



Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from
The University of Sheffield

1	Programme Title	Music
2	Programme Code	MUSU01
3	JACS Code	W300
4	Level of Study	Undergraduate
5a	Final Qualification	Bachelor of Music (BMus)
5b	QAA FHEQ Level	Honours
6	Intermediate Qualifications	None
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Arts and Humanities
9	Department	Music
10	Other Departments involved in teaching the programme	None
11	Mode of Attendance	Full-time
12	Duration of the Programme	3 years
13	Accrediting Professional or Statutory Body	Not applicable
14	Date of production/revision	June 2017, April 2018; May 2019, March 2021, March 2024

15. Background to the programme and subject area

Music as a university subject has always embraced diverse areas of theoretical and practical study; this approach has broadened in recent years to include both a wider range of music examined and new ways of considering the social and psychological aspects of music.

The Department of Music at Sheffield is at the forefront of these developments, with research and teaching strengths across seven key areas: composition; ethnomusicology; musical industries; musicology; music technology; performance; and psychology of music. The Sheffield BMus degree thus provides a broad undergraduate curriculum within which students are encouraged to develop their special interests and enthusiasms. In addition to specific intellectual and musical skills, graduates will have acquired a range of transferable and interpersonal skills which will equip them for a diverse range of careers, including employment in educational, cultural and commercial fields.

Further detailed information is available on the Department's website at: <http://www.shef.ac.uk/music/>

16. Programme aims

Programmes offered by the Department of Music have the following general aims consonant with the Mission Statement of the University of Sheffield:

1. To cultivate an environment of lively and innovative teaching and research that will encourage at all levels an attitude of tolerant and open-minded critical awareness in the free pursuit of knowledge and artistic excellence.
2. To achieve a thorough integration of practical and scholarly approaches to the study of music and musical style.
3. To expose students to diverse historical, critical, scientific and creative perspectives on a wide range of music so as to achieve an understanding of music in its historical, social and creative context.
4. To respond to the diversity of student interests by allowing both the combination of the subject of study with subjects offered by other departments and a level of student choice within each programme of study

appropriate to that programme.

5. To widen access to its programmes of study to the extent permitted by the intellectual and musical aptitudes which the programmes demand.
6. To enable students to maximise their potential in all aspects of the programme.
7. To assess students over a range of knowledge, understanding and skills, and to identify and support academic excellence.

17. Programme learning outcomes

Knowledge and understanding

By the end of the programme, students will have acquired:

K1	Sound knowledge and practical understanding of a range of musical styles (depending on options chosen).
K2	Sound knowledge and critical understanding of a wide range of musical texts, including aural texts.
K3	Sound knowledge and critical understanding of a number of musical repertoires in their cultural, social and economic contexts.
K4	Sound knowledge and critical understanding of a range of approaches to the analytical, cultural and/or psychological investigation of music.
K5	Sound knowledge of a range of performance, compositional and scholarly techniques (depending on options chosen).

Skills and other attributes

By the end of the programme, students will have acquired:

S1	Skill in analysing and reproducing a range of musical styles (depending on options chosen).
S2	A high level of competence in the creative and re-creative skills of composing, performing, recording and mediating music and in the intellectual skill of considering it in critical and analytical depth (depending on options chosen).
S3	Skills in acquiring, using and critically evaluating information about music and its cultural context gained from a variety of sources including teachers, aural sources (live or recorded), books, scholarly articles and online resources.
S4	The ability to carry out independent study, ethical primary and secondary research, and self-directed skill development; and the ability to reflect critically on those activities.
S5	The ability to construct and sustain logical arguments on a variety of musical topics, and to write and present them in clear and accurate English.
S6	Interpersonal and communication skills associated with participation in group activities including seminars, rehearsals, performances and projects.
S7	Skills of communication and self-confidence associated with public performance, placements and other community-facing activities.
S8	Further transferable skills valuable for employment, including information gathering, the development of individual resourcefulness, time management skills, teamwork, analytical thinking, the ability to identify problems, opportunities and ways of responding to them.

18. Teaching, learning and assessment

Development of the learning outcomes is promoted through the following teaching and learning methods:

Induction procedures at Level 1 include a year-group orientation session, a study skills lecture, an initial pastoral tutorial, and an advisory audition on one or more instruments. The Department of Music undergraduate "Hub" is also signposted to students, which includes a guide to study, writing and examination techniques.

