

## Programme Specification: Undergraduate

### For students starting in Academic Year 2017/2018

#### 1. Course Summary

|  |   |
|--|---|
| <b>Names of programme(s) and award title(s)</b>                                | BA (Hons) Music<br>BA (Hons) Music with International Year (see Annex A for details)  |
| <b>Award type</b>  | Single Honours  |
| <b>Mode of study</b>   | Full time   |
| <b>Framework of Higher Education Qualification (FHEQ) level of final award</b> | Level 6   |
| <b>Duration</b>  | 3 years<br>4 years with International Year  |
| <b>Location of study</b>   | Keele University – main campus  |
| <b>Accreditation (if applicable)</b>   | Not applicable  |
| <b>Regulator</b>   | Office for Students (OfS)   |
| <b>Tuition Fees</b>  | <b>UK/EU students:</b><br>Fee for 2017/18 is £9,250*<br><br><b>International students:</b><br>Fee for 2017/18 is £14,150**<br><br>The fee for the international year abroad is calculated at 15% of the standard year fee |
| <b>Additional Costs</b>  | Refer to section 18   |

*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 Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Music. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Music, in other disciplines and in modern foreign languages as part of

*\* 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/>*

a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

### **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 single honours Music programme has coherence, depth and breadth. A recent external examiner commented that the Music programmes at Keele are “wide-ranging and innovative” degrees 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 has always been 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, composition, ethnomusicology, film music, programming and audio-visual creative work. Students are now able to combine a number of these areas to create an individually tailored and distinctive degree that reflects their strengths and interests. After a core first year, which includes a range of options, 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:

- encourage you to work towards the frontiers of the discipline of Music
- prepare you for high level work in areas related to Music
- 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.
- develop a range of musical and study skills appropriate to the level of study
- enable you to develop strengths in their particular areas of musical interest and specialisation
- enable you to undertake independent musical study
- motivate and encourage you to realise your full potential
- 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 a number 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 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, at least two optional core modules and at least a further two other modules from the optional core/programme approved electives list, thereby accumulating a minimum of 90 credits in Music in year 1. You must complete a total of 120 credits in year 1 with the remaining 30 credits being selected either from additional Music/Music Technology modules, or from the range of free-standing electives provided by other disciplines.

| 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      |
| <b>Optional Core modules</b> |         | Composing with Sound                | 15      |

|                             |    |  |  |
|-----------------------------|----|--|--|
| Ensemble Performance        | 15 |  |  |
| Introduction to Composition | 15 |  |  |
| World Musics                | 15 |  |  |
| Popular Music               | 15 |  |  |
| Instrumental Lessons*       | 15 |  |  |

\*Students who elect to take instrumental lessons are strongly advised to register for **four** semester 1 modules and **three** semester 2 modules to balance their workload.

### Year 2 (Level 5)

You MUST take two Optional Core modules - one in each semester - and at least four modules from the optional core/programme approved electives list, thereby accumulating a minimum of 90 credits in Music in year 2. You must complete a total of 120 credits in year 2 with the remaining 30 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      |
| <b>Programme Approved Elective modules</b>          |         | 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

You MUST take a minimum of 60 credits in Music in year 3 along with any additional credits you may need to make up a total of 255 credits in Music modules (or programme approved electives) over the three years of your degree. In year 3 you MUST take a Music ISP (Independent Study Portfolio) AND two 15-credit Music Optional Core modules (or another ISP).

You must complete a total of 120 credits in year 3, with the remaining 60 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<br>(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<br>AND<br>Contextual Studies 2*                                | 15 / 15 | Composing with Interactive Computer Transformation | 15      |
|   |         | Music Programming 1                                | 15      |
|   |         |  |         |
| <b>Optional Core / Programme Approved</b>   |         |  |         |

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| <b>Elective modules</b>                            |    |  |  |
| Music, Conflict & Social Change                    | 15 |  |  |
| Composition 1 (cannot be taken with Composition 2) | 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 above, you may choose to study modules in related disciplines, particularly within the Humanities (English, History and Media, Communications & Culture and Modern Languages). 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](http://www.keele.ac.uk/recordsandexams/az)

## Learning Outcomes

### Year 1 (Level 4)

In the first year students will develop key musical, critical and generic skills, which form the basis of their Music degree. The level 4 learning outcomes are reflected in the core modules. In addition, they select pathways through the degree, developing skills they acquired before coming to university or learning new skills in a number of the following areas: musicology, composition, performance and music technology.

| <b>Subject Knowledge and Understanding</b>  |  |  |
|---|--|--|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>                 | <b>Principal forms of assessment (of the Level Outcome) used</b> |
| <i>Successful students will be able to:</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<br>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,<br>Popular Music | Essays, KLE tasks, group and individual presentations            |
| Recognise and describe a wide range of developments in Western art music, demonstrating insights  | Twentieth-Century Musics, Music Theory                   | Essays, KLE tasks, group and individual presentations            |

