may choose to study modules in related disciplines, particularly within the Humanities (Music Technology, English, History and MCC and Modern Languages) and beyond. Students also have the opportunity to take freestanding modules relating to student volunteering.

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

Year 1 (Level 4)

The Music degree consists of core elements and pathways in 3 main areas: Musicology (included in the core elements), Performance and Composition. All students take core elements in Musicology; students also take modules in Performance and Composition. However, students specialise in one or more of these three areas (musicology, composition and performance) by their final year. Consistency of intended learning

outcomes is maintained by the core modules, which are the compulsory or optional core modules at levels 4 and 5, and the Special Subjects (Optional Core) at level 6. The tables below indicate the different pathways in the degree.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
Recognise and describe a wide range of developments in Western art music, demonstrating insights into historical study.	Twentieth-Century Musics, Music Theory	Essays, KLE tasks, group and individual presentations
Recognise and demonstrate familiarity with a range of popular musics and non-western traditions, enabling students to gain a comparative understanding of music in varying context.	Twentieth-Century Musics, Popular Music World Musics	Essays, KLE tasks, group presentations
Demonstrate awareness of music's different roles in a variety of media and of various critical approaches to analysing and interpreting music.	Twentieth-Century Musics, Popular Music, World Music	Essays, KLE tasks, group presentations
Recognise and describe basic important cultural and aesthetic issues relating to mainly twentieth-century western art and popular traditions and film.	Twentieth-Century Musics, Music Theory, Popular Music	Essays, KLE tasks, group and individual presentations

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate grasp of basic theory and analytical skills, illustrating how music works technically as it is written and heard.	Twentieth-Century Musics, Introduction to Composition, Theory	KLE tasks and tests, essays, portfolios, analyses
Illustrate compositional and creative skills, utilising appropriate techniques.	Introduction to Composition	Composition portfolios, KLE and other assigned tasks
Illustrate stylistic sensitivity and understanding, including an awareness of historical performance styles. Demonstrate ability to produce a balanced programme in terms of styles which also reflects musical awareness, technical versatility and familiarity with the repertoire.	Instrumental Lessons, Ensemble Performance	Group and individual performances.

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Find and make use of a range of bibliographic and specialized web-based resources.	Twentieth-Century Musics, Music Theory, Popular Music, World Musics	Essays and annotated bibliographies, KLE tasks and assignments, group presentations.
Demonstrate familiarity with standard IT skills, including word processing, email.	All modules	Essays, portfolios, KLE tasks, analyses.
Identify and summarise the main points in a variety of texts (both written and musical).	All modules	Essays, portfolios, KLE tasks, analyses.
Make use of some basic theories and research skills in developing arguments and making judgements about specific issues.	Twentieth-Century Musics, Music Theory, Popular Music, World Musics	Essays, group presentations, analyses, KLE tasks
Communicate appropriately both orally and in writing using relevant information and communication technologies, where appropriate.	All modules	Presentations, essays and KLE tasks
Work productively both independently and as a member of a group in a structured context.	All modules	Essays, KLE tasks, group presentations

Year 2 (Level 5)

In the second year students build on the foundations laid in the core modules in year 1. The level 5 learning outcomes are reflected in the optional core modules. In addition, they select pathways in Musicology, Composition or Performance through the degree, building on skills established at level 4 in one or more of these three areas.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
Recognise and critically assess musical, aesthetic, cultural and historical issues relating to Western art and non-western musics.	Music in German Culture, Theory and Analysis, Indian Music	Essays, presentations, analyses, critiques and KLE assignments
Critically engage with and evaluate cultural and aesthetic issues relating to mainly twentieth-century western art and popular traditions, film and non-western	Music in German Culture, Unheard Melodies, Theory and Analysis	Essays, presentations, KLE tasks, analytical projects

music.		
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Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Apply and evaluate a range of analytical skills and strategies to Western, popular and non- western musical traditions, illustrating how music works technically as it is written and heard.	Theory and Analysis, Music in German Culture, Indian Music, Unheard Melodies	Analytical tasks, essays, critiques, presentations, KLE tasks
Apply a range of compositional techniques and creative musical skills, which reveal the ability to manipulate skills in an increasingly inventive and individual way. This includes developing materials into well- formed, coherent, organised structures. It may also include the ability to develop compositional ideals and concepts relating to other art forms (visual, literary or dramatic) and media.	Orchestration, Intermediate Composition	Creative tasks and portfolios
Demonstrate stylistic sensitivity and musical understanding, including an awareness of historical performance styles through performance. Show ability to produce a balanced programme in terms of styles which also reflects musical awareness, technical versatility and familiarity with the repertoire. Illustrate and describe in programme notes the context, character, style and form of the works to be performed, using a written style appropriate to the audience.	Chamber Music, Solo Performance	Performances, reflective exercises

