Programme specification

1. Overview/ factual information

Programme/award title(s)	BMus (Hons) Music Performance and Production, Cert HE Music Performance, Cert HE Creative Music Practice
Teaching Institution	London College of Creative Media
Awarding Institution	The Open University (OU)
Date of latest OU validation	26th January 2016
Next revalidation	
Credit points for the award	360 FHEQ6, 240 FHEQ5, 120 FHEQ4
UCAS Code	W31B (BMus), W310 (Cert HE Creative Music Practice), W31A (Cert HE Music Performance)
Programme start date	September 28th 2016
Underpinning QAA subject benchmark(s)	Music (2008)
Other external and internal reference points used to inform programme outcomes	FHEQ, EHEA, AEC / Polifonia, External Industry Professionals LCCM Programme Committee, Student Feedback
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT, DL)	FT BMus 3yrs, Cert HE 1 yr. PT B.Mus. 6yrs Cert HE 2 yrs.
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	30th September 2019

2.1 Educational aims and objectives

This BMus programme in Music Performance and Production is a practice-based course for aspiring professional “musicians” (artists, acts, producers, performers, songwriters, arrangers, media composers and entrepreneurs) whose primary aim is to establish lasting careers in the music and wider creative industries “sector.”

The design of this programme reflects two fundamental principles about the nature of careers in this sector:

1. employment revolves around freelance work and project-by-project contracts
2. successful professional musicians obtain work initially for a specialist skill but establish lasting careers for also having multiple areas of related skills, knowledge and expertise

To address the first principle, the programme challenges students to develop excellent transferrable skills including independent learning, teamwork, entrepreneurship, communication, hard work and initiative. To acquire these skills, students complete a wide range of projects to increasingly challenging briefs. Such projects include meeting performance, production, writing, arranging and business-related objectives. The programme is designed to give students extensive opportunities to develop a rich portfolio of work and experience the essential scenarios professionals have to manage such as delivering to demanding deadlines, performing live and in the studio, arranging music for a range of ensembles, using essential technologies, formulating career or business plans, working in teams and directing others.

NB: As FHEQ level 4 programmes, the Cert HE pathways are not designed to deliver the full range of learning outcomes. Full information on Cert HE learning outcomes is available in this specification on page 19.

To respond to the second principle, at level 4, the programme provides all students with a broad choice of modules based around a core study of harmony and theory, music in context and composition, arranging and analysis. All students must choose 7 modules one of which will be the specialist subject such as a principal instrument, songwriting or production.

At level 5, students narrow their focus of study to six modules while continuing to develop their specialist subject. At level 6, students take 2 modules from a list of options to focus on their chosen specialism subject, along with a compulsory Harmony module.

The design of this programme has been refined and enhanced systematically since 2003 to ensure it delivers on these two fundamental principles and prepares LCCM graduates for fulfilling careers.

2.2 Relationship to other programmes and awards

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

The BMus (Hons) Music Performance and Production programme can be studied full-time over three years or part-time over 6. Study is undertaken at three FHEQ levels and arranged into 25 weeks per year of contact tuition followed by 5 weeks of final assessment. The degree award requires 360 credit points in total, with at least 120 points at each FHEQ level 4, 5 and 6. The programme has two additional level 4 pathways:

1. Cert HE Music Performance – 120 credits
2. Cert HE Creative Music Practice – 120 credits

Three exit awards are available for BMus students who are unable to complete the degree due to extenuating circumstances:

1. Cert HE Music -120 credits (Y1 Exit Award)
2. Dip HE Music – 240 credits (Y2 Exit Award)
3. Ordinary Degree Music – 300 (Y3 Exit Award)

Exit awards are not available for registration.

Both Cert HE awards are designed specifically for students who wish to study a specialist music programme for a year but do not, or cannot commit to completing a degree. Both Cert HE routes have provision for students to progress into level 5 of the degree however additional studies may be required. This process is detailed in full on page 25 of this specification “Progression from Cert HE to BMus (Hons)”

3 Programme Outcomes

3.1 BMus

3.1 A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Musical elements, concepts, terminologies and theories Students will understand the theoretical principles of rhythm, melody and harmony in contemporary popular music including knowledge of notation, terminology and nomenclature. Students will gain knowledge of the application of these principles in performance, composition, songwriting and arrangement contexts.	A1 is taught and assessed in all modules at levels 4, 5 and 6 with the exception of Music in Context 1, Career Planning 2 and Creative Industries Entrepreneurship 3. Students will explore musical elements, concepts, terminologies and theories through the development and application of specialist skills relating to their chosen subjects and through performance, songwriting, composition, arrangement and production.
A2 History and context in popular music Students will understand the relationships between society, culture and contemporary popular music.	A2 is taught and assessed in the level 4 module Music in Context 1. Building on this introduction to the relationships between music, culture and society, students will deepen their understanding of the subject through background listening and research into repertoire for performance modules and through original writing, production and self-reflection in songwriting and production modules at levels 5 and 6.

A3 Musical styles and genres Students will understand how rhythm, melody, harmony, arrangement and production relate to evolving styles and genres in contemporary music.	A3 is taught and assessed in all modules at levels 4, 5 and 6 concerned with the study of music through practice. Students will understand the range of elements that influence how music is defined stylistically and the ever-evolving nature of genre definitions in contemporary popular music. A3 is not taught or assessed in the following modules: Harmony and Theory 1 and 2, Music in Context 1, Career Planning 2, Theory in Practice 2, Advanced Music Programming 2, Music Teaching 3, Independent Project 3 and Creative Industries Entrepreneurship 3.
A4 Key business principles and practices in the creative industries Students will understand the business principles and professional practices that underpin the intellectual-property-based creative industries in the UK.	A4 is taught and assessed at level 5 in the compulsory module Career Planning 2. A4 is also assessed in all modules at level 6 with the exception of Harmony and Rhythm 3, Jazz Reharmonisation 3 and Composition, Arranging and Analysis 3. Students are required to initiate, manage and deliver a range of projects employing the professional skills and practices expected of freelancers in the creative industries.
A5 Music Technologies Students will understand key music technologies relating to the production, composition and arrangement of contemporary popular music.	A5 is taught and assessed at levels 4, 5 and 6 in modules relating to composition, production and songwriting. Music technologies in this programme centre on the advanced use of Logic Pro and Sibelius. Aurelia is also used to support students Aural Perception skills. All students are taught and assessed on their ability to use Sibelius to produce print ready parts and scores for sight-reading musicians.

