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| **Question** | **Key considerations** | **Notes** |
| ***Articulate the learning outcomes***What would you like your learners to learn from this course? | *As a result of taking this course, students will be able to:** *Develop skills in critically evaluating music.*
* *Identify reference materials that help shape their opinions about music.*
* *Express their own views about music confidently.*
* *Apply transferable academic skills of critical listening and academic writing about music.*
 | *The outcomes are framed with active verbs and communicate what achievement looks like.* |
| ***Title***What do you plan to call your course? | ***Writing about Music*** | *The course title should clearly communicate what the course is about.* |
| ***Domain***Which areas does the course focus on? | ***Week 1: Sonic environments: What is critical listening?*** * *Understanding and evaluating musical sounds*
* *Using technical and figurative musical vocabulary*

***Week 2: Musical stylistics: Describing what we hear**** *Finding and evaluating sources*
* *Describing a piece of music*

***Week 3: Crafting an argument: Using persuasive evidence**** *Analysing primary sources for evidence*
* *Developing a research question and thesis*

***Week 4: Writing about music and beyond**** *Structuring a music review*
* *Understanding academic and professional pathways.*
 | *This section summarises the learning journey learners will take through the course – it explains what the course covers and how it builds on what has gone before and anticipates what is to come.* |
| ***Primary objective of the course or key performance indicator (KPI)*** | ***Home students*** *The ‘talent pipeline’ in music in the UK is significantly threatened by the challenges faced at the level of secondary education.**According to the Joint Council for Qualifications, just 5493 students sat A-Level Music in 2023, a 7% fall on 2022. The reasons for this fall are complex and include the exclusion of arts subjects from the English Baccalaureate since 2010 and pressures on school budgets which have led to significant numbers of schools being unable to offer A-level Music at all.****International students****One of the historic challenges around international recruitment is the ability of international students to demonstrate their academic capabilities in music. This was in part due to the UK-focused nature of the previous set of admissions standards which included graded exams (ABRSM or equivalent) that are difficult and expensive to access from abroad.**Through focusing on the key skills for engaging in academic music (research/writing and notation), we hope to support a wide range of students in their transition to tertiary academic study.**In both of these populations, the course will serve as tools for recruitment amongst populations which are currently underrepresented in Music HE and may also appeal to post-offer students who are transitioning to university study at Leeds and who wish to improve their academic skills.*  | *This section details the main reason for wanting to develop the course. It also indicates how success might be measured – in this case the recruitment of students from the target populations.* |
| ***Why should learners join the course/use this resource?*** | *In this course learners will build key skills in critical and creative thinking about music, textual analysis, and written communication, as well as developing confidence and enhancing academic preparedness.* *They will learn to think critically about the relationship between music and language by reading and evaluating the accounts of others, as well as by articulating their own experiences of listening closely. Through a series of exercises, alongside guided discussions, learners will be shown how to formulate their own views on music and to express these with confidence and enthusiasm.* *In addition, this course will foster their research skills, further preparing you them for independent academic study across a range of disciplines. Taken together, this will enable learners to engage deeply with musical materials and address the challenges to which they give rise—including the challenge of putting words to a phenomenon that remains inexpressible.* | *This section explains what the course is about and why it's important. This information will be useful for your proposal and can help to inform the content of any promotional materials you develop.* |
| ***What evidence is there to justify the work taking place?*** | *The School of Music Strategy has 6 strategic priority areas. Many of these align with the aims of this course, but among the most relevant areas are International, in which we have the objective of increasing and diversifying international student recruitment, and Digital Transformation, which includes our aim to enhance our educational provision and grow our fully online education portfolio. More broadly, this course fits within the priority area of Education and contributes to objectives such as developing and maintaining a dynamic curriculum that challenges students intellectually and that supports them in their personal and professional growth.* *As this suggests, for the School of Music, maintaining the quality and diversity of home UG numbers and increasing international applications is important. The course will need to inspire UG home and international prospective applicants and give them an appreciation of the wider opportunities within the field of music, thereby linking the study of Music with the kinds of skills they might use in the wide variety of careers/further study our graduates progress on to. It should also raise the profile of the University of Leeds and promote the University’s research and expertise in the area.**The course will also underscore the role of the University of Leeds as a digital leader in providing fully online education and introduce potential learners to some of the ways they might experience mixed mode delivery on Leeds UG programmes of study.**By focusing on building confidence and skills through a variety of engaging and future-focused activities, rather than on delivering specific content, this course offers a broad preparation for studying music at university level. It will also showcase the approach that we take to teaching and supporting students at the School of Music. By actively developing students’ skills and sense of confidence, we hope to encourage a greater variety of students to believe not only that studying Music is the right path for them, but also that Leeds can offer an exciting and supportive environment in which to reach their potential.* | *This section explains why the course should be developed. It helps to convince stakeholders to commit resources to undertaking the work.* |
| ***What is the target audience for the course?*** | *The course aims to appeal to a diverse local and international audience, and to act as a pathway to specific programs at the University of Leeds. 'Writing about Music' is focused on the general music program (and the joint honours with English, parented by the School of English.**The course will target A-level and BTec students with the aim of recruitment into relevant undergraduate degrees in music.**In terms of recruitment, the School of Music needs to:** *maintain high quality applicants from the UG home market and,*
* *grow the number of high-quality applicants from international markets.*

