

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Honors) Music Performance
Teaching Institution	The American College of Greece -DEREE
Awarding Institution	The Open University (OU)
Date of first OU validation	2011
Date of latest OU (re)validation	2022
Next revalidation	2027
Credit points for the award	360
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	Fall 2022
Underpinning QAA subject benchmark(s)	December 2019 https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-music.pdf?sfvrsn=61e2cb81_4
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	N/A
Professional/statutory recognition	NONE
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Face-to-Face
Duration of the programme for each mode of study	FT- 3 Years
Dual accreditation (if applicable)	NECHE Accredited https://www.neche.org/
Date of production/revision of this specification	January 2022

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 be expected to achieve and demonstrate if s/he 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 student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

Music Performance Programmes Mission, Aims and Objectives

ACG Mission

To add distinctive and sustainable value to our students, Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service.

Music Performance Programme Mission

The mission of the Music Performance Programme is to offer a broad academic foundation and diverse curriculum in Music to serve as a basis from which students can progress on to postgraduate studies or careers in music and related fields. The Music Department is dedicated to maintaining a stimulating learning environment that promotes academic and personal development, independent lifelong learning, cultural awareness, openness to new and diverse ideas, and encourages students to realize the transformative power of music and its potential to create and support positive engagement in a civil society.

The Educational Aims and Objectives of the Music Performance programme are to:

- enable students to develop a coherent understanding of a wide range of musical repertoires with a focus on Western music, closely integrated with an understanding of their stylistic developments, music performance practices and broader historical and cultural contexts.
- develop students' musicianship skills and understanding of musical processes with the ability to recognize, identify and creatively apply theoretical concepts to music projects.
- develop students' analytical and critical thinking skills and their ability to conduct academic research, evaluate, organize, develop and defend musical judgements.
- advance students' transferable skills, including skills of effective oral and written communication, time management, interpersonal and team work skills, and an

understanding of ethical issues and professional conduct, with the aim of better equipping them for future careers or postgraduate study.

- develop a solid understanding of the principles and established approaches to musical practice together with the technical, expressive and stylistically informed skills necessary to communicate music convincingly to a listener.

BA(Honors) Music Performance programme student learning outcomes:

A. Knowledge and Understanding:

Students successfully completing the Music programme will be able to:

- A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.
- A2. explain how musical language works in terms of key music theory concepts.
- A3. demonstrate knowledge and understanding of music research methods and academic conventions.
- A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.
- A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.

B. Cognitive and Intellectual Skills:

Students successfully completing the Music programme will be able to:

- B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.
- B2. demonstrate musical keyboard skills to communicate fundamental concepts in music theory.
- B3. critically examine the practice and experience of music using scholarly sources with academic integrity.
- B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.
- B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.

C. Practical and Professional Skills:

Practical and professional skills relate to students' technical control of their musical medium, whatever their musical discipline, genre or context.

Students successfully completing the Music programme will be able to:

- C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.
- C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.

- C3. design musical projects showing individual creativity and the ability to work independently.
- C4. utilize current (music) technology in the development of creative and theoretical projects.
- C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.
- C6. creatively adapt to a range of collaborate performance contexts.

D. Personal and Transferable Key Skills (Generic):

Students successfully completing the Music programme will be able to demonstrate skills in the areas of self-management, communication and interaction including the ability to:

- D1. design projects, working independently to find solutions and solve problems.
- D2. demonstrate the ability to deliver effective oral presentations.
- D3. apply knowledge of current information and communication technology.
- D4. demonstrate interpersonal skills as a leaders and collaborators working toward common objectives.
- D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.
- D6. discuss ideas and concepts, communicating effectively in the English language.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

In addition to the UK validated programmes, Deree Music students are required to take the following modules as part of the American US Bachelor of Arts degree. These requirements represent 43 US credits out of a total 121 US credits required to receive the BA award. Additionally, students take 6 US credits as free electives from any academic area. (3 US credits is the equivalent to 15 UK credits.)

MUSIC PERFORMANCE LIBERAL EDUCATION REQUIREMENTS

Liberal Education (LE)43 US credits	
Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (MA 1000 or basic statistics, college algebra, OR higher)	3

HC 2300 Professional Communication	3
CS 1070 Introduction to information systems <i>or</i> equivalent computer literacy course *	3
Any Natural Science with a lab	4
Liberal Education Electives	
LE designated course in STEM/Natural Sciences	3
LE designated courses in the Social and Behavioral Sciences (<i>from more than one discipline</i>)	9
LE designated courses in Humanities (<i>from more than one discipline</i>)	6
LE designated course in Fine and Performing Arts	3
<i>*May be fulfilled through appropriate academic evaluation</i>	
Elective courses (selected from any academic area).....6 US credits	

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

ACG-DEREE MUSIC EXIT AWARDS

I. Certificate of Higher Education in Music Performance

In Accordance with the framework for higher education qualifications, the Certificate of Higher Education in Music Performance (Cert HE) is awarded to students who have completed 120 credits at Level 4 have demonstrated the ability to:

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialized skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

Certificate of Higher Education in Music Performance programme student learning outcomes:

3A. Knowledge and understanding

Students successfully completing the Certificate of Higher Education in Music Performance will have knowledge and understanding in a broad range of areas, including the ability to:

- A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.
- A2. explain how musical language works in terms of key music theory concepts.
- A3. demonstrate knowledge and understanding of music research methods and academic conventions.
- A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.
- A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.

3B. Cognitive skills

Students successfully completing the Certificate of Higher Education in Music Performance will be able to:

- B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.
- B2. demonstrate musical keyboard skills to communicate fundamental concepts in music theory.
- B3. critically examine the practice and experience of music using scholarly sources with academic integrity.
- B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.
- B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.

