

BA Music and History

UCAS code: VW13

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
For students entering Part 1 in 2003
Programme Director: Dr Christopher Wilson
Programme Adviser: Prof Anne Curry
Board of Studies: Music and History
Accreditation: Not appropriate

The University of Reading
The University of Reading
Music and History
Programme length: 3 years
Date of specification: July 2003

Summary of programme aims

This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of historical and musical texts, from a range of different periods, as well as perspectives on different methods of critical and interpretative analysis. The programme emphasises the integration of the musical sub-disciplines composing, listening and performing, and an appreciation of the wider issues in Western classical, popular, film, and non-Western musics. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading, analytical skills and knowledge base that are fundamental to the disciplines of History and Music.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

Through the Music element of the programme students are also expected to have gained experience and show competence in the following transferable skills: skills-based presentation, use of library and archive resources, and cultural awareness. History is a discipline which lends itself to critical judgement and problem-solving, both through personal engagement with issues and through dialogue and group discussion. Also integral is the collection, collation and analysis of substantial quantities of material and its communication and presentation. History also prompts an awareness of numeracy through chronology, periodisation, and basic quantification. In addition, the development of powerful tools of research, analysis and presentation associated with information technology is reflected in several ways, such as in the location and retrieval of bibliographic and source material, the production and presentation of student work, and, where appropriate, the use of more sophisticated databases and exploitation of the internet.

Programme content

Each Part comprises 120 credits. In Part 1 students take **either** 60 credits worth of modules in the School of History and 40 or 60 credits worth of modules in the Music Department **or** 40 credits worth of modules in the School of History and 80 credits worth of modules in the Music Department. In Parts 2 and 3 they must normally take a minimum of 60 credits in both subjects in each Part. In all Parts, up to 20 credits can be taken from modules available elsewhere in the University.

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Part 1 (three terms) *Credits Level*

Either

A (40 or 60 credits in Music and 60 credits in History)

Music

40 or 60 credits from the following modules:

MU1MM1	<i>Performance studies</i>	20	C
MU1MM2	<i>Contemporary composition</i>	20	C
MU1SS3	<i>Introduction to musicology</i>	20	C
MU1MM3	<i>Practical music</i>	20	C
MU1JP5	<i>Popular music</i>	20	C
MU1MT6	<i>Music technology</i>	20	C

If 40 credits are chosen, 20 credits should be taken from modules available elsewhere in the University.

History

HS1APH	<i>Approaches to History</i>	20	C
HS1LMH	<i>Landmarks in History</i>	20	C

The following module may only be taken if the compulsory modules are also taken:

HS1DSH	<i>Directed Study in History</i>	20	C
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Or

B (80 credits in Music and 40 credits in History)

Music

80 credits from the following modules:

MU1MM1	<i>Performance studies</i>	20	C
MU1MM2	<i>Contemporary composition</i>	20	C
MU1SS3	<i>Introduction to musicology</i>	20	C
MU1MM3	<i>Practical music</i>	20	C
MU1JP5	<i>Popular music</i>	20	C
MU1MT6	<i>Music technology</i>	20	C

History

HS1APH	<i>Approaches to History</i>	20	C
HS1LMH	<i>Landmarks in History</i>	20	C

Part 2 (three terms) *Credits Level*

Music

60 credits from the following modules:

Optional modules:

MU2CP4	<i>Practical Music (including career management skills)</i>	20	I
MU2PR1	<i>Project A</i>	20	I
MU2PR2	<i>Project B</i>	20	I
MU2PR3	<i>Project C</i>	20	I
MU2PR4	<i>Project D</i>	20	I
MU2PR5	<i>Project E</i>	20	I
MU2FS1	<i>Further Studies: Project A (co-requisite MU2PR1)</i>	10	I

MU2FS2	<i>Further Studies: Project B (co-requisite MU2PR2)</i>	10	I
MU2FS3	<i>Further Studies: Project C (co-requisite MU2PR3)</i>	10	I
MU2FS4	<i>Further Studies: Project D (co-requisite MU2PR4)</i>	10	I
MU2FS5	<i>Further Studies: Project E (co-requisite MU2PR5)</i>	10	I
MU2PE4	<i>Practical Music essay (co-requisite MU2CP4)</i>	10	I
MU2PF5	<i>Performance Recital</i>	20	I
MU2AE6	<i>Arts Exchange</i>	10	I

