



**University of
Sunderland**

FdA Applied Music Practice

Faculty of Arts, Design and Media

Department of Arts and Design

PROGRAMME SPECIFICATION

Version History

Please complete each time a new version is drafted e.g.

Version	Occasion of Change	Change Author	Last Modified
1.0	Version presented for approval	<i>Arthur Smith (Programme leader)</i>	<i>Created 10/02/08</i>
2.0	Amendments following institutional approval	<i>Arthur Smith</i>	<i>22/04/08</i>
3.0	Revisions at annual review after first year of operation	<i>Arthur Smith</i>	<i>17/07/09</i>
4.0	Revisions for Periodic review	<i>Liz Holden</i>	<i>26/01/09</i>
5.0	Module change included	<i>Lesley Younger</i>	<i>06/06/13</i>

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1. Core information

Programme title: FdA Applied Music Practice
Target award: FdA Applied Music Practice
Interim or exit awards: Undergraduate Certificate in Higher Education

Awarding body: University of Sunderland
Programme Assessment Board: Performing Arts

QAA subject benchmark(s) applicable (cf
<http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp>)

Foundation Degree Benchmark Statements
Music Benchmark Statements

Accrediting body / bodies (if applicable) N/A

Other points of reference:

QAA Framework for Higher Education Qualifications
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp>
NICATS level descriptors (NB Level 4 is the equivalent of HE Stage 1, Certificate level)
http://www.nicats.ac.uk/doc/scr_prnc_guide.pdf
National credit guidelines
http://bookshop.universitiesUK.ac.uk/downloads/Burgess_credit_report.pdf
University of Sunderland credit framework and regulations
<https://docushare.sunderland.ac.uk/docushare/dsweb/View/Collection-247>

Collaborative partners and models of collaboration, if applicable

South Tyneside College Model C
City of Sunderland College Model C

Location(s) at which programme is delivered As Above

Modes of delivery and duration:

	Tick all that apply	Min number of years	Max number of years	Intake dates (months)	Any other issues
Full-time	✓	2	9	September	
Part-time	✓	3	9	September	
Sandwich					
Off-campus					
On-campus					
Distance learning					
Work-based learning					
Collaborative					

2. Aims of the Programme

Departmental Aims

All programmes adhere to our broad Arts and Design departmental aims;

- To provide opportunities for students to gain knowledge and apply that knowledge within the programmes offered
- To encourage students to combine practical and conceptual skills in order to enhance their creativity and promote reflective, analytical and critical approaches to learning
- To develop transferable skills through appropriate teaching, learning and assessment strategies
- To enable students to obtain a knowledge of the broader cultural and social contexts in which work is created and disseminated
- To offer students the opportunity to become aware of vocational and professional contexts in preparation for the challenges of a changing work environment
- To offer flexibility and choice in learning enabling students to study in ways appropriate to their needs, interests and ambitions
- To enhance both student learning and the overall student experience through high level staff research activity

FdA Applied Music Practice Aims

The overall aims of the Foundation Degree in Applied Music Practice are:

1. To develop awareness and understanding of distinctive traditions, conventions, practitioners and contexts that have helped shape contemporary practice within music.
2. To offer a practical course of study in music where theory and practice are fused and in which both conceptual awareness and practical, creative skills are developed and applied in work related contexts.
3. To:
 - a) Develop competence in the presentation/performance of artistic skills in music creative action and problem solving in a variety of roles and contexts:

- b) Simultaneously develop transferable skills of communication, application of number, improving own learning and performance, problem solving, I.T. and working with others
- 4 To encourage students to recognise the value of becoming critically reflective practitioners and to enable students to move from a structured approach at stage 1 to greater independent and/or collaborative study at STAGE 2
 - 5 To introduce students to the contexts in which music operates in the community in the 21st century and to examine the different ways it has evolved during the 20th century
 - 6 To introduce students to vocational and professional practices and opportunities within music raising awareness of current trends and developments, enabling students to gain and apply skills prior to and through their engagement in projects, placements and community events
 - 7 To allow the individual student to decide on an emphasis within their subject study to suit interests, particular skills or preferences.

