

Award Information Form (AIF)

The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.

SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	Music
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Tremough
Duration of Award	3 years full-time
Professional, Statutory and Regulatory Body accreditation	n/a
Accreditation Renewal Date (Month and Year)	n/a
Route Code (SITS)	BAMUSW3
UCAS Course Code	W300
Relevant External Benchmarking	Subject Benchmark Statement: Music (2008) QAA 249 05/08

SECTION 2 – Entry Requirements, Student Support and Further Opportunities

Entry requirements

Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different ‘level’ qualifications e.g. A Levels are considered a ‘Level 3’ qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree

Level 3 qualifications

Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:

A levels (but not AS or A1 levels on their own)

National Diploma

Foundation Diploma

14-19 Advanced Diploma* (see below)

International, French, European or Welsh Baccalaureate

Scottish Highers

Irish Leaving Certificate

Access to HE Diploma

Other appropriate qualifications evidenced through APL (Accreditation of Prior Learning) or other relevant experience evidenced through APEL (Accreditation of Prior Experiential Learning)

*14-19 Advanced Diploma

Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:

Creative & Media

BA(Hons) Photography, Dance, Theatre and all Media degrees

Manufacturing & Product Design

BA(Hons) 3D Design

For entry to Year 2 or 3 of an undergraduate degree

Level 5 qualifications

If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:

Foundation Degree

Higher National Diploma

Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit www.falmouth.ac.uk/international for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement.

Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

Academic Liaison Librarians provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide

dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

The Careers Advisory Team provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

The Educational Development Lecturers work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

ASK: Academic Skills provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

The IT Trainer provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, though structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

Students with disabilities

UCF is committed to supporting students with disabilities in accordance with requirements of the Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to

link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

Distinctive Features

The **BA(Hons) Music** award serves two principal functions. It is an ideal structure for students who wish to benefit from the broadest possible exposure to a range of new musical experience. In the award, modules cover musicology, theory, composition and performance. The BA(Hons) Music award also provides the ideal platform for those for whom composition and performance are inseparable (an ever growing body of students) - such as singer-songwriters, improvisers and musicians (perhaps working within a multimedia context) who write music principally for themselves to perform. As instrumental tuition and one-to-one composition tuition are attached to the units of study and not allocated globally, it is possible for a BA(Hons) Music student to balance their choice of performance and composition activity and therefore benefit from individual tuition in both.

Students who focus on **Composition** will receive mentoring with performers, and will be afforded increasing freedom to develop their own distinctive style through a series of 'Free' assignments, leading to a final portfolio submission in Year 3. There is no expectation to compose in any given style or to adhere to any one aesthetic. The emphasis at all times is to reward imagination, originality of thought and honesty of musical intention: work that demonstrates both a high level of creativity and a proficient command of technique, be it in orchestration/instrumentation, use of technology, notation and/or recording and production. The aim of the programme is to help you locate your own creative voice, develop your skills in realising your musical ideas with authority and accuracy, produce a portfolio that shows your work to its very best, and to help you evolve the necessary sense of enterprise and self-confidence to promote your work, avail yourself of every creative opportunity, and establish yourself as a professional composer with the experience to be able to respond to a wide variety of creative contexts.

Students who focus on **Performance** will also receive mentoring with composers and build towards a final performance platform at the end of Level 6, by which time you will have explored a wide repertoire, performance contexts and conceptual frameworks. Your study will combine seminars and workshops underpinned by regular one-to-one instrumental tuition. You will have had the opportunity to test out working with live performance technology, site-specific performance, performance as part of integrated arts activity (e.g. with dance, music-theatre, video, film, TV and fine art contexts). You will have acquired a repertoire of distinctive music from a range of sources including commissions from composers and possibly work you have written yourself. You may have formed yourselves into ensembles or bands or stayed principally within the realm of solo performance.

Other modules will ensure that you develop your research and writing skills, and develop contextual and cultural awareness. Your practical studies will be supported throughout the award by a menu of theoretical, musicological and enterprise projects that will help you take your work into the wider arena, where you can identify, forge and nurture many new performance opportunities.

Career/further study opportunities

The BA(Hons) Music programme will provide you with a diversity of experiences and enable you to

develop a strong skills base and theoretical underpinning. On completion of the programme you will have a varied portfolio of creative work and developed a keen sense of enterprise. These will equip you well to identify, create and respond to the many musical opportunities that exist throughout society, including for example:

- single projects attracting short-term funding;
- extended involvement with arts organisations;
- independent entrepreneurial or catalysing work;
- music journalism;
- solo, ensemble or session playing;
- commissioning;
- teaching.