3.1.B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critical and analytical thinking Students will be able to apply critical and analytical thinking skills to composition and performance contexts. Students will also be able to use critical and analytical thinking skills to present written arguments.	B1 is taught and assessed at level 4 in the modules Music in Context 1, Composition, Arranging and Analysis 1, Professional Performance 1 and Songwriting 1. Students are introduced to key underlying principles and theories relating to rhythm, melody and harmony, contemporary society and culture, and musical style in order to analyse the appropriateness of specific elements, approaches and arguments. B1 is taught and assessed further in the programme at level 5 and in all modules at level 6 with the exception of Principal Instrument 3, Jazz Performance 3 and Musical Directing and Arranging 3.
B2 Memorizing and recalling information and processes Students will be able to memorize, recall and apply information and processes to a wide range of practical and theoretical musical contexts.	B2 is assessed throughout the programme in a wide range of modules at all levels. Students are not taught technique, but more are required to demonstrate the ability to learn and recall an extensive range of information from theoretical knowledge to whole pieces of music and to processes for using music production software and hardware.
B3 Synthesizing information Students will be able to synthesize information from extant musical works and written sources to create written arguments, individual perspectives and new work.	B3 is taught and assessed at level 4 in the modules Music in Context 1 and Songwriting 1. Thereafter it is also assessed in the compulsory modules Career Planning 2 and Harmony and Rhythm 3. Students are taught and exposed to a wide range of theoretical concepts, approaches to songwriting, composition, arrangement and production. Using these well-established starting points students are required to create their own finished musical works. B3 is also assessed in Music teaching 3, Independent Project 3 and Creative Industries Entrepreneurship 3.

3.1.B. Cognitive skills	
B4 Reasoning and decision-making Students will be able to use reasoning to make informed decisions in practical musical contexts and in written argument.	B4 is assessed at level 4 in the modules Music in Context 1 and Professional Performance 1. Students are introduced to a range of underlying theories and principles and examples of their application. Using these examples, students begin to develop the reasoning skills in order to make decisions in a wide range of creative musical, academic and intellectual contexts. B4 is taught and assessed at level 5 in a wide range of modules and in all modules at level 6 with the exception of Principal Instrument 3, Jazz Performance 3 and Musical Directing and Arranging 3.
B5 Self-critical reflection Students will be able to reflect self-critically on their work both verbally and in writing.	B5 is taught and assessed at level 5 in the module Theory in Practice Voice 2 however B5 is assessed primarily at level 6. All students are required to reflect self-critically on their arrangements in the compulsory module Harmony and Rhythm 3. In addition, students at level 6 are required to set their own specific artistic, commercial or professional objectives in the modules recording Act 3, Songwriting 3, Music Teaching 3, Independent Project 3 and Creative Industries Entrepreneurship 3 and then reflect self-critically on their finished projects against their planned aims.

3.1 C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Musical notation skills Students will be able to use musical notation to read and write lead sheets and compose and arrange music.	C1 is taught and assessed across all modules involving harmony and theory, instrumental development, performance, composition and arrangement at all levels of the programme.
C2 Aural perception skills Students will be able to identify a significant range of musical elements and structures by ear.	C2 is taught and assessed at levels 4 and 5 in the compulsory modules Harmony and Theory 1 and 2. C2 is also taught and assessed through transcription assessments for students studying performance and principal instrument at levels 4, 5 and 6, and second study instrument at levels 4 and 5.
C3 Subject-specific specialist skills Students will be able to demonstrate extensive specialist practical skills applicable to their chosen subjects i.e. performance, instrumental development, production, composition and arrangement, songwriting, musical directing, teaching, career and business planning.	C3 is taught and assessed at levels 4, 5 and 6 and across all modules. Students on all modules learn, develop and apply a vast range of specialist skills relevant to their chosen subjects and specific module choices.

3.1 D. Transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Independent learning and development Students will be able to manage the continued development of their own skills both those that relate to their chosen subjects and those required for broader application during their careers.	D1 is assessed in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 at level 4. Independent study is an essential component in all modules at all levels for students to practice and refine the specialist skills relating to their specific module choices. D1 is assessed in all modules at levels 5 and 6.
D2 Initiative Students will be able to initiate, manage and deliver a range of simple and complex projects for a range of contexts.	D2 is not assessed at level 4. At level 5 students are assessed on their ability to initiate and deliver given projects. D1 is assessed in all modules at level 6 as students define and deliver their own projects or creative works / solutions to set briefs.
D3 Communication Students will be able to articulate arguments in writing and communicate artistic ideas and musical narratives through songwriting, performance, composition and production. Students will communicate verbally with their peers in groups and with audiences through performance.	D3 is taught and assessed at level 4 in the compulsory module Music in Context 1 where students are required to communicate in writing. Students at level 4 are also taught and assessed on the ability to communicate musical and artistic ideas through music in all modules relating to performance, songwriting and production. 'Communication' in such modules is defined by the ability to communicate to audiences in music and to peers in collaborative contexts.
D4 Collaboration Students will be able to work in groups to rehearse and perform music, write songs and produce finished recordings.	

3.1 D. Transferable skills	
	D4 is taught and assessed at level 4 in performance, songwriting and production modules where students are introduced to the conditions in which professional creative projects are delivered. At levels 5 and 6 students are assessed on their ability to work collaboratively in teams to deliver projects in musical, commercial and other professional contexts.
D5 Problem Solving Students will be able to solve problems in order to recognise and analyse music correctly and to create effective musical arrangements, songs and productions. Students will also solve professional and commercial problems through independent projects, career plans and business plans.	D5 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1. D5 is taught and assessed on performance, production and songwriting modules at levels 4 and 5 and in the compulsory module Career Planning 2. Students are assessed on D5 in all modules at level 6 where they are required to pose solutions to problems in musical, academic, professional and commercial contexts as relevant to their specific module choices.
D6 Research Students will be able to use basic research skills to conduct background listening on repertoire, genre, instrumentation, arrangement and sound production. Students will also be able to use research to construct written arguments and devise career and business plans.	D6 is taught at level 4 in the compulsory module Music in Context 1. D6 is also taught and assessed in performance modules where students are required to conduct further research into the given repertoire. At level 5 D6 is assessed in the compulsory module Career Planning 2 where students will conduct research on commercial and professional matters affecting their stated career plans. D6 is also assessed in all modules with the exception of Harmony and Theory 2, Theory in Practice 2 and Second Study Instrument 2. D6 is assessed in all modules at level 6 with the exception of Studio Alchemy 3 and Audio-Visual Synchronisation 3.