3. Learning Outcomes of the Programme

Skills

Stage 1 (Certificate of HE):

1. Begun to develop subject-specific skills within music which allow them to respond creatively in their practice.
2. Begun to (a) respond to discussion about their practice as a means of developing individual or collaborative work; (b) evaluate and reflect on their creative processes.
3. Demonstrated independent research skills in relation to historical and vocational contexts and theoretical issues.
4. Demonstrated ways in which music can be used to express and communicate ideas.
5. Begun to demonstrate the ability to take responsibility for their own learning, planning and prioritising, time management, clear communication, establishing and adhering to ground rules in team work, negotiating with others, evaluating and reviewing activity.

Stage 2 (Diploma of HE): as above plus:

6. Demonstrated an ability to make informed decisions in relation to artistic choices and their practical realisation.
7. Demonstrated the ability to investigate and experiment in appropriate media which begins to define an individual approach to practice even when this is part of teamwork.
8. Demonstrated an ability to reflect formatively and summatively upon their creative processes and products.
9. Demonstrated skills of independent research and evaluation of personal learning strategies, methods and progression.
10. Demonstrated an ability to use appropriate media selectively for communication in different contexts and with different audiences e.g. through community projects.

11. Demonstrated the ability to: plan and execute projects, negotiate with and facilitate others, set and meet deadlines, manage resources, seek solutions to problems, work independently and collaboratively.

Knowledge

Stage 1 (Certificate of HE):

1. Demonstrated a familiarity with a range of working practices and methods of academic study in music.
2. Demonstrated some historical awareness of the contextual background to music and music in community contexts in the 20th and 21st centuries.

Stage 2 (Diploma of HE): as above plus:

3. Demonstrated knowledge of artistic precedents, practitioners and methodologies in relation to personal practice.

Additional learning opportunities

- The Venue Performing and Applied Project modules in particular provide opportunities for students to take up performance or project work outside of the University.

A few examples include performances arranged for South Tyneside students outside of the region at The Cavern in Liverpool and an arts centre in Glasgow, whilst within the region students from City of Sunderland College and South Tyneside College have performed and presented work at band nights at the Carling Academy in Newcastle, acoustic music at the Royalty in Sunderland, compositions at a memorial Holocaust event at the Tyne Theatre in Newcastle, Christmas music in Sunderland's Mowbray Park and outdoor music at the Irish Festival in the City's Sunnyside area.

- Within specified modules students are given opportunities to work in and with the community in a range of projects which increases their employability and raises the profile of the College and University Departments.
- Students are taken on trips and visits ranging from local events to further afield in Newcastle and London
- Tutors invite a range of guest speakers, professionals and visiting lecturers to work with the students in most modules in order to enhance their experience.

4. Programme Structure and Content

The degree is to be delivered across two STAGEs with each STAGE containing 120 credits equivalent to 1200 learning hours.

All modules are core to the programme although open ended assignments and negotiated projects will allow opportunities specific to students' individual/collective needs and interests.

All modules for this programme are specially designed and there are no modules in common with those taught at the University.

The timetabling structure will take into account that many students are already working musicians.

Module list – see Appendix 1

Programme regulations – see Appendix 2

Programme content

Stage 1 modules Certificate of HE

FMU 101	Creative Digital Technologies	20 credits
FMU 102	Practical Arranging	20 credits
FMU 103	Venue Performing	20 credits
FMU 104	Harmony and Analysis	20 credits
FMU 105	Applied Music Project	20credits
FMU 106	Teaching and Facilitating	10 credits
FMU108	Popular Music in Context	10 credits

Stage 2 modules Foundation Degree

FMU 201	Creative Digital Technologies 2	20 credits	core
FMU 202	Practical Arranging 2	20 credits	core
FMU 203	Venue Performing 2	20 credits	core
FMU 204	Harmony and Analysis 2	20 credits	core
FMU 205	Applied Music Project 2	40 credits	core

As in all Foundation Degrees, students develop work related skills and apply these in the workplace. FMU 105 and FMU 205 are the modules where skills are applied, while skills are developed in all of the other modules.

