

AQH-B2-3a Undergraduate Programme Specification Template

August 2015

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SECTION A: CORE INFORMATION

1. Name of programme Music
2. Award title BA Honours
3. Programme linkage
Is this part of group of linked programmes between which students can transfer at agreed points?

No

4. Is the programme a top-up only?

Yes

5. Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?

No

6. Level of award (eg *Level 6 for BA/BSc*)

Level 3		Level 4		Level 5		Level 6	x	Level 7	
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7. Awarding body: University of Sunderland

8. Which department is it in? Arts, Design & Media

9. Programme Studies Board? Performing Arts

10. Programme Leader John Kefala Kerr

11. How and where can I study the programme?

At Sunderland:	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	

12. How long does the programme take?

	Min number of years / months	Max number of years / months
Full-time	1 years	3
Part-time	2 years	3
Distance learning		
Work-based learning		

SECTION B – FURTHER CORE INFORMATION

Use Outline Programme Proposal Form for ADC ([AQH-B2-2](#)), for questions 13 to 25

26. Learning and teaching strategy.

The learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan 2013-16 whose aims are to:

- develop independent, active and reflective learners
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The main learning and teaching methods employed are a combination of:

- **Lectures:** to present and explain factual information and provide an overview of key issues, theories, themes, genres and ideas in contemporary music.
- **Seminars:** to allow guided group discussion as a means of clarifying and elaborating on issues, theories, themes, genres and ideas in contemporary music
- **Tutorials:** to allow detailed discussion about and/or feedback on a given topic or to support a specific aspect of learning and/or assessment
- **Workshops:** to provide students with an opportunity to explore and experiment with ideas, musical concepts, approaches and techniques and to reflect upon and respond to these ideas, concepts approaches and techniques
- **Research/Independent learning:** to encourage students to develop research skills, use their initiative, become resourceful and self-reliant and learn in research mode
- **Supervised Rehearsals:** to allow students to receive support and benefit from tutor interventions while experimenting with ideas, exploring topics and developing their work.
- **Self managed rehearsals:** to allow students to respond creatively to a brief, autonomously experiment with ideas, and explore and develop their work while also taking responsibility for efficiently and effectively managing their own time and workload
- **Group Projects:** to allow students to develop teamwork skills, self-discipline, respect for others, and the capacity to respond to constructive criticism
- **Performance:** to allow students to exercise creativity, apply practical subject-specific skills and to demonstrate self discipline and self and group management skills
- **Essays:** to allow students to critically analyse selected issues in contemporary music and to develop a personal critical perspective on these issues

- **Negotiated Learning:** to allow students to see themselves as researchers, and to set the parameters for in-depth investigation of a self selected topic in written form, musical authorship and performance
- **Presentations:** to allow students to articulate their critical perspective in verbal form and to respond to and exchange ideas in a live environment
- **Electronic learning resources** (electronic journals, internet, self-learning etc): to allow students to develop skills of research and analysis, and to become independent learners
- **The Virtual Learning Environment (Sunspace):** to support student's classroom learning and provide a forum for out of hours support and or/dialogue

27. Retention strategy.

The University has a range of strategies in place to guide and support students which help to maintain retention.

induction

Students enrolling on this programme are taken through a week of induction activities, introducing them to the University, the staff and fellow students. There is normally a range of fun creative projects, a field trip, prizes, library inductions and students union activities all designed to help students make friends, settle in to University life, find their way around and get ready for their studies

student handbook

All design students receive a student handbook that explains important things about their academic studies, how and where to get advice and support, and directs them to some of the wider support systems in place for students.

Student Reps

Students on all programmes at each stage elect a student representative who can speak for them at the various committees and forums where decisions are made about how the programme is run.

Registers and Communications/Meetings

The University has a system of attendance monitoring using registers that students scan into each contact session, electronically. Any absences are noted and admin staff contact each missing student by text message to make sure everything is okay and to ask if they need any support. Further unexplained absences result in more formal letters being sent to ask for a meeting with the student at which any issues can be resolved.

SSLC

Each department holds Staff Student Liaison Committee meetings at least once per term at which students and staff are invited to identify things that are worth commending about the operation of each programme, as well as things that need

to be addressed. An action plan ensures that all agreed actions are followed up and addressed.

personal tutor

All students are allocated a personal tutor who is there to turn to and who can support them or direct them to where appropriate help may be obtained. Students can request a change of tutor without any questions asked.

student experience manager

The Faculty has a Student Experience Manager who they can meet to discuss anything if a student prefers to discuss issues with someone who is outside of their immediate academic community.

comprehensive additional support

All on-campus 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. These services are available via the Student Gateway or directed by tutors.

