

## BA Music and French

UCAS code: RW13

Awarding Institution: The University of Reading

Teaching Institution: The University of Reading

Relevant QAA subject benchmarking group(s): Music and Modern Languages

Faculty of Arts and Humanities

Programme length: 4 years

For students entering Part 1 in 2002

Date of specification: June 2002

Programme Director: Dr C. R. Wilson

Programme Adviser: Professor N. D. Segal

Board of Studies: Music and French

Accreditation: Not appropriate

### Summary of programme aims

This is a multi-disciplinary programme which seeks to develop students' intellectual potential, enabling them to embark on a wide range of careers or progress to postgraduate study, while also promoting a lifelong interest in learning. It 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 French part of the programme aims to provide a thorough degree-level education in French language and culture. The programme offers a wide range of choice in the study of different periods of French literature and society, but safeguards have been put in place to ensure an essential grounding in the spoken and written language. A distinctive aspect is the student's freedom to choose between two pathways (literature/cinema; history/politics) or to combine the two.

### Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to communication (both written and oral), information handling, problem-solving, team working, information technology (word-processing and use of web-based material), career management. Students on the Music and French programme are also expected to have gained experience and show competence in the following transferable skills in addition to those prescribed by the university: use of library and archive resources, music-related information technology, skills-based presentation, self-reliance and time management, cultural awareness.

### Programme content

Students must take 120 credits in each Part. The profile which follows states which modules must be taken (compulsory modules) and modules from which the student must make a selection (optional modules).

In Part 1 students will take **either** 60 credits in Music and 60 credits in French **or** 80 credits in Music and 40 credits in French. In Parts 2 and 3 they normally take 60 credits in both the Music and French Departments in each Part. During the year abroad they take 40 credits in each department and 40 credits University Study or Assistantship or Work Placement.

### Part 1 (three terms)

#### *Either:*

**A (60 credits in the Music Department and 60 credits in the French Department)**

#### **Music Department**

60 credits from the following optional modules:

MU1MM1	<i>Performance studies</i>	20	C
MU1MM2	<i>Contemporary composition</i>	20	C
MU1SS3	<i>Introduction to musicology</i>	20	C
MU1TM4	<i>Topics in music</i>	20	C
MU1JP5	<i>Popular music</i>	20	C
MU1HI6	<i>Music and its instruments</i>	20	C

### **French Department**

***Either:***

#### **French Course A**

*Compulsory Modules*

FR101	<i>Language A</i>	20	C
FR103	<i>Contemporary France</i>	20	C
FR104	<i>French Cinema</i>	20	C

***Or:***

#### **French Course B**

*Compulsory Modules*

FR102	<i>Language B</i>	20	C
FR103	<i>Contemporary France</i>	20	C
FR104	<i>French Cinema</i>	20	C

***Or:***

**A (80 credits in the Music Department and 40 credits in the French Department)**

### **Music Department (80 credits)**

80 credits from the following optional modules:

MU1MM1	<i>Performance studies</i>	20	C
MU1MM2	<i>Contemporary composition</i>	20	C
MU1SS3	<i>Introduction to musicology</i>	20	C
MU1TM4	<i>Topics in music</i>	20	C
MU1JP5	<i>Popular music</i>	20	C
MU1HI6	<i>Music and its instruments</i>	20	C

### **French Department**

***Either:***

#### **French Course A**

*Compulsory modules*

FR101	<i>Language A</i>	20	C
FR103	<i>Contemporary France</i>	20	C

***Or:***

#### **French Course B**

*Compulsory Modules*

FR102	<i>Language B</i>	20	C
FR103	<i>Contemporary France</i>	20	C

**Part 2 (three terms)**

Credits

Level

## Music Department

60 credits from the following 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
MU2PR5	<i>Performance Recital</i>	20	I

## French (60 credits)

### Either

FR202	<i>Language II</i>	20	C
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and 2 modules chosen from the following lists, including at least one from each.

### Or

4 modules chosen from the following lists, including at least one from each.

Note: the following courses are subject to the availability of academic staff in any one year. Students should consult the relevant Departmental handbook for up-to-date information.