Student Exchange Programme:

There are opportunities for students to spend one or two semesters during STAGE two studying at an exchange partner institution. Students receive academic credit and time spent abroad counts towards their Sunderland programme.

5. Teaching and Learning

See teaching, learning and assessment matrix, Appendix 3

Teaching and Learning Strategy

This is in line with that of the University and the Faculty of Arts, Design and Media

The range of teaching and learning strategies which students will experience at some stage of the programme includes;

- Lectures that stimulate thought, discussion and debate and which encourage reading, listening and research;
- Seminars and other forms of small group discussion to encourage sharing of ideas and interpretations.
- One to one interaction supporting the development of personal creative skills
- Corporate performance activity developing teamwork and leadership skills
- Workshops, often benefiting from the experience of visiting specialists
- Essay writing as a means of developing the presentation of ideas and arguments in written form
- Practical exercises connected with the development of creative, analytical and aural skills
- Use of computer assisted learning as an up to date and valuable tool

- Studio work giving hands-on experience in the use of electronic equipment for composition, recording and performance
- Independent learning and private study
- External placements such as work experience or community projects to develop awareness of and skills for employment *
- Fieldwork projects where students may observe and participate in events *
- Extra curricular activities involving participation in or attendance at performances
- Peer learning through discussion of colleagues' work.
- Tutorials to support individual learning and promote reflection

These learning and teaching methods have been selected to reflect the subject and the broad range of students expected to study on this programme and support both the practical and written work within the programme. The teaching and learning styles take account of the diverse nature of students, and encourage inclusion by drawing from the experience of all students in a supportive and inclusive way. A positive culture is encouraged to promote discussion between students from all backgrounds with the tutor, and between themselves.

*Projects on this programme encourage students to work independently on topics which match their skills, develop their interests or fit in with their career aspirations. They often reflect students' knowledge of the local community and its needs.

Individual colleges make use of their specific VLE, generally and in specific modules to varying degrees. Students can gain access to the University's VLE, Sunspace.

6. Assessment

See teaching, learning and assessment matrix, Appendix 3

Students may expect to encounter a range of assessment strategies including:

- Individual written essays and coursework which test their ability to investigate a topic and organize their material and ideas to a prescribed deadline.
- Timed examinations/theoretical papers
- Exercises in arranging
- Practical assessments such as individual and group performances
- Creative projects/compositions/arrangements
- Oral presentations testing both oral and presentation skills
- Reports on external placements
- Research files and learning logs
- Assessment of facilitation/teaching skills in practical contexts
- Assessment of the application of subject specific and generic skills in appropriate contexts

Employers could be involved in the assessment of work based learning. This formative assessment will be used to inform feedback to students. University staff have been commended by External Examiners for the structured approach to employers' and mentors' involvement in project assessment. This aspect of the work will continue to be developed.

7. Student Support and Guidance

This is organised and operated by the individual college. A minimum requirement is that;

- i) Each college has an overall strategy for support and guidance
- ii) Each student will be assigned a support tutor for both academic and pastoral guidance.
- iii) Studies advice is available centrally including remedial support
- iv) Appropriate induction takes place
- v) Advice and information on careers is available. (N.B. This is to some extent built into the programme but students may require guidance outside of their own subject area)
- vi) Tutorial or other support is provided during placement and project

vii) modules

During their first week, students are provided with an induction programme, a student handbook on VLE and relevant module guides. They meet both the University Programme leader and the college staff. On a visit to the University they register at the University library and meet relevant specialist staff.

Students on this programme will have access to full support from both institutions. Information relating to issues such as equality and diversity, access, student services and pastoral support is easily accessed via the college intranet, where all students will be account holders.

8. Progression

Students are required to pass 120 credits from each of stage 1 and stage 2 before progressing to a Stage 3 top-up award.

Interim award

Students who successfully complete stage 1 may leave with an award of:

Foundation Certificate in Higher Education

Foundation Degree graduates can automatically progress to an honours degree in Music.

Careers

The ethos of Foundation Degree programmes is vocational, concentrating on key and practical skills development and training to meet employment needs. Academic components provide a knowledge base. The balance between these approaches is significantly different from that which is found in an honours degree programme which is predominantly academic.