SECTION C - TEACHING AND LEARNING

28. What is the programme about? *Programme aims; plain English summary*

This Programme aims to:

- fulfill an identified need for students to upgrade an HND or FdA qualification to an honours degree
- provide opportunities for students to gain graduate--level knowledge and skills in music by extending knowledge and understanding of the traditions, conventions, practitioners and contexts that constitute and shape contemporary musical practice(s)
- to develop competence across a range of modes of musical practice in order to nurture and enhance subject insight and creativity
- to develop transferable skills
- to communicate knowledge of the broader cultural and social contexts in which music occurs
- to provide opportunities for students to become aware of vocational and professional opportunities

29. What will I know or be able to do at each Stage of the programme?
or be able to do the following:

Learning Outcomes Stage 3 – Skills

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

1. Demonstrate the ability to analyse and communicate understandings and issues concerning musical representation, authorship, performance and reception
2. Demonstrate transferable skills in self--management, critical reasoning, interpersonal communication and presentation.
3. Demonstrate the ability to generate musical ideas both independently and collaboratively, showing discrimination, imagination and creativity in a range of sub-disciplinary areas, such as composition/devising, performance, music technology and instructing/facilitating.
4. Demonstrate the ability to undertake in depth investigations and synthesise where appropriate, interpretations and evaluations of musical repertoires, texts, techniques, production methods and performances.

Learning Outcomes Stage 3 – Knowledge

By the end of this Stage of the programme successful students should know, understand or be able to do the following:

1. Demonstrate the ability to bring to bear critical, contextual and historical interpretive perspectives on a variety of musical materials and texts

2. Demonstrate an understanding of the relationship between theory and practice in music.

30. What will the programme consist of?

Each undergraduate programme consists of a number of Stages from a minimum of 1 to a maximum of 4, each of which is equivalent to a year's full-time study. The summary below describes briefly what is contained in each Stage. Most programmes have a mixture of core (ie compulsory) modules and optional ones, often with increasing choice as you move through the programme and gain in experience. In some programmes the choice of optional modules gives you particular 'routes' through the programme. The programme structure including a detailed list of modules can be found in the [programme regulations](#).

MUS309 MEANING IN MUSIC

Through a series of directed study tasks, close--reading activities and other analytical strategies, students will consider the ways in which music 'means'—how performances, styles, genres, artists and trends etc. are encountered, represented and interpreted in the contemporary musical and musicological landscape.

MUS321 MUSIC IMAGE TEXT

Underpinned by critical ideas that see musical meaning as comprising an interplay between sound, image, voice, the body, text, context, technology, audience etc., practical exercises in creating, devising, experimenting and presenting work lead to outcomes in a variety of possible forms—live performance, music video, installation, recording or other mode of output/event.

PAS334 COMMUNITY/EDUCATION PROJECT

The module provides opportunities for students to work with groups in community / education contexts. Students will, by negotiation with the module leader and appropriate practitioners and staff from within the community organization, school, college or company, plan and implement a small--scale project for a specified group in the chosen setting.

MUS323/324 CREATIVE SOUND A & B

The module will provide students with the technical and theoretical tools for creating audio works/artefacts. An overview of creative sound practice(s) across a variety of sub-disciplines—including technology-based music composition, audio art, musique concrète, sound design and acoustic ecology—will inform and contextualise individual and/or group creative work.

MUS316/317 MUSIC FOR PERFORMANCE A & B

The module provides opportunities for students to further their study of music performance. Students will develop musical awareness through working processes that extend skills within vocal and/or instrumental performance. The emphasis is on self/group initiated work culminating in a live performance the exact nature of which is

decided in consultation with staff. Students may select areas of focus.

PAS320 NEGOTIATED INDEPENDENT STUDY

PAS315 LIVE PROJECT

31. How will I be taught?

Scheduled teaching activities	x
Independent study	x
Placement	

Typically, learning on the programme occurs through a combination of seminars and workshops with occasional lectures. Practical sessions provide collaborative opportunities as well as independent development through studio practise activity. Learning and teaching on the BA (Hons) Music programme emphasises the development of skills in creative practice, musicology, instrumental and vocal performance and teaching/facilitation. The integration of theory and practice is emphasised across the course. Underpinning theories—especially around musical meaning—support practical learning. The programme is delivered in accordance with University of Sunderland’s Learning and Teaching Plan, which aims to:

- .Develop independent, active and reflective learners
- .Create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners
- .Ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience
- .Promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.
- .Maintain and extend current strengths and areas of excellence in learning and teaching, and other effective practice which contributes to the aims of the plan
- .Support innovation and new developments in learning and teaching and the student learning experience
- .Strengthen and implement structures to support these ways of working in the current challenging environment for HE, and facilitate responsiveness to ongoing changes and developments.

