



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

CertHE Commercial Music
HCLMFCEH

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

| | | | |
|---|---|--|-------------|
| Validating Body | University for the Creative Arts ¹ | | |
| Teaching Body | LCCM | | |
| Final Award Title and Type | Certificate of Higher Education | | |
| Course Title | Commercial Music | | |
| Course Location and Length | Campus: LCCM, Music Box, 241 Union Street, London SE1 0LR | Length: Full-Time- 1 years (HCLMFCEH) Part-Time – 2 years (HCLMPCEH) | |
| Mode of Study | Full-time | ✓ | Part-time |
| | | | ✓ |
| Period of Validation | 2023/24 – 2027/28 | | |
| Name of Professional, Statutory or Regulatory Body | n/a | | |
| Type of Accreditation | n/a | | |
| Accreditation due for renewal | n/a | | |
| Entry Criteria | | | |
| <p>96 UCAS points from accepted Level 3 qualifications, or equivalent experience AND 4 GCSEs grade C/4 including English or equivalent (e.g. Functional Skills) AND Successful interview</p> <p>All applicants meeting the minimum entry requirements and whose application demonstrates the capability to complete this programme will be offered an interview.</p> <p>The course is taught in English. If you are not a native speaker you will need to demonstrate fluency in reading, writing and oral English at interview/application stage. You may be asked to prove this via a third party test where you should score, as a minimum, the following points: IELTS 5.5 or Duolingo 95</p> | | | |
| Overall methods of assessment ² | Written exams: | Practical exams: | Coursework: |
| Year 1 / Level 4 | 13% | 27% | 60% |
| Overall Learning & Teaching hours ³ | Scheduled: | Independent: | Placement: |
| Year 1 / Level 4 | 16% | 84% | N/A |
| | 192 | 1008 | N/A |
| General level of staff delivering the course ⁴ | Lecturers must have either an MA or equivalent professional practice in a relevant discipline or field. | | |

¹ Regulated by the Office for Students

² As generated by the most popular unit descriptors and calculated for the overall course stage data.

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

| | |
|--|--|
| | <p>LCCM ensures that staff numbers and expertise are sufficient to teach each subject area including those specialist areas within each programme.</p> <p>LCCM will ensure there is an appropriate balance between staff with relevant academic qualifications and those with current industry expertise.</p> <p>LCCM will augment its staff with guest speakers and masterclass guests.</p> <p>LCCM works with industry to ensure appropriate curriculum development, lecturer and guest expertise reflects contemporary industry practice and future employer and entrepreneurial trends.</p> <p>LCCM will endeavour to support tutors' continuous professional development including the necessary support to ensure staff can where relevant also maintain professional careers as practitioners in the creative industries.</p> <p>All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy.</p> |
| Language of Study | English |
| <p>Subject/Qualification Benchmark Statement:</p> <p>QAA Subject Benchmark Statement: Business & Management 2019 QAA Subject Benchmark Statement: Communication, Media, Film and Culture Studies 2019 QAA Subject Benchmark Statement: Events, Hospitality, Leisure, Sport & Tourism 2019 QAA Subject Benchmark Statement: Music 2019</p> | |
| <p>Framework for Higher Education Qualifications (FHEQ)</p> <ul style="list-style-type: none"> • QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 • QAA Education for Sustainable Development: Guidance for UK Higher Education Providers June 2014 • Advance HE Enterprise and Entrepreneurship Education: A focus framework aligned to the Employability Framework | |

The course Structure

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Credits and levels:

CertHE: 120-credits in total

Pattern of delivery:

Two semesters per academic year.

Full-time study 60-credits worth of modules per semester during the daytime.

Part-time study 60-credits worth of modules per year during daytime.

Modules are taught in-person, online or blended

Typical Delivery Plan (FT)

| Module Code | Module title | Level | Credit value | Module type |
|--------------------|---|--------------|---------------------|---------------------|
| | Year 1 | | Semester 1 | |
| HCLM4001 | History Of Popular Music: Context & Culture | 4 | 20 | COMPULSORY |
| HCLM4002 | Music Industry Landscape | 4 | 10 | COMPULSORY |
| HCLM4003 | Music Programming 1 | 4 | 10 | OPTIONAL |
| HCLM4004 | Vocal Performance: Technical & Group Harmony | 4 | 20 | OPTIONAL |
| HCLM4005 | The Streaming Economy | 4 | 10 | OPTIONAL |
| HCLM4006 | Songwriting & Collaborative Practice | 4 | 10 | OPTIONAL |
| | Year 1 | | Semester 2 | |
| HCLM4003 | Music Programming 1 | 4 | 10 | COMPULSORY |
| Or | | | | |
| HCLM4008 | Music Programming 2 | 4 | 10 | COMPULSORY |
| HCLM4009 | Music Industry News | 4 | 10 | COMPULSORY OPTION 1 |
| Or | | | | |
| HCLM4010 | Digital Trends | 4 | 10 | COMPULSORY OPTION 2 |
| HCLM4011 | History Of Popular Music: Crate Digging | 4 | 20 | OPTIONAL |
| HCLM4012 | Mix Concepts | 4 | 20 | OPTIONAL |
| HCLM4013 | Artist Development | 4 | 20 | OPTIONAL |
| HCLM4014 | Rights & Royalties: Labels & Publishing | 4 | 20 | OPTIONAL |
| HCLM4015 | Vocal Performance: Band & Harmony Performance | 4 | 20 | OPTIONAL |