The Foundation Degree in Applied Music Practice focuses on the development of skills knowledge and understanding for students in Music which will equip them for a range of careers in the Arts. These include teaching, artistic entrepreneur, community arts, performing, arts administration, arts management, promotion, publicity and marketing.

The programme provides opportunities for the development of the necessary key transferable skills which employers are seeking in prospective employees across a range of work settings. Its relationship to employers with employability and employment as a major outcome defines the difference between the H.N.D. and this new award.

The formal and informal involvement of employers in both the consultation process and the delivery of the degree will ensure that both the content and assessment of the programme are up to date and relevant. It will also guarantee employer interest in student placements and projects. For examples, the range of employers involved with the ongoing development of this degree include the fields of dj/entertainment management, agency work, music technology, project management, education and outreach and project managers.

All students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, financial support and advice, International Office and Careers and Employability Service. The Students' Union provides an independent service which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

9. Admissions

Admissions requirements to enter at STAGE 1 of this programme will fall into one of the following three categories:

Attainment at FE level provided through;

- A and AS Levels
- GNVQ

Applicants will be expected to have;

- Three passes at GCSE Grade C or above including Mathematics and English (or equivalent). A minimum of STAGE 2 key skills in Communications, Application of number and Information is acceptable.

plus one of the following;

- A minimum of one 6-unit award (A level/GNVQ) or 1 x 12 unit award or equivalent.
- The relevant Scottish Framework Qualification of higher grade C.
- Successful completion of a recognised Foundation or Access Programme.
- The full International or European Baccalaureate
- Other qualifications as deemed acceptable by the University

All candidates will be interviewed and practical work will be viewed wherever appropriate and possible.

The University and College will seek to provide study opportunities on this programme to all who have the potential to benefit from them. Factors such as work experience or vocational training can be taken into account when considering an application and admissions tutors have considerable discretionary powers to assess each case on individual merit.

10. Programme Management and Quality Assurance

The programme is managed and quality assured through the University's standard processes. Modules are overseen by a Module Studies Board and each year every module leader provides a brief report on the delivery of the module, identifying strengths and areas for development. The Programme Studies Board, which includes module leaders, student representatives and, where applicable, typical employers, is responsible for the programme as a whole, ensuring the coherence of the programme overall, its currency, progression, and alignment between the learning outcomes and modes of teaching, learning and assessment. Student achievement, including progression between stages and degree classification, is kept under review. The programme is reviewed annually and a report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to Academic Board via the University's Quality Management Sub-Committee (QMSC) and Student Success Committee (AEC).