The programme is delivered in accordance with the values that underpin the University’s Learning and Teaching Plan. These are expressed as follows:

- .Good teaching involves
an ongoing, flexible and discursive relationship between highly motivated academic staff and students who take responsibility for their own learning.

- Feedback and assessment are part of learning and teaching.
- High quality student support is closely integrated with the academic programme.
- Graduateness is framed as a willingness among students to engage with the opportunities offered by higher education and to take responsibility for one's own learning, developing the full range of skills and knowledge for graduate employment and, where relevant, engagement in enterprise.
- Crucial to 'graduateness' is a partnership between academics and students, in which each recognises and takes responsibility for aspects of student learning.
- Discipline specificity is essential for the effective delivery of high quality teaching, assessment and student support.

University of Sunderland's full Learning and Teaching Plan can be found here:
[https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-8235/AQH-A6 University of Sunderland Learning and Teaching Plan 2013-2016.pdf](https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-8235/AQH-A6%20University%20of%20Sunderland%20Learning%20and%20Teaching%20Plan%202013-2016.pdf).

Summary of teaching on BA Music modules:

- MUS309 Meaning in Music (lectures and seminars)
- MUS321 Music Image Text (seminars, tutorials, studio work)
- MUS316/7 Music Performance (workshops, rehearsals)
- MUS323/4 (Seminars, studio work)
- PAS334 Community/Education project (lectures, supervised in-situ work)
- PAS320 (independent study supported by individual tutorials)
- PAS315 (independent study supported by individual tutorials)

32. How will I be assessed and given feedback?

Written examinations	
Coursework	X
Practical assessments	X

This programme uses the Generic University Assessment Criteria	X	
This programme uses the Subject Specific Assessment Criteria	X	

Assessments are designed to develop graduate level skills in Music. They are related to the programme and module Learning Outcomes and assignments are assessed against the university's generic assessment criteria. Assessments typically combine practical work and theory (usually weighted 70% and 30% respectively). Students receive prompt and regular feedback. Assessment criteria encourage and reward practical skill, critical and analytical thinking, reach and depth of study/research, clarity of communication, and presentation. Knowledge and skills are assessed via practical

work (such as live performances, recordings and composition portfolios), essays, research exercises, oral presentations, and through the execution of allocated roles in projects. Coursework is assessed for creativity of response to the underlying concepts and precedents that have informed it.

The main assessment methods employed are a combination of:

- Performances/Practical Work: to test students ability to generate ideas in response to a set or negotiated brief and to select and demonstrate appropriate performance strategies and skills in individual and/or collaborative theatre practice
- Oral Presentations: to test students ability to synthesise knowledge, to articulate a personal critical perspective on a given topic and to field questions in a live environment.
- Written assignments/Essays: to test students ability through research and writing to critically evaluate practices, theories, ideas and issues and to make connections between/judgements about these.
- Negotiated Projects: to test students ability to demonstrate higher level skills in research, develop projects autonomously and demonstrate specialist knowledge of selected practitioners, artistic/critical movements and/or approaches to practice.

Marking Procedure, Marks at level 6 are discussed and agreed by a first and second marker. Module marks are also sampled by an External Examiner. All marks then go through a Module Assessment Board.

Student feedback on assessment is provided both verbally and in written form, in both cases referring clearly to the assessment criteria and learning outcomes of the module. This enables students to understand the level of their mark, and draws their attention to areas for improvement.

33. [Teaching, learning and assessment matrix](#)

How does research influence the programme?

Staff research informs teaching on the programme through the incorporation of (i) case study material drawn from staff projects, (ii) insights derived from staff research complementing those drawn from a variety of established and emergent sources, and (iii) curriculum areas that emanate directly from research interests.

Members of staff are engaged in the wider academic community as examiners, scholars, researchers and critical practitioners. Individual projects have covered a range of theoretical and practical themes, and outcomes have been disseminated in the form of commissions, installations, book publication, conference presentations, community projects, performances, recordings, performance writing and award-winning compositions. Music continues to develop its research activities, skills and

methodologies through initiatives based on individual projects, collaborative exchange, and support from funding bodies, such as the Arts Council England, Youth Music, Northern Rock Foundation, Durham International Festival, The Forge, The Whitworth, Sound and Music and the Late Music Festival. Academic staff enjoy strong links with the regional community. These include working alongside industry partners, venues such as Sage Gateshead, as well as local schools and community groups.

