



# University of HUDDERSFIELD

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Understanding the transition from school to university in music and related subjects

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## Current AS/A2 GCE specifications

### Edexcel AS Music

AS UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 1		
15%	For compositional techniques, students study the following topics and submit two compositional techniques tasks:	AS Students choose two Areas of Study from
Performing		
Students will perform one or more solo pieces of their choice, with or without accompaniment and lasting between five and six minutes. As part of their performing during the course, students will be expected to play one of their own compositions either as a soloist or as part of an ensemble or group or as director of an ensemble or group. Students may use their	textures (Baroque counterpoint or minimalism) chords and cadences (Bach chorale or 32-bar pop song) scales, modes and series (Renaissance counterpoint or serialism) timbres (extended instrumental techniques or electro-acoustic music).	Keyboard music Music for large ensemble Music for small ensemble Music for film and television Popular music and jazz 20th and 21st century art music Sacred vocal music Secular vocal music World music .
Unit 2 composition or any other.	For composition, students study one topic from the following list and submit one free composition:	techniques to Areas of Study.
Unit 2		
15%	variations	In Unit 3 part 2 students will have an hour and a half to respond to two structured questions, one on each of their chosen Areas of Study.
Developing musical ideas	romantic miniatures	
Compositional techniques exercises and composition.	neo-classicism post-modernism popular song club dance and hip-hop fusions	
Unit 3	film and television music	
20%		
Listening & understanding	music theatre.	
Written paper 2¼ hours		
Part 1, students will answer questions on:		
timbre and texture;		
comparison of performances; aural recognition; and perception of tonality and harmony. Part 2		
students will to		

|respond to two |  
|structured questions, |  
|one each of their |  
|chosen Areas of Study |

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## Edexcel A2 Music

A2 UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 4 Option A 15% Composition portfolio	Unit 4 Composition portfolio	Keyboard music Music for large ensemble Music for small ensemble Music for film and television Popular music and jazz 20th and 21st century art music Sacred vocal music Secular vocal music World music
Unit 4 Option B 15% Recital Recorded & externally assessed Students will present a recital lasting for at least 20 minutes on one or more instruments. They are required to create a well-balanced, coherent and varied programme of works. Students should supply programme notes.	Students will produce two compositions, one from each of two topics chosen from the romantic miniatures neo-classicism post-modernism popular song club dance and hip-hop fusions film and television music music theatre.	In A2, students extend their knowledge of one of the Areas of Study and choose a further Area of Study.
Unit 5 15% Performing & Composing Written paper 3 hours	Together the two works must last not less than six minutes.	
Unit 6 20% Analysing Music Written paper 2¾ hours Part 1, students will respond to questions related to unfamiliar music. They will answer questions that draw on a wide repertoire of music across all Areas of Study on context, and on comparison of different passages of music. They will be required to complete a general test of aural perception. Part 2, students will have 2 hours to respond to 5 questions, one of which will be in essay format. 3 questions will relate to the Area of Study previously selected for AS; the other 2 questions will relate to the Area of Study selected for the A2 year	Unit 5 Performing and Composing Composition techniques Students will extend their knowledge of one of the compositional techniques studied in Unit 2, and will be assessed by completing a commissioned exercise.	

## OCR AS Music

UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 1 Performing 16.7% Visiting Examiner	Section A 6 exercises - Each extract should consist of a given melody taken from any suitable established repertoire of between 8 and 24 bars in length, to which the candidate has added bass and harmony. At least two extracts should be worked in a complete texture, continuing an appropriate type of figuration on the model of the incipit. Other examples should be completed by adding a bass part and an indication of the harmony through guitar-style chord symbols, Roman numerals or figured bass.	The Expressive Use of Instrumental Techniques (AS) Tonality (AS and A2).
Section A: Solo Performing Section B: Further Performing one of: • performing on a second instrument • performing in a duet or ensemble, or as an accompanist • performing own composition		
Unit 2 Composing 16.7% Coursework		
Section A: The Language of Western Tonal Harmony: six exercises Section B : The Expressive Use of Instrumental Techniques: one option from two	Section B Candidates either compose for 4 - 10 acoustic instruments or arrange a leadsheet of their own choosing.	
Unit 3 Introduction to Historical Study 16.7% Written paper 2 hours		
Section A: Aural Extracts Section B: Prescribed Works Section C: Contextual Study		

## OCR A2 Music

UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 4 Performing & interpretation 16.7% Visiting Examiner Section A: Performing (solo/ensemble/accompanying) Section B: Performance Investigation: comparative study of recorded interpretations	A2 includes a Commissioned assignment (a vocal composition), and either 8 - 10 exercises in Stylistic Techniques (candidates opt for one style from a choice of 6) or a film storyboard lasting no more than 5 minutes.	The Expressive Use of Instrumental Techniques (AS) Words and Music (A2) Tonality (AS and A2).
Unit 5 Composing 16.7% Coursework Four options. Candidates must choose two of these, at least one of which must be an OCR Commissioned Assignment: (i) Vocal Composition (Commissioned Assignment) (ii) Film Storyboard (Commissioned Assignment) (iii) Stylistic Techniques (iv) Free Composition	Choice of styles for exercises in Stylistic Techniques 2 pt counterpoint of the late 16th century 2 pt Baroque keyboard counterpoint chorale treatment in the style of Bach string quartets in Classical style keyboard accompaniment - early Romantic style 20th Century musical theatre	
Unit 6 Historical & Analytical Studies 16.7% Written paper 2½ hours Section A: Aural Extracts Section B: Prescribed Historical Topic (one from five) Section C: Synoptic Essay		

## AQA AS Music

UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 1 20%		
Understanding Music	Free composition	Area of Study 1: The Western Tonal Tradition, 1700 . 1850
Written Examination	Students should be familiar with	
2½ hours		
Study of three set works in Area of Study 1 and the study of the development of a musical genre, style or tradition through time in Area of Study 2:	Diatonic, chromatic, functional, non-functional, dissonant, consonant, quartal, harmonic rhythm, essential/unessential notes, passing notes, auxiliary notes, suspensions, appoggiaturas, pedal, drone, false relation, tierce de Picardie, cadences, inversions, seventh chords, added note chords, diatonic and chromatic discords, note clusters.	Area of Study 2: Change and Development in a Musical Genre, Style or Tradition.
Unit 2 15%		
Composing Coursework		
The composition of two pieces of music, at least one of which is stimulated by the music studied in Areas of Study 1 and/or 2 (Module 1) and at least one of which is written in a recognisably tonal idiom. One composition must be capable of being realised as part of Module 3.		
Unit 3 15%		
Performing Coursework		
DULE 5 - Investigation, Report and		

## AQA A2 Music

UNITS	HARMONY REQUIREMENTS	AREAS OF STUDY
Unit 4 Understanding Music Written Examination 2½ hours A further exploration and application of musical language and context through the study of music in Area of Study 3: including detailed analysis of one set work.	Free composition  Students should be familiar with  Diatonic, chromatic, functional, non-functional, dissonant, consonant, quartal, harmonic rhythm, essential/unessential	Area of Study 3: Musical Genres and the Musical Setting of Text in the 20th and 21st Centuries including detailed analysis of one set work.  Area of Study 4: Origins and Developments of the Western Tonal Tradition, 1700- 1850.
DULE 5 - Investigation, Report and Unit 5 Investigation, Report & Composition Coursework Area of Study 4: Candidates will undertake an Investigation of two works connected by aspects such as genre, place or occasion but separated by at least 100 years. One of the works selected must have been composed between 1700 and 1850 and the second must have been composed either pre-1700 or post-1850. The Investigation will lead to a Report on their findings and the Composition of one piece of music which is informed by some aspect(s) of the study of the works selected for the Investigation.	1 notes, passing notes, auxiliary notes, suspensions, appoggiaturas, pedal, drone, false relation, tierce de Picardie, cadences, inversions, seventh chords, added note chords, diatonic and chromatic discords, note clusters.	J S Bach Brandenburg Concerto No 2 in F Major -First movement only Haydn Quartet for Two Violins, Viola, and Violoncello in D minor - Op. 76 No 2 First movement only Schubert Die Forelle (D flat major), Du bist die Ruh. (E flat major), Erlkönig (G minor), to be studied in German.  Stravinsky Suite: The Firebird 1945  or  Prokofiev Suite No 2: Romeo and Juliet
Unit 6 15% Performing (15")		



|Visiting Examiner |

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## Edexcel AS Music Technology

AS UNITS	AREAS OF STUDY
Unit 1 50%	
Part (a) Practical work	1: The development of technology in music
1 Sequencing or Recording 20%	
Externally assessed coursework and timed	2: Music from the Western classical tradition
Structured Commentary	
Areas of Study 1 and 2. In this section students specialise in either sequencing or recording. They complete a structured commentary related to classical music that they have sequenced or recorded. Sequencing Students will interpret and realise two contrasting piece of music. The first will be a piece of classical music following a score. The second can be from any musical idiom and may consist of an outline musical score requiring the development of parts from chord symbols. Recording Students will make two recordings - the first will be a direct to two track stereo recording of a piece of classical music using ambient recording techniques. The second will be a four track multi-track recording using close mic techniques, involving recording 4 live tracks using microphones or DI, and requiring overdub and mixdown.	3: Popular music and jazz
2 Arranging and improvising using technology 15%	
Externally assessed coursework	
The first arrangement will be developed from a short melody or folk tune using a computer sequencing and notation package.. Students must produce a finished full score and parts containing performance details and markings. The second task can be thought of as an improvised arrangement that is developed aurally using technology to record and structure the musical ideas. Area of Study 3	
Part (b) Written work	
1 Listening and analysing I 15%	
Externally assessed written examination - 2 hour written paper	
Areas of Study 1 and 3 - Questions will require students to recognise musical features and elements and to consider the impact of music technology on the music they are listening to.	

## Edexcel A2 Music Technology

A2 UNITS	AREAS OF STUDY
Part (a) Practical work	
1 Sequencing, recording and producing 15% Externally assessed coursework The practical aspects of MIDI sequencing and recording studied for AS are extended and integrated in this part of the qualification. Students will build on the skills learnt in the AS unit and apply them to the recording and production of two pieces of music from any genre (eg popular music, jazz, world music or classical).	Either 4a: Music for the Moving Image or 4b: Words and Music  Core Album Captain Fantastic and the Brown Dirt Cowboy (Elton John) A Night at the Opera (Queen) Set 2 Core Album US (Peter Gabriel) Dark Side of the Moon (Pink Floyd)
2 Composing using technology 15% Externally assessed coursework Students use computer software and/or multi-track recording to produce two compositions lasting 5-6 minutes in total. They will study a number of musical examples, from Area of Study 4. The first composition will be in response to a brief designed by the student. The second composition will relate to the fourth Area of Study and will be in response to a brief set by Edexcel from the compendium of compositional briefs.	
Part (b) Written work	
1 Listening and analysing II 20% Externally assessed written examination A1 Analysis and discrimination - A 5% A2 Controlling and interpreting MIDI data - A 7½%	
1 hour MIDI test. Students will answer questions related to an audio and MIDI file set on CD. They will be asked to recognise features of unfamiliar music, comment on corrections that could be made to a sequenced version of the music and to compare a recorded performance with a score. Music technology in context - A 7½% 1 hour written paper with audio CD. Area of Study 4. Part one will relate to recorded extracts and Part two will require students to write in continuous prose.	

## **BTEC National Diploma in Music Practice**

To be awarded the BTEC National Diploma in Music Practice the learner must complete the following units.

All **core** units

### **Core**

Unit 1: The Music Industry

Unit 2: Listening Skills

Unit 3: Music in Context

Unit 4: Music Performance Process

Unit 5a: Music Performance

**12** specialist units from the following list

### **Specialist units**

Unit 6: Musical Arranging

Unit 7: Aural Skills

Unit 8: Composing

Unit 9: History and Analysis of Music

Unit 10: History of Popular Music

Unit 11: Keyboard Skills 1

Unit 12: Keyboard Skills 2

Unit 13: Live Performance Workshop

Unit 14: Music From Around the World

Unit 15: Music Improvisation 1

Unit 16: Music Improvisation 2

Unit 17: Music in the Community

Unit 18: Music Performance Techniques 1

Unit 19: Music Performance Techniques 2

Unit 20: Music Theory and Harmony

Unit 21: Singing 1

Unit 22: Singing 2

Unit 23: Special Subject Investigation

Unit 24: Twentieth Century Music

Unit 25: Musical Theatre Performance

Unit 26: The Freelance World

## **BTEC National Diploma in Music Technology**

To be awarded the BTEC National Diploma in Music Technology the learner must complete the following units.

All **core** units

### **Core**

Unit 1: The Music Industry

Unit 2: Listening Skills

Unit 27: MIDI Sequencing and Software **OR** Unit 28: Sound Recording Techniques

Unit 29: Studio Production Process

Unit 30a: Studio Production

**12** specialist units from the following list

### **Specialist units**

Unit 3: Music in Context

Unit 26: The Freelance World

Unit 27: MIDI Sequencing and Software

Unit 28: Sound Recording Techniques

Unit 31: Audio Electronics

Unit 32: Audio Engineering Workshop Skills

Unit 33: Computer Technology for Music

Unit 34: Digital Audio Principles

Unit 35: DJ Technology 1

Unit 36: DJ Technology 2

Unit 37: Events Management

Unit 38: Introduction to Acoustics

Unit 39: Live Sound

Unit 40: Multimedia Sound Production

Unit 41: Music Publishing

Unit 42: Music Technology in Performance

Unit 43: Musical Instrument Technology

Unit 44: Sound Creation and Manipulation

Unit 45: Sound for the Moving Image

## Appendix 2 Questionnaires

### Student questionnaires

#### BMus (Hons) Music at the University of Huddersfield 2007

Which of the following qualifications did you complete before you came to the University of Huddersfield? Please add grades to the appropriate boxes.

#### A LEVELS

SUBJECT	AS	A2	
Music			
Music Technology			
Performing Arts			

Which AS/A2 examination syllabus did you take? Please circle

Edexcel	OCR	AQA	WJEC	CCEA	
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#### BTEC

BTEC National Certificate/Diploma in Music Practice		
BTEC National Certificate/Diploma in Music Technology		
BTEC National Certificate/Diploma in Performing Arts		
BTEC Other (please name)		

#### ABRSM Associated Board Exams

GRADE	PRACTICAL please name instrument(s)   highest grades only	THEORY	
5			
6			
7			
8			

Other music qualifications (please name)

.....

**Are there any aspects of the BMus course that you have found difficult? Please list.**

Are there any aspects of the BMus course that you feel particularly well-prepared for? Please list.

Why did you choose the BMus course at the University of Huddersfield?

Is the BMus course what you expected it to be?

**What would you like to do when you have completed the BMus course?**

**Core modules Year 1**

For each of the core modules in **Composition 1, Technology for Music, Musicology 1, Analysis and Counterpoint, Harmony and Aural**, and the optional modules in **Music in the Computer Age, Performance and Popular Music in Context**, students were asked to complete the following:

This follows on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				

Some aspects of the module were completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Which aspects (if any) are new to you? Please list.

Are there any aspects that you have found more difficult than others? Please list.

Which aspects of the module have you felt most comfortable with? Please list.

In addition, for **Counterpoint, Harmony and Aural** students were asked to complete the following:

Counterpoint was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Four part harmony was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Aural dictation was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Before coming to University I had undertaken the following:

- Free composition using 'contemporary' harmony
- Free composition exercises using tonal harmony
- Composing popular songs
- Exercises based on Bach chorales
- Counterpoint exercises (e.g. two-part Bach style)
- Exercises based on classical string quartets
- Exercises based on other classical genres
- Other.....

In addition, for **Performance**, students were asked to complete the following:

Name of instrument or voice.....

When and where did you learn to read music?.....

When you were at school, how long was your instrumental lesson?

|10-15 minutes            |20-30 minutes            |40-45 minutes            |1 hour            |

Was it an individual lesson or were you taught in a group?.....



**Music Technology at the University of Huddersfield (School of Music, Humanities and Media)**

**BA (Hons) Music Technology 2007**

Which of the following qualifications did you complete before you came to the University of Huddersfield?

**A LEVELS**

SUBJECT	AS	A2	
Music			
Music Technology			
Performing Arts			

Which AS/A2 examination syllabus did you take? Please circle

Edexcel	OCR	AQA	WJEC	CCEA	
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**BTEC**

BTEC National Certificate/Diploma in Music Practice		
BTEC National Certificate/Diploma in Music Technology		
BTEC National Certificate/Diploma in Performing Arts		
BTEC Other (please name)		

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1		
2		
3		
4		
5		
6		
7		
8		

Other music qualifications (please name)

.....

**Please answer the following questions if you have a BTEC qualification. If not, please turn to page 4.**  
**Which of the following units did you complete? Please add grades to the appropriate boxes.**

**BTEC NATIONAL CERTIFICATE/DIPLOMA IN MUSIC TECHNOLOGY**

1	The Music Industry		
2	Listening Skills		
27	MIDI Sequencing and Software OR Sound Recording Techniques		
29	Studio Production Process		
30a	Studio Production Project		
3	Music in Context		
26	The Freelance World		
27	MIDI Sequencing and Software		
28	Sound Recording Techniques		
31	Audio Electronics		
32	Audio Engineering Workshop Skills		
33	Computer Technology for Music		
34	Digital Audio Principles		
35	DJ Technology 1		
36	DJ Technology 2		
37	Events Management		
38	Introduction to Acoustics		
39	Live sound		
40	Multimedia Sound Production		
41	Music Publishing		
42	Music Technology in Performance		
43	Musical Instrument Technology		
44	Sound Creation and Manipulation		
45	Sound for the Moving Image		

**BTEC National Diploma in Music Practice**

1	The Music Industry		
2	Listening Skills		
3	Music in Context		
4	Music Performance Process		
5b	Music Performance Project		
6	Musical Arranging		
7	Aural skills		
8	Composing		
9	History and Analysis of music		
10	History of Popular Music		
11	Keyboard Skills 1		
12	Keyboard Skills 2		
13	Live Performance Workshop		
14	Music From Around the World		
15	Music Improvisation 1		
16	Music Improvisation 2		
17	Music in the Community		
18	Music Performance Techniques 1		
19	Music Performance Techniques 2		
20	Music Theory and Harmony		
21	Singing 1		
22	Singing 2		
23	Special Subject Investigation		
24	Twentieth Century Music		
25	Musical theatre Performance		
26	The Freelance World		

**Are there any aspects of the BA Music Technology course that you have found difficult? Please list.**

Are there any aspects of the BA Music Technology course that you feel particularly well-prepared for? Please list.

Why did you choose the BA Music Technology course at the University of Huddersfield?

Is the course what you expected it to be?

**Core modules Year 1**

For each of the core modules in **Computer Composition 1, Music in the Computer Age, Interactive Sound Design 1, Recording 1** and the optional modules in **Programming for Music Technology, Audio Technology 1, Introduction to Multimedia and the Internet, Foundations of Composition 1** and **Performance**, students were asked to complete the following:

This follows on well from my previous course at school/college.

|strongly disagree |disagree |neutral |agree |strongly agree |  
|disagree | | | |

Some aspects of the module were completely new to me.

|strongly disagree |disagree |neutral |agree |strongly agree |  
|disagree | | | |

Which aspects (if any) were new to you? Please list.

Are there any aspects that you have found more difficult than others? Please list.

Which aspects of the module do you feel most comfortable with? Please list.

In addition, for **Performance**, students were asked to complete the following:

Can you read music? YES NO Please underline

If YES, when and where did you learn to read music?.....

When you were at school, how long was your instrumental lesson?

|10-15 minutes |20-30 minutes |40-45 minutes |1 hour |

Was it an individual lesson or were you taught in a group?.....

Please use the space below to make any other comments about how well prepared you felt for your first year at university.

## Music Technology at the University of Huddersfield (School of Computing and Engineering)

This questionnaire was given to students on the following courses: BA/BSc in Popular Music Production, BSc in Music Technology and Audio Systems, and BSc in Music Technology and Software Development.

**Which of the following qualifications did you complete before you came to the University of Huddersfield? Please add grades to the appropriate boxes.**

### A Levels

SUBJECT	AS grade	A2 grade	SUBJECT	AS grade	A2 grade
Biology			Mathematics		
Business			Further		
Studies			Mathematics		
Chemistry			Pure		
			Mathematics		
Computing			Performing		
			Arts		
Design and			Media		
Technology					
Economics			Music		
Engineering			Music		
			Technology		
English			Physics		
French			Psychology		
General			Religious		
Studies			studies		
Geography			Other (please		
			name)		
ICT					
GCSE			GRADE		
Maths					
Music					
BTEC National Certificate/Diploma in Music Practice					
BTEC National Certificate/Diploma in Music Technology					
BTEC Other (please name)					

### ABRSM Associated Board Exams

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1		
2		
3		
4		
5		
6		
7		
8		

### **BTEC National Diploma in Music Technology**

Please answer the following questions if you have a BTEC qualification. If not, please turn to page 4.

Which of the following units did you complete? Please add grades to the appropriate boxes.

1	The Music Industry		
2	Listening Skills		
27	MIDI Sequencing and Software OR Sound Recording Techniques		
29	Studio Production Process		
30a	Studio Production Project		
3	Music in Context		
26	The Freelance World		
27	MIDI Sequencing and Software		
28	Sound Recording Techniques		
31	Audio Electronics		
32	Audio Engineering Workshop Skills		
33	Computer Technology for Music		
34	Digital Audio Principles		
35	DJ Technology 1		
36	DJ Technology 2		
37	Events Management		
38	Introduction to Acoustics		
39	Live sound		
40	Multimedia Sound Production		
41	Music Publishing		
42	Music Technology in Performance		
43	Musical Instrument Technology		
44	Sound Creation and Manipulation		
45	Sound for the Moving Image		

### **BTEC National Diploma in Music Practice**

1	The Music Industry		
2	Listening Skills		
3	Music in Context		
4	Music Performance Process		
5b	Music Performance Project		
6	Musical Arranging		
7	Aural skills		
8	Composing		
9	History and Analysis of music		
10	History of Popular Music		
11	Keyboard Skills 1		
12	Keyboard Skills 2		
13	Live Performance Workshop		
14	Music From Around the World		
15	Music Improvisation 1		
16	Music Improvisation 2		
17	Music in the Community		
18	Music Performance Techniques 1		
19	Music Performance Techniques 2		
20	Music Theory and Harmony		
21	Singing 1		
22	Singing 2		
23	Special Subject Investigation		
24	Twentieth Century Music		
25	Musical theatre Performance		
26	The Freelance World		

Please list any music/music technology activities that you took part in outside your school or college.

Have any of these helped you with your university course? Please underline  
**YES**      **NO**

If YES please name the activity and the university module it has helped you with.

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE

What attracted you to your chosen course?

On the whole, was the course what you expected it to be? Please underline  
**YES**      **NO**

If NO, which aspects of the course were not what you expected them to be?

Are there any aspects of the course that you have found difficult? Please list.

Are there any aspects of the course that you feel particularly well-prepared for? Please list.

I have chosen the right course for me.

strongly disagree	disagree	neutral	agree	strongly agree
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## English Language at the University of Huddersfield

Please tick the box to indicate the degree course on which you are enrolled:

English Language	
English Language with Journalism	
English Language with a Modern Language	
English Language with Creative Writing	

Which of the following qualifications did you complete before you came to the University of Huddersfield?  
Please add grades to the appropriate boxes.

### A LEVELS

SUBJECT	AS	A2
English Language		
English Literature		
English Language and Literature		

Which AS/A2 examination syllabus did you take for English Language? Please circle

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
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Which AS/A2 examination syllabus did you take for English Literature? Please circle

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
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Which AS/A2 examination syllabus did you take for English Language and Literature? Please circle

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
---------	-----	-----	--------------	-------------------------

What attracted you to your chosen course?

On the whole, is the course what you expected it to be?

YES NO (Please circle)

If NO, which aspects of the course were not what you expected them to be?

Are there any aspects of the course that you have found difficult? Please list.

Are there any aspects of the course that you feel particularly well-prepared for? Please list.

I have chosen the right course for me.

strongly disagree	disagree	neutral	agree	strongly agree
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For Introduction to Describing English and Introduction to Stylistics, students were asked to complete the following

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
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Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
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Which aspects (if any) are new to you? Please list.

Are there any aspects that you have found more difficult than others? Please list.

Which aspects of the module have you felt most comfortable with? Please list.

**English Studies at the University of Huddersfield**

**Please tick the box to indicate the degree course on which you are enrolled:**

English Studies	Drama and English
English Studies with Journalism	English Literature and Creative Writing
English Studies with a Modern Language	English Literature with Journalism
English Studies with Creative Writing	English Literature with a Modern Language
English and History	English Literature with Creative Writing
English and Media	

**Which of the following A Levels did you complete before you came to the University of Huddersfield?**

SUBJECT	AS	A2
English Language		
English Literature		
English Language and Literature		

**Which AS/A2 examination syllabus did you take for English Language? Please circle**

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
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**Which AS/A2 examination syllabus did you take for English Literature? Please circle**

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
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**Which AS/A2 examination syllabus did you take for English Language and Literature? Please circle**

Edexcel	OCR	AQA	WJEC (Wales)	CCEA (Northern Ireland)
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What attracted you to your chosen course?

On the whole, is the course what you expected it to be? YES

NO

If NO, which aspects of the course were not what you expected them to be?

Are there any aspects of the course that you have found difficult? Please list.

Are there any aspects of the course that you feel particularly well-prepared for?

I have chosen the right course for me.

strongly disagree	disagree	neutral	agree	strongly agree
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For each of the modules in **Introduction to Describing English, Introduction to Stylistics, Introduction to Narrative and Approaches to Literature**, students were asked to complete the following

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
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Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
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Which aspects (if any) are new to you? Please list.



Are there any aspects that you have found more difficult than others? Please list.  
Which aspects of the module have you felt most comfortable with? Please list.

**BMus (Hons) Music at the University of Huddersfield 2008**

Which of the following qualifications did you complete before you came to the University of Huddersfield? Please add grades to the appropriate boxes.