History

Compulsory modules

Two Period modules from different groups with their Skills co-requisites, totalling 60 credits in all must be taken from the following:

Periods and Skill in Medieval History

HS2PO1	<i>Byzantine Empire 324-1453</i>	20	I
HS2K01	<i>Skills in Byzantine Empire 324-1453</i>	10	I
HS2P02	<i>Britain and Europe, c.550-c.750</i>	20	I
HS2K02	<i>Skills in Britain and Europe, c.550-750</i>	10	I
HS2P03	<i>The Medieval West 1050-1200</i>	20	I
HS2K03	<i>Skills in The Medieval West 1050-1200</i>	10	I
HS2P04	<i>England 1272-1485</i>	20	I
HS2K04	<i>Skills in England 1272-1485</i>	10	I
HS2P05	<i>Women in the Medieval and Renaissance Worlds:</i>	20	I
HS2K05	<i>Skills in Women in the Medieval and Renaissance Worlds:</i>	10	I

Period and Skills in Early Modern History:

HS2P31	<i>Europe 1450-1600: Government, Culture and Society</i>	20	I
HS2K31	<i>Skills in Europe 1450-1600: Government, Culture etc.</i>	10	I
HS2P32	<i>Britain in Europe, 1500-1707</i>	20	I
HS2K32	<i>Skills in Britain in Europe, 1500-1707</i>	10	I
HS2P33	<i>First Industrial Nation: Industrial Growth in Britain</i>	20	I
HS2K33	<i>Skills in First Industrial Nation: Industrial Growth etc.</i>	10	I
HS3P34	<i>Change and Stability in Europe of the Old Regime</i>	20	I
HS2K34	<i>Skills in Change and Stability in Europe etc.</i>	10	I
HS2P35	<i>British History 1640-c.1800</i>	20	I
HS2K35	<i>Skills in British History 1640-c.1800</i>	10	I

Period and Skill in Modern History:

HS2P61	<i>Central Europe, 1740-1919</i>	20	I
HS2K61	<i>Skills in Central Europe, 1740-1919</i>	10	I
HS2P62	<i>Union and Disunion: The United States</i>	20	I
HS2K62	<i>Skills in Union and Disunion: The United States</i>	10	I
HS2P63	<i>Themes in the Social History of Europe 1789-1914</i>	20	I
HS2K63	<i>Skills in Themes in the Social History of Europe</i>	10	I

HS2P64	<i>Questions of Labour History, 1800-1939</i>	20	I
HS2K64	<i>Skills in Questions of Labour History, 1800-1939</i>	10	I
HS2P65	<i>Region, Nation and Global Power. The US 1865...</i>	20	I
HS2K65	<i>Skills in Region, Nation and Global Power. U S, 1865</i>	10	I
HS2P66	<i>Imperial Britain, 1815-1982</i>	20	I
HS2K66	<i>Skills in Imperial Britain, 1815-1982</i>	10	I
HS2P67	<i>A People and a Nation: A Social History of the US</i>	20	I
HS2K67	<i>Skills in A People and a Nation: A Social History</i>	10	I
HS2P68	<i>Europe since 1870, The Fortunes of the Nation State</i>	20	I
HS2K68	<i>Skills in Europe since 1870, The Fortunes of the Nation</i>	10	I
HS2P69	<i>Modern British History: The Changing Role of the State</i>	20	I
HS2K69	<i>Skills in Modern British History: The Changing Role</i>	10	I
HS2P70	<i>American State & Society & the Wider World, 1890</i>	20	I
HS2K70	<i>Skills in American State and Society and the Wider World</i>	10	I

Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills. If MU2CP4 is *not* one of the chosen modules in Music, students will take their required course in Careers Management in the School of History.

Part 3 (three terms) *Credits Level*

Compulsory module:

MU3HD	<i>Joint Dissertation</i>	40	H
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Music

40 credits from the following modules:

MU3CP3	<i>Practical Music</i>	20	H
MU3PR1	<i>Project A</i>	20	H
MU3PR2	<i>Project B</i>	20	H
MU3PR3	<i>Project C</i>	20	H
MU3PR4	<i>Project D</i>	20	H
MU3PR5	<i>Project E</i>	20	H
MU3IP4	<i>Individual Project: Performance</i>	40	H
MU3IC4	<i>Individual Project: Composition</i>	40	H
MU3FS1	<i>Further Studies: Project A (co-requisite MU3PR1)</i>	10	H
MU3FS2	<i>Further Studies: Project B (co-requisite MU3PR2)</i>	10	H
MU3FS3	<i>Further Studies: Project C (co-requisite MU3PR3)</i>	10	H
MU3FS4	<i>Further Studies: Project D (co-requisite MU3PR4)</i>	10	H
MU3FS5	<i>Further Studies: Project E (co-requisite MU3PR5)</i>	10	H
MU3PE3	<i>Practical Music essay</i>	10	H

History

Students choose two optional 20 credit modules in Topics to make a total of 40 credits or a Special Subject consisting of two co-requisite modules of 20 credits each, totalling 40 credits.

