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**Programme Specification**

**Title of Course: BMus (Hons) Music**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2019**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | BMus (Hons) Music  |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill campus |
| **Programme Accredited by:** | n/a |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The BMus Music course at Kingston provides a comprehensive and well-balanced music education that encourages creativity in composition and performance within a framework of fundamental musical and academic skills. At all levels, the course builds skills, provides creative challenges, requires and encourages research and considers the wider context of the world of work. It is our aim to equip graduates with the skills necessary to be able to work independently and creatively in a wide range of employment or to go on to further specialist study in music and related areas.

Our courses are not genre-specific, we study a broad range of music both popular and classical as well as music from different world cultures. We aim to introduce students to new music and to new ways of thinking about music; we will challenge assumptions and cultural ideas through exploring a wide range of approaches to creating and thinking about music.

The course is taught at the Kingston Hill site of the University in dedicated music buildings equipped with rehearsal and practice rooms, recording studios, computer labs and teaching spaces and has an extensive range of instrumental and technical resources. Every student has an academic advisor who will supervise their progress through the degree course and small group and one to one teaching is built in to each level, ensuring a high level of support for all students.

All of our level 4 and 5 modules are 30 credits and year-long which means students will take 4 large modules in each academic year. The use of 30 credit modules means that topics can be studied in a holistic and multidimensional manner and that different aspects of the course are easily linked and progression from one level to the next made in a clear and logical manner. All Performance modules are partly taught through individual instrumental or vocal lessons provided by our team of approximately 25 visiting specialist teachers who are all active professional performers. Alongside the modular scheme, an extra-curricula set of music making activities is run by the University Collegiate Music organisation. All music students are required to be a member of at least one staff-led performing group and we encourage students to take part in as much music making as possible. Current groups include: Chamber Choir; Twist Choir; Soundpainting Ensemble; Gamelan Ensemble; Djembe Ensemble; Brass Ensemble; KUDAC (KU Digital Arts Collective); Musical Theatre Group; Instrumental Ensemble; Improvisation Group. We also encourage and support students in putting together their own bands and small groups and provide many opportunities to perform in a variety of different local venues.

1. **Aims of the Programme**
* To equip students with a broad range of knowledge and skills in practical musicianship: aural perception; music theory; performing and composing techniques.
* To extend students’ knowledge of musical repertoires by exposing them to music from a wide range of genres, styles and traditions.
* To enable students to undertake creative work both individually and as a member of a team and to evaluate and refine their work and to demonstrate professionalism in its presentation.
* To enhance and develop students’ skills in writing critically about music.
* To develop students’ knowledge and understanding of the ways in which social, political, cultural and historical contexts affect music.
* To equip students with the skills and knowledge they need to research topics in music, and to introduce them to current issues in music research.
* To develop students' intellectual, imaginative and creative powers; their understanding and judgement; their problem-solving skills; their ability to communicate and their ability to perceive music within a broad intellectual context.
* To equip students with a broad range of key and transferable skills that will enable them to take up further study or work in a wide range of music based and related fields.

Students taking half field combinations share the same programme aims for the music component of their course but will not fill them to the same depth and breadth.

1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA subject benchmarks for Music and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
| A1 | knowledge and experience of musical repertoire and understanding of practices and standards in performance and composition including contemporary and multi-media techniques; | B1 | organise material, consider it from a critical and analytical perspective, select, synthesise and deploy appropriate forms of evidence to good advantage and draw conclusions; | C1 | engage with music practically through composing, performing, arranging and improvising, demonstrating technical fluency and maturity in the creation of music through composition and/or performance |
| A2 | knowledge and understanding of the historical, social, cultural, political, philosophical and economic contexts of music and the ability to relate processes of change in music to these contexts; | B2 | identify musical structures and patterns in an inventive and individual way, manipulate musical ideas conceived either by themselves or by others; | C2 | recognise and identify melodies, rhythms, timbres and instrumentation, modes and harmonies; exercise musical memory; |
| A3 | knowledge of sources of information for music research and of research methodologies appropriate to music topics; | B3 | analyse, manipulate, interrogate and create musical materials and present results and findings in a coherent and communicable form; | C3 | Recognise, by ear and from score, and describe musical organisation and structure, musical processes, compositional devices, textures and styles; |
| A4 | knowledge of contemporary workplaces for music graduates; | B4 | work creatively with others to devise and refine a performance and to demonstrate engagement with a variety of musical styles through creative work; | C4 | collaborate effectively in creative group work, having developed powers of sustained concentration and focus in rehearsal; |
| A5 | knowledge and understanding of musical processes, of theoretical and notational systems in music and understanding of cultural conventions associated with various repertoires, instruments and genres. | B5 | reflect critically on the rehearsal and performance of music; | C5 | employ techniques in recording, digital score preparation, MIDI sequencing and digital audio manipulation. |
|  |  | B6 | link theory to practice and demonstrate personal expression in the production of music; |  |  |
|  |  | B7 | apply insights and discoveries from one area of musical study to another. |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**
2. **The minimum entry qualifications for the field are (as of 2016 – as this programme is no longer in recruitment):**