**A LEVELS**

SUBJECT	AS	A2	
Music			
Music Technology			

Which AS/A2 examination syllabus did you take? Please circle

Edexcel	OCR	AQA	WJEC	CCEA	
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**BTEC**

BTEC National Certificate/Diploma in Music Practice		
BTEC National Certificate/Diploma in Music Technology		
BTEC Other (please name)		

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
5		
6		
7		
8		

Other music qualifications (please name)  
.....

**Why did you choose the BMus course at the University of Huddersfield?**

**On the whole, was the BMus course what you expected it to be? Please underline**  
YES      NO

**If NO, which aspects of the course were not what you expected them to be?**

**Are there any aspects of the BMus course that you have found difficult? Please list.**

Are there any aspects of the BMus course that you feel particularly well-prepared for? Please list.

**What to date has been the best aspect of your first year experience of university?**

What to date has been the worst aspect of your first year experience of university?

**What would you like to do when you have completed the BMus course?**

## Core modules Year 1

For each of the core modules in **Composition 1, Technology for Music, Musicology 1, Analysis and Counterpoint, Harmony and Aural**, students were asked to complete the following:

This follows on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				

Some aspects of the module were completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Which aspects (if any) are new to you? Please list.

Are there any aspects that you have found more difficult than others? Please list.

Which aspects of the module have you felt most comfortable with? Please list.

In addition, for **Counterpoint, Harmony and Aural** students were asked to complete the following:

Counterpoint was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Four part harmony was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Aural dictation was completely new to me.

strongly	disagree	neutral	agree	strongly agree
disagree				

Before coming to University I had undertaken the following:

Free composition using 'contemporary' harmony

Free composition exercises using tonal harmony

Composing popular songs

Exercises based on Bach chorales

Counterpoint exercises (e.g. two-part Bach style)

Exercises based on classical string quartets

Exercises based on other classical genres

Other.....

**Music Technology at the University of Huddersfield (School of Music, Humanities and Media) 2008**

Please tick the box to indicate the degree course on which you are enrolled:		
BA in Music Technology		
BA in Music Technology and Popular Music		
BA in Creative Music Technology		
Other - please name		

**Which A Levels did you complete before you came to the University of Huddersfield? Please list**

**A Levels**

SUBJECT	GRADE

GCSE	GRADE
Maths	
Music	

BTEC National Certificate/Diploma in Music Practice	
BTEC National Certificate/Diploma in Music Technology	
BTEC Other (please name)	

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1		
2		
3		
4		
5		
6		
7		
8		

**Are there any aspects of your course that you have found difficult? Please list.**

Are there any aspects of your course that you feel particularly well-prepared for? Please list.

What attracted you to your chosen course?

What would you like to do when you have completed the course?

On the whole, was the course what you expected it to be? **Please underline**

YES NO

**If NO, which aspects of the course were not what you expected them to be?**

**Please list any music/music technology activities that you took part in outside your school or college.**

**Have any of these helped you with your university course? Please underline**

YES      NO

**If YES please name the activity and the university module it has helped you with.**

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE

**What to date has been the best aspect of your first year experience at university?**

**What to date has been the worst aspect of your first year experience at university?**

**If you could make one significant change to your first year experience, what would you want it to be?**

**I have chosen the right course for me.**

strongly	disagree	neutral	agree	strongly agree
disagree				

**Staff Questionnaire – Music And Music Technology (School of Music, Humanities and Media)**

Understanding the transition from school to university in music and music technology.

**1. How would you rate the strengths and weaknesses of the 2006-7 first year cohort in terms of subject knowledge and study skills?**

**harmony and counterpoint**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**music analysis**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**essay writing**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**research**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**knowledge of Western classical repertoire**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**knowledge of music outside the Western classical repertoire**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**sight reading ability**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**fluency in reading notation**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**performance skills**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**composition skills**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**music technology skills**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**computer skills**

|Very weak      |Weak              |Adequate        |Good             |Very good        |

**Are there any other particular strengths or weaknesses that you can identify?**

**2. How would you rate the strengths and weaknesses of the 2006-7 first year cohort in terms of subject knowledge and study skills in comparison with students ten years ago?**

**harmony and counterpoint**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**music analysis**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**essay writing**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**research**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**knowledge of Western classical repertoire**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**knowledge of music outside the Western classical repertoire**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**sight reading ability**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**fluency in reading notation**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**performance skills**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**composition skills**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**music technology skills**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**computer skills**

|Much weaker |Slightly weaker |About the same |Stronger |Much stronger |

**Are there any other particular strengths or weaknesses that you can identify that students had ten years ago?**





## Appendix 3 Student survey - statement of results

### STATEMENT OF RESULTS BMus (Hons) Music

#### Which of the following qualifications did you complete before you came to the University of Huddersfield?

SUBJECT	AS	A2
Music	P (3) C (1)	A (6) B (7) C (14) D (5) P (12)
	TOTAL 4	TOTAL 44
Music Technology	P (1)	A (1) B (2) C (1) P (5)
	TOTAL 1	TOTAL 9
Performing Arts	P (3)	B (1) C (2)
	TOTAL 3	TOTAL 3

NB Where a student has given grades for both AS and A2, the AS grade has not been included. This is to distinguish between those students who completed the A Level from those who took only the AS. P indicates AS or A2 completed but no grade specified.

54 students completed the questionnaire. These included 6 students who were taking joint Honours. 5 of the students who had completed A Levels had taken another music course at the same time: BTEC (3), OCN and AVCE. Two students had neither A Level nor BTEC qualifications in Music but had passed ABRSM Practical and Theory exams. Two students had AS in Music and in Performing Arts but no A2 Music qualifications.

#### Which A2 examination syllabus did you take?

Edexcel (25)	OCR (5)	AQA (13)	WJEC (1)
BTEC National Certificate/Diploma in Music Practice	P (3), DDM (1), MMM		
TOTAL 7	(3)		

#### ABRSM Associated Board Exams

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
5	Piano (10) singing, violin, double bass, saxophone, clarinet, trumpet, cornet, tuba	30
6	Piano (3), saxophone (2), trumpet (2), viola, clarinet, flute, cornet, French horn, digital keyboard,	1
7	Piano (2), cornet (2), singing, violin, clarinet, E flat soprano, euphonium, tenor horn, trombone	3
8	Piano (9), singing (7), trumpet (4), violin (3), flute (3), saxophone (3), guitar (2), tenor horn (2), euphonium (2), cornet, tuba, viola,	

**Other music qualifications** ATCL Diploma (cornet), Open College Network (2), International Foundation Year in Music/Music Technology

**Are there any aspects of the BMus course that you have found difficult? Please list.**

Counterpoint, harmony and aural (16)	Counterpoint/ counterpoint as it is taught differently to the previous rules we learnt (9) Figured bass/Figured bass only touched upon at A Level (2) Counterpoint, harmony and aural (2) Harmony and counterpoint (2) Bach chorales
Musicology (13)	Writing essays (3)/essay writing, use of bibliography/essay writing as my A Level exam board was not essay based and I also have poor English skills/ essay questions can be a bit vague/ I feel that musicology is sometimes difficult with the essays (6) Musicology (2) Some of the Musicology work/Musicology in terms of thorough research (2)
Analysis (12)	Analysis/analysis module - some tricky stuff! (12)
Composition (7)	Composition (5) I find composition quite difficult, especially writing in a contemporary style Composition - I'm not a composer but I have to do it (OCR)
Technology for music (6)	Technology for music (5) Technology, using different software packages
Time management (4)	A lot of information to learn! Motivation when having personal problems, timetabling all rehearsals, practice time, seminar preparation, reading and revising, researching (2)
Performance (3)	None - just not prepared for the self-learning aspect The focus on continually self-assessed performance teaching, and the focus on instrumental technique Trying to fit in enough practice/learning pieces to a deadline
No (3)	
Other	I have got a gap between my own way of doing music and the academic way of studying music. Coming from China, I am lacking in background knowledge of the formal training that other students have had, I feel myself doing the study without a direction of study skills I had never studied really early music or contemporary music before which made certain aspects challenging (WJEC) Computer composition - the recording side (Edexcel)

**Are there any aspects of the course that you have found difficult? Responses according to exam board.**

	Edexcel	AQA	OCR	BTEC/WJEC
Counterpoint, harmony and aural (16)	5	11		
Analysis (12)	4	7		BTEC 1
Musicology (11)	7	3	1	
Composition (7)	2	3	1	WJEC 1
Technology for music (6)	4	1		WJEC 1

**Are there any aspects of the BMus course that you feel particularly well-prepared for?**

Performance (19)	
Counterpoint, harmony and aural (18)	Harmony and counterpoint (6) Bach chorales (5) Four part harmony (4) Counterpoint, Harmony and Aural (3)
Analysis (14)	
Composition (10)	
Musicology (6)	Musicology (3) Essay writing (2) Musicology - particularly comparing pieces because we had to do that for A Level (Edexcel)
Other	Computer composition All of it is practically identical to my A2 course (Edexcel)/ Most (Edexcel)/composition, performance and counterpoint and harmony as these were the main aspects of my exam board at A Level (Edexcel) Technology for Music (BTEC)/Popular music in context (BTEC) I used to compose, play music by ear, which makes me quite confident about the aural section of the course. I don't think in these terms, I am expanding my knowledge in all areas, some have a firmer base than others

**Are there any aspects of the course that you feel particularly well-prepared for? Responses according to exam board.**

	Edexcel	AQA	OCR	BTEC/WJEC
Counterpoint, harmony and aural (16)	12	1	2	WJEC 1
Performance (18)	7	8	2	BTEC 1
Analysis (11)	7	3	1	
Composition (9)	3	4	1	BTEC 1
Musicology (6)	2	2	2	

## Why did you choose the BMus course at the University of Huddersfield?

Course content (19)	<p>Good variety and choice of modules/ because of the choice in courses and sections/ the modules of study interested me/liked the modular course/well rounded course/overall course layout/ right type and variety of course that I wanted/interested in the variety of subjects/ flexible in years 2 and 3 and had a good choice of modules (9)</p> <p>Good course (4)</p> <p>The course was well explained and seemed really interesting</p> <p>The course suited me</p> <p>Was interesting - classical and popular music is explored</p> <p>Interest in modern music</p> <p>To continue with my musical studies but also study areas such as composition, orchestration which you don't do with the Associated Board.</p> <p>I chose Drama with Music because I want to be a performer/ it allowed me to study both Music and English/the Music with Drama course</p>
The Music Department and staff (11)	<p>Friendly atmosphere in department (3)</p> <p>One of the few universities with a provision for early music</p> <p>Big department</p> <p>The place suited me</p> <p>Good tutors/ good instrumental teachers</p> <p>The enthusiasm of the staff tipped it</p> <p>Because of my singing teacher and the low offer</p>
Good reputation (9)	
Aspects of performance (9)	<p>Really good course for performance/best place to further my performance/performance opportunities/wanted to have a great standard of performance whilst being at university before progressing to a conservatoire/because I love music in general especially performance/performance (6)</p> <p>For the keyboard studies</p> <p>More practical based than other universities</p> <p>Brass band</p>
The place (6)	<p>Nice place (2)</p> <p>I liked the place</p> <p>Not far from home (3)</p>
Recommendation (4)	<p>On recommendation of facilities by a close friend/ recommended by a teacher/ because it was recommended to me/ I was recommended it by previous students</p>
Other (9)	<p>Because I thought it was the right choice/wanted to study here and do music</p> <p>So I can go on to do a teaching degree and specialise in music</p> <p>Music is my strongest subject and the most enjoyable</p> <p>Because I didn't get into my other choice of university and I live in Huddersfield]/got accepted here</p> <p>I used to study Music Tech in the university and would like to stay here for the BMus course which is also good</p> <p>After 20 years of studying I would like to know once and for all whether I have the talent to continue</p>

## Is the BMus course what you expected it to be?

**YES 44    NO 6    Both YES and NO - 2**

Would have liked more opportunities for solo performance

More performance and practise in different kinds of music - not just classical, rock, jazz, funk, blues etc./other modern alternative ways

I had expected more practical and less musicology/Musicology

I expected some aspects to be a lot more complex but in most modules it starts at the basics and builds up

Analysis and composition – analysis doesn't seem to teach you how to analyse a piece of music

Composition forces us to use a contemporary style

### What would you like to do when you have completed the BMus course?

Teaching (18)	PGCE (6), classroom music teacher (5) instrumental teacher (4)
	Possibly music teaching or journalism - writing music reviews/ become a music teacher, maybe even start my own music school for teaching theory/teach either privately or in schools
Teaching or performance(8)	Teach or perform (5)
	Either freelance performer or private tutor or secondary school teacher/ Unsure, probably teaching - would like to perform professionally but expect that (at least at first) to be a sideline
	Do a Masters, a PGCE and then see if I want to teach or become a cathedral organist
Don't know (8)	
Post graduate performance (5)	Study Masters at either Guildhall, RCM or RAM/specialise in performance or progress to a Masters degree/maybe do a post grad in performance or get a job/post graduate course in performance if I can/further study in performance
Performance (4)	I would like to be a performer in the entertainment industry/I was particularly interested in performance/performance of some kind if I can cope with 3A
	Performance/ become a professional singer
Composition (2)	
Other	PGCE or composition
	Play in theatres, MD in West End, teach
	Musical directing in theatre
	Maybe work in music and dance therapy so do extra course for that/ possibly teach or look into music therapy
	Ideally perform and move on to conducting, teaching, arranging etc.
	Army musician, Sandhurst
	Songwriting/performing
	Further education

## Core modules Year 1

### Composition 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
AQA 2	Edexcel 9	AQA 4	OCR 3	BTEC 1
Edexcel 1	AQA 3	Edexcel 6	Edexcel 5	AQA 1
	OCR 2		OCN	
	WJEC		AQA 3	
			BTEC 2	
TOTAL 3	TOTAL 15	TOTAL 10	TOTAL 14	TOTAL 2

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
	Edexcel 3	OCR 3	AQA 7	Edexcel 2
	BTEC 3	Edexcel 3	Edexcel 13	AQA 4
	AQA 1	AQA 2	OCN 1	WJEC
			OCR 2	
TOTAL 0	TOTAL 7	TOTAL 8	TOTAL 23	TOTAL 7

Which aspects (if any) are new to you? Please list.

Composing in a 'contemporary style' (22)	We are introduced to various styles of music particularly western orchestral contemporary/Use of atonality / Contemporary and atonal composition/Composing in a contemporary style is new to me but I prefer it/Contemporary style, graph scores/Contemporary style was used to writing in classical style with a key
None (3)	None due to BTEC. If I only did A Level I would have been unprepared
Writing for string quartet (2)	
Writing for specific instruments (2)	
Other	Certain elements of composition, certain rhythmic ideas Depth of the course on the whole Different types of music, different ways of writing Technology, use of computers Techniques of playing and some style aspects All the areas because composition was not part of the study I was doing

**Which aspects (if any) are new to you?**

	Edexcel	AQA	OCR	BTEC/WJEC
Composing in a 'contemporary style' (22)	10	9	1	OCN WJEC 1 OCN 1
None (3)	2			BTEC 3
Writing for string quartet (2)	1	1		
Writing for specific instruments (2)	2			
Other				

**Are there any aspects that you have found more difficult than others? Please list.**

Composing in a 'contemporary style' (7)	Tend to forget about contemporary style and start writing in a classical style/ composing in a contemporary yet structured way/ conforming to contemporary ideals at Huddersfield
None (6)	No Edexcel
Other	Analysis Understanding the use of accidentals in my compositions I am not a composer. I know nothing about strings. Writing a string quartet is not fun. Melody and harmony Composing in a new way Long lectures

**Are there any aspects of the course that you have found difficult? Responses according to exam board.**

	Edexcel	AQA	OCR	BTEC/WJEC
Composing in a 'contemporary' style (7)	2	5		WJEC 1
None (6)	6			

**Which aspects of the module have you felt most comfortable with? Please list.**

Exercises (7)	Basic exercises are actually quite interesting/Applying the exercises given to a bigger composition/Composing module tasks/given a set task for next lesson/exercises for making your own compositions/portfolio of exercises - not as demanding as string quartet
Freedom to use your own ideas (4)	Exploring own idea/I have found it very interesting, element of imagination/Freedom in style/Learning new ideas of writing, freedom of writing
Writing for specific instruments (3)	Writing for voice, writing for string quartet, exploring the work of newer composers/being able to compose a string quartet/writing for my own instrument
Composing in a 'contemporary' style (3)	Contemporary music/composing contemporary music/logical approaches, eliminating blank page syndrome
Theory (3)	Theory/Chord structures etc.
Setting texts (2)	
Writing whole pieces (2)	The getting on and composing things/Writing pieces rather than doing exercises
Other	The idea of creating colour lines Use of Sibelius One on one tuition Most of it

**Which aspects of the module have you felt most comfortable with? Responses according to exam board.**

	Edexcel	AQA	OCR	BTEC/WJEC
Exercises (7)	3	1	2	
Freedom to use your own ideas (4)	3	1		
Writing for specific instruments (3)	1	2		
Composing in a 'contemporary' style (3)	1			OCN 1 BTEC 1
Theory (3)	2	1		
Setting texts (2)		1	1	
Writing whole pieces (2)			2	



## Technology for Music

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
10	11	10	4	BTEC 3
		MT A LEVEL 1	MT A LEVEL 3	MT A LEVEL 2
TOTAL 10	TOTAL 11	TOTAL 11	TOTAL 7	TOTAL 5

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 4	MT A LEVEL 1	4	17	12
MT A LEVEL 1	BTEC 2	MT A LEVEL 2	MT A LEVEL 1	
TOTAL 5	TOTAL 3	TOTAL 6	TOTAL 18	TOTAL 12

Which aspects (if any) are new to you? Please list.

All of it (9)	
Recording techniques (9)	
Logic (8)	
Using Apple Macs (4)	
Microphone recording (3)	
Editing (2)	
Using mixing desks (2)	
None (2)	
Using new programs (2)	
Other	If I had paid attention in music Tech A Level I would have been OK/Cubase, setting up items required/Recording, editing, Logic - I am glad that they are now a standard part of this course/Setting up recording stuff/Editing audio samples (A Level MT)

Are there any aspects that you have found more difficult than others? Please list.

Logic (12)	Logic is a confusing program
Recording (5)	Including one MT
No (4)	BTEC 2, MT 2
All of it (2)	
Other	Apple Mac computers Edexcel/Sound box/Mixing

Which aspects of the Technology for Music module have you felt most comfortable with?

Sibelius (15)	Many students had used it before
Recording (6)	Recording - it is a useful tool
	Including one MT
All of it (5)	Three BTEC, one had worked in a recording studio
Logic (3)	
None of it (2)	
Other	Computer composition programs/Using the desk/sound box in St Paul's/Using the composition tools/Macs/Helpful teaching and excellent resources

## Musicology 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
AQA 1	AQA 2	AQA 8	AQA 4	AQA
Edexcel 1	Edexcel 8	Edexcel 10	Edexcel 6	Edexcel
BTEC 1	WJEC 1	OCR 2	OCR 3	BTEC 1
	BTEC 2			
	OCR 1			
TOTAL 3	TOTAL 14	TOTAL 20	TOTAL 13	TOTAL 3

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
1	Edexcel 6	Edexcel	Edexcel 14	Edexcel 2
	BTEC 1	OCR 2	OCR 4	BTEC
	AQA 2	AQA 4	AQA 9	AQA 2
		BTEC	WJEC	
			OCN 2	
TOTAL 1	TOTAL 9	TOTAL 8	TOTAL 30	TOTAL 5

Which aspects of Musicology 1 are new to you?

Subject specific (15)	Contemporary music (5)
	Early music (4)
	Women in music (6)
Essay writing and research (11)	Essay writing (3)
	Research (7)
	Musical examples in essays
Breadth and/or depth (6)	Wider context (4)
	More in depth study (2)
	Context - social, historical (to a degree), cultural
	Looking at music in a much wider and more detailed context
	More in depth study into historical aspects
All of it (5)	
Analytical work (4)	
None of it (2)	
Forming opinions (2)	
Theoretical side (2)	
Other	Art history
	Dissonance
	Seminar presentations

**Are there any aspects of Musicology 1 that you have found more difficult than others?**

Essay writing and research (15)	Getting books out of the library because other gits always get there first Bibliography Cutting the essays down to size Research
Subject specific (7)	Contemporary music (4) Writing essays on people and composers that are pre-20th century Women in music due to lack of interest Early music
Analytical work (4)	I'm not comfortable with excessive analysis Going into detail about things such as dissonance
None of it (4)	
Presentations (4)	
All of it (2)	
Other	Word processing my essays Taking in so much information from lectures Lacking of cultural and educational background in western music not sure about how to get into the subject

**Approximately how many *music* essays did you write as part of your A Level or BTEC course?**

**Which aspects of the Musicology 1 module do you feel most comfortable with?**

Essay writing and research (13)	Study skills that I have been given whilst I was
	here
Subject specific (5)	Early music
	Classical music study
	Dissonance (2)
	A firm emphasis on contemporary music
Debates and discussions (5)	
All of it (5)	
Presentations (4)	
None of it (3)	
Seminars (2)	
Breadth and/or depth (2)	Historical context of music
	The range of topics
Analysis (1)	
Other	Comparing music
	Learning the information

## Analysis

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
AQA	AQA 3	Edexcel 8	OCR 5	BTEC
BTEC	Edexcel 2	AQA 5	Edexcel 12	AQA
1		OCR	WJEC 1	Edexcel 4
			AQA 2	
			OCN 2	
TOTAL 3	TOTAL 5	TOTAL 14	TOTAL 23	TOTAL 6

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel	OCR	Edexcel 7	OCR 3	AQA 2
BTEC	Edexcel 8	OCR 2	Edexcel 9	BTEC
AQA	WJEC	AQA 3	AQA 4	Edexcel
	AQA 2		OCN 1	1
TOTAL 3	TOTAL 12	TOTAL 14	TOTAL 17	TOTAL 5

Which aspects are new to you? Please list.

Figured bass (7)	Edexcel 1
	OCR 1
	AQA 5
Depth of analysis (7)	Edexcel 5
	OCR 2
Analysis generally (5)	AQA 4
Some of the forms (5)	Edexcel 2
	OCR 1
	As a brass player I have never really understood various forms
	Three phrase binary form
	Large scale structural forms
None of it (3)	Edexcel 2
	BTEC 1
Schenkerian analysis (2)	Edexcel 2
Other	Theoretical/knowledge

### Are there any aspects of Analysis that you have found more difficult than others?

Figured bass (7)	AQA 4
	OCR 2
	Edexcel 1
Types of analysis (6)	Critical analysis (the nitty gritty) AQA
	The tabular analysis, breaking down
	pieces bar by bar Edexcel
	Chordal analysis Edexcel
	Analysing sonatas Edexcel
	Style analysis Edexcel
	Some of the structures AQA
None of it (6)	Edexcel 6
Sequence work(3)	Edexcel 2
	AQA 1
Depth of analysis (2)	AQA 1
	Edexcel 1
Keys and modulations (2)	Edexcel 1
	AQA 1
Other	The teacher talks too fast
	We only have an hour's seminar to take
	notes and do exercises - not enough!
	Lacking of cultural and educational
	background in western music not sure
	about how to get into the subject
	Different terms to what I used

### Which aspects of the module do you feel most comfortable with?

All of it (7)	Edexcel 7
	Analysis is very similar to A Level
Forms (7)	Edexcel 2 (sonata form)
	OCR 2 (sonata form)
	AQA 2
	Edexcel 1
Analysing harmony (6)	Edexcel 4
	BTEC 1
	AQA 1
Keys and modulations (4)	Edexcel 1
	AQA 2
	OCR 1
Analysis generally (3)	OCR 2
	AQA 1
None of it (2)	AQA 2
Other	Figured bass
	Going back over work/talking and going
	through things in class
	The range of pieces looked at
	Stating the style of the pieces

## Counterpoint, Harmony and Aural

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel	Edexcel 6	Edexcel 5	Edexcel 7	Edexcel 4
AQA 6	AQA 3	AQA 2	AQA	AQA 2
1*	BTEC 1	OCN 1	1*	BTEC
		OCR 1	WJEC	
		Foundation course	OCR 5	
TOTAL 8	TOTAL 10	TOTAL 10	TOTAL 15	TOTAL 7

### Counterpoint was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 5	Edexcel 6	Edexcel 3	Edexcel 5	Edexcel 4
AQA	OCR 2	AQA 3	AQA 4	AQA 6
WJEC		1	OCN	BTEC
OCR			OCR 2	Foundation course
				1
TOTAL 8	TOTAL 8	TOTAL 7	TOTAL 12	TOTAL 13

### Four part harmony was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 9	Edexcel 8	Edexcel 4	Edexcel 2	AQA 7
AQA 2	AQA	AQA 2	AQA 2	BTEC
OCR 5	OCN	2	Foundation course	
	WJEC			
TOTAL 16	TOTAL 11	TOTAL 8	TOTAL 5	TOTAL 8

### Aural dictation was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 7	Edexcel 8	Edexcel 3	Edexcel 3	Edexcel 2
AQA 2	AQA 7	AQA 4	AQA	
1	WJEC	BTEC		
OCR 1	OCR 3	OCN		
		1		
		Foundation course		
		OCR 1		
TOTAL 11	TOTAL 19	TOTAL 12	TOTAL 4	TOTAL 2

\* Where an exam board is not indicated this is because this information was missing from the questionnaire.