Topics

HS3T01	<i>The Vikings</i>	20	H
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HS3T02	<i>The Golden Age of Anglo-Saxon England</i>	20	H
HS3TO3	<i>Art & Society in France & Italy in High Middle Ages</i>	20	H
HS3T04	<i>German Imperial Age</i>	20	H
HS3T05	<i>The Medieval Town</i>	20	H
HS3T06	<i>Hundred Years War</i>	20	H
HS3T07	<i>The Church in England in the Middle Ages</i>	20	H
HS3T08	<i>The Reformation in Europe</i>	20	H
HS3T09	<i>The Republic of Venice from Peace of Lodi...</i>	20	H
HS3T10	<i>London, 1500-1700</i>	20	H
HS3T11	<i>Culture and Politics in the Age of Walpole</i>	20	H
HS3T12	<i>English Rural Society, 1793-1914</i>	20	H
HS3T13	<i>The French Revolution</i>	20	H
HS3T14	<i>'Integrating America?': Immigrants in American Society</i>	20	H
HS3T15	<i>Britain and the American Colonies, 1607-1763</i>	20	H
HS3T16	<i>Green and Pleasant Land: The English Countryside...</i>	20	H
HS3T17	<i>Ideas and Society in Europe 1870-1945</i>	20	H
HS3T18	<i>The 'New South': 1895-1940</i>	20	H
HS3T19	<i>Women in Britain, 1919-1939</i>	20	H
HS3T20	<i>Vichy France: Occupation, Collaboration and...</i>	20	H
HS3T21	<i>The Nuremberg Trial and the Third Reich</i>	20	H
HS3T22	<i>Hidden History: The Intelligence Service...</i>	20	H
HS3T23	<i>Popular Protest and Political Change in America...</i>	20	H
HS3T24	<i>Modern American Utopias</i>	20	H
HS3T21	<i>Medieval Magic & Origins of Witch-craze</i>	20	H
HS3T22	<i>The English Nobility, 1500-1642</i>	20	H
HS3T23	<i>Women & Politics in England 1485-1660</i>	20	H
HS3T24	<i>Modern American Utopias</i>	20	H
HS3T28	<i>De Gaulle's France, 1890-1970</i>	20	H
HS3T29	<i>Labouring Women in the English Countryside, 1800-1870</i>	20	H
HS3T30	<i>Ireland and the English in the Middle Ages</i>	20	H
HS3T31	<i>From Darwin to Death Camps? Evolution and eugenics in European Society, 1859-1945</i>	20	H
HS3T33	<i>The Weaker Sex? Women in Britain, 1850-1914</i>	20	H
HS3T34	<i>An Historical Approach to British Rural Sociology</i>	20	H
HS3T35	<i>Religion, Society and Politics in France, 1789-1914</i>	20	H
TY2BH	<i>Book History: from clay tablets to computer screens</i>	20	I
IT207	<i>Italian History and Society since 1945: Conflict, Consumerism and Change</i>	20	I
IT314	<i>The South since 1860: Images and Reality</i>	20	H
FR207	<i>France in the Age of Revolutions, 1750-1870</i>	20	I
FR209	<i>Five Wars and Three Republics: France 1870-1962</i>	20	I
FR316	<i>The French Right since 1940</i>	20	H
FR319	<i>Political Leaders and Groups in the French Revolution</i>	20	H
CL3RM	<i>Renaissance Medicine</i>	20	H

Special Subject (A & B):

A and B papers are co-requisites in all cases

HS3S01	Gregory of Tours and his World, A	20	H
HS3S51	Gregory of Tours and his World, B	20	H
HS3S02	The Crusader States in the Twelfth Century, A	20	H
HS3S52	The Crusader States in the Twelfth Century, B	20	H

