

**UNIVERSITY OF WALES, NEWPORT
PROGRAMME SPECIFICATION**

**BA (Hons) CREATIVE SOUND AND MUSIC
135W123AF & 135W123AP**

Newport School of Art Media & Design

BA (Hons) Creative Sound and Music is one of a wide range of undergraduate programmes offered by Newport School of Art, Media and Design as part of its renowned and innovative portfolio of study. The School comprises of three departments: Art and Photography, Design and The International Film School, Wales.

The core values of the School can be summarised thus:

Working within the framework of the University Mission Statement, the School of Art, Media and Design aims to consolidate and enhance the position of the University as an independent major provider of higher education in Wales and the United Kingdom by:

- 1. continuing to be a leading provider of Art, Media and Design education regionally, nationally and internationally;*
- 2. developing a strong identity for Newport School of Art, Media and Design within the context of Newport, while continuing to work closely with other Departments where appropriate;*
- 3. developing a closely connected Programme portfolio, recognising subject specialisms, while promoting the concept of interconnected programmes of study within the Modular framework;*
- 4. developing a research strategy, which is linked to all aspects of the School's portfolio;*
- 5. developing through its Enterprise Centres an applied research culture that creatively links income generation initiatives to research and the School's overall academic ethos.*

Students enrolled on this programme will be part of the Department of Design.

Programme Overview

The design of the BA (Hons) Creative Sound and Music programme principally aims to cover musical performance and composition, musicology and ethnomusicology and music technology. The programme will also introduce students to traditional media and the growing and innovative field of digital and interactive media. The programme will therefore be able to take advantage of the interdisciplinary approach that is becoming the norm within professional cultural practice, and that is increasingly reflected in current developments in curriculum and research within the School of Art, Media and Design.

The programme responds to competitive nature of the popular music industry by promoting entrepreneurial skills and introducing students to the potentials of small independent arts businesses, cultural sector public funding and corporate work such as music composition for media and music technology.

The Creative Sound and Music programme aims to develop students who are creative, imaginative and able musician/performers who understand the importance of reflecting on their practice through their knowledge of the historical, cultural and political contexts of music. The programme integrates theory and practice through its focus on musicology, ethnomusicology and political economy. Cultural theory enables music to be studied through a broad and fertile set of conceptual frameworks, supported by a programme of research, which encourage students to interrogate ideas of music as text.

Programme Aims

The BA (Hons) Creative Sound and Music will provide a learning framework, which supports the development of the following:

1. *Aural/analytical skills* in order to study the sounds of music, and to relate them to each other, to their written representations, and to their context
2. *Performance skills* of mind-body coordination, physical skills involved in playing an instrument, and artistic and critical skills involved in preparing and presenting a performance.
3. *Compositional skills* both technical and critical, and with a particularly emphasis on the creative aspects of musical study. (Improvisation combines elements of compositional and performance skills)
4. *Knowledge-based skills* including the historical, philosophical and cultural context of music involving a variety of intellectual skills, of which some are specific to music, and some are shared with other branches of scholarship
5. *Technological skills* emphasising practical competence with technological procedures which include a creative element and have specific vocational applications.
6. *General skills* such as transferable skills, many of which are common to the other arts, humanities, science and vocational subjects, and are applicable to issues of musical and non-musical origin.

7. *Research skills* such as gathering, synthesis and the evaluation of evidence, including the ability to quote from and acknowledge written sources
8. *Personal skills*, which include the following:
 - Communication and interaction: information technology, teamwork, leadership, management and presentation.
 - Personal management.
 - Self-motivation, critical awareness, time-management and reliability, organisational, problem-solving, self-expression, entrepreneurship and financial and business awareness.
 - Enhanced powers of imagination/creativity.
 - New, personal, different or alternative thinking, curiosity and the desire to explore and the ability and confidence to carry a creative project through to delivery.

Programme Learning Outcomes

The Learning Outcomes for the programme are defined to include the acquisition of knowledge and the ability to analyse and synthesise information. Students' learning will progress from acquiring basic knowledge and skills in Level Four, to developing advanced knowledge and critical, analytical skills in Level Six.