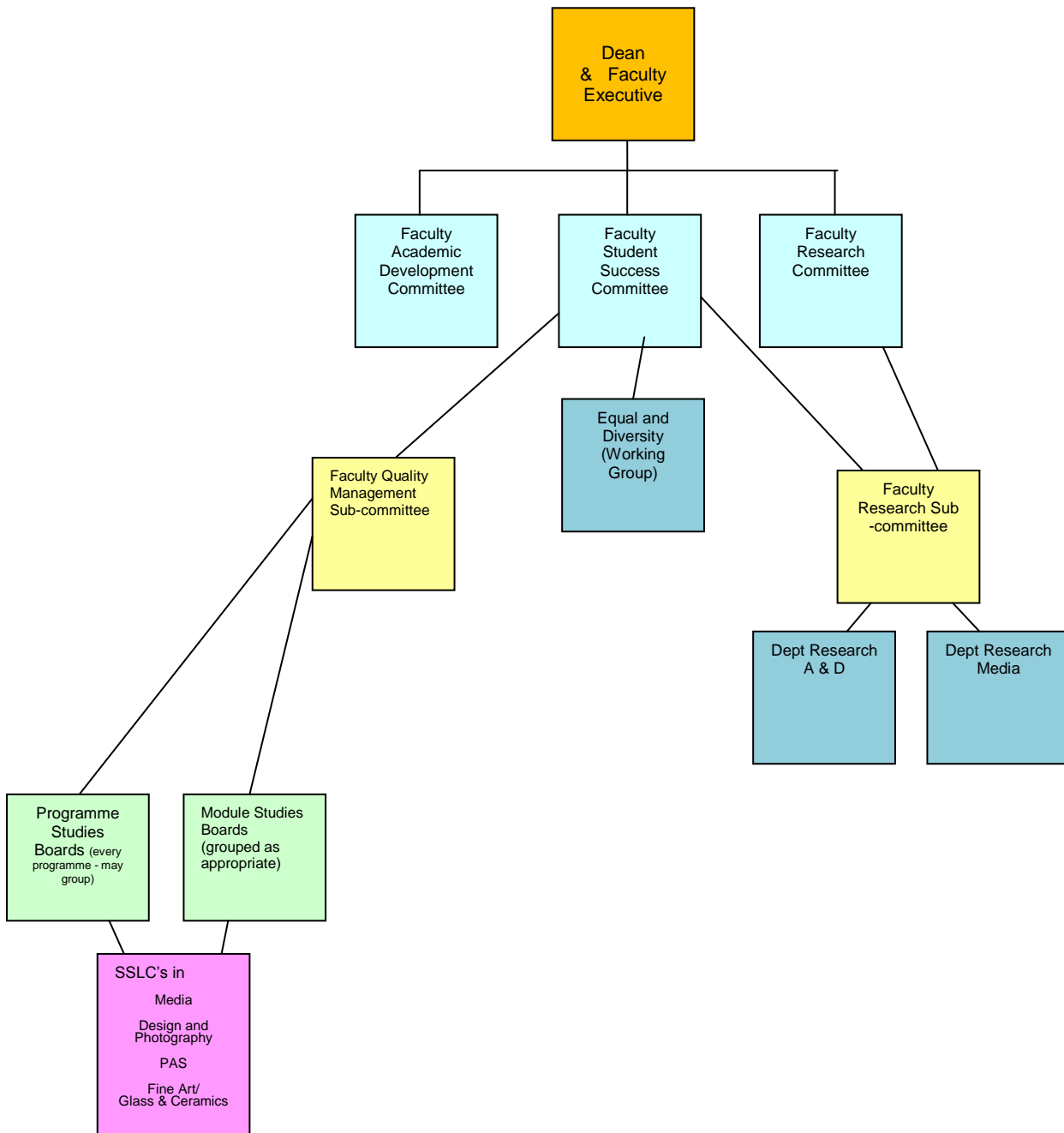
External examiners are appointed to oversee and advise on the assessment of the programme. They verify the comparability of the standards of the programme with the standards of similar programmes elsewhere in the UK and the quality of the assessment process. They are also invited to comment on proposed developments to the programme. Their reports are sent to the DVC (Academic) as well as to the Faculty; he requires a report from the Faculty on any major issues of concern raised by the external examiner.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK HEI.

Students' views are sought through module questionnaires and by other methods. The feedback informs module leaders' annual reports on their modules.

Students are represented on the Programme and Module Studies Boards; in the former they are involved in discussion of external examiners' reports.

Committee Relationship diagram indicating Student Feedback Opportunities



11. Learning Environment and Resources

This is different for each college site but all sites are visited prior to approval by both a University senior staff member and a subject area specialist and subsequently approved through the Quality Assurance Board.

A team of about 4-5 staff deliver this programme at each site and one site sends students to the University for 2 modules at each stage. This gives students an opportunity to work with additional specialist tutors and experience a range of teaching styles. At both sites students may also encounter visiting Academic Tutors for individual sessions on modules. Many tutors are also practicing musicians and have links with local employers and venues

Students have access to both their library at College and to the Murray library at the University where the Music books and resources are held.