3.1 D. Transferable skills	
D7 Time management Students will be able to manage their time effectively to prioritise tasks, balance complex workloads and meet challenging deadlines.	D7 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 where students must manage their time in order to acquire new knowledge and apply it to meet challenging deadlines. D7 is also assessed at level 4 in the modules Principal Instrument 1, Second Study Instrument 1 and Songwriting 1. D7 is assessed in all modules at levels 5 and 6 where it becomes increasingly important for students to manage challenging deadlines and complex workloads.

3.2. Dip HE(Music).

3.2 A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Musical elements, concepts, terminologies and theories Students will understand the theoretical principles of rhythm, melody and harmony in contemporary popular music including knowledge of notation, terminology and nomenclature. Students will gain knowledge of the application of these principles in performance, composition, songwriting and arrangement contexts.	A1 is taught and assessed in all modules at levels 4, and 5 with the exception of Music in Context 1, Career Planning 2. Students will explore musical elements, concepts, terminologies and theories through the development and application of specialist skills relating to their chosen subjects and through performance, songwriting, composition, arrangement and production.
A2 History and context in popular music Students will understand the relationships between society, culture and contemporary popular music.	A2 is taught and assessed in the level 4 module Music in Context 1. Building on this introduction to the relationships between music, culture and society, students will deepen their understanding of the subject through background listening and research into repertoire for performance modules and through original writing, production and self-reflection in songwriting and production modules at levels 5.
A3 Musical styles and genres Students will understand how rhythm, melody, harmony, arrangement and production relate to evolving styles and genres in contemporary music.	A3 is taught and assessed in all modules at levels 4 and 5 concerned with the study of music through practice. Students will understand the range of elements that influence how music is defined stylistically and the ever-evolving nature of genre definitions in contemporary popular music.

	A3 is not taught or assessed in the following modules: Harmony and Theory 1 and 2, Music in Context 1, Career Planning 2, Theory in Practice 2, Advanced Music Programming 2.
A4 Key business principles and practices in the creative industries Students will understand the business principles and professional practices that underpin the intellectual-property-based creative industries in the UK.	A4 is taught and assessed at level 5 in the compulsory module Career Planning 2. Students are required to initiate, manage and deliver a range of projects employing the professional skills and practices expected of freelancers in the creative industries.
A5 Music Technologies Students will understand key music technologies relating to the production, composition and arrangement of contemporary popular music.	A5 is taught and assessed at levels 4 and 5 in modules relating to composition, production and songwriting. Music technologies in this programme centre on the advanced use of Logic Pro and Sibelius. Aurelia is also used to support students Aural Perception skills. All students are taught and assessed on their ability to use Sibelius to produce print ready parts and scores for sight-reading musicians.

3.2 B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critical and analytical thinking Students will be able to apply critical and analytical thinking skills to composition and performance contexts. Students will also be able to use critical and analytical thinking skills to present written arguments.	B1 is taught and assessed at level 4 in the modules Music in Context 1, Composition, Arranging and Analysis 1, Professional Performance 1 and Songwriting 1. Students are introduced to key underlying principles and theories relating to rhythm, melody and harmony, contemporary society and culture, and musical style in order to analyse the appropriateness of specific elements, approaches and arguments. B1 is taught and assessed further in the programme at level 5.
B2 Memorizing and recalling information and processes Students will be able to memorize, recall and apply information and processes to a wide range of practical and theoretical musical contexts.	B2 is assessed throughout the programme in a wide range of modules at all levels. Students are not taught technique, but more are required to demonstrate the ability to learn and recall an extensive range of information from theoretical knowledge to whole pieces of music and to processes for using music production software and hardware.
B3 Synthesizing information Students will be able to synthesize information from extant musical works and written sources to create written arguments, individual perspectives and new work.	B3 is taught and assessed at level 4 in the modules Music in Context 1 and Songwriting 1. Thereafter it is also assessed in the compulsory module Career Planning 2. Students are taught and exposed to a wide range of theoretical concepts, approaches to songwriting, composition, arrangement and production. Using these well-established starting points students are required to create their own finished musical works.
B4 Reasoning and decision-making Students will be able to use reasoning to make informed decisions	B4 is assessed at level 4 in the modules Music in Context 1 and Professional Performance 1. Students are introduced to a range of

in practical musical contexts and in written argument. **B5 Self-critical reflection** Students will be able to reflect self-critically on their work both verbally and in writing.	underlying theories and principles and examples of their application. Using these examples, students begin to develop the reasoning skills in order to make decisions in a wide range of creative musical, academic and intellectual contexts. B4 is taught and assessed at level 5 in a wide range of modules. B5 is taught and assessed at level 5 in the module Theory in Practice Voice 2 however B5 is assessed primarily at level 6.

3.2 C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Musical notation skills Students will be able to use musical notation to read and write lead sheets and compose and arrange music. **C2 Aural perception skills** Students will be able to identify a significant range of musical elements and structures by ear.	C1 is taught and assessed across all modules involving harmony and theory, instrumental development, performance, composition and arrangement at all levels of the programme. C2 is taught and assessed at levels 4 and 5 in the compulsory modules Harmony and Theory 1 and 2. C2 is also taught and assessed through transcription assessments for students studying performance and principal instrument at levels 4 and 5 and second study instrument at levels 4 and 5.

C3 Subject-specific specialist skills Students will be able to demonstrate extensive specialist practical skills applicable to their chosen subjects i.e. performance, instrumental development, production, composition and arrangement, songwriting, musical directing, teaching, career and business planning.	C3 is taught and assessed at levels 4 and 5 across all modules. Students on all modules learn, develop and apply a vast range of specialist skills relevant to their chosen subjects and specific module choices.

3.2 D. Transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Independent learning and development Students will be able to manage the continued development of their own skills both those that relate to their chosen subjects and those required for broader application during their careers. **D2 Initiative** Students will be able to initiate, manage and deliver a range of simple and complex projects for a range of contexts.	D1 is assessed in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 at level 4. Independent study is an essential component in all modules at all levels for students to practice and refine the specialist skills relating to their specific module choices. D1 is assessed in all modules at level 5. D2 is not assessed at level 4. At level 5 students are assessed on their ability to initiate and deliver given projects.