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Evaluate and apply abstract ideas in resolving problems.	All modules	Essays, KLE tasks, analytical assignments, portfolios, presentations
Apply information technology appropriately in undertaking	All modules	Essays, portfolios, analyses, critiques, KLE tasks

detailed research.		
Design a research project and engage in basic research.	Theory and Analysis, Music in German Culture, Indian Music, Unheard Melodies,	Essays, projects, analyses
Communicate complex arguments backed up with appropriate evidence to different audiences in a range of contexts.	Theory and Analysis, Music in German Culture, Indian Music, Unheard Melodies	Essays, analyses, critiques, presentations, KLE tasks
Work productively as an individual and as a member of a group on tasks involving the application of abstract ideas and the interpretation, design and conduct of research.	All modules	Essays, portfolios, performances, analyses, KLE tasks

Year 3 (Level 6)

In the third year students deepen their knowledge in a specialist area of Musicology by taking a Special Subject (Optional Core). In addition, they can choose one of three areas for their Independent Study Project: musicology, performance or composition, or they can keep their choices broad by selecting from a range of electives.

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
Critically assess and evaluate issues and theories relating to specialist areas within Western art and popular musical traditions.	Contextual Studies 1&2, Dissertation 2, Approaches to Music Analysis	Examinations, research projects, presentations
Describe and make critical judgements about current areas of research in musicology.	Contextual Studies 1&2, Dissertation 2, Approaches to Music, Music Ethnography, Music, Conflict and Conflict	Research projects, examinations, presentations, assigned tasks
Engage with and evaluate pertinent issues in musical aesthetics and cultural theory.	Contextual Studies 1&2, Dissertation 2, Approaches to Music Analysis, Music Ethnography, Music, Conflict and Social Change	Research projects, examinations, presentations, assigned tasks

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Apply analytical theories and strategies to selected musical	Contextual Studies 1&2, Approaches to Music Analysis	Research projects, examinations, presentations, assigned tasks

repertoires.		
Apply analytical theories and strategies to selected musical repertoires.	Contextual Studies 1&2, Approaches to Music Analysis	Research projects, examinations, presentations, assigned tasks
Apply compositional skills that emphasise advanced creative solutions to given artistic challenges. This includes the ability to devise larger scale projects underlined by a clear unifying artistic element. It also includes the ability to create ideas and concepts relating to, or combining with, other art forms and media, 'branching out' from familiar territories explored at levels 4 and 5.	Composition 1&2	Creative portfolio, assigned tasks, workshop assessments
Demonstrate high level of stylistic sensitivity and musical understanding including an awareness of historical performance styles through performance. Engage in all aspects of performance, including dress, entrance and exit, deportment and acknowledgement of applause. Work productively to produce a balanced programme in terms of styles which also reflects musical awareness, technical versatility and familiarity with the repertoire. Carry out research and describe in programme notes the context, character, style and form of the works to be performed, using a written style appropriate to the audience.	Recital	Public performance, formative performances, assigned tasks relating to programming and programme notes.

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Work productively as individuals and as a member of a group in both structured and unstructured contexts exercising initiative and personal responsibility.	All modules	Assigned tasks, presentations, performances, workshop performances, essays, research projects, portfolios
Plan, research and produce a substantial piece of work in musicology, composition or	Contextual Studies 1&2, Dissertation 2, Approaches to Music Analysis,	Research paper, dissertation, creative portfolio, performance

performance.	Music Ethnography, Music, Conflict and Social Change, Composition, Recital	
Make decisions and plan actively in uncertain and unpredictable contexts.	All modules	Assigned tasks, presentations, performances, workshop performances, essays, research projects, portfolios
Engage in appropriate further training of an academic, practical or creative nature.	All modules	Assigned tasks, presentations, performances, workshop performances, essays, research projects, portfolios

