

BMus (Hons) Music (including Integrated Degree with Foundation Year)

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: BMus (Hons) Music

Name of Interim Exit Award(s): Not applicable

Duration of Programme: 1 year full-time (Foundation) + 3 years full-time (undergraduate degree)

UCAS Code(s): W310

HECoS Code(s): (100070) Music

QAA Benchmark Group: Music

FHEQ Level of Award: Level 3

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Music

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

Centre for Academic Language and Literacies (CALL)

Programme overview

The Foundation in Music trains students in core skills and topics, from music theory to analysis to software, and from performance to culture theory, that form the bedrock of undergraduate degrees in music as defined by the QAA's subject benchmark statement. It also provides guidance in study skills topics such as critical thinking, researching and writing, and inducts students into various musical and institutional facilities and services, from music studios to Wellbeing and Careers teams. Finally, in recognition of the difficulties foundation students often have in transitioning into higher education, it offers an increased level of pastoral and academic support to its students, both in curricular and extra-curricular contexts. Taken as a whole, the programme therefore provides students with core disciplinary and academic skills, as well as acting as a supportive bridge to induct students into the culture and texture of university life.

Programme entry requirements

The standard offer is low tariff A-level or B-Tec (or similar) results, at 32 or similar, or equivalent (where 'equivalent' refers to things like experience playing a musical instrument, or writing about music online, and so on).

Aims of the programme

The programme aims to provide training in core disciplinary and academic skills, in preparation for further musical study. It promotes the cultivation of independent critical and evaluative skills, it provides students with key experience and knowledge related to musical performance, composition and technology, and it aims to build an enthusiasm for musical study and life at university more generally. It therefore provides a foundation for rewarding careers in music, or related areas, and for further study.

What you will be expected to achieve

By the end of the programme, students will be able to:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	understand the interrelationship of practice and theory	All modules, excluding Collaborative Research and Academic, Professional and Study Skills
A2	understand the relationship between technical skills and creative practice	All modules, excluding Collaborative Research and Academic, Professional and Study Skills
A3	understand key historical concepts, terms, strategies, and practices in Western musics	All modules, excluding Collaborative Research and Academic, Professional and Study Skills
A4	understand performance techniques, traditions, and interpretative approaches in Western musics	All modules, excluding Collaborative Research and Academic, Professional and Study Skills
A5	understand the sociocultural contexts of musical practices and discourses	Music in Context and Topics in Music Studies
A6	understand key university and disciplinary structures and protocols	Collaborative Research and Academic, Professional and Study Skills

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	reason critically	All modules
B2	identify and solve technical, interpretive and conceptual problems	Music in Context and Topics in Music Studies
B3	Demonstrate competence in academic writing and research	Collaborative Research and Academic, Professional and Study Skills
B4	exercise and demonstrate independence of thought	All modules
B5	evaluate critically the arguments and rationales of historical and interpretive writing	Collaborative Research and Academic, Professional and Study Skills, Music in Context, Topics in Music Studies, Performance and Analysis

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	demonstrate the ability to read and/or interpret music that has been written down or encoded in some form	Performance and Analysis, Composition and Music Technology
C2	compose music in response to creative direction and specification	Composition and Music Technology
C3	recognise (analyse) musical organisation, both aurally, and by studying a written score	Performance and Analysis, Music in Context, Topics in Music Studies
C4	apply the understanding of conventions, traditions and techniques in individual creative work	Composition and Music Technology
C5	perform on at least one musical instrument (or voice)	Performance and Analysis
C6	demonstrate control and precision in the use of music technology	Composition and Music Technology

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	demonstrate intellectual curiosity and the potential for continuing artistic and creative development	All modules
D2	demonstrate the ability to structure and communicate ideas effectively and persuasively both orally and in writing	All modules
D3	display the ability to use library resources, databases, and other research tools to identify, collect and reference primary and secondary material	All modules
D4	display the ability to organise and manage a personal schedule of learning in order to work effectively towards deadlines and performances	All modules
D5	demonstrate the ability to work independently, and to show self-motivation and critical self-awareness	All modules
D6	display appropriate ICT skills and knowledge of their application as relevant to the sub-discipline(s) studied	All modules

How you will learn

The programme is delivered through a combination of small-group lectures, seminars, group and individual tutorials, workshops, and individual lessons. All modules make use of the College V.L.E. as a repository for essential module information, and all students receive training in music technology, including knowledge of music software. There are dedicated computer rooms for self-directed learning, and we have a large staff team with a very wide range of research interests (the details of which can be found at www.goldsmiths.ac.uk/music/staff). We also regularly bring in external specialists to support our modules, or as instrumental/vocal tutors.

