

## Programme Specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	BA (Hons) Popular Music <b>BA Popular Music</b>
<b>Teaching Institution</b>	New College Durham
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of latest OU validation</b>	
<b>Next revalidation</b>	
<b>Credit points for the award</b>	120 credits
<b>UCAS Code</b>	W341
<b>Programme start date</b>	September 2017
<b>Underpinning QAA subject benchmark(s)</b>	<ul style="list-style-type: none"> <li>• The Guidelines for preparing programme specifications (QAA, 2006)</li> <li>• The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)</li> <li>• Qualifications and Curriculum Framework (QCF)</li> <li>• QAA Benchmark Statement Music (QAA 2016)</li> </ul>
<b>Other external and internal reference points used to inform programme outcomes</b>	Creative and Cultural Skills Council, The Qualifications Blueprint (2011)
<b>Professional/statutory recognition</b>	None
<b>Duration of the programme for each mode of study (P/T, FT,DL)</b>	1 Year FT
<b>Dual accreditation (if applicable)</b>	

**Date of  
production/revision of  
this specification**

14<sup>th</sup> December 2016  
Revised 9<sup>th</sup> February 2017

**Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.**

**More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

**The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.**

## 2.1 Educational aims and objectives

The aims of the award are to:

- Encourage development of professional, innovative and creative outcomes in a supportive work-focussed learning environment.
- Engage in academic activities and negotiated projects, as simulated or live client briefs, underpinned by personalised learning and individual focus.
- Promote engagement in industry focussed work, supporting the acquisition of professional skills relevant to employment or self-employment opportunities within the music industry.

The BA (Hons) Popular Music course would provide students with interdisciplinary and collaborative working opportunities and a prospect of exploration into the aspects of popular music which interest them most. The course aims to group students with varied interests and specialisms such as: Recital Performance, Ensemble Performance, Creative Practice, Research and Working to a Client Brief into a vibrant interdisciplinary programme. The course is primarily designed for students who have previously completed a level 5 qualification in a relevant subject, such as the FdA Roots and Popular Music at New College Durham, or for students with RPL wishing to further their academic study.

The course seeks to allow students to develop their own music practice within a variety of professional contexts, whilst refining their academic skills and technical understanding. It is important for contemporary musicians to be highly adaptable individuals, constantly moving between different methods of work,

and producing and performing music to be used in varied contexts. The music course hopes to respond to the professional reality of the contemporary music industry, preparing students to respond imaginatively within a range of professional situations. The course would aim to provide an invigorating blend of traditional, contemporary and innovative approaches to learning to help students develop the necessary skills and expertise for a successful future within their chosen music specialism.

Students will be provided with opportunities to investigate projects which explore performance, analysis and creative practice necessary to produce technical professionalism and application. Students will engage in entrepreneurial activities which are likely to support future work in the field of music, such as work in music performance, creative practice, freelance work and music education. With a teaching team that combines practitioners and academics, it is intended that students will be supported to develop confidence in conceptual thinking, problem solving, presenting ideas and project management.

Core to the experience is the development of personal music practice, informed by a research project, with the potential to drive the development of creative enterprise. Students will negotiate and propose performance practice culminating in the documentation and presentation of music within a final recital and potential ensemble showcase. Students will be supervised in the writing of a research project focusing on a contemporary issue within music. This is likely to place their performance and creative practice within a wider academic and cultural context.

The aim would be for a graduate from the BA (Hons) Popular Music course to be self-motivated questioning and knowledgeable, and to be able to enter the current music landscape with positivity and confidence. It is intended that the diverse nature of the course would provide a wide range of possible employment outcomes, including work in music performance, education, creative practice or academia.

## 2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The department currently offers creative FE and HE courses from level 2 to level 5, predominantly populated by students following FE courses in Music, Performing Arts and Dance. The BA (Hons) Popular Music will be the first level 6 course to be offered within the department. The Music and Performing Arts department currently offer performance based FE courses from level 2 to level 3 in music (BTEC level 3), Performing Arts (BTEC level 2 and 3) and Dance

(BTEC level 3). HE provision includes FdA Roots and Popular Music. BA (Hons) Popular Music will provide a top-up option for students who want to continue their education locally, at NCD. **The BA Popular Music is an exit award which excludes the research project module.**

The creation of a higher education community will develop from foundation degree through to relationships with other level 6 provision, including BA (Hons) Visual Arts and BA (Hons) Design. Where the opportunity for student coloration will be encouraged.