D3 Communication Students will be able to articulate arguments in writing and communicate artistic ideas and musical narratives through songwriting, performance, composition and production. Students will communicate verbally with their peers in groups and with audiences through performance.	D3 is taught and assessed at level 4 in the compulsory module Music in Context 1 where students are required to communicate in writing. Students at level 4 are also taught and assessed on the ability to communicate musical and artistic ideas through music in all modules relating to performance, songwriting and production. 'Communication' in such modules is defined by the ability to communicate to audiences in music and to peers in collaborative contexts.
D4 Collaboration Students will be able to work in groups to rehearse and perform music, write songs and produce finished recordings.	D4 is taught and assessed at level 4 in performance, songwriting and production modules where students are introduced to the conditions in which professional creative projects are delivered. At level 5 students are assessed on their ability to work collaboratively in teams to deliver projects in musical, commercial and other professional contexts.
D5 Problem Solving Students will be able to solve problems in order to recognise and analyse music correctly and to create effective musical arrangements, songs and productions. Students will also solve professional and commercial problems through independent projects, career plans and business plans.	D5 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1. D5 is taught and assessed on performance, production and songwriting modules at levels 4 and 5 and in the compulsory module Career Planning 2.
D6 Research Students will be able to use basic research skills to conduct background listening on repertoire, genre, instrumentation, arrangement and sound production. Students will also be able to use research to construct written arguments and devise career and business plans.	D6 is taught at level 4 in the compulsory module Music in Context 1. D6 is also taught and assessed in performance modules where students are required to conduct further research into the given repertoire. At level 5 D6 is assessed in the compulsory module Career Planning 2 where students will conduct research on commercial and professional matters affecting their stated career plans. D6 is also assessed in all modules with the exception of Harmony and Theory 2, Theory in Practice 2 and Second Study Instrument 2.

D7 Time management Students will be able to manage their time effectively to prioritise tasks, balance complex workloads and meet challenging deadlines.	D7 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 where students must manage their time in order to acquire new knowledge and apply it to meet challenging deadlines. D7 is also assessed at level 4 in the modules Principal Instrument 1, Second Study Instrument 1 and Songwriting 1. D7 is assessed in all modules at level 5 where it becomes increasingly important for students to manage challenging deadlines and complex workloads.

3.3 Cert HE (Music)

3.3 A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Musical elements, concepts, terminologies and theories Students will understand the theoretical principles of rhythm, melody and harmony in contemporary popular music including knowledge of notation, terminology and nomenclature. Students will gain knowledge of the application of these principles in performance, composition, songwriting and arrangement contexts.	A1 is taught and assessed in all modules at levels 4, with the exception of Music in Context 1. Students will explore musical elements, concepts, terminologies and theories through the development and application of specialist skills relating to their chosen subjects and through performance, songwriting, composition, arrangement and production.
A2 History and context in popular music Students will understand the relationships between society, culture and contemporary popular music.	A2 is taught and assessed in the level 4 module Music in Context 1. Building on this introduction to the relationships between music, culture and society, students will deepen their understanding of the subject through background listening and research into repertoire for performance modules and through original writing, production and self-reflection in songwriting and production modules.
A3 Musical styles and genres Students will understand how rhythm, melody, harmony, arrangement and production relate to evolving styles and genres in contemporary music	A3 is taught and assessed in all modules at level 4 and 5 concerned with the study of music through practice. Students will understand the range of elements that influence how music is defined stylistically and the ever-evolving nature of genre definitions in contemporary popular music. A3 is not taught or assessed in the following modules: Harmony and Theory 1 and Music in Context 1.

A5Music Technologies Students will understand key music technologies relating to the production, composition and arrangement of contemporary popular music.	A5 is taught and assessed at level 4 in modules relating to composition, production and songwriting. Music technologies in this programme centre on the advanced use of Logic Pro and Sibelius. Aurelia is also used to support students Aural Perception skills. All students are taught and assessed on their ability to use Sibelius to produce print ready parts and scores for sight-reading musicians.

3.3 B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critical and analytical thinking Students will be able to apply critical and analytical thinking skills to composition and performance contexts. Students will also be able to use critical and analytical thinking skills to present written arguments.	B1 is taught and assessed at level 4 in the modules Music in Context 1, Composition, Arranging and Analysis 1, Professional Performance 1 and Songwriting 1. Students are introduced to key underlying principles and theories relating to rhythm, melody and harmony, contemporary society and culture, and musical style in order to analyse the appropriateness of specific elements, approaches and arguments.
B2 Memorizing and recalling information and processes Students will be able to memorize, recall and apply information and processes to a wide range of practical and theoretical musical contexts	B2 is assessed throughout the programme in a wide range of modules at all levels. Students are not taught technique, but more are required to demonstrate the ability to learn and recall an extensive range of information from theoretical knowledge to whole pieces of music and to processes for using music production software and hardware

B3 Synthesizing information Students will be able to synthesize information from extant musical works and written sources to create written arguments, individual perspectives and new work.	B3 is taught and assessed at level 4 in the modules Music in Context 1 and Songwriting 1. Students are taught and exposed to a wide range of theoretical concepts, approaches to songwriting, composition, arrangement and production. Using these well-established starting points students are required to create their own finished musical works.
B4 Reasoning and decision-making Students will be able to use reasoning to make informed decisions in practical musical contexts and in written argument.	B4 is assessed at level 4 in the modules Music in Context 1 and Professional Performance 1. Students are introduced to a range of underlying theories and principles and examples of their application. Using these examples, students begin to develop the reasoning skills in order to make decisions in a wide range of creative musical, academic and intellectual contexts.

3.3 C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Musical notation skills Students will be able to use musical notation to read and write lead sheets and compose and arrange music.	C1 is taught and assessed across all modules involving harmony and theory, instrumental development, performance, composition and arrangement at all levels of the programme.
C2 Aural perception skills Students will be able to identify a significant range of musical elements and structures by ear.	C2 is taught and assessed at level 4 and in the compulsory module Harmony and Theory 1. C2 is also taught and assessed through transcription assessments for students studying performance and principal instrument at level 4 and second study instrument at level 4.

C3 Subject-specific specialist skills Students will be able to demonstrate extensive specialist practical skills applicable to their chosen subjects i.e. performance, instrumental development, production, composition and arrangement, songwriting, musical directing, teaching, career and business planning.	C3 is taught and assessed at levels 4 across all modules. Students on all modules learn, develop and apply a vast range of specialist skills relevant to their chosen subjects and specific module choices.