Programme outcomes that emphasise knowledge and understanding are developed throughout the Foundation in lecture-seminar sessions, supported, where possible, by individual tutorials, and where relevant, lab/workshop sessions. Practical and subject-related skills are developed through class-based tasks, either individually or in groups, (including analytic, listening-based, or discursive exercises), or by setting up and reviewing follow-up tasks undertaken outside of class through workshops where students are given the opportunity to offer peer feedback. Cognitive and transferable skills are integral to the learning experiences across all elements of the programme, but are particularly emphasised

in the module Academic, Professional and Study Skills, where you will be given a wide-ranging induction into departmental and college protocols and services.

Learning and teaching is also supported by a wide variety of practical activities that pertain to various aspects of the programme, including the Goldsmiths Sinfonia, the Chamber Choir, the Contemporary Music Ensemble, the Creative Jazz Ensemble, Creative Jazz Workshop, the Goldsmiths Improvisors' Collective, the Keyboard Collective, performances curated by the Electronic Music Studios, and the Department's concert series, masterclasses, and guest lectures. Students are also invited to engage with events within the Music Research Series, hosted by the Department's various research centres and units.

How you will be assessed

Summative and formative assessment of the programme outcomes occurs across the Foundation Year. This can be through essays, compositions, performance or recordings, as appropriate to the module topic and learning outcomes.

All learning skills, and particularly cognitive and thinking skills, will be assessed across a range of activities that include a combination of summative coursework (including short academic skills tasks, essays, presentations, group blogs and examinations) totaling not more than 4000 words for the 30 credit module and 2000 words for 15 credit modules.

In line with the standard undergraduate criteria as recommended by the College, the following marking criteria will apply:

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to an exceptionally accomplished level.</p> <p>Text-based assessment: Written work demonstrates independence of thought, powers of analysis and insight into primary sources, context and method. It displays knowledge and understanding, with a commensurate standard of execution.</p> <p>Creative and technical work: This demonstrates strong competence and coherence. All materials and realisations are produced to an exceptional standard commensurate with the Programme</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Outcomes. Accompanying written work evidences an understanding of context and a range of critical approaches.</p> <p>Performance: A performance of integrity, maturity and originality as suited to Foundation-level Outcomes. The conviction and mastery of the performer holds the attention of the listener to both its local and large-scale properties. Impressive command of technique at the commensurate level.</p>
70-79%	1st: First (Excellent)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to an excellent level, well above average in relative quality.</p> <p>Text-based assessment: Written work demonstrates convincing structure and offers insight into primary sources, context and method. It displays knowledge and understanding.</p> <p>Creative and technical work: This demonstrates competence and coherence. All materials and realisations are produced to a high standard commensurate with the Programme Outcomes. Accompanying written work evidences an understanding of context and a range of critical approaches.</p> <p>Performance: A performance of integrity and maturity as suited to Foundation-level Outcomes. The relative conviction and mastery of the performer is clear, and the performance displays a clear command of technique at the commensurate level.</p>
60-69%	2.1: Upper Second (Very good)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to a very-good level, above average in relative quality.</p> <p>Text-based assessment: Written work demonstrates clear structure and offers some insight into primary sources, context and method. It displays knowledge and understanding.</p>

Mark	Descriptor	Specific Marking Criteria
		<p>Creative and technical work: This demonstrates competence and coherence. All materials and realisations are produced to a good standard commensurate with the Programme Outcomes. Accompanying written work evidences some understanding of context and a range of critical approaches.</p> <p>Performance: A performance of some integrity and maturity as suited to Foundation-level Outcomes. The relative conviction of the performer is evident, and the performance displays some command of technique at the commensurate level.</p>
50-59%	2.2: Lower Second (Good)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to a good level, above average in relative quality.</p> <p>Text-based assessment: Written work demonstrates offers a competent summary of primary sources, and a relatively clear context and method. It displays knowledge and understanding.</p> <p>Creative and technical work: This demonstrates general competence and coherence. Materials and realisations are produced to a generally good standard commensurate with the Programme Outcomes. Accompanying written work evidences some understanding of context.</p> <p>Performance: A performance of reasonable competence and technique. The relative conviction of the performer is evident, and the performance displays some command of technique and interpretative nuance.</p>
40-49%	3rd: Third (Pass)	<p>A mark in this range represents the overall achievement of module and programme learning outcomes to a satisfactory level, above average in relative quality.</p> <p>Text-based assessment: Written work demonstrates offers a reasonable summary of</p>

Mark	Descriptor	Specific Marking Criteria
		<p>primary sources, and some clarity of context and method. It displays some knowledge and understanding.</p> <p>Creative and technical work: This demonstrates satisfactory competence and coherence. Materials and realisations are produced to a satisfactory standard commensurate with the Programme Outcomes. Accompanying written work evidences some understanding of context.</p> <p>Performance: A performance of general, if mixed, competence and technique. The relative conviction of the performer is partially evident, and the performance displays some command of technique and interpretative nuance.</p>
25-39%	Fail	<p>Represents the overall achievement of the appropriate learning outcomes to an unsatisfactory level. Work shows some evidence of an attempt to address the question or task, but with inadequate detail, analysis or evidence of technique; there is insufficient evidence that the concerns of the module have been understood; and/or less than the minimum level competence in expression and organisation.</p> <p>Text-based assessment: The text lacks structure and / or sound argument; the focus is not clear; there are major inconsistencies and mistakes in the usage of scholarly procedures and their presentation as would be expected at this level.</p> <p>Creative and technical work: Creative work demonstrate some engagement with the task set but will fail to meet honours standards: they will demonstrate inadequate technical competence, imaginative thinking or conceptual coherency. Scores, CDs, data or other relevant materials may be poorly produced.</p> <p>Performance: there is an unsatisfactory control of the voice or Instrument at the expected level. There is some evidence of appropriate musical</p>