3C. Practical and professional skills

Practical and professional skills relate to students' technical control of their musical medium, whatever their musical discipline, genre or context.

Students successfully completing the Certificate of Higher Education in Music Performance will be able to:

- C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.
- C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.
- C3. design musical projects showing individual creativity and the ability to work independently.
- C4. utilize current (music) technology in the development of creative and theoretical projects.
- C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.

3D. Transferable key skills (Generic)

Students successfully completing the Certificate of Higher Education in Music Performance will be able to:

- D1. design projects, working independently to find solutions and solve problems.
- D3. apply knowledge of current information and communication technology.
- D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.
- D6. discuss ideas and concepts, communicating effectively in the English language.

II. Intermediate Level

The Intermediate Level Diploma of Higher Education in Music Performance (DipHE) and the Ordinary (non-Honours) degree in Music:

Diploma of Higher Education in Music Performance (DipHE)

In Accordance with the framework for higher education qualifications, the Diploma of Higher Education in Music Performance (DipHE) is awarded to students who have completed 240 credits comprising 120 at Level 5 and 120 at Level 4, and have demonstrated the ability to:

Generate ideas through the analysis of concepts at an abstract level with a command of specialized skills and the formulation of responses to well defined and abstract problems; analyze and evaluate information; exercise significant judgement across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

Intermediate Level Diploma of Higher Education in Music Performance programme student learning outcomes:

3A. Knowledge and understanding

Students successfully completing the Intermediate Level Diploma of Higher Education in Music Performance will have substantial knowledge and understanding in a broad range of areas, including the ability to:

- A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.
- A2. explain how musical language works in terms of key music theory concepts.
- A3. demonstrate knowledge and understanding of music research methods and academic conventions.
- A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.
- A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.

3B. Cognitive skills

Students successfully completing the Intermediate Level Diploma of Higher Education in Music Performance will be able to:

- B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.
- B2. demonstrate musical keyboard skills to communicate fundamental concepts in music theory.
- B3. critically examine the practice and experience of music using scholarly sources with academic integrity.
- B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.
- B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.

3C. Practical and professional skills

Practical and professional skills relate to students' technical control of their musical medium, whatever their musical discipline, genre or context.

Students successfully completing the Intermediate Level Diploma of Higher Education in Music Performance will be able to:

- C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.
- C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.
- C3. design musical projects showing individual creativity and the ability to work independently.
- C4. utilize current (music) technology in the development of creative and theoretical projects.
- C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.
- C6. creatively adapt to a range of collaborate performance contexts.

3D. Transferable key skills (Generic)

Students successfully completing the Intermediate Level Diploma of Higher Education in Music Performance will be able to:

- D1. design projects, working independently to find solutions and solve problems.
- D2. demonstrate the ability to deliver effective oral presentations.
- D3. apply knowledge of current information and communication technology.
- D4. demonstrate interpersonal skills as a leaders and collaborators working toward common objectives.
- D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.
- D6. discuss ideas and concepts, communicating effectively in the English language.

II. BA in Music Performance Ordinary (non-Honours) degree

In Accordance with the framework for higher education qualifications, the ordinary (non-Honours) degree in Music Performance is awarded to students who have completed 300 credits (20 15 credit modules) of which a minimum 60 should be at Level 6 with the remainder comprising 120 credits at Level 4 and 120 at Level 5, 240 credits comprising 120 at Level 5 and 120 at Level 4, and have demonstrated the ability to:

Critically review, consolidate and extend a systematic and coherent body of knowledge utilizing specialized skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations; accept accountability for determining and achieving personal and/or group outcomes.

Ordinary (non-Honours) degree in Music Performance programme student learning outcomes:

3A. Knowledge and understanding

Students successfully completing the Music Performance programme will have extensive knowledge and understanding in a broad range of areas, including the ability to:

- A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.
- A2. explain how musical language works in terms of key music theory concepts.
- A3. demonstrate knowledge and understanding of music research methods and academic conventions.
- A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.
- A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.

3B. Cognitive skills

Students successfully completing the Music Performance programme will be able to:

- B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.
- B3. critically examine the practice and experience of music using scholarly sources with academic integrity.
- B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.
- B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.

3C. Practical and professional skills

Practical and professional skills relate to students' technical control of their musical medium, whatever their musical discipline, genre or context.

Students successfully completing the Music Performance programme will be able to:

- C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.

C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.

C3. design musical projects showing individual creativity and the ability to work independently.

C4. utilize current music technology in the development of creative and theoretical projects.

C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.

C6. creatively adapt to a range of collaborate performance contexts.

3D. Personal and Transferable key skills (Generic):

Students successfully completing the Music Performance programme will be able to demonstrate skills in the areas of self-management, communication and interaction, including the ability to:

D1. design projects, working independently to find solutions and solve problems.

D2. demonstrate the ability to deliver effective oral presentations.

D3. apply knowledge of current information and communication technology.

D4. demonstrate interpersonal skills as a leaders and collaborators working toward common objectives.

D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.

D6. discuss ideas and concepts, communicating effectively in the English language.

3B. Programme structure and learning outcomes - MUSIC PERFORMANCE

(The structure for any part-time delivery should be presented separately in this section.)

