

## Programme Specification: Undergraduate

### For students starting in Academic Year 2022/23

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BA or BSc (Hons) Music BA or BSc (Hons) Music with International Year (see Annex for details) BA or BSc (Hons) Music with Placement Year (see Annex for details)
<b>Award type</b>	Combined Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with the International Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b></p> <p>Fee for 2022/23 is £9,250*</p> <p><b>International students:</b></p> <p>Fee for 2022/23 is £16,800** (<i>if combined with a non-laboratory-based Principal Subject</i>)</p> <p><i>or</i> £17,900** (<i>if combined with a laboratory-based Principal Subject or Music</i>)</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p>

**Please note that this document applies to Level 6 students only in 2022/23**

**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.

\* 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/>*

## **2. What is a Combined Honours programme?**

*NB:* 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.

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

In a Combined Honours degree you must take at least 135 credits in each Principal Subject (270 credits in total), accrued over all three levels of study, with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). The remaining available credits can be filled with modules from these subjects or other subjects entirely.

As a Combined Honours student you can choose to study just one subject in your final year of study, taking a minimum of 90 credits in this subject. This will result in an X with Y degree title.

## **3. Overview of the Programme**

*To take a degree in Music is to explore a rich field of study. Music is intrinsically interdisciplinary and multidisciplinary, global and multicultural. The craft of musical production is both creative and technical. The study of Music is aesthetic, analytical, sociological and historical. (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 encourage you to work towards the frontiers of the discipline of Music within the context provided by the combined 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 your 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)

### **Subject knowledge and understanding**

Successful students 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

### **Subject specific skills**

Successful students will be able to:

- 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

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- 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 are 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 and Eastern Europe. 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 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 programme to programme, 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 three types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules;
- Elective modules - a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year across both of your Principal Subjects. This document has information about *Music* modules only; please also see the document for your other subject.

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

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 6	0	45	60	0	15

In year 3 there is the option to choose to specialise in one of your subjects, taking a minimum of 90 credits in this subject rather than taking modules from both subjects.

## Module Lists

### Level 6

Optional modules	Module Code	Credits	Period
Contextual Studies 1	MUS-30038	15	Semester 1
Work Placement for Humanities Final-Year Students	ENG-30088	15	Semester 1-2
Dissertation 2 - ISP	MUS-30032	30	Semester 1-2
Final Performance	MUS-30051	30	Semester 1-2
Digital Arts Creative Portfolio 2 - ISP	MUT-30012	30	Semester 1-2
Music, Conflict and Social Change	MUS-30049	15	Semester 2

If you choose to specialise in this subject in your final year you will study the following modules:

<b>Optional modules</b>	<b>Module Code</b>	<b>Credits</b>	<b>Period</b>
Contextual Studies 1	MUS-30038	15	Semester 1
Work Placement for Humanities Final-Year Students	ENG-30088	15	Semester 1-2
Dissertation 2 - ISP	MUS-30032	30	Semester 1-2
Final Performance	MUS-30051	30	Semester 1-2
Digital Arts Creative Portfolio 2 - ISP	MUT-30012	30	Semester 1-2
Music, Conflict and Social Change	MUS-30049	15	Semester 2

## **Level 6 Module Rules**

You must take at least one ISP (Independent Study Project) in one of your two principal subjects.

Music Combined Honours students must take at least 45 credits of optional modules provided in the list.

You must complete a total of 120 credits in year 3, including those required by the other subject in your combined honours combination. Any remaining credits can include additional optional modules from the list, optionals from your other subject or by taking electives.