Mark	Descriptor	Specific Marking Criteria
		understanding but this is undermined by technical deficiency and/or lack of preparation.
10-24%	Bad fail	<p>Represents an overall failure to achieve the appropriate learning outcomes. The work is deficient in most respects, revealing insufficient grasp of material and poor organisation and an inability to identify and address the task required.</p> <p>Text-based assessment: The text entirely lacks structure and focus; there are major inconsistencies and mistakes in the usage of scholarly procedures and their presentation.</p> <p>Creative and technical work: This will demonstrate inadequate technical competence, imaginative thinking or conceptual coherency. Relevant materials will be inadequately produced.</p> <p>Performance: There is a significant lack of control of the voice or instrument, with little or no evidence of musical understanding and/or preparation.</p>
1-9%	Very bad fail	A submission or performance that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re-sat).
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit and/or attend an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

Students take 6 compulsory modules over 1 year, with full-time students splitting those evenly (and in any distribution) across 2 years.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Composition and Music Technology	MU50009B	15	3	Compulsory	2
Performance and Analysis	MU50010A	15	3	Compulsory	1
Music in Context	MU50006C	15	3	Compulsory	1

Module Title	Module Code	Credits	Level	Module Status	Term
Topics in Music Studies	MU50007B	15	3	Compulsory	2
Academic, Professional and Study Skills	MU50011A	30	3	Compulsory	1&2
Collaborative Research	LS50017B	30	3	Compulsory	1&2

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 have the opportunity to develop and maintain a personal development plan, run by the Goldsmiths Gold Award scheme, during their period of study. This helps them record aspirations, plans and goals, record achievements, and enables progress to be monitored, in order to help achieve individual aims. The Senior Tutor is available to discuss the Gold Award scheme with students, and the Department advises about how best to approach this task.

The Foundation degree is designed to provide the basis of knowledge, understanding and skills for a wide range of careers in fields related to music: teaching, performing, creative work in the media, arts administration, publishing and retailing, record companies and production, community musicianship, librarianship and technical work in radio or television.

The programme provides opportunities for students to develop and demonstrate the wide range of transferable skills that employers are seeking, and students would have access to specialist support via our Careers service, and via specialist Careers events run by the Department in conjunction with Careers and as part of our Dept Employability Action Plan.

The requirements of a Goldsmiths degree

Undergraduate degrees have a minimum total value of 360 credits. Some programmes may include a year abroad or placement year and this may be reflected in a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Full-time students take modules to the value of 120 credits each year and part-time students not less than 45 credits and not more than 90 credits each year. If a programme has a part-time pathway, the structure will be set out in the section “How the programme is structured” above. Each full-time year corresponds to a level of the Framework for Higher Education Qualifications (FHEQ), as follows:

Year 1 = Level 4
Year 2 = Level 5
Year 3 = Level 6

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

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

In order to be guaranteed entry to Level 4 of our BMus Music degree, students of the Foundation Year would be expected to achieve an average of 40% across all modules, and pass all 120 credits.

Award of the degree

In order to graduate with a classified degree, students must successfully complete modules to the minimum value of 360 credits, as set out within the section “The requirements of a Goldsmiths degree” above. A failed module with a mark of 35-39% may be compensated (treated as if it has been passed) so long as the average mean mark for all 120 credits at

that level is 45% or above and the module has not been defined as “Non-compensatable”. No more than 60 credits may be compensated this way across a programme and no more than 30 credits at any one level.

Classification

Final degree classification will usually be calculated on the basis of a student's best marks for modules equivalent to 90 credits at Level 4, 105 credits at level 5 and 105 credits at level 6, applying a relative weighting of 1:3:5 to modules at level 4, 5 and 6 respectively.

Degrees are awarded with the following classifications:

- 1st: First Class – 70%+
- 2.1: Upper Second – 60-69%
- 2.2: Lower Second – 50-59%
- 3rd: Third – 40-49%

Students who, following the application of compensation and having used all their permitted resit attempts, have passed modules to the value of 300-345 credits, at least 60 of which are at level 6 may be awarded a pass degree.

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Certificate of Higher Education and/or Diploma of Higher Education, which may be awarded on the successful completion of modules to the value of 120 credits at level 4 or 240 credits (120 of which at level 5) respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

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.

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](#).