Lectures are used at all Levels to convey information (for example, in historical or ethnomusicological areas) (K1-5), to introduce repertory, to pass on specific skills (for example, in harmony or the preparation and

presentation of performances) (S1-4, S7) and to stimulate further discovery and thought.

Seminars are used to support lecture courses where possible, providing additional teaching in smaller groups and offering opportunities for discussion and feedback. Seminars thus contribute to the achievement of knowledge and understanding (K1-5) and the development of key skills (S3-7).

Tutorials in groups of five or fewer are used at all Levels to advise students on the preparation of individual pieces of assessed work, to give feedback on coursework, and to clarify issues raised in lectures or seminar groups. Their primary aim is to raise levels of skill (S1-5, S7).

Supervisions on a one-to-one basis are specific to Final Year Project modules (i.e. Composition, Dissertation and Special Project), and are intended to facilitate and develop student-directed and inquiry-based learning across all areas of Knowledge and Skills.

Instrumental/Vocal lessons with specialist staff on a one-to-one basis are the principal teaching method by which students develop their performance repertoires and techniques. They thus contribute both to the achievement of knowledge and understanding (K1, K2, K5) and the development of skills (S1, S2, S4, S7). All Level 1 students, as well as Level 2 and 3 students proceeding to the final Recital module, receive eighteen hours tuition per year.

Group rehearsal supervised by a member of staff is the principal teaching method of the Level 2/3 Ensemble Performance Skills module. Non-assessed group rehearsal and performance experience directed by a member of staff or visiting conductor is provided by groups including the Symphony, Chamber and Wind Orchestras, the Chamber Choir, and the New Music Ensemble. These activities contribute to the learning of repertoire (K1, K2) and the building of musical and transferable skills (S1, S2, S6-8).

Independent Study, both text-based and practical, is essential to the successful completion of the programme. New students are introduced to study skills through practical experience in Level 1 modules, some of which embed the University's mySkills resource for skills self-assessment and development. Independent reading/listening is geared towards the assimilation and further clarification of material gleaned from lectures, the preparation of seminars, written assignments and examinations, and the broader development of knowledge within the field of study. It thus contributes to the successful development of knowledge and understanding throughout the programme and is especially important in refining skills (S1-5, S8). Independent study is fundamental to Level 3 Dissertation, Special Project, Recital and Composition option modules, and to coursework in many other modules. Independent practice is geared towards the assimilation and development of skills taught in instrumental lessons, learning of repertoire and the development of individual interpretations of that repertoire (K1-2, K5; S2, S4, S7)). It is fundamental to the Level 1, 2 and Level 3 recital modules.

Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:

A variety of assessment methods are used. Regularly assessed coursework, usually in the form of exercises to reinforce knowledge and develop skills, is of particular importance in stylistic studies such as harmony, counterpoint and orchestral techniques (K1, S1) as well as in analytical and psychological investigation (K4).

Assessment is carried out in a variety of ways, including the following:

- Written examinations designed to test knowledge and the communication of knowledge (K1-4; S3-5)
- Essay writing and project work (K1-5; S1-5, S8)
- Individual and group presentations (K1-4; S3-4, S6, S8)
- Dissertation (K1-5; S1-5, S8)
- Portfolios of work (K1, K5; S1-2, S4-5, S8)
- Group projects (K5; S4, S6-8)
- Tests of practical musical skills (S2, S4)
- Recital (S2, S7)

Progression through the programme sees a shift away from formal written examination to the other forms of assessment in which the submission of coursework predominates.

19. Reference points

The learning outcomes have been developed to reflect the following points of reference:

The research expertise of the departmental staff and the research strategy of the Department of Music.

Subject Benchmark Statements

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>

Framework for Higher Education Qualifications (2024)

<https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks#>

University Vision and Strategic Plan

<https://www.sheffield.ac.uk/vision>

20. Programme structure and regulations

The programme is structured on the twin principles of **coherence** and **student choice**.

Coherence is ensured across the three Levels, by providing a balance of modules across the seven curriculum areas (listed in section 15) with clear progressions from introductory modules at L1 to more in-depth and focussed modules at L2/3; and by carefully planning modules within each sub-disciplinary cluster to ensure that an appropriate range of creative and research skills are highlighted (e.g. in musicology: music-analytical skills in Analysis of Western Music Post-1700; primary source skills in Renaissance and Baroque Music; critical topics in Opera and Identity; and so forth).

