

BMus (Hons)

PROGRAMME SPECIFICATION

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) in the Module Description Handbook, and (2) in the Student Handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham Conservatoire
3	Programme accredited by:	n/a
4	Final Award:	BMus (Hons)
5	Programme Title:	BMus
6	CUKAS Code:	BMus: W300
7	QAA Benchmarking Group:	Music

8 Aims of the programme

The programme aims to provide learners with:

- high standards of musicianship and technique in both individual and ensemble performance or composition
- the ability to understand and use historical and analytical information to enrich performances
- a sound theoretical understanding of key musical processes experienced in practical and creative ways
- an understanding of composition through stylistic re-creation, both practical and theoretical
- a range of core skills
- areas of specialisation
- a portfolio of transferable skills which will prepare them for postgraduate study and entry into the profession
- career guidance
- an open-minded attitude to all kinds of music and its performance
- active encouragement for artistic originality and scope for stylistic direction

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

<p>9.1 Knowledge and understanding</p> <ul style="list-style-type: none"> • the musical, physical and/or technical skills required by the performer or composer • repertoire, practices and issues of style appropriate to the first-study area • repertoire context, including social, historical and performance-practice issues • the relationship between theory and practice • teaching 	<p>Teaching, learning and assessment methods used:</p> <ul style="list-style-type: none"> • individual lessons assessed by examination • masterclasses, workshops, ensembles and tutorials • lectures, small-group workshops and tutorials, assessed by seminar presentation, essay and examination • small-group workshops in harmony and aural, assessed through the application of these skills in composition and in improvisation
<p>9.2 Skills and other attributes</p>	
<p>9.2.1 Intellectual/Cognitive skills</p>	
<ul style="list-style-type: none"> • demonstrate advanced subject knowledge in specialist areas • integrate musical understanding with contextual knowledge • draw independent conclusions and communicate them effectively • transfer insights between different bodies of knowledge • show an understanding of a variety of musical cultures • apply and integrate contextual evidence into their performance/compositional practices • reconcile and reflect upon the integration of contextual evidence into their performance/compositional practices • show an understanding of performance practice issues in music of all periods 	<ul style="list-style-type: none"> • A range of contextual studies modules is delivered by means of lectures and small-group workshops. A pyramidal structure offers increasing choice in specialist areas as the student progresses through the course. • Assessment includes seminar presentation, essay, coursework and examination.

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<p>9.2.2 Practical, Research and Independent learning skills</p>	
<ul style="list-style-type: none"> • work autonomously as a performer or composer at a high standard • integrate a high level of technical skills into performance or composition • apply the knowledge, skills and methodologies of the discipline to the interpretation and expression of musical ideas • deploy advanced communication skills through performance or composition • exercise judgement in the planning of recital programmes or composition portfolios • show a potential for continuing artistic and creative development • utilise advanced musicianship skills • assess how musicianship skills enable specific musical tasks to be accomplished • devise, plan and execute a research project which demonstrates the mutually supporting nature of the first-study and contextual studies areas • demonstrate intellectual curiosity • work autonomously and accept accountability • reflect on and develop appropriate professional skills • demonstrate an awareness of the way in which the chosen field of study fits into the wider context of the music profession 	<ul style="list-style-type: none"> • The individual first-study lesson is central to the course and it is supported by a range of practical activities. • Musicianship skills are taught in small-group workshops which integrate harmony and aural skills with their practical application in composition and improvisation. • Research skills are developed throughout the course, and utilised to a degree determined in part by the student in the final year. Independence and initiative are central to teaching and learning strategies. • Students plan their own work schedules with the guidance of tutors, and have to meet strict deadlines. • A critical evaluation of Professional Development modules offers students the opportunity to reflect on and map their progress throughout the course • Assessment is by solo performance, corporate (workshop) activities, seminar presentation, and essay
<p>9.3.3 Key/Transferable skills</p>	
<ul style="list-style-type: none"> • demonstrate ability to communicate effectively in written form in accordance with good academic practice and using appropriate word-processing software • make effective oral presentations • demonstrate the ability to work well in teams, with appropriate leadership, negotiation, organisation and decision-making skills • understand professional ethics, etiquette and conventions • manage time and prioritise workloads • make effective use of relevant information technology, including word-processing and music-writing software • understand and begin to plan career pathways • show confidence and self-awareness in reflection, evaluation and self-criticism through Personal Development Planning (PDP) 	<ul style="list-style-type: none"> • Transferable/key skills are central to the programme of study. • Communication skills are developed in written and oral format, and written submissions are required to be word-processed. • Teamwork is fostered through corporate activities such as playing in ensembles, group improvisation and seminar discussions. • Time management and prioritisation are developed primarily in the first-study modules where students have to be able to work to a long-term plan. All modules have strict deadlines for assessments. • Career strategies are developed through Professional Development; small-group workshops and individual tutorials support the student. Reflection and self-awareness skills are fostered through assignments which require evaluation and forward planning.