Section B - Course Overview

LCCM's new CertHE in Commercial Music is a one year certificate course suited to modern music makers including solo vocalists and rappers, hip-hop and electronic music producers, ambitious DIY artists, hands-on A&R or executive producers. In this programme you will learn the fundamental knowledge and skills needed to start work and build a creative career in the music industry. The programme brings together Compulsory and optional modules that are nearly all cross-programme with other degrees at LCCM enabling you to meet and collaborate with peers across the college.

The Compulsory modules are orientated to the creative music maker who also wants to learn the essentials of the industry. You will learn the key workings of industry organisations as well as the history of pop music as well as gaining essential experience in music programming. Optional pathways can take you on a creative or business direction or a combination of both. Whatever type of music you make, you will be able to develop your creative practice whilst also learning how to optimise your releases on digital platforms and navigate the modern industry.

Level 4

Studies at Level 4 aim to get you work-ready with knowledge of the underlying concepts and principles of the sector, you will be able to develop an entry-level understanding of:

- The key sectors and organisations within the UK and International music industry;
- An understanding of DAWs and how to create & mix music on Logic Pro
- The rules of engagement and nuances of entertainment content platforms;
- Vocal, rap or spoken word vocal performance techniques & practice
- The importance of intellectual property and the various revenue streams generated by its exploitation;
- The cultural, social and musical history of the post-war period to the modern day.
- An introduction into the art of production, recording and mixing
- An introduction to creative collaboration, songwriting and artist development

Section C - Course Aims

The course aims to deliver LCCM expertise and experience in artist development and contemporary music making to the modern music maker and creative entrepreneur in all their forms.

To help and allow you to develop:

- A clear understanding of the dynamics and complexity of the music business and its sub-sectors
- Systems and structure to your music practice and performance
- Knowledge and skills to optimise your music releases
- Thinking skills that successfully utilise your knowledge and enthusiasm for music and the music industry
- A suite of practical skills and knowledge so you can confidently apply your understanding of the music industry within a work environment and constructively contribute to the solving of various problems, issues and challenges
- Sufficient knowledge and skill set required to gain employment as a freelance performer or in a music organisation, whether that is in the private, public or not for profit sector
Potential progression to further study at Higher Education

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Cert HE COMMERCIAL MUSIC

| Knowledge and Understanding | |
|-----------------------------|--|
| KU1 | Genre/Culture & Context: Explain the relevance of cultural, technological and societal forces that influence and frame the activities of music organisations, artists and events and the role of such activities in contemporary political and cultural life. |
| KU2 | Industry know-how: Explain typical commercial principles, business practices and key organisations involved in the music industry. |
| Cognitive Skills | |
| CS1 | Evaluation: Use appropriate skills, techniques and procedures as instructed to complete selected tasks. |
| CS2 | Analysis: Read information objectively, leading to the formulation of a reasoned argument. |
| Practical Skills | |
| PS1 | Research: Gather evidence and data for an investigation using appropriate sources and academic conventions. |
| PS2 | Communication: Engage your intended audience with well-structured material, that is technically accurate and delivered with creative flair. |
| Key Life Skills | |
| KS1 | Professionalism: Demonstrate appropriate judgement and an ability to meet expected standards for individual or group projects. |
| KS2 | Plan: Identify priorities that enable expectations to be met, whilst maintaining momentum, focus and a work/life balance. |

Each of the above PLOs is covered by at least 2 modules at the appropriate level (taking into account individual patterns of study)

Section E - Learning, Teaching and Assessment

LEARNING AND TEACHING STRATEGY

As an independent music college, we take a personalised approach to your education. You will work closely with our expert tutors, who are all experienced executives, managers or musicians in the music business

LCCM is a specialist college for music, founded, staffed and led by music professionals. We have a first-hand understanding of how our industry works. We want to pass on the skills, knowledge and connections we have made to help you launch your professional career. Our Central London location puts you closer to the heart of the UK music industry than any other university or college. Our custom-built campus provides you with a creative environment that is ideal for collaboration and first-class industry facilities, equipment and resources.