### List (a)

FR206	<i>Medieval lyrical poetry</i>	10	C
FR207	<i>Marie de France</i>	10	C
FR208	<i>Medieval Comedy</i>	10	C
FR210	<i>Sixteenth-century lyric poetry: fictions of the self, fictions of the other</i>	10	C
FR211	<i>Sixteenth-century comic and discursive writing: itineraries of the word in Rabelais and Montaigne</i>	10	C
FR212	<i>La Fontaine and the seventeenth-century moraliste fable</i>	10	C
FR213	<i>Introduction to seventeenth-century French tragedy</i>	10	C
FR214	<i>Seventeenth-century comedy: Molière, or the strange business of making honest folk laugh</i>	10	C
FR215	<i>Sexe, mensonge et fortune au 18e siècle: Marivaux</i>	10	C
FR216	<i>Eighteenth-century revolutionary drama: the Figaro phenomenon</i>	10	C
FR217	<i>The seventeenth and eighteenth-century Novel: Dangerous Liaisons</i>	10	C
FR218	<i>Thinkers of the Enlightenment</i>	10	C
FR219	<i>Voltaire et le conte philosophique du XVIIIe siècle</i>	10	C
FR220	<i>France and the Crusades</i>	10	C
FR221	<i>The Hundred Years' War, 1337-1453</i>	10	C
FR222	<i>The French wars of religion, 1555-1610</i>	10	C
FR226	<i>Le Métier de Roi: Kingship in seventeenth-century France</i>	10	C
FR228	<i>The crisis of the Ancien Régime</i>	10	C

FR229	<i>The French Revolution (1789-1794)</i>	10	C
List (b)			
FR230	<i>Early Romantic heroes</i>	10	C
FR231	<i>Romanticism and Realism: Stendhal and Balzac</i>	10	C
FR232	<i>Wicked women in the 19c novel</i>	10	C
FR233	<i>19c poetry and prose-poetry: Baudelaire and his successors</i>	10	C
FR234	<i>The twentieth-century novel: the individual and society</i>	10	C
FR235	<i>Twentieth-century Drama: Closed Spaces</i>	10	C
FR236	<i>The Nouveau Roman: new writing as text and film</i>	10	C
FR237	<i>20c century experimental writing</i>	10	C
FR238	<i>Twentieth-century self reflexive fiction</i>	10	C
FR240	<i>Translating literature</i>	10	C
FR241	<i>Quebec-Literature into film</i>	10	C
FR242	<i>Introduction to North African writing</i>	20	C
FR243	<i>Napoleon</i>	10	C
FR244	<i>The 1848 French Revolution and Napoleon III</i>	10	C
FR245	<i>France Turns Republican: The Early Third Republic, 1870-1914</i>	10	C
FR246	<i>The Decline of the Third Republic</i>	10	C
FR247	<i>Vichy, the Resistance, and the Fourth Republic</i>	10	C
FR248	<i>Aspects of the Fifth Republic Government</i>	10	C
FR249	<i>The Foreign Policies of the Fifth Republic</i>	10	C
FR250	<i>L'immigration en France hier et aujourd'hui</i>	10	C
FR251	<i>Presse et journalisme en France contemporaine</i>	10	C

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 Modern Languages.

<b>Year Abroad (three terms in a French-speaking country)</b>	<b>Credits</b>	<b>Level</b>
<i>Compulsory modules</i>		
<b>Year Abroad</b>		
<b>either</b>		
FR231	<i>University Study for Single and Combined Honours students following a course of study abroad</i>	40 I
<b>or</b>		
FR232	<i>Assistantship for single and combined honours students following a course of study abroad</i>	40 I
<b>or</b>		
FR233	<i>Work placement for single and combined honours students following a course of study abroad</i>	40 I
<b>and</b>		
<b>French Department</b>		
FR302	<i>French Oral</i>	40 H
<b>Music Department</b>		
MU3FMD	<i>Dissertation</i>	40 I

**Part 3 (three terms)** **Credits** **Level**

**Music Department**

60 credits from the following optional 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
MU3ID4	<i>Individual Project: Dissertation</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 A (co-requisite MU3PR3)</i>	10	H
MU3FS4	<i>Further Studies: Project A (co-requisite MU3PR4)</i>	10	H
MU3FS5	<i>Further Studies: Project A (co-requisite MU3PR5)</i>	10	H
MU3PE3	<i>Practical Music essay</i>	10	H

### French Department

60 credits from the following modules:

Compulsory modules

FR303	<i>Advanced Language Skills</i>	20	H
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Selected modules

Two from the list below as specified.

Note: the following courses are subject to the availability of academic staff in any one year. Students should consult the relevant Departmental handbook for up-to-date information.

		Credits	Level
FR304	<i>Provençal</i>	20	H
FR305	<i>The Legend of Tristan and Iseut</i>	20	H
FR306	<i>Warriors and Heroes : the Medieval French Epic</i>	20	H
FR307	<i>Between Rome and France: exile and displacement in French Renaissance poetry and prose</i>	20	H
FR308	<i>Seventeenth-century French tragedy</i>	20	H
FR309	<i>Aspects of the Eighteenth-Century French Novel</i>	20	H
FR310	<i>Women &amp; men in the French récit</i>	20	H
FR311	<i>Modern French Drama</i>	20	H
FR312	<i>The Writing of Samuel Beckett</i>	20	H
FR313	<i>French-Canadian Novel</i>	20	H
FR314	<i>The Algerian Novel of French Expression</i>	20	H
FR315	<i>French Cinema</i>	20	H
FR316	<i>The French Right since 1940</i>	20	H
FR317	<i>André Gide 1869-1951</i>	20	H
FR318	<i>French Departmental Play</i>	20	H
FR319	<i>Political Leaders and Groups in the French Revolution</i>	20	H
FR320	<i>French-Canadian Cinema</i>	20	H
FR321	<i>France and Europe since 1945</i>	20	H
FR322	<i>Les droits de l'homme en question</i>	20	H
FR323	<i>Translation into French</i>	20	H
FR324	<i>Forms of the Book in France: texts and their readers from the Middle Ages to the Enlightenment</i>	20	H