**QUICK REFERENCE**

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME DETAILS

(Form to be completed electronically by the Faculty and forwarded to the Academic Services Quality Officer supporting the review panel)

PROGRAMME DETAILS	
Exit Award: Title of programme/award	FdA Applied Music Practice
<i>If replacement for existing, specify title of old</i>	
University Academic subject area	Department of Arts and Design
Academic SITS (subject) area	Performing Arts
Academic (SITS) code ¹ (Course Code)	
Programme Studies Board ²	Performing Arts
UCAS code ³ (if applicable). If other please state method.	
JACS code ⁴	
Qualification Stage / Qualification Aim	Foundation Degree
Interim awards (please state) (Please complete structure details in full below)	Certificate in Higher Education
Modes of delivery and duration:	Full time yes 2 years Sandwich no Part time yes 3-5 years Work Based Learning no On-campus no Off-campus yes (Model C):
Faculty(ies):	Arts, Design and Media
Programme Leader:	Peter Roberts
Date of Review Event	November 2014
Date of next review (QAE to complete)	2020-2021
Start date of programme (QAE to complete)	September 2015
Number of intakes per annum. (if more than one per year please state how many and likely month(s) intake starts)	1

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TDA/NHS/Other ⁵	HEFCE
If it is TDA, is it primary/secondary/F.E./Other (please state)	

¹ To be allocated by SITS team in SRBP

² Programme Studies/Assessment Board that will have management responsibilities for the programme.

³ Please contact Admissions Manager for code

⁴ JACS code = e.g. (V1) History, (G5) Computing Science, etc.

⁵ Please confer with David Balme for funding status for programme

Is the programme Open or Closed ⁶ :	Open
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ACCREDITING BODY	
Detail of Accreditation:	Not applicable

PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No If yes will they affect assessment? Yes/No
Note Programme Specific Regulation:	

COLLABORATIVE:	UK	yes
Please complete details	Overseas	yes/no
Institution	Collaborative model⁷	Funding arrangements⁸
South Tyneside College.....	C.....
.....
City of Sunderland	C	
.....
.....

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
Certificate in Higher Education	120	All stage 1 modules are core

DETAILS SUPPLIED BY: ...Peter Roberts

DATE: September 2015

For QAE use only: Circulation list: Quality Assurance & Enhancement (files) Academic Information Section (J Ruffell), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Examinations (B Muldowney), Planning (David Balme) Learning Development Services (Malcolm Green) Central Timetabling (Lesley Scott) + **for collaborative programmes:** SRBP Carole Green/Peter Elliott

⁶ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

⁷ As per QAE guidelines

⁸ Please contact David Balme for confirmation of funding details
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Module List

Award, Route (if applicable) and Stage	New/Existing/Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)
	E	Creative Digital Technologies 1	FMU101	20	C		40% Written 60% practical project		John Kefala-Kerr	
	E	Practical Arranging 1	FMU102	20	C		80% Portfolio 20% Workshop		John Kefala-Kerr	
	E	Venue Performing 1	FMU 103	20	C		60% Performance and accompanying documentation 40% presentation		John Kefala-Kerr	
	E	Harmony and Analysis	FMU 104	20	C		80% Portfolio 20% Theoretical paper		John Kefala-Kerr	
	E	Applied Music project	FMU105	20	C		70% Practical project 30% Presentation		John Kefala-Kerr	
	E	Teaching/Facilitating Skills	FMU106	10	C		70% Practical project with documentation 30% presentation		John Kefala-Kerr	

	N	Popular Music in Context	FMU108	10	C		50% Practical with accompanying documentation 50% Presentation		John Kefala-Kerr	
	E	Creative Digital Technologies 2	FMU201	20	C		40% oral presentation 60% Practical project		John Kefala-Kerr	
	E	Practical Arranging 2	FMU202	20	C		80% Portfolio 20% Workshop		John Kefala-Kerr	
	E	Venue Performing 2	FMU203	20	C		40% Individual performance 60% Presentation with documentation		John Kefala-Kerr	
	E	Harmony and Analysis	FMU204	20	C		80% Portfolio 20% Theoretical paper		John Kefala-Kerr	
	E	Applied Project 2	FMU205	40	C		70% Practical project with accompanying documentation 30% Presentation		John Kefala-Kerr	

TEMPLATE FOR PROGRAMME REGULATIONS

Name of programme: FdA Applied Music Practice
Title of final award: Foundation Degree
Interim awards⁹: Certificate in Higher Education