- Weekly learning in classrooms, computer labs and online collaborative workshops;
- Opportunities to collaborate and learn practical skills in our studios and venue;
- Combination of tutor-led lectures, practical workshops and discussion groups;
- Industry placements or artist collaborations to try out your new skills in a working environment;
- Field trips, networking and presentation opportunities with our industry partners;
- Regular programme of live and online industry masterclasses and guest talks.

In addition to the weekly contact teaching activities with staff, you are also expected to read extensively, schedule group work and carry out independent study to reinforce learning, collaborate and put theory into practice.

From the outset you are expected to broaden and deepen your knowledge through and beyond the recommended reading lists provided.

Professional development

Throughout the course you will be encouraged to collaborate with your peers and students on other degrees at LCCM. As you find yourself surrounded by talented, creative and ambitious musicians, artists and entrepreneurs you will be given opportunity and support to help put what you are learning into practice in the real world. Being in the heart of London, we have the closest links to Industry and have dedicated staff looking to match students with opportunities from our partners and industry network.

Extracurricular opportunities

The LCCM student body is a highly creative community and we encourage students to 'network' internally, creating events and activities themselves. The student committee organise student social and open events in our venue, performance rooms and online channels. We have many enhancement activities that occur throughout the year, including industry guest masterclasses for the whole college and weekly open workshops to further improve your music skills and knowledge in a relaxed and informal setting. We encourage students to attend industry networking events and conferences, especially those that happen in London. We have offered students free or heavily discounted tickets to some of the biggest industry gatherings like BBC Introducing Live.

Assessment Strategy

Assessment supports your learning and recognises your achievement. It provides the course team with a means of evaluating your progress and identifies your strengths and weaknesses. It also provides a basis upon which recommendations for your progress can be made.

The purpose of assessment is to provide a systematic measure of your achievement, and to confirm you have met the learning outcomes of your course. Assessment can be summative, which counts towards your degree or formative, which provides opportunity for developmental feedback to help you understand where a piece of your work or a project is currently against the learning outcomes and assessment criteria and what you can do to improve it.

Summative assessment takes place through a mix of essays & reports, design and research portfolios, group and individual presentations, exams and practical projects eg. a work-placed research and presentation, organising an event, regular contributions to a blog, recording or releasing music, creation of a website, coding or design project.

Formative feedback is given to you in two ways:

- * verbally throughout a module based on your tutor's in-class observations of your work or performance
- * in writing with indicative marks

Each module will have specific requirements, and these will be clearly briefed at the appropriate stage in the course. At these points you will be issued with a **Module Guide**, that contains a summary of the learning outcomes, assessment methods, marking scheme and the work required for assessment.

Section F - Employability

You will learn to think critically and act creatively to better understand and navigate the opportunities of the emerging digital music landscape:

- *how to harness the power of social media and audience data*
- *develop and communicate brand identity and ideas*
- *manage and exploit intellectual property*
- *build audiences*
- *deliver successful music projects.*

Subject specific skills

- *A clear understanding of the dynamics and key organisations within the music business and its sub-sectors.*
- *An appreciation of the complexity of music rights and how best to protect, monetise and promote content online.*
- *An understanding of the cultural, social and musical history of the post-war period to the modern day*
- *Artist and talent development*
- *Event management and tour planning*
- *Familiarity with performance equipment and technology*
- *Basic production, recording and mixing techniques*
- *Knowledge of how to take recorded music to market*

Culture and Society

- *Knowledge of Intellectual Property law*
- *Understanding of public policy principles*

Research, analysis and development skills

- *Critical thinking and research skills*
- *Analysing, evaluating & communicating information*

Project and personal management skills

- *Personal management*
- *Communication, teamwork, management and leadership skills*
- *Problem solving and decision making*
- *Strategic planning*
- *Organisation*
- *Collaboration*

Professional skills

- *Academic and business writing & editing*
- *Business Planning*
- *Event management*
- *Numeracy: quantitative skills to manipulate data, evaluate, estimate and model business problems and functions.*
- *Budgeting and financial planning skills*
- *Marketing communications*
- *Real world work experience*
- *Networking & Influence*
- *Public Speaking*
- *People Management*
- *Innovation, Creativity and Enterprise*
- *Managing change*
- *Computer coding*
- *Web design*
- *Using a content management system (CMS)*

Other careers:

- *Wider Media, Culture & Entertainment sector*
- *General management*
- *Management Consultant (Entertainment & Media)*
- *Tourism & events*
- *Charity sector*
- *Policy advisor*