At least 4 GCSE passes including Maths and English at grade 4 or above or equivalent, pluseither:

260 points from a minimum of two A2s, to include 100 points in A2 Music. Music Technology may substitute for Music at A2 level, provided that some instrumental/vocal skill and knowledge of staff notation can be demonstrated;

**or:**

BTEC National Diploma (minimum DMM).

A relevant Access award is acceptable, provided that some instrumental/vocal skill and knowledge of staff notation can be demonstrated.

Students who have appropriate prior certified learning (e.g., those who have successfully completed level 4 or 5 of a course of study comparable with the Kingston BMus) or students who have gained sufficient credit from the Kingston BMus (Hong Kong) may be accepted to levels 5 or 6 of the course.

Students wishing to receive individual tuition in performance in modules must either have obtained a pass in grade 8 of the ABRSM or other recognised board or be able to demonstrate that they are of equivalent standard.

A minimum IELTS score of 6.5 is required for those for whom English is not their first language.

1. **Typical entry qualifications set for entrants to the field are:**

Most students accepted for the course have at least 4 GCSE passes including Maths and English at grade 4 or above, plus260-300 points from *either* AS/A2 levels (including at least grade B from Music or Music Technology at A2 and at least grade C from one other A2) *or* BTec National Diploma (a typical profile is DDM). Most have taken instrumental/vocal examinations of the ABRSM or other recognised board, and have attained the standard of at least grade V in both practical and theory. Many students will have attained the standard of grade VIII practical. Almost without exception, students have experience of performing in ensembles.

1. **Programme Structure**

This programme is offered in full-time and part-time modes and leads to the award of BMus (Hons) Music. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 or 6 with passes in comparable level 4 or level 4 and level 5 modules – but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

Work placements are actively encouraged as part of MU5301 ‘The 21st Century Musician’ – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and full details of each module will be provided in module descriptors and student module guides.

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| **Level 4 (last run 2016-2017)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Foundations of Music | MU4001 | 30 | 4 | Year long |
| Writing and Repertoire | MU4002 | 30 | 4 | Year long |
| Collaborative Practice and Process | MU4006 | 30 | 4 | Year long |
| **Option modules** |
| Performance 1 | MU4003 | 30 | 4 | Year long |
| Composition 1 | MU4004 | 30 | 4 | Year long |
| Performing and Composing | MU4005 | 30 | 4 | Year long |
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Half field students must take MU4001 and one further module. If an academic writing skills module is not taken in the other half field, the second module will be MU4002

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above, which could be draw from either the Music modules or the modules from the relevant half field. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Full field students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education in Music.

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| Students progressing to level 5 from 2019-2020 will take:

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| **Level 5** (at least 60 credits = core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |  |
| The 21st Century Musician | MU5301 | 30 | 5 | Year long |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Audio Post-Production (Pop) | MU5302 | 30 | 5 | Year long |  |
| Performing Popular Music 2 | MU5303 | 30 | 5 | Year long |  |
| Mixing and Production Styles | MU5304 | 30 | 5 | Year long |  |
| Music, Culture and Politics | MU5305 | 30 | 5 | Year long |  |
| Songwriting | MU5306 | 30 | 5 | Year long |  |

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Progression to level 6 requires 120 credits including passes in MU5301.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above, which could be draw from either the Music modules or the modules from the relevant half field. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Music.

