



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

This programme specification covers the subject curriculum in **Music** for the following dual honours degree programmes and should be read in conjunction with the relevant specification for the second subject:

1. Programme Titles	2. Programme Codes	3. JACS Codes
Biblical Studies and Music	BIBU05	V641
French and Music	FREU11	R100
German and Music	GERU10	R200
English and Music	LITU04	Q300
Music and Hispanic Studies	MUSU02	W300
Music and Philosophy	MUSU03	W300
Music and East Asian Studies	MUSU04	W300
Music and Chinese Studies	MUSU05	W300
Music and Korean Studies	MUSU06	W300
Russian and Music	RUSU16	R700
4	Level of Study	Undergraduate
5a	Final Qualification	Bachelor of Arts with Honours (BA Hons)
5b	QAA FHEQ Level	Honours
6	Intermediate Qualifications	None
7	Teaching Institution (if not Sheffield)	Not applicable
8	Faculty	Arts & Humanities and Social Sciences
9	Co-ordinating Department	Music for MUSU02-U06, all other degrees are co-ordinated by the partner subject department
10	Other Departments involved in teaching in the subject	None
11	Mode of Attendance	Full-time
12	Duration of the Programmes	BIBU05, LITU04, MUSU03 and MUSU04 - Three years MUSU05 and MUSU06 - Four years, with a year spent abroad between Levels 1 and 2 FREU11, GERU10, MUSU02 and RUSU16 - Four years, with a year spent abroad between Levels 2 and 3
13	Accrediting Professional or Statutory Body	Not Applicable
14	Date of production/revision	December 2007

Dual Degrees

The University of Sheffield defines a dual degree as the independent study of two parallel subjects. Dual degrees offer students the flexibility to choose a programme of study that reflects their interests and gives the opportunity to develop detailed knowledge and key skills in two major subjects. Whilst the two subjects may be taught independently, they will complement, inform and illuminate one another. Where there are two programme specifications for dual degrees, one for each half of the programme, and students should refer to both documents for a full description of the whole programme. Where there are clear links between the two subjects, details will be included in Sections 15 and 20 of the programme specifications. However, there are some single programme specifications for dual degree combinations where there is a substantial degree of integration between the two subjects.

15. Background to the programme and subject area

Music as part of a Dual Honours degree has the capacity, probably to a greater extent than ever before, to deepen and broaden the experience and the understanding of cultures and of cultural practice. While Music as a university subject has always embraced diverse areas of theoretical and practical study, the 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 particular research and teaching strengths in ethnomusicology and world music, and in the psychology of music. At the same time the Department is strong in the traditional areas of study - including the historical development of musical language, analysis of musical structures, harmony and other compositional skills, performance skills and original composition. Music as part of a Dual Honours degree at Sheffield thus provides a broad range of modules within which students are encouraged to develop their special talents and enthusiasms, such as performance and composition (including electro-acoustic composition). Furthermore, the combination of music with various partner subjects offered also allows students to gain insight into the position of music in a broader cultural context: for example, the contribution of music to a linguistic or national culture being studied, or the specific condition of music in relation to questions of aesthetics.

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 academic, cultural and commercial fields.

Further detailed information about the Department of Music 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 providers 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.
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 contexts.
K4	Sound knowledge and understanding of a range of approaches to the analytical, cultural and psychological investigation of music (depending on options chosen).
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 and performing 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 and scholarly articles.
S4	The ability to carry out individual study, research and skill development.
S5	The ability to write in clear and accurate English on a variety of musical topics.
S6	Interpersonal and communication skills associated with participation in group activities including seminars, rehearsals and performances.
S7	Skills of communication and self-confidence associated with public performance.
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 and ways of resolving them, the critical appreciation of source materials, the ability to construct and sustain logical arguments on the basis of such materials and the ability to present such arguments clearly in both spoken and written forms.

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; an initial pastoral tutorial, a library induction tour (average group size six) and an advisory audition on one or more instruments. The Department of Music undergraduate handbook is also distributed 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 of particular importance at Level 1. Each student takes part in a weekly seminar group (average size six), which serves the following four principal functions. Lecture courses are backed up by the discussion of related materials and issues, an important aspect being exposure to repertoire. Discussion skills are developed in staff-led and student-led seminars, both requiring active student preparation and participation. Writing skills are developed through essays set and commented upon by the group tutor. Guidance and critical feedback on the preparation of an extended individual project is also given. Level 2 and 3 modules may include the use of seminar learning where permitted by class size. Seminars thus contribute to the achievement of knowledge and understanding (K1-5) and the development of key skills (S3-7).