HS3S03	The Reign of Richard II	20	H
HSES53	The Reign of Richard II, A & B	20	H
HS3S04	The English Peasantry, 1350-1450, A	20	H
HS3S54	The English Peasantry, 1350-1450, B	20	H
HS3S05	Rituals, Myths and Magic in Early Modern Europe, A	20	H
HSES55	Rituals, Myths and Magic in Early Modern Europe, B	20	H
HS3S06	Elizabeth's War with Spain, 1585-1604, A	20	H
HS3S56	Elizabeth's War with Spain, 1585-1604, B	20	H
HS3S07	Agriculture and Society in Early Modern England, A	20	H
HS3S57	Agriculture and Society in Early Modern England, B	20	H
HS3S08	1688: Monarchy and Revolution in Britain, A	20	H
HS3S58	1688: Monarchy and Revolution in Britain, B	20	H
HS3S09	The American Revolution, A	20	H
HS3S59	The American Revolution, B	20	H
HS3S10	The Unification of Italy, A	20	H
HS3S60	The Unification of Italy, B	20	H
HS3S11	Priests, Prelates and People: Religious Life in Nineteenth Century France, A	20	H
HS3S61	Priests, Prelates and People: Religious Life in Nineteenth Century France, B	20	H
HS3S12	Intellectual and Cultural Revolution in Europe, 1880-1930, A	20	H
HS3S62	Intellectual and Cultural Revolution in Europe, 1880-1930, B	20	H
HS3S13	Slavery and Slave Culture in the Antebellum USA, A	20	H
HS3S63	Slavery and Slave Culture in the Antebellum USA, B	20	H
HS2S14	Britain at War, 1939-1945, A	20	H
HS3S64	Britain at War, 1939-1945, B	20	H
HS3S15	End of Empire: A Comparative Study of British Colonization, 1945-64, A	20	H
HS3S65	End of Empire: A Comparative Study of British Colonization, 1945-64, B	20	H
HS3S16	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, A	20	H
HS3S66	The New Deal: The USA and the Legacy of the Great Depression, 1933-1946, B	20	H
HS3S17	From Theory to Practice: International Communism 1902-43, A	20	H
HS3S67	From Theory to Practice: International Communism 1902-43, B	20	H
HS3S18	Sex and Society in Victorian Britain, A	20	H
HS3S68	Sex and Society in Victorian Britain, B	20	H

Progression requirements

From Part 1 to Part 2: (i) an average of 40% in the Music modules taken and 40% in one 20-credit History module; (ii) an overall average of 40%; (iii) no mark less than 30% in any module, except that marks of less than 30% in a total of 20 credits may be considered, provided the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without cause. From Part 2 to Part 3 an average of 40% over all modules taken, with clause iii also applying.

Summary of teaching and assessment

Teaching is through seminars, lectures, tutorials and individual professional training (such as instrumental/vocal lessons). In addition the Dissertation module is supported by workshops and individual supervisions.

Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination. In Music, modules for Parts 2 and 3 are normally assessed by coursework and submission of portfolios while in History assessment is by examination, coursework, and submission of portfolios. Assessment criteria for each of the Parts are given in the appropriate Programme Handbook.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

Entrants to the Joint Degree programme are normally required to have obtained:

UCAS Tariff: 280 points (including A2 Music at grade B or higher, History is not specifically required); ABRSM Grade 8 (or equivalent) in main instrument or voice; if the piano is not the main instrument an intermediate level of piano ability is advisable.

International Baccalaureat: 31 pts (including Music at higher level)

Irish Leaving Certificate: ABBBBB

GCSE/O English Language preferred: grade C or above.

All applications are considered on their individual merits. Mature candidates will be expected to have a B at A level Music, or equivalent qualification. In other respects generous concessions may be made to reflect the value of other qualifications and experience.

Admissions Tutor: Dr Sophie Fuller.

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. There are language laboratory facilities for those students taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union. Support for students in their studies is also provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

In the School of History, students are provided with handbooks which outline the programme, provide guidance on study skills, and contain information on staff, facilities and sources of specialised help within the University. Additional support is given through orientation sessions on module choices and the Dissertation. Advice is also given by the programme Liaison Officer.

There is full written feedback on essay work. Each module teacher gives personal guidance and feedback and sends termly reports on progress to Personal Tutors for discussion with students. There is also a School Library which provides quiet study space, a photocopier and networked computers.