Further career opportunities/destinations include:

- Solo or collaborative/interdisciplinary composition or composition/performance work
- Solo or ensemble/group performance work
- Music entrepreneurship
- Session playing or singing
- Creative music workshops
- Teaching

Further study opportunities include:

- postgraduate Professional Performance Practice
- PGCHE (teaching programme)
- postgraduate arts management/promotion

SECTION 3 – Teaching, Learning and Assessment

Educational Aims

The **BA(Hons) Music** award aims to encourage a developed practice in contemporary music composition and performance, promoting autonomous working practices and critical awareness. It will enable you to learn and adopt principles of self-evaluation and reflection which will be useful throughout your career or subsequent studies. It also provides a firm foundation in music theory, while engaging with contextual and cultural modes of enquiry.

The award introduces you to and engages you with a range of music technologies, encouraging and exploring enterprise. It develops your knowledge of writing and research strategies within the fields of contemporary music, establishing a strong basis for musicological enquiry. Additionally, it develops important transferable skills including communication, presentation, collaboration and group skills, alongside developing documentation skills and techniques.

BA(Hons) Music has the following awards aims, enabling you to:

- 1) engage with contextual and cultural enquiry
- 2) develop writing and research strategies within the fields of contemporary music;
- 3) establish a strong basis for musicological enquiry;
- 4) develop a strong foundation in music theory;
- 5) engage with a range of music technologies;
- 6) acquire a developed practice in contemporary music performance, composition or a combination of the two;
- 7) develop communication, presentation, collaboration and group skills;
- 8) develop documentation and archiving skills and techniques;
- 9) acquire autonomous working practices and critical awareness;
- 10) learn the principles of self-evaluation and reflection;
- 11) gain knowledge of and explore enterprise and promotion.

Learning Outcomes

Upon successful completion of this award, you should be able to demonstrate that you have:

- 1) production of a portfolio of creative work
- 2) acquired and tested out an understanding of context and the cultural dimensions of your work
- 3) produced a body of written research material on a subject of your choosing
- 4) engaged in a variety of modes of musicological debate and enquiry
- 5) applied and explored a range of theoretical and analytical models
- 6) tested out a range of music technologies pertinent to their chosen areas of music practice
- 7) established a distinctive musical voice in their composition and/or performance work
- 8) explored a range of contemporary music repertoires
- 9) acquired new conceptual frameworks for their creativity and performance
- 10) developed strategies for group work and collaboration, including cross-disciplinary work
- 11) gained confidence and skills in presentation and other forms of communication
- 12) developed documentation and archiving skills and techniques
- 13) established working practices for on-going self-evaluation and reflection
- 14) acquired knowledge and practical skills in engaging in enterprise activities to foster self-promotion and to maximise opportunity

Teaching Strategy

The teaching strategies deployed within the award seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic and technical staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work.

Lectures and seminars allow key issues to be introduced and provide specialist input. Seminars promote dialogue and debate, and promote a flexible forum in which the linking of theory and practice can be explored.

Group and individual tutorials are an important point of ongoing contact between staff and students, and provide a forum for peer debate. They also function as an intimate and supportive environment for providing critical feedback on your and other students' work.

Practice-based workshops provide the means of developing practical skills, and allow you opportunities to learn and develop conceptual frameworks and practical skills. Guidance is also given in the use of technical equipment and techniques.

Blended Learning enables you to combine face-to-face contact with staff and other students with working from remote locations, perhaps dictated by circumstances. It also provides access to a range of resources not dictated by geography, or through being on one or other of our campuses.

Use of the **Virtual Learning Environment** supports a student-centred learning approach, enhancement for the diverse needs and learning preferences of different groups of students, and also facilitates collaborative learning.

Group working - as part of enabling you to appreciate and develop professional practice, you will work together to share knowledge and develop understanding of co-operative practice and team work.

Work placement and live projects - there will be opportunities for you to experience aspects of the career path you plan to pursue, and this will be supported by careers guidance and information.

Self and peer evaluation trains you to reflect critically on your work and the learning experience, and to develop responsibility for your progress, as the curriculum moves from staff-directed to student-directed study.

Assessment Strategy

Assessment offers you the opportunity to engage in an active learning process that confirms your achievement, obtain feedback on your progress, so that you can identify strengths and weaknesses and obtain an evaluation of your performance. Assessment provides the course team with a means of offering students guidance in evaluating their own progress, a means of offering students advice and guidance on their work, a means of monitoring and evaluating the course and a basis for conferring the final award. Throughout the practical elements of the course, you will continually engage with processes of peer and group critique to allow you to develop a reflective and evaluative appreciation of your own practice.

The modes of assessment used in this award include:

- Single or multiple performances in solo and/or group contexts

- Portfolio of work (both performance and/or compositional)
- Small in-lecture tasks (solo and group)
- Tests
- Essays
- Project Presentation
- Project Documentation

Often more than one mode of assessment will be used within a module to ensure that you can demonstrate that you have met all of the learning outcomes. The work produced for these assessments develops graduate outcomes required in employment, such as a high level of performance competency, time management, written and oral communication, portfolio production, and team-working. This is alongside self motivation and independence and creativity of thought.