Stage 1**Core modules:**

Code	Title	Credits
FMU 101	Creative Digital Technologies	20
FMU 102	Practical Arranging	20
FMU 103	Venue Performing	20
FMU 104	Harmony and Analysis	20
FMU 105	Applied Music Project	20
FMU 106	Teaching and Facilitating Music	10
FMU108	Popular Music in Context	10

Stage 2**Core modules**

Code	Title	Credits
FMU 201	Creative Digital Technologies 2	20
FMU 202	Practical Arranging 2	20
FMU 203	Venue Performing 2	40
FMU 204	Harmony and Analysis 2	20
FMU 205	Applied Music Project 2	20

Progression Regulations

There are no programme-specific progression regulations¹⁰

⁹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements

¹⁰ This will be the norm – university regulations apply

Matrix of modes of teaching, learning and assessment

Stage 1

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO S2	LO S3	LO S4	LO S5	LO K1	LO K2
Creative Digital Technologies 1	FMU101	Core	Lectures Seminars Workshops Experiential learning	Written Practical project							
Practical Arranging 1	FMU102	Core	Lectures Seminars Workshops Experiential learning	Portfolio Practical assessment of workshop	Taught Assessed	Supported Assessed	Supported Assessed	Taught Assessed	Supported assessed	Taught Assessed	
Venue Performing 1	FMU103	Core	Lectures Seminars Workshops Rehearsals Direct observation Practical work Supporting tutorials	Performance and accompanying documentation Presentation	Taught Assessed	Taught Supported Assessed	Supported Assessed	Taught Supported Assessed	Supported Assessed	Taught Assessed	Taught Assessed
Harmony and Analysis 1	FMU104	Core	Lectures Seminars Tutorials Demonstrations tutorials	Portfolio if tasks with supporting documentation Theoretical paper	Taught Assessed	Supported	Supported	Taught Assessed	Supported	Taught Assessed	Taught Assessed
Applied Project 1	FMU105	Core	Workshops Seminars Workplace practice Observation tutorials	Practical project with accompanying documentation Presentation	Supported Assessed	Supported Assessed	Supported	Taught Assessed	Taught Assessed	Taught Assessed	Supported

Teaching and Facilitating	FMU 106	Core	Workshops Seminars Practical experience Observation Tutorials	Practical project with accompanying documentation Presentation	Supported Assessed	Supported Assessed	Taught Assessed	Supported Assessed	Taught Assessed	Taught Assessed	Supported
Popular Music in Context	FMU108	Core	Lectures seminars tutorials	Portfolio Essay		Supported	Taught Assessed	Taught Assessed	Supported	Taught Assessed	Taught Assessed

Stage 2

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S6	LO S7	LO S8	LO S9	LO S10	LO S11	LO K4
Creative Digital Technologies 2	FMU201	Core	Lectures Seminars Workshops Demonstration	Presentation Practical project	Taught Supported Assessed	Taught Supported Assessed	Supported Assessed	Supported Assessed	Taught Assessed	Supported	Taught assessed
Practical Arranging 2	FMU202	Core	Lectures Seminars workshops Demonstration Practical projects	Portfolio Presentation	Taught Supported Assessed	Supported Assessed	Supported Assessed	Supported Assessed		Supported	Taught Assessed.
Venue Performing 2	FMU203	Core	Lectures Seminars Workshops Rehearsal Observation Practical tasks tutorials	Individual performance Presentation with accompanying documentation	Taught Assessed	Supported Assessed	Supported Assessed	Supported Assessed	Taught Assessed	Taught Assessed	Supported Assessed.
Harmony and Analysis 2	FMU204	Core	Lectures Seminars Tutorials Practical tasks	Portfolio of tasks with accompanying documentation Theoretical paper	Taught Assessed	Supported	Supported	Supported	Taught Assessed	Supported	Taught Assessed
Applied Music Project	FMU205	Core	Lectures Seminars Tutorials Practical activities	Practical project with supporting documentation Presentation	Taught Assessed	Supported	Supported Assessed	Supported Assessed	Taught Assessed	Taught Supported assessed	supported

Assessment Criteria at the level of the target award

Generic Assessment Criteria – Foundation Degrees in Dance, Drama, Music and Performing Arts