Music Performance Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules (1 of the following)	Credit points	Is module compensatable?	Semester runs in
MU 2053 Applied Music III and Music Forum Performance Lab	15	MU 2076 Music Performance Workshop I	15	Yes	See Table Below Page 44
MU 2154 Applied Music IV and Music Forum Performance Lab	15	MU 2044 Jazz and Popular Music Ensemble I	15	Yes	
MU 2014 Theory and Musicianship I	15	MU 2032 Music Theatre Performance Skills	15	Yes	
MU 2159 Theory and Musicianship II	15	-----	15	Yes	
MU 2112 Musicianship at the Keyboard	15	Further options to replace 'waived' Modules			
MU 2125 History of Western Music I – Antiquity through the Baroque	15	MU 2035 Cultural Perspectives on American Music	15	Yes	
MU 2134 History of Western Music II – 1750 through the 20th Century	15	MU 2038 Music around the World	15	Yes	
	-----	MU 2049 Recording Studio Techniques	15	Yes	
	Total: 105	MU 2177 Music Technology I – Fundamentals	-----		
			Total: 15		

Intended learning outcomes at Level 4 are listed below:

<u>Music Performance Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.</p> <p>A2. explain how musical language works in terms of key music theory concepts.</p> <p>A3. demonstrate knowledge and understanding of music research methods and academic conventions.</p> <p>A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.</p>	<p>For Learning and Teaching Strategy and Assessment Tools see L.O. A1 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A2 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A3 above.</p> <p style="text-align: center;">Learning and Teaching Strategies</p> <ul style="list-style-type: none"> ➤ Weekly individual and group instruction and coaching by instructor; ➤ Preparation of musical compositions, discussing performance strategies, aspects of expression, style and technique; ➤ Regular practice and rehearsing during and outside class hours; ➤ Attendance and performance participation in a weekly Music Forum Performance Lab where music students prepare and perform publicly for each other and attending faculty, and receive feedback; ➤ Performing during class hours and in scheduled concerts; ➤ Participating in a formal final concert open to the public; ➤ Music Forum concerts, student weekly performances, workshops, master classes, and other relevant Music Area events.

<u>Music Performance Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	Assessment Methods Recorded Performances, Writing Assignments
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.	For Learning and Teaching Strategy and Assessment Tools see L.O. B1 above.
B2. demonstrate musical keyboard skills to communicate fundamental concepts in music theory.	For Learning and Teaching Strategy and Assessment Tools see L.O. B2 above.
B3. critically examine the practice and experience of music using scholarly sources with academic integrity.	For Learning and Teaching Strategy and Assessment Tools see L.O. B3 above.
B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.	<p style="text-align: center;">Learning and Teaching Strategies</p> <ul style="list-style-type: none"> ➤ Weekly individual and group instruction and coaching by instructor; ➤ Preparation of musical compositions, discussing performance strategies, aspects of expression, style, technique and communication within an ensemble; ➤ Regular practice and rehearsing during and outside class hours; ➤ Attendance and participation in a group performance class and/or a weekly Music Forum Performance Lab where music students prepare and perform publicly for each other and attending faculty, and receive feedback; ➤ Performing during class hours and in scheduled concerts; ➤ Participating in a formal final concert open to the public;

3B. Cognitive skills	
	<p>➤ Departmental concerts, student weekly performances, workshops, master classes, and other relevant Music Area events.</p> <p style="text-align: center;">Assessment Methods Recorded Performances, Writing Assignments</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.	For Learning and Teaching Strategy and Assessment Tools see L.O. C1 above.
C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.	For Learning and Teaching Strategy and Assessment Tools see L.O. C2 above.
C3. design musical projects showing individual creativity and the ability to work independently.	For Learning and Teaching Strategy and Assessment Tools see L.O. C3 above.
C4. utilize current (music) technology in the development of creative and theoretical projects.	For Learning and Teaching Strategy and Assessment Tools see L.O. C4 above.
C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.	<p style="text-align: center;">Learning and Teaching Strategies</p> <p>➤ Weekly individual and group instruction and coaching by instructor; ➤ Preparation of musical compositions, discussing performance strategies, aspects of expression, style and technique; ➤ Regular practice and rehearsing during and outside class hours; ➤ Attendance and performance participation in a weekly Music Forum Performance Lab where music students prepare and perform publicly for each other and attending faculty, and receive feedback;</p>

3C. Practical and professional skills	
	<ul style="list-style-type: none"> ➤ Performing during class hours and in scheduled concerts; ➤ Participating in a formal final concert open to the public; ➤ Music Forum concerts, student weekly performances, workshops, master classes, and other relevant Music Area events. <p style="text-align: center;">Assessment Methods Recorded Performances, Writing Assignments</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. design projects, working independently to find solutions and solve problems.	For Learning and Teaching Strategy and Assessment Tools see L.O. D1 above.
D3. apply knowledge of current information and communication technology.	For Learning and Teaching Strategy and Assessment Tools see L.O. D3 above.
D4. demonstrate interpersonal skills as a leader and collaborator working toward common objectives.	For Learning and Teaching Strategy and Assessment Tools see L.O. D4 above.
D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.	For Learning and Teaching Strategy and Assessment Tools see L.O. D5 above.
D6. discuss ideas and concepts, communicating effectively in the English language.	For Learning and Teaching Strategy and Assessment Tools see L.O. D6 above.

