Royal Holloway, University of London
Course specification for an undergraduate award
BA Music with Philosophy (W3V5)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

Your degree course in Music with Philosophy is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The courses provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. Stage one modules concentrate on fundamentals. Thereafter, increasing freedom of choice of modules from intermediate (I) and honours (H) level modules in stages two and three allows you, with advice, either to maintain a broad spread of studies or to construct pathways which emphasize historical musicology, theory and analysis, performance ethnomusicology, music & media, or composition. Most courses culminate in a stage three special study in one of these fields (possibly two special studies) and can thereby lay the foundations for postgraduate study, if desired.

For joint and combined honours courses, please refer to the course specification for your secondary department's corresponding single honours course for further information on educational aims, and learning outcomes.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	April 2024	Location of study	Egham Campus
Course award and title	BA Music with Philosophy	Level of study	Undergraduate
Course code	2276	UCAS code	W3V5
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	Department of Music School of Performing and Digital Arts	Other departments or schools involved in teaching the course	Department of Politics, International Relations and Philosophy
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure

3.1 Mandatory module information
The following table summarises the mandatory modules which students must take in each year of study

Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC
1	PY1101	Philosophy: Problems of Knowledge	15	4	MNC
1	PY1002	Introduction to Modern Philosophy	15	4	MC
1	MU1110	Theory and Analysis	15	4	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

The curriculum in **Music** is as follows:

Stage one:

Students must take six modules (90 credits).

Mandatory modules:
MU1110 Theory and Analysis (15 credits) – mandatory for all
MU1111 Fundamental of Music Theory (15 credits) – mandatory if Required Intensive Theory entry

Students on Required Intensive Theory entry then choose 60 credits, including no more than 15 credits from List D; while all other students choose 75 credits including no more than 15 credits from List D.

List A
MU1112 Creative Composition Skills (15 credits)
 MU1120 Introduction to Composing with Music Technology (15 credits)

List B
MU1114 A Very Short History of Music (15 credits)
MU1115 Introduction to Historical Musicology (15 credits)

List C
MU1116 Introduction to World Music (15 credits)
MU1117 Contemporary Debates in Music (15 credits)

List D
MU1118 Solo Performance (15 credits)
MU1119 Creative Ensemble Performance (15 credits)

Stage two:

Students choose level 5 Music modules to the value of 90 credits from six Lists of optional modules provided by the Department, including at least one module from four different Lists.

Students choose 30 credits from a list of optional modules in Philosophy.
Stage three:
Students must take 1 Special Study from:
MU3390 Composing with Music Technology (30 credits)
MU3391 Dissertation (30 credits)
MU3392 Theory and Analysis (30 credits)
MU3393 Performance (30 credits)

MU3394 Composition (30 credits)
and options to the value of 60 credits drawn from level 6 modules (one of which may be a second Special Study).

Students choose 30 credits from a list of optional modules in Philosophy.

Note:
(i) Within stages two and three, and subject to the approval of the Departments concerned, up to 30 'elective' credits of level 5 or 6 modules in other Departments may be substituted for Music modules.
(ii) Prerequisites may apply to optional modules.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Section 5 – Educational aims of the course

The aims of this course are:

- to encourage a deeper understanding of music through the detailed study of its manifold aspects, while at the same time promoting the development of your intellectual, critical and creative abilities;
- to promote the study of music in its historical and social contexts (treated not only as a history of musical style but also in terms of its cultural, aesthetic and ethnomusicological aspects);
- to promote the study of music in relation to the structure and techniques of composition (including musical analysis, theory, composition and music technology);
- to promote the study of music in its practical application through performance and performance practice;
- to produce graduates equipped with the knowledge and skills necessary for the undertaking of further study of music at postgraduate level, if desired, and with personal attributes and professional skills relevant to the wider world beyond the academic study of music.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))*

Theme	Course learning outcome	Level 4	Level 5	Level 6
Research and Communication Skills	Research, apply, and evaluate evidence and ideas relevant to the subject area.	Compile relevant information about a topic in response to a brief.	Justify a position or rationale relevant to the subject area using suitable sources and evidence.	Formulate conclusions and insight about the subject area through research.
	Apply methodologies for understanding the subject area.	Learn and apply methodologies for understanding the subject area.	Select and apply methodologies for understanding the subject area, appropriate to the sources and aims.	Critically apply research methodologies to provide insight into the subject area.
	Present information and ideas about the subject area effectively.	Identify and present key information about the subject area.	Summarize, distil and accurately present information and ideas about the subject area.	Tailor the content and form of communication about the subject area appropriately for a specific objective.
Theoretical and Contextual Understanding	Identify, analyse and evaluate critical theories and historical, societal, and artistic contexts.	Identify critical theories and historical, societal, and artistic contexts relevant to the subject area.	Analyse critical theories and historical, societal, and artistic contexts relevant to the subject area.	Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to the subject area.
Reflective Practice and Social Context	Productively reflect upon their own skills and practice and those of their group or peers.	Understand and discuss their own critical and creative practice and that of their group or peers.	Reflect on their own critical and creative practice, and that of their group or peers.	Apply reflective skills to develop their own critical and creative practice, and that of their group or peers.
	Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.	Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area.
	Demonstrate skills relevant to professional careers cognate to the subject area.	Understand the range of specialist skills used by those with careers cognate to the subject area.	Cultivate skills used by those with careers cognate to the subject area.	Implement skills employed in careers cognate to the subject area.
1. Knowledge and Understanding	1.1 Demonstrate knowledge and understanding of musical repertoires and the contexts for music (e.g. historical, social, economic, geographic) [Music]	Recall key information concerning musical repertoires and their contexts. Recognize how musical repertoires may relate to the contexts in which they sound(ed).	Contextualise information concerning musical repertoires and their contexts. Discuss a variety of musical repertoires and link them to the contexts in which they sound(ed).	Explicate knowledge and critical understanding of musical repertoires and their contexts. Propose and justify relationships between musical repertoires and the contexts in which they sound(ed).