Student choice is provided by opportunities for students to choose from a wide range of optional modules (L1-3).

At Level 1 core modules are limited to 70 credits to ensure the greatest opportunity for choice. The core modules introduce higher level working in a range of subject areas and skill sets that provide a foundation for study throughout the programme's three levels and diverse curriculum areas: Music in Global Context; History of Western Music; Tonal Music Analysis and Criticism; Exploring Tonal Styles; Technologies for Music. Alongside these, students have the choice of modules introducing other curriculum areas: Music Psychology; Popular Music Studies; Composition, Composing Electronic Music; Performance; Folk Music Participation. Up to 40 guided choice credits from across the University are also available.

At Levels 2 and 3, students consolidate their introductory learning across our seven curriculum areas and begin to specialise according to their interests by choosing freely from a balanced and carefully curated (as described above) selection of more in-depth, focussed modules; this serves to further develop skills and knowledge that will potentially inform their Final Year Projects. At Level 3, students select one 'major' 40 credit Final Year Project (Dissertation, Composition, Performance or Special Project), representing the culmination of the programme as a whole, bringing together the application of knowledge and skills acquired at all Levels, and acting as a focus for sustained, independently conducted research and/or creative practice. Final Year students have the option of selecting a further Final Year Project in either 'minor' (20-credit) or 'major' (40-credit) form.

Detailed information about the structure of programmes, regulations concerning assessment and progression, and descriptions of individual modules are published in the University Calendar available on-line at

www.sheffield.ac.uk/calendar/regs.

21. Student development over the course of study

Level 1 provides all students with a core curriculum designed to consolidate work done through prior study (i.e. A-level, BTEC or advanced instrumental and theory tuition) and to be a foundation for subsequent studies, offering flexibility through up to five optional modules, such that L1 can serve as an introduction to the range of curriculum areas taught in the department (several of which will be completely new to L1 students).

Musicianship- and theory-focussed modules in each semester develop skills in harmony, aural and analysis, recognising that in these areas (as in composition, also taught at this level) some students will have had little prior experience. Musical and intellectual abilities necessary for solo performance are taught through individual lessons and lectures. Other lectures develop knowledge of and critical responses to Western musical repertoire and World Music, and the skills necessary to produce a variety of coursework, including essays, portfolios and creative assignments. The BMus student taking a full 120 credits is therefore fully prepared for the challenges of Levels 2 and 3.

Level 2 builds on the broad introductory work done at L1 by allowing students to begin to specialise into

particular curriculum areas according to their interests, developing specialist creative, research, and professional skills in more in-depth and focussed modules. Students choose from a range of optional modules, most of which are specific to Level 2 while some are also available to Level 3 students and are taught biennially (this allows us to offer students a wider choice across L2+3 without stretching the number of modules we need to offer in any one year). Compositional techniques and period-specific stylistic techniques can be cultivated in greater depth; selected areas of Western musical history are available for more detailed study, as are subjects in the fields of Ethnomusicology and Music Psychology. Modules in ensemble playing, performance and practical skills allow students to deepen their experience in group rehearsal and musicianship. The modules Community, Music and Education and Work in Music provide opportunities for a deeper understanding of music in its social and commercial contexts. Students may also broaden their learning experience by taking 20 credits outside the Department.

Level 3 develops skills and critical understanding to a high level of sophistication with a focus on one or more Final Year Projects. Students take one 40-credit Final Year Project (see section 20), with the option of a further 40-credit or 20 credit FYP of an alternative variety; teaching for all FYPs is centred on one-to-one supervision. All these options develop skills and knowledge to an advanced level and require sustained independent study. Students' remaining credits are taken from a range of modules specific to Level 3 and some also available to Level 2 students, ensuring that a broad approach to the discipline is maintained (and in line with the QAA's commendation of mixed-level study in its Subject Benchmark Statement for Music).

22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available at www.shef.ac.uk/prospective/.

23. Additional information

For further information students are directed to the Department of Music web pages at www.shef.ac.uk/music/ and to the Hub on MOLE, which provides access to all undergraduate handbook information.

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at www.shef.ac.uk/ssid.