Curriculum Structure, Assessment Methods and Learning Outcomes

Module code	Level	Module Name	Credit	Semester	Core(C) Option (O)	Assess- ment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))													
							1	2	3	4	5	6	7	8	9	10	11	12	13	14
MSH110	4	Music in Culture and Critical Theory	20	1	C	ES		TPA		TPA	TPA			TPA	TPA		TPA			TPA
MSC120	4	Musical Building Blocks	20	1	C	PO	TPA	TPA		TPA	TPA	TPA	TPA	TPA	TPA		TPA		TPA	
MSC130	4	Ways of Listening	20	1	C	PC, RE				TPA	TPA	TPA		TPA	TPA		TPA	TPA	TPA	
MSH150	4	Making Music 1	20	2	C	PO, OT	TPA					TPA	TPA	TPA		TPA	TPA			TPA
MSH140	4	Professional Preparation and Showcase	20	2	C	PO	TPA	TPA		TPA	TPA	TPA		TPA	TPA	TPA	TPA		TPA	TPA
MUS160	4	Music in Time and Place	20	2	C	PR, ES		TPA	TPA	TPA	TPA			TPA	TPA		TPA	TPA	TPA	
MSH210	5	Music Project 1	20	1	C	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA		TPA	
MSH220	5	Music Project 2	20	1	O	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA		TPA	
MSC233	5	Composition and Performance Studies	20	1	C	PO	TPA	TPA	TPA	TPA		TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
MSH250	5	Making Music 2	20	2	C	PO, OT	TPA					TPA	TPA	TPA		TPA	TPA			TPA
PER250	5	Proposals for Practice	20	2	C	OT		TPA	TPA	TPA					TPA	TPA	TPA			TPA
MSC263	5	Practice as Research	20	2	C	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA		TPA	TPA	TPA	TPA
PER310	6	Practice In Context	40	1	C	OT, PR	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER320	6	Dissertation	20	1	C	DI		TPA	TPA	TPA	TPA				TPA		TPA	TPA	TPA	
PER330	6	Professional Practice Project	40	2	C	PF, PO, OR, OT	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER340	6	Complementary Practice	20	2	C	OT, RE	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA

*The following codes for assessments methods apply:-

AR	Artefact	IT	in-module test	PO	presentation
CB	computer-based	LR	literature review	RE	individual report
CS	case study	PC	practical	OR	oral
DI	dissertation or project	PF	performance	OT	other
ES	Essay	PL	placement		
GR	group report	PO	portfolio		

SECTION 4 – Learning and Employability

Skills Development Strategies

Knowledge and Understanding

You will draw on theoretical, practical and material knowledge and synthesise these to make new work.

Practical Skills

In addition to developing performance and composition skills and techniques, you will also employ methods of research in relation to your own body of practice, evaluating materials, processes and approaches and evidencing appropriate strategies in their communication and creation.

Intellectual skills

To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about their validity and evidencing your decisions.

Transferable Skills

You will engage and contribute to seminars and lectures, produce presentations – oral or written, engage in group work, discuss your own and others' practice, invoke modes of communication appropriate for effect communication of musical ideas.

Team Working

So that you can learn to appreciate and develop industry/professional practice, you will work together on collaborative projects to share knowledge and develop your understanding of co-operative practice and teamwork.

Improving Learning and Performance

The learning and performance strategies deployed within the award seek to reflect and apply the educational philosophy of the institution and the rationale, aims and learning outcomes of the course. The intention is to engage the active participation of a committed group of academic and technical staff and students. The range of strategies aims to encourage the development of the critical practitioner and the production of a mature body of work.

Career Management Skills

During the programme you will develop career management skills, which are integrated within the processes of personalised learning for employability and the professional student. You will undertake self-assessment to identify your strengths, interests and development needs in relation to external criteria, under the guidance of an academic advisor. The process of assessment is informed by staff and peer review of your work. Specific career management skills (for example, effective and economical instrumental practice) are addressed in appropriately focussed modules (e.g. Performance Studies 1).

Within the 'Music Projects' series at Level 5, you will focus on how to represent and promote your professional profile within the sphere of your chosen career area, both in 2D (i.e. paper, online) and in person. You will be introduced to the Careers Service in the second semester of Level 5 by way of the curriculum – for example, institutional Careers staff will engage with students within a

taught module.

HEAR / Progress Files

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

Professional Standards

During your course of study, you will be made aware of various professional bodies which may be advantageous for your professional development.

Should students find themselves involved in working with children or young adults during their course of study – whether on projects or on placements – the University College will guide them in acquiring the necessary Criminal Records Bureau certification.