

# International Foundation Certificate in Music Computing Programme Specification

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:**

International Foundation Certificate in Music Computing

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year full-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** Not applicable

**QAA Benchmark Group:** Languages and Related Studies

**FHEQ Level of Award:** Level 3

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** December 2020

**Home Department:** Centre for Academic Language and Literacies

**Department(s) which will also be involved in teaching part of the programme:**

Music and Computing

## Programme overview

The International Foundation Certificate (IFC) programme is aimed at undergraduate students who need a year to develop or consolidate their language skills in academic English, to undertake preliminary study in the subject areas they would like to study at BA level, and to familiarise themselves both with ways of working in British academic culture and in the standards required at undergraduate degree level. It is useful for students who may not have a clear idea of exactly which subject they want to study. The programme enables students to attend lectures or choose modules in which they have a broad general interest and, with the help of the tutorial support, clarify their future area of study. All language work is presented in an integrated form although emphasis, especially at the beginning of the programme is given to a review of grammatical structures, and the skills of listening and speaking. Students who successfully complete the programme at the required level are guaranteed a place on a relevant Goldsmiths Bachelors degree. Students who wish to go on to study elsewhere in the UK will be given the appropriate one-to-one tutorial support in their applications.

## Programme entry requirements

- Students must normally be 18 years of age on admission
- A minimum score of 5.0 in UKVI IELTS (with no sub score lower than 5.0)
- A practical music exam equivalent to ABRSM Grade 6
- A maths qualification equivalent to a GCSE grade C

## Aims of the programme

The programme consists of four major components:

A: Academic Reading and Writing (30 Credits), B: Academic Listening & Speaking (30 Credits), C: Interdisciplinary Option (30 credits, not applicable when specific pathway is 60 Credits as in Computing, Design, Management and Psychology, Music and Music Computing,) and D: Specific Pathway Modules (30 credits)

The generic aims of the programme are for students to:

- experience learning in British higher education in a way that is both authentic and challenging;
- learn what is expected of students attending lectures in a UK university;
- learn about an academic subject at university level;
- learn what is expected of students in seminars and class discussion at a UK university;
- learn what is expected of students in written work at a UK university, including a range of text types and assessment criteria;
- learn to engage with and respond to teachers and fellow students from a range of disciplinary, cultural, and linguistic backgrounds;
- develop the skills necessary to become independent and life-long learners.

A and B are core English for Academic Purposes (EAP) modules and consist of the following skills:

### 1. Reading

Through a wide range of texts (both academic and non-academic) students are exposed to a variety of grammatical structures and vocabulary. Students are also encouraged to develop the skills of reading for gist and specific information.

### 2. Writing

Students are given practice in writing in a variety of styles with emphasis given to appropriate academic style. Students become familiar with the organisation of such essays, how arguments are presented and the language that is used.

### 3. Listening and Speaking

Regular use is made of the newspapers and TV news broadcasts with the aim of introducing students to a range of challenging and interesting types of spoken and written text related to current news issues, thus developing student's familiarity with British culture and providing opportunities for the development of appropriate grammatical and lexical knowledge.

### 4. Presentation skills

The module aims to develop the ability to plan, organise, carry out research and produce an oral presentation on a subject of interest to the student and, ideally, related to their future area of study. This module also develops students' abilities to make use of electronic and other sources to access a variety of written and audio-visual material from different sources.

Lectures and more traditional taped material help students to acquire the skills of both listening for gist and for specific information. Lectures especially allow students to develop their ability to take notes.

C and D are the specific Music Computing modules and consist of the following:

**Foundations of Programming** - This module aims to introduce computer programming to foundation year students with no prior knowledge of programming. The module aims to provide students with the necessary background to use a computer to develop and execute simple software programs in a manner that will prepare them for the programming courses in the first year of a Computing degree programme.

**Composition and Music Technology** - This module introduces a number of compositional techniques and develops basic musico-technological skills. Overall, the module develops students' musical creativity and prepare them for BMus Year 1 MU51019B Composition and MU51021C Creative Music Technology.