#### **Full Time Course Structure - Attendance 2 Days per week (Full time)**

	<i>Semester 1</i>	<i>Semester 2</i>
<i>Day 1 am</i>	<i>Working to a Client Brief (Taught) / Individual Recital</i>	<i>Individual Recital</i>
<i>Day 1 pm</i>	<i>Ensemble Performance Project</i>	<i>Ensemble Performance Project</i>
<i>Day 2 am</i>	<i>Research Project / Creative Practice (Taught)</i>	<i>Supervisions: Research Project / Working to a Client Brief / Creative Practice</i>
<i>Day 2 pm</i>	<i>Supervisions: Research Project / Working to a Client Brief / Creative Practice</i>	<i>Supervisions: Research Project / Working to a Client Brief / Creative Practice</i>

This course requires a minimum attendance of 2 days per week at module specific activities, contact with module tutors is across the academic year beginning in early September and ending in May, over the duration of 32 weeks. Students are encouraged to attend college outside of timetabled contact with tutors by utilising self-directed learning within specialist music spaces, progressing module activities independently across the whole working week.

The course has been designed to welcome students from a range of backgrounds and aims to create a group bond through initial induction, diagnostic and teamwork activities in semester one delivery, while giving increased independence to students working in semester two.

Day one in Semester 1 will be devoted to seminars, tutorials and practical activities relating to Working to a Client Brief and Ensemble Performance Project. Both these modules run throughout both semesters. Ensemble Performance will be part tutor run and part self-directed learning. Individual

recital will be facilitated by instrumental sessions with a specialist tutor. The initial tutor led activities and teamwork element of semester 1 will allow the opportunity for students that are likely to be from a range of educational backgrounds to successfully engage with the course.

Day two in Semester One will deliver group learning content for both Research Project and Creative Practice. Development of a Research Project and creative practice theme, completing an initial research / creative project proposal and developing research skills will be emphasised in semester one. Academic tutorials and supervisions for Working to a Client Brief, Creative Practice and Research Project will utilise the majority of contact time in the afternoon of day two, where focus is on independent theoretical and practical issues. There is opportunity for tutors to support any established skill gaps that exist with individual students on a practical and academic basis.

Semester 2 Day 1 will allow for the continued scheduling of instrumental sessions with a specialist tutor, leading to a final Individual Recital. Ensemble Performance will continue to be part tutor run and part self-directed learning.

Semester 2 Day two will allow students to discuss their project ideas in the form of supervisions. Tutor contact time will be utilised for the benefit of supporting the development of Working to a Client Brief, Creative Project and Research Project.

Formative assessment, in the form of verbal and written feedback, will be a key feature of this programme and on a continuing basis as part of session activities.

### 3. Programme outcomes

Intended learning outcomes are listed below.

<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>A1:</b> Demonstrate detailed knowledge and advanced understanding of creative concepts appropriate to industry requirements, as evidenced by final outcome(s) in a chosen discipline.</p>	<p>A1 – Students are required to engage with contemporary creative practice / academia by attending music performances, listening to a wide range of music recordings, observations, reading academic books and online journals / websites, and exploring relevant social media sources online to support acquisition of knowledge relevant to current creative trends that will inform a module final outcome(s). Self-directed study is underpinned by academic tutorials, seminar, and critique sessions supporting student development with reference to knowledge and advanced understanding of creative concepts. Mutual creative dialogue maintains a student’s trajectory towards developing definitive outcomes appropriate to industry requirements. The learning and teaching methodologies provide opportunity for formative assessment of student progress with critical feedback providing focus leading to a definitive final outcome(s).</p> <p>Students are encouraged to develop their creative exploration and practical skills using college facilities, spending a significant amount of time developing assignment work outside of tutor contact. This is required to fulfil a client focussed / self-initiated</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A2:</b> Critically appraise a chosen theme within music, demonstrating knowledge acquisition and comprehensive understanding of relevant theoretical material, confirmed through academic conventions.</p>	<p>brief and develop independent learning / work skills required for employment or self-employment. Learning via self-initiated activities provides focus for module final outcome(s), as dictated by the student.</p> <p>Assessment of learning and teaching associated to module/module component final outcome(s) is summative. Module final outcome(s) are personalised by the student as negotiated within academic tutorials with module tutor(s) to fulfil independently conceived module aims, as determined through student/tutor discussion.</p> <p>A2 - Structured lectures and seminars introduce students to the development of a theme for research focus, developing research methodologies, preparing for academic writing, supported by structured academic tutorials in class sessions. Students conduct relevant investigations that allows critique focused discussion on their research, developmental ideas, and assignment progress within tutorial. Students are encouraged to establish a contemporary theme that supports the contextualisation of their own creative practice including capacity for critical debate within music, evidenced formatively within tutorial and seminar presentations.</p> <p>Students apply relevant research methodologies to their project, appraise appropriate literature, and critique the effectiveness of</p>