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|  Students progressing to level 6 from 2019-2020 will take:

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| **Level 6 (at least 60 credits = core)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |  |
| Professional Project | MU6301 | 60 | 6 | Year long |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| The Analogue Studio | MU6302 | 30 | 6 | Year long | Mixing & Production Styles |
| Commercial Music | MU6304 | 30 | 6 | Year long |  |
| Music and Technology in Education | MU6305 | 30 | 6 | Year long |  |
| Live Sound & Event Management | MU6307 | 30 | 6 | Year long |  |
| Special Study: Music Journalism | MU6308 | 30 | 6 | Year long |  |
| Special Study: Jazz Studies | MU6306 | 30 | 6 | Year long |  |
| Special Study: Arranging and Scoring | MU6303 | 30 | 6 | Year long |  |
| Special Study: Practice Research | MU6309 | 30 | 6 | Year long |  |

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Level 6 requires the completion of the compulsory modules and 2 option modules.

1. **Principles of Teaching, Learning and Assessment**

Learning in Music entails the acquisition and utilisation of knowledge and the development of powers of analysis and criticism; students use the books, scores, journals, audio/visual and electronic resources provided in the University’s Learning Resources Centre. E-resources and computer software packages aid students’ individual study of music theory, harmony, scoring and analysis as well as aural training. The University’s online learning management system, Canvas, is used for provision of general module information, class notes, reading lists and web links. In some modules it plays an important role in module delivery by enabling virtual seminars as well as the dissemination of literature.

Regular practice is essential for the development of skills in performance, composition, musicianship and aural awareness, scoring and use of notation. Much of this practice is carried out on an individual basis, but students also work collaboratively to create and rehearse music - either in large, staff-led ensembles or in smaller, student-led groups.

Students who take modules in performance receive individual instrumental or vocal tuition; this supplements master-classes and workshops on performance practice. Students participate in the activities of at least one of the University’s staff-led performing ensembles; this experience contributes to their learning on the course - to the development of their aural awareness, their knowledge of musical style and tradition and their skills in music reading and ensemble performance. Peer feedback, established in Music at Kingston over many years, is used in the course of the teaching performance, and serves to deepen students' awareness of criteria used to make judgements of performances as well as to sharpen their powers of critical listening. Peer feedback is also important in the teaching of composition through group discussion in composition workshops.

Large group lectures are used where the communication of concepts, ideas and knowledge is central; within these, use is often made of small-group tasks and plenaries. Workshops form the key mode of delivery for skills-based modules where, following staff exposition of a topic, students obtain experience and understanding through hands-on engagement with the music in question. Workshop performance and appraisal of student work plays a vital role in the teaching of composition.

At level 4, Students will study the foundations of tonal music, its processes and procedures (MU4001). They will acquire academic writing skills alongside a study of the changing philosophy of musical composition across the centuries (MU4002), and will study performance and/or composition (MU4003, MU4004 or MU4005). Multimedia work from different cultures, Contemporary Western, Javanese Gamelan and West African Djembe will be explored in Music Projects (MU4006).

Level 5 will continue to build on performance skills and encourage further diversity through exploring a range of performance practices. Students will also explore careers in music for the music graduate and develop a comprehensive understanding of the business of music, supporting this with a work placement. Students will choose two further areas of study from a range of optional modules that include creating sound and music for a range of media (film, TV and game); songwriting; mixing and production styles; music and politics.

At Level 6, students will take a 60-credit capstone module where they will work with a supervisor to develop a project that demonstrates a mastery of their professional skills within a focused area. Again, two further optional modules with be selected with the possibility of undertaking work on commercial music, markets and audiences; live sound and event management; music journalism and London; careers in music education; or to work on a special study in the unique analogue Visconti Studio.

All students are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Faculty’s Centre for Academic Support and Employability, which is open throughout the week at Penrhyn Road and also on one afternoon each week in Coombehurst House. Students whose native language is not English are strongly encouraged to take advantage of the tuition provided by the University’s English Language Support Programme, which includes a weekly class held in the Music Department.

In music, most assessment is by coursework exceptions being practical exams in performance and ensemble work and some listening tests to aid in gaining aural skills. A wide range of methods are utilised for learning and assessment including essays, critical reviews, blogs, folios of compositions in recorded and score form, online quizzes and electronic media based pieces. A strong feature of all modules is the use of a range of formative feedback techniques such as class discussion, peer review, in-class tests and both written and verbal evaluation of work by staff. This provides students with the opportunity to learn from errors and to gain confidence in their work before formal summative assessment takes place. The use of year long, 30 credit modules also enables this form of assessment to be used right across the academic year.