**Before coming to University I had undertaken the following:**

	Edexcel	AQA	OCR	BTEC	Other	TOTAL
Free composition using 'contemporary' harmony	5	2	1	1	1	10
Free composition exercises using tonal harmony	16	11	1	4	OCN WJEC 1	35
Composing 'popular' songs	13	8	1	3	OCN	26
Exercises based on Bach chorales	20	2	2	4	OCN 1 WJEC	31
Counterpoint exercises (e.g. two-part Bach style)	16	5	1	3	WJEC 1	27
Exercises based on classical string quartets	4	8		2	OCN 1	15
Exercises based on other classical genres	9	9	1	1	OCN 1	21
Other Improvisation, Lieder, Minimalism, Film music, Programme music, Choral free composition, lots of vocal work, Composing and arranging music by ear (all AQA students)						

**Are there any aspects of the Counterpoint, Harmony and Aural module that you have found more difficult than others?**

No (11)	Edexcel 5, OCR 2, AQA 2 No, I picked it up easily and quickly, BTEC 1
Counterpoint (10)	Edexcel 3 The free counterpoint - getting to grips with the rules, AQA 5, OCN 2
Aural (6)	Edexcel 3, AQA 2, OCR 1
Bach chorales (5)	Edexcel 3 Some aspects of modulation in the Bach, AQA 2
Renaissance counterpoint (3)	Edexcel 2, AQA 1
Four part harmony (3)	OCN - forgotten a lot, don't feel that I am progressing, AQA 2
Madrigals (2)	Edexcel 1, OCR 1
Other	4ths being dissonant is a new idea as I have a modern ear to which a 4th is remarkably consonant/So many rules/Learning new rules and different ones from before/Figured bass/Chords/Most of it as I have never done any of this type of work at A Level (AQA)/Foundation course - the theoretical background/WJEC - cantus firmus

**Which aspects of the Counterpoint, Harmony and Aural module do you feel most comfortable with? Please list.**

Bach chorales (15)	Edexcel 9, OCR 3, AQA 2, WJEC 1
Four part harmony (7)	Edexcel 2, OCR 2, AQA 1, OCN 2
Counterpoint (5)	Edexcel 2, AQA 2, OCR 1
Most or all of it (3)	Edexcel 1, AQA 1, BTEC 1
All of it (3)	Edexcel 3
Aural (2)	Edexcel 1, OCR 1
Other	Counterpoint and harmony (due to what I have been taught at uni) I find the module tedious/aural, I can quickly understand it

**Optional modules Year 1**

**Music in the Computer Age**

This follows on well from my previous course at school/college.



strongly	disagree	neutral	agree	strongly agree
disagree				
Edexcel 1	Edexcel 2			

**Some aspects of the module were completely new to me.**

Strongly	disagree	neutral	agree	strongly agree
disagree				
			Edexcel	Edexcel 2

**Which aspects are new to you?**

The genre of music studied (Edexcel), Almost all of it (Edexcel), Pretty much all of it (Edexcel)

**Are there any aspects that you have found more difficult than others? Please list.**

Technical language of genre (Edexcel), No (Edexcel), Understanding electronic music (Edexcel)

**Which aspects of the module do you feel most comfortable with? Please list.**

Research and writing essays (Edexcel)

**Popular Music in Context**

This follows on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				
	AQA 1	BTEC/AQA		BTEC 1, Edexcel 1

**Some aspects of the module were completely new to me.**

strongly	disagree	neutral	agree	strongly agree
disagree				
BTEC		BTEC 1, AQA 1		AQA
		Edexcel 1		

**Which aspects are new to you? Please list.**

Earlier pop music (Edexcel), 60s and 70s music (AQA), How the music develops

**Are there any aspects that you have found more difficult than others? Please list.**

No

**Which aspects of the module do you feel most comfortable with? Please list.**

Soul, all later pop music (Edexcel), Writing essays (AQA), Listening tests (AQA)

## Performance

### Which module are you taking?

Performance 1A	Performance 1B
Piano 6	Piano 2
Voice 6	Euphonium 1
Tuba 3	Flugel horn 1
Trumpet 3	Trumpet 1
Cornet 3E flat tenor horn 2	Pianoforte 1
Classical guitar 2	Flute 1
Clarinet 2	Voice 1
Saxophone 2	Violin 1
Flute 1	
Violin 2	
Viola 1	
Percussion 1	
Organ 1	
Euphonium 1	

Responses from Performance 1A and 1B students were very similar so they have been grouped together below.

### This follows on well from the performing I did as part of my A Level or BTEC course.

strongly disagree	disagree	neutral	agree	strongly agree
AQA	Edexcel 4	AQA 2	OCR 2	BTEC
	AQA	OCR 3	Edexcel 11	AQA 4
		WJEC 2	AQA 5	Edexcel 3
		Edexcel	1	1
		1	OCN	
TOTAL 1	TOTAL 5	TOTAL 9	TOTAL 20	TOTAL 9

### Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
AQA 3	OCR	AQA 3	Edexcel 8	Edexcel
OCR	AQA 4	OCR	BTEC	
Edexcel	Edexcel 5	Edexcel 4	2	
	1	1	AQA 3	
		WJEC	WJEC	
		OCN	OCR 2	
TOTAL 5	TOTAL 11	TOTAL 11	TOTAL 17	TOTAL 1

**Which aspects of Performance were new to you?**

Learning Journal (9)	
Technical exercises	
(6)	
Improvisation (4)	
Focus on technique	Rehearsal technique
(3)	Focus on technique
	Different embouchure
None (3)	
Amount of practice	Amount of practice and level of playing
(2)	Amount of playing
Other	All of it
	Did not have a tuba teacher at college
	More in depth studies on phrasing

**Are there any aspects that you have found more difficult than others? Please list.**

Practice (9)	Practising properly/fitting in the practice/constant practice/ practising efficiently and for long enough
	Working to a deadline/ learning the songs quite quickly
	Learning for myself
	Regular practice with no available accompanists
Focus on technique	Focus on technique/working on technique/techniques/building up technique
(7)	Breathing habits learnt from very early on/changing my embouchure/singing in and out of different voices
Learning Journal (4)	
Improvisation (4)	The improvisation teacher has demanded things I cannot give/improvisation workshops/improvisation
Technical exercises	
(3)	
No (3)	
Other	Wind band meant reading bass clef
	Having lessons as my tutor is never in
	Choosing repertoire by myself
	Working with my tutor but that's my problem

### Which aspects of the Performance module do you feel most comfortable with?

Performing (7)	
Individual lessons (9)	Communication with the tutor
Practising (2)	
Other	All of it
	None
	Technical exercises
	The process of self-teaching (e.g. fingering etc) in practice time.
	Playing in front of people
	Pieces
	Performance workshops
	Writing about seeing concerts
	Directed ensembles
	I felt very prepared as I have performed in front of people many times before. My previous instrumental teacher was really good and so I had mastered the correct techniques before coming

Prepared OK, not particularly through A Level course and school, but outside school such as music centres. No support was given at school.

### When and where did you learn to read music?

Piano lessons (3)	
School (6)	
Primary school (10)	Primary school (6), primary school playing the recorder (3), /
	Primary school, it was a specialist music school
Private lessons (6)	
Instrumental lessons (2)	Clarinet lessons Year 5, primary school trumpet lessons, Junior school flute lessons
Other	At home/Brought up that way!/Sixth Form college/Youth brass band (2)

### By age

Age	3	4	6-8	9	10	13	16+
No of students	1	1	24	4	1	1	1

### When you were at school, how long was your instrumental lesson?

10-15 minutes	20-30 minutes	40-45 minutes	1 hour
	17	9	15

**Was it an individual lesson or were you taught in a group?**

Group	Individual	Other
2	35	Both individual and group lessons
(flute)		Group for 2 or 3 years then individual
2 or 3		It varied
(guitar)		Length of lessons varied, getting longer as I went through school
		Lessons were private, school would not allow me to have an hour long lesson during their time
		Private tuition 2
		Two hours private tuition
		Never had a lesson (euphonium)

**Please use the space below to make any other comments about how well prepared you felt for your first year at university.**

I want to be here, I took a gap year and I'm glad of the opportunity to get away from my town and bad jobs, and do something I love.

The only problem is time management and knowing when notes are needed but it is stuff you learn over time.

I feel quite comfortable with most of the course but lack of formal training of music which others had has made me not well-prepared for some theoretical and historical content of the course.

I think that we should be able to compose in different styles of music, not just contemporary. There should be more emphasis on accompaniment lessons for piano and guitar. This should be part of the course. Concert going should be encouraged more. Students should have more opportunities to perform in lunchtime concerts.

Regular fixed tutorial times

I felt quite well prepared/reasonably well-prepared

Not prepared very well at all, in the theory side mainly

Overall, very well. Composition is the main area where I feel unprepared though.

It's almost identical

I feel adequately prepared for the aspects which I have prepared independently i.e. performance and composition. The A Level did help but not as much as it could have!

My practice regime prepared me for the work

Having not done Music A Level I was at a disadvantage that meant I had to do a lot of background work that otherwise would not be necessary.

**UNIVERSITY OF HUDDERSFIELD School of Music, Humanities and Media**

**STATEMENT OF RESULTS BA (HONS) MUSIC TECHNOLOGY AND POPULAR MUSIC**

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

27 students completed the questionnaire. 5 students had A Level Music, 13 students had A Level Music Technology and 12 students had BTEC Music Diplomas. Several students had a combination of these.

**A LEVELS**

SUBJECT	AS	A2
Music	P (5)	A (1) D (1) P (3)
Music Technology		A (2) B (3) E (1) P (7)

NB Where a student has given grades for both AS and A2, the AS grade has not been included. This is to distinguish between those students who completed the A Level from those who took only the AS. P indicates AS or A2 completed but no grade specified.

**Which AS/A2 examination syllabus did you take? Please circle**

Edexcel (7)	OCR (4)	AQA (3)	WJEC	CCEA
BTEC National Certificate/Diploma in Music Practice	6			
BTEC National Certificate/Diploma in Music Technology	4	DDD		
BTEC National Diploma in Popular Music	1			

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1	Piano	
2	Electric guitar, drums, double bass, clarinet, violin	
3	Piano, euphonium, classical guitar, flute, saxophone, singing, clarinet	
4	Jazz piano, flute, saxophone, singing	
5	Piano (2), Electric guitar (2), bass guitar, drums (2)	9
6	Electric guitar	
7	Piano, trumpet	
8	Electric guitar, singing	

Other music qualifications - Diploma in Music Production, Scottish Highers in Open College Network (Computer composition, 4-track recording, Advanced studio recording).

## BTEC National Diploma in Music Technology

Which of the following units did you complete? Please add grades to the appropriate boxes.

1	The Music Industry	D D M M # #	
2	Listening Skills	D M M # # #	
27	MIDI Sequencing and Software OR Sound Recording Techniques	D D D D # #	
29	Studio Production Process	M # #	
30a	Studio Production Project	D D M M #	
3	Music in Context	D M # #	
27	MIDI Sequencing and Software	D D D M M # #	
28	Sound Recording Techniques	D M M # #	
31	Audio Electronics	M #	
32	Audio Engineering Workshop Skills		
33	Computer Technology for Music	D D M M # #	
37	Events Management	M # #	
38	Introduction to Acoustics	D M M #	
39	Live sound	D M M	
40	Multimedia Sound Production	D #	
41	Music Publishing	M	
42	Music Technology in Performance	DM	
44	Sound Creation and Manipulation	D M	
45	Sound for the Moving Image	D D D #	

# - no grade indicated

## BTEC National Diploma in Music Practice

1	The Music Industry	5	
2	Listening Skills	5	
3	Music in Context	5	
4	Music Performance Process	3	
5b	Music Performance Project	4	
6	Musical Arranging	4	
7	Aural skills	3	
8	Composing	5	
9	History and Analysis of music	4	
10	History of Popular Music	5	
11	Keyboard Skills 1	4	
12	Keyboard Skills 2	1	
13	Live Performance Workshop	4	
14	Music From Around the World	1	
15	Music Improvisation 1	4	
16	Music Improvisation 2	1	
17	Music in the Community	1	
18	Music Performance Techniques 1	3	
19	Music Performance Techniques 2	3	
20	Music Theory and Harmony	4	
21	Singing 1	1	
22	Singing 2	1	
23	Special Subject Investigation	4	
24	Twentieth Century Music	3	
25	Musical theatre Performance	2	
26	The Freelance World	1	

Are there any aspects of the Music Technology and Popular Music course that you have found

**difficult? Please list.**

Computer Composition 8	Programming
Music theory (6)	Notating melodies (3)
	Some music theory
Essay writing (5)	Not so much the content but referencing,
	bibliography and research
Using Logic software (4)	Changing from Cubase to Logic
Composition and analysis (3)	
Popular music in context (3)	
Interactive sound design (3)	
Work load heavy towards the	Volume of work
end of the year (3)	Volume of work in most modules
Nothing (3)	
Group organisation (2)	Keeping aware of short notice timetables is
	difficult
Popular Music Performance	Guitar in performance skills
Note taking	
Recording 1	Working in the recording studio
Keyboard skills	
Arranging	
Improvisation	
Revision for exams	
BTEC STUDENTS	A LEVEL STUDENTS
Computer Composition 4	Computer Composition 4
Music theory 3	Music theory 3
Essay writing 2	Essay writing 3
Using Logic software 2	Work load heavy towards the end of the
	year 3
Composition and analysis 1	Using Logic software 2
Popular music in context 1	Composition and analysis 2
Interactive sound design 1	Popular music in context 2
Nothing 1	Interactive sound design 2
Popular Music Performance 1	Group organisation 2
Note taking 1	Revision for exams
Recording 1 1	
Keyboard skills 1	
Arranging 1	
Improvisation 1	



**Are there any aspects of the Music Technology and Popular Music course that you feel particularly well-prepared for?**

Composition and analysis (9)	
Recording (9)	Did in depth recording module at college
Music theory (7)	
Performance (7)	
Computer Composition (6)	Had covered all aspects of this at college and knew how to use it effectively already
Popular music in context (2)	Had a similar module in college, covered some of the same genres and developments
Essay writing (2)	Not because of A Level Music Tech Because I took English A Level
All	
Interactive sound design	
Other	Some basic principles covered at college but BA course moves quickly, so had to spend extra time researching for certain modules (particularly Logic)

BTEC STUDENTS	A LEVEL STUDENTS
Recording 5	Composition and analysis 8
Computer Composition 5	Music theory 5
Performance 4	Recording 4
Music theory 2	Performance 3
Composition and analysis 1	Computer Composition 1
Popular music in context 1	Popular music in context 1
Essay writing 1	Essay writing 1
All 1	
Interactive sound design 1	

## Why did you choose the Music Technology and Popular Music course at the University of Huddersfield?

Course content (16)	Because it covered aspects of the music industry that I find interesting and want to pursue further/I have studied popular music and wanted to go into more detail and do the technology side as well/I wanted to develop skills in popular music composition and sound production/The best course for what I wanted to do after university/Because I was interested in recording and performance/Looked good and interesting Because of its broad outlook and because it covers many aspects of music/I want to own a studio/Only course with Music Technology and Popular Music where I could also do classical performance/Potential module choices suited my requirements/Course sounded interesting Range of modules - pop plus technology
Facilities (10)	
Good reputation (7)	The best university after the institutes One of the best universities for music. HCMF.
Recommendation (5)	Have got friends here/Recommended by my college tutor (2)
The place (3)	Close to home (2) /Far away from home/Liked the university itself
The staff (2)	Because of the other universities I visited Huddersfield appeared best in terms of equipment and tutors Quality of lecturers/teaching
Other	Future vision/Because I'm not really very good at anything else. I don't really like anything else/Unsure/Got accepted

## Is the course what you expected it to be?

**YES 12** ...and more

**MOSTLY 11**

...but too much emphasis on Computer Composition

...not at first but after I settled in, the course covered all the aspects I was interested in

... but there is more pop music than I thought there would be/but I would like it to be more practical than academic (2)/...although I was under the impression that there would be more performance (2)/ but not enough opportunities to record and rehearse

...there should be more recording help from tutors

...apart from the huge step up from the BTEC National Diploma, the course is what I expected

**NO 4** a little more tech-based than I expected/I wasn't expecting so much theory

## What would you like to do when you have completed the course?

Studio work (12)	Have my own studio (2)/
Music production (10)	
Composition (10)	I would like to continue composing even it is only for fun.
Don't know (10)	
Teaching (7)	
Performance (7)	Singing
Work in the music industry (3)	
Music for film (2)	
Other	Have a much better understanding of all the areas in the next 3 years/ Own my own record company/Live sound

## Core modules

### Computer Composition 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
A LEVEL 13%	BTEC 17% A LEVEL 7%	BTEC 17% A LEVEL 20%	BTEC 50% A LEVEL 53%	BTEC 17% A LEVEL 7%

### Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC 8%	BTEC 17% A LEVEL 7%	BTEC 50% A LEVEL 40%	BTEC 25% A LEVEL 53%

### Which aspects (if any) were new to you?

Use of Logic (17)	
Use of Macs (6)	
Synthesis (6)	
Level of detail (3)	Going deeper into certain aspects/The detail of certain music packages/ Understanding why a thing works, not just that it does
Sampling (2)	
Other	Graphic scores Having freedom to write own music All of them None of them

### New aspects according to BTEC and A Level Music Technology students

BTEC STUDENTS	A LEVEL STUDENTS
Use of Logic 8	Use of Logic 9
Use of Macs 2	Synthesis 6
Going deeper into certain aspects	Use of Macs 4
None of them	Sampling 2
	The detail of certain music packages/ Understanding why a thing works, not just that it does
	Graphic scores
	Having freedom to write own music
	All of them

**Are there any aspects that you have found more difficult than others? Please list.**

Using Logic (6)	Learning a whole new software (2)
	Using the software has hampered my creative ideas because I am untrained on it/handbook quite complicated, tutor often absent/tutor expectations very high, very short time, little help
Synthesis (3)	
Sampling (2)	
Other	All difficult in some ways I am comfortable and able to deal with most aspects of it Getting new sounds Composition Taking ideas and developing them Using Macs Volume of work can be overwhelming The technical side e.g. fine tuning of a computer piece Mixing Being introduced to electronic music Graphic scores

**Difficult aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Using Logic (3)	Using Logic (3)
All difficult in some ways	Synthesis (3)
I am comfortable and able to deal with most aspects of it	Using Macs
Getting new sounds	Volume of work can be overwhelming
Composition	The technical side e.g. fine tuning of a computer piece
	Taking ideas and developing them
Sampling	Sampling
	Mixing
	Being introduced to electronic music
	Graphic scores

**Which aspects of the module do you feel most comfortable with? Please list.**

Composing (7)	
Sequencing using Logic (4)	
None of them (2)	
Freedom to compose in any style (2)	The freedom to compose almost anything/Writing music in my own style
Other	Working with Macs The way it has been taught The well-equipped programmes Writing drum scores Automation Synthesis Using samples

**Aspects that respondents felt comfortable with according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Working on my own creating new music	Composing (5)
Sequencing using Logic	Sequencing using Logic (3)
Not much	Not really any of them, I find it really difficult
Working with Macs	The freedom to compose almost anything
The way it has been taught	Writing music in my own style
The well-equipped programmes	Automation
Writing drum scores	Synthesis
	Using samples

## Composition and Analysis of Popular music

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC 16%	BTEC 34%	BTEC 50%	
A LEVEL 6%	A LEVEL 13%	A LEVEL 27%	A LEVEL 34%	A LEVEL 20%

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
		BTEC 33%	BTEC 33%	BTEC 34%
	A LEVEL 13%	A LEVEL 27%	A LEVEL 47%	A LEVEL 13%

Which aspects (if any) are new to you?

Composing songs (6)	Looking at how pop songs are composed (rather than classical)
	The way in which we approach analysis is completely different
	Analysing songs in essay form
	Analysis of lyrics
Analysing pop songs (5)	
Aspects of music theory (4)	
Essay writing (3)	Writing critically and constructively about music
Other	Jazz theory
	Structure of music industry
	Lyric writing
	Transcription of music
	Going into early recordings

New aspects according to BTEC and A Level Music Technology students

BTEC STUDENTS	A LEVEL STUDENTS
Aspects of music theory 4	Song analysis 4
Composing songs 3	Composing songs 3
Lyric writing	Essay writing 3
Transcription of music	Jazz theory
Song analysis	Structure of music industry
Going into early recordings	

**Are there any aspects that you have found more difficult than others? Please list.**

Some aspects of music theory (6)	
Writing lyrics (6)	I feel we should be taught more about poetry
Composing songs (4)	
Essay writing (4)	Research
Other	Transcription of music
	Rhythmic dictation
	Rhythmic elements
	Notating melody
	Transcription
	Arranging for recording of composition
	Jazz chords
	Developing original ideas

**Difficult aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Some aspects of music theory 3	Writing lyrics 5
Composing songs 2	Music theory 3
Essay writing 2	Essay writing 2
Transcription of music	Composing songs 2
Lyric writing	Notating melody
Rhythmic dictation	Rhythmic elements
	Developing original ideas
	Transcription
	Arranging for recording of composition
	Jazz chords

**Which aspects of the module do you feel most comfortable with? Please list.**

Composing songs (8)	
Music theory (3)	
All (3)	
Song analysis (3)	Easier because of classical background
Other	Writing lyrics
	Using proper instruments
	The cultural aspects
	Learning about musical genres/styles
	Learning about new composers and pop music
	Rhythmic dictation
	The way it has been taught
	Performing what I have written

**Comfortable aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Composing songs 3	Composing songs 5
	Song analysis 3
Music theory	Music theory 2
All	All 2
Writing lyrics	Writing melodies
Using proper instruments	
The cultural aspects	Harmonic structures
Learning about musical genres/styles	Learning about new composers and pop music
Rhythmic dictation	
The way it has been taught	
Performing what I have written	



## Popular Music in Context

Computer Composition (8)	Programming	
Music theory (6)	Notating melodies (3)	
	Some music theory	
Essay writing (5)	Not so much the content but referencing,	
	bibliography and research	
Using Logic software (4)	Changing from Cubase to Logic	
Composition and analysis (3)		
Popular music in context (3)		
Interactive sound design (3)		
Work-load heavy towards the	Volume of work	
end of the year (3)	Volume of work in most modules	
Nothing (3)		
Group organisation (2)	Keeping aware of short notice timetables is	
	difficult	
Popular Music Performance	Guitar in performance skills	
Note-taking		
Recording 1	Working in the recording studio	
Keyboard skills		
Arranging		
Improvisation		
Revision for exams		
BTEC STUDENTS	A LEVEL STUDENTS	
Computer Composition 4	Computer Composition 4	
Music theory 3	Music theory 3	
Essay writing 2	Essay writing 3	
Using Logic software 2	Work load heavy towards the end of the	
	year 3	
Composition and analysis 1	Using Logic software 2	
Popular music in context 1	Composition and analysis 2	
Interactive sound design 1	Popular music in context 2	
Nothing 1	Interactive sound design 2	
Popular Music Performance 1	Group organisation 2	
Note taking 1	Revision for exams	
Recording 1 1		
Keyboard skills 1		
Arranging 1		
Improvisation 1		

## Recording 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC 8%	BTEC 17%	BTEC 50%	BTEC 25%
A LEVEL 7%	A LEVEL 13%	A LEVEL 13%	A LEVEL 27%	A LEVEL 40%

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 8%	BTEC 17%	BTEC 17%	BTEC 33%	BTEC 25%
A LEVEL	A LEVEL	A LEVEL 5	A LEVEL 8	

**Which aspects (if any) were new to you?**

The detail of recording (8)	
Different equipment (5)	
Effects and mixing (5)	
Concert hall recording (3)	
Location recording (2)	
Other	The whole course/we didn't do it at college
	Mic techniques
	Recording drums

**New aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Different equipment (5)	The detail of recording (5)
More detail on technicalities (3)	Effects and mixing (5)
Concert hall recording (2)	Mic techniques
Location recording	Concert hall recording
The whole course/we didn't do it at college	Location recording
	Recording drums

**Are there any aspects that you have found more difficult than others?**

Different studio equipment (5)	
No (3)	
Understanding the technicalities of the recording studio (3)	
Location recording (2)	
Getting into in-depth physics (2)	
Using a digital mixing desk (2)	
Other	Studio recording sessions have been rushed, most of group struggling
	Specification of sounds
	Phasing
	Group co-ordination
	Being put on the spot in practical tests, no previous experience of this

**Difficult aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
No (2)	Understanding the technicalities of the recording studio (3)
Mixing (2)	Location recording (2)
Different studio equipment (3)	Getting into in-depth physics (2)
	Using a digital mixing desk (2)
	Different equipment (2)
	Studio recording sessions have been rushed, most of group struggling
	No
	Specification of sounds
	Phasing
	Group coordination
	Being put on the spot in practical tests, no previous experience of this

**Which aspects of the module do you feel most comfortable with?**

Mics (5)	Setting up mics/Mic techniques/Mic placement/Close mic recording, mic selections and placement
Studio recording (5)	Most time in college was in a studio Hands on recording
Location recording (4)	
Using the mixing desk (3)	
Location recording (3)	
All or most of it (3)	
Recording (2)	
Performing in recordings (2)	
Other	The way it has been taught All very similar to final year of BTEC Recording in groups Multi-track recording

**Comfortable aspects according to BTEC and A Level Music Technology students**

BTEC STUDENTS	A LEVEL STUDENTS
Mics (3)	Studio recording (4)
Recording techniques (2)	Using the mixing desk (3)
Location recording	Location recording (3)
Studio recording	Mics (2)
The way it has been taught	Recording (2)
All or most of it	All or most of it (2)
Performing in recordings	Performing in recordings
All very similar to final year of BTEC	Recording in groups
	Multi-track recording

## Optional modules

### Interactive Sound Design 1

This followed on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				
BTEC 60%	A LEVEL 25%	BTEC 40%		A LEVEL 25%
A LEVEL 50%				

**Some aspects of the module were completely new to me.**

strongly	disagree	neutral	agree	strongly agree
disagree				
				BTEC 100%
				A LEVEL 80%

**Which aspects were new to you?** All of them (8), Use of Max/MSP

**Were there any aspects that you found more difficult than others?** None of them (2), Learning the programme (2), I found the pace too fast, All of it, Solving some problems, Intense course – a lot to remember, Ability to be very logical

**Which aspects of the module did you feel most comfortable with?** Programming (2), I'm comfortable with most of it – the tutors and tutorials both help

### Music in the Computer Age

This followed on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				
		A LEVEL	A LEVEL	

**Some aspects of the module were completely new to me.**

strongly	disagree	neutral	agree	strongly agree
disagree				
			A LEVEL	A LEVEL

**Which aspects were new to you?** All of it 2

**Were there any aspects that you found more difficult than others?** Getting used to so many genres at once

**Which aspects of the module did you feel most comfortable with?** Seminar classes

## Introduction to Multimedia and the Internet

**This followed on well from my previous course at school/college.**

strongly disagree	disagree	neutral	agree	strongly agree
A LEVEL	A LEVEL	A LEVEL		
TOTAL 60%	20%	20%		

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
		A LEVEL		A LEVEL
TOTAL		20%		80%

**Which aspects (if any) are new to you?** All or most of it (4), Flash programming

**Are there any aspects that you have found more difficult than others?** Flash programming (3), It was far too advanced for the level we were at

**Which aspects of the module do you feel most comfortable with?** Social networking projects, Building websites – it is a hobby of mine, The graphics part, None of it

## Foundations of Composition 1

**This followed on well from my previous course at school/college.**

strongly disagree	disagree	neutral	agree	strongly agree
		A LEVEL 25%	BTEC 25%	A LEVEL 25%
TOTAL		25%	50%	25%

The TOTAL is a % of all students on the course.