<b>3A. Knowledge and understanding</b>	
<p><b>A3:</b> Organise and direct music rehearsal using appropriate tools and procedures that demonstrates expert knowledge and understanding of creative and performance developmental processes.</p>	<p>their research, demonstrating knowledge acquisition and comprehensive understanding of relevant theoretical material pertinent to their chosen theme.</p> <p>Academic conventions pertinent to essay writing are adhered to, including conformity to Harvard referencing, as demonstrated within tutorials and the final written essay. Seminar discussions allow the wider student group to explore ideas, share best practice, and engage in debate with reference to diverse individual themes examined by each student. This learning outcome will form part of the Summative assessment of the final written component within the Research Project and Creative Practice</p> <p>A3 - Students consider an area of focus by writing a performance project proposal as a self-managed project to fulfil on an independent or ensemble basis. Rehearsal development is initially supported by tutors through collective discussion of potential ideas during group discussion, completed independently within practical and self-directed time. This requires personalised objectives that are achievable within the over-arching module learning outcomes, negotiated and submitted to tutors as a learning contract. Students are expected to focus on generating ideas for performance practice that allow capacity to demonstrate expert knowledge and understanding of creative and performance developmental processes. Students are then expected to direct the ensemble using appropriate tools, including general musicianship and aural</p>



<b>3A. Knowledge and understanding</b>	
	<p>awareness, lead sheets, music production resources, time management and directing skills</p> <p>Practical workshops, academic tutorials, seminars and critique support students in determining their intended module outcome(s) to be assessed against proposed student objectives. It is important that the negotiated assignment incorporates capacity for the development of intellectual maturity, understanding of performance practice and instills a level of curiosity, personal innovation and risk taking.</p>
<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>B1:</b> Confidently and resourcefully identify and resolve complex creative problems, applying professional skills independently or via teamwork to construct conceptual solutions.</p>	<p>B1 – Initial tutor directed activities require teamwork within the induction period prior to an individually focussed self-initiated project(s) as independent enquiry. Teamwork allows students to establish peer working relationships and opportunity for tutors to determine the specialist skills which each member of the cohort has acquired in prior learning. This phase of the module allows the course team and students to establish requirements for additional learning support in the form of Personal Learning Coaches or</p>

<b>3B. Cognitive skills</b>	
	<p>Academic Support Tutors in completing the module / course as a whole.</p> <p>The modules encourage students to utilise a wide range of music resources and approaches to support the development of their final portfolio as part of researching current music trends, establishing potential sources of work, and establishing a means of generating an income through commissioned work.</p> <p>Students will determine the content of a summative submission, appropriate to a chosen specialism / project focus.</p> <p>Students are expected to take ownership of tasks by applying professional skills independently to construct conceptual solutions, from initial creative concepts to project conclusion. All teamwork based activities should be developed independently post group learning where summative assessment of this learning outcome is based on evidence of an individual's contribution, sitting alongside independent enquiry based outcome(s) within the developmental component of the module</p> <p>B2 – Students are expected to take ownership of tasks by applying professional skills independently to construct conceptual solutions, from initial creative/performance concepts to final conclusion.</p>

<b>3B. Cognitive skills</b>	
<p><b>B2:</b> Apply intellectual rigour in the conceptualisation and realisation of repertoire at a high level of ability, including interpretation, improvisation, collaboration, personal style and authenticity.</p> <p><b>B3:</b> Analyse relevant theoretical material research independently, making sound judgements that support study in a negotiated academic context.</p>	<p>Students will be expected to conduct research on key themes, including performance interpretation, improvisation and the current debate on authenticity of popular music performance. Seminars will allow for the opportunity to debate key performance themes and for peer and tutor critique of repertoire realisation.</p> <p>B3 - Students independently engage in investigative activities pertinent to a bespoke research focus within a negotiated academic or creative context. Self-directed learning drives the research and is supported by tutorials and seminar sessions. Academic tutorials offer students the opportunity to discuss research findings, examine observations, and justify judgements. The ability of students to pursue, analyse, and competently utilise research is monitored by tutors during the development of the project. Appropriate support mechanisms are put in place as necessary to ensure the trajectory towards summative assessment is maintained, e.g. support sessions with a Personal Learning Coach or additional tutorials with Academic Study Support. Self-initiated student research, both inside and outside of the class, aims to establish a range of sources to support the development of an argument or concept. Creative practice, books, social media, gallery and guest lectures, libraries, video, journals and other online resources should be utilised to independently to support a basis on which to develop a confident analysis and</p>

<b>3B. Cognitive skills</b>	
	argument for discussion. Summative assessment of this learning outcome is contained within Research Project and Creative Practice.