**Teaching and Learning Strategies for Work Based Learning**

A range of career options are considered as part of MU5301 and students are required to create a PDP demonstrating the range of skills they can offer to an employer as part of this module. As well as practical opportunities to learn a range of arts management skills in MU5301, other modules develop skills and insight into specific careers taken up by music graduates. MU6305 looks at issues in music education. MU6301 provides insights into a wide variety of research and teamworking skills are offered by many of the level 5 and 6 modules.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services Team who will provide support for students prior to undertaking work placement(s).
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

Studying Music develops practical as well as theoretical and academic skills and develops the self-discipline necessary for focused and specialist study. In addition, specific employability skills, designed to prepare students for work are embedded into modules right across the Music degree course and this makes our graduates well qualified to enter a wide range of careers. CV writing is covered at level 4 (MU4002), a work placement and the creation of a Personal Development Plan forms part of ‘The 21st Century Musician’ (MU5301) and links to research and industry are developed as part of the series of seminars in the ‘Professional Project’ (MU6301) at level 6.

Fields open to graduates include music business and administration (including arts administration); teaching (including peripatetic teaching and educational outreach work); performance; music composition and arrangement; composition to moving image; and music publishing. Music graduates are highly regarded, because of the number and range of transferable skills they possess, allowing them to secure work in a wide range of business and commercial environments. Kingston has traditionally had strong links with education and many of our graduates go on to work in this area. Music graduates are able to access all the career paths open to graduates of other arts disciplines.

Our students also go on to take postgraduate courses, either at Kingston or elsewhere. Courses range from specialist study at a conservatoire, subject-focused academic courses, or vocational training such as courses in arts administration, music therapy or teacher training. Some have secured places on postgraduate courses in other disciplines.

1. **Approved Variants from the Undergraduate Regulations**

**None**

1. **Other sources of information that you may wish to consult**

The Quality Assurance Association benchmark statement for Music study in Higher Education can be downloaded from:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_10>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Level 4** | **Level 5** | **Level 6** |
|  | **Modules** |  | MU4001 | MU4002 | MU4003 | MU4004 | MU4005 | MU4006 | MU5303 | MU5301 | MU5302 | MU5305 | MU5304 | MU5306 | MU6301 | MU6302 | MU6304 | MU6305 | MU6307 | MU6308 | MU6306 | MU6303 | MU6309 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S | S | S | S | S |  |  | S |  | S |  | S | S | S |  |  |  |  |  | S |
| A2 |  | S |  |  |  | S | S |  | S |  | S | S | S |  |  | S |  | S |  | S | S |
| A3 |  | S |  |  |  |  |  |  | S | S |  | S | S |  |  |  |  | S |  |  | S |
| A4 |  | S |  |  |  |  |  | S |  | S |  |  | S | S | S | S | S | S |  |  | S |
| A5 | S | S | S | S | S | S | S | S | S |  | S | S | S |  | S | S | S | S | S | S | S |
| **Intellectual Skills** | B1 | S | S |  |  |  | S |  | S |  | S |  |  | S |  |  | S |  | S | S |  | S |
| B2 |  |  | S | S | S | S | S |  | S |  | S | S | S |  | S |  |  |  | S | S | S |
| B3 |  |  | S | S | S | S | S |  | S |  |  | S | S |  | S |  |  | S | S | S | S |
| B4 |  |  |  |  |  | S | S | S | S |  | S | S | S | S | S |  | S |  | S |  | S |
| B5 |  | S |  |  |  | S | S | S |  |  | S | S | S | S | S |  | S | S | S |  | S |
| B6 |  |  | S | S | S | S |  |  | S |  | S |  | S | S | S |  | S |  |  |  | S |
| B7 |  |  |  |  |  |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| **Practical Skills** | C1 |  |  | S | S | S | S | S |  | S |  | S | S | S | S | S |  | S |  |  | S | S |
| C2 | S |  |  |  |  |  |  |  | S |  | S | S | S | S | S |  |  | S |  |  | S |
| C3 | S |  |  |  |  |  |  |  | S |  | S |  | S | S | S |  |  |  |  |  | S |
| C4 |  |  |  |  |  | S | S |  | S | S | S | S | S |  |  |  |  | S | S | S | S |
| C5 |  |  |  |  |  |  | S | S |  |  | S | S | S | S | S | S | S |  | S |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | Full field – BMus(Hons) MusicHalf field – BA(Hons) Music |
| **Intermediate Award(s):** | Certificate of Higher EducationDiploma of Higher Education |
| **Minimum period of registration:** | 3 years full-time, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 12 years part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Music |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | W300 |
| **Course/Route Code:** | UFMUS1MUS01 (Full-time)UPMUS1MUS01 (Part-time |
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