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
		BTEC 25%	A LEVEL 25%	
TOTAL		75%	25%	

**Which aspects (if any) are new to you?** Contemporary music composition, it is good

**Are there any aspects that you have found more difficult than others?** No, Writing scores, Using the correct terminology

**Which aspects of the module do you feel most comfortable with?** The actual composing itself (2), All of it

## Popular Music Performance 1

### Instrument or voice

Guitar 7

Drums 4

Singing 3

Piano 2

This follows on well from the performing I did as part of my **A Level or BTEC course.**

strongly disagree	disagree	neutral	agree	strongly agree
A LEVEL 20%	BTEC 17%  A LEVEL 20%		BTEC 83%  A LEVEL 60%	

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
A LEVEL 34%	BTEC 16 %  A LEVEL 16%	BTEC 34%  A LEVEL 17%	BTEC 50%  A LEVEL 16%	A LEVEL 17%

**Which aspects were new to you?**

Samba (4)		
Vocal lessons (2)		
A cappella		
Piano		
Jazz chords		
Learning new rhythms and techniques		

**Are there any aspects that you have found more difficult than others?**

No (3)		
A cappella (2)		
Piano		
Vocal lessons	Haven't been taught how to sing, just told to 'tell the	
	story'	
Samba		

**Which aspects of the module do you feel most comfortable with?**

Own instrument (4)	
All of them (2)	
Performing (2)	
The teachers are very knowledgeable	
Performing my own style of music	

**Can you read music? YES 100%**

Can't sight read

**If YES, when and where did you learn to read music?**

Private lessons (6)	
High school (4)	
Primary school (3)	
College (2)	

Age	3	4	6-8	9	10	13	16+
No of students			3			1	1

**When you were at school, how long was your instrumental lesson?**

10-15 minutes	20-30 minutes	40-45 minutes	1 hour
2	6		2

**Was it an individual lesson or were you taught in a group?**

Group	Individual	Other
2	5	Both (4)
		No lessons (2)

**Please use the space below to make any other comments about how well prepared you felt for your first year at university.**

I feel more help could have been given throughout the course and we should be encouraged to ask, not suffer in silence.

Not very well at all Edexcel Music Technology A Level was useless. So was my college!

I've been involved in music for 20 years in most aspects – my only concern was the tuition fees and the level of study required.



**UNIVERSITY OF HUDDERSFIELD School of Music, Humanities and Media**

**STATEMENT OF RESULTS BA (HONS) MUSIC TECHNOLOGY**

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

12 students completed the questionnaire. 5 students had A Level Music Technology, one student had AS Level Music Technology, and 6 students had BTEC Music Diplomas. One student had GNVQ English Language, Literature and Business Studies and another had Open College Network qualifications.

**A LEVELS**

SUBJECT	AS	A2	
Music	1		
Music Technology	2	2 C C C	
Performing Arts			
BTEC National Certificate/Diploma in Music Practice	1		
BTEC National Certificate/Diploma in Music Technology	3	DDD, DDD	

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s)	THEORY	
	highest grades only		
1	Clarinet		
2	Piano RockschooL, piano		
3			
4			
5	Classical guitar, piano	2	
6			
7			
8	Violin		

## BTEC National Diploma in Music Technology

Which of the following units did you complete? Please add grades to the appropriate boxes.

1	The Music Industry	# D D # #	
2	Listening Skills	# # M #	
27	MIDI Sequencing and Software OR Sound Recording Techniques	# M # #	
29	Studio Production Process	D	
30a	Studio Production Project	# D #	
3	Music in Context	#	
26	The Freelance World	#	
27	MIDI Sequencing and Software	# # M D	
28	Sound Recording Techniques	# D # # D	
31	Audio Electronics		
32	Audio Engineering Workshop Skills		
33	Computer Technology for Music	# M D	
34	Digital Audio Principles	#	
35	DJ Technology 1		
36	DJ Technology 2		
37	Events Management	#	
38	Introduction to Acoustics	# D D	
39	Live sound	# D	
40	Multimedia Sound Production	# # #	
41	Music Publishing	#	
42	Music Technology in Performance	D	
43	Musical Instrument Technology		
44	Sound Creation and Manipulation	D	
45	Sound for the Moving Image	M D # #	

## BTEC National Diploma in Music Practice

1	The Music Industry	#	
2	Listening Skills	#	
3	Music in Context	#	
4	Music Performance Process	#	
5b	Music Performance Project	#	
6	Musical Arranging		
7	Aural skills		
8	Composing		
9	History and Analysis of music		
10	History of Popular Music		
11	Keyboard Skills 1		
12	Keyboard Skills 2		
13	Live Performance Workshop	#	
14	Music From Around the World		
15	Music Improvisation 1	#	
16	Music Improvisation 2	#	
17	Music in the Community		
18	Music Performance Techniques 1	#	
19	Music Performance Techniques 2	#	
20	Music Theory and Harmony		

**Are there any aspects of the BA Music Technology course that you have found difficult?**

Audio technology (4)	Physics/level of physics required
	Not too bad when I sat down and thought about it
	for a while
	Because of the maths
Programming (3)	
Interactive Sound Design (2)	
Not enough studio time (2)	
Computer Composition (2)	Because of the creativity
Other	Meeting deadlines
	Essay writing
	Analysing electro-acoustic music
	Studio work
	Finding in-depth information on programmes such as
	MAX MSP

BTEC STUDENTS	A LEVEL MUSIC TECHNOLOGY STUDENTS	OTHER STUDENTS
Audio technology (3)	Essay writing	Audio technology
Programming (2)	Programming	Studio work
Interactive Sound Design (2)		
Computer Composition	Computer Composition	Finding in-depth information on programmes such as MAX MSP
Not enough studio time	Not enough studio time	
Meeting deadlines	Analysing electro-acoustic music	

**Are there any aspects of the BA Music Technology course that you feel particularly well-prepared for? .**

Recording (8)	Had an excellent studio engineer at college
Computer Composition (5)	
Programming (2)	
Other	Music in the Computer Age
	Interactive Sound Design
	Multi-media

BTEC STUDENTS	A LEVEL MUSIC TECHNOLOGY STUDENTS	OTHER STUDENTS
Recording 5	Recording 2	Recording
Computer Composition 2	Programming 2	
Music in the Computer Age	Computer Composition	Computer Composition 2
Multi-media	Interactive Sound Design	

**Why did you choose the BA Music Technology course at the University of Huddersfield?**

Course content (5)	Good course Interested in music and wanted to achieve more and gain more knowledge Best on offer, suited my needs Leads to desired career I found it interesting and feel that I could have a future in this field
Good reputation (4)	Well-rated university Huddersfield University Good reputation Because I heard it was the best place in the UK to study Music Technology
Facilities (2)	Good facilities Ideal, both personally and in terms of facilities
Open Day (2)	Made me feel welcome on Open Day
Recommendation (1)	
Other	Work experience year/Love of music/Good atmosphere

**Is the course what you expected it to be?**

YES 7 NO (5)

Yes (7)	Good course - fulfils expectations Yes, and some. It's great. It covers a lot more interesting stuff than at A Level. Yes but harder Yes and more
No (5)	I thought that recording would play a much bigger role in the course - one module is not enough, two hours a week studio time is not enough e.g. recording a live session in two hours is not enough No, it is more computer based than I expected Mostly, but is based more on electronic music than I thought it would be I thought that recording would play a much bigger role in the course - one module is not enough, two hours a week studio time is not enough e.g. recording a live session in two hours is not enough No, it is more computer based than I expected Mostly, but is based more on electronic music than I thought it would be

**What would you like to do when you have completed the course?**

Studio engineer (4)	
Producer (3)	
Sound design (2)	Sound design for TV and film
Programming (2)	
Other	Initially go to the BBC and then find studio work/Possibly own a studio/Hardware design/Acoustic designer/Teach /Go into the technical side/Don't know

## Core modules Year 1

### Computer Composition 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC 16%	BTEC 16%	BTEC 51%	BTEC 17%
A LEVEL 25%		A LEVEL 25%	A LEVEL 50%	
			OCN	
			GNVQ	
TOTAL 8%	17%	17%	50%	8%

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC 33%	BTEC 33%	BTEC 34%	
			A LEVEL 25%	A LEVEL 75%
			OCN	
TOTAL	17%	17%	33%	33%

The TOTAL is a % of all students on the course.

Which aspects (if any) were new to you?

Using Logic (4)	
Using Mac (2)	
Synthesis (3)	
Other	Not really new, thought I taught most of it myself, not at college
	Using concrete sounds
	Audio sampling
BTEC STUDENTS	A LEVEL STUDENTS
Using Logic	Using Logic (2)
Using Mac	Using Mac
Composing using synthesisers	More advanced synthesis (2)
Not really new, thought I taught most of it myself, not at college.	Using concrete sounds
	Audio sampling

**Are there any aspects that you have found more difficult than others?**

Composing (2)	Composing, not using the software
Using logic (2)	
Other	Not using a score ...having a Classical background
	New ideas
	Creating music using concrete sounds and using advanced techniques
	No
BTEC STUDENTS	A LEVEL STUDENTS
New ideas	Learning to use Logic (2)
Not using a score to compose	Creating music using concrète sounds and using advanced techniques
Composing	Composing

**Which aspects of the module do you feel most comfortable with?**

Other	Mixing
	Synthesis
	Sampling
	All
	The structural aspect
	Using audio and plug-ins
	General composition of electronic music
BTEC STUDENTS	A LEVEL MT STUDENTS
Mixing	The structural aspect
Synthesis	Using audio and plug-ins
Sampling	General composition of electronic music
All	Sequencing

## Music in the Computer Age

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 17%	BTEC 66%	BTEC 17%		
A LEVEL 25%	A LEVEL 50%		A LEVEL 25%	
		OCN		
TOTAL 18%	55%	18%	9%	

### Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
		BTEC 17%	BTEC 66%	BTEC 17%
			OCN	A LEVEL 100%
TOTAL		10%	45%	45%

### Which aspects were new to you?

Electronic music (7)	Pierre Schafer and other electro-acoustic artists
	Analysing electro-acoustic music
Other	Proper essay formatting
BTEC STUDENTS	A LEVEL MT STUDENTS
Electronic music (3)	Electronic music (4)
Everything except electronica music which I listen to anyway	
New genres of music and ways of studying them	

### Are there any aspects that you have found more difficult than others?

Essay writing (4)	Researching
Other	No
BTEC STUDENTS	A MT LEVEL STUDENTS
Essay writing	Essay writing (2)
	No

### Which aspects of the module do you feel most comfortable with?

Discussing music (2)	Talking about music I like to the group
	Debates and discussions on music such as electronica
Other	None really, the module as a whole has been a new but interesting experience/Lectures
BTEC STUDENTS	A LEVEL MT STUDENTS
Discussing music (2)	None really, the module as a whole has been a new but interesting experience

## Interactive Sound Design 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 36%	BTEC 50%	BTEC 14%		
A LEVEL 25%	A LEVEL 50%	A LEVEL 25%		
OCN				
TOTAL 36%	46%	18%		

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
			BTEC 34%	BTEC 66%
		A LEVEL 25%	A LEVEL 25%	A LEVEL 50%
				OCN
TOTAL		9%	27%	64%

Which aspects were new to you?

Programming (5)	Completely new concept/Learning the program MAX/MSP - using maths to create music/More advanced use of MAX/MSP - although I had some previous experience
All of them (3)	
BTEC STUDENTS	A LEVEL MT STUDENTS
Programming (3)	Programming (2)
	All of them (2)

Are there any aspects that you have found more difficult than others?

No (3)	No, I enjoy it
All of them (2)	
BTEC STUDENTS	A LEVEL STUDENTS
No	No
All of them	
Using the software	Learning the program MAX/MSP

Which aspects of the module do you feel most comfortable with?

Other	Basics of MAX/MSP
	Mathematics
	I like the module as a whole
	Parts that directly relate to creating music
BTEC STUDENTS	A LEVEL MT STUDENTS
	Mathematics
	I like the module as a whole



## Recording 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
	GNVQ	BTEC A LEVEL	BTEC 3 A LEVEL 2/ OCN	BTEC 2 A LEVEL
TOTAL	8%	17%	50%	25%

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
	BTEC	BTEC 3 A LEVEL	BTEC A LEVEL 2	BTEC A LEVEL/OCN
TOTAL	10%	36%	27%	27%

**Which aspects were new to you?**

Different equipment (3) Decent studios	Using digital mixers (3)/Different microphones Decent equipment/The use of actual studios/Modern studios
More advanced techniques (2) BTEC STUDENTS	Virtually the same as A Level but a lot more in depth A LEVEL STUDENTS
Different equipment (2) Some of the advanced effects/processing	Different equipment (2) More advanced techniques (2) Decent studios (2)

**Are there any aspects that you have found more difficult than others?**

No (2) Other BTEC STUDENTS	Using the mixing desk/Inside the studio A LEVEL MT STUDENTS
No Using the mixing desk	No

**Which aspects of the module do you feel most comfortable with?**

Using the mixing desk (3) All of them (2) Other	Mixing/production Recording live sound/Setting up mics/The good quality equipment
BTEC STUDENTS Using the desk All of them (2) Recording live sound Setting up mics	A LEVEL MT STUDENTS The desk operation The good quality equipment

## Optional modules. Year 1

### Programming for Music Technology

#### This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 60%		BTEC 40%		
	A LEVEL 34%	A LEVEL 33%	A LEVEL 34%	
TOTAL 38%	12%	38%	12%	

#### Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
		BTEC 40%	BTEC 20%	BTEC 40%
		A LEVEL 33%	A LEVEL 34%	A LEVEL 34%
TOTAL		38%	24%	38%

#### Which aspects were new to you?

All of them (2)	
Other	Physics behind sound/Have done before in A Level Computing/Programming in C++ 2/ The whole C++ language and writing code for music
BTEC STUDENTS	A LEVEL MT STUDENTS
All of them 2	Programming in C++ 2 The whole C++ language and writing code for music
Physics behind sound	
Have done before in A Level Computing	

#### Are there any aspects that you have found more difficult than others?

All of them (2)	Extra help would have been nice
Other	VST plug-ins/Learning formulae/Audio manipulation/The theory behind audio/No
BTEC STUDENTS	A LEVEL MT STUDENTS
All of them (2)	Audio manipulation
VST plug-ins	The theory behind audio
Learning formulae	No

#### Which aspects of the module do you feel most comfortable with?

Most of it (3)	I enjoy programming generally
Other	None of it
BTEC STUDENTS	A LEVEL MT STUDENTS
Most of it	Most of it
None of it	I enjoy programming generally

## Audio Technology 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 25%	BTEC 50%		BTEC 25%	
OCN	A LEVEL 50%			A LEVEL 505
TOTAL 29%	43%		14%	14%

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
		BTEC 25%	BTEC 50%	BTEC 25%
			A LEVEL 50%	A LEVEL 50%
				OCN
TOTAL		14%	43%	43%

Which aspects were new to you?

Physics (2)	
Most of it (2)	The first term
Other	In depth analysis of audio and mixing techniques
BTEC STUDENTS	A LEVEL MT STUDENTS
Physics (2)	Most of it
The first term	In depth analysis of audio and mixing techniques

Are there any aspects that you have found more difficult than others?

Maths (4)	calculations, formulae
Other	Acoustics was hard but do-able with effort/ All of them
	No
BTEC STUDENTS	A LEVEL MT STUDENTS
Maths (4)	Acoustics was hard but do-able with effort
	No
All of them	

Which aspects of the module do you feel most comfortable with?

The second term (2)	
Other	The Maths side of it
BTEC STUDENTS	A LEVEL MT STUDENTS
The second term	The second term - hardware
	The Maths side of it

## Introduction to Multimedia and the Internet

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
BTEC 25%	BTEC 25%	BTEC 25%	BTEC 25%	
A LEVEL 50%		A LEVEL 50%		
TOTAL 38%	12%	38%	12%	

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
			BTEC 100%	
			A LEVEL 50%	A LEVEL 50%
TOTAL			75%	25%

Which aspects were new to you?

Flash (5)	
Other	Web design/Action script code/Programs used
BTEC STUDENTS	A LEVEL MT STUDENTS
Flash (2)	Flash (3)
Web design	Programs used
Action script code	

Are there any aspects that you have found more difficult than others?

Flash (3)	
Other	Lectures
BTEC STUDENTS	A LEVEL MT STUDENTS
Flash	Flash 2
	Lectures

Which aspects of the module do you feel most comfortable with?

Dream Weaver (3)	
Other	Website building/Tutorials
BTEC STUDENTS	A LEVEL MT STUDENTS
Dream Weaver	Dream Weaver 2
Website building	Tutorials

Please use the space below to make any other comments about how well prepared you felt for your first year at university.

It is a big leap and I am always struggling

**UNIVERSITY OF HUDDERSFIELD School of Music, Humanities and Media**

**BMUS (HONS) CREATIVE MUSIC TECHNOLOGY**

**Which of the following qualifications did you complete before you came to the University of Huddersfield? Please add grades to the appropriate boxes.**

Five students completed the questionnaire. Three students had both Music and Music Technology AS and/or A2 level. Two further students had Music A Level. Out of these, three students followed the Edexcel syllabus – the other two did not know which syllabus they had followed.

**A LEVELS**

SUBJECT	AS	A2
Music		B B C C D
Music Technology	A	B B
Performing Arts		B

**Which AS/A2 examination syllabus did you take?**

Edexcel 3	OCR	AQA	WJEC	CCEA

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s)	THEORY
	highest grades only	
5	Baritone, double bass	4
6	Euphonium, trumpet	
7	Cello	
8	Drum kit	

**Core modules**

**Computer Composition 1**

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
	MUSIC A LEVEL		MUSIC A LEVEL 34%	MT A LEVEL 50%
	66%		MT A LEVEL 50%	
TOTAL	40%		40%	20%

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
		MT A LEVEL	MUSIC A LEVEL 34%	MUSIC A LEVEL
		50%	MT A LEVEL 50%	66%
TOTAL		20%	40%	20%

**Which aspects (if any) are new to you?**

All of them (2)	I didn't do MT A Level so all the music technology modules	
	are new	
Logic (2)		
Sampling (1)		
	MUSIC A LEVEL STUDENTS	MT A LEVEL STUDENTS
All of them (2)	2	
Logic (2)		2
Sampling (1)	1	

**Are there any aspects that you have found more difficult than others?**

Sequencing (1)		
No (4)		
	MUSIC A LEVEL STUDENTS	MT A LEVEL STUDENTS
Sequencing (1)	1	
No (4)	2	2

**Which aspects of the module do you feel most comfortable with?**

Composing (4)		
All of them (1)		
	MUSIC A LEVEL STUDENTS	MT A LEVEL STUDENTS
Composing (4)	2	2
All of them (1)	1	

## Interactive Sound Design 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
MUSIC A LEVEL	MUSIC A LEVEL			
MUSIC T A LEVEL 3				
TOTAL				

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
	MUSIC A LEVEL		MT A LEVEL	MUSIC A LEVEL
				MT A LEVEL 2
TOTAL				

Which aspects were new to you?

All of them (1)	I've never done programming or Maths		
The programming language (1)			
MAX MSP (2)			
	MUSIC A LEVEL STUDENTS		MT A LEVEL STUDENTS
All of them (1)	1		1
The programming language (1)	1		
MAX MSP (2)			2

Are there any aspects that you found more difficult than others?

Maths (1)			
Intensity of course (1)			
All of them (1)			
No (1)			
	MUSIC A LEVEL STUDENTS		MT A LEVEL STUDENTS
Maths (1)	1		
Intensity of course (1)	1		
All of them (1)			1
No (1)	1		

Which aspects of the module do you feel most comfortable with?

None (2)			
Programming (1)	Because I did A Level Maths		
The basic stuff (1)			
	MUSIC A LEVEL STUDENTS		MT A LEVEL STUDENTS
None (2)	1		1
Programming (1)	1		
The basic stuff (1)			1

## Recording 1

This follows on well from my previous course at school/college.

strongly	disagree	neutral	agree	strongly agree
disagree				
MUSIC A LEVEL	MUSIC A LEVEL		MT A LEVEL 2	MT A LEVEL
TOTAL				

The TOTAL is a % of all students on the course.

**Some aspects of the module were completely new to me.**

strongly	disagree	neutral	agree	strongly agree
disagree				
MUSIC A LEVEL			MT A LEVEL 2	MUSIC A LEVEL
	MT A LEVEL	MT A LEVEL		
TOTAL				

The TOTAL is a % of all students on the course.

**Which aspects (if any) are new to you?**

All of them

None because I did this in my spare time, but I never did it at college

Some mic techniques

Location recording

New equipment

New techniques

**Are there any aspects that you have found more difficult than others?**

No (3)

Mic properties

**Which aspects of the module do you feel most comfortable with?**

All of them

Microphone types and techniques because it is pretty simple

General recording techniques and computers

Concert hall recording

Studio recording (2)



## Musicology 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
			MUSIC A LEVEL 2	
			MT A LEVEL 3	
TOTAL				

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
TOTAL	MUSIC A LEVEL	MUSIC A LEVEL		
		MT A LEVEL	MT A LEVEL 2	

The TOTAL is a % of all students on the course.

Which aspects are new to you?

Essay writing (2), Studying early music, I've learnt new things about all aspects of music history  
Music history, Essay writing – bibliography etc.

About how many *music* essays did you write as part of your A Level or BTEC course?

none	1-2	3-5	5-10	10+
MUSIC A LEVEL	MUSIC A LEVEL			
	MT A LEVEL	MT A LEVEL		MT A LEVEL

Are there any aspects of Musicology that you have found more difficult **than others**?

Essay writing (2), Challenging, but in a good way, Heavy work load, Essay writing, Some information is hard to find

Which aspects of the module do you feel most comfortable with?

None of it really, Discussing topics in seminars, Discussions

## Counterpoint, Harmony and Aural

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
			Edexcel 2	Edexcel 3
TOTAL				

### Counterpoint was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 2	Edexcel 2		Edexcel	
TOTAL				

### Four part harmony was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 3	Edexcel	Edexcel		
TOTAL				

### Aural dictation was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
Edexcel 5				
TOTAL				

### Before coming to University I had undertaken the following.

	Edexcel
Free composition using 'contemporary' harmony	2
Free composition exercises using tonal harmony	2
Composing 'popular' songs	2
Exercises based on Bach chorales	4
Counterpoint exercises (e.g. two-part Bach style)	3
Exercises based on classical string quartets	
Exercises based on other classical genres	2

### Are there any aspects of the Counterpoint, Harmony and Aural module that you have found more difficult than others?

Aural, Harmony is taught differently by everyone and there are more rules at A2 that it turns out don't apply, Figured bass, Bach chorales

### Which aspects of the module do you feel most comfortable with?

Bach chorales (2), Aural – love it (2), All of them

## Optional modules Year 1

### Foundations of Composition 1

strongly disagree	disagree	neutral	agree	strongly agree
	Edexcel 2	Edexcel	Edexcel	
TOTAL				

### Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
	Edexcel		Edexcel 2	Edexcel
TOTAL				

### Which aspects (if any) are new to you?

Actually being taught to compose in a more contemporary style

Writing contemporary music (2) I think that this is good but we should do other styles too

The whole contemporary side of music

### Are there any aspects that you have found more difficult than others?

Producing material every week – some very busy weeks can get quite uninspirational for composing

It is difficult to work at home to get a good mark for composition. I have never been taught how to structure compositions and have learnt from books instead.

Understanding contemporary music

### Which aspects of the module do you feel most comfortable with?

Free composition

Everything when I get carried away

The actual composing and getting ideas

### Please use the space below to make any other comments about how well prepared you felt for your first year at university.

One to one lessons in composition helped at A2 level.

Music as a subject at A Level *could* have prepared me well but I chose the wrong options because I didn't think this course would have been so music based. Most of the preparation I had was from my own learning because I was interested in music technology.

**UNIVERSITY OF HUDDERSFIELD School of Engineering and Technology**

**STATEMENT OF RESULTS – BA/BSC IN POPULAR MUSIC PRODUCTION**

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

26 students completed the questionnaire. 15 students (58%) had completed A Levels - one student had completed Scottish Highers. 10 students (39%) had completed BTEC qualifications – one of these had both an ND and an HND.

**A Levels**

SUBJECT	AS grade	A2 grade
English	C D E	B B C C C C C D
Music	B C	C C C D D D E
Music Technology	A B C	B C C C
Media		B B C C
Business Studies	D	A A B
Geography	B D D	A C
French	D E	C C
Physics	C	B E
Art		A B
Design and Technology	N	B C
Drama		C C
General Studies	B B C C	D
Psychology	D	C
ICT	C	C
Biology	C	E
Performing Arts	U	B
Environmental Science		D
Mathematics		C
PE		C
Religious studies		C
History		C
Sociology		C
Electronics	A	
Government and politics	B	
Chemistry	E	

NB Where a student has given grades for both AS and A2, the AS grade has not been included. This is to distinguish between those students who completed the A Level from those who took only the AS.