Title of exit award at Level 4:

Certificate of Higher Education in Music (Cert HE)

Music Performance Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules (3 of the following)	Credit points	Is module compensatable?	Semester runs in
MU 3255 Applied Music V and Music Forum Performance Lab	15	At least one of the following: MU 3436 Musician in Context	15	Yes	See Table Below Page 44
MU 3356 Applied Music VI and Music Forum Performance Lab	15	MU 3437 Issues in Music Performance	15	Yes	
MU 3215 Theory and Musicianship III	15	At least one of the following: MU 3061 Music Theatre Workshop I	15	Yes	
MU 3329 Theory and Musicianship IV	15	MU 3162 Music Performance Workshop II	15	Yes	
MU 3324 Researching and Writing about Music	15	MU 3178 Jazz and Popular Music Ensemble II	15	Yes	
		Further options MU 3063 Studio Production Techniques	15	Yes	
		MU 3219 Music Technology II – Creativity and Innovation	15	Yes	
	----- Total: 75		----- Total: 45		

Intended learning outcomes at Level 5 are listed below:

Music Performance Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.</p> <p>A2. explain how musical language works in terms of key music theory concepts.</p> <p>A3. demonstrate knowledge and understanding of music research methods and academic conventions.</p> <p>A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.</p> <p>A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.</p>	<p>For Learning and Teaching Strategy and Assessment Tools see L.O. A1 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A2 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A3 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A4 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. A5 above.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.	For Learning and Teaching Strategy and Assessment Tools see L.O. B1 above.
B2. demonstrate musical keyboard skills to communicate fundamental concepts in music theory.	For Learning and Teaching Strategy and Assessment Tools see L.O. B2 above.
B3. critically examine the practice and experience of music using scholarly sources with academic integrity.	For Learning and Teaching Strategy and Assessment Tools see L.O. B3 above.
B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.	For Learning and Teaching Strategy and Assessment Tools see L.O. B4 above.
B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.	For Learning and Teaching Strategy and Assessment Tools see L.O. B5 above.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.	For Learning and Teaching Strategy and Assessment Tools see L.O. C1 above.
C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.	For Learning and Teaching Strategy and Assessment Tools see L.O. C2 above.
C3. design musical projects showing individual creativity and the ability to work independently.	For Learning and Teaching Strategy and Assessment Tools see L.O. C3 above.

3C. Practical and professional skills	
<p>C4. utilize current (music) technology in the development of creative and theoretical projects.</p> <p>C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.</p> <p>C6. creatively adapt to a range of collaborate performance contexts.</p>	<p>For Learning and Teaching Strategy and Assessment Tools see L.O. C4 above.</p> <p>For Learning and Teaching Strategy and Assessment Tools see L.O. C5 above.</p> <p style="text-align: center;">Learning and Teaching Strategies</p> <ul style="list-style-type: none"> ➤ Group and individual instruction and coaching by instructor; ➤ Preparing musical compositions, discussing performance strategies, aspects of expression, style and technique in collaborative playing; ➤ Regular practice and group rehearsing during and outside class hours; ➤ Attendance and participation in a group performance classes where music students prepare and perform publicly for each other and attending faculty, and receive feedback; ➤ Performing during class hours and in scheduled concerts; ➤ Participating in a formal final concert open to the public; ➤ Departmental concerts, student weekly performances, workshops, master classes, and other relevant Music Area events. <p style="text-align: center;">Assessment Methods</p> <p style="text-align: center;">Recorded Performances, Writing Assignments</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. design projects, working independently to find solutions and solve problems.	For Learning and Teaching Strategy and Assessment Tools see L.O. D1 above.
D2 demonstrate the ability to deliver effective oral presentations.	For Learning and Teaching Strategy and Assessment Tools see L.O. D2 above.
D3. apply knowledge of current information and communication technology.	For Learning and Teaching Strategy and Assessment Tools see L.O. D3 above.
D4. demonstrate interpersonal skills as a leaders and collaborators working toward common objectives.	For Learning and Teaching Strategy and Assessment Tools see L.O. D4 above.
D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.	For Learning and Teaching Strategy and Assessment Tools see L.O. D5 above.
D6. discuss ideas and concepts, communicating effectively in the English language.	For Learning and Teaching Strategy and Assessment Tools see L.O. D6 above.

Title of exit award at Level 5:

Intermediate Level Diploma of Higher Education in Music (DipHE)

Music Performance Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules (3 of the following)	Credit points	Is module compensatable?	Semester runs in
MU 4457 Applied Music VII and Music Forum Performance Lab	15	At least one of the following:	15	Yes	See Table Below Page 44
MU 4558 Capstone in Applied Music VIII and Music Forum Performance Lab	15	MU 4108 Music Performance Workshop III	15	Yes	
MU 4043 Experimental Sound Art	15	MU 4167 Music Theatre Workshop II	15	Yes	
MU 4066 Music in the Community	15	MU 4265 Jazz and Popular Music Ensemble III	15	Yes	
MU 4440 Modernism	15	Further options:	15	Yes	
	-----	MU 4131 Studies in Modern Greek Music	15	Yes	
		MU 4369 Selected Topics in Composition	15	Yes	
		MU 4488 Composing and Arranging for Small Ensembles	15	Yes	
		MU 4489 Selected Topics in Music Analysis	15	Yes	
		MU 4690 Selected Topics in Musicology	-----		
	Total: 75		Total: 45		

Intended learning outcomes at Level 6 are listed below:

Music Performance Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. demonstrate knowledge and understanding of the stylistic elements, historical and cultural contexts of Western musical repertoire.	For Learning and Teaching Strategy and Assessment Tools see L.O. A1 above.
A2. explain how musical language works in terms of key music theory concepts.	For Learning and Teaching Strategy and Assessment Tools see L.O. A2 above.
A3. demonstrate knowledge and understanding of music research methods and academic conventions.	For Learning and Teaching Strategy and Assessment Tools see L.O. A3 above.
A4. identify the role of technology in the creation and manipulation of musical material for the composition, performance, production and/or the dissemination of music.	For Learning and Teaching Strategy and Assessment Tools see L.O. A4 above.
A5. show knowledge and understanding of stylistic and cultural traditions associated with music performance practices.	For Learning and Teaching Strategy and Assessment Tools see L.O. A5 above.