Further study: You will have developed the necessary academic skills to progress to Bachelors degree at level 5 and beyond in similar subjects.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where in consideration is given to:

- **External Examiner's Reports**

- Key Statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives

LCCM also details below a list of markers that ensure the enhancement of teaching and learning on the course:

- All Tutors working in currently within the Industry – This ensures the course remains current and relevant to specific fields taught
- Tutor Training days
- Programme Committee meetings for all courses with Subject leaders and Student Representatives
- Peer Observations, where one tutor observes another's lesson and gives feedback. A summary of all observations is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle
- Tutor Report Forms - Individual forms sent to the Programme Leader. A summary of all reports is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle
- External Examiners Report
- Internal Surveys
- NSS Surveys
- QAA Reviews
- QAA Benchmark Statements
- Student Committee - As well as feedback from the Student Committee, student reps are invited to attend different committee meetings within the college organisation
- Master Classes and Industry relevant guests/events

Module Map

| CertHE COMMERCIAL MUSIC | | | | | | | Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A) | | | | | | | |
|-------------------------|-------|--|---------|--------------------------|---------------------------------|------------------------|--|-----------------------|------------|----------|----------|-------------|-----------------|------|
| Module Code | Level | Module Name | Credits | Study Block 1, 2 or 3 | Compulsory (C) or Option (O) | Assessment methods* | KU1 | KU2 | CS1 | CS2 | PS1 | PS2 | KS1 | KS2 |
| | | | | | | | Culture Context | Industry know- how | Evaluation | Analysis | Research | Communicate | Professionalism | Plan |
| | 4 | Music Industry Landscape | 10 | 1 | C | EX, ES | TPA | TPA | | P | TP | P | | P |
| | 4 | History of Pop: Context & Culture | 20 | 1 | C | ES | TPA | TP | | P | TPA | P | PA | P |
| | 4 | Music Programming 1 | 10 | 1/2 | C | PO | P | TP | TPA | TPA | | | TP | |
| | 4 | Vocal Performance: Technical & Group Harmony | 20 | 1 | O | PO, PC | | TP | TPA | P | | TPA | TP | TPA |
| | 4 | The Streaming Economy | 10 | 1 | O | ES | TPA | TPA | | | | | | |
| | 4 | Songwriting & Collaborative Practice | 10 | 1 | O | PO | TP | P | TPA | | | | TPA | TPA |

| CertHE COMMERCIAL MUSIC | | | | | | | Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A) | | | | | | | |
|-------------------------|-------|---|---------|--------------------------|---------------------------------|------------------------|--|-----------------------|------------|----------|----------|-------------|-----------------|------|
| Module Code | Level | Module Name | Credits | Study Block 1, 2 or 3 | Compulsory (C) or Option (O) | Assessment methods* | KU1 | KU2 | CS1 | CS2 | PS1 | PS2 | KS1 | KS2 |
| | | | | | | | Culture Context | Industry know- how | Evaluation | Analysis | Research | Communicate | Professionalism | Plan |
| | 4 | Music Programming 2 | 10 | 2 | O | PO | | TPA | | TP | P | | TPA | |
| | 4 | Music Industry News | 10 | 2 | C | IT | TP | TP | TP | TPA | TP | TPA | TP | PA |
| | 4 | Digital Trends | 10 | 2 | C | ES | T | TP | TP | TPA | P | TPA | P | TP |
| | 4 | Artist Development | 20 | 2 | O | PR | | TPA | | TPA | | | | TPA |
| | 4 | History of Pop: Crate Digging | 20 | 2 | O | JL, PR | TP | P | TPA | TP | TPA | TPA | P | P |
| | 4 | Vocal Performance: Band & Harmony Performance | 20 | 2 | O | PC, PO | | TP | TPA | P | | TPA | TPA | TP |
| | 4 | Mix Concepts | 20 | 2 | O | PO, PR | TPA | TP | | | TPA | P | TPA | TP |
| | 4 | Rights & Royalties: Labels & Publishing | 20 | 2 | O | PR | TP | TPA | p | PA | P | PA | P | |

| *The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary): - | | | |
|---|-------------------------|----|-------------------|
| AR | Artefact | LR | Literature Review |
| CB | Computer-based | OR | Oral |
| CE | Critical evaluation | PC | Practical |
| CS | Case study | PF | Performance |
| DI | Dissertation or project | PL | Placement |
| ES | Essay | PO | Portfolio |
| EX | Exam | PR | Presentation |
| GR | Group Report | RE | Individual report |
| IT | In-module Test | SP | Studio Practice |
| JL | Journal / Logbook | OT | Other |