GCSE	GRADE
Maths	A* (1) A (1) B (12) C (9) D (1)
Music	A (5) B (4) C (2) D (1)

10 students (39%) had completed BTEC qualifications – one of these had both an ND and an HND.

BTEC National Certificate/Diploma in Music Practice	MMM
	DD
	No grades listed
BTEC National Certificate/Diploma in Music Technology	DDM
	DMM
	DDM
BTEC National Certificate/Diploma in Pop Music	Mainly Distinctions
BTEC Higher National Diploma in Music Performance	DD
BTEC Higher National Diploma in Music Production	M

### ABRSM Associated Board Exams

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1	Piano Snare drum Drums	
2	Piano Violin	(1)
3	Piano and flute, piano	
4	Piano Trumpet Clarinet Drum kit keyboard	
5	Tuba	(4)
6	Violin Drum kit	(1)
7		
8	Drums Saxophone Bass guitar Piano	

## BTEC National Diploma in Music Technology

Which of the following units did you complete? Please add grades to the appropriate boxes.

NB - colleges may offer a small number of units from another ND as part of the main qualification, hence the additional units at the bottom of the table. This also applies to the ND in Music Practice. The student who followed the ND in Popular Music completed a combination of Music Technology and Music Practice units. These are listed in the Music Practice table.

1	The Music Industry	M M #	
2	Listening Skills	M M #	
27	MIDI Sequencing and Software OR Sound Recording Techniques	D M #	
29	Studio Production Process	M D #	
30a	Studio Production Project	D D #	
3	Music in Context	#	
26	The Freelance World	#	
27	MIDI Sequencing and Software	D M #	
28	Sound Recording Techniques	M D #	
31	Audio Electronics	P M	
32	Audio Engineering Workshop Skills	#	
33	Computer Technology for Music	M #	
34	Digital Audio Principles	#	
35	DJ Technology 1	M D #	
36	DJ Technology 2	M D #	
37	Events Management		
38	Introduction to Acoustics	M M #	
39	Live sound	#	
40	Multimedia Sound Production	D M	
41	Music Publishing		
42	Music Technology in Performance	M D #	
43	Musical Instrument Technology		
44	Sound Creation and Manipulation	D M #	
45	Sound for the Moving Image	M M	
8	Composing	D M	
10	History of Popular Music	M	
13	Live Performance Workshop	M D	
15	Music Improvisation 1	P	
16	Music Improvisation 2	M M	
18	Music Performance Techniques 1	M M	
19	Music Performance Techniques 2	M	
20	Music Theory and Harmony	P	

# indicates unit completed but no grade specified.

## BTEC National Diploma in Music Practice

Which of the following units did you complete? Please add grades to the appropriate boxes.

NB - colleges may offer a small number of units from another ND as part of the main qualification, hence the additional units at the bottom of the table.

1	The Music Industry	M # D M M
2	Listening Skills	P # D M D
3	Music in Context	M # D M
4	Music Performance Process	# D D P
5b	Music Performance Project	M # D D M
6	Musical Arranging	M D
7	Aural skills	P D P M
8	Composing	M M
9	History and Analysis of music	
10	History of Popular Music	M #
11	Keyboard Skills 1	F D D
12	Keyboard Skills 2	D D
13	Live Performance Workshop	D D D
14	Music From Around the World	
15	Music Improvisation 1	M D D M
16	Music Improvisation 2	D D D
17	Music in the Community	
18	Music Performance Techniques 1	D D
19	Music Performance Techniques 2	D D
20	Music Theory and Harmony	M D M P
21	Singing 1	M M
22	Singing 2	M
23	Special Subject Investigation	
24	Twentieth Century Music	P
25	Musical Theatre Performance	
26	The Freelance World	
27	MIDI Sequencing and Software	D # D
28	Sound Recording Techniques	D # D
31	Audio Electronics	#
32	Audio Engineering Workshop Skills	#
40	Multimedia Sound Production	D
44	Sound Creation and Manipulation	#
45	Sound for the Moving Image	#

**Please list any music/music technology activities that you took part in outside your school or college.**

Performing (16)	Rock bands (11), Various youth orchestras (1), wind band (1),
	county brass band (1) professional bands (2)
Sound engineering	School productions and gigs (4) live sound (2) theatre company
and live sound (7)	(1)
Instrumental	Guitar (2), bass guitar (1), piano (1), Rockschoo (1)
lessons (5)	
Composing (4)	Home studio (4)
Work experience	Studio (2) Symphony Hall, Birmingham (1)
(3)	
Courses (3)	NCFE music technology (1), Level 2 sound recording (1), short
	night class in music tech (1)
DJing and VJing	DJing (2), VJing (1)
(3)	
Teaching (1)	Drums (1)
Production (1)	Produced my band's EP (1)
Website creation	
(1)	

**Have any of these helped you with your university course?**

YES	17	NO	8
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**If YES please name the activity and the university module it has helped you with.**

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE
Performing in bands (5)	Recording (12)
Sound engineering (3)	
Work experience at studios (2)	
Recording/live (1)	
Produced my band's EP (1)	
Performing in bands (3)	CCSD (5)
Produced my band's EP (1)	
NCFE music technology course (1)	
Sound engineering school productions (2)	Audio technology (3)
Work experience at studio (1)	
Professional band (1)	Performance (2)
Drum teaching (1)	
Instrumental lessons (2)	Music theory (2)
Band website	Multimedia (1)



## What attracted you to your chosen course?

Course content (9)	Course content (2), blend of technology and music/ mix of both musical modules, like theory and performance, with more technical modules like Recording and CCSD (2), variety, it covers all aspects of music production and performance/performance/composition and performance (3), since I had little experience and knowledge in music, I liked how the course taught you the basics. Also how we get taught other instruments (1), looked better than others on UCAS (1)
Facilities (7)	Good facilities (4), facilities were better than any other place I applied, studio equipment, quality of equipment
The place (6)	The town (3) people (1), night life (1), accommodation (1)
Music production (6)	The production side (4), want to be a producer and have a successful life without the hassle of being a pop star/ want to work in the music industry and develop my skills at music production (2)
Personal aptitude and enjoyment (4)	I had used computer programs to write music and really enjoyed it (1), combination of my skills included in this course (1), I'm not interested in performance but I love to create music and listen to and analyse other pieces (1) the fact that it was Higher Education in a subject I enjoyed (1)
The staff (3)	Passion of learning/teaching from lecturers (1), tutors (1), Julia Winterson (1)
The university (2)	The reputation of the university (2)
A whim (1)	I had finished my old course at BIMM and didn't know what to do so I did university - a whim

**On the whole, was the course what you expected it to be? Please underline**

|YES |15 |NO |11 |

If NO, which aspects of the course were not what you expected them to be?

Multimedia and the Internet (6)	Multimedia and the Internet (4), amount of internet (1), much more computer based than I expected. I didn't expect to be doing web design, although I do quite like some aspects of making some animations.
Audio Technology (3)	Did not realise that there was so much physics in Audio Technology (1), Audio Technology - too hard (1), the Maths in Audio Technology
Performance (3)	Performance (1), not enough performance (1), the music performance module is shocking (1)
CCSD (1)	
OOP (1)	

**Are there any aspects of the course that you have found difficult? Please list.**

Audio Technology (11)	Audio Technology (6), this is in more detail than I have previously studied (1), Maths aspect (2), Physics aspect (1), very difficult when dealing with equations and physics but it is useful knowledge (1)
Music theory (5)	Music theory (4), theory due to having no past experience in it compared to the rest of my group. Found I fell behind the class and was slower to understand (1)
Multimedia and the Internet (4)	Multimedia and internet (3), have never used a computer to make a website. I feel that the module isn't nearly as well written for beginners as the rest are (1)
CCSD (4)	CCSD (2) I have found it difficult to get used to Computer Composition, but I want to get better at it (1), CCSD - not familiar with Cubase so struggle (1)
Mixing desk (2)	Mixing using the mixing desk (1), some aspects of mixing desk architecture in studio recording (1)
OOP (3)	OOP (1), I find programming difficult (1), OOP because I never did it before (1)
No (2)	
Getting used to new technology (1)	

**Are there any aspects of the course that you have found difficult? Please list.**

	BTEC	Music A Level	MT A Level	None
Audio Technology (11)	40%	57%	71%	50%
Music theory (5)	10%	0%	14%	0%
Multimedia and the Internet (4)	10%	14%	43%	0%
CCSD (4)	0%	29%	29%	100%
Mixing desk (2)	0%	14%	14%	0%
OOP (3)	40%	0%	0%	0%
No (2)	20%	0%	0%	0%
Getting used to new technology (1)	10%	0%	0%	0%

**Are there any aspects of the course that you feel particularly well-prepared for?**

CCSD (7)	CCSD (7)
Music theory (7)	Music theory (4) ...after doing Music A Level. Both are quite similar but there are more things I have picked up in the small workshop classes going through the theory books (1), I find music theory the easiest as I have done this kind of work previously (1), because of previous music experience (GCSE, wind band in school etc) (1)
Performance (5)	Performance (5)
Recording (4)	Recording (6) some aspects of recording (1), most of recording (1)
Audio Technology (4)	Audio Technology (2) some features of Audio Technology (1), because I have studied physics and electronics before (1)
All listening (1)	
No (1)	

**Are there any aspects of the course that you feel particularly well-prepared for?**

	BTEC	Music A Level	MT A Level	None
CCSD (7)	40%	0%	29%	0%
Music theory (7)	10%	71%	29%	100%
Performance (5)	20%	14%	14%	0%
Recording (4)	50%	14%	43%	0%
Audio Technology (4)	20%	0%	14%	50%
All listening (1)	0%	0%	0%	50%
No (1)	0%	0%	0%	50%

**I have chosen the right course for me.**

strongly disagree	disagree	neutral	agree	strongly agree
	2	6	10	8

I changed to MTAS because I like the technical side rather than the production side of music.

## STATEMENT OF RESULTS BSc in MUSIC TECHNOLOGY AND AUDIO SYSTEMS

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

22 students completed the questionnaire. 15 students had completed AS/A2 levels. 7 students had completed BTEC National Diplomas in Music Technology. Some students had both AS/A2 levels and BTEC National Diplomas.

SUBJECT	AS grade	A2 grade
Business Studies	C	
Chemistry		C
Computing	C D	A A C C
Design and Technology	C	A
Economics	C	
Electronics	E	A C
Engineering		B
English	C	C C
Film Studies		C
General Studies	C D E	B
German	E	
Geography	E	
Mathematics	A B C	B B C C D
History		E
ICT	C D D	B D E
Latin	B	
Media		D E
Music		E
Music Technology	C D	A B B C D
Philosophy		E
Physics	C	C D E E E
Psychology	C C E	
Sociology	C E	
Statistics		A

NB Where a student has given grades for both AS and A2, the AS grade has not been included. This is to distinguish between those students who completed the A Level from those who took only the AS.

GCSE	GRADE
Maths	A* (1) A (5) B (6) C (4) D (2)
Music	A (2) B (2) C (2)

### ABRSM Associated Board Exams

1	Electric guitar (Rockschool)
2	Drums, clarinet
3	Drums (Rockschool)
5	Violin

## BTEC Qualifications

BTEC National Certificate/Diploma in Music Technology	PASS/ DDD/ DDD DDD/ DDD/DDM PMM
BTEC National Certificate/Diploma in Media	MMM
BTEC National Award in Media	M
BTEC National Certificate/Diploma in Business Studies	D

Access to Engineering and Computer Science, Certificate HE in Computing, National Diploma in Welding and Fabrication

## BTEC National Diploma in Music Technology

Please answer the following questions if you have a BTEC qualification.

Which of the following units did you complete?

1	The Music Industry	# # # # D D M
2	Listening Skills	# # # # M M
27	MIDI Sequencing and Software OR Sound Recording Techniques	# # # D D
29	Studio Production Process	# # D D D
30a	Studio Production Project	# # # # D D D
3	Music in Context	# # # D D M
26	The Freelance World	D #
27	MIDI Sequencing and Software	# # D D D
28	Sound Recording Techniques	# # D D M
31	Audio Electronics	# D M
33	Computer Technology for Music	# D
34	Digital Audio Principles	# D M
35	DJ Technology 1	# D
36	DJ Technology 2	#
37	Events Management	# # D
38	Introduction to Acoustics	# D M
39	Live sound	# # # D D D
40	Multimedia Sound Production	# # D
41	Music Publishing	# D
42	Music Technology in Performance	# D
44	Sound Creation and Manipulation	# # # D D
45	Sound for the Moving Image	# # # # M
	Keyboard Skills I	# D
	Keyboard Skills II	#
	Composing	D
	Arranging	D
	Special Subject Investigation	D

# - no grade indicated

**Please list any music/music technology activities that you took part in outside your school or college.**

Sound engineering and live sound (6)	Recording my band   Setting up PAs and sound systems   Live sound/recording   Sound engineering/ Sound engineering live pub gigs   Set up own location recording studio
Professional work (6)	Worked as monitor engineer/power technician for theatres/festivals   Working for Edirol Europe as a technical support analyst   Worked as a gopher in a music studio   Assistant engineer - Olympic studios   Worked for a recording studio   Worked for a PA company
Performing (4)	Playing guitar   String ensembles and orchestra   Playing in bands (2)
Composing (3)	Home studio   Making music using sequencing software and hardware
Website creation (2)	
Instrumental lessons (1)	
Programming (1)	

**Have any of these helped you with your university course? YES 13 NO 5**

**If YES please name the activity and the university module it has helped you with.**

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE
Guitar lessons (2)	Music Theory (2)
String ensembles and orchestra	
Worked for a recording studio (2)	Recording 1 (11)
Home studio (2)	
Recording bands/Live sound/recording	
Assistant engineer - Olympic studios	
Sound engineering	
Set up own location recording studio	
Monitor engineering	
Sound engineering live pub gigs	
Playing in bands	All modules (1)
Home studio (2)	CCSD (4)
Making music using sequencing software and hardware	
Working for Edirol Europe as a technical support analyst	
Worked for a recording studio (2)	Audio Technology (8)
Sound systems	
Worked for a PA company	
Monitor engineering	
Working for Edirol Europe as a technical support analyst	
Sound engineering live pub gigs	
Home studio	
Web design (2)	Multimedia and the internet (2)

**What attracted you to your chosen course?**

Course content (12)	The variety of modules (2)
	Module sounded useful and interesting
	Very broad and teaches physics, programming

	and multi-media alongside the core recording module. I thought this would keep my options open in terms of employment once I graduate
	I have some knowledge of sound systems and wanted to gain knowledge of other areas of music
Facilities (3)	
The place (3)	Location (2) The town
Personal aptitude and enjoyment (2)	Passion My love for music and technology
Reputation (2)	
The staff (1)	
The university (1)	
Website (1)	
Links with industry (1)	

On the whole, was the MTAS course what you expected it to be? **Please underline**

YES	90%	NO	10%
-----	-----	----	-----

If NO, which aspects of the course were not what you expected them to be?

Multimedia and the Internet (2)	Pointless
Audio Technology (1)	The physics side
CCSD (1)	
Assumption of prior knowledge (1)	
Not as much recording (1)	
More theory than practical (1)	
Exams (1)	BTEC didn't have any

**Are there any aspects of the course that you have found difficult? Please list.**

Audio Technology (10)	The Maths involved (3) although enjoyable		
	The physics		
Music theory (7)	It wasn't taught in Music Technology A Level very		
	thoroughly		
	Being self-taught as a guitarist I had mostly		
	ignored the theory.		
OOP (6)			
CCSD (3)	I had no prior knowledge or practice in the module		
	and struggle to grasp the practical side of it		
Cubase (1)	I hate it		
	BTEC	MT A Level	None
Audio Technology (45%)	25%	71%	43%
Music theory (32%)	25%	43%	29%
OOP (27%)	25%		57%
CCSD (14%)	13%	14%	14%
Cubase (5%)	13%		

**Are there any aspects of the course that you feel particularly well-prepared for? Please list.**

Recording (7)			
CCSD (4)			
Multi-media and the Internet			
(3)			
Audio Technology (3)	I am quite computer literate and enjoy programming		
	and Audio Tech.		
	Nearly all aspects		
Sequencing (2)			
Music theory (1)			
Programming (1)			
OOP (1)	Covered in Access course		
	BTEC	MT A Level	None
Recording (32%)	37%	43%	14%
CCSD (18%)	37%	14%	
Multi-media and the Internet	13%	14%	14%
(14%)			
Audio Technology (14%)	25%		14%
Sequencing (9%)	13%	14%	
Music theory (5%)		14%	14%
Programming (5%)		14%	
OOP (5%)			14%

**I have chosen the right course for me.**

strongly	disagree	neutral	agree	strongly agree
disagree				
		5%	60%	35%

But I should have probably tried to study Music theory more when younger.



**STATEMENT OF RESULTS BSc IN MUSIC TECHNOLOGY AND SOFTWARE DEVELOPMENT**

**Which of the following qualifications did you complete before you came to the University of Huddersfield? Please add grades to the appropriate boxes.**

**A Levels**

SUBJECT	AS grade	A2 grade
Business Studies		B D
ICT		A A
Mathematics		D
Music		A
Physics		D D
PE		D

GCSE	GRADE
Maths	A A C C
Music	A A

BTEC National Certificate/Diploma in Music Technology | # # |

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
1	Piano	
5	Bass (Rockschool)	
6		
7		
8	Organ	

**BTEC National Diploma in Music Technology**

Which of the following units did you complete? Please add grades to the appropriate boxes.

1	The Music Industry	#	#	
2	Listening Skills			
27	MIDI Sequencing and Software OR Sound Recording Techniques	#		
29	Studio Production Process	#		
30a	Studio Production Project	#	#	
3	Music in Context			
26	The Freelance World			
27	MIDI Sequencing and Software	#	#	
28	Sound Recording Techniques	#	#	
31	Audio Electronics	#		
32	Audio Engineering Workshop Skills	#		
33	Computer Technology for Music	#		
34	Digital Audio Principles	#	#	
35	DJ Technology 1			
36	DJ Technology 2			
37	Events Management	#		
38	Introduction to Acoustics	#	#	
39	Live sound	#		
40	Multimedia Sound Production	#		
41	Music Publishing			
42	Music Technology in Performance			
43	Musical Instrument Technology			
44	Sound Creation and Manipulation			
45	Sound for the Moving Image	#		

Please list any music/music technology activities that you took part in outside your school or college.

Worked for a studio providing technical support to people in the music industry  
 DJing using a computer  
 Making my own music on computer  
 Piano lessons  
 Playing in bands  
 Composition  
 MIDI music course  
 LOCN Sound engineering

**Have any of these helped you with your university course? Please underline**

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE	
Making my own music on computer	CCSD	
DJing using a computer		
Piano lessons	Music Theory	
MIDI music course	Recording 1	
LOCN Sound engineering		

**What attracted you to your chosen course?**

Course content (4)	Combination of music technology with IT software development 2/Broad range of modules covering physics, media, IT, music technology/Programming 2
Facilities	
The place	
Personal aptitude and enjoyment	
Reputation	
The staff	
The university	
Website	
Links with industry	

**On the whole, was the course what you expected it to be? YES 100%**

**Are there any aspects of the course that you have found difficult? Please list.**

No (1)			
Programming (2)	Due to lack of experience		
Music theory (1)			
	BTEC	MT A Level	None
No (1)	1		
Programming (2)			2
Music theory (1)	1		

**Are there any aspects of the course that you feel particularly well-prepared for? Please list.**

Recording (2)			
Topics already covered in BTEC			
CCSD (1)			
Audio Technology (1)	Because of my Physics A Level		
Music theory (1)			
	BTEC	MT A Level	None
Recording (2)	1		1
Topics already covered in BTEC	1		
CCSD (1)			1
Audio Technology (1)			1
Music theory (1)			

**I have chosen the right course for me.**

strongly disagree	disagree	neutral	agree	strongly agree
			2	2

**UNIVERSITY OF HUDDERSFIELD Department of Music, Humanities and Media**

**ENGLISH STUDIES STATEMENT OF RESULTS**

48 students completed the questionnaire. 37 students had taken A Levels in English and 7 students had completed the Access to Higher Education course. Other qualifications included A Levels in other subjects and the International Baccalaureate. One student had studied in Germany.

Please tick the box to indicate the degree course on which you are		
enrolled:		
English Studies	9	
English Studies with Creative Writing	2	
English and History	7	
English and Media	3	
English Literature	6	
English Literature and Creative Writing	7	
English Literature with Journalism	6	
English Literature with Creative Writing	8	

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

SUBJECT	AS	A2	
English Language		4	
English Literature		24	
English Language and Literature		11	
Access to Higher Education (AQA) - 7 students. Of those who specified subjects			
One studied English Language and Literature			
One studied English, History and Life science			
One studied Science and another 'did not study English'			
Other			
International Baccalaureate			
German qualifications in German literature and History			
Science A Levels			
Media A Level			
JMB English Literature A Level (1964)			

**Grades for English Language A Level**

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**Grades for English Literature A Level**

--

**Grades for English Language and Literature A Level**

--

**Which AS/A2 examination syllabus did you take for English Language?**

Edexcel	OCR	AQA	WJEC (Wales)	
1	0	2	1	

**Which AS/A2 examination syllabus did you take for English Literature?**

Edexcel	OCR	AQA	WJEC (Wales)	
3	1	16	5	

**Which AS/A2 examination syllabus did you take for English Language and Literature?**

Edexcel	OCR	AQA	WJEC (Wales)	
3	1	8	0	

## What attracted you to your chosen course?

Joint or combined course (15)	<p>I was actively seeking a creative writing course and when I discovered my main option was to take one combined course (Literature and Creative writing) I chose it in order to do creative writing to a more developed extent (i.e. half the module rather than a third)/ I've always enjoyed English and prefer Literature over Language, so that's why I chose English Literature (and Creative Writing)</p> <p>I couldn't pick between the two subjects/The inability to choose between an English and a History degree</p> <p>I was attracted to English and History because I wanted to do something I knew I'd be interested in/I thoroughly enjoyed the history course at college and wanted to continue it in degree, I wanted to do a dual degree/Because I always loved doing history and was always interested in it and I enjoyed learning English so I wanted to put this into use</p> <p>I like English and Media - it looks good as a degree/The mix of the two subjects seemed complimentary and are subjects I am fond of (English and Media)/I didn't want to do just Media because of the way it is perceived</p> <p>I love English Literature and I like writing so decided I would take Journalism with it as I enjoyed A2 Media Studies</p> <p>I enjoy both Language and Literature and this course seemed the best choice for me (English Studies)</p> <p>I enjoy Literature over Language whilst enjoying English on a whole as a subject. But, I also wanted to study Journalism alongside Literature to add more variety</p> <p>That the course was a combined degree course (Eng Lit with Journalism)</p>
Personal aptitude and enjoyment (15)	<p>Both interesting courses that I wanted to learn more about</p> <p>Always had a love of literature/I have always enjoyed studying English Literature and wanted to expand my skills and enter the literary world in a different way by creating my own work</p> <p>Enjoy studying literature for different periods</p> <p>Deeper understanding and enjoyment of literature</p> <p>I enjoyed English at school and I enjoy creative writing/Favourite and strongest subject/It was my strongest subject/ It was my best subject</p> <p>Interest in the subject</p> <p>Inspiration from an English teacher</p> <p>Adore reading, analysing, writing. Wanted to further my skills/I enjoy reading and enjoyed English Literature at college therefore decided to continue my studies in the subject/I enjoy reading/I enjoy English Language a lot but have always wanted to do English and have been interested in English also (English Studies)</p>
Career prospects 13	<p>I want to be a teacher/I want to teach it in the future/Aspirations of a career in the subject/To lead on to teaching/I want to teach</p>

	English/I wanted to have a career in teaching it/It is a good starting point in becoming a teacher/My chosen career is that of an English teacher so it made sense to do straight English Literature rather than combined with Language because I do not enjoy the Language aspect
	Creative Writing ambitions/I'd love to write professionally one day so Creative Writing appealed to me straight away/The journalistic profession appeals to me
	I chose English Literature with Journalism to leave career options more open for when I have completed the course
	I wanted to do a dual degree so I could have different options for a career path
Enjoyed English Literature at A Level 7	Well, I did English Literature for my A Levels and I enjoyed that immensely/ I enjoyed doing English Literature and Media at A Level/ I love English Literature and did well at A Level/ I am really interested in it. I was inspired at A Level and want to take it further and go more in-depth/ I enjoyed it at A Level/ I had a great A Level Literature teacher who helped me and confirmed that literature was my only choice (I didn't like English Language). I got a good grade too/I enjoyed English at A Level and GCSE and I have always been quite good at it
Course content 7	Originally I chose Journalism and the lectures were great, but I decided to change to Literature because of the types of writing I write
	The modules that were on offer/It covered the areas that I had an interest in as well as others I felt would be beneficial to my learning experience (Eng Lit)
	The Journalism aspect, plus the quality of the course on offer
	Creative writing element
	Varied topic structure
University staff 3	The uni tutors/quality of the tutors
Other	Friendlier staff than other local universities
	Good grades at GCSE
	Better facilities than other local universities
	It sounded interesting and it's what I wanted to do
	Close to home
	Creative writing advert in Writers and Artists Year Book

**On the whole, is the course what you expected it to be?**

YES	NO
37 (77%)	11 (23%)

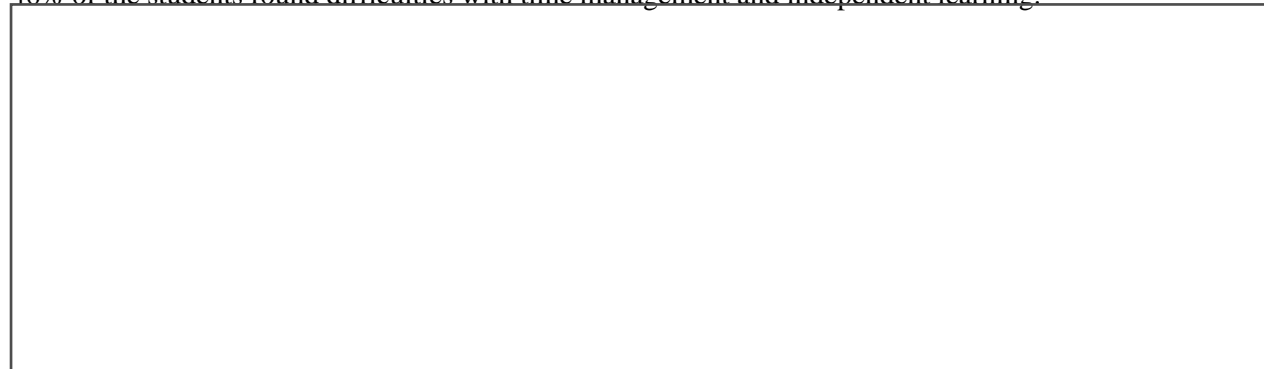
**If NO, which aspects of the course were not what you expected them to be?**

English Studies (3)	Phonetics and Stylistics turned out to be better but difficult, I enjoy learning something new. I thought it would be boring but all lessons are interesting and very enjoyable. I am learning things I didn't think were part of this degree course
English Studies with Creative Writing (3)	The amount of work The work passes slowly and I thought it was going to be excruciatingly difficult I didn't expect it to be split into modules
English Literature and Creative Writing (3)	Ways of appreciating literature are totally different from when I studied before, although there are similarities re-poetry appreciation
English and History	The amount of work
English and Media	Not actually doing Media - more Sociology

**Are there any aspects of the course that you have found difficult?**



46% of the students found difficulties with time management and independent learning.