<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<b>C1:</b> Exhibit skill within defined contexts, adhering to the technical proficiencies and industry requirements of the creative industries, to create practical/professional outcomes.	C1 – Students focus on generating practical and professionally credible outcomes in line with their self-initiated or negotiated client brief, e.g. this could include, but not limited to, performance, songwriting, music production, music education and artist management. To achieve this learning outcome students are required to adhere to the technical proficiencies and industry requirements of the creative industries. Discussion of examples of appropriate work and performance benchmarks developed for tutorial, seminar and critique activities, with tutors and peers, leads towards the summative assessment of the module final outcome(s).

<b>3C. Practical and professional skills</b>	
<p><b>C2:</b> Function in complex and variable professional contexts, requiring the selection and application of innovative, experimental and creative techniques that lead to the acquisition of advanced music skills.</p>	<p>Academic tutorials and/or specialist instrumental tutorials provide feedback on all aspects of student progress and opportunity to discuss their personal and professional development within practical sessions. Students are required to attend tutorials with prepared discussion points / rehearsed material to support the development of their personalised projects, and in this respect the work presented by the student will drive any conversation. Academic tutorials provide an opportunity for students to develop professional and reflective skills with reference to presenting and discussing ideas. Tutors will record through writing key tutorial discussion points by formally entering these onto an individual student's module assessment feedback sheet. This approach formalises the record of guidance provided by a tutor; provides an overview of student attainment, outlines areas for development as targets, and highlights attendance / participation to date, supporting the summative module grade. Students are required to formally document tutorial and seminar based feedback by taking responsibility for, and supporting, their own learning.</p> <p>C2 - Students have the opportunity to pursue client work in relation to their specialist discipline with focus on acquiring and demonstrating professional musical skills. Such activities at level 6 are likely to require complex and unpredictable professional contexts that will be supported by tutors and peers through tutorials, seminars, and critiques. The selection and application of innovative, experimental and creative techniques will be driven by</p>

<b>3C. Practical and professional skills</b>	
<p><b>C3:</b> Develop a repertoire base which demonstrates versatility, adaptability, insight, imagination and creative flair.</p>	<p>the individual student or project needs, evidenced through critical reflection documents.</p> <p>C3 - Students have the opportunity to pursue performance work in relation to their specialist discipline with focus on acquiring and demonstrating professional musical skills. Such activities at level 6 are likely to require versatility, adaptability, insight, imagination and creative flair that will be supported by tutors and peers through tutorials, seminars, and critiques. The selection and application of repertoire development and the nurturing of a personal style will be driven by the individual student, module tutor and instrument tutor, evidenced through the developmental journal.</p> <p>Through practical sessions and tutorial support, tutors will set practical assignments that will require students to plan and set targets for themselves as well as meeting those of the overall module. Students will be developing individual skills on their instruments whilst also applying them to either individual or ensemble performance practice. Using the tutorial and workshops sessions as a touchstone to support this process, students will engage in a variety of developmental tasks.</p>

### 3C. Practical and professional skills

The development log will help structure and document the student's critical and contextual evaluation of their progress. The emphasis of the modules is on the students developing their own recital and ensemble performance project and as such the emphasis is on supporting students in making considered choices and helping them to develop appropriate planning and time management skills as well as encouraging a critical self-reflexive attitude which will help them in their developing careers. As a result, the emphasis is on practical sessions and workshops, with tutorial support.

Tutors will set deadlines for submission of recital pieces / ensemble development and interim performances that will require students to plan and set targets for themselves as well as meeting those of the overall module.

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>D1:</b> Demonstrate both employment potential and professional practice utilising appropriate practical communication methods, visual or written, to support working within the creative industries.</p>	<p>D1 - Reflection on self-directed study and entrepreneurial activity is a key feature of this learning outcome in demonstrating both employment potential and ability to manage future professional development. Seminars and Guest lectures will help shape the students understanding of utilising appropriate practical communication methods, reflective of the wider music industry. In the module Working to a Client Brief, summative assessment will require evidence of the communication methods utilised with the client, leading to a clarity of understanding of the negotiated brief.</p>
<p><b>D2:</b> Demonstrate skills in critical evaluation and justification of self and / or work of others.</p>	<p>D2 - Students formulate a critical reflection of how the final product has met the requirements of the module. This includes analysis, evaluation, and synthesis of final conclusions. Developmental support, leading to final reflection, places emphasis by tutors on encouraging personal exploration and innovation in students.</p>
<p><b>D3:</b> Display a sophisticated level of personal planning, management/organisation and presentation skill, incorporating a range of professional working methodologies.</p>	<p>D3 – Students are responsible for the cultivating of their practical / research based project. Personal planning will be monitored and challenged by tutors and peers, supported by research and critical discussion. Practical project organisation will require industry practices and scheduling to be implemented, including the presentation of initial proposals, development and final product.</p>