### Progression requirements

From Part 1 to Part 2 and Part 2 to the year abroad: (i) an average of 40% in the Music modules taken and 40% in each compulsory French 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.

To proceed from the year abroad to Part 3, students must satisfy the examiners that they have completed an approved programme of study or employment in a French-speaking country.

### **Summary of teaching and assessment**

In Music, teaching is organised in modules that involve a combination of lectures, seminars, small groups, tutorials and individual professional training (such as instrumental/vocal lessons). In Part 1 modules are assessed by a mixture of coursework and formal examination while in Parts 2 and 3 modules are normally assessed by coursework.

In French, the modular structure of the literature or history programmes in Parts 2 and 3 allows for classes of no more than 12 students. These classes will normally be conducted through a combination of lectures and seminar discussions. In Part 1, lectures to the entire year group will be accompanied by small-group teaching in seminars. All language teaching is based on work in groups of no more than 15 students. Part 1 modules are assessed by a mixture of coursework and formal examination. Part 2 modules are assessed by coursework only. Part 3 modules are assessed exclusively by formal examination (Finals). The year abroad French Oral will be examined in the first term of Part 3.

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook.

In the overall assessment I level credits contribute 33% of the final assessment and H level credits contribute 67%.

The University's Honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

**A-level:** either 260 points from 3 subjects (including Music and French at A2) or 280 points from 4 subjects including Music and GCSE French (Course B); and 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:** 30 pts (including music at higher level)

**Irish Leaving Certificate:** BBBBC (B in Music )

Grade C or better in English in GCSE

Equivalent international qualifications that demonstrate competence in Music and French will also be considered. Applications from international candidates are particularly welcomed. Advice on the acceptability of your qualifications may be sought, where necessary, from the Admissions Tutors.

*Mature applicants:* Applications from mature candidates are welcomed, and many have done notably well in the past. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A Levels or an Access course (70% or more usually required) but each case is assessed on its merits. Potential applicants should contact the Admissions Tutors well in advance to discuss individual circumstances.

Admission Tutors: Dr Mary Bryden and 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 Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those 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.

Within the Music department 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 departmental and services provided by the university, are found in the Departmental 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.

A French Departmental Handbook is provided to students in the first year. This is also available on the internet: <http://www.rdg.ac.uk/AcaDepts/lf/French/undergraduatecourses.html>

### **Career prospects**

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.

Students graduating in French work in many different fields. Some use their linguistic skills in teaching, including teaching English as a Foreign Language abroad; others proceed to post-graduate courses in various areas, including translating. A degree involving French can also, like degrees in other Humanities subjects, lead to careers in such areas as administration, management or marketing, or be a prelude to study in law or accountancy; and increasing numbers of students find positions in the business world, including the travel industry, where their knowledge of French can be a distinct asset.

### **Opportunities for study abroad or for placements**

Subject to arrangements made in exceptional cases only, all students on this programme spend their third year abroad either as an assistant teacher, on work placement or at an institute of higher education with which the University of Reading has a Socrates agreement.

### **Educational aims of the programme**

The programme aims to equip students with a sound body of knowledge within the fields of Music and French Studies that is suited to their individual talents and interests, familiarity with the theories and methods of the various disciplines covered and the ability to develop their own expertise and develop and present their arguments in these areas. Students will acquire a range of transferable skills of potential value to future employers

The programme also aims to equip students with the ability to seek and identify sources of information; make articulate written and oral presentations; conduct lucid arguments in support of a case, using evidence appropriately; analyse the form and content of written and audio-visual communication; appreciate the mentality and outlook of people from another culture or age; and develop sound work discipline, including commitment to deadlines and time management. By the end of the programme, students are expected to be able to understand native-spoken French within an educated French environment and to communicate orally with fluency and accuracy; read with understanding, critical judgement and evaluation a range of specialist and non-specialist cultural, factual and other texts; write accurately in French with an appropriate understanding of the implications of register and style. The programme also 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.

### **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: Music

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.

