

BMus Music Integrated Foundation Year

Programme Specification

Awarding Institution:

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

Teaching Institution: Goldsmiths, University of London

Final Award: BMus (Hons) Music

Programme Name: BMus (Hons) Integrated Degree Foundation Year

Total credit value for programme: 120 CATS

Name of Interim Exit Award(s): N/A

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

UCAS Code(s): W310

HECoS Code(s): (10070) Music

QAA Benchmark Group: Music

FHEQ Level of Award: Level 3 (Year 0)

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: October 2022

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 Integrated Foundation Year in Music trains students in core skills and topics, from music theory and music analysis to the use of technology, and from performance to cultural theory. These 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.

A particular strength of the programme is that it offers a high level of pastoral and academic support to students, both in curricular contexts (MU50011A 'Academic, Professional and Study Skills for Music') and extra-curricular contexts (in the form of regular, individual tutorials). This is in recognition of the various challenges brought by the students who may lack academic and/or musical backgrounds when they transition to higher education. 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 BTEC (or similar) results (e.g. Grade C at A-Level or PP in a BTEC diploma) or equivalent. We accept those who lack aforementioned official attainments if they demonstrate substantial musical experience – either playing a musical instrument, or writing about music online, and so on.

Programme learning outcomes

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	understand the interrelationship of practice and theory	All modules
A2	understand the relationship between technical skills and creative practice	All modules, excluding LS50017B 'Collaborative Research'
A3	understand key musicological concepts, terms, strategies, and practices in various musics	All modules, excluding LS50017B 'Collaborative Research'
A4	understand performance techniques, traditions, and interpretative approaches in musics mainly but not exclusively in the West	All modules, excluding LS50017B 'Collaborative Research'
A5	understand the sociocultural contexts of musical practices and discourses	MU50007B 'Introduction to Musicology' and MU50011A 'Academic Professional and Study Skills'
A6	understand key university and disciplinary structures and protocols	LS50017B 'Collaborative Research' and MU50011A '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	MU50007B 'Introduction to Musicology', LS50017B 'Collaborative

Code	Learning outcome	Taught by the following module(s)
		Research' and MU50011A 'Academic, Professional and Study Skills'
B3	Demonstrate competence in academic writing and research	MU50007B 'Introduction to Musicology', and MU50011A '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	MU50007B 'Introduction to Musicology', LS50017B 'Collaborative Research' and MU50011A 'Academic, Professional and Study Skills'

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	MU50010X 'Foundation for Performance' and MU50006X 'Foundation for Music Studies'
C2	compose music in response to creative direction and specification	MU50009B 'Foundation for Composition'
C3	recognise (analyse) musical organisation, both aurally, and by studying a written score	MU50010X 'Foundation for Performance' and MU50006X 'Foundation for Music Studies'
C4	apply the understanding of conventions, traditions and techniques in individual creative work	MU50009B 'Foundation for Composition'
C5	perform on at least one musical instrument (or voice)	MU50010X 'Foundation for Performance'
C6	demonstrate control and precision in the use of music technology	MU50006X 'Foundation for Music Studies' and MU50009B 'Foundation for Composition'

Transferable skills (Elements)

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

Grading Criteria

GENERAL		
Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	A mark in this range represents the overall achievement of module and programme learning outcomes to an exceptionally accomplished level.
70-79%	1st: First (Excellent)	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.

60-69%	2.1: Upper Second (Very good)	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.
50-59%	2.2: Lower Second (Good)	A mark in this range represents the overall achievement the appropriate learning outcomes to a good level.
40-49%	3rd: Third (Satisfactory)	A mark in this range represents the overall achievement the appropriate learning outcomes to a threshold level.
10-39%	Fail	<p>25-39%:</p> <p>Represents the overall achievement of the appropriate learning outcomes to an unsatisfactory level. Work shows some 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>10-24%:</p> <p>A mark in this range 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>
1-9%	Non-valid attempt	A submission or performance that does not attempt to address the specified learning outcomes (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.
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TEXT-BASED ASSESSMENT		
Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	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.
70-79%	1st: First (Excellent)	Written work demonstrates convincing structure and offers insight into primary sources, context and method. It displays knowledge and understanding.
60-69%	2.1: Upper Second (Very good)	Written work demonstrates clear structure and offers some insight into primary sources, context and method. It displays knowledge and understanding.
50-59%	2.2: Lower Second (Good)	Written work offers a competent summary of primary sources, and a relatively clear context and method. It displays knowledge and understanding.
40-49%	3rd: Third (Satisfactory)	Written work offers a reasonable summary of primary sources, and some clarity of context and method. It displays some knowledge and understanding.
10-39%	Fail	25-39%:

		<p>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 foundation level.</p> <p>10-24%:</p> <p>The text entirely lacks structure and focus; there are major inconsistencies and mistakes in the usage of scholarly procedures and their presentation.</p>
1-9%	Non-valid attempt	A submission that does not attempt to address the specified learning outcomes (module must be re-sat).
0%	Non-submission or plagiarised	A categorical mark representing either a non-submission, or a mark assigned for a plagiarised assessment.