	1.2 Demonstrate knowledge and understanding of theories, concepts and debates pertinent to comprehending music in relation to human experiences, cultures, societies, and histories [Music]	Identify critical theories and historical, societal, and artistic contexts relevant to music.	Analyse critical theories and historical, societal, and artistic contexts relevant to music.	Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to music.
	1.3 Understand the core questions, theories, and specialist terminology in areas of philosophy. [Philosophy]	Recall information about philosophical theories and understand the relevant terminology.	Discuss philosophical questions and theories.	Explain the key issues in philosophical debates and theories
2. Musical, Philosophical and Technical Skills	2.1 Use technical and interpretive skills in a range of practical music-making contexts [Music]	Understand foundational technical and interpretive techniques for creating and investigating music.	Deploy key technical and interpretive skills for the creation and investigation of music appropriate to the context.	Adapt key technical and interpretive skills for the investigation and creation of music to the context at hand.
	2.2 Analytically interrogate musical languages and philosophical ideas [Both]	Recognize important aspects of musical languages [Music] Imitate established processes for analysing or manipulating musical materials [Music] Recognize an argument and appreciate both strengths and weaknesses of philosophical ideas [Philosophy]	Discuss a variety of aspects of musical languages [Music] Apply analytical or practice-based methods to musical materials [Music] Assess the quality of philosophical arguments and strengths and weaknesses of ideas in a variety of contexts [Philosophy]	Scrutinize aspects of musical languages and our approaches to understanding them [Music] Derive insight into musical materials through analytical interrogation or practice-based investigation [Music] Explain the effectiveness of philosophical arguments and the strengths and weaknesses of ideas [Philosophy]
	2.3 Interpret complex philosophical texts, paying attention to different modes of argumentation and the variety of literary forms that philosophical writing can take [Philosophy]	Appreciate forms in which philosophy has and can be written.	Understand the different criteria used to assess the claims made by philosophical texts.	Critically assess a philosophical text and understand the strengths and weaknesses of different genres of writing.

3. Research and Communication	3.1 Generate new insight about music and philosophy by critically applying a variety of methods to a diversity of musical and/or philosophical sources and research challenges [Both]	Compile relevant scholarly information about a musical or philosophical topic to respond to a brief or question. [Both] Apply methods for musical study to compiled materials as directed. [Music] Justify a position by using relevant sources and evidence related to the musical or philosophical topic [Both]	Systematically gather scholarly information about music and philosophy from a variety of sources to respond to a brief or question. [Both] Select methods for musical study appropriate to the sources and aims at hand. [Music] Draw and justify conclusions in response to challenges and briefs. [Both]	Devise, and develop strategies for pursuing, research objectives concerning music and philosophy. [Both] Tailor appropriate research methods to provide new insight into music. [Music] Formulate conclusions and insight about music or philosophy through research findings. [Both]
	3.2 Present information and ideas about music and philosophy effectively through written and oral forms [Both]	Identify and recall key information about music and philosophy for presentation to others. [Both] Understand the importance of clarity and precision in philosophical discussion. [Philosophy]	Summarize and distil information and ideas about music or philosophy. [Both] Deploy well-formed arguments in discussion and written work [Both]	Tailor the content and form of communication about music or philosophy to the intended audience. [Both] Effectively argue for or against a view in a wide variety of contexts, both orally and in written work [Both]
4. Creativity	4 Convey personal expression, meaning and ideas through creative work about, or involving, music [Music]	Identify ways in which musical expression, meaning and/or ideas can be conveyed.	Make contextually appropriate choices to personalise musical expression, meaning and/or ideas.	Articulate informed, contextually appropriate individual conclusions about music, and/or individual creative approaches to musical activities.
5. Employability	5 Demonstrate skills relevant to professional careers cognate to music and philosophy [Both]	Understand the range of specialist skills used by those with careers cognate to music and philosophy [Both]	Cultivate skills used by those with careers cognate to music and philosophy [Both]	Implement skills employed in careers cognate to music and philosophy [Both]
6. Personal Skills	6 Apply principles of effective working and good citizenship to their personal and professional practices (including EDI and ethical consumption and production) [Both]	Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. [Music] Use feedback to inform future work. [Both]	Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area. [Music] Use both peer and teacher engagement for feedback and improvement. [Both]	Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area. [Music] Deliver constructive feedback and understand how to use feedback effectively for improvement. [Both]

		Understand the purpose of self-reflection [Both]	Self-reflect critically with external help [Both]	Self-reflect critically and independently on their work [Both]

Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of lectures, seminars, tutorials, oral presentations, and instrumental/vocal lessons. Beyond formal teaching sessions, learning takes place through private study and practice, attendance at University concerts, and participation in Department-sponsored (and other) musical activities, including performances by various orchestras, choirs and other ensembles. Formative assessment during the academic year is succeeded by formal summative assessment; modes of assessment include coursework essay or other assignment, portfolio of technical exercises or compositions, formal written examination, practical tests, examination recital and dissertation. Full details of the assessments for individual modules can be obtained from the Music Department and Philosophy Department.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Module Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College