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

Honours Degree	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>The number of Music credits you require depends on whether Music is taken as a Dual, Major or Minor subject.</p> <p>Dual Honours: You will require at least 120 credits in both Music and your other principal subject (out of 360 credits overall), with at least 45 credits in Year 1 (Level 4) and at least 45 credits in each of Years 2 and 3 (Levels 5 and 6) in each of your two Principal Subjects. You will also be required to take at least one Independent Study Project in your final year.</p> <p>Major route: Where Music is taken as a Major subject a student must obtain at least 225 credits in Music and 90 credits in their other (Minor) subject over the course of their three years of study. Students taking Music as their Major subject must obtain at least 45 credits in their other (Minor) subject at level 5.</p> <p>Minor route: You will require at least 90 credits in Music and at least 225 credits in your other Major subject over the course of the degree. Students taking Music as a Minor subject must obtain at least 30 credits in Music in Year 1 (level 4) and 45 credits in Music in Year 2 (level 5).</p>
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Music with International Year: in addition to the above students must pass a non-credit bearing module covering the international year in order to graduate with a named degree in Music with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Music programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Music at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Music:

- **Written coursework**, involving answers to essay questions, projects devised in consultation with the tutor, such as essays, projects, research projects and dissertations. Essays test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing
- **Creative project work** with accompanying reflective documentation – for example a portfolio of compositions, plus a series of reflections on the work undertaken, i.e., its aims and methods
- **Unseen examinations** test students' knowledge of the relevant aspects of Music. Examinations require students to answer questions by writing a number of short essays
- **On-line quizzes** to test engagement with issues discussed in lectures, seminars, tutorials and workshops
- **Performances** assessed by solo recitals, ensemble participation, and instrumental teachers' reports
- **Oral presentations and group presentations** assess students' subject knowledge and understanding, as well as their ability to communicate what they know orally and visually. When delivered by groups of students, they also test students' ability to work effectively as members of a team
- **Independent Study Project**, including options to do a dissertation of up to 10,000 words, a 30-credit Special Subject, a composition portfolio, a 30-credit recital, a Digital Arts creative portfolio and a programming portfolio. The Special Subject focuses on a subject related to staff research expertise. Students work closely with the supervisor to produce independent work on an area of student choice

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Formative tasks include:

- KLE quizzes, quizzes, and project reports (with or without attachments)
- Formative performances
- Formative analytical tasks
- Formative programming tasks
- Formative workshop assessments
- Formative written tasks
- Formative KLE blogs, discussions and assignments
- Formative compositional tasks
- Presentations
- Formative score reading and listening tests

Assessment rationale

Assessment modes are designed to deliver the Programme’s intended learning outcomes and reflect the creative, practical, theoretical, technical and historical facets of Music as an art. In so doing, students build on skills and knowledge gained from modules over the course of study, whether in creative, compositional and project work, theoretical and analytical studies, performance or discursive writing; the assessments enable students to express in concrete terms their engagement with topics as well as acquire subject skills and knowledge. Summative assessments are timed to assess learning outcomes, and enable students to benefit from the acquisition of skills, whilst formative assessments are staged to help structure, monitor and review their learning.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	19%	16%	13%
Guided independent Study	81%	84%	87%
Placements	0%	0%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Music (Dual Honours)	BCC Applicants must have Associate Board grade 7 practical or equivalent (Trinity, Guildhall, Rockschoo or London College of Music etc.) and would normally be expected to offer Music at A level.	None	28 points to include Higher Level Music. Music and Associated Board Grade 7 Practical or equivalent	DMM You must have taken sufficient Music units, please contact us for advice.	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction. You must also have taken sufficient Music credits, please contact us for advice.	English Language @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/qa/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and tutorial group leaders provide support for learning on the modules and in the tutorial groups for which they are responsible. They also give feedback on in-course assessments and examinations.
- Module tutors who are responsible for providing support for learning on the modules for which they are responsible.
- Staff office hours (advertised weekly and by appointment) for face-to-face discussions on any aspect of the course, and email contact.
- The personal tutor system advises students on their academic progress and also acts as a first point of contact for other issues, including pastoral support.
- Induction meetings at the start of their studies.
- Introductory lectures at the start of each semester.
- Individual written feedback on all assessments.
- A Student Handbook updated every year.
- Music/Music Technology websites for information such as reading lists, teaching material.
- The University's Student Support and Development Services is responsible for providing specialist support, for example, to international students and students with disabilities and/or special educational needs.
- Other support services such as Student Counselling.
- Study skill packages and training.
- Opportunities for language and IT training.
- University and departmental library stocks.
- Computers for internet and email, including in halls of residence.
- Opportunities and advice for Study Abroad.
- Non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit.