## **Learning Outcomes**

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

### ***Level 6***

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Critically assess and evaluate issues and theories relating to specialist areas within Western art, popular and traditional musical traditions.	Dissertation 2 - ISP - MUS-30032 Final Performance - MUS-30051 All Music Technology Modules
Describe and make critical judgements about current areas of research in musicology.	Contextual Studies 1 - MUS-30038 Dissertation 2 - ISP - MUS-30032 Music, Conflict and Social Change - MUS-30049 All Music Technology Modules
Engage with and evaluate pertinent issues in musical aesthetics and cultural theory.	Contextual Studies 1 - MUS-30038 Dissertation 2 - ISP - MUS-30032 Music, Conflict and Social Change - MUS-30049 All Music Technology Modules
Engage with and evaluate pertinent issues and case studies in music and conflict, protest and social change using cultural, political and ethnomusicological theories	Music, Conflict and Social Change - MUS-30049
Respond critically, analytically and actively to current developments in the political and cultural scene from their music research.	Music, Conflict and Social Change - MUS-30049

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Apply analytical theories and strategies to selected musical repertoires.	Final Performance - MUS-30051
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.	Digital Arts Creative Portfolio 2 - ISP - MUT-30012
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.	Final Performance - MUS-30051
Understand a broad array of functions musics of different genres can have in different conflict contexts, geographical settings and periods.	Music, Conflict and Social Change - MUS-30049 Dissertation 2 - ISP - MUS-30032

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
Work productively as individuals and as a member of a group in both structured and unstructured contexts exercising initiative and personal responsibility.	All modules offered
Plan, research and produce a substantial piece of work in musicology, composition or performance.	Digital Arts Creative Portfolio 2 - ISP - MUT-30012 Final Performance - MUS-30051 Dissertation 2 - ISP - MUS-30032 All modules offered
Make decisions and plan actively in uncertain and unpredictable contexts.	All modules offered
Engage in appropriate further training of an academic, practical or creative nature.	All Music modules

## 9. Final and intermediate awards

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

<b>Honours Degree</b>	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>You must accumulate a minimum of 135 credits in each Principal Subject (270 credits in total), with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). Your degree title will be 'subject X and subject Y'.</p> <p>If you choose to study one Principal subject in your final year of study a minimum of 90 credits in that subject is required. Your degree title will be 'subject X with subject Y'.</p>
<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

**International Year option:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme 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 on your programme:

- **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

## 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

	<b>Scheduled learning and teaching activities</b>	<b>Guided independent Study</b>	<b>Placements</b>
<b>Year 1 (Level 4)</b>	13%	87%	0%
<b>Year 2 (Level 5)</b>	17%	83%	5%
<b>Year 3 (Level 6)</b>	8%	92%	0%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University 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/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

A student who has completed a semester abroad will not normally be eligible to transfer onto the International Year option.

## 14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:

<https://www.keele.ac.uk/study/>

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/accrreditationofpriorlearning/>

## **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 Services provides 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 library stocks.
- Opportunities and advice for Study Abroad.
- Students for whom English is not their first language are offered language classes, facilities and services by the University's Language Centre. In addition to credit-bearing modules on English for academic study, students also have access to one-to-one tutorials for individual help and advice, and to a wealth of resources for self-study and practice.

## **16. Learning Resources**

In addition to the University's Information Services and Virtual Learning Environment (KLE), Music Technology's comprehensive studio facilities for sound recording, computer music, audio-visual 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 Teaching Theatre - Lecture room with surround sound and large projection screen.

Lindsay Main Theatre - 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.

The Alcove - Small project studio; surround sound workstations for audio/video editing and sound design

The Snowdome - Surround sound audio/video project studio, octophonic and 5.1 audio, HD television screen for added monitoring flexibility.

The Vista - Laboratory space; multiple Mac audio/video workstations

The Corner - Surround sound audio/video project studio, octophonic and 5.1 audio, HD television screen for added monitoring flexibility.

Lindsay Recording Studio - 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 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 who meet external eligibility criteria 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 in the Annex for the International Year.

### **Other opportunities**

#### **Enhanced Degree: With Language Competency/With Advanced Language Competency**

Music students successfully completing a series of language elective modules have the opportunity to gain an enhanced degree title including their language competency such as, "BA (Hons) Music with competency in Japanese". Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing minimum stage 6 in the chosen language, will be awarded an enhanced degree title with the designation 'with competency in [Language]'. Students taking language modules of at least 60 credits counting towards their main degree at Keele, and successfully completing stage 10 in the chosen language, will be awarded an enhanced degree title with the designation 'with advanced competency in [Language]'.