Students should demonstrate:

1. the ability to listen to and critically analyse the sounds of music, and to relate them to each other, to their representations, and to their context;
2. the ability to develop materials into well formed, coherent musical structures, where musical organisation is complex or ambiguous compose music, with a particular emphasis on the creative, technical and critical aspects of musical study. (Improvisation combines elements of compositional and performance skills);
3. the ability to create musical ideas and concepts relating to or combining with other art forms;
4. a knowledge of audio/visual production practices, processes, techniques and methodologies and the ability to combine practical competence and theoretical knowledge with creative technological procedures and design/construction practice;
5. the ability to perform music, with particular emphasis on mind-body coordination, the physical skills involved in playing traditional and new instruments, and artistic and critical skills involved in preparing and presenting a performance;
6. an understanding of the historical, philosophical and cultural context of music involving a variety of intellectual skills, of which some are specific to music, and some are shared with other branches of scholarship;
7. an awareness of the economic forces which frame the cultural and creative industries and the role of such industries in specific areas of contemporary political and cultural life;

8. an understanding of the ways in which aesthetic judgements are culturally and socially constructed and of the role of communication systems, modes of representations and systems of meaning in the ordering of society;
9. the ability to carry out independent research, in particular the gathering, synthesis and the evaluation of evidence, including the ability to quote from and acknowledge written sources.

The programme Learning Outcomes will be delivered via the core practice and theory modules within the programme. These are designed to develop relevant skills and gain knowledge and understanding of this subject area.

These programme-based Learning Outcomes provide the framework for the Learning Outcomes at the module level. As students progress through the programme, so the study of modules at an increasingly higher level will allow them to achieve the programme-based Learning Outcomes. The programme Learning Outcomes are delivered in the modules as follows:

Module	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	LO 9
Creative Music Practice 1	X	X	X	X	X				
Creative Music Practice 2	X	X	X	X	X				
Musicology of The Twentieth Century	X					X			X
Creative Music Practice 3	X	X	X	X			X	X	
Creative Music Practice 4			X	X	X			X	
Contemporary Musicology	X					X	X	X	X
Music and The Media		X	X	X	X		X	X	
Media Contexts	X					X	X	X	X
Music Business		X			X		X	X	
Independent Study: Themes in Contemporary Art and Culture	X					X	X	X	X
Production: Major Project Part 1	X	X	X	X			X	X	
Performance and Distribution: Major Project Part 2	X		X	X	X		X	X	
Dissertation	X					X	X	X	X

Benchmarks and Reference Points

The curriculum design draws on the QAA Subject Benchmark statements for Music in all modules except Music and The Media and Media Contexts.

Due to the interdisciplinary nature of the Creative Sound and Music the programme also draws on the benchmarks of Communication, Media, Film and Cultural Studies (CMFS) specifically within the music and media module Music and The Media and Media Contexts in level five.

Finally, Creative Sound and Music is seen as falling in the subject area of art and therefore the subject module Independent Study: Themes in Contemporary Art and Culture the QAA Subject Benchmark statements for Art and Design.

Learning and Teaching Strategies

A variety of methods will be used, including the following:

1. Illustrated lectures.
2. Tutor-led and student-centred seminars.
3. Practical/technical workshops.
4. Screenings.
5. Essays.
6. Practical group performance projects.
7. Writing projects.
8. Presentations.
9. Guided reading.
10. Guest speakers from the music performance sector.

NOTE: Some programmes can be delivered in the medium of Welsh. For details contact the University Information Centre.

<http://www.newport.ac.uk/courses/requestprospectus.html>

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual, creative and personal (transferable) skills, and increasingly independent study.

The general approach to the Learning and Teaching process for all the modules involves the following:

1. Illustrated lectures.
2. Practical and technical workshops.
3. Collaborative group work activities.
4. Independent/directed study activities.
5. Performance project work.
6. Research.
7. Tutor-led and student-centred seminars.
8. Group and individual tutorials.
9. Formative feedback tutorials.

You will be involved in three types of learning situation, as follows:

1. Contact with the lecturer (supported hours).
2. Study outside class times as directed by the lecturer (directed learning); you will be asked to carry out a piece of research or read relevant course material, etc.
3. Study at your own initiative (independent learning).

Contact hours + directed study hours + independent learning = total the study hours for each module. Total study hours define the Credit Volume for a module (using the formula 1 credit = 10 study hours).

Assessment Strategies

20 credit modules will total 200 study hours divided between Contact hours (= 100) directed study hours (= 100) and independent study hours (= 200).