Within Music additional support is provided through individual tutorials and subject-specific training in the Music Library from information specialists. Further details of the programme, as well as general information about the department and services provided by the university, are found in the Programme Handbook which is issued to all students. The department provides students with access to a wide variety of musical instruments, specialist music software and hardware, and the extensive print, on-line, audio and visual materials in the Music Library.

Career prospects

History graduates are trained in clear thinking, research skills, diligence, independence, adaptability and the ability to understand people and situations in the world at large. As such, they are eagerly sought after by employers. Past graduates have used their degree as a springboard for various areas of employment such as accountancy, banking and commerce, law, publishing, information science, museum work, teaching and social work. Many also enter the business world through management training schemes operated by national companies in retailing, marketing, sales, computing, while others go into the civil service and local government. Several graduates also go on to postgraduate study in History, both at MA and PhD level, at Reading and elsewhere.

A large number of professional career destinations are open to students on the Music programme, including musical paths such as performance, composition, research and management. Specific and transferable skills enable students to enter many fields of work in education, the media, commerce and industry, the arts and other professions such as law, accountancy and information technology.

Opportunities for study abroad

Students have the opportunity to spend a period of study abroad (normally in Part 2) as part of the Socrates scheme, or in conjunction with the American Studies programme's exchange.

Educational aims of the programme

The overall aim is to provide students with a variety of learning experiences and to equip them with a range of transferable skills of potential value to future employers.

The Music component of the programme seeks to develop students' practical skills in music as well as their awareness of and intellectual curiosity about a range of musics and the contexts within which those musics are created and consumed.

The History component of the programme aims to provide a thorough degree-level education in History which develops the student's knowledge of events, structures, and historical agents or actors, a sophisticated and sensitive understanding of the complex interplay between cause and effect in the historical process, and a critical awareness of the variety of ways in which the past has been interpreted in historical writing.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<p>Music</p> <ol style="list-style-type: none">1. a range of approaches in musicological study.2. topics in Western classical, popular and world musics, including cultural, social and historical issues.3. how to compose both original and imitative music.4. how to perform music.5. techniques of music analysis.	<p>Music</p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminars, individual tutorials and vocal/instrumental tuition), guided independent research, the writing of essays, reports, music and analytical notation and through public and workshop performance. Part 1 offers a broad introduction to 1-5. In Part 2 and 3 the understanding and skills acquired in Part 1 are developed and Part 3 introduces more specialised study focused on 2, 3, 4 or 5.</p>
<p>History</p> <ol style="list-style-type: none">1. the broad sweep of post-classical history and its principal divisions2. a range of eras and cultures, within a degree structure flexible enough to allow breadth or specialisation3. the contextualisation of forces, events, and individual experiences in the historical process4. the nature and variety of historical sources as defined by period and culture5. the nature of debate and dispute in historical writing	<p><i>Assessment</i></p> <p>In Part 1 knowledge and understanding of 1-5 are tested through a combination of essays, written and verbal reports, written examinations (both unseen and prepared), composition portfolio (including electronic recordings) and musical performance. In Parts 2 and 3 all of the above applies but in addition students may choose to assemble a composition portfolio or give a public recital. Throughout the programme students are given credit for their participation in approved University music making.</p>
	<p>History</p> <p>Part 1 incorporates topics and texts from all eras. At Parts 2 and 3 single subject students must take one Period from each of the medieval, early modern and modern groups, but opportunities exist for geographical specialisation. At Part 1 formal lectures impart crucial information and perspective, which is reinforced and deepened by regular seminars. As the degree progresses, less use is made of the lecture form and students engage with historical problems and texts through the structured exploratory contexts of the seminar and the workshop. Class sizes become progressively smaller as greater emphasis is placed on student-centred learning. The importance of both primary and secondary texts is registered throughout the degree, and is established at the outset particularly in the Approaches module, being reinforced in the Dissertation.</p> <p><i>Assessment</i></p> <p>Students' knowledge and understanding are tested through a combination of seen and unseen examinations, a variety of coursework assignments, including essays, projects and the Dissertation. Understanding is also assessed in the viva voce examination associated with the Dissertation.</p>

Skills and other attributes

B. Intellectual skills:

Music - able to:

1. demonstrate a capacity for independent thought and critical writing.
2. use musical and historical resources as evidence.
3. assimilate and communicate complex musical structures

History - able to:

1. accumulate and apply information and perspective in a structured manner
2. identify and appreciate the forces which generate historical change
3. analyse and solve historical problems, and formulate arguments based on evidence
4. develop a critical and nuanced appreciation of issues, and challenge received conclusions
5. negotiate both primary and secondary sources in history, and demonstrate how they inter-relate
6. develop creative intelligence in independent research and interpretation

Teaching/learning methods and strategies

Music

Intellectual skills are acquired through lectures, independent musical study, seminar preparation and discussion, essay writing, workshop performance, and individual tutorials (1-3).