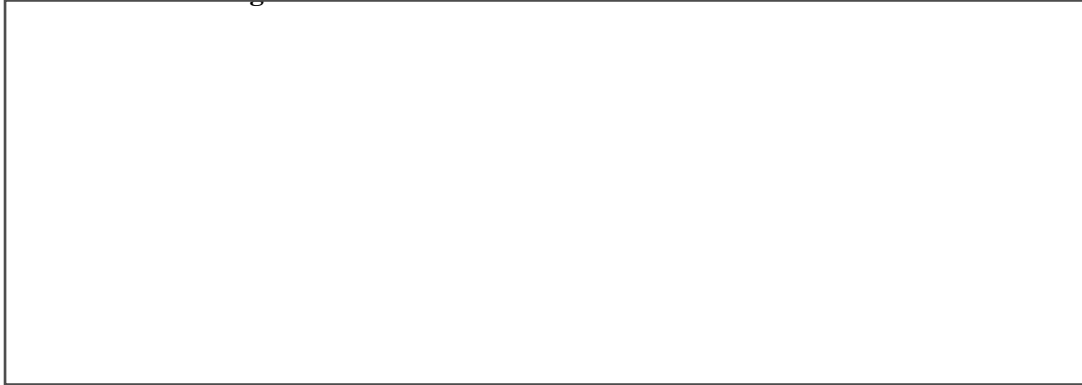
Time management and independent learning (23)	<p>There is a lot of work that has to be completed at the same time/It is quite difficult when you have to give assignments in at the same time which is a lot different from college/Amount of work set around the same time (six modules, six assignments) compared to three at A Level/ Keeping time management with deadlines and changes in dates/Early deadlines/The deadlines for assignments are sometimes unclear. This may be due to the fact that Blackboard is not always working (7)</p> <p>Time management but now management skills are better/As a mature student balancing home, work and study/The level of work is intense, takes some getting to grips with organising especially having two children and working but I seem to be doing OK. The university caters to mature students brilliantly (4)</p> <p>The amount of independent study/Independent learning aspect, intimidation of it/I wasn't wholly prepared for the intense independency thing/ You are no longer spoon fed information and have to look up reading materials (4)</p> <p>/It is very fast-moving involving a lot of research, study and work assignments (5)</p> <p>Writing notes in lectures when the lecturer isn't using slides or handouts(3)</p> <p>The change to doing six areas of one subject at once as opposed to four</p> <p>Not much help with transition between school and university</p>
Reading (11)	<p>Getting all the required reading done/Keeping up the reading for the different modules/Just getting used to reading different texts at the same time again as I had two years out of education//How much there is to read!!/The amount of reading needed between lectures/The time I have to spend reading for the various modules has been hard although not impossible to manage</p>
Poetry and Drama (8)	<p>All of the concepts of metre, structure etc. in poetry and drama/More detailed poetry work/I have had to apply totally new methods when writing a critical analysis on poetry. Found it hard to adapt/Metre as I haven't covered it before but I'm doing some extra work in my own time to catch up/Having never really studied poetry I have found that a little tricky to understand/Poetry and Drama is tough/I don't really have a connection to poetry or a 'feel' for it</p>
Essays and assignments (4)	<p>Essay bibliographies and references that have a need to be incredibly anal or suffer the consequences of plagiarism. I've never been so paranoid about naming my sources!/ Essay planning and writing/ New styles of essay writing/</p>
IT (2)	<p>Not enough IT support/Technology i.e. Blackboard, e-submit etc.</p>
Other	<p>The style of teaching is different from A Level that needs adjusting to/Confident speaking/Literary theory is challenging but I think that's a good thing/Socialising - mature student/Discussing ideas with fellow students/Some of the analysis is beyond A Level</p>

quality as well/When I did combined, I found the Language half difficult and structuring essays I also found hard. But I changed to Literature/Coursework/I felt slightly behind everybody else in the Language modules because at college there was a stronger focus on Literature so I didn't know much terminology/Find it difficult to remember things e.g. all the different types of narrative, but this is down to being 62 rather than 22/Some of the subjects are a bit confusing at times

**Are there any aspects of the course that you feel particularly well-prepared for?**

No (8)	No (5)/Not really, I feel prepared just not well-prepared/Not really in the sense that I did an Access to Science before this university course/None more than any other
Essay writing (5)	Essay writing (2)/Writing essays/ Essay structure writing Assignments
Creative writing (5)	Creative fiction, modules of creative writing/ Creative writing because this does not need me to search through external sources/ Creative writing - I've been writing about my own ideas for a while. This course is helping me develop those ideas/ Creative writing - I write in my free time Writing poetry
Subjects studied in pre-university courses (4)	In many of the seminars and lectures we have discussed Romanticism which I studied at A Level and am greatly interested in and I know quite a lot about it Some of the modules I studied at A Level and therefore had prior knowledge Some aspects I covered in a previous course- good thing because it was easier to remember and understand Certain subject areas and texts studied at A Level (Eng Lang and Lit) e.g. critical approaches, Shakespeare, media aspects, narrative Approaches to Literature - some of the material was covered by the Access course
Poetry and Drama (3)	Poetry - was studied quite intensively at A Level/The poetry and Drama/Studying poetry
Introduction to Narrative:	Narrative is run very well/ Narrative - did some aspects at A Level
Literature and Film (3)	I have done a similar course in German literature and I am interested in the way a story gets told on screen or in a book
History modules (3)	Twentieth Century Britain - did a module in A2 History/All the history modules/Modern European history - did a lot of work at A Level on this
Reading (3)	The extensive reading is something I enjoy/ Close reading/ Reading list
Other	I was well-prepared for the subject content of the course although that was a lot Basic analysis of texts Successful Writing on the Journalism side of the course is run very well Library research I also like the debate that can emerge from seminars I enjoy Literary Histories very much Phonetics (Describing English) Being a mature student I find I am better prepared for the workload having done my Access course while working full-time

**I have chosen the right course for me.**



**I strongly agree that I have chosen the right course for me.**



E = English

S = English Studies

EL = English Literature

CW = Creative Writing

J = Journalism

**Introduction to Describing English**

This follows on well from my previous course at school/college.

**Some aspects of the module were completely new to me.**

## Introduction to Describing English

Which aspects (if any) are new to you?

Phonetics (5)	Phonetics (2)/Phonetic transcription - VPM etc./Learning in which part of the mouth sounds are made/ I have never done phonology before
Essay writing (3)	Essay styles/The setting out of essays/Essay writing on this scale
All (3)	All aspects/All of them/Everything/
Poetry (2)	Poetry and drama/Poetry, although it was touched upon but not in the detail here
Other	Some terms Certain topics, though none of them are scary and all of them are useful English Literature full-stop The closer and deeper study - at college it felt vague and brief

Are there any aspects that you have found more difficult than others?

Amount of new information (5)	Only that everything feels very new/Speed/There feels a lot to learn very quickly/Intense amounts of information given more or less all at once Basic time management
Poetry (4)	Poetry 3 I am finding the poetry module much more involved and far more complex in analysis than was ever expected for my A Level in the subject
No (3)	Not really 2 Not especially.
Essay writing (2)	Essay formation/Writing the first formative but that was mainly through nerves
Phonetics (2)	Learning the phonetic alphabet 2
Other	Not receiving immediate feedback from lectures - am I on the 'right track'? Discrepancies in text books (as to how certain phonemes are pronounced) Drama

Which aspects of the module have you felt most comfortable with?

General understanding (5)	I am generally comfortable with all the topic areas Understanding concepts and relating them to others There is always someone to ask I very much enjoy the seminars Being given information in lectures that I can make record of and later use
Other	Reading on topics Looking at Shakespeare and poetry (done before) Touching on Romanticism (done before) Contemporary writing and culture - most enjoyable Phonetic transcription

**Introduction to Stylistics**

This follows on well from my previous course at school/college.

**Some aspects of the module were completely new to me.**

## Introduction to Stylistics

Which aspects (if any) are new to you?

Foregrounding and deviation (6)	Foregrounding/Deviation and foregrounding/Deviation (4)
All or most of it (5)	All (3)/Most of it/Everything
Terminology (5)	Terminology (2)/More terminology/New terms/Some of the terms and phrases
Parallelism (4)	Parallelism 4
Language (3)	The language side I'd not done any language style learning since GCSE so most of it/English Language style issues - topics were not in my previous course/It is focussed more on the Language side rather than Literature
Other	Essay content and style, writing to new standards Gothic narrative Phonetics

Are there any aspects that you have found more difficult than others?

No (4)	No (2)/Not really, I had a good understanding to start with/Not really
New terminology (3)	New terms used are very unfamiliar Learning the formal phrases for things that I would have referred to in other ways Terminology - remembering and learning
Deviation (2)	Deviation 2
Other	This module is quite difficult for me because in college I did not do it Language so it is going to take some time to get used to it Looking at linguistics Parallelism Similarities between Stylistics and Poetry and Drama module

Which aspects of the module have you felt most comfortable with?

Analysis (2)	Analysing the poems/The analysis side
Seminars (2)	Seminars - lecturer makes the topic more understandable Seminars make things easier to understand, once I have had seminars I feel much more comfortable on the whole
The lecturer (2)	The lecturer 2
All of it (2)	All of it is well-explained and useful/All
Other	Definitions and how and where to use them All the literature side Foregrounding Reading poems

**Introduction to Narrative**

This follows on well from my previous course at school/college.

**Some aspects of the module were completely new to me.**



## Introduction to Narrative

Which aspects (if any) are new to you?

Different forms of narrative (8)	The many different forms of narrative voice/The many different forms of narrative/The different narrative structures/Some travel narrative/Gothic narrative/Learning the different types of narration/ Looking at some genres/ Some of the older literary texts
All or most of it (7)	All - never studied narrative in so much detail/Almost everything. Narrative only briefly looked at Narrative study as a whole (2)/Theory on narrative in general
Terminology (7)	New terminology (3)/Some terminology (2)/Literary terms
Film (4)	Looking at film/Film (2)/Looking at films and analysing them through narratology and not only at written works
Level of detail (2)	Although we spoke about narrative we never went into such detail The depth it is looked into
Theory (2)	New theory/A lot of the theory
Other	Some of the differences between some concepts/Diegesis (hetero-homo distinction)/Point of view/Discourse/Fabula and sjuzhet/The ways of learning rather than the material/Themes and ideas/None really

Are there any aspects that you have found more difficult than others?

No (15)	No (10)/Not really (2)/Not particularly/It is not a difficult module and it continues with English Lit so I am quite enjoying this module Understanding Old English but translations made it easier
Terminology (3)	Jargon/Remembering terms/ Learning the different types of narration
General understanding (3)	Understanding texts after only one reading/Recognising the importance of narrative/Deciphering between the different forms of notation
Other	The assessment on Blackboard was not fun/Differentiating between fabula and sjuzhet/Structuring of essays/The amount of reading/The historical aspects

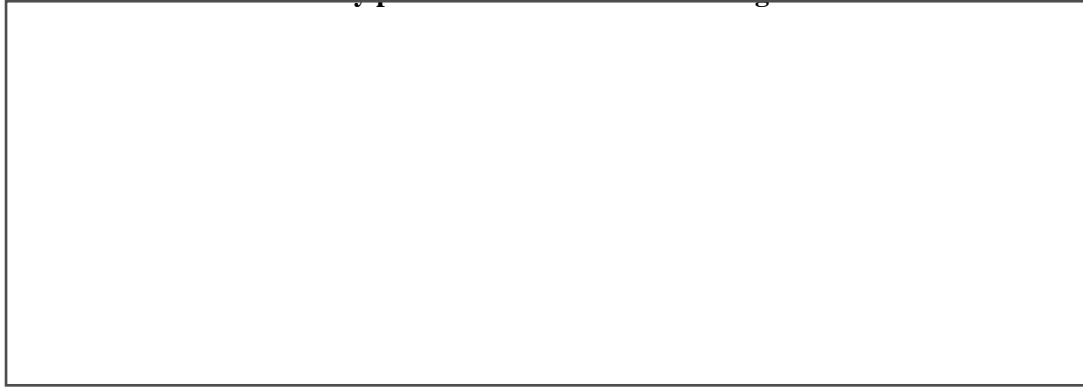
Which aspects of the module have you felt most comfortable with?

General understanding (5)	Understanding it/I studies Film at A Level and also English, so the two connect well together within this module/Theory and application of knowledge/Seminars and lectures as a whole/Themes and ideas
All or most of it (5)	All (2)/The whole module is pretty enjoyable/Nearly all of it - story, plot and narrative and point of view in particular/I enjoy all narrative aspects because I enjoy the module and it's all new
Films (4)	Analysing films/Film texts/Media side of it/The film part because I took a Film Studies AS level
Analysis (3)	Analysing text/Comparing texts and relating to theory/Analysing films
Reading (2)	The reading/Reading set texts
Travel writing (2)	Travel narrative/Travel writing
Other	I wouldn't say 'comfortable' it's merely agreeable/Looking at author perspective and types of narrator etc./Researching topics for essays/Creating new ideas/Point of view/The Gothic

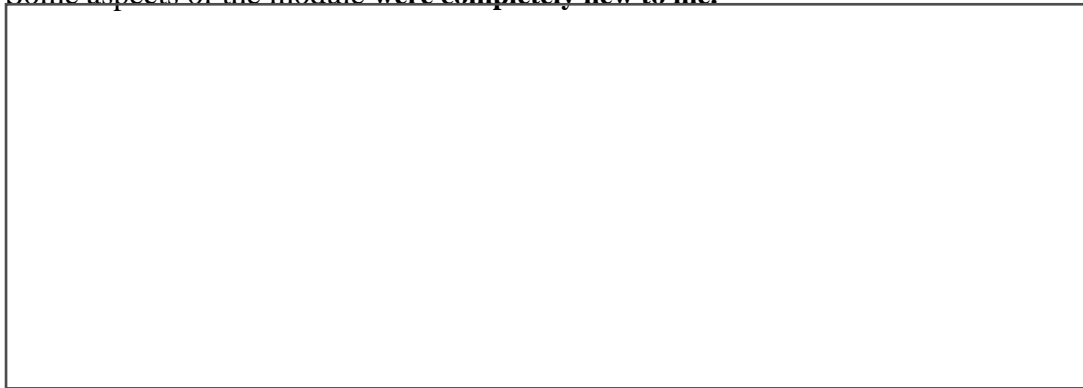
| novel/Practical use of narrative, writing about structures |

## Approaches to Literature

**This follows on well from my previous course at school/college.**



**Some aspects of the module were completely new to me.**



## Approaches to Literature

Which aspects (if any) are new to you?

All or most of it (7)	All (4)/Most of it as I've never really studied this before so it's all pretty new/Almost everything/ Nothing like this at A Level other than reading around subjects
The level of detail (5)	Looking in depth at the history of literature and the differing perspectives/The idea of looking in depth at the whole idea of literature/In depth analysis of critics/The in-depth theory/The in-depth look at critics
Literary canon (5)	English canon/The canon (3)/ Literary canon
New texts (5)	Introduced to many texts and authors/Shakespeare/Texts studied (2)/Shelley is new, I have not studied him at all before coming here
Terminology (3)	Terminology/Literary terms (2)
Other	Still unsure of the purpose of this module, seems to be a series of unconnected texts. The whole idea of popular critics/Historical/Some subject matter/Defining literature/Ways of analysis/The outside researching on critical thinking/Themes and ideas/Background reading Inter-textuality

Are there any aspects that you have found more difficult than others?

General understanding (6)	Understanding all the philosophical terminology/Critical analysis/How complicated it is/Expressing views knowledgeably/Difficult to understand lecturer without slides or handouts/Getting to grips with theorists
No (6)	No (3)/Not really (3)
Amount of reading (3)	A lot of reading/The required reading - lots to do/All the reading
Focus in essays (2)	The focus in critical essays etc./Reading an essay and selecting the important parts
Amount of information (2)	Amount of info/Being very new to lots of theories and ideas
Other	Speaking in seminars - quite pressured/How exactly is literature defined/Shakespeare's critics/Most of it/Formative assignments - essays/Remembering names for literary terms/Finding relevant things/My opinion isn't needed?!

Which aspects of the module have you felt most comfortable with?

Reading (6)	Reading around subtexts/Reading/Reading and exploring the writers/The readings/Own reading/Reading set texts
Shakespeare (4)	
The literary canon (3)	Criticisms of the literary canon/Canonising/English canon
All of it (3)	All of it really, it is just at a higher level/All is interesting and useful I am generally comfortable with all aspects Ideas of theory - I did Sociology, so Marxism/Feminism/The historical aspect Discussions in seminar groups/Research/Critical approach/Identifying the argument in a text/Wordsworth/Much of this was covered by Access/Themes and ideas

This follows on well from my previous course at school/college.

For each of the modules, students were asked to respond to the statement ‘This follows on well from my previous course at school/college’ according to the following categories:

strongly disagree	disagree	neutral	agree	strongly agree
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When the ‘Neutral’ responses were discounted and ‘strongly agree’/‘agree’ and ‘strongly disagree’/‘disagree’ were combined, the following table was arrived at.

Module	Agree	Disagree
Introduction to Describing English	52%	30%
Introduction to Narrative	44%	29%
Approaches to Literature	42%	21%
Introduction to Stylistics	27%	45%

### Introduction to Stylistics

Qualification	Agree	Disagree
Eng Lang and Eng Lit A Level	40%	20%
AQA Eng Lit A Level	38%	25%
All qualifications total	27%	45%
Other qualifications	11%	77%

### Approaches to Literature

Qualification	Agree	Disagree
Eng Lang and Eng Lit A Level	55%	18%
All qualifications total	42%	21%
AQA Eng Lit A Level	38%	12%
Other qualifications	38%	29%

### Introduction to Describing English

Qualification	Agree	Disagree
AQA Eng Lit A Level	88%	0%
All qualifications total	52%	30%
Eng Lang and Eng Lit A Level	33%	50%
Other qualifications	33%	44%

### Introduction to Narrative

Qualification	Agree	Disagree
Eng Lang and Eng Lit A Level	73%	9%
AQA Eng Lit A Level	44%	25%
All qualifications total	44%	29%
Other qualifications	29%	43%

**UNIVERSITY OF HUDDERSFIELD Department of Music, Humanities and Media  
Transition from School/College to University**

**ENGLISH LANGUAGE STATEMENT OF RESULTS**

28 students completed the questionnaire. All of them had taken A Levels. 24 of these had completed English Language A Level with 75% following the AQA specification.

Please tick the box to indicate the degree course on which you are enrolled:		
English Language		16
English Language with Journalism		6
English Language with Creative Writing		6

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

SUBJECT	AS	A2
English Language		24
English Literature	2	6
English Language and Literature		4

**Grades for English Language A Level**

**Which AS/A2 examination syllabus did you take for English Language?**

Edexcel	OCR	AQA	WJEC (Wales)
4	0	18	2

**Which AS/A2 examination syllabus did you take for English Literature?**

Edexcel	OCR	AQA	WJEC (Wales)
0	1	A2 3 AS 1	1

**Which AS/A2 examination syllabus did you take for English Language and Literature?**

Edexcel	OCR	AQA	WJEC (Wales)
3	0	1	0

## What attracted you to your chosen course?

Enjoyed English Language at A Level (14)	I enjoyed doing English language A Level (7) and wanted to further my knowledge (2)/It was a course that I enjoyed doing and I was quite good at A Level/I enjoyed English Language at college and I wanted to do a course at university that I knew I would enjoy doing/My passion for English! Absolutely loved it at A Level, love all languages and psychology/I have always enjoyed studying English and choosing English Language at A Level I realised that I enjoyed this side of English more/English Language was my favourite subject at school and I have been interested in journalism for the past few years/At A Level I thoroughly enjoyed doing language acquisition which I then found out I could do in a lot more detail at degree level/A few modules linked with work I had done at A Level e.g. Past and Present and Stylistics (I studied English Literature at GCSE and wanted to briefly cover some literature again)
Personal aptitude and enjoyment (12)	Personal interest/General enjoyment of learning about language and words English has always been my favourite subject/I've always been good at learning languages, so it felt like the right choice/I find the subject interesting/I've always been drawn towards English despite trying out many other paths in my life. I want to understand English and pick it apart/Because I really enjoy essay writing/Because I like what I am studying/I enjoy writing and reading books and magazines. I have always enjoyed English and I also enjoy writing so it was a good opportunity to combine the two (CW)/I've always had a passion for writing and a keen interest in English Language. The course catered for both of these. (CW)
Career prospects (10)	Potential careers/Future career prospects I did well at A Level and I want to teach, a degree in this subject was a rational choice/I want to be qualified as an English Language teacher I chose to do journalism with English Language so that I would be more employable/I realised I wanted a career in journalism after taking part in writing articles as tasks set in college/I am interested in working in journalism or teaching English/Would love to have a career in journalism/I want to write Intend to go on to do a Masters in Philology
Course content (7)	Various modules available/ I like the module topics for the course/ Phonetics is what I enjoy the best and at degree level you are given the opportunity to study a full unit on this Interest in creative writing/I wanted to do creative writing so I could develop my skills at writing and learn more techniques/It's practical learning with hands on work that makes you think and also makes it easier to learn. .
Joint course 6	I didn't want to do a single topic degree (Creative Writing course)/ I've always had a passion for writing and a keen interest in English Language. The course catered for both of these. (Creative Writing course) I also chose Journalism because I am interested in this area but didn't want to do a degree I it and didn't want to do a joint Honours. Huddersfield was one of the only places that did 'with journalism'/I chose to do journalism with English Language so that I had a more varied education/I always enjoyed English at school and am also interested in the journalistic side Of all the available courses here, English Language with Creative Writing appealed to me most
Other	The teaching staff were really friendly

**What attracted you to your chosen course?**

**On the whole, is the course what you expected it to be?**

YES	NO	YES AND NO	
20	6	1	

**If NO, which aspects of the course were not what you expected them to be?**

Journalism	The journalism section. I thought that this would be more about writing and producing articles etc. instead it is similar to what I did in A Level Media Studies, however it seems to be less advanced. I think we produce texts ourselves in the second year.	
English Past and Present	When taking English Language I chose it for the more technical parts of English, the scientific parts, as this is what I enjoy, not the history of it	
Stylistics	This seems more literature based. I don't particularly like literature and I wasn't expecting to be studying literary units on a language course. I didn't expect that we would be doing the Stylistics module and would be looking at analysing poems.	
Other	We have more independence which was quite scary at first. Media is involved in my course (English Language and Journalism) however I have never studied Media which does not help me. I didn't think there would be as many modules	

**I have chosen the right course for me.**



## Are there any aspects of the course that you have found difficult?

Time management and independent learning 13	<p>I have found it difficult to equally spend time on all the six modules/Keeping up to track with many different modules e.g. reading and homework/Each module is very detailed therefore I feel if I'm working and doing the reading for one, I am lacking on another/The amount of work is rather hard-going, yet I feel I can just about cope/Not necessarily difficult but it took a bit to adjust as university seems less structured than sixth form</p> <p>Not having things set out so clearly has been more difficult than I thought</p> <p>Getting used to Blackboard to check for assignments/Only the assignment deadlines as they are so close together and we don't really get told about them in advance, we are expected to know already/Having assignments set but not being told directly that you have them!/Deadlines - we are not told, we just have to know/Pressure of deadlines is often a difficulty, I worry I'll miss them</p> <p>Being independent as assignment are not thoroughly explained/Assignments - I feel you do not get enough information on how to write for degree level and that many first years write as if they did it at A Level and are then told this is wrong..</p>
Introduction to Stylistics 7	<p>The teaching styles vary in some modules/The stylistics module as it is more literature based/Because you have to study poetry which is more associated with literature</p> <p>Conversational Analysis - I had to get used to not including pragmatics.</p> <p>Stylistics was more difficult because it is in more depth than before.</p>
English Past and Present 5	<p>English Past and Present/ English Past and Present - it is hard to keep interested</p> <p>I find English Past and Present a little bit difficult because it's more about history which I really don't like/I didn't expect there to be modules of the history of English - I left History behind in Year 9 and feel that this has worked against me, thus not feeling as knowledgeable as fellow English students</p>
Introduction to Describing English 5	<p>Syntax is also new as I have never done tree diagrams before or looked at grammar constructions as thoroughly</p> <p>The phonetic alphabet was quite difficult to get my head round/Phonetics - I have not looked at the phonetic alphabet before</p> <p>Trying to remember different terms for words/I felt a bit apprehensive about the complexity of the English Language side, there is so much technicality involved</p>
Finding books 2	<p>It is sometimes frustrating when the right books are not in the library/Being given book references to find and read</p>
English in Context 2	<p>Speech acts and theories in English in Context/I found Speech acts and speech theories in English in Context quite complicated and confusing</p>
Other	<p>Grasping some of the theories, but reading helps to understand/Referencing - I was scared stiff about the prospect of being failed due to plagiarism. I am not here to cheat my way through and if I did it by accident (which is easy to do) I'd fail/Presentations - not looking forward to - am not prepared!</p> <p>Condensing a lot of reading into mini-essays and omitting opinions of my own. I'm learning though./I changed courses because it was difficult. The transition from school to university was hard.</p>

**Are there any aspects of the course that you have found difficult?**

46% of the students found difficulties with time management and independent learning. The main areas of difficulty were broken down as follows

**Are there any aspects of the course that you feel particularly well-prepared for? .**

Introduction to Stylistics (7)	Very similar to what we had to do for Eng Lit A Level/ Conversation Analysis -done at A Level (3)/Conversation Analysis (2)/Some of the poetry
Introduction to Describing English (6)	Phonetics/The way in which consonants are said i.e. plosives/Phonetics as I did a project on this at A Level/ Having done a transcription for my A Level coursework, I found it easier to do here/Studied some linguistics at college
English Past and Present (5)	Topics in this module were covered at A Level/I did coursework on Language change at A Level, I am excited about learning more/Vaguely covered this at A Level/ Covered some of this at A Level/Finally getting to understand the dates and influences on the English Language
Well-prepared in general (4)	I was pleased that I enjoyed it and didn't find it as difficult as I first anticipated/Some of the modules I expected to be doing, so I was prepared beforehand/ A Level meant I was quite well-prepared for this course
Language Development and Change (3)	Some aspects of Language Development and Change/ Any modules including language change/Vaguely covered this at A Level
Time management and independent learning (3)	I am very motivated to do well/The deadlines and work out of class i.e. copying up notes and assignments/Reading chapters and writing summaries (which is good as our first four formative assignments have been just that)
Other	Creative Writing, because it's a massive hobby/Reading books and finding them./Studied Media at A Level so feel well-equipped for Journalism

## Introduction to Describing English

This follows on well from my previous course at school/college.