Assessment will be used to assess the level of learning through a combination of the following:

1. Diagnostic assessment, which predicts a student's aptitude and preparedness for a module or programme of study and identifies possible learning problems.
2. Formative assessment, which gives students feedback on the progress they are making during their learning and signposts future action.
3. Summative assessment, which establishes what a student has achieved during or at the end of a module or their programme of study. It is the summative assessment, which certifies the level of achievement.

Specific strategies will include:

1. practical performance projects (individual and group projects);
2. presentations;
3. written work;
4. dissertation;
5. research/production folders.

These assessments will make use of:

1. case studies;
2. performance projects;
3. essay writing;
4. creative writing (including project ideas).

The outputs to be assessed will include:

1. creative writing;
2. essays;
3. oral presentations;
4. critical analysis;
5. research/production folders.

You will be given a module handbook with guidance notes for each summative assessment, which will tell you:

1. the module leader;
2. the assignment requirements, (and the assessment titles);
3. the date on which the assignments are to be submitted;
4. whether it is to be completed individually or a by group;
5. the learning outcomes to be assessed;
6. the form and size of the output required and whether there will be any penalty for under- or over-size;

7. the criteria by which your work will be graded (Assessment Criteria);
8. any advice on sources of information, techniques, module content to be used;
9. information about retrievals.

Programme Structure and Requirements, Levels, Modules, Credits and Awards

The table below details the programme structure for standard full-time students.

Level	Modules & Assessment	Progression and Interim Awards
4	<p>All modules have 20 credit values (10 ECTS credits):</p> <ul style="list-style-type: none"> • Creative Music Practice 1 • Creative Music Practice 2 • Musicology of the Twentieth Century • Creative Music Practice 3 • Creative Music Practice 4 • Contemporary Musicology 	<p>CertHE Art & Design: Credit requirements 100 at level 4.</p> <p>Progression: To progress from Level 4 to Level 5 a student would normally be expected to have at least 100 credits at Level 4.</p>
5	<p>Modules have 20 or 40 credit values (10 or 20 ECTS credits):</p> <ul style="list-style-type: none"> • Music and The Media • Media Contexts • Music Business • Independent Study: Themes in Contemporary Art and Culture 	<p>DipHE Art and Design:</p> <p>Credit requirements 200 at appropriate level (100 at Level 4 and 100 at Level 5).</p> <p>Progression: To progress from Level 5 to Level 6 a student would normally be expected to have a at least 80 credits at Level 5.</p>
6	<p>Modules have 40 credit values (20 ECTS)</p> <ul style="list-style-type: none"> • Production: Major Project Part 1 • Performance & Distribution: Major Project Part 2 • Dissertation 	<p>Honours Degree: Credit requirements 220 at Level 5 and 6 with not less than 100 at Level 6.</p> <p>Ordinary Degree: 170 credits at Level 5 and 6 with at least 60 credits at Level 6.</p>

Criteria for Admission to the Programme

Validating Body:	The University of Wales.
Location:	Caerleon Campus.
Application Procedure:	UCAS code: W617 (Route A) E617 (Route B)
Duration:	Three years full-time. Six years part-time.
Typical Offer:	Applicants are viewed individually on their merits. A typical offer is 240 points and must include two 6 unit or one 12 unit award.
School:	Newport School of Art, Media and Design.

Full details of admission procedure to the programme can be viewed at:

http://www3.newport.ac.uk/displayPage.aspx?object_id=201&type=PAG

Date at Which the Programme Specification was Written or Revised

October 2009.

Student Contract

All students will be required, as a condition of enrolment, to abide by and submit to the policies, regulations and procedures of the University, as amended from time to time. A copy of all the relevant documents can be found at www.newport.ac.uk or is available, on request, from the University Information Centre.

The University will use all reasonable endeavours to deliver programmes in accordance with the descriptions set out in this programme specification. However, the University does not provide education to UK undergraduates on a commercial basis. It is also very largely dependent upon charitable and public funds, which the University has to manage in a way that is efficient and cost-effective, in the context of the provision of a diverse range of programmes to a large number of students. The University therefore:

1. reserves the right to make variations to the contents or methods of delivery of programmes, to discontinue programmes and to merge or combine programmes, if such action is reasonably considered to be necessary by the University. If the University discontinues any programmes, it will use its reasonable endeavours to provide a suitable alternative programme;
2. cannot accept responsibility and expressly excludes liability, for damage to students' property, transfer of computer viruses to students' equipment or liability for breach of contract.