<b>3D. Key/transferable skills</b>	
<p><b>D4:</b> Plan and manage own learning, acquiring new knowledge and professional presentation skills to support progression into a defined discipline.</p>	<p>It is intended that throughout the project the student will develop a range of knowledges, understandings and skills including wider contexts of research methodologies, project management, critical thinking and praxis. Students are required to undertake an in-depth investigation / project that is self-managed and will encourage the development of a range of skills. This could include analysing primary and secondary data, undertaking self-directed research, critiquing and evaluating sources, and presenting robust conclusions and recommendations.</p> <p>Written work will be supported by individual tutorials with a member of academic staff and opportunities to receive formative feedback.</p> <p>D4 - Action planning by students should be conducted with the aim of clearly identifying and demonstrating how project intentions will be managed and met. Key mile-stones within module parameters, student and tutor initiated, should be adhered to maintain focus on personalised goals. Academic tutorials will record student progression through the module on a formative basis. This will assess management of learning, student engagement in tutor directed sessions, and monitoring progress in the development of their own learning.</p>

<b>3D. Key/transferable skills</b>	
	<p>Research skills or creative practice underpinned by research, should be advanced in line with the intensions of a self-initiated project theme, developments can be demonstrated via presentations as well as written documents and will be appraised during academic tutorials, seminar presentations with peers, and critiques. Students should illustrate that they are actively seeking to acquire new knowledge and professional academic skills to support progression into a defined discipline, which will support career entry or further study. Summative assessment of this learning outcome will be evidenced through writing/presentation.</p>

#### 4. Programme Structure

Programme Structure - LEVEL 3			
Compulsory modules	Credit points	Optional modules	Credit points
Ensemble Performance Project	30	No optional modules	
Creative Practice	30		
Individual Recital	20		
Research Project	20		
Working to a Client Brief	20		

**Exit Award: Students not able to graduate from the programme with 120 credits at Level 6 but who have achieved a minimum of 60 credits at Level 6 will be awarded a BA Popular Music. Modules which can constitute the exit award are: Ensemble Performance Project, Creative Practice, Individual Recital and Working to a Client Brief.**

##### **5. Distinctive features of the programme structure**

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The course places focus upon the opportunity for students to engage in, and gain credit for, the development of industry-based work. Students are able to negotiate their learning focus within course modules by defining a pathway in a chosen specialist music discipline. Students are able to incorporate live client work conducted on a freelance or agency basis within their module outcomes, if these are appropriate to negotiated project outcomes in modules Working to a Client Brief and Creative Practice.

This course is designed to meet the practical, creative and intellectual needs of students from diverse music disciplines. Students from varied music specialisms and prior experience, including internal and external/UK and international students, promoting collaboration. The potential also exists for a blurring of the traditional boundaries of popular and traditional music. We already deliver a successful FdA Roots and Popular Music programme but would also accept applications from non-traditional popular music instrumentalists wishing to obtain a level 6 music qualification. The module structure supports this opportunity.

The module structure will allow flexibility to run the course where numbers of students wanting to pursue a preferred specialism may vary year to year without impinging on student experience. It will ensure that students are able to pursue projects that are bespoke to the individual and where students have the opportunity to place focus on aspects of music practice that they enjoy and see as their pathway towards career ambitions. With tutor support, students will be encouraged to maintain an experimental, creative and innovative approach that will lead to a desired means of making an income post-graduation.

The course offers students the potential to gain 120 credits from independently conceived and negotiated practical or research projects. Independently generated creative and theoretical activities guarantee a personalised experience in a chosen discipline, to support further progression into employment, self-employment or further study.

Employability skills are embedded across the course. Within the module Working to a Client Brief students will engage in work related learning experiences that place emphasis on the development of employability and freelance skills such as Independent working / teamwork, developing working relationships, communication skills (writing, visual, verbal), IT skills, presentation skills, time management, initiative, planning, and managing the creative process to support the bridge between education and employment or self-employment. Research Project will develop research skills, analysis, and synthesis leading to a substantial final outcome. Creative Practice, Individual Recital and Ensemble Performance are intended to encompass all relevant employability skills in relation to the creative process and meet negotiated objectives to ensure a personalised learning experience that maintains a focus on the development of employability skills and professional/practical development.