## **18. Additional Costs**

<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	£400
<b>Total estimated additional costs</b>	<b>£400</b>

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. We do not anticipate any further costs for this programme.

## **19. Quality management and enhancement**

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the 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.
- 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 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 annual programme review.
- Findings related to the programme 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 programme is considered and acted on at regular meetings of the Student Staff Voice 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 programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Music (2016) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=music&wordsMode=AllWords>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

## **21. Annex - International Year**

## Music with International Year

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 this Combined Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the Combined 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 Combined 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 the International Year option.

### 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 55% across all modules at Level 5 is required. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- 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)

Students may not register for both an International Year and a Placement Year.

### 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:

1. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
2. Discuss the benefits and challenges of global citizenship and internationalisation
3. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.
4. 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.
5. 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 Combined 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 International Year are subject to the programme-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 module with significant overlap to the 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 who meet external eligibility criteria 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.

## **22. Annex - Work Placement Year (or Industrial Placement Year or Entrepreneurship Year)**

### **Music CH with Placement Year**

#### **Work Placement Year**

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme 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 the Work Placement Year option.

### **Work Placement Year Programme Aims**

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with the opportunity to carry out a long-term, placement-based learning experience (minimum 30 weeks equivalent of full-time work) between Years 2 and 3 (Levels 5 and 6) of their degree programme. This module will prepare students to undertake the placement year by assisting them in locating, applying for, and securing a placement. It will also provide employability skills training which will enable students to evaluate their skills needs and the skills they develop through their placement. Through assessments requiring written and oral critical reflection, students will also further develop their reflection and communication skills. They will also leave the module with a greater sense of the range of career opportunities available to Humanities students.

### **Entry Requirements for the Work Placement Year**

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff. Students have the opportunity to apply directly for the 4-year 'with work placement year' degree programme, or to transfer onto the 4-year programme at the end of Year-1 and in Year-2 at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module (minimum 30 weeks full time (1,050 hours), or equivalent, work placement), will be automatically transferred onto the 3-year degree programme.

The criteria to be applied are:

- A good University attendance record and be in 'good academic standing'.
- Passed all Year-1 and Year-2 Semester 1 modules
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

### **Student Support**

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

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around the 5 weeks after placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

## **Learning Outcomes**

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

1. Understand the variety of ways in which skills developed during the study of Humanities subjects can be deployed in non-academic contexts.
2. Assess their own strengths and weaknesses in an employment context through a SWOT analysis, design learning outcomes, and reflect on their progress throughout the module.
3. Articulate their placement experiences effectively and reflect on their enhanced skill set in front of an audience, utilising visual aids.
4. Understand the aims and priorities, as well as the strengths and possible limitations, of an external organisation and design and complete activities/projects/materials that recognise and support these.
5. Reflect on and critically evaluate their learning from the work placement, showing evidence that they have researched their sector and evaluated the effectiveness of their activities with this in mind.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module ENG-30090.

## **Regulations**

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (ENG-30090)
- In order to ensure a high quality placement experience, each placement agency will sign up to a placement contract (analogous to a service level agreement).
- Once a student has been accepted by a placement organisation, the student will make a pre-placement visit and a member of staff identified within the placement contract will be assigned as the placement supervisor. The placement supervisor will be responsible for ensuring that the placement experience meets the agreed contract agreed with the University.
- The placement student will also sign up an agreement outlining his/her responsibilities in relation to the requirements of each organisation.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

## **Additional costs for the Work Placement Year**

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement 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 traveling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

## Version History

### This document

**Date Approved:** 27 January 2022

### Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2021/22	IORELLA MONTERO DIAZ	13 April 2021	
1	2020/21	IORELLA MONTERO DIAZ	19 December 2019	
1.1	2019/20	IORELLA MONTERO DIAZ		
1	2019/20	IORELLA MONTERO DIAZ	19 December 2019	