**Topics in Music Studies** - This module is designed to develop your understanding of music studies and to introduce you to a variety of musical works that have acquired importance in western culture. Topics will be chosen from not only the art music category but also from music in popular or commercial vein to demonstrate a variety of forms, performance forces, styles and cultural functions. Also the module will require you to reflect on why musical works have become accepted in the way they have, and whether things might have been

otherwise. As an integrated part of this module, you will be expected to develop your English skills to the standard appropriate for entry to the BMus programme by writing and speaking about music in a coherent, informed way. At the end of the module, you are expected to hand in a research project on a topic of your choice as the result of the learning process.

Music in Context - As a preparatory module for MU51061C (Western Art Music) and MU51024B (Approaches to Contemporary Music), the 'Music in Context' module introduces you to the development of music in its historical and cultural context. It explores musical repertoires of all kinds (from classical, electronic, to popular) and of all periods (from medieval, renaissance, to contemporary). It focuses particularly upon the stylistic/formal changes in music. As part of the module, you will develop your understanding and aural perception of diverse musical styles, and familiarise yourself with technical terms and definitions important in musical studies.

These modules provide a solid foundation for undergraduate study within the discipline of music computing.

## What you will be expected to achieve

Students who successfully complete the programme will be able to:

### Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Develop knowledge of a discipline alongside the academic skills of working with that knowledge in English;	All modules
A2	Show understanding of relevant knowledge through such western-based pedagogical genres as the seminar presentation;	All modules
A3	Show understanding of relevant knowledge through such western-based pedagogical genres as the academic essay;	All modules
A4	Show understanding of relevant knowledge and performance;	Performance & Analysis, Music in Context
A5	Develop the skills of critical argument in a relevant disciplinary field, in English;	Academic Reading & Writing, Academic Listening & Speaking, Topics in Music Studies

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A6	Develop the academic and study skills necessary to succeed in a degree programme;	Academic Reading & Writing, Academic Listening & Speaking, Topics in Music Studies, Performance & Analysis, Music in Context
A7	Develop the skills of being an independent learner, with the potential for lifelong implementation.	Academic Reading & Writing, Academic Listening & Speaking, Topics in Music Studies, Performance & Analysis, Composition & Music Technology

### **Cognitive and thinking skills**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Reason critically;	All modules
B2	Develop an argument;	All modules
B3	Analyse and interpret a range of text types;	All modules
B4	Work cross-culturally.	All modules

### **Subject specific skills and professional behaviours and attitudes**

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
C1	Retrieve information from a variety of sources, in textbooks and electronic media;	All modules
C2	Engage critically with selected readings from the discipline;	All modules
C3	Communicate information and ideas, with relevant citations;	All modules
C4	Use a variety of communicative resources, in keeping with the specific discipline or field of study;	All modules
C5	Develop an awareness of the assumptions and expectations of student performance in a British university;	All modules
C6	Write in a variety of genres, commensurate with the demands of the subject of study.	All modules

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Structure and communicate ideas effectively both orally and in writing;	Compulsory (Non-compensatable) modules
D2	Participate constructively in groups;	All modules
D3	Manage time;	All modules
D4	Work independently;	All modules
D5	Find information and use IT;	All modules
D6	Assess the relevance and importance of the ideas of others.	All modules

## How you will learn

You will attend and take part in a range of teaching and learning activities that will enable you to achieve the learning outcomes described above, including small group collaborative learning, task based learning, and whole group class work. Students are expected to make an active contribution in every class. It must be emphasised that to fully benefit from the programme you will need to be prepared to take an active part in classroom activities as well as carry out independent study.

For the subject-specific modules you will focus on the necessary skills and competencies relevant to your area of study. These classes will use a combination of lecture, seminars, group and individual work and field trips (where applicable).

## How you will be assessed

For the core English for Academic Purposes (EAP) modules you are expected to produce regular non-assessed written work for your tutor and make one assessed class presentation at the end of each term. Non-assessed assignments will help you to develop your speaking, study, writing and presentation skills. They will also help you to demonstrate your knowledge and understanding and develop your own opinions. You will receive both general and individual feedback on your non-assessed work and presentations. Assessment is done by a combination of coursework and examination. Coursework takes the form of written assignments developing module input in terms of subject knowledge and skills, individual research projects leading to a written paper or oral presentation to the group important for the development of key skills, practical exercises requiring the application of theoretical knowledge to specific problems to promote the use of core academic skills.