These should be interpreted according to the level at which you are working and related to the Learning Outcomes for the module

		Categories						
Grades	Relevance	Knowledge	Analysis, Problem solving and/or Collaboration	Argument and Structure and/or Artistic coherence	Critical evaluation and Creativity	Presentation/ Execution of performance and/or production duties,	Reference to Literature	
	Demonstrate ability to focus on a designated topic or topics in practical and/or written work	Demonstrate a critical perspective on performance theories and practices and the ability to contextualise performance work in relation to this	Demonstrate an ability to analyse topics, problem solve, and/or employ effective group skills including in work-based contexts	Demonstrate coherence and clarity in your critical perspective argument, ideas and/or performance work	Demonstrate the ability to critically evaluate materials and/or generate creative ideas including in work based contexts.	Demonstrate appropriate skills in writing, communication, performance and/or production	Demonstrate awareness of relevant research materials and reference points for your work in performance, literature and/or performance criticism	
Pass	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited above. It will demonstrate particularly compelling evaluation, originality, creativity, elegance of argument/performance, interpretation or discourse.						
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are fully satisfied. At this level it is expected that the work will be outstanding in the majority of the categories cited above or by demonstrating particularly compelling evaluation, creativity, elegance of argument/performance, interpretation or discourse.						
	70 – 75%	The work examined is excellent and provides evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that level are satisfied At this level it is expected that the work will be excellent in the majority of the categories cited above or by demonstrating particularly compelling evaluation, creativity, elegance of argument/performance, interpretation or discourse.						
	60 – 69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Good analysis, identification and resolution of issues or problems. Effective organisation, and/or negotiation/collaboration	Generally coherent and logically structured, using an appropriate mode of argument, or performance, production and/or theoretical modes	May contain some distinctive, creative or independent thinking; may begin to formulate an independent position in response to theory and/or practice.	Well written, with standard spelling and grammar, in a readable style with acceptable format. Or Effectively presented with intelligent performance and production decisions in evidence	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of source material. Uses a range of sources

	50 – 59%	Some attempt to address the requirements of the assessment. May lose focus occasionally	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Some analysis, identification and resolution of issues or problems. Occasionally effective organisation, and/or negotiation/collaboration	Some attempt to construct a coherent argument performance or production strategy, but may suffer loss of coherence and consistency, with issues at stake presented only vaguely, or theoretical mode(s) and performance ideas couched in simplistic terms	Sound work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic, and/or approaches to performance	Competently written, with only minor lapses from standard grammar, with acceptable format. Or Competently presented with informed performance and production decisions in evidence	Uses a variety of literature which includes some recent texts and/or appropriate literature, though not necessarily including a substantive amount beyond library texts. Competent use of source material.	
	40 – 49%	Some correlation with the requirements of the assessment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Little evidence of analysis, identification and resolution of issues or problems. Little evidence of effective organisation, and/or negotiation/collaboration	A basic argument, performance or production strategy is evident, but this is mainly supported by assertion, and/or obvious/simplistic choices. There may also be a lack of clarity and coherence	Some evidence of a critical perspective but mainly derivative, and/or with an un-interrogated performance strategy employed	A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader Or Employment of a simplistic/basic performance and production strategy with significant deficiencies in expression or format	Some up-to-date and/or appropriate literature used. Goes beyond the material tutor has provided. Limited use of sources to support a point. Weak use of source material.	
Fail	35 – 39%	Relevance to the requirements of the assessment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Heavy dependence on description, Lacking analysis, identification and resolution of issues or problems. Lacking evidence of effective organisation, and/or negotiation/collaboration	Little evidence of coherent argument, performance or production strategy: The work lacks development and may be repetitive or thin	Almost wholly derivative: the writer's contribution rarely goes beyond simplifying paraphrase	Numerous deficiencies in expression and presentation. The writer/performer achieves clarity (if at all) only by using a simplistic or repetitious style/approach	Barely adequate use of literature. Over reliance on material provided by the tutor.	
	The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.								
	30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in some of the indicators.							
	15-29%	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in several of the indicators.							
	0-14%	The work examined is unacceptable and provides almost no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.							