3.3 D. Transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Independent learning and development Students will be able to manage the continued development of their own skills both those that relate to their chosen subjects and those required for broader application during their careers.	D1 is assessed in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 at level 4. Independent study is an essential component in all modules at all levels for students to practice and refine the specialist skills relating to their specific module choices.
D3 Communication Students will be able to articulate arguments in writing and communicate artistic ideas and musical narratives through songwriting, performance, composition and production. Students will communicate verbally with their peers in groups and with audiences through performance.	D3 is taught and assessed at level 4 in the compulsory module Music in Context 1 where students are required to communicate in writing. Students at level 4 are also taught and assessed on the ability to communicate musical and artistic ideas through music in all modules relating to performance, songwriting and production. 'Communication' in such modules is defined by the ability to communicate to audiences in music and to peers in collaborative contexts.
D4 Collaboration Students will be able to work in groups to rehearse and perform music, write songs and produce finished recordings.	D4 is taught and assessed at level 4 in performance, songwriting and production modules where students are introduced to the conditions in which professional creative projects are delivered.

D5 Problem Solving Students will be able to solve problems in order to recognise and analyse music correctly and to create effective musical arrangements, songs and productions. Students will also solve professional and commercial problems through independent projects, career plans and business plans.	D5 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1. D5 is also taught and assessed on performance, production and songwriting modules at levels 4.
D6 Research Students will be able to use basic research skills to conduct background listening on repertoire, genre, instrumentation, arrangement and sound production. Students will also be able to use research to construct written arguments and devise career and business plans.	D6 is taught at level 4 in the compulsory module Music in Context 1. D6 is also taught and assessed in performance modules where students are required to conduct further research into the given repertoire.
D7 Time management Students will be able to manage their time effectively to prioritise tasks, balance complex workloads and meet challenging deadlines.	D7 is assessed at level 4 in the compulsory modules Harmony and Theory 1 and Composition, Arranging and Analysis 1 where students must manage their time in order to acquire new knowledge and apply it to meet challenging deadlines. D7 is also assessed at level 4 in the modules Principal Instrument 1, Second Study Instrument 1 and Songwriting 1.

3.4. Cert HE Programmes

3.4 A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Musical elements, concepts, terminologies and theories Students will understand the theoretical principles of rhythm, melody and harmony in contemporary popular music including knowledge of notation, terminology and nomenclature. Students will gain knowledge of the application of these principles in performance and songwriting contexts.	A1 is taught and assessed in all modules at levels 4 with the exception of Music in Context 1 and Collaborative Project 1. Students will explore musical elements, concepts, terminologies and theories through the development and application of specialist skills relating to their chosen subjects.
A2 History and context in popular music Students will understand the basic relationships between society, culture and contemporary popular music.	A2 is taught and assessed in the level 4 module Music in Context 1. Building on this introduction to the relationships between music, culture and society, students will deepen their understanding of the subject through background listening and research into repertoire for performance modules and through original writing.
A3 Musical styles and genres Students will understand how rhythm, melody, harmony, arrangement and production relate to evolving styles and genres in contemporary music.	A3 is taught and assessed in all modules at levels 4 with the exception of Music in Context 1. Students will understand the basic elements that influence how music is defined stylistically and the ever-evolving nature of genre definitions in contemporary popular music.
A5 Music Technologies Students will understand key technologies relating to production and notation in contemporary popular music.	A5 is taught and assessed at level 4 in modules Music Programming 1, and Songwriting 1. Music technologies in this programme centre on the advanced use of Logic Pro and Sibelius. A5 is also taught using Aurelia to support students aural skills.

3.4 B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Critical and analytical thinking Students will be able to apply critical and analytical thinking skills to performance and songwriting contexts. Students will also be able to use critical and analytical thinking skills to present written arguments.	B1 is taught and assessed at level 4 in the module Music in Context 1. B1 is also assessed in the modules Professional Performance 1 and Songwriting 1. Students are introduced to key underlying principles and theories relating to rhythm, melody and harmony, contemporary society and culture, and musical style in order to analyse the appropriateness of specific elements, approaches and arguments.
B2 Memorizing and recalling information and processes Students will be able to memorize, recall and apply information and processes to a wide range of practical and theoretical musical contexts.	B2 is assessed at level 4 in the modules relating to performance, aural training and instrumental development. Students are not taught technique, but more are required to demonstrate the ability to learn and recall an extensive range of information from theoretical knowledge to whole pieces of music, to processes for using music production and notation software.
B3 Synthesizing information Students will be able to synthesize information from extant musical works and written sources to create written arguments, individual perspectives and new work.	B3 is taught and assessed at level 4 in the modules Music in Context 1, Collaborative Project 1 and Songwriting 1. Students are introduced to a wide range of theoretical concepts, approaches to songwriting and written arguments. Using these well-established starting points students are required to articulate their own arguments and create their own finished musical works.

3.4 B. Cognitive skills	
B4 Reasoning and decision-making Students will be able to use reasoning to make informed decisions in practical musical contexts and in written argument.	B4 is assessed at level 4 in the modules Music in Context 1, Professional Performance 1 and Collaborative Project 1. Students are introduced to a range of underlying theories and principles and examples of their application. Using these examples, students begin to develop the reasoning skills required to make decisions in musical and academic contexts.

3.4 C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Musical notation skills Students will be able to use musical notation to read and write lead sheets.	C1 is taught and assessed across all modules involving harmony and theory, and performance at level 4 of this programme excluding the modules Repertoire 1 and Collaborative Project 1.
C2 Aural perception skills Students will be able to identify a range of musical elements and structures by ear.	C2 is taught and assessed at levels in the compulsory module Aural Perception 1. C2 is also taught and assessed through transcription assessments for students studying performance and related modules in repertoire and instrumental skills development.
C3 Subject-specific specialist skills Students will be able to demonstrate specialist practical skills applicable to their chosen subjects i.e. performance, instrumental development, music programming and songwriting.	C3 is taught and assessed in all modules at level 4 with the exception of Music in Context 1.

3.4 D. Transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1 Independent learning and development Students will be able to manage the continued development of their own subject related skills.	D1 is assessed in all modules at level 4 with the exception of Music in Context 1. Independent study is essential for students to practice and refine the specialist skills relating to their specific module choices.
D3 Communication Students will be able to articulate arguments in writing and communicate artistic ideas and musical narratives through songwriting and performance. Students will communicate verbally with their peers in groups and with audiences through performance.	D3 is taught and assessed at level 4 in the compulsory module Music in Context 1. D3 is also assessed in the modules Professional Performance 1, Songwriting 1, Repertoire 1 and Collaborative Project 1. 'Communication' in such modules is defined by the ability to communicate to audiences in music and to peers in collaborative contexts.
D4 Collaboration Students will be able to work in groups to rehearse and perform music.	D4 is taught and assessed at level 4 in performance, songwriting and production modules where students are introduced to the conditions in which professional creative projects are delivered.
D5 Problem Solving Students will be able to solve problems arising from realising musical projects and working collaboratively.	D5 is assessed at level 4 in performance and songwriting contexts in the modules Professional Performance 1, Music Programming 1, Songwriting 1, Repertoire 1 and Collaborative Project 1.
D6 Research Students will be able to use basic research skills to conduct background listening on repertoire and genre.	D6 is assessed in performance- based modules and relates to students conducting research on genre and background listening to the repertoire.