Professional skills are developed across the programme and opportunities exist for students to incorporate live projects into self-initiated module Working to a Client Brief. This incorporates independently generated freelance experience with organisations that require music materials for a variety of products. Such activities illustrate initiative and forward thinking and is highly encouraged and commended within the course if this is written into an independently conceived brief for the module. The course team will ensure that the incorporation of any live work into Working to a Client Brief meets course-learning outcomes and has the potential for creativity, innovation and professional exploration as per course aims. This is to ensure that such activities support the development of a meaningful portfolio of creative evidence that will support progression to employment or further study.

## 6. Support for students and their learning

There are support mechanisms to provide both academic and pastoral support for students. Quantitative and qualitative evidence is used to gauge the effectiveness and increased utilisation of these services, evidenced particularly in the responses from student questionnaires, and ASC service student feedback and evaluation processes. Additional learning support is available to students who have learning difficulties and or disabilities.

### Student Induction

All students joining the course will undertake an induction programme at their point of entry. The aims of the induction are:

- To provide students with full details of the BA (Hons) Popular Music degree course, including its aims and objectives, modules, skills

associated with their studies, its assessment strategy, and its approach to learning;

- To induct students to the learning resources available to them whilst on the course, such as the virtual learning environment (student intranet and Schoology) and Learning Resource Centre
- To allow students the opportunity to identify issues which need to be resolved;
- To enable students to meet the tutors involved in delivering the course;
- To meet and interact with fellow students;
- To introduce students to the code of conduct and regulations of the College;
- To make students aware of the relevant systems and structures available to support them, including the Advice, Support Careers Services (ASC), Personal Learning Coach, and the Student Union.

### **Overview of Support Arrangements**

Support needs are addressed with students on an individual basis during diagnostic activities taking place within induction and individual tutorials. Those students who are new to the college, and not previously known to the course team, are encouraged to engage with additional support via Personal Learning Coach (PLC) and Academic Support Tutor to ensure fluid transition into level 6 study.

- **Internal Students (Progressing from FdA Level 5)**  
Designated personal tutor and 1-1 tutorials.  
Optional Personal Learning Coach (PLC) Support / continued support for those previously using PLC's.  
Access to Academic Support Tutor.
- **International Students**  
Designated personal tutor and 1-1 tutorials.  
Support from International Office.  
Personal Learning Coach (PLC) Support encouraged  
Access to Academic Support Tutor encouraged.
- **External UK Students**  
Designated personal tutor and 1-1 tutorials.  
Personal Learning Coach (PLC) Support encouraged.  
Access to Academic Support Tutor encouraged.

### **Personal Tutor System**

A comprehensive personal tutor system is in place to make sure that students have a direct personal contact with an individual member of the course team to discuss academic and personal matters relevant to their learning.

All students are allocated a personal tutor when first registering to the course. It is intended wherever possible a student will have the same personal tutor for the length of their course.

The personal tutor will be responsible for the induction programme to ensure students are comfortable with the course. At the induction the personal tutor will meet students to ascertain any particular learning or support needs and thereafter will meet with individual students on a regular basis to monitor progress and discuss any issues arising.

#### Academic Support

In addition to support from their personal tutor each student will receive academic support from their module tutors. Support is given to students via tutorials at set intervals during the academic year and there is likely to be opportunity within some studio sessions for additional support. Further support is available within critique-based activities where both tutor and peers are able to give constructive advice as to the progress and development of visual based assignment work.

Students have access to a dedicated academic support tutor. This post has been acknowledged by QAA assessors as being an invaluable resource enabling students who do not come from an academic background to achieve at a higher education level.

#### Pastoral Support

The College is committed to providing a high quality, confidential and impartial information, and advice and guidance service. This is provided by the comprehensive Advice, Support Careers (ASC) Service. All students receive induction on the ASC service at the start of their course. The ASC service is designed to provide effective and timely information, advice and guidance on funding and welfare, career planning and provides access to confidential personal counselling support. The ASC service offers appointments and a 'drop-in' service. ASC information is also available to download from the College website, NCD on-line or to pick up from the dedicated ASC area within the Learning Resources Centre (LRC), foyer of the Neville Building and the Sports Block. The Student Development Co-ordinator, based in the Students' Union, also helps with social and health related issues.