Some aspects of the module were completely new to me.

Which aspects (if any) are new to you?

Phonetics (18)	Phonetics - we only did the two 'th's' at A Level/I've never done phonetics at school or at college
Level of detail (2)	It is a lot more detailed/Ideas I already had have been built on
The science of speech (2)	The science of speech/The biological stuff
Other	Inductive and deductive methods/Conversational analysis/Language and Change/Theory and Method

Are there any aspects that you have found more difficult than others?

Phonetics (7)	Phonetic alphabet/ Learning phonetic symbols/ Reading words in phonetics/ Hard to remember phonetics/ Phonemes - good but hard to grasp
No (3)	
Transcription (3)	Transcribing as connected speech as opposed to normal/ Transcribing other accents and distinguishing similar sounds
The science of speech (2)	The biology side - I've never been any great shakes at science
Other	Writing 200 word summaries on 40 pages of a book/Connected speech - mostly assimilation/Language and change - hard to get the concept/I find the lectures hard to grasp but feel the seminars are taught well enough for me to understand the concepts and ideas

### Which aspects of Introduction to Describing English have you felt most comfortable with?

Phonetics (10)	Phonetics are great!!/I love the phonetic alphabet!/Some of the phonemes I have covered beforehand/Despite it being completely new I think it has been explained well and I find it very interesting
Transcription (3)	Normal transcription (2)/Transcribing standard spelling
Conversation analysis (3)	
The module in general (2)	This is my favourite module. Although entirely new to me, I love my ability to grasp understanding in seminars. Challenges are always good!/I really enjoy lectures as a way of passing on knowledge because you can write down what you understand in your own way.
Other	Language acquisition/Grammar/Semantics /Describing English/The practical seminar work/Things I have previously learnt about

### Introduction to Stylistics

This follows on well from my previous course at school/college.

**Some aspects of the module were completely new to me.**

### Which aspects (if any) are new to you?

Foregrounding and deviation (6)	Ideas like foregrounding- looking at texts in a different way to how I've done before
Analysing poetry (5)	Analysing a poem - in college it was in terms of devices Describing poetry in a way I never have before/Looking at texts from a different aspect
All or most of it (4)	There's a long list.../Most of it
Terminology (2)	New language terms/New terminology

## Introduction to Stylistics

Are there any aspects that you have found more difficult **than others**?

Analysing poetry  (6)	Getting into reading poetry 2  Analysing poems  Forgetting what I knew about analysis and re-learning  Analysing poems - I haven't done this since GCSE  Poetry
General  understanding (4)	I don't really understand what stylistics actually is  Understanding the reasons behind some aspects of the course  I find Stylistics more difficult than other modules
Foregrounding and  deviation (2)	Foregrounding and deviation 2
New terminology  (2)	New terminology  Remembering new terms
Basis in  literature (3)	The fact that it is based on literature rather than language  Literature aspects  Literature side of it
No (2)	No 2
Other	I don't enjoy it therefore I am not excited to learn  Yes, but because of disability reasons

Which aspects of the module have you felt most comfortable with?

Analysis (4)	Some of the analysing  Analysis 2  Parallelism, word classes, phrases etc. and identifying them in  texts
None of it (4)	None 4
Terminology (2)	Terminology  Applying terms to poems/extracts
All of it (2)	All of it really 2
Class discussions  (2)	
Other	Stylistics of drama - have used politeness analysis before  Phrases and word classes  Annotating  Understanding deviation and parallelism

**UNIVERSITY OF HUDDERSFIELD School of Music, Humanities and Media**

**STATEMENT OF RESULTS BMus (Hons) Music 2008**

**Which of the following qualifications did you complete before you came to the University of Huddersfield?**

SUBJECT	AS	A2
Music		A (5) B (11) C (20) D (4) P (10)
		TOTAL 50
Music Technology	P (3)	A (1) B (2) C (1) P (5)
	TOTAL 3	TOTAL 9

NB Where a student has given grades for both AS and A2, the AS grade has not been included. This is to distinguish between those students who completed the A Level from those who took only the AS. P indicates AS or A2 completed but no grade specified.

50 students completed the questionnaire. These included 4 students who were taking joint Honours. 3 of the students who had completed A Levels had taken the BTEC National Diploma in Music Practice at the same time.

**Which A2 examination syllabus did you take?**

Edexcel (28)	OCR (3)	AQA (7)	WJEC (2)	
BTEC National Certificate/Diploma in Music Practice				TOTAL 3

**ABRSM Associated Board Exams**

GRADE	PRACTICAL please name instrument(s) highest grades only	THEORY
5	Piano (7) singing, violin, saxophone, flute, clarinet, French horn, cornet, drum kit	30
6	Piano (4), singing, trumpet (2), viola, clarinet (2), euphonium, cornet, trombone	5
7	Piano (4), cornet, singing, violin (2), clarinet (2), bassoon, saxophone (3)	
8	Piano (2), singing, trumpet (3), violin (3), 'cello (2), flute (4), clarinet (2) saxophone, recorder, bassoon, guitar (2), tenor horn (4), euphonium (3), cornet, tuba, trombone, bass trombone	2

**Other music qualifications - Diploma in Pre-Professional Music Performance**

**Are there any aspects of the BMus course that you have found difficult? Please list.**

Counterpoint, harmony and aural (15)	Counterpoint (4)/Dictation/Aural 4)/Did not study it at A Level (AQA)
Essay writing (13)	Essay writing as my grammar [sic] isn't really that good/Grammar not good/I can easily get distracted and miss the point/New way in which we have to write essays and do all our own research/Expectations of degree level essays/Expectations hard to establish, especially the standards expected/ But have been to see the Academic Skills tutor who has helped with this
Musicology (11)	
Technology for music (9)	Using Logic (4)/ I have no background/This is completely new to me
Time management and workload (11)	Workload (3) Meeting deadlines (2)/ So many modules have to be in at the same time Getting organised/Not being told precisely what to do Fitting in instrumental lessons/Juggling practice and work 2 full days and several empty days
Analysis (8)	I don't feel very confident at all about my analytical skills
Composition (8)	I have found this very challenging as it is not as free as I was expecting Have found Computer Composition difficult. I have not used technology for 4 years and now it is very different
Performance (2)	I am always nervous/Brass band at first
Other	Wind band Interactive Sound Design I have been ill a lot which has made everything difficult  Not enough sources to go round Being open-minded to contemporary music The detail needed in all work

**Are there any aspects of the BMus course that you feel particularly well-prepared for?**

Performance (21)	
Counterpoint, harmony and aural (12)	I did Bach chorales at A Level (Edexcel) (3)
Analysis (9)	I find music theory quite easy Previous courses have helped with this (Edexcel) I covered this at A Level (AQA)
Composition (7)	
Musicology (6)	Because I have worked hard/I like to research and I enjoy learning
The music technology side (4)	
All or most (3)	
Not really (2)	I came here with confidence about my singing and now have hardly any confidence/ I have studied quite a few of the topics on the course, but overall it is still new to me.
Theory (2)	
Other	Popular Music in Context/Interactive Sound Design - I think in a logical way and have used the software before/Note-taking/Recording

## Why did you choose the BMus course at the University of Huddersfield?

Course content (21)	<p>Lots of choice of modules/Broad range of modules (2)/Variety of modules (3)/ 2nd and 3rd year options (3)</p> <p>Impressed with course details and amount of support offered</p> <p>Music and Journalism only offered by a few universities in the country/Combined with Drama</p> <p>Good balance of music technology and traditional music (2)</p> <p>Rounded course/best course</p> <p>Composition (2)</p>
Good reputation (10)	<p>Voted one of the highest in the Good University Guide</p> <p>Good name for music</p> <p>Excellent reputation</p>
Aspects of performance (10)	<p>Performance opportunities (3)</p> <p>Amount of instrumental lessons given</p> <p>Instrumental tutors/Professional Instrumental tutors</p> <p>Practical aspects of the course (2)</p> <p>Can specialise in performance but still academic (2)</p>
The Music Department and staff (8)	<p>Department very friendly and busy when I came to visit on Open Day/Open Day</p> <p>Friendly Dept.</p> <p>Good teachers (2)</p> <p>Tutors more laid back and easy to talk to</p> <p>Good facilities</p> <p>Good atmosphere</p>
Recommendation (7)	<p>Teachers and tutors (4)</p> <p>Friends (3)</p>
Brass bands (7)	<p>Brass band culture (3)</p> <p>To be near the decent brass bands/ In Yorkshire there are a lot of brass bands</p> <p>Very good brass teaching and can specialize more in brass bands</p> <p>Opportunity to have lessons with Philip McCann</p>
Want to learn more (3)	
Grades needed (3)	
Always loved music (2)	
Vocational (2)	Want a career in music (2)
Other	Near home
	Good for early music



**Is the BMus course what you expected it to be?**

**YES 42      NO 8**

I thought that performance would count more in terms of the degree.  
I expected more performance opportunities.  
I thought it would be less academic than it is.  
Composition and Musicology are both very contemporary based.  
There is a very generalised approach without much focus.  
I thought it would be more accessible for first study kit players.

**What would you like to do when you have completed the BMus course?**

Teaching (20)	Secondary (3)
	Primary
	Peripatetic/Instrumental teacher
Teaching or	
performance(7)	
Don't know (8)	My parents ask me this all the time and I have honestly no
	idea
Post graduate	
performance (8)	
Conducting (4)	
Composition (3)	Freelance composer
	MA in Composition
Music therapy (3)	
Music journalism (2)	
Other	Join the army
	Travelling
	Probably get a job that has nothing to do with music
	Quite like to be a PA
	Critical writing in music
	Studio work

## Core modules Year 1

### Composition 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
9	10	10	16	1

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
0	5	1	26	12

Which aspects (if any) are new to you? Please list.

Composing in a 'contemporary style' (21)	The contemporary focus/Atonal composition
Writing for string quartet (4)	
Writing for specific instruments (2)	
Other	Most/Listening to a lot more music/Actually being taught it. At school our composition lessons were frankly pathetic.
	Freedom to think outside tonality/Computer Composition

Are there any aspects that you have found more difficult than others? Please list.

Composing in a 'contemporary style' (7)	I found it hard at first to open my mind to contemporary music
	I have found it hard to break away from my 'typical' style, structure and method of composition/Writing in a style I am not used to
Writing for strings (7)	This is difficult for a brass player
Blank sheet (3)	Composing from nothing
Other	Coming up with ideas/Motivation/I struggle to compose

Which aspects of the module have you felt most comfortable with? Please list.

Composition (4)	
Freedom to use your own ideas (4)	
Writing for string quartet (4)	
Exercises (2)	
Enjoyment of subject (2)	I am very creative and I have enjoyed this module because it has made me think/I love composition
None (2)	
Listening journal (2)	
Other	The tutor/Listening/All

## Technology for Music

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
14	12	5	8	1

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
2	2	1	9	25

Which aspects (if any) are new to you? Please list.

All of it (20)	
Logic (14)	
Recording techniques (5)	
Using Apple Macs (2)	
Other	Music technology was not a subject last time I was in education

Are there any aspects that you have found more difficult than others? Please list.

Logic (15)	The computers are always crashing
Recording (4)	
No (3)	
Time management (2)	
All of it (2)	
Other	Learning how to use the equipment
	Getting to grips with the terms
	The irrelevance

Which aspects of the Technology for Music module have you felt most comfortable with?

Recording (11)	
Sibelius (7)	
None (6)	
Logic (3)	
None of it (2)	
Other	The exercises at the beginning of the course
	The tutor is helpful
	Seminars
	I enjoyed the tech. essay
	Creating tracks and samples to use
	Mixing desk
	Creativity
	Logic

## Musicology 1

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
2	10	14	16	2

Some aspects of the module were completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
0	2	7	23	11

Which aspects of Musicology 1 are new to you?

Essay writing and research (16)	Essay writing (5)  Type of essay writing  Referencing (3)  So many essays  In depth research (6)
Subject specific (8)	Contemporary subjects (4)  Gender (3)  Most of the composers
Other	Working alone and not get as much information fed to you  Level of detail  Comparisons

Are there any aspects of Musicology 1 that you have found more difficult than others?

Essay writing and research (18)	Essay writing (10)/Referencing (2)/Understanding the questions (2)  Research/Finding books/Remembering dates/Detail
Presentations (3)	
None of it (2)	
Other	

Which aspects of the Musicology 1 module do you feel most comfortable with?

Essay writing and research (8)	
Debates and discussions (5)	
Seminars (5)	
All of it (5)	
Presentations (5)	
None of it (2)	
Classical genre (2)	
Analysis (4)	
Other	All of it - I really enjoy it  Historical performance  Note-taking  Topics

## Analysis

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
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disagree				
1	3	7	23	4

**Some aspects of the module were completely new to me.**

strongly disagree	disagree	neutral	agree	strongly agree
1	7	14	14	2

**Which aspects are new to you? Please list.**

Figured bass (5)	
Depth of analysis (7)	
None of it (2)	
All of it (2)	
Schenkerian analysis (2)	
Other	Actually enjoying lectures
	Doing things for myself
	Neapolitan 6ths

**Are there any aspects of Analysis that you have found more difficult than others?**

Figured bass (6)	
Essay writing (6)	
Analysing in class(5)	Answering questions in class (2)
	Recognising complex/ambiguous keys
	Listening and analysing at the same time
	Speed of analysis
Different forms (2)	Remembering and not confusing forms
	Different forms and their complexity
Depth of analysis (2)	

**Which aspects of the module do you feel most comfortable with?**

All of it ( )	I enjoy this, the teacher is really good
	All of it - it is self-explanatory really
	I have done a lot before
	I am quite comfortable with most of this module
Keys and modulations (3)	
Analysing harmony (3)	Annotating chords/Figured bass/
	Roman numerals
Written analysis (6)	
Other	Baroque period
	Shorter more specific questions
	Analysing scores

## Counterpoint, Harmony and Aural

This follows on well from my previous course at school/college.

strongly disagree	disagree	neutral	agree	strongly agree
6	8	7	21	9

Counterpoint was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
9	17	5	10	10

Four part harmony was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
20	14	4	7	4

Aural dictation was completely new to me.

strongly disagree	disagree	neutral	agree	strongly agree
14	13	11	7	4

Before coming to University I had undertaken the following. Please tick.

Free composition using 'contemporary' harmony	12
Free composition exercises using tonal harmony	29
Composing 'popular' songs	19
Exercises based on Bach chorales	36
Counterpoint exercises (e.g. two-part Bach style)	27
Exercises based on classical string quartets	12
Exercises based on other classical genres	21
Other Film music, figured bass, big band compositions, Renaissance counterpoint	

Are there any aspects of the Counterpoint, Harmony and Aural module that you have found more difficult than others?

Dictation (22)	It has been very challenging
Counterpoint (10)	Counterpoint - never learnt them [sic]/Renaissance counterpoint
Bach chorales (7)	I feel disadvantaged because the focus is on Bach chorales and counterpoint, neither of which featured on my A Level course (OCR)
Madrigals (5)	
Four part harmony (3)	
No (3)	
Other	Most - I can't keep up/Remembering all the rules

Which aspects of the Counterpoint, Harmony and Aural module do you feel most comfortable with? Please list.

Bach chorales (20)	
Aural dictation (8)	This is very easy for me (3)
Four part harmony (4)	
Counterpoint (6)	
Most or all of it (2)	
Other	This module is too easy/I loved the improvisation seminar/Figured bass

## What to date has been the best aspect of your first year experience at university?

Making new friends (13)	Meeting new people in all years (2) Socialising (3) Meeting new people and having the 'uni' life.
Individual instrumental and vocal lessons (13)	Flute tuition/Flute lessons with Alan Lockwood - he is a brilliant teacher/Flute lessons with new teacher Voice lessons - feel I have really improved Tuba lessons with Sean - radical changes made Piano lessons are superb/Very good piano teacher Have learnt a lot from my teacher in a short space of time Individual lessons and workshops Working with instrumental teacher and making significant progress New instrumental teacher Good instrumental teachers - have improved a lot Instrumental lessons
Performing (9)	Brass band (2) Playing in large ensembles Singing in the chamber choir and getting into Huddersfield Choral Society Performing in Freshers' Week Opportunity to play a number of instruments and sing in choir Doing a lot of singing Performing opportunities that have arisen both inside and outside university
Feedback and assessment (6)	Having the right guidance and help with all aspects of work Being able to continue the year even though I am often ill and absent. Tutors helpful and understanding Getting a good mark for my second Musicology essay Getting to write music and receive regular feedback The staff have been incredibly helpful, friendly and supportive
New experiences and opportunities (5)	New opportunities (3) New experiences every day Tackling new subjects
Freedom and independence (4)	Freedom and independence in both academic and social life Feeling of independence and doing something I've chosen to pursue The workload hasn't been too bad most of the time providing I stay organised Organising myself
Concerts (4)	Attending concerts (3) Brass band concerts
Curriculum aspects (3)	Interactive Sound Design Composition Musicology seminars. I enjoy working in groups and discussing and raising questions about music
Generally positive (3)	Very enjoyable, has been a lot going on. I love the course and am very glad that I chose it.

## What to date has been the worst aspect of your first year experience at university?

Essay writing (11)	I have struggled very much with essays Every single essay due New essay writing guidelines Completion of coherent essays
Workload and time management (8)	Not feeling like I know what I am doing Trying to organise my work and practice and not knowing what

	to do
	Having enough time - fitting in practice
	A lot of work on your own, trying to have self-motivation
	has pushed me to the limit
	The amount of written work
Technology for Music (8)	It has been difficult but the tutor is helpful
	I have struggled with this
	I am not continuing with this next year - or ever
	I do not understand it, I have no past experience
Feedback and assessment (5)	Left with no guidance on some assignments.
	Receiving bad marks for essays I thought I had done well in
	Never being able to get high marks however hard I try
	My tutor is never there
	Getting bad marks in essays
Generally positive (4)	I haven't had any yet
	Nothing really
	None (2)
Individual modules and classes (4)	CHA - I struggle to catch up/I really struggle
	Wind band
	Analysis
Homesickness and illness (3)	Leaving friends and family
	Fear of being away from home
	Being ill so often - missing lectures and deadlines
Organisation and management of the course (2)	I have 4-5 hour gaps between lectures and have to waste an hour travelling home
Student accommodation (2)	Long days - very tiring
Other	
	Being encouraged to compose in a contemporary style
	Giving presentations to the class
	Feeling inferior
	Being the only first year on my course and not having anyone to converse with in German



**If you could make one significant change to your first year experience, what would you want it to be?**

Curriculum aspects (10)	Technology for Music should be optional (4) or get less credits More academic rigour needed - I spent the first term with not enough to get my teeth into Longer instrumental lessons Less composition/choice of contemporary or traditional composition Different topics in Musicology - I find them confusing Less written work - more practical
Organisation and management of the course (7)	Not having my instrumental lessons at late times like 8.00pm The course should be less generalised in approach More choice of modules for Year 1 Staggering deadlines/Spread out deadlines - more logical The course should be less contemporary-based and take into account more A Level syllabuses because I feel disadvantaged with everyone having a head start on me (OCR)
Teaching related (6)	Get a better choir conductor (4) Having a personal tutor who actually finds out how we are getting on - have only met once in September
Preparedness and attendance (4)	Be more organised from the start Would have liked to have known about the main areas in Musicology so as to research them before coming to university Getting a head start I would do more practice
Change course or modules (2)	I would have chosen Media and Music Journalism. I don't feel that Musicology is of any use for my career path
Other	I wouldn't change anything Serious thought about assessment Wish I could have been here more (illness), I feel disconnected from the rest of the students, makes working with people difficult

## UNIVERSITY OF HUDDERSFIELD School of Music, Humanities and Media

### Transition to from School/College to University

#### STATEMENT OF RESULTS Music Technology 2008

This survey took place in March 2008. 28 students completed the questionnaire. The students were on the following courses.

BA in Music Technology	8	
BA in Music Technology and Popular Music	12	
BA in Music Technology with Digital Media	3	
BMus in Creative Music Technology	3	
BMus in Music	2	

11 students had A Level Music, 10 students had A Level Music Technology and 6 students had BTEC Music Diplomas. Several students had a combination of these. One student had completed an Access course and another had studied in Spain.

**Are there any aspects of your course that you have found difficult? Please list.**

#### BA in Music Technology and Popular Music

Using Logic software (4)		
Independent learning (3)	You are not spoon fed as much!/ Adjusting from	
	being spoon fed everything you read for essays to	
	becoming more of an independent learner and having	
	to teach yourself	
Essay writing (2)	Level of essay writing - change from A Level to	
	essentially adult level - you have to do a lot	
	more research!/ Making my essay writing style more	
	academic	
Taking in a lot of information	Taking in large quantities of technical	
(2)	information and putting them into practice/Taking	
	in all the masses of information and remembering	
	it	
Nothing (2)		
Other	Mac rather than PC	
	All the music technology	
	Music theory	

#### BA in Music Technology

Essay writing (3)	Writing a good essay, knowing how to set out an	
	essay 2	
	Written assignments	
New software (3)	Using MAX/MSP for the first time is quite	
	difficult 2	
	Learning to use new music software	
Music in the Computer Age	Music in the Computer Age - it is all research and	
	essays. Although I love attending lectures and	
	found them really interesting I found it difficult	
	writing such a large amount	
Other	No	
	Organising group work	
	Audio Technology equations	

**Are there any aspects of your course that you feel particularly well-prepared for?**

**BA in Music Technology and Popular Music**

Popular music in context (5)	
Recording (4)	I have spent many years in the studio recording and performing/ Have got quite a bit of experience of studio recording/mixing.
Music theory (2)	
Performance (2)	
Computer Composition (2)	
Essay writing (2)	
All	I felt well prepared for everything having done the same sort of thing in the BTEC

**BA in Music Technology**

Computer Composition (6)	
Recording (5)	
Programming (2)	
Other	Music in the Computer Age Music Theory Programming

**What attracted you to your chosen course?**

**BA in Music Technology and Popular Music**

Course content (6)	It had a good balance of all my interests/Combination of recording, computer composition and pop music/ doing pop music and technology together/chance to do performance and recording 2/A combination of the technology side and also performance and context of music/Course based on pop music/Love of music and an interest in the background and industry
Facilities	Facilities such as studios
Good reputation	OFSTED reports
Other	Sounded interesting/Wanting to go into a music technology related career Research funding/HCMF/I am not good enough at classical playing and more interested in a career in pop

**BA in Music Technology**

Course content (5)	Course structure - available modules 3/ Good course/ It allowed me to work with music and be creative with it
Other	Followed on from BTEC but more tech based/Sounded interesting/Smaller lectures/High grades needed/No classical music preference/Facilities/Lecturers

## What would you like to do when you have completed the course?

### BA in Music Technology and Popular Music

Music production (4)	Studio production	
Studio work (4)	Studio work/studio engineer	
Performance (3)		
Research (3)	Research/MA probably/maybe do an MA or performance degree at Vocal tech in London	
Live sound (3)	Live events manager/Live bands and festivals/ Live sound	
Work in the music industry (2)		
Don't know (2)	Don't know	
Composition 1	Compose music for computer games	
Teaching 1		

### BA in Music Technology

Studio engineer (2)		
Compose and produce my own music (2)		
Don't know (2)		
Other	Travel the world	
	Music technology	
	Music for media	
	Teach	
	Producer	

### BA in Music Technology and Popular Music

#### On the whole, was the course what you expected it to be? Please underline

YES 9 NO 3

I thought there might have been more performance and recording modules/I expected to be doing more playing

It is not as pop as I thought it would be

Quite a simple first year on the whole, too much formative work rather than real hard work

In a good way, the course has been far broader in terms of musical styles and techniques

### BA in Music Technology

#### On the whole, was the course what you expected it to be?

YES 3 NO 3

I did not expect it to be quite so perfect for my level of ability. I'm glad I studied MT at Tech otherwise I can't imagine how I would have kept up the pace

Some lessons such as Computer Composition and Recording have been extremely basic

I thought I would have known less and learnt more but that could be my fault for not taking it all in.