### French

1. the French language
2. French and francophone history, politics and/or literature and culture
3. key approaches and methods of historical and political and/or literary and cultural analysis

### Teaching/learning methods and strategies Music

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.

#### *Assessment*

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 a choice must be made between writing a dissertation, assembling a composition portfolio or giving a public recital. Throughout the programme students will be given credit for their participation in approved University music making.

### French

Development of the skills of reading, writing, listening and speaking French is by small-group learning and regular non-assessed coursework. The acquisition of French grammar is by Powerpoint lectures in at Part 1, supplemented by access on the internet to the lectures and other self-access material. In Part 2, grammar is learnt in small groups with regular non-assessed coursework. The Year Abroad offers immersion in French language and culture. Acquisition of aspect 2 is by lecture and seminar or tutorial and/or interrupted lecture. Students are expected to undertake independent reading and research from sources indicated in module bibliographies (library, internet), in order to gain fuller understanding of the topic and its context.

#### *Assessment*

The assessment of knowledge is by a combination over the whole degree of unseen examination (1-3), coursework essays (2-3), oral examination (1) and dissertation (2-3).

## *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <p><b>Music</b></p> <ol style="list-style-type: none"><li>1. demonstrate a capacity for independent thought and critical writing.</li><li>2. use musical and historical resources as evidence.</li><li>3. assimilate and communicate complex structures</li></ol> <p><b>French</b></p> <ol style="list-style-type: none"><li>1. critically apply literary and historical concepts</li><li>2. identify and solve problems</li><li>3. analyse and interpret</li><li>4. demonstrate and exercise independence of thought and sensitivity to cultural difference</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><b>Music</b></p> <p>Intellectual skills are acquired through lectures, independent musical study, seminar preparation and discussion, essay writing, workshop performance, and individual tutorials (1-3).</p> <p><i>Assessment</i></p> <p>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.</p> <p><b>French</b></p> <p>Intellectual skills are developed through the teaching and learning programme outlined above. Each course involves discussion of the key issues, practice in applying key concepts both orally and in writing, analysis and interpretation of material and, where appropriate, individual feedback sessions on work produced.</p> <p><i>Assessment</i></p> <p>The variety of assessment methods employed place great emphasis on the learner's ability to demonstrate skills 1-5 through the production of coherent written and oral responses to the tasks set. Those modules that do not have, as part of their course requirement, a piece of extended coursework writing, offer students the possibility of writing such a piece of work. This is marked and assessed and the students invited to discuss the result and the ways in which the intellectual skills and knowledge have been demonstrated.</p>
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**C. Practical skills – able to:**

**Music**

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.

**French**

1. speak, write, read and understand French at high or a near-native level of proficiency;
2. apply key methods and concepts of linguistic and literary and/or historical analysis;
3. retrieve, sift and select information from a variety of sources;
4. plan and undertake different forms of research based on bibliographies and/or evidence.

**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).

**French**

All students receive initial guidance on how to identify, locate and use material available in the university and departmental libraries and elsewhere. Comprehensive bibliographies are provided at the outset of each course. Classes and tutorials are given to all students on the production of essays and literary, historical or linguistic concepts. Language classes are compulsory in every year, and much primary and secondary reading material is in French. The year abroad further promotes the active learning of French to a high level.

*Assessment*

Skill 1 is assessed by orals and unseen written examinations. There is regular unassessed coursework. Skills 2-4 are assessed through a pattern of coursework essays, unseen written examination and dissertation.

## **D. Transferable skills – able to:**

### **Music**

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.

### **French**

1. structure ideas and communicate them effectively orally and in writing;
2. manage time and work to deadlines;
3. participate effectively in groups;
4. work independently;
5. find information and use information technology;
6. be responsible and self-reliant;
7. assess the relevance and importance of the ideas of others.

## **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.

### **French**

All courses require regular written and oral work, enabling the student to develop understanding and the need for effective and coherent expression (1). 2 is learnt through the management of different deadlines for different courses within the programme and is a focus of initial one-to-one session under the PARS student development scheme. 3-7 are developed from the outset in seminars or interrupted lecture. 6 is a particular focus of the year abroad, its importance being taught during preparatory session in year 2. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards.

#### *Assessment*

Effective communication of ideas is a major criterion of the QUILT paper accepted by Senate for the assessment of student's work, including organisation of material, problem-solving skills, justified reasoning and logical arguments and fluency – clear introduction, clear presentation of argument and full conclusions. The paper sets out standards and marking schemes relating to the attainment of the above skills, and these are used to assess work. In order to ensure that all students develop the skills, they follow a short lecture and practical group-based course in Part 1. Clearly notified penalties are imposed on students not adhering to deadlines or who plagiarise. Students are encouraged to use word-processing, but this skill is not formally assessed. Students are encouraged to use technology-enhanced language learning, but this skill is not formally assessed.

*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.