The PLC service does not have any specific criteria for referral, and any student who may benefit from such support can access the service. Students can be referred by their tutor, lecturer, and external advisor, such as ASC or Connexions or by themselves. This personalised referral system helps in identifying new students as well as continuing communication with progressing students.

There is a dedicated page on the College internet and intranet. The service is also advertised via the College television system, allowing students in communal areas of college to become aware of the provision.

### **Career Guidance**

Students have access to a comprehensive range of relevant up to date resources on learning and work via on-line ASC services and also as hard copy which is available at the ASC facility. The ASC staff also provides on-course support via class-based sessions on Careers Education, including careers management and finding employment both in the UK and abroad. Prospective and actual students are provided with detailed access to careers and funding services for general enquires.

For specific careers based information related to music the course team will be the first point of contact for advice and guidance due to the specialist nature of employment based opportunities within the music and performing arts sector. Career guidance will be provided on a continuous basis throughout the duration of the course.

### **Support with Coursework**

Students are supported in their preparation for assessments by their module tutor and where relevant other academic staff within the course team. Students have access to additional academic support particular to assessment tasks from an independent Academic Support Tutor. The tutor offers specific study skills advice and guidance, on for example, Academic Writing, Assignment/Essay Planning and Structuring, The Harvard System (for references & bibliographies), Open Athens & Online Information Retrieval, Literature Searching, Presentation Skills, Reading Efficiently, Report Writing, Revision and Examination Skills. Electronic advice and guidance booklets are available on the student intranet to download.

In order to protect students against unfair competition the college may need to ensure that the students are not submitting assessments which have been copied or plagiarised or which are not substantially the student's own work. The College uses the software Turnitin to enable staff and students to check work for originality. Students can upload their assignments prior to submission for marking and get a report confirming their references. This can be extremely effective in ensuring against plagiarism and providing a student and staff member with the confidence that the work is original.

Module specific material is provided on Schoology; this information is reviewed and updated annually to coincide with the nature and specific requirements of assignments being delivered in a given year. Documents include planners,



course handbook, module handbooks, PowerPoint presentations, and assignment briefs.

Self-directed study is an important aspect within the course that will enable students the opportunity to develop their assignments when resources are not available outside of the college campus. Students will have access rehearsal spaces, Apple Mac computers, and the recording studio on a booking basis. This is to enable students to build on their practical and creative skills independently to support individualised learning at level 6.

## 7. Criteria for admission

The College admissions policy is to encourage access to higher education through an equal opportunity regardless of race, gender, disability, sexual orientation, religious belief or age.

To gain entry to the programme a student must satisfy the standard or non-standard entry requirements to the course. Candidates with non-standard entry applications will be considered on the basis of relevant work experience and attainment of skills, which demonstrate an ability to study at this level. Given the wide experience of potential applicants to this course, applications for Accreditation of Prior Learning (APL) and Accreditation of Experiential Learning (APEL) are welcomed in accordance with Academic Regulations. However, these must be discussed as part of the admissions process as once a student is registered to a programme APL/APEL may not be considered for approval.

### **Standard Entry criteria**

- Applicants should have attained a level 5 qualification (HND / FdA / international equivalent 120 ECTS Credits) in a music / creative arts related discipline.

- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- All external applicants will be given an extract of academic text and will be asked to submit a short piece of academic writing in response to the text.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

**Non-standard entry criteria:**

- Evidence of appropriate creative or performance experience or employment within the music / creative industries.
- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- All external applicants will be given an extract of academic text and will be asked to submit a short piece of academic writing in response to the text.
- To have or be working towards Level 2 or equivalent in English Language (or a minimum 5.5 IELTS in each band for international applicants).

**Admissions Process**

Once an application has been received it is recorded and acknowledged by the college admissions team. The course team then views the application.

The process for interview is as follows:

- Applications welcomed through UCAS and NCD Application Form.
- All applicants must be auditioned / interviewed to ascertain working level of music ability and experience (international applicants via internet/email respectfully).
- Acceptance or rejection via UCAS and NCD application process after interview.

Entry to the course is at the discretion of the course team and based upon the combination of successful audition / interview that illustrates an ability to meet level 6 course learning outcomes.

<http://www.newcollegedurham.ac.uk/apply/apply-online/>

8. Language of study

The course is conducted using English language.

#### 9. Information about assessment regulations

New College Durham Open University Assessment Regulations 2017 will be applied to this programme.

#### 10. Methods for evaluating and improving the quality and standards of teaching and learning.

##### **Student Voice**

The contribution of the student voice is a critical quality element at the college. It is focussed around strengthening teaching and learning and responsiveness to individual need; strengthening student participation and representation; and creating a culture of student involvement, all of which ensures that the 'student voice' is at the centre of the curriculum.