3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. apply theoretical concepts to music projects such as: written work, creative and/or analytical work, or performative musical practices.	For Learning and Teaching Strategy and Assessment Tools see L.O. B1 above.
B3. critically examine the practice and experience of music using scholarly sources with academic integrity.	For Learning and Teaching Strategy and Assessment Tools see L.O. B3 above.

3B. Cognitive skills	
B4. formulate musical ideas based on the use of technology in the creation and/or manipulation of music.	For Learning and Teaching Strategy and Assessment Tools see L.O. B4 above.
B5. apply understanding of principles and established approaches to learning in relation to one's own musical practice and the musical practice of others.	For Learning and Teaching Strategy and Assessment Tools see L.O. B5 above.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. demonstrate the ability to aurally recognize, notate, read and/or reproduce musical ideas.	For Learning and Teaching Strategy and Assessment Tools see L.O. C1 above.
C2. identify musical elements, styles, genres and traditions by ear and through the study of a written score.	For Learning and Teaching Strategy and Assessment Tools see L.O. C2 above.
C3. design musical projects showing individual creativity and the ability to work independently.	For Learning and Teaching Strategy and Assessment Tools see L.O. C3 above.
C4. utilize current (music) technology in the development of creative and theoretical projects.	For Learning and Teaching Strategy and Assessment Tools see L.O. C4 above.
C5. demonstrate the technical and expressive skills necessary to communicate music convincingly to a listener.	For Learning and Teaching Strategy and Assessment Tools see L.O. C5 above.
C6. creatively adapt to a range of collaborate performance contexts.	For Learning and Teaching Strategy and Assessment Tools see L.O. C5 above.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. design projects, working independently to find solutions and solve problems.	For Learning and Teaching Strategy and Assessment Tools see L.O. D1 above.
D2. demonstrate the ability to deliver effective oral presentations.	For Learning and Teaching Strategy and Assessment Tools see L.O. D2 above.
D3. apply knowledge of current information and communication technology.	For Learning and Teaching Strategy and Assessment Tools see L.O. D3 above.
D4. demonstrate interpersonal skills as a leaders and collaborators working toward common objectives.	For Learning and Teaching Strategy and Assessment Tools see L.O. D4 above.
D5. apply understanding of professional ethics, academic integrity, codes of conduct, time management and personal responsibility.	For Learning and Teaching Strategy and Assessment Tools see L.O. D5 above.
D6. discuss ideas and concepts, communicating effectively in the English language.	For Learning and Teaching Strategy and Assessment Tools see L.O. D6 above.

Title of exit award(s) at Level 6:

BA in Music Performance/Ordinary (non-Honours) degree in Music Performance

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Distinctive aspects of the programme

This US liberal arts environment of the Music programmes at Deree College was a strong influence on the Music curriculum as it evolved, and continues to be an important aspect of the programmes as the music staff evaluate and develop the curriculum in light of OU validations of 2011, 2016, and now of 2022. This can be seen reflected in the efforts of the programme to support and guide students joining it who initially came to Deree without identifying Music as their final degree destination. The programme allows students to establish and develop the music specific skills needed to thrive in a Music programme. This is in line with the QAA's discussion of music programs that allow for more diverse levels musical experience and skill on entry (QAA 2.10). The **Music Performance Programme** accepts students based upon the College's academic entry requirements and by audition with a minimum standard of proficiency aligned to ABRSM Grade 6.

Awarding credit or 'waiving' music theory modules by examination

Because Deree, accepts students based upon the College's academic entry requirements without previous experience in music, the level knowledge and understanding in the area of theory and musicianship can be very uneven across cohorts, with some student's entering with advanced knowledge and skills acquired at Greek conservatories and others requiring intensive coursework to establish Music literacy. Deree does not transfer credits for students entering with previous learning in music theory acquired at a Greek conservatory, but does offer credit by examination in the area of music theory for previous learning. Students who enter Deree with previous knowledge and skills in music theory, have the following choices concerning these three modules:

Modules:

- *MU 2014 Theory and Musicianship I
- *MU 2159 Theory and Musicianship II
- *MU 2112 Musicianship at the Keyboard

Students with previous knowledge may:

- take the above modules for credit;
- be awarded credits for one or more of the modules by appropriate examination (fees apply);
- 'waive' one or more of the modules by appropriate examination without credit being awarded (no fees apply), and replace the credit requirements with alternative level 4 options. The above modules would in this case appear on the student's transcript but would not carry credit.

Because Greek Governmental bodies do not favour the recognition of degrees showing credits awarded for previous learning by examination, the College offers students the above choices.

General education pre-requisites modules for Music Performance

In assessing the Music Programme curriculum, it is important to keep in mind that in addition to the validated programme requirements and options, students also take 14 Modules in the US Liberal Education (See section 1). Students are introduced to writing and research methods and skills in three writing modules: WP 1010, WP 1111, and WP 1212, Presentation skills in HC 2300, and computer skills in CS 1070, These required Liberal Education modules support learning and serve as pre-requisites to Music modules.

For students entering the programme with limited or no knowledge of music theory and notation, the College offers a foundational module in Liberal Education: MU 1075 How Music Works, a fundamentals of theory course at the keyboard, delivered in a Piano Lab. This module is recommended via advising for students with little or no knowledge of Music notation and prepares them to enter MU 2014 Theory and Musicianship I.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads and Program Coordinators act as educational consultants.

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Student Orientation

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the **Counselling Centre** in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Music Society represents Music students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

The **Student Handbook** provides detailed information about the Music programmes, all aspects related to pursuing an OU award at Deree, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

Work-based Learning - Internship Opportunities

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. **Office of Student Affairs** co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

Student Retention

The American College of Greece pays close attention to the progression of students from admission to graduation. The goal of the Office of Retention is to help students stay in college while taking advantage of opportunities ACG offers, and graduate on time to realize their full potential.