3.4 D. Transferable skills	
D7 Time management Students will be able to manage their time effectively to prioritise tasks, balance workloads and meet challenging deadlines.	D7 is assessed at level 4 in the module relating to songwriting, aural skills development and instrumental skills development.

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
BMus (Hons) Music Performance and Production		**Choose 4**	
Music in Context 1	15	Theory in Practice 1	15
Harmony and Theory 1	30	Theory in Practice Voice 1	15
Composition, Arranging and Analysis 1	15	Principal Instrument 1	15
		Professional Performance 1	15
		Jazz Performance 1	15
		Second Study Instrument 1	15
		Music Programming 1	15
		Studio recording 1	15
		Songwriting 1	15
		Scoring to Picture 1	15
Cert HE Music Performance		**Choose 4**	
Music in Context 1	15	Technical Studies 1	15
Music Theory 1	30	Professional Performance 1	15
Aural Perception 1	15	Music Programming 1	15
		Repertoire 1	15
		Songwriting 1	15
		Collaborative Project 1	15

Programme Structure - LEVEL 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
Cert HE Creative Music Practice		**Choose 4**	
Music in Context 1	15	Instrumental Development 1	15
Performance and Applied Theory 1	30	Professional Performance 1	15
Aural Training 1	15	Music Programming 1	15
		Repertoire 1	15
		Songwriting 1	15
		Collaborative Project 1	15

Students who have achieved 120 credit points at FHEQ4 may be awarded a Certificate of Higher Education (CertHE) in Music as an exit award.

Programme Structure - LEVEL 5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
BMus (Hons) Music Performance and Production		**Choose 4**	
Career Planning 2	20	Composition, Arranging and Analysis 2	20
Harmony and Theory 2	20	Theory in Practice 2	20
		Theory in Practice Voice 2	20
		Principal Instrument 2	20
		Professional Performance 2	20

Programme Structure - LEVEL 5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
		Jazz Performance 2	20
		Second Study Instrument 2	20
		Advanced Music Programming 2	20
		Studio Alchemy 2	20
		Songwriting 2	20
		Scoring to Picture 2	20
		Live Sound 2	20

Students who have achieved 240 credit points with a minimum of 120 at FHEQ4 and 120 at FHEQ 5 may be awarded a Diploma of Higher Education (DipHE) in Music as an exit award.

Programme Structure - LEVEL 6			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
BMus (Hons) Music Performance and Production			
Choose 1		**Choose 2**	
Harmony and Rhythm 3	40	Composition, Arranging and Analysis 3	40
Jazz Reharmonisation 3*	40	Principal Instrument 3	40
		Professional Performance 3	40

Programme Structure - LEVEL 6			
*students wishing to take the module Jazz Reharmonisation 3 at level 6 must have achieved a 1st in Harmony and Theory 2 at Level 5		Jazz Performance 3	40
		Recording Act 3	40
		Studio Alchemy 3	40
		Audio Visual Synchronisation 3	40
		Songwriting 3	40
		Musical Directing and Arranging 3	40
		Music Teaching 3	40
		Creative Industries Entrepreneurship 3	40
		Independent Project 3	40
		Scoring to Picture 3	40
		Advanced Sound Engineering	40

Students who have achieved 300 credit points with a minimum of 120 at FHEQ4, 120 at FHEQ 5 and 60 at FHEQ6 may be awarded an Ordinary Degree in Music as an exit award.

5. Distinctive features of the programme structure. Where applicable, this section provides details on distinctive features such as:

- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules

where in the programme structure students must make a choice of pathway/route

As described further in this document in 7, entry on to all programmes includes an audition. This process is used to determine which modules are suitable for each applicant. **At Level 4** these are:

- Theory in Practice 1
- Theory in Practice Voice 1
- Principal Instrument 1
- Professional Performance 1
- Jazz Performance 1
- Second Study Instrument 1
- Music Theory 1
- Aural Perception 1
- Technical Studies 1

The programme design enables student to take 7 modules at level 4.

At level 5 students' take 6 modules. This choice must be based on what students chose at level 4 to ensure students' development builds on the skills and knowledge gained in the previous year. Pre-requisite information is published in each module specification.

At level 6 students choose 3 modules. This selection must also be based on the choices made at level 5 to ensure continued development.

All modules at level 6 are competitive to enter and for that reason all students will be required to give a first and second preference for their module choices. **NB:** students will not get their first choice of modules in all circumstances**.** The Programme Committee for Music will approve all final module choices based on a combination of:

- students' results from any relevant assessments or coursework
- students' grades achieved in prerequisite modules
- students' attendance and attitude to study
- students' ability to work collaboratively
- the capacity of the module i.e. some modules have limited places

NB: In cases where some level of discretion is required to approve an individual module choice, the Programme Leader for Music will have a casting vote. In such cases the Programme Committee will consider the following:

- whether the student shows an exceptional level of ability and academic achievement in relevant fields at preceding levels
- precedent
- whether the combination requested leads to a dilution of specialisation
- the workload of the combination
- whether the choice has a wider effect on the student body

Progression from Cert HE to BMus (Hons)

Both Cert HE programmes may be used as Accreditation of Prior Learning (APL) access routes into BMus 2 (FHEQ level 5) of the BMus (Hons) programme according to the procedures below:

Cert HE students wishing to progress from a Cert HE programme to the BMus must:

1. inform the Programme Administration Department by email at least 10 working days before the end of Term 2 stating their intention to progress to BMus 2
2. pass the APL Audition for BMus 2 by the end of their second term at LCCM
3. complete their existing Cert HE programme to obtain the relevant 120 credit points at level 4

NB: Students who pass the APL Audition and complete their Cert HE programme will be granted a place for BMus 2 **subject** to one being available.
NB: Students' specific module choices will be granted according to the marks achieved in relevant Cert HE modules.

Students who do not pass the APL Audition can either take an additional Access Course at LCCM or study independently and reapply.