CREATIVE AND TECHNICAL WORK		
Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	Creative and technical work demonstrates strong competence and coherence. All materials and realisations are produced to an exceptional standard commensurate with the Programme Outcomes. Accompanying written work evidences an understanding of context and a range of critical approaches.
70-79%	1st: First (Excellent)	Creative and technical work 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.
60-69%	2.1: Upper Second (Very good)	Creative and technical work 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.
50-59%	2.2: Lower Second (Good)	Creative and technical work 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.
40-49%	3rd: Third (Satisfactory)	Creative and technical work demonstrates satisfactory competence and coherence. Materials and realisations are produced to an adequate standard commensurate with the Programme Outcomes. Accompanying written work evidences some understanding of context.
10-39%	Fail	<p>25-39%:</p> <p>Creative work demonstrates 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, recordings, data or other relevant materials may be poorly produced.</p> <p>10-24%:</p> <p>Creative and technical work will demonstrate</p>

		inadequate technical competence, imaginative thinking or conceptual coherency. Relevant materials will be inadequately produced.
1-9%	Non-valid attempt	A submission that does not attempt to address the specified learning outcomes (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.

PERFORMANCE		
Mark	Descriptor	Specific Marking Criteria
80-100%	1st: First (Exceptional)	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.
70-79%	1st: First (Excellent)	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.
60-69%	2.1: Upper Second (Very good)	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.
50-59%	2.2: Lower Second (Good)	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.
40-49%	3rd: Third (Satisfactory)	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.
10-39%	Fail	<p>25-39%:</p> <p>Unsatisfactory control of the voice or instrument at the expected level. There is some evidence of appropriate musical understanding, but this is undermined by technical deficiency and/or lack of preparation.</p> <p>10-24%:</p> <p>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%	Non-valid attempt	A performance that does not attempt to address the specified learning outcomes (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.
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Mode of study

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.

Programme structure

Full-time mode

Students take the following six compulsory modules over 1 year (full-time only).

Academic year of study 1

Module Name	Module Code	Credits	Level	Module Type	Term
'Introduction to Musicology'	MU50007B	15	3	Compulsory	2
'Foundation for Composition'	MU50009B	15	3	Compulsory	1
'Foundation for Performance'	MU50010X	15	3	Compulsory	1, 2 (run fortnightly)
'Foundation for Music Studies'	MU50006X	15	3	Compulsory	1, 2 (run fortnightly)
Academic Professional and Study Skills	MU50011A	30	3	Compulsory	1, 2
Collaborative Research (run by CALL)	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 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 [Centre for Academic Language and Literacies](#) 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

Placement opportunities

There are no specific placement opportunities to the Foundation Year.

The Music department maintains relationships with the local community within the programmes. This includes our long-standing partnership with the [Albany Theatre in Deptford](#), the venue for a large number of the shows in our [PureGold Festival](#). We further maintain links with other local music organisations, such as [Lewisham Music](#), who currently employ several of our graduates, and with whom we create placement opportunities for our

students in the module MU53058E Music Teaching Skills (an optional module at Level 6). The department continues to support community initiatives, including through the [Alchemy Project](#): the Music Department provides space and equipment to support this music production and mentoring for young people aged 14-18 from the borough, and our students frequently work as volunteers within the programme. Our label, [NX Records](#), is run as a collaboration with [Matthew Herbert's Accidental Records](#), releasing music created by Goldsmiths' Music students, alumni, and community in Lewisham.

The Music department currently has international partnerships with Kristiana University (Norway), Rhythmic Music Conservatory (Denmark) and Osaka University (Japan), which offer our students academic placement opportunities in those countries.

Employability and potential career opportunities

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. In particular MU50011A, in collaboration with our Careers service, offers advice to students along with consideration of students' personal development in relation to their future careers and aspirations. Also, MU50006X 'Foundation for Music Studies' is structured to strengthen students' music theory and notational skills in response to the request from employers in the music industries.

The programme as a whole 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.

Programme-specific requirements

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

Tuition fee 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