10 Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit ratings, and the awards which can be gained are shown below. Modules in which Personal Development Planning is an integral part of the learning process are underlined.

Stage 1 Level 4 (Yr 1)

Module number	Module name	Credit
9HMOU51	First-Study Performance or Composition	48
9HMOU55	First-Study Techniques	36
9HMOU61	Musicianship	18
9HMOU43	History	12
9HMOU41	Analysis	6
9HMOU71	<u>Professional Development: Electives and tutorials</u>	0

Award: Cert HE (120 credits)

Stage 2 Level 5 (Yr 2)

Module number	Module name	Credit
9HMOU52	First-Study Performance or Composition	48
9HMOU56	First-Study Techniques	24
9HMOU62	Musicianship	18
9HMOU44	History	12
9HMOU42	Analysis	6
9HMOU46	Performance Practice	6
9HMOU72	<u>Professional Development: Electives and tutorials</u>	6

Award: Dip HE (240 credits)

Stage 2 Level 6 (Yr 3)

Module number	Module name	Credit
9HMOU53	First-Study Performance or Composition	48
9HMOU57	First-Study Techniques	30
9HMOU63	<u>Musicianship Electives</u>	12
9HMOU45	<u>History & Analysis Electives</u>	12
9HMOU47	Performance Practice	12
9HMOU73	<u>Professional Development: Electives, tutorials and lectures</u>	6

Award: BMus (360 credits)

Stage 2 Level 6 (Yr 4)

Module number	Module name	Credit
9HMOU51	<u>First-Study: Final Recital or Composition Portfolio</u>	48
9HMOU75	<u>Professional Development: Major Project</u>	48
9HMOU48	Contextual Studies: Project	18
9HMOU74	<u>Professional Development: classes and tutorials</u>	6

Award: BMus (Hons) (480 credits)

11 Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- individual tuition in the first-study area
- tutorial support either in small groups or individually within the Professional Development modules
- PDP (personal development planning) via *Moodle*, Birmingham City University's VLE
- support classes in music notation software
- a programme of study skills within appropriate Stage 1 modules which focuses on the planning and presentation of written work
- a Student Handbook with information relating to the course, modules, assessment, the Conservatoire and the University
- regular year meetings
- access to the Course Director, Year Tutors, Personal Tutors, Heads of Schools and the Faculty Registrar
- access to the Faculty Librarian
- access to the Head of Technology
- access to Faculty resources such as pianos, practice rooms, IT facilities and the Library, and recording facilities
- assistance and support from the University's Staff Student Development Department (SSDD)
- access to the University's Student Services, including those offered by the careers service, financial; advisers, medical centre, disability service, creche, counselling service and chaplaincy

12 Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

Normally, one of the following:

1. GCE/GCSE passes in 5 different subjects including 2* subjects at GCE A-level (2x6 units). GCSE passes should be at grade C or higher.
2. GCE/GCSE passes in 4 different subjects including 3* subjects at GCE A-level (3x6 units). GCSE passes should be at grade C or higher.
3. Scottish Certificate of Education/Scottish Qualifications Authority Intermediate/Higher/Advanced Higher in 5 different subjects, of which 3* are at the Higher level.
4. Scottish Certificate of Education/Scottish Qualifications Authority Intermediate/Higher/Advanced Higher in 5 different subjects, of which 2* are at the Advanced Higher level.
5. Scottish Certificate of Education/Scottish Qualifications Authority passes in 4* different subjects at the Higher level.
6. An Irish Leaving Certificate with 5 different subjects at Grade C or above, 4* of which are at the Higher level.
7. An International Baccalaureate with a minimum of 24 points.

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a standard in First-Study equivalent to that of the Associated Board's Grade VIII (Distinction): this may be demonstrated at audition.

** Candidates hoping to satisfy requirements in categories 1 to 6 above should note that successful performance at a Birmingham Conservatoire audition/examination is accepted as the equivalent of one GCE A-level / SQA Higher / Advanced Higher / ILC Higher in Music.*

13 Evaluation and improvement of quality and standards

Committees: <ul style="list-style-type: none">• Board of Studies• Examination Board• Faculty Board• Student/staff committee	Mechanisms for review and evaluation: <ul style="list-style-type: none">• Review and validation events• External Examiners' Reports• Annual Monitoring Report• Student feedback results• Academic Quality and Support
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14 Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of determining final degree classifications, are published widely. Students are issued with copies of the University's Standard Undergraduate Assessment Regulations on commencing the course, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the course.

To qualify for an Honours degree a student must successfully complete all required assessments and obtain 480 credits. Only assessments at Stage 2 level 3 (Yr 4) are used to calculate the degree classification. The pass-mark in all modules is 40%.

The degree classifications are as follows:

First class honours	average mark of 70%
Upper second class honours	average mark of 60%
Lower second class honours	average mark of 50%
Third class honours	average mark of 40%

External Examiners are appointed. Their work includes:

- approving coursework assignments and assessment criteria
- approving examination papers
- monitoring standards through moderation of completed assessments
- attending Examination Boards
- participating in the review and validation processes