The **Student Success Centre** (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions, workshops, job and internship opportunities and online resources, building relationships and longstanding collaborations between students/alumni and potential employers. During the last year the Office of Career Services has expanded its online services. More specifically, via the office's main platform called the **Career Portal** students can participate in a *Virtual Career Fair* to connect directly with employers via videoconferencing, have *Video Interview Practice* where they record their answers to interview questions and receive feedback from a counselor, and register to a *Mock Interview* with an experienced recruiter. The Career Portal also has shortcuts to two additional platforms, *HigherEd* and *Goinglobal*, where students can find information and opportunities for jobs or internships worldwide, including Covid-19 related information to find remote opportunities per country. The office moved dynamically to the era of social media utilizing Instagram, additionally to Facebook and LinkedIn.

The quality of the services offered, transforms the Office of Career Services into a hub for career-related issues. The variety of programs and services offered to students and alumni include:

- access to local and international job and internship positions as well as work study positions and the administration of the Local and International Internship program
- counseling sessions (online or on campus) on selection of study area, career advising and graduate studies advising
- an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major
- skills workshops on variety of subjects including job search, job interview techniques, CV building
- assessment center tests for practice

- career networking events; Career Days where the students have the opportunity to have a short interview with a company representative

Career Days takes place annually on campus for 45 consecutive years. This year Career Days were implemented as a Virtual Career Fair, hosted on the Career Portal. The event typically lasts for a week and includes: training sessions/workshops, mock interviews, CV preparation in view of four days of company visits on campus. More than a hundred companies participate each year. During these days all Deree students have the chance to be interviewed by company representatives either for consideration for an immediate job or internship opening or for their qualifications to be perceived by these representatives, something which may lead to future employment opportunities

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience.

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion Certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall average grade of 2.5/4.0 in a US style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English Language Placement (see section "Evidence of Proficiency in English"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP1010. Students with provisional status who are placed in EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. Completed application form
2. Personal statement
3. Letter of recommendation from an academic teacher or professor
4. Official secondary school transcript(s) and diploma(s)
5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)
6. Evidence of proficiency in English.

Candidates are required to schedule an interview with a designated College representative after all application material has been submitted in order to assess their profile.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (Oxford Online Placement Test) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater.

Michigan State University Certificate of Language Proficiency (MSU-CELP)

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Diploma IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010.

Applicants who do not qualify for WP1010 but who otherwise show academic promise are required to follow the English for Academic Purposes Program (see section "Academic Writing").

MUSIC

Applicants who do not qualify for MU 2014 Music Theory and Musicianship are required to take MU 1075 How Music Works. Placement exams are offered yearly.

Admission criteria for Music Performance:

Audition prior to entry at Level 4. The *minimum* standard of achievement is aligned to ABRSM Grade 6 prior to entry to the programme. Performance students typically take one or more non-validated modules in Applied Music before entry to the programme.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

N.B. Information on Assessment, Progression, and Awards is provided under section D in the Regulatory Framework.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through CourseEval). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical Practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best Practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on conference participation

Deree-ACG is also a member of the Global Liberal Arts Alliance (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the

activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

Deree-ACG's Teaching and Learning Center (TLC) focuses on academic staff development. The goals of the TLC are to promote best Practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University College Community.
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered Practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all Deree instructors, TLC facilitates faculty efforts to keep up with best Practices in pedagogy.

11. Changes made to the programme since last (re)validation

MUSIC PERFORMANCE PROGRAMME REQUIREMENTS AND OPTIONS: 2016-2022 <i>Blue font indicates the course will be deleted from the Fall 2022 programme.</i>	MUSIC PERFORMANCE PROGRAMME REQUIREMENTS AND OPTIONS: Fall 2022-2023
Level 4 Required	Level 4 Required
MU 2053 Applied Music III and Music Forum	MU 2053 Applied Music III and Music Forum Performance Lab
MU 2154 Applied Music IV and Music Forum	MU 2154 Applied Music IV and Music Forum Performance Lab
MU 2014 Theory and Musicianship I* <i>*May be fulfilled through appropriate academic evaluation</i>	MU 2014 Theory and Musicianship I* <i>*May be fulfilled (APEL with credit) or waived through appropriate academic evaluation. Additional optional Music courses are taken to fulfill the waived credits.</i>
MU 2159 Theory and Musicianship II* <i>*May be fulfilled through appropriate academic evaluation</i>	MU 2159 Theory and Musicianship II* <i>*May be fulfilled (APEL with credit) or waived through appropriate academic evaluation. Additional optional Music courses are taken to fulfill the waived credits.</i>

MU 2124 Researching and Writing about Music NOTE: we moved this module to Level 5 in the new programme	MU 2112 Musicianship at the Keyboard* (NEW Req.-formerly MU 1112 Piano lab II) <i>*May be fulfilled (APEL with credit) or waived through appropriate academic evaluation. Additional optional Music courses are taken to fulfill the waived credits.</i>	
MU 2125 History of Western Music I- Antiquity through the Baroque	MU 2125 History of Western Music I- Antiquity through the Baroque	
MU 2134 History of Western Music II- 1750 through the 20th Century	MU 2134 History of Western Music II- 1750 through the 20th Century	
One of the following L4 options:	At least one of the following L4 options:	
	MU 20XX Music Performance Workshop I (long thin module-2 semesters) (NEW)	
	MU 2044 Jazz and Popular Music Ensemble I (long thin module-2 semesters) (NEW-)	
	MU 2032 Music Theatre Performance Skills (NEW-)	
	Additional options for the replacement of waived Level 4 courses: <i>(Up to 3 additional options are possible for students who waiver any of the following: MU 2014, MU 2159, MU 2112)</i>	
MU 2035 Cultural Perspectives on Music	MU 2035 Cultural Perspectives on American Music	
MU 2049 Recording Studio Techniques I	MU 2049 Recording Studio Techniques	
MU 2150 Improvisation Techniques I	MU 21XX Music Technology I - Fundamentals (NEW)	