The subject-specific modules within the pathways will be assessed by a variety of methods ranging from musical compositions to short reviews and essays.

## Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>Represents the overall achievement of the appropriate learning outcomes to an exceptionally accomplished level.</p> <p><b>Addressing the Title</b> Shows an excellent understanding of all aspects of the title. The issues are thoroughly explored. There is no irrelevance.</p> <p><b>Support of and Critical Approach to Ideas</b> Develops a very coherent line of argument, which is well supported with academic evidence. Citation is appropriate throughout.</p> <p><b>Organisation</b> The essay is very coherently structured and clearly signposted. The introduction, conclusion and paragraphing are all excellent. There is no unnecessary repetition.</p> <p><b>Accuracy</b> Uses a wide range of sentence structures accurately and appropriately. Excellent spelling.</p> <p><b>Vocabulary and Style</b> An excellent range of vocabulary, including excellent use of subject-specific terminology. The style is appropriate throughout.</p>
70-79%	1st: First (Excellent)	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level.</p> <p><b>Addressing the Title</b> Shows an excellent understanding of all aspects of the title. The issues are thoroughly explored. There is no irrelevance.</p> <p><b>Support of and Critical Approach to Ideas</b></p>

Mark	Descriptor	Specific Marking Criteria
		<p>Develops a very coherent line of argument, which is well supported with academic evidence. Citation is appropriate throughout.</p> <p><b>Organisation</b> The essay is very coherently structured and clearly signposted. The introduction, conclusion and paragraphing are all excellent. There is no unnecessary repetition.</p> <p><b>Accuracy</b> Uses a wide range of sentence structures accurately and appropriately. Excellent spelling.</p> <p><b>Vocabulary and Style</b> An excellent range of vocabulary, including excellent use of subject-specific terminology. The style is appropriate throughout.</p>
60-69%	2.1: Upper Second (Very good)	<p>Represents the overall achievement of the appropriate learning outcomes to a very good level.</p> <p><b>Addressing the Title</b> A very good understanding of the title, which is well addressed. There may be slight irrelevance.</p> <p><b>Support of and Critical Approach to Ideas</b> The main issues are well explored. Is capable of supporting an argument using appropriate citations, with only minor lapses.</p> <p><b>Organisation</b> The essay has a clear overall structure with good use of organisational lexis and little repetition. There is a good introduction and conclusion.</p> <p><b>Accuracy</b> Uses a wide range of sentence structures with only minor lapses in control.</p> <p><b>Vocabulary and Style</b></p>

Mark	Descriptor	Specific Marking Criteria
		A very good range of vocabulary and subject-specific vocabulary is used to good effect. There may be minor lapses in academic style.
50-59%	2.2: Lower Second (Good)	<p>Represents the overall achievement of the appropriate learning outcomes to a good level.</p> <p><b>Addressing the Title</b> The title have been clearly understood, but with some lapses in focus.</p> <p><b>Support of and Critical Approach to Ideas</b> Generally competent at supporting an argument, but referencing is not always thorough.</p> <p><b>Organisation</b> In general it is a clearly organised essay, although the logical relationship between points in the argument is not always clear. There is a reasonable introduction and conclusion.</p> <p><b>Accuracy</b> A good level of accuracy and range. Errors in a grammar and/or spelling do not impede understanding.</p> <p><b>Vocabulary and Style</b> A good range of vocabulary. A generally appropriate academic style, though there may be some lapses.</p>
40-49%	3rd: Third (Pass)	<p>Represents the overall achievement of the appropriate learning outcomes.</p> <p><b>Addressing the Title</b> A satisfactory attempt at addressing the title, although there is some noticeable irrelevance. It may be under length.</p> <p><b>Support of and Critical Approach to Ideas</b> Shows an understanding of how to develop and support an argument. Citation may be inconsistent.</p> <p><b>Organisation</b></p>