LCCM Access Course

This course runs from April to July each year in parallel with the Cert HE programmes. The Access Course is designed specifically to support students wishing to progress from the LCCM Cert HE programmes on to BMus 2. The course can also be taken by students on relevant degrees at other institutions who wish to transfer to LCCM directly into BMus 2.

NB: The LCCM Access Course is not part of this BMus programme specification. It is not validated by OU and additional fees are payable to LCCM for students wishing to take it.

LCCM Access Course Content

The Access Course focuses on composition and arrangement for rhythm section and two horns, writing lead sheets and transposed parts, piano skills for the practical application of the LCCM harmony curriculum and the use of Logic and Sibelius. The course provides 3-5 additional teaching hours per week for ten weeks.

LCCM Access Course Final Assessment

At the end of the Access Course students will take a final assessment. Students who pass this assessment will be offered a place on BMus 2 **subject** to availability. **NB**: Specific module choices will be granted according to the marks achieved on the Access Course and in relevant Cert HE modules.

Students who do not pass the Access Course but do complete their Cert HE may be offered a place on BMus 1 **subject** to availability.

6. Support for students and their learning

- Induction week for new students
- Access to extra-curricular workshops, seminars, classes and master classes
- Access to live performance opportunities including at external venues
- Access to professional networks where appropriate through staff and the institution
- One to one tutorials on some modules
- Small group tutorials on some modules
- Addition support classes

7. Criteria for admission

- UCAS Tariff: 104points (BMus) or 64 points (CertHE) gained from at least two full Level 3 qualifications (e.g. A Level, BTEC Diploma), in any subject area (ABRSM grade 6-8 pass count towards tariff total or Music foundation course;
- ***plus*** GCSE grade C/4 or above in Maths and English or a Level 2 equivalent (e.g. Functional Skills);

- Mature applicants (over 21) without the above but with appropriate musical skills, knowledge and understanding may also apply

In addition, entry to the programme is through audition and interview. Applicants must perform two pieces of their own choice on their chosen instrument and demonstrate the sufficient level of live experience, musical knowledge and aptitude for deeper study. Normally applicants will have played their instrument for a minimum of 3 years.

Applicants whose first language is not English must demonstrate Common European Framework of Reference for Languages Certificate (CEFR) Level B2 English language

competence. Applicants must achieve at least CEFR level B2 in all four components (speaking, listening, reading and writing).

A list of approved Secure English Language Test (SELT) providers can be found on our web site at: http://www.lccm.org.uk/apply/international/ .

Accreditation of Prior Learning
Students may enter into the programme directly at either year 2 (level 5) or year 3 (level 6 according to the following conventions.

Year 2 (L5) Entry
Students must pass the relevant APL Audition for entry into level 5.
Students must have completed a relevant certified award from a recognised UK Higher Education Institution. The award must be relevant to the LCCM programme i.e. music, production, songwriting, performance.

Year 3 (L6) Entry
Students must pass the relevant APL Audition for entry into level 6.
Students must have completed a relevant certified award from a recognised UK Higher Education Institution. The award must be relevant to the LCCM programme i.e. music, production, songwriting, performance. In addition, students wishing to enter the programme at level 6 would also have to show the syllabus and module outlines for their existing award and map them to the LCCM modules outcomes to confirm that the relevant prerequisite learning has been achieved. Only the Open University can approve APL entries into level 6. Where approved, a student's final classification will be based only on their final year (level 6) marks.

A student may be awarded credit for prior learning (certified, experiential or uncertified), towards the requirements of the awards named in this specification for up to a maximum of 50% of the total credit requirements for the specific award i.e. 180 credits for BMus and 60 credits for Cert HE.

8. Language of study
English

9. Information about assessment regulations
LCCM is governed by The Open University Regulations for Validated Awards. Full academic regulations are available on the LCCM web site.

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

LCCM has an annual continuous cycle of monitoring that aligns with the OU requirements and is detailed in The White Book available on the LCCM web site. The Governance structure within LCCM has been designed to ensure close lines of communication between management, senior academics and students. Committees are able to act swiftly to resolve minor issues or send major modifications to the Academic Board or SMT for further consideration.

In addition to talking to module leaders or programme leaders directly, students are invited to feedback on all elements of the programme and institution in student representative roles. The primary forums for this are Programme Committees and the cross-College Staff Student Forum.

Programme Committee - Music incorporating BMus (Hons) Performance & Production and BA Music Industry Management

A Programme Committee, meeting twice year, is responsible to the Academic Board for maintaining the academic quality and standards of a programme or group of programmes, including approval of the Annual Programme Evaluation; one Student Programme Representative is elected from each level of the programme(s) to join the membership:

Ex-officio	Programme Leader(s) (Chair/s), Head of Quality and Programme Administration, Subject / Module Leaders, Director of Teaching and Learning
Elected*	one Student Programme Representative per FHEQ level of Programme
Nominated	Independent industry representative
Clerk	(Programme Administration team member)

Student Programme Representatives are responsible for canvassing the relevant students for feedback on any aspect of the programme. Meetings are minuted, with onward reporting/recommendation to Academic Board. Minutes from Programme Committees are also used by LCCM and The Open University as part of all formal review processes.

Staff / Student Forum

The Staff/Student Forum provides a formal biannual opportunity for staff and students to consider feedback concerning the following:

1. academic matters, both programme-specific and generic; together with

2. the College's pastoral provision, general resourcing and organisation.

The membership of the Staff / Student Forum includes:

Ex -officio:
Chair of Student Committee (joint Chair)
Head of Quality and Programme Administration (joint Chair)
Student Programme Representatives
Programme Leaders

Invited:
All current students and staff of the College

Meetings are minuted and published for all staff and students, with onward recommendations to relevant committees. Minutes from Staff / Student Forum are also used by LCCM and The Open University as part of all formal review processes. Staff / Student Programme Forums are held twice per year, usually during Term 2 and again in late summer. Full details are available from the student web portal.

Evaluation Surveys

Evaluation surveys are sent to students termly throughout the academic year. The aim of this feedback process is to give students the opportunity to rate aspects of the quality of the programme, resources and the institution overall.

Students are encouraged to complete these surveys as it helps LCCM identify what is going well and what the college needs to address to continue to improve the student experience.

Feedback gained from student surveys is considered at various committees and forms part of evidence for the college's Annual Programme Evaluations and Annual Institutional Review, designed to identify areas of excellence and those that need improving, leading on to the Summer Review Action Plan

Other Student Opportunities

There are further opportunities for students to participate in College governance. In addition to the above, there is student representation at Senior Management Team and Academic Board, while students also run the Student Committee with support from Programme Administration.