**Please list any music/music technology activities that you took part in outside your school or college. Have any of these helped you with your university course? Please underline YES 17 NO 2**

OUTSIDE SCHOOL ACTIVITY	UNIVERSITY MODULE
Recording my band/recording 3	Recording
Live stage set-up/PA/ Live sound	
Touring	
Sound engineering/Studio technician	
Studio time	
Sound testing	
Helping with the college drama show	
Setting up sound systems	
Home studio 4	Computer Composition
Sound engineering	
Composing	
Rock band 2	Composition and Analysis of Popular Music
Sound engineering	
Touring	Pop music in context
Sound engineering	
Reading about pop music	
Wind band/Heavy metal band	Composition
Performing/Playing in bands	Performance
Sound testing	Audio Technology
Teaching	All
Nothing 2	
Other	Flu at Christmas
	Housing

### **BA in Music Technology and Popular Music**

**I have chosen the right course for me.**

strongly disagree	disagree	Neutral	Agree	strongly agree
		1	6	6

### **BA in Music Technology**

**I have chosen the right course for me.**

strongly disagree	disagree	Neutral	Agree	strongly agree
		1	3	4

### What to date has been the best aspect of your first year experience at university?

New experiences and opportunities (42%)	Learning new software and composition techniques/Learning programming language/Learning to use Logic software/Learning about 3D animation/ Learning how to use a wide range of equipment/ Using the state-of-the-art equipment for recording Learning a lot more about music and what I can do to create it/Module activity and content/Getting to grips with my course with my friends/Learning new things/ Unlike college my university modules tie in perfectly together and inspire me in one direction (whereas my college experience felt somewhat disjointed)/ Studying something I love
Composition (25%)	Computer Composition (5)/Composition/Learning to write music in new ways
Curriculum aspects (25%)	Recording (3), Music in the Computer Age/Interactive Sound Design/Study of African music in Popular Music in Context/Very good instrumental teachers
Making new friends (21%)	The social side - meeting new people (2)/Socialness/ Social aspects/Meeting so many people, musicians/Meeting people who like music as much as I do
Feedback and assessment (3%)	Getting a good grade for my first composition assignment and the positive feedback from my tutor
Generally positive (3%)	Everything is new for me

### What to date has been the worst aspect of your first year experience at university?

Individual modules (6)	Composition 1 (3), Little inspiration from Interactive Sound Design (2)/ The need to do an Intro to Music Theory course when I do not need it. Found it quite insulting considering my high results on the subject
Organisation and management (6)	Demanding timetable/Bad times for some classes/ Massive gaps between lectures Equipment and computer access/Lack of studio time (only allowed to book 2 hours per week which is ridiculous)/ Not being able to do my work due to rooms being full
Workload and time management (5)	Getting up/Unable to prepare for the next class because at university nobody tells you what to do/ Trying to organise groups to meet up (group work) Maybe not doing so well in some areas of study as I would have liked to - I have found my classical compositions hard/Feeling I'm always behind if I don't understand the work and not sure where to find the answer
Accommodation related (4)	Housing Commuting (made it harder to meet people)/Travelling from Bradford every day/Travelling from Wakefield every day
Essay writing (3)	Writing essays/Keeping up with essays/Essay writing in Music in the Computer Age
Homesickness and illness (3)	Being quite isolated from home/Being so far away from home - 4-5 hours away Flu at Christmas
Making friends (2)	
Finance related (2)	Finance/Money - spending too much and not staying in budget
The course in general (2)	Am bored, hope it changes next year/ Not being motivated by basic lessons
Generally positive (2)	Nothing 2

**If you could make one significant change to your first year experience, what would you want it to be?**

Change course or modules (6)	Change course or university to one which better suits my needs/Change course or modules/ Chosen different modules (4) slightly
Organisation and management (4)	More real work - less formative Have some of the modules made harder Split Music and Music Technology into separate classes so knowledge level is more similar between students Make sure I have a day off so I don't have to come in for just one hour
Accommodation related (4)	Move to Huddersfield/Put Huddersfield closer to Reading/Live closer to university/Being close to home
Fewer essays (3)	No essays/Less essay work/ Music in the Computer Age not essay-based
Generally positive (2)	Nothing, it has been great!
Personal matters (2)	Get a different job away from the service industry I'd be good at Theory
Preparedness and attendance	More preparation beforehand
Finance related	Get a grant! How come my parents wage controls what I get?? Then I could have gone out instead of penny pinching
Curriculum aspects	More composition
Workload and time management	Finish work sooner
Feedback and assessment	Ask for more help

## STATEMENT OF RESULTS

Liverpool Hope University April 2008

### **Which of the following qualifications did you complete before you came to Liverpool Hope University?**

43 students completed the questionnaire. 17 students had taken BTEC National Diplomas - nine in Music Technology, seven in Music Practice and one in Performing Arts. 17 students had taken A Levels, 15 in Music and two in Music Technology. One student did not specify which examination board they had followed. Of the others -

|Edexcel 5      |OCR 3              |AQA 4              |CCEA 2              |

Nine students had not taken either of the above qualifications. When asked about alternative musical qualifications or experience, qualifications included

- HND in Music Performance
- Advanced Certificate in Jazz and Commercial Music
- Leaving Certificate Music
- Open college Network Level 3
- Scottish Highers and Advanced Highers
- GCSE Music

Other students had taken instrumental lessons

- Drum grades 1-6
- Private lessons

Some had performing experience

- Playing guitar
- Performing for about five years

One student had worked professionally 'as a performer/songwriter/recording engineer/producer for 10 years'



### Are there any aspects of the course that you have found difficult?

Essay writing (18)	Timed essays in class (5)
	Some of the earlier essays
	Correct bibliography and layout for essays
	I don't feel very well prepared or confident
	Progressing from writing A Level essays to HE essays
Composition (11)	Style Composition (6)
	Classical composition/The rigidity of Classical composition
	'in the style of'
	My music reading ability isn't too great so I find this hard
	Hard at first but getting the hang of it
Analysis (8)	This was hard at the beginning of the year but am getting the hang of it now
Music technology (7)	No previous experience (3)
	The switch from ProTools to Cubase
Music theory (6)	Learning to read and understand Classical music
Popular music (5)	Text and Context in Popular Music (2)
	Popular Music Studies (2)
	Pop music elements - never done before
Performance (4)	Group performance tasks
	Being able to practise on my chosen instrument because of poor facilities
Improvisation (2)	
No (2)	
Thinking about music (2)	
Other	Keeping on top of work
	Communication of work tasks sometimes
	Music industry

### Are there any aspects of the BMus course that you feel particularly well-prepared for?

Performance (18)	This is what inspired me to do music
	Group performance tasks/ working in ensemble
	group (2)
	Drum lessons
The music technology side (14)	Studio work (2)
	Working on Cubase and Sibelius
	Sound recording
Style composition (5)	Did Bach chorales and figured bass at A Level
Analysis (5)	
Music theory (4)	Music theory level more than adequate for
	harmony in composition
Popular music (3)	Pop music genres
	Popular music history (2)
Songwriting (2)	Have been writing since the age of 15
Workload and time management (2)	All the essays and deadlines given
	Have read and researched quite well
Other	Conceptual ideas
	Listening

## Why did you choose your course at Liverpool Hope University?

Course content (16)	Broad range of musical subjects e.g. Classical, pop, technology/Course covered all areas of music scholarship/Wide range of skills on offer/Variety/Course variations/Mix of topics/ell-balanced course Music technology module/ To study performance Combined pathways/Music with Art/Music with Drama I love music but I wanted to study it from a more pop perspective
The place (9)	Liverpool is an exciting city/A city I like/City of Culture Year/I wanted to move to Liverpool (2) It is close to home (2)
Open Day (4)	Liked the atmosphere
Recommendation (2)	Recommendation from my music tutors My aunties came here
Good reputation (2)	Prestigious course
Good facilities (2)	Excellent facilities Well-equipped
Vocational (2)	I wanted to study music therapy As I want to teach - it is well-suited to my needs
Other	The high number of Irish students Because the prospectus made out there was more performance Let me in with just my drum grades Looked like a challenge and a relevant one for me

## Is the course what you expected it to be?

**YES 19 (44%)**

**NO 24 (56%)**

## If NO which aspects are not what you expected?

I thought there would be more performance/practical (12)	
There are more essays (2)	
Organisation and management of the course (2)	Don't feel the course is organised enough (2)
Standard of musical equipment (2)	Musical equipment is a lower standard than I expected/Substandard music equipment e.g. drum kits
Other	No jazz theory or history I was led to believe there would be more options and an exceedingly higher level of performance and musical experience Too much Beatles, not enough study of different genres Thought there would be more Classical and less music technology It is more in depth in areas that I had not expected (and that is a good thing) Lots more theory and focus on the music industry Not enough composition Different strands of the course are not as well-linked as I thought

## What to date has been the best aspect of your first year experience at university?

Curriculum aspects	Music Technology (2)
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(12)	Learning more music theory (2)
	Learning to write academically
	Analysis/Really enjoyed analysis classes
	Popular Music Studies
	Talking about blues music
	Style Composition
	Good topics for assignments
New learning experiences and opportunities (10)	Learning new skills (2)
	Being able to get a better grasp on music technology and liking it (2)
	Music theory has improved (2)
	Working at a higher level (2)
	Learning to appreciate other styles
Concerts (8)	Open Mic Nites (2)
	Seeing RLPO
	Pop music concerts
	Variety of music in Liverpool
Making friends (7)	
The trip to Wales (7)	The trip to Wales was awesome - although it had nothing to do with assessment it was a great chance to meet people/Meeting new people on the Welsh activity weekend
Individual instrumental and vocal lessons (7)	Proper singing lessons/Signing lessons have been amazing - have learnt so much already
	Piano lessons (2)
	Learning guitar better
Performing (6)	Performing in band in front of class
	Singing on Hope Radio
Social life (3)	
The studio (3)	Getting to grips with the studio/Pop music studio/Using the studio
Teaching related (3)	Mike Brocken's lectures
	Working with professional musicians
	The friendly approach of lecturers
Other	Finding musicians

## What to date has been the worst aspect of your first year experience at university?

Essay writing (7)	Timed essays (3)
	Popular music essays (2)
	Getting used to HE essay writing
Feedback and assessment (6)	Some tests (2)
	Not being pushed to increase my confidence
	Analysis and style tests
	Not receiving results
	Getting help
Workload and time management (5)	Working quite late sometimes
	Large amount of coursework/Too much written work
	Not enough time to practise with own performance groups, hard to understand and organise
Music Technology (5)	Music Technology could be more interactive and more practical
	Music Technology lectures
	Using music technology equipment - not used to programmes used
	Mixing assignments
Not enough performance (5)	Finding out how small a part actual playing music there is in this course
	Too few practical lectures, not enough playing
Nothing (5)	
Organisation and management of the course (4)	No organisation and poor musical instruments
	Disorganisation
	College infrastructure not smooth
	Lack of facilities, especially for rehearsal
Individual modules and classes (3)	Clarinet lessons
	Learning Classical composition
	Text and Context
Homesickness and illness (2)	Moving from Ireland
	Difficult being away from home - England is different [from Scotland] and have not properly settled so much so that I was ill and unable to keep up with work for a while
Other	Kids larking around in lectures
	Unreliable people in group-work situation
	No good drummers

**What would you like to do when you have completed the course?**

Don't know (15)	Something to do with music, just not got a clue really
Teaching or performance (7)	
Music therapy (5)	...or clinical psychology
Teaching (4)	Special needs/Peripatetic
Recording studio (3)	
Sound engineer (2)	
MA course (2)	
Performance (2)	Play session gigs
Events management (2)	
Producer (2)	
Songwriter (2)	
Other	Music journalism
	Music theatre/Actress
	Celebrate
	Continue to work in the music industry/Concentrate on my own work
	Work in the community or entertainment to help others
	I am leaving

**Please use the space below to make any other comments about how well prepared you felt for your first year at university**

There should not be such a massive gap in standards between college and university. I have had to completely unlearn some methods of writing. They should prepare us for it more.

I wasn't as prepared as I thought I was – huge gap between college and university

Mentally prepared – felt mature enough to cope with academic/time demands necessary (mature student)

Grade V Theory very helpful.

More PDPs about progress

Help on assignments needed/Need more help with essays

Could be more organised and strict with deadlines and events

## STATEMENT OF RESULTS

University of Southampton May 2008

### 1. Which of the following qualifications did you complete before you came to the University of Southampton?

45 students completed the questionnaire. 41 students had taken A Levels. One student did not specify which examination board they had followed. Of the others -

|Edexcel 22 |OCR 10 |AQA 5 |WJEC 3 |

No students had taken BTEC National Diplomas. One student had been to school in Belgium. When asked about alternative musical qualifications or experience, the qualifications of the remaining four students were as follows:

- Grade VIII Theory and Grade VIII Practical (2)
- Scottish Highers and Advanced Highers
- International Baccalaureate

### 2. Are there any aspects of the BMus course that you feel particularly well-prepared for?

Harmony and counterpoint (17)	Harmony and counterpoint (9) (Edexcel 8, AQA 1)
	Bach chorales (4) (Edexcel)
	Because I learnt music theory up to Grade VII
	Aspects of harmony and analysis (Edexcel)
Performance (14)	
Essay writing (7)	I only felt prepared for essay writing because I
	did English Literature at A Level (2)The
	historical parts of the course were the parts I
	felt fairly prepared for, such as the essay
	elements
Composition (7)	Tonal composition (AQA 1 Edexcel 1)
	Weekly assignments of tonal composition
AMR 1 & 2 (4)	
Analysis (2)	
Jazz and pop (2)	
Other	World music
	The course so far has covered a broad range of
	topics
	History of music
	Watching concerts
	The weekly reading and listening about all the
	units, very helpful
	Time management and self organisation
	No

AMR refers to The Antique Music Roadshow: Materials of Music History 1 (1500-1750) and 2 (1750-1900)

### 3. Are there any aspects of the course that you have found difficult?

Essay writing (15)	Due to lack of practice and not taught techniques previously (OCR) Referencing in essays My A Level course included little or no essay writing so I had very little practice at that before I started university (Edexcel) Possibly writing essays, when I first tried I got a low mark because I had not be taught how to write a proper music essay (Edexcel) Planning and writing essays The academic writing, there are too many essays for a music course
Harmony and counterpoint (8)	New ways of classifying and labelling chords and cadences (AQA) Harmony and counterpoint is all new - it wasn't in my syllabus (AQA) Understanding of certain basic musical aspects - it is assumed to a certain extent that we understand e.g. Neapolitan 6ths, but I was not really taught this at A Level except in passing (AQA) I have found the harmony aspects quite difficult because we didn't really do much of it at A Level (OCR) Some of the harmony (Edexcel)
Listening (7)	The amount of pop and jazz listening (2) Vast amount of listening required for each different module The memory recall section Learning a large amount of works aurally
Analysis (5)	Twentieth century analysis of different pieces (OCR) Learning a lot of pieces vaguely rather than fewer in detail (Edexcel) Studying a large amount of set works in general detail rather than fewer in greater detail (OCR) Twentieth century AMR
No (3)	Teaching and assistance has been helpful
Performance (3)	Not having enough theoretical knowledge or practical abilities Adapting to performance course structure Technical exercises in performance lessons
Workload and time management (3)	Adjusting to living from home responsibilities and trying to do work at the same time Adjusting to lectures and education in general - had a gap year Learning a large amount of music
Other	Understanding Blackboard World Music - especially the study diary, open-ended independent study Did not do seventeenth - nineteenth century at A Level so am having to catch up (OCR) Not over-analysing restrictions on interpretations Wide range of music covered and basic knowledge expected in every aspect, also how different modules start at different places - in one module we look at basics in music theory while another one will look at an in-depth analysis of harmony Learning a large amount of tracks Composition Some assignments of antique music

AMR refers to The Antique Music Roadshow: Materials of Music History 1 (1500-1750) and 2 (1750-1900)

#### 4. Why did you choose the Music degree course at the University of Southampton?

Course content (25)	Sounded flexible for the choices of modules in Years 2 and 3 (6)/ Diverse choice of modules (4)/Flexible course/Well-rounded and diverse course that allows specialisation in a variety of areas with a ground overview at the beginning/ Excellent choice of options/Because it offered the widest variety of courses and did not force you into one area/The amount of choice that students have in modules, had lots of modules I was interested in/ /Amount of module choice/Modules available looked useful and interesting/Good range/A course covering a wide variety of topics - a well-rounded degree/ Variety of music Course content concentrated on periods I am interested in The course looked good/Very interesting units, I like the system A broad course allowing me to do more 'doing' units than essay writing units
Facilities (13)	Turner Sims (2)/Well-equipped, nice concert hall// Good facilities/The facilities were better than other universities/ Because it had a lot of facilities/ Good resources/ Lots of practice rooms
The Music Department and staff (11)	Good sized music department/Big department and lively/ Seemed friendly and a nice place to study/ Friendly place, good staff Seemed like a welcoming place to study / Nice department The atmosphere and apparent enthusiasm for the subject Because of the Open Day and the people I spoke to/Good impression on Open day
Aspects of performance (10)	Lots of performance (2)/ Opportunities for performance (2)/Focus on performing/ / Allowed me to do more performance than other courses Southampton has other classical guitarist studying The quality of the singers here
Good reputation (8)	Southampton university has a good reputation for Music/.As a reputable university /Well-respected uni/By far the best Music course compared with all the other universities I looked at.
Jazz and pop (7)	Really good jazz and pop side/Because of the jazz aspect offered/ Great jazz and pop staff/ Offered good teaching in jazz and pop which many other universities didn't Combination with acoustics, jazz, modular options
Enjoyment of music (5)	I enjoy music/'Cos I enjoy it/ Enjoy playing music Music is the only subject that I'm really interested in deepening my understanding of/ Music has always been my favourite subject, I love learning about different aspects of music
The place (4)	Close to all my pupils and gigs still/So that I could live at home Good location/Nice city
Combined degree (3)	Able to do combined degree with Management/ They offered the Music and Management degree programme. Good combined Music and English course.
Recommendation (2)	Recommendation from A Level Music tutor/ by instrumental teacher
Other	Watersports uni They do a teaching course



**5. Is the Music course what you expected it to be?**

**YES 33 (73%)**

**NO 7 (15%)**

**YES and NO 5 (12%)**

**If NO which aspects are not what you expected?**

Not as much freedom for rehearsals. Not enough assumed fundamentals. Repetition of covered ground, too much generalisation

Compulsory essay units in Year 2

Bit more work than expected

Sort of

AMR

I wasn't sure what I was expecting

Wider range of choices in units

To be more interesting, creative and enjoyable – it is, but not enough I think

I didn't expect the first year to go into so much detail – sometimes strange concepts

I expected the assignments to be longer and to be given more time

I expected there to be less listening

I was expecting more seminar lessons – these are the best way of teaching the course

How classical theory the course is – not much playing

## 7. What to date has been the BEST aspect of your first-year experience of university?

Curriculum aspects (11)	<ul style="list-style-type: none"> <li>Taking pre-term at the very start of the year (2)</li> <li>Introduction to World Music with Dave Marchant (2)</li> <li>AMR 1 and AMR 2</li> <li>Doing lots of different units - looking into lots of aspects of music</li> <li>Jazz and pop lectures</li> <li>Harmony and counterpoint module</li> <li>Learning about twentieth century music</li> <li>World music</li> <li>Learning about historical music and its place</li> </ul>
Performing (11)	<ul style="list-style-type: none"> <li>Improvising on performance side</li> <li>Participating in the English hymns event</li> <li>Performance classes</li> <li>Pop and jazz performance class</li> <li>Performance tuition</li> <li>Ensemble work</li> <li>Orchestra</li> <li>Singing with Cantores and the chamber choir</li> </ul>
Making friends (9)	<ul style="list-style-type: none"> <li>Meeting new people 6</li> <li>Studying with like-minded people</li> <li>The friends I have made</li> <li>Getting to know people on my course and in the halls</li> </ul>
New learning experiences and opportunities (7)	<ul style="list-style-type: none"> <li>Extending my musical knowledge (2)</li> <li>Studying a wider range of music styles/genres than previously studied at school</li> <li>Finding out about the units on the course</li> <li>Studying styles of music I knew very little about beforehand e.g. in World music and Introduction to Twentieth Century Music</li> <li>Looking in greater depth at topics that were only briefly covered at GCSE/A Level</li> <li>Writing essays confidently after grasping the topic and enjoying formulating an argument</li> </ul>
Freedom and independence (6)	<ul style="list-style-type: none"> <li>Living away from home and being independent</li> <li>Being independent, improving time-keeping, settling into uni routine</li> </ul>
Individual instrumental and vocal lessons (5)	<ul style="list-style-type: none"> <li>Vocal classes</li> <li>Clarinet lessons</li> <li>Performance lessons</li> <li>The fantastic performance tuition</li> </ul>
Social life (5)	<ul style="list-style-type: none"> <li>The clubs and societies (2)</li> <li>Getting to know so many people through different societies</li> </ul>
Other	<ul style="list-style-type: none"> <li>The atmosphere of the university</li> <li>Everything</li> <li>Getting a part-time job</li> <li>I usually enjoy the Monday lunchtime concerts</li> </ul>

## 8. What to date has been the WORST aspect of your first-year experience of university?

Workload and time management (12)	<ul style="list-style-type: none"> <li>The amount of tracks we need to learn (2)</li> <li>The amount of listening to learn (2)</li> </ul>
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	Having short deadlines/ Short deadlines and penalties/ Trying to meet lots of deadlines at once/ Deadlines clashing/ The week when we had two essays, a test and a harmony assignment to hand in/ Periods of large workload/When given different assignments at the same time - the massive workload gets on top of me and I get really stressed. Due to my dyslexia I work slower than everyone else anyway. I felt slightly overwhelmed at the beginning of the course and it took me a while to settle in
Individual modules and classes (10)	Harmony and counterpoint (2) World Music (2) Taking modules I have not a lot of interest in Performance - comparing oneself with one's peers Having the high standards of performances of 2nd and 3rd years in wind class for the first time Performance Tonal composition Being thrown into harmony with not enough pre-training in it
Organisation and management of the course (4)	Sometimes the timing of all the assignments, most weeks we don't have many or manageable then other weeks we have too much Large pieces of work all due in at the same time Nine hours a week is not enough for a full-time degree course Should have more practice rooms
Twentieth century music (4)	Twentieth century music - really hard to understand a lot of concepts! Twentieth century (2)
Generally positive (3)	Nothing I don't have actually bad experiences of this university No bad aspects really but least enjoyable is learning about vocal music
Homesickness and illness (2)	Getting used to being away from home Away from girlfriend
Essay writing (2)	Writing to deadlines Essays
Other	Previous halls- moving halls Restriction, rigid guidelines, not enough individualism Not choosing to take performance Not many performance opportunities - solo performance

## 9. What would you like to do when you have completed the Music degree course?

Teaching (11)	Go into teaching (secondary) (4) A PGCE course and teach in primary schools (2) Be a music teacher Peripatetic teacher Working in special needs through music
Don't know (10)	
Performance (8)	Perform/Perhaps perform as a solo artist/Preferably be a performer Singer/ Opera singing Possibly a post-graduate degree in a conservatoire Not really sure but would love to make a career in singing/performance Hopefully singing, preferably opera
MA course (6)	
Teaching or performance (4)	PGCE/Masters performance Unsure - may teach or attempt to perform/compose professionally or get into production business Unsure - hopefully a mixture of teaching and performance
Recording studio (4)	Something with technology and studio stuff Own recording studio 2
Composition (4)	Film composer
Gap year (2)	
Songwriter (3)	
Career in music (3)	Have a career in Music Go into a job that involves some aspect of music Follow a music career. What exactly, I'm not sure yet
Music therapy (2)	
Other	Run workshops Work at a record label eventually Go surfing for a year in warm countries Law conversion course Manager in musical sphere (Do a post-grad) and then be a housewife! Blue Peter presenter A job to do with film music Attain a graduate job Producing

**Please use the space below to make any other comments about how well prepared you felt for your first year at university.**

Out of 10 – 7/10. Didn't feel well-prepared enough for tonal composition harmony (Edexcel).

I have felt really well-prepared for my first year of university. I had studied many of the subjects covered already and those I haven't were kept simple and easy to understand (Edexcel).

Felt prepared with my jazz knowledge and analysing scores. A Levels did not prepare me enough for essay writing standards (Edexcel).

Feel that covered new material, but not further depth, techniques, or performance demands. Not a big enough step, too general coverage. Still a memory test! (OCR)

Note-taking in lectures was really hard but grew easier with practice – so quite quickly! I didn't really know what was to be expected of me in terms of pre-existing musical knowledge but have been fine with all the courses so far (WJEC).

I went to school in Belgium, so a bit more experience in academic study in English would have been helpful.

I felt that all assessment methods so far have been fair, but coming from the IB Diploma, I was not prepared for the level of theory knowledge needed.

Maybe not so sure on penalisation on some sections as I feel you come if you want to work, not lectures/concerts being compulsory.

Pre-term helped me to feel more prepared to meet new people and showed me the standard of playing expected for SUSO and therefore the general performance standard of the university music course.

I think more emphasis needs to be made on an introduction to each module so that the student knows where it is heading. Sometimes in the introductory modules, like twentieth century music, the lectures went straight into in-depth analysis without much emphasis on how to approach the analysis or what it is about.

Quite well-prepared. Could have been better if I knew exactly what units were in the first year. It was a huge leap in general but more from the life-skills perspective than adapting to the course.

You became a more responsible person – you see things in a more mature way.

Not well at all.