Mark	Descriptor	Specific Marking Criteria
		<p>There is some attempt to organise the points in an argument, but some lack of clarity. There is an introduction and conclusion, but these may not be fully developed.</p> <p><b>Accuracy</b> A satisfactory level of accuracy and range. Errors do not generally impede understanding.</p> <p><b>Vocabulary and Style</b> A satisfactory range of vocabulary. Shows an understanding of academic style conventions, but use of these are not always consistent.</p>
25-39%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes.</p> <p><b>Addressing the Title</b> The title is not adequately addressed. There may be over-reliance on description.</p> <p><b>Support of and Critical Approach to Ideas</b> The argument is not adequately developed and there is little evidence that the student can support and reference.</p> <p><b>Organisation</b> The structure of the essay is difficult to follow and there may be unnecessary repetition, little use of signposting or no clearly identifiable introduction and/or conclusion.</p> <p><b>Accuracy</b> Limited range of sentence structures and frequent errors, which do impede understanding.</p> <p><b>Vocabulary and Style</b> A poor range of vocabulary. The style is not appropriate for academic writing.</p>
10-24%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and module must be re-sat).

Mark	Descriptor	Specific Marking Criteria
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

## How the programme is structured

This programme is one year full time. The programme is delivered over two 11 week terms with classes, final examinations and tutorials taking place in the Summer Term (8 weeks). The programme of study includes 2 core modules in English for Academic Purposes (EAP) (30 credits each); two interdisciplinary modules relevant to a range of programmes at Goldsmiths (15 credits each), and 2 subject specific modules (15 credits each), at least one of which must relate to the intended future degree.

The 2 EAP modules are assessed by coursework and an examination comprising 3 unseen papers and an Oral examination. The remaining modules are assessed via a variety of methods, which include, for example, essays and reflective journals. The programme has a total of 5 modules.

The pass mark is 40%. Students must pass all elements of the programme to be awarded the International Foundation Certificate.

There are eight IFC pathways:

- Arts and Humanities
- Computing
- Design
- Management and Psychology
- Media, Culture and Society
- Music
- Music Computing
- Social Sciences

This programme specification relates to the Music Computing pathway.

## Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Academic Reading & Writing	LS50001A	30	3	Compulsory (Non-compensatable)	1,2

Module Title	Module Code	Credits	Level	Module Status	Term
Foundations of Programming	IS50001D	30	3	Compulsory (Non-compensatable)	1,2
Academic Listening & Speaking	LS50002B	30	3	Compulsory (Non-compensatable)	1,2
Composition and Music Technology	MU50009A	15	3	Optional	1,2
Topics in Music Studies	MU50007C	15	3	Optional	2
Music in Context	MU50006D	15	3	Compulsory (Non-compensatable)	1

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend

all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Links with employers, placement opportunities and career prospects**

Students who successfully complete the International Foundation Certificate normally proceed to Level 4/Year 1 of the undergraduate degree programmes listed below.

## **The requirements of a Goldsmiths degree**

### **Modules**

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

- “Compulsory (Non-compensatable)” – Some compulsory modules are central to the achievement of a programme’s learning outcomes. These are designated as “Non-compensatable” for that programme and must therefore be passed with a mark of at least 40% in order to pass the module.

## **Progression**

Details of the requirements to progress from the International Foundation Certificate to the specific undergraduate degree programme are set out in the section “Programme-specific rules and facts” below.

## **Award of the degree**

Students must pass all elements of the programme as set out in the section “How the programme is structured” to be awarded the International Foundation Certificate.

## **Classification**

The International Foundation Certificate is awarded without classification.

## **Interim exit awards**

Not applicable.

## **Programme-specific rules and facts**

The pass mark is 40%. Students must pass all modules of the programme to be awarded the International Foundation Certificate.

In order to achieve guaranteed progression students will also need to have an overall mark of 50%.

Students who successfully complete this programme at the required level can progress to the BMus/BSc Electronic Music, Computing and Technology programme.

## **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

## **Specific programme costs**

Not applicable.

## **How teaching quality will be monitored**

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).