DA 2018 LE Body Awareness and Movement	MU 2038 Music around the World (NEW-)	
Level 5 Required	Level 5 Required	
MU 3255 Applied Music V and Music Forum	MU 3255 Applied Music V and Music Forum Performance Lab	
MU 3356 Applied Music VI and Music Forum	MU 3356 Applied Music VI and Music Forum Performance Lab	
MU 3215 Theory and Musicianship III	MU 3215 Theory and Musicianship III	
MU 3329 Theory and Musicianship IV	MU 3329 Theory and Musicianship IV	
	MU 3324 Researching and Writing about Music (Change level 4 to 5)	
	At least one of the following L5 options:	
MU 3336 Beethoven in Context	MU 3336 Musician in Context	
MU 3337 Issues in Performance	MU 3337 Issues in Music Performance	
Two of the following L5 options:	At least one of the following L5 options- including at least one ensemble or workshop:	
MU 3119 Making Music with Computers	MU 3219 Music Technology II - Creativity and Innovation	
MU 3163 Recording Studio Techniques II	MU 3163 Production Studio Techniques	
MU 3062 Music Performance Workshop I	MU 3162 Music Performance Workshop II (long thin module-2 semesters)	
MU 3061 Music Theatre Workshop I	MU 3061 Music Theatre Workshop I	
MU 3264 Improvisation Techniques II	MU 31XX Jazz and Popular Music Ensemble II (long thin module-2 semesters)	
Level 6 Required	Level 6 Required	

MU 4457 Applied Music VII and Music Forum Performance Lab	MU 4457 Applied Music VII and Music Forum Performance Lab	
MU 4558 Capstone in Applied Music VIII and Music Forum Performance Lab	MU 4558 Capstone in Applied Music VIII and Music Forum Performance Lab	
MU 4040 Modernism	MU 4440 Modernism	
MU 4043 Experimental Sound Art	MU 4043 Experimental Sound Art	
MU 4066 Music in the Community	MU 4066 Music in the Community	
Three of the following L6 options- including at least one Selected Topic:	Three of the following L6 options- including at least one ensemble or workshop:	
MU 4065 Ensemble (long thin module-2 semesters)	MU 4265 Jazz and Popular Music Ensemble III (long thin module-2 semesters)	
MU 4008 Music Performance Workshop II	MU 4108 Music Performance Workshop III (long thin module-2 semesters)	
MU 4167 Music Theatre Workshop II	MU 4167 Music Theatre Workshop II	
MU 4031 Studies in Modern Greek Music	MU 4131 Studies in Modern Greek Music	
MU 4369 Selected Topics in Composition, Songwriting and Arranging	MU 4369 Selected Topics in Composition	
MU 4368 Selected Topics in Art Song and Opera	MU 44XX Composing and Arranging for Small Ensembles (*NEW)	
MU 4370 Selected Topics in Jazz and Popular Music	MU 44XX Selected Topics in Music Analysis (*NEW)	
MU 4371 Selected Topics in Symphonic Forms	MU 46XX Selected Topics in Musicology (*NEW)	
DA 4066 Music and Dance in Collaboration		

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1B - Curriculum map - MUSIC PERFORMANCE

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
4	<i>Compulsory:</i>																						
	MU 2053 Applied Music III and Music Forum Performance Lab	x				x	x		x		x	x				x	x			x		x	x
	MU 2154 Applied Music IV and Music Forum Performance Lab	x				x	x		x		x	x				x	x			x		x	x
	MU 2014 Theory and Musicianship I	x	x				x			x		x	x	x	x			x				x	x
	MU 2159 Theory and Musicianship II	x	x				x			x		x	x	x	x			x				x	x
	MU 2112 Musicianship at the Keyboard							x				x	x									x	x
	MU 2125 History of Western Music I – Antiquity through the Baroque	x		x			x		x				x							x		x	x
	MU 2134 History of Western Music II – 1750 through the 20th Century	x		x			x		x				x							x		x	x
	<i>Optional at least one of the following:</i>																						
	MU 2076 Music Performance Workshop I					x					x					x	x				x	x	x
	MU 2044 Jazz and Popular Music Ensemble I	x	x			x	x				x					x	x				x	x	x
	MU 2032 Music Theatre Performance Skills					x					x					x	x				x	x	x
	<i>Further options for 'waived' modules</i>																						
	MU 2035 Cultural Perspectives on American Music	x		x					x				x							x		x	x
	MU 2038 Music around the World	x					x		x				x						x	x		x	x
	MU 2049 Recording Studio Techniques				x		x			x				x	x			x				x	x
	MU 2177 Music Technology I – Fundamentals				x		x			x				x	x			x				x	x