Assessment

1-3 are assessed both continually in project assessment and at module exit standard in examinations in Parts 1-3 and the individual projects in Part 3.

History

Through specific focus on topics, issues and texts in seminars, workshops and personal study, students are enabled to develop critical modes of enquiry about the selection and treatment of material. Through essay, project, and dissertation preparation, the research and analytical skills are reinforced which are necessary to form and to validate arguments and judgements. The Dissertation requires students to engage creatively and critically with primary sources and/or historical interpretative works.

Assessment

Essay and project work tests all aspects of intellectual skills, while examinations assess the ability to marshal information and arguments under given time constraints, and according to a variety of conventions, involving open book, seen and unseen papers. The Independent study and Dissertation represent the evaluation of personal research and creative interpretation.

C. Practical skills:

Music - able to:

1. play music with an appropriate command over accuracy, style and presentation.
2. compose music with an appropriate command of the relevant technical requirements.
3. conduct a critical argument using relevant theoretical approaches.
4. demonstrate information retrieval skills.
5. apply appropriate conventions in the presentation of all assessed work.

History - able to:

1. develop and carry out individual research programmes and strategies
2. locate and synthesise large quantities of material
3. prepare bibliographies and references according to the conventions of the discipline
4. use IT to access sources and information relating to the subject
5. engage in group discussion and debate on historical issues
6. develop a critical self-awareness as a working historian

Teaching/learning methods and strategies

Music

1 and 2 are developed by vocational training, including workshops. 3-5 are developed through lectures, independent musical study, seminar preparation and discussion, essay writing, workshop performance, and individual tutorials. 4 is developed in close liaison with specialist Library personnel.

Assessment

The practice-based nature of a music programme means that all practical skills are assessed in a broader knowledge-based context as well as exit performance (such as in Part 3 a solo recital, dissertation or composition portfolio).

History

All of the practical skills are present in each Part, and are developed through essay and project work as well as through seminars and workshops. The Skills in Periods modules consist of various appropriate exercises aimed to promote, amongst other things, research, IT and referencing skills. Feedback on an individual basis combined with the University's personal tutor system encourages constructive self-criticism.

Assessment

The Special Subject papers test the ability to cope with and interpret large quantities of material. Independent Research skills are assessed in Part 1 through the optional Directed Study and in Part 3 with the Dissertation. The portfolio required for the Skills in Periods reveals the diverse range of practical skills acquired as appropriate to the module.

D. Transferable skills:

Music - able to:

1. use IT (including word-processing, standard notation software and databases).
2. use library and archival resources.
3. write fluently and critically.
4. give effective oral and skills-based presentations.
5. work as part of a team.
6. solve problems effectively.
7. manage time.
8. plan and manage future careers.
9. assimilate cultural issues.

History

1. present findings and arguments in a cogent and coherent manner, both orally and in writing
2. use IT for word-processing and information retrieval
3. use library resources to optimum effect
4. operate effectively in a group
5. show a competence in numeracy within the parameters of the subject
6. assess aptitudes in preparation for a career
7. work to deadlines

Teaching/learning methods and strategies

Music

Transferable skills are developed through seminars and tutorials (1-9), workshops (4-6), vocational training (4-8), independent learning (1-4, 6-9), examinations (3, 4, 6, 7) and individual projects (1-9).

Assessment

Due to the project-based nature of the music programme transferable skills are integrally assessed in all modules.

Increasing emphasis is placed on 8 and 9 in Parts 2 and 3.

History

Part 1, and in the Skills in Periods. Seminars develop oral skills and group work. Essay work develops writing skills, library research and the keeping of deadlines. The Careers module at Part 2 introduces students to vocational issues. A basic appreciation of numeracy is developed through an awareness of chronology, cataloguing systems and estimation, with certain modules taking this skill further as appropriate to their subject matter.

Assessment

Written skills are examined at every stage both under timed conditions and in course work. Oral skills are examined in the viva voce associated with the Dissertation. The Independent Study requires students to demonstrate competence in at least two of the skills outlined in the University Strategy in addition to written presentation skills.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.