SECTION D EMPLOYABILITY

- 34.** How will the programme prepare me for employment?
Particular features of the qualification (optional)

The needs of a 'portfolio' career in music are well catered for by the BA (Hons) Music. The programme's breadth of coverage enables it to convey skills appropriate to employment in music and arts-related fields, such as performance, composition and community and education practice. There are ample opportunities for BA Music students to gain experience working on practical and research-based projects in a range of venues and settings. Most music modules provide opportunities to engage with contexts, organisations and agencies beyond the University. The PAS315 (Live Project) module affords students a bespoke opportunity to develop off-campus work in areas of interest and to gain experience in professional, career-related contexts. BA Music students are able to develop traditional specialisms (as a composer, performer or teacher, for instance) as well as pursuing careers in related fields, such as events management and the media industries. The programme content is enhanced by extra-curricular provision that includes opportunities for music students to develop skills in choral singing, big band performance, musical theatre performance and live sound reinforcement. Academic staff in Music are usually a student's first port of call in relation to employability-related advice and skills development; all Music lecturers are active as professional composers, community musicians, songwriters, lyricists, performers, authors and academics.

- 35.** Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

41. What are the admissions requirements?

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Entry from a University of Sunderland Foundation Year

Can students enter with advanced standing?	NO	
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This programme is a 1 year Top-Up with direct entry to Stage 3

42. What kind of support and help will there be?

Every student receives personal copies of the programme handbook or has access to them online. These contain a wide range of information including the current Induction information and the relevant safety policy as well as information on how to access the full University Services.

Every student, at the beginning of the induction period, is supplied with detailed timetables of the induction activities and of the course on to which he/she has enrolled.

Students requesting or showing signs of needing additional support or who have specific learning needs will be advised and directed to the support available. All students are asked to complete induction evaluation questionnaires to comment on the effectiveness of the induction programme.

On commencement of the programme, all students are allotted a personal tutor who will support them through their studies. Both the personal tutor and the programme leader support students by helping them to understand and navigate through the modular credit scheme and also, where appropriate, by acting as a signpost to refer students to any of the other support systems within the University or beyond.

Tutorials will normally take place at least twice a term (and more often as necessary) in order to discuss programme-specific issues and identify any personal difficulties and to help to develop and maintain the students progress file. Students normally see their personal tutor individually at appropriate points during each term to discuss their progress. Students will be referred to Student Services, Financial Counsellor, Students Union and other appropriate agencies who offer expertise to deal with issues of a more

personal nature. Students are informed about the careers service, the counselling service, the chaplaincy and the international student service during induction and when necessary during tutorials. The careers service delivers aspects of the programme at Stages 2 and 3.

All on-campus 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.

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

43. What resources will I have access to?

On campus	X	In a partner college		By distance learning	
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On campus

Tick all that apply

General Teaching and Learning Space	x
IT	x
Library	x
VLE	x
Laboratory	
Studio	x
Performance space	x
Other specialist	
Technical resources	x

University Library resources

University Library Services offer a range of resources, both in print and online, in support of University learning, teaching and research activities. The three site libraries provide information collections, a variety of study spaces, IT facilities and experienced library staff during core hours, with online services and support available at any time

off-campus. In addition, both The Murray and St. Peter's libraries offer 24/7 access during main teaching weeks.

On joining the University, all students attend a Library Induction session and library staff are available to help with enquiries during library opening hours. In addition, library staff are experienced in working with academic colleagues in designing and delivering customised Information Skills workshops, either timetabled sessions embedded into core modules or individual sessions provided on request. These workshops provide students with the skills they need to identify and evaluate information from both print collections and electronic sources, including subject specific databases and gateways, online journals and other quality sources available on the Internet. Students can also access subject specific help sheets, online tutorials, FAQs and many more sources of information on the Library website www.library.sunderland.ac.uk

Information about the University's facilities can be found [here](#).

44. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	X
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

45. How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Various Faculty committees, particularly Faculty Academic Experience Committee, Academic Development Committee and Quality Management Sub-Committee also have student representation. This allows students to be involved in higher-level plans for teaching and learning. There is a parallel structure at university level on which

students are represented by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Academic Experience Committee to identify good practice which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

We encourage students to contact staff either face to face or via email if that have any questions or problems. We are also very keen that our student representatives take a full role in feeding back on the programme. A strong partnership between staff and students is important to us and we will actively seek student feedback when considering developments to modules or the programme.

SECTION G QUALITY MANAGEMENT

46. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found [here](#).

Are there any benchmark statements for this programme?	YES	
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The subject benchmark(s) for this programme is/are:

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

47. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of

teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Quality Management Sub-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Experience Committee (AEC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

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 university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).

Please also complete the [SITS form](#).

PART B - PROGRAMME REGULATION/S

Name of programme: Music

Title of final award: BA (Hons) Music

Interim awards¹: None

Accreditation: N/A

University Regulation (please state the relevant University Regulation): N/A

Regulations apply to students commencing their studies from (please state the date / intake that these regulations will apply to students for each Stage): N/A

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1		
Stage 2		
Stage 3		
Stage 4		

Stage 3

Core modules

Code	Title	Credits
MUS309	Meaning in Music	20

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements