

# Programme Specification for Undergraduate Programme

## Leading to:

### BA Music

### BA Music with Placement

*Applicable for all undergraduate students starting at FHEQ Level 4 on or after 1 September 2020*

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	March 21	Programme specification for 2020/21	BJR

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Department of Arts and Humanities / Production and Performance
4. Contributing college/department/division/ associated institution	N.A.
5. Programme accredited by	N.A.
6. Final award(s) and FHEQ Level of Award	BA (Hons) Music FHEQ Level 6 BA (Hons) Music with Placement
7. Programme title	BA Music
8. Programme type (single honours/joint)	Single Honours
9. Normal length of programme (in months) for each mode of study	36 months (3 years) full-time 48 months (4 years) full-time thick sandwich 72 months (6 years) part-time
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	None
12. Modes of study	FT, PT, Thick sandwich
13. Modes of delivery	Standard taught
14. Intermediate awards and titles with FHEQ Level of Award	BA (Ordinary) Music FHEQ Level 6 BA (Ordinary) Music with Placement FHEQ Level 6 DipHE Music FHEQ Level 5 DipHE Music with Placement FHEQ Level 5 CertHE Music Studies FHEQ Level 4
15. UCAS Code	W300; W301
16. HECoS Code	100070
17. Route Code	W300UMUSIC3

18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards <a href="#">QAA Subject Benchmark Statement (Music)</a> <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page.
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N.A.
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N.A.
22. Further information about the programme is available from the College website.	Link to programme information on the <a href="#">College</a> website.

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

The following educational aims mirror the set of inter-related skills which are central to the programme and which support the learning and professional development of the student.

- (1) To equip students with a strong grounding in the craft of creativity (composition, production and performance) which reflects the diversity of musical styles and genre in today's world.
- (2) To equip students with a strong grounding in the craft of leadership and communication (teaching, conducting, directing, curating), open to a wide set of possibilities.
- (3) To foster a uniqueness and a strong sense of the students' own musical distinctiveness.
- (4) To equip students with a bold and assured capability in the use of state-of-the-art music technology.
- (5) To foster a core sense of entrepreneurship and innovation across all aspects of their work.
- (6) To prepare students for real world situations through the creation of collaborative environments
- (7) To help students understand how all their skills are transferable within the range of potential jobs in the music industry.

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)

	(thinking) skills, S = other skills and attributes)				
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	K	An awareness of key developments and repertoire of a diverse range of music			MU1610 Ways of Hearing I
	K	An understanding of the fundamentals of music theory, demonstrated by the ability to describe and analyse musical material.			MU1609 Materials of Music I
	C	A reasonable level of musicianship and aural awareness, including notation and recognition of aspects of heard examples.			MU1609 Materials of Music I; MU1608 Ensemble I
	C	Facility with a range of contemporary compositional techniques.			MU1611 Composing I
	C	The ability to work responsively and creatively in an ensemble context.			MU1608 Ensemble I
	C	A general facility with studio technology, computer music applications and sound recording.			MU1612 Studio Production I
	S	The ability to express musical and intellectual ideas with clarity.			MU1610 Ways of Hearing; MU1609 Materials of Music I
	S	The ability to work collaboratively with awareness and sensitivity.			MU1608 Ensemble I; MU1613 Professional Development I
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	K	An understanding of the relations between society, technology, and musical practice in the 20th and 21st centuries.			MU2614 Ways of Hearing II
	K	An understanding of how music can work with another academic discipline.			MU2620 Interdisciplinary Project
	K	A thorough knowledge and understanding of the key concepts pertinent to the description and analysis of musical material and structure.			MU2613 Materials of Music II; MU2614 Ways of Hearing II

	C	Well-developed skills of ensemble work, collaborative musical creation and conducting,			MU2616 Ensemble II
	C	Fluency in a range of practical and conceptual tools for the creation and transformation of music and sound.			MU2617 Composing II; MU2618 Studio Production II; MU2619 Orchestration and Arrangement
	S	A mature attitude to individual and collective work, and skills in communication, organisation, creative planning and self-reflection.			MU2615 Professional Development II; MU2616 Ensemble II

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	K	A thorough knowledge of key developments in musical materials, styles and cultures across a wide diversity of musical forms and genres.			MU3620 Ways of Hearing III MU3617 Professional Independent Project
	C	An advanced level of practical musicianship, including group work, leadership, collaborative creation and presentation.			MU3618 Ensemble III
	C	A high level of fluency in the techniques and technologies of musical creation.			MU3619 Materials of Music III MU3622 Studio Production III; MU3621 Composing III
	S	The ability to communicate musical and intellectual ideas clearly with a degree of critical reflection and sophistication.			MU3617 Professional Independent Project
	S	Skills of independent research and time management.			MU3617 Professional Independent Project

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The diverse mixture of teaching formats and assessment strategies is at the heart of the programme. These are collectively designed to engage students in learning that will foster individuality and distinctiveness, to provide them with a solid grounding in core skills and craft, and to introduce them to entrepreneurial and innovative models that will enhance their professional development. There is a new and unique component of the teaching, based around engagement with interdisciplinary activity, collaborative environments and professional development – in line with real-world situations that they will encounter.

A longstanding and unique strength is the team's embrace of diversity in present-day music. In this, we stand apart from our competitors, and so we will continue to focus on the musical world as it is and, more importantly, create an

environment for students from many varied backgrounds and ambitions.

Our goal is to prepare students to adapt to change and emerging opportunities in the music industry. Hence, they will be supported to develop a set of skills which will enable them to take their individual practice forward into the profession. Hence, they will be able to develop their own clear and distinct strands of work, charting a bespoke pathway through their degree. The modules have an open approach to performance ensembles, understanding philosophies old and new, a comprehensive approach to the singer songwriter paradigm, the evolving role of the composer and the producer, realistic musicianship abilities, and real-world professional development assignments.

The format of the teaching varies immensely, enabling the diverse nature of the work to be delivered successfully. The more traditional elements are delivered through lectures and seminars. Practical work is delivered through workshops, individual tutorials and ensemble sessions.

Students will consolidate their learning through online resources, including lecture Vlogs and online self-assessment. These will also serve to provide clear structures for students who need additional development in the key areas of music notation, music theory, repertoire, music software, music technology.

Much of the work will also be project-based, allowing students to develop their 'independent voice' and build up a professional portfolio before they graduate.

#### Assessment

The format of the assessments is also a key element in the development of the students. These are extremely varied and allow for students from a wide range of musical backgrounds to succeed.

Formative assessment in most modules is an ongoing process, in the form of regular dialogue between students and tutors on work in progress, as it develops. Another important aspect of formative assessment is student peer review, group discussion (especially for performance and composition activities), and student input into the detail of assessment criteria in some modules. This has been favourably tested and developed in a selection of modules of the existing programme.

#### Summative assessment strategies and methods to enable learning outcomes to be demonstrated

The range of teaching methods/approaches and formative assessments is reflected in the diversity of summative assessment strategies and methods.

Online small tests and self-assessments of skills and comprehension of concepts provide instant feedback, allowing students to understand their strengths and weaknesses and to formulate personal development plans at their own speed. This will also provide valuable information for the tutors.

Active websites allow for a range of activities to be logged; work is stored as an online portfolio. This instils a clear sense of development for the student and sets up good practice for the profession.

Video recordings actual rehearsals, performances and teaching sessions will develop an on-going sensitivity for self-reflection.

A centralised sound library of studio and live recordings will create a strong sense of ownership and good practice for a career in the music business.

Master-classes and workshops including conducting, directing, and project presentations will foster the core skills needed for work in the profession.

Reading and writing of scores is something which is part of many modules in different ways, and will develop the core skill of musical literacy in a broad range of musical styles and genres.

Computer music and sound design development analysis will foster ways of listening for our digital age.

Collaborative event assessments help students to understand the importance of teamwork and how their actions are partly about *what* they do, and partly about *how* they do it.

Discussions in a flipped-classroom will develop crucial skills of peer review and self-analysis. These place the student in an empowered situation allowing them to develop empathic skills in management, leadership, decision-making, compromise and problem-solving.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- Compulsory block: one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- Optional block: one which students choose from an 'option range'. These will be listed in the right hand column;
- A core assessment is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)  
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)  
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)  
Core: All, Block

- A non-core assessment does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

### FHEQ Level 4

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume

Compulsory modular block codes, titles and credits MU1608 Ensemble I: The Art of Performing (20) MU1609 Materials of Music I: Inside the Language (20) MU1610 Ways of Hearing I: Genres Through Time (20) MU1611 Composing I: Capturing Ideas (20) MU1612 Studio Production I: Introduction to the Art of Sound and Technology (20) MU1613 Professional Development I: Building a Collaborative Musical Project from A-Z (20)	Optional modular block codes, titles and credits
FHEQ Level 4 Progression and Award Requirements As per <a href="#">Senate Regulation 2</a>	

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits MU2613 Materials of Music II: Outside the Box From the Inside (20) MU2614 Ways of Hearing II: The Theatre of Technology (20) MU2615 Professional Development II: Communicating and Teaching (20)	Optional modular block codes, titles and credits 3 from: MU2616 Ensemble II: Leadership, Directing and Improvisation (20) MU2617 Composing II: Craft and Development (20) MU2618 Studio Production II: Advanced Techniques and Designing Your Own Tools (20) MU2619 Orchestration and Arrangement (20) MU2620 Interdisciplinary Project: Learning Collaboration (20)
FHEQ Level 5 Progression and Award Requirements As per <a href="#">Senate Regulation 2</a>	

FHEQ Level 5 – Sandwich Placement	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume AH2554 Pre-Placement Study Block (0 credits)	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits AH2555 Placement (120) Core: Block ( <i>for placement award</i> )	Optional modular block codes, titles and credits

FHEQ Level 5 Placement Progression and Award Requirements

As per [Senate Regulation 2](#)

For BA Music with Placement, AH2555 will contribute 25% of the FHEQ Level 5 profile and 8.3% of the overall degree calculation

FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
Compulsory modular block codes, titles and credits MU3617 Professional Independent Project (40) Core: Block	Optional modular block codes, titles and credits Four from: MU3618 Ensemble III: Creating Performance (20) MU3619 Materials of Music III: Advanced Technical Portfolio (20) MU3620 Ways of Hearing III: Cultures and Subcultures (20) MU3621 Composing III: (20) Advanced Portfolio MU3622 Studio Production III: Taking Sonic Art To the Stage (20)
FHEQ Level 6 Progression and Award Requirements As per <a href="#">Senate Regulation 2</a> AH2555 will contribute 8.3% of the overall degree calculation	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.