Full use is made of student feedback to plan, manage and improve the provision and to enable the college to respond to the needs of its students. Student forums at college and school level, as well as course level operate very effectively and are well attended by student representatives. These mechanisms enable student representatives to raise any issues concerning their peers and to work with college staff to further explore these issues, to establish underlying causes of concern and to implement actions for improvement, as well as to consider responses to formal student surveys. Transparent arrangements are in place for the feedback of improvement activities to students and the communication of action plans to staff and students, ensuring ownership of improvement strategies at the appropriate level. An anonymous student comments and suggestions e-mail address is accessible via the Student Intranet. This ensures that students are able to have their opinions heard and acted upon to facilitate improvements in their provision from outside formal forum meeting arrangements, where appropriate. Additionally, an HE Student Forum page on NCD online allows student representatives to add questions or comments where key college staff can respond. The site is visible to all students so they can see answers to questions, and access Student Forum minutes and other relevant documentation.

Nominated student-representatives are invited to participate in staff-student committee meetings on a termly basis, with outcomes and actions from these meetings informing the annual evaluation and review process as well as informing immediate action to resolve pressing student issues, where applicable.

Cross-college student surveys are operated both on-entry to the course (to capture perceptions of student induction and admissions procedures) and on-course (to capture perceptions of quality of teaching and learning, assessment, student support and resources programme management). These surveys mirror the questions included in the National Student Survey (NSS). As well as being highly informative about the issues facing students studying in higher education at the college, they help familiarise students with the expectations of the NSS in which they participate in the final year of their programmes. Responses to start of programme and on-programme student surveys are considered by HE Academic Standards and Quality Board, a sub-committee of Academic Board, and responses received along with associated action plans generated are ratified at this committee prior to subsequent presentation to Quality, Curriculum and Students Committee (a sub-committee to the Board of Governors).

Following the analysis of formal student survey responses, course teams meet to consider areas of concern raised by students and to generate actions to resolve these issues, where applicable. Survey responses are further interrogated at course review meetings resulting in modifications to programme delivery, assessment and/or student support arrangements, where applicable, and informing the production of the annual course report and self-assessment of programme operation.

Module evaluations are also conducted to enable teams to scrutinise student perceptions at a subject level and to establish specific areas of satisfaction and concern for students. An analysis of module evaluation outcomes is considered at staff-student committee meetings and forms a critical component of the course evaluation and review and subsequent annual course report.

Final year students at the college (on eligible programmes as specified by HEFCE) actively participate in the annual National Student Survey (NSS). The NSS is promoted to eligible students via promotional materials provided by Ipsos-Mori (Research Company) and participation is encouraged via communication with students through pastoral tutorials during studio sessions and through the availability of lap-top PCs acting as dedicated NSS 'work stations' in both the HE building (Neville Building) and Learning Resource Centre (LRC) at the college. The Student Union also actively advertises the NSS and encourages student participation through the distribution of flyers, posters and promotional materials such as pens and coasters. These mechanisms help to ensure a positive response rate to this survey.

Outcomes from the NSS are publicised via the Unistats website and are communicated to students and staff through the colleges own intranet site. Publication of outcomes from NSS through the college internet site (as part of the Key Information Set), will serve to inform students of the type of learning experience they can expect when they study at New College Durham. In much the same way as the internal student satisfaction surveys, areas of particular satisfaction and of concern to students raised through NSS are discussed at HE Academic Standards and Quality Board.

***Key Performance Indicators***

The college has a Performance Management Framework to monitor course performance on a regular basis. Course teams normally meet monthly and are guided to discuss agenda items relevant to key operational aspects at relevant times of year. In particular they meet three times a year in the capacity of Course Curriculum Review Meetings to evaluate past delivery and performance of the course and make modifications to the curriculum where relevant. Curriculum Managers meet with the Head of School and the Quality Manager four times a year at an HE Quality Review to discuss course management and performance with particular respect to: reporting identified issues and good practice; student retention; strategies implemented to support students identified 'at risk'; and communication with external examiners, employers, and other stakeholders.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

### 1. Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes												
		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	D4
3	Working to a Client Brief	✓			✓			✓	✓		✓	✓		
3	Ensemble Performance Project	✓		✓		✓		✓		✓			✓	
3	Creative Practice	✓	✓		✓		✓	✓	✓		✓	✓		
3	Individual Recital	✓		✓		✓		✓		✓			✓	✓
3	Research Project	✓	✓				✓	✓				✓		✓