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
5	<i>Compulsory:</i>																						
	MU 3255 Applied Music V and Music Forum Performance Lab	X				X	X		X		X	X				X	X			X		X	X
	MU 3356 Applied Music VI and Music Forum Performance Lab	X				X	X		X		X	X				X	X			X		X	X
	MU 3215 Theory and Musicianship III	X	X				X	X		X		X	X	X	X			X				X	X
	MU 3329 Theory and Musicianship IV	X	X				X			X		X	X	X	X			X				X	X
	MU 3324 Researching and Writing about Music			X			X	X										X		X		X	X
	<i>Optional: at least one of the following</i>																						
	MU 3436 Musician in Context	X	X	X			X		X				X					X	X	X		X	X
	MU 3437 Issues in Music Performance	X	X	X		X	X		X				X					X	X	X		X	X
	<i>Further options including at least one workshop or ensemble:</i>																						
	MU 3063 Studio Production Techniques		X		X		X			X				X	X			X				X	X
	MU 3219 Music Technology II – Creativity and Innovation				X		X			X				X	X			X				X	X
	MU 3061 Music Theatre Workshop I					X					X					X	X				X	X	X
	MU 3162 Music Performance Workshop II					X					X					X	X				X	X	X
	MU 3178 Jazz and Popular Music Ensemble II	X	X			X	X				X					X	X				X	X	X

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
6	<i>Compulsory:</i>																						
	MU 4457 Applied Music VII and Music Forum Performance Lab	X		X		X	X		X		X		X	X		X	X	X	X	X		X	X
	MU 4558 Capstone in Applied Music VIII and Music Performance Lab	X		X		X	X		X		X		X	X		X	X	X	X	X		X	X
	MU 4043 Experimental Sound Art				X		X			X				X	X			X				X	X
	MU 4066 Music in the Community							X	X					X			X	X		X	X	X	X
	MU 4440 Modernism	X		X			X		X				X					X	X	X		X	X
	<i>Optional including at least one workshop or ensemble:</i>																						
	MU 4108 Music Performance Workshop III					X					X					X	X				X	X	X
	MU 4167 Music Theatre Workshop II					X					X					X	X				X	X	X
	MU 4265 Jazz and Popular Music Ensemble III	X	X			X	X				X					X	X				X	X	X
	MU 4131 Studies in Modern Greek Music	X	X	X	X	X	X		X	X		X	X	X	X			X		X		X	X
	MU 4369 Selected Topics in Composition	X	X		X	X	X			X		X	X	X	X	X		X		X		X	X
	MU 4488 Composing and Arranging for Small Ensembles	X	X		X	X	X		X			X	X	X	X	X		X				X	X
	MU 4489 Selected Topics in Music Analysis	X	X	X			X		X	X		X	X		X			X		X		X	X
	MU 4690 Selected Topics in Musicology	X		X			X		X				X					X	X	X		X	X

Table showing Music Performance modules by year and semester			
Year 1 – Level 4			
Fall	Credits	Spring	Credits
*MU 2014 Theory and Musicianship I	15	*MU 2159 Theory and Musicianship II	15
*MU 2112 Musicianship at the Keyboard	0	*MU 2112 Musicianship at the Keyboard	15
MU 2125 History of Western Music I- Antiquity through the Baroque	15	MU 2134 History of Western Music II- 1750 through the 20th Century	15
MU 2053 Applied Music III and Music Forum Performance Lab	15	MU 2154 Applied Music IV and Music Forum Performance Lab	15
(*May be fulfilled with credit (APEL) or waived without credit through appropriate academic evaluation. Additional optional Level 4 Music courses are taken to fulfill waived credits).			
At least one of the following Level 4 options:			
MU 2076 Music Performance Workshop I	0	MU 2076 Music Performance Workshop I	15
MU 2044 Jazz and Popular Music Ensemble I	0	MU 2044 Jazz and Popular Music Ensemble I	15
		MU 2032 Music Theater Performance Skills	15
Additional Level 4 options for the fulfillment of waived credits:			

MU 2049 Recording Studio Techniques	15	MU 2035 Cultural Perspectives on American Music	15
MU 2038 Music around the World	15	MU 2177 Music Technology I Fundamentals	15
Total UK credits at Level 4: 120			
Year 2 – Level 5			
Fall	Credits	Spring	Credits
MU 3215 Theory and Musicianship III	15	MU 3329 Theory and Musicianship IV	15
MU 3324 Researching and Writing about Music	15		
MU 3356 Applied Music VI and Music Forum Performance Lab	15	MU 3255 Applied Music V and Music Forum Performance Lab	15
At least one of the following Level 5 options:			
		MU 3436 Musician in Context	15
		MU 3437 Issues in Music Performance	15
At least one of the following Level 5 options:			
MU 3162 Music Performance Workshop II	0	MU 3162 Music Performance Workshop II	15
MU 3178 Jazz and Popular Music Ensemble II	0	MU 3178 Jazz and Popular Music Ensemble II	15
		MU 3061 Music Theatre Workshop I (Summer I)	15

One additional Level 5 option:			
MU 3063 Studio Production Techniques	15	MU 3219 Music Technology II- Creativity and Innovation	15
Total UK credits at Level 5: 120			
Year 3 – Level 6			
Fall	Credits	Spring	Credits
MU 4440 Modernism	15	MU 4043 Experimental Sound Art	15
MU 4066 Music in the Community	15		
MU 4457 Applied Music VII and Music Forum Performance Lab	15	MU 4558 Capstone in Applied Music VIII and Music Forum Performance Lab	15
At least one of the following Level 6 options:			
MU 4108 Music Performance Workshop III	0	MU 4108 Music Performance Workshop III	15
MU 4265 Jazz and Popular Music Ensemble III	0	MU 4265 Jazz and Popular Music Ensemble III	15
		MU 4167 Music Theatre Workshop II (Summer I)	15
Two additional Level 6 options			
MU 4489 Selected Topics in Music Analysis	15	MU 4469 Selected Topics in Composition	15

MU 4488 Composing and Arranging for Small Ensembles	15	MU 4690 Selected Topics in Musicology	15
		MU 4131 Studies in Modern Greek Music	15
Total UK credits at Level 6: 120			
Total UK credits: 360			

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