Continuous Feedback

LCCM also encourages continuous feedback from students through discussion with module and subject leaders.

How LCCM considers student feedback

Student feedback given through Programme Committee, Staff/Student Forum, surveys and at other committee meetings plays an important part in reviewing LCCM provision during and at the end of the academic year.

Annexe 1 – BMus Curriculum map

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

To achieve a pass for any module an overall minimum average mark of 40% must be reached. All module learning outcomes must also be met.

Level	Study module/unit	Programme outcomes																							
		A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3		D1	D2	D3	D4	D5	D6	D7
4	Music in Context 1		✓					✓		✓	✓									✓				
	Harmony and Theory 1	✓							✓					✓	✓	✓		✓				✓		✓
	Composition, Arranging and Analysis 1	✓		✓		✓		✓						✓		✓		✓				✓		✓
	Theory in Practice 1	✓		✓										✓	✓	✓								
	Theory in Practice Voice 1	✓		✓					✓							✓				✓				
	Principal Instrument 1	✓		✓					✓					✓	✓	✓		✓						✓
	Professional Performance 1	✓		✓				✓	✓		✓			✓	✓	✓		✓		✓	✓	✓	✓	
	Scoring to Picture 1	✓						✓						✓	✓			✓						
	Jazz Performance 1	✓		✓					✓					✓	✓	✓		✓		✓	✓		✓	
	Second Study Instrument 1	✓		✓					✓					✓	✓	✓		✓						✓
	Music Programming 1	✓		✓		✓										✓		✓				✓		
	Studio recording 1	✓		✓		✓										✓				✓	✓	✓		
	Songwriting 1	✓		✓		✓		✓		✓						✓		✓		✓	✓	✓		✓

Level	Study module/unit	Programme outcomes																								
		A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3		D1	D2	D3	D4	D5	D6	D7
5	Career Planning 2				✓			✓		✓	✓					✓		✓	✓	✓		✓	✓	✓
	Harmony and Theory 2	✓						✓	✓		✓				✓	✓		✓						✓
	Composition, Arranging and Analysis 2	✓		✓		✓								✓		✓		✓		✓		✓	✓	✓
	Theory in Practice 2	✓												✓	✓	✓		✓						✓
	Theory in Practice Voice 2	✓		✓				✓		✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓
	Principal Instrument 2	✓		✓					✓					✓	✓	✓		✓	✓			✓	✓	✓
	Professional Performance 2	✓		✓				✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Jazz Performance 2	✓		✓					✓					✓	✓	✓		✓		✓	✓		✓	✓
	Second Study Instrument 2	✓		✓					✓					✓		✓		✓	✓					✓
	Advanced Music Programming 2	✓				✓		✓		✓	✓					✓		✓	✓			✓	✓	✓
	Live Sound 2	✓	✓					✓	✓					✓	✓	✓		✓	✓	✓				
	Songwriting 2	✓		✓		✓		✓		✓	✓					✓		✓	✓				✓	✓
	Scoring to picture 2	✓						✓						✓	✓			✓	✓					
	Studio Alchemy 2	✓		✓		✓		✓			✓					✓		✓	✓	✓	✓	✓	✓	✓

Level	Study module/unit	Programme outcomes																							
		A1	A2	A3	A4	A5		B1	B2	B3	B4	B5		C1	C2	C3		D1	D2	D3	D4	D5	D6	D7
6	Harmony and Rhythm 3	✓		✓		✓		✓	✓	✓	✓	✓		✓		✓		✓	✓	✓		✓	✓	✓
	Jazz Reharmonisation 3	✓		✓		✓		✓	✓	✓	✓			✓		✓		✓	✓			✓	✓	✓
	Composition, Arranging and Analysis 3	✓		✓		✓		✓	✓	✓	✓			✓		✓		✓	✓	✓		✓	✓	✓
	Principal Instrument 3	✓		✓	✓				✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Professional Performance 3	✓		✓	✓			✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Jazz Performance 3	✓		✓	✓				✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Recording Act 3	✓	✓	✓	✓	✓		✓		✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓
	Advanced Sound Engineering 3	✓	✓					✓	✓					✓	✓	✓		✓	✓					
	Studio Alchemy 3	✓		✓	✓	✓		✓	✓	✓	✓							✓	✓	✓	✓	✓		✓
	Scoring to Picture 3	✓						✓	✓					✓	✓	✓		✓	✓					
	Audio Visual Synchronisation 3	✓		✓	✓	✓		✓			✓					✓		✓	✓	✓	✓	✓		✓
	Songwriting 3	✓		✓	✓	✓		✓		✓	✓	✓				✓		✓	✓			✓	✓	✓
	Musical Directing and Arranging 3	✓		✓	✓	✓								✓		✓		✓	✓	✓	✓	✓	✓	✓
	Music Teaching 3	✓			✓			✓		✓	✓	✓				✓		✓	✓	✓		✓	✓	✓
	Independent Project 3	✓			✓			✓	✓	✓	✓	✓				✓		✓	✓	✓		✓	✓	✓
	Creative Industries Entrepreneurship 3				✓			✓		✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓

Annexe 2 – Cert HE Curriculum map

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

To achieve a pass for any module an overall minimum average mark of 40% must be reached. All module learning outcomes must also be met.

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A5		B1	B2	B3	B4			C1	C2	C3		D1	D3	D4	D5	D6	D7
4	Music in Context 1		✓				✓		✓	✓								✓				
	Professional Performance 1	✓		✓			✓	✓		✓			✓	✓	✓		✓	✓	✓	✓	✓	
	Music Programming 1	✓		✓	✓										✓		✓			✓		
	Songwriting 1	✓		✓	✓		✓		✓						✓		✓	✓	✓	✓		✓
	Repertoire 1	✓		✓				✓						✓	✓		✓	✓	✓	✓	✓	
	Performance and Applied Theory 1	✓			✓			✓					✓	✓	✓		✓					
	Aural Training 1	✓		✓				✓					✓	✓			✓					✓
	Instrumental Development 1	✓		✓				✓					✓		✓		✓					✓
	Collaborative Project 1			✓					✓	✓					✓		✓	✓	✓	✓	✓	
	Music Theory 1	✓		✓									✓		✓		✓					
	Aural Perception 1	✓		✓				✓					✓	✓	✓		✓					✓
	Technical Studies 1	✓		✓				✓					✓	✓	✓		✓					✓