16. Learning Resources

In addition to the University's Information Services and Virtual Learning Environment (KLE), Music's comprehensive studio facilities for sound recording, computer music, audiovisual creative work and music software development are housed in six separate areas, making Keele an extremely well resourced, as well as stimulating and productive, environment for study. Our studios are equipped with Macintosh-based workstations, and kept abreast with the development of modern technological tools. The practical work you will carry out involves skills that the music industry, as well as the media and entertainment industries in general, require at all levels. All lecture and labs are equipped with professional studio loudspeaker monitors of the highest standard.

The facilities include:

Clock House	Lecture room, seminar room, practice rooms, staff offices, Music and Music Technology administrators' office, Music Support Services manager's office
Garage	Laboratory space; multiple Mac audio/video workstations and one surround sound audio/video workstation.
Lindsay 1	Lecture room with surround sound and large projection screen.
Lindsay 2	Performance, rehearsal and teaching space with large projection screen, surround sound and multi-speaker audio playback. Lindsay 2 now also hosts a small lecture room with high quality loudspeakers and projection screen.
Drummers Room	Practice room for authorised students-drummers with in-house Yamaha drum-kit and space for storage of students' drum-kit breakables.
Studio 1 design	Small project studio; surround sound workstations for audio/video editing and sound
Studio 2	Surround sound audio/video project studio, octophonic and 5.1 audio, HD television screen for added monitoring flexibility.
Studio 3	Laboratory space; multiple Mac audio/video workstations
Studio 4	Laboratory space; multiple Mac audio/video workstations and one surround sound audio/video workstation.
Studio 6	Recording/mixing/mastering studio for Music Production projects with additional large insulated recording booth and in-house Gretsch drum-kit.
Tim Souster Studio	Recording/mixing/mastering studio for Music Production projects
Information Services	Library, IT provision including KLE

17. Other learning opportunities

Study abroad (semester)

Students on the Music programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they

study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

Exchange

Music and Music Technology has set up an exchange with Singapore Polytechnic. Keele Music and Music Technology students are able to apply to attend a Summer School in Singapore between their first and second years.

18. Additional costs

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

Activity	Estimated cost
Field courses - compulsory	£0
Field courses – optional	£0
Equipment	£0
Travel	£0
Other additional costs – insurance, maintenance and parts for instruments	£650
Total estimated additional costs	£650

19. Quality management and enhancement

The Music and Music Technology Programme Director is responsible for the overall direction of learning and teaching on the Programme supported by the Music/Music Technology Programme Board. The Programme Board consists of student representatives plus all members of staff teaching on the Music/Music Technology programme.

The quality and standards of learning in Music/Music Technology are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Humanities is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Music/Music Technology Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University’s Curriculum Annual Review and Development (CARD) process.

- The programmes are run in accordance with the University’s Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Music/Music Technology module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Music/Music Technology Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Music/Music Technology Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student’s degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Music/Music Technology Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- QAA Subject Benchmark Statement: Music (2016): http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_8
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Version history	Date	Notes
Date first created	August 2016	
Revision history	V1.1: January 2019	Minor changes to optional modules in year 3
Date approved		

Annex A

Music (Dual Honours)

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

International Year Programme

Students registered for Dual Honours Music may either be admitted for or apply to transfer during their period of study at Level 5 to the Dual Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Dual Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'Music with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutors, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments

- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'Music with International Year' will be able to:

- i) Develop and complete critical and/or creative projects within the field of Music studies, respond to relevant information accurately and systematically and be able to reflect upon a range of sources in a critical manner.
- ii) Integrate, apply and develop principles relating to Music in history, or creative practice in the present, to describe and explain cultural phenomena and reflect critically on problems relating to contemporary society and culture.

Please note that students on Dual Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'Music with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline areas.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Music module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.