*The anticipation is that the course will support recruitment from the above audiences by having a broad appeal.* *The School of Music is also working to enhance Widening Participation (WP) on its undergraduate programmes as it is not currently achieving the University Target Ratio for WP.**This course is intended both to further enhance this positive progress in WP appeal and also to maximise support for students from a WP background (confidence and student success) as part of their transition to university.* | *The key demographic groups that the course is aimed at (and aspires to recruit) - in this case high-quality home students (with a focus on WP) and overseas undergraduates.* |
| ***Is the course primarily new material or conversion of existing material to a new format?*** | *Primarily new material, with adaption of some existing material* |  |
| ***Are there any open educational resources that you can incorporate?*** | *Use of existing materials such as sound and video recordings will be used to illustrate teaching. This may include linking to material that is out of copyright or to openly available content on platforms such as YouTube.* |  |
| ***What strategic objective(s) will the course contribute to?*** | *The course aims to* * *Capture the imagination of pre-university students interested in music.*
* *Diversify recruitment to undergraduate level programmes*
* *Increase skills and confidence of incoming undergraduate students*
* *Promote the world-leading research and education in music at the University of Leeds*

*The School of Music has developed a suite of programmes that allow students with an interest in a wide range of musics to pursue study in practical, theoretical, and applied areas. As part of Curriculum Redefined, we have also reframed our course offerings and admissions requirements to allow for a greater range of students to demonstrate their capabilities in music. In particular, we have brought a new course (BA in Music and Music Technology) onstream and removed the requirement to attain the ABRSM Grade 5 Theory for most other undergraduate degrees. This contributes to making Leeds an attractive place to study music for students with a wider variety of interests and backgrounds, but also lowers some of the current barriers to tertiary music study.**This course also contributes to the University’s* [*Student Success Strategy*](https://www.leeds.ac.uk/student-success/doc/access-student-success-strategy)*, which recommends online taster courses and flexible CPD to support access for diverse students. As a School, we see the provision of these types of courses as a key part of promoting this new-look Leeds on a broad scale as well as providing support for students who may have had limited access to the skills necessary for studying academic music at the tertiary level.* | *This section outlines how the course supports the School’s (and University’s) strategic objectives* |
| ***Do you have endorsement/sponsorship for the course from senior stakeholders?***  | *Yes, both the Head of School and Pro-Dean for Student Support have expressed their support and commitment to developing this course.* |  |
| ***How do you plan to market or promote the course?*** | ***Marketing objectives***1. *Increase brand awareness and engagement among pre-university students interested in music.*
2. *Implement targeted marketing campaigns to attract a more diverse pool of undergraduate applicants.*
3. *Widening Participation – increasing confidence of potential applicants (or new starters) and feeling of accessibility of Leeds for those who may not have had access to same tertiary music options as non-WP students.*
4. *Showcase the University of Leeds as a hub for world-leading research and education in music through marketing initiatives.*

***Promotional activities**** *FutureLearn Course Description Page*
* *Dedicated going to university pages under online courses at the corporate website*
* *Online courses social media channels*
* *Open day presentation/drop-ins*
* *Offer holder communications*
* *Schools Outreach (EE team)*
* *CTA on advertising landing page (digital campaign running for* ***BA Music and Technology*** *which is also aimed at increasing WP)*
 | *This section highlights the planned marketing objectives and how they support the strategic goals described earlier.**It also includes the ways in which the course will be promoted to the target audiences.* |
| ***Are there other courses that already exist which address similar concepts or topics?*** | *When compared to offerings on various platforms, including Coursera, edX, Udemy, and LinkedIn Learning, our course stands out for its emphasis on academic preparedness rather than traditional music theory or performance.**On FutureLearn specifically, while each course provides unique perspectives within music education, several competitors may draw interest away from ours. For instance, specialised courses like "Discovering Korean Music" and "English Electronic Music" offer insights into specific musical genres and aspects, appealing to learners interested in cultural exploration or digital music production. Additionally, courses like "Music and Intelligence" and "Music Moves" delve into the psychological dimensions of music, attracting learners intrigued by its cognitive and emotional effects.**Furthermore, offerings such as "Becoming a Better Music Teacher" target music educators seeking professional development opportunities, directly competing with our course for this niche audience. Similarly, courses focusing on practical music skills and theoretical understanding, like "From Notation to Performance" and "How to Write Your First Song," cater to learners interested in performance and composition aspects of music education.**Despite the competition, our course distinguishes itself by offering a comprehensive approach to music education, emphasising critical thinking, creative expression, and research skills. Its focus on understanding music's cultural, historical, and emotional dimensions sets it apart, appealing to learners seeking a deeper understanding of music beyond performance or theory.* | *This section summarises existing online courses that might compete with the course and an explanation of what makes this course unique.* |