Tutorials on a one-to-one basis 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. They are the method by which the Level 3 modules in Composition and the Dissertation are taught. Their primary aim is to raise levels of skill (S1-5, S7).

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; all Level 2 students are entitled to at least nine hours tuition.

Group rehearsal supervised by a member of staff is the principal teaching method of the Level 3 Ensemble Class 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 Singers' Society and Chamber Choir, and the new Music Group. 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 the undergraduate handbook and through practical experience in Level 1 modules. The handbook gives advice on effective study techniques and the management of study time, whether reading, listening or practising. 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 the Level 1 individual project module and the Level 3 dissertation and composition options. 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 and Level 3 recital modules and to the Level 2 practical skills module.

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

A variety of assessment methods are used. Regular assessment, 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 (60% at Level 1, 15% at Level 2 and none at Level 3) 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:

Subject Benchmark Statements

<http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

Framework for Higher Education Qualifications (2008)

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.aspx>

University Strategic Plan

<http://www.sheffield.ac.uk/strategicplan>

Learning and Teaching Strategy (2011-16)

<http://www.shef.ac.uk/lets/staff/lts>

The research interests of the departmental staff and the research strategy of the Department of Music;

20. Programme structure and regulations

The Dual Honours programmes are primarily designed to ensure an equal balance between the two subjects of the degree and, within the subject area of Music, that every student has the opportunity to spend at least some time engaging with each of the principal areas of the discipline - playing music, writing music and writing about music - while allowing increasing specialisation according to interests and skills.

Student choice is provided by opportunities for students to choose from a wide range of option modules which may be taken at Levels 1, 2 or 3. Three of the options available at Level 2 or 3 (Ensemble Class, Intermediate Composition and Creative Applications of Music Technology) are available each year; the rest are taught biennially. Further choice is provided by specialist options available at Level 3 while at both Level 2 and at Level 3 students may take an unrestricted module taught by another department.

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 <http://www.shef.ac.uk/govern/calendar/regs.html>.

21. Student development over the course of study

Level 1 provides students with a range of modules designed to consolidate work done at A-level and to be a foundation for subsequent studies. Stylistic studies develop skills in harmony and counterpoint, recognising that in these areas (as in composition, also taught at this level) some students will have had little A-level 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 an extended individual project. Students take four music modules each worth 10 credits, two 20-credit modules from the other subject of the dual degree, and forty unrestricted credits, any or all of which may be Music options. Weekly seminar groups support the music modules, and promote discussion and writing skills.

Level 2 develops further skills and areas of knowledge, preparing students for specialisation at Level 3. There are six 20-credit modules available, of which Dual Honours students choose three. Modules specific to Level 2 modules introduce a range of approaches to the analytical or socio-cultural study of music, broaden students' knowledge of selected areas of Western music and foster a range of practical skills selected by the student, including conducting and improvisation. All Level 2 modules demand a greater degree of sophistication and independent study than at Level 1.

The remaining modules at Level 2 are selected from a list available also to Level 3 students (examiners take account of whether a given module has been taken at Level 2 or Level 3). Both compositional techniques (including electro-acoustic 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 and in music criticism allow students to deepen their experience in group rehearsal and critical awareness. The modules Music in the Community and Music and Arts Administration 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 subjects of the dual degree, **either** at Level 2 **or** at Level 3.

Level 3 develops skills and critical understanding to a high level of sophistication. Students take 20, 40 or 60 credits from the Level 3 options in solo performance, free composition, dissertation or sound recording, all taught on a one-to-one basis. All these options develop skills and knowledge to an advanced level and require sustained independent study. One of them may be taken as a double option worth forty credits. Any remaining credits are taken from the list available also to Level 2 students, ensuring that a broad approach to the discipline is maintained.

22. Criteria for admission to the programme

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

23. Additional information

For further information students are directed to the Department of Music web pages at <http://www.shef.ac.uk/music/> which also provide access to the undergraduate handbook.

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 <http://www.shef.ac.uk/ssid>.