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| into historical study. |  |  |
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| <b>Subject Specific Skills</b>   |   |  |
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| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>                      | <b>Principal forms of assessment (of the Level Outcome) used</b> |
| <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.<br><br>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.                               |

| <b>Key or Transferable Skills (graduate attributes)</b>  |  |  |
|--|--|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>                               | <b>Principal forms of assessment (of the Level Outcome) used</b>                     |
| <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,<br>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,<br>Popular Music, World Musics | Essays, group presentations, analyses, KLE tasks                                     |
| Communicate appropriately both orally and in writing using relevant information and communication                        | All modules  | Presentations, essays and KLE tasks  |



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| technologies, where appropriate.   |             |  |
| 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 (year 2) learning outcomes are reflected in the optional core modules. In addition, they select pathways through the degree, building on skills established at level 4 in one or more of the following areas: musicology, composition, performance and music technology.

| <b>Subject Knowledge and Understanding</b>   |   |  |
|--|---|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>                          | <b>Principal forms of assessment (of the Level Outcome) used</b> |
| <i>Successful students will be able to demonstrate knowledge &amp; 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. | Music in German Culture, Unheard Melodies,<br>Theory and Analysis | Essays, presentations, KLE tasks, analytical projects            |

| <b>Subject Specific Skills</b>  |  |  |
|---|--|--|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>                                     | <b>Principal forms of assessment (of the Level Outcome) used</b> |
| <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 | Orchestration, Intermediate Composition                                      | Creative tasks and portfolios                                    |

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| other art forms (visual, literary or dramatic) and media.  |                                 |                                    |
| 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 |

| <b>Key or Transferable Skills (graduate attributes)</b>  |   |  |
|--|---|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>                                      | <b>Principal forms of assessment (of the Level Outcome) used</b>     |
| <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 detailed research.   | All modules   | Essays, portfolios, analyses, critiques, KLE tasks                   |
| 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 choose one of three areas for their Independent Study Project: musicology, performance or composition. Students can also select from a range of electives.

| <b>Subject Knowledge and Understanding</b>   |  |  |
|--|--|--|
| <b>Learning Outcome</b>  | <b>Module in which this is delivered</b>   | <b>Principal forms of assessment (of the Level Outcome) used</b> |
| <i>Successful students will be able to demonstrate knowledge &amp; 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 Analysis, Music Ethnography, Music, Conflict and Social Change | 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, Music Ethnography, Music, Conflict and Social Change          | Research projects, examinations, presentations, assigned tasks   |

| <b>Subject Specific Skills</b>  |  |   |
|---|--|---|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>             | <b>Principal forms of assessment (of the Level Outcome) used</b>  |
| <i>Successful students will be able to:</i>   |  |   |
| 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  | Recital  | Public performance, formative performances, assigned tasks relating to programming and programme notes. |

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| <p>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.</p> |  |  |
|--|--|--|

| <b>Key or Transferable Skills (graduate attributes)</b>   |  |   |
|---|--|---|
| <b>Learning Outcome</b>   | <b>Module in which this is delivered</b>   | <b>Principal forms of assessment (of the Level Outcome) used</b>  |
| <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 performance.   | Contextual Studies 1&2, Dissertation 2, Approaches to Music Analysis, Music Ethnography, Music, Conflict and Social Change, Composition, Recital | Research paper, dissertation, creative portfolio, performance   |
| 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:

|                       |             |   |
|-----------------------|-------------|---|
| <b>Honours Degree</b> | 360 credits | You will require at least 120 credits at levels 4, 5 and 6<br><br>You must accumulate at least 255 credits in Music (out of 360 credits overall), with at least 60 credits in each of the three |
|-----------------------|-------------|---|

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|  |             | years of study, to graduate with a named single honours degree in Music.                                 |
| <b>Diploma in Higher Education</b>     | 240 credits | You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher |
| <b>Certificate in Higher Education</b> | 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 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%              | 19%              | 12%              |
| Guided independent Study                   | 81%              | 81%              | 88%              |
| 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 (Single Honours) | BCC<br>Applicants must have Associate Board grade 7 practical or equivalent (Trinity, Guildhall, RockschooL 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<br>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/ga/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 individual feedback on in- course assessments and more general feedback on 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 that advises students on their academic progress and also act of 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 Service 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.

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

## **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/ga/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](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

### BA (Hons) Music with International Year

#### International Year Programme

Students registered for Single Honours Music may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Music with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) 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 BA (Hons) Music 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 'BA (Hons) 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 2<sup>nd</sup> semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1<sup>st</sup> and 2<sup>nd</sup> 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 tutor, 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:

- i) Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- ii) Discuss the benefits and challenges of global citizenship and internationalisation
- iii) Explain how their perspective on their academic discipline has been influenced by locating it

within an international setting.

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

- iv) 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.
- v) 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.

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 'BA (Hons) 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 area.

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](http://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.