



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (Hons) Commercial Music

(3 years – HCLMFBAH)

(4 years with Integrated Foundation Year - HCL0FBAH)

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	BA (Hons) or BA (Hons) with Integrated Foundation Year			
Course Title	Commercial Music			
Course Location and Length	Campus: LCCM		Length: Full-time with Integrated Foundation Year: 4 years (HCL0FBAH) Full time (Levels 4-6): 3 years (HCLMFBAH) Part Time (Levels 4-6): 6 years (HCLMPBAH)	
Mode of Study	Full-time	Y	Part-time	Y
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 and requirements ^[2]				
<p>Level 4 Entry (3 year degree/ 2 year accelerated or CertHE): 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>Foundation Year Entry (4 year degree) 48 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>				

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

Overall methods of assessment ^[3]	Written exams:	Practical tasks:	Coursework:
Level 4 to Level 6: Solo Artist Pathway	4%	27%	69%
Overall Learning & Teaching hours ^[4]	Scheduled:	Independent:	Placement:
Foundation Year /Level 3	20%	80%	0%
	240 Hours	960 Hours	0
Levels 4 & 5	22%	78%	0%
	264 Hours	936 hours	0
Level 6	18%	75%	7%
	216 Hours	904 hours	80 Hours
General level of staff delivering the course ^[5]	<p>Lecturers must have either an MA or equivalent professional practice in a relevant discipline or field.</p> <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		
Subject/Qualification Benchmark Statement:			
2019 QAA Subject Benchmark Statement for Music			
2019 QAA Subject Benchmark Statement for Business and Management			

Other External Benchmarks:

- 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 March 2021
- Advance HE Enterprise and Entrepreneurship Education: A focus framework aligned to the Employability Framework
- QAA Foundation Degree Characteristics Statement February 2020

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;

Module Code	Module title	Level	Credit value	Module type
Year 0			Semester 1	
	Essential Study Skills & Academic Writing	3	20	OPTIONAL
	Digital Audio Workstations	3	20	OPTIONAL
	Music Business Studies	3	20	OPTIONAL
	Instrumental/Vocal Skills 1	3	20	OPTIONAL
	Ensemble Skills 1	3	20	OPTIONAL
	Music Theory 1	3	20	OPTIONAL
	Music Industry Language & Tech	3	20	OPTIONAL
Year 0			Semester 2	
	Filesharing, Fisticuffs & The Philosophy Of Copyright	4	20	OPTIONAL
	Introducing Studio Craft	4	20	OPTIONAL
	Instrumental/ Vocal Skills 2	4	20	OPTIONAL
	Ensemble Skills 2	4	20	OPTIONAL
	Music Theory 2	4	20	OPTIONAL
	Establishing A Web Presence	4	20	OPTIONAL
	Social Media Stories	4	20	OPTIONAL
Year 1			Semester 1	
	History Of Pop: Cultural Context	4	20	COMPULSORY
	Music Industry Landscape	4	10	COMPULSORY
	Music Programming 1	4	10	OPTIONAL
	Vocal Performance: Technical & Group Harmony	4	20	OPTIONAL
	The Streaming Economy	4	10	OPTIONAL
	Songwriting & Collaborative Practice	4	10	OPTIONAL

	Year 1		Semester 2	
	Music Programming 1	4	10	COMPULSORY
Or				
	Music Programming 2	4	10	COMPULSORY
	Music Industry News	4	10	COMPULSORY OPTION 1
Or				
	Digital Trends	4	10	COMPULSORY OPTION 2
	History Of Pop: Crate Digging	4	20	OPTIONAL
	Mix Concepts	4	20	OPTIONAL
	Artist Development	4	20	OPTIONAL
	Rights & Royalties: Labels & Publishing	4	20	OPTIONAL
	Vocal Performance: Band & Harmony Performance	4	20	OPTIONAL
	Year 2		Semester 1	
	Artist Branding & Audience Development	5	30	COMPULSORY
	Entertainment Law & Litigation	5	15	OPTIONAL
	Music Programming 3: Sound Design	5	15	OPTIONAL
	Audio Mastering	5	15	OPTIONAL
	Vocal Performance: Musical Identity	5	15	OPTIONAL
	Online Exploitation & Royalty Collection	5	15	OPTIONAL
	Year 2		Semester 2	
	Ticketing & Touring	5	30	COMPULSORY OPTION 1
Or				
	Songwriting & Vocal Performance	5	30	COMPULSORY OPTION 2
	Music Programming 4: Contemporary Electronica	5	15	OPTIONAL
	Growth Hacking	5	15	OPTIONAL
	Live Sound	5	15	OPTIONAL
	International Exploitation & Royalty Collection	5	15	OPTIONAL
	Year 3		Semester 1	
	Artist Management Project	6	40	COMPULSORY OPTION 1
Or				
	The Professional Performer	6	40	COMPULSORY OPTION 2
	Professional Identity	6	20	OPTIONAL
	Composing For Media (Broadcast)	6	20	OPTIONAL
	Entertainment Science	6	20	OPTIONAL

	Year 3		Semester 2	
	Business Project	6	40	COMPULSORY OPTION 1
Or				
	Professional Portfolio	6	40	COMPULSORY OPTION 2
	Content Creation & Livestreaming	6	20	OPTIONAL
	Composing For Media (Film)	6	20	OPTIONAL
	Data Insights & Communication	6	20	OPTIONAL

For each Level of study you will take the equivalent of 120 credits per year and 60 credits per Semester.

Section B - Course Overview

LCCM's new BA Commercial Music degree provides a comprehensive but customisable award for modern music makers with optional pathways suited to solo vocalists and rappers, hip-hop and electronic music producers, ambitious DIY artists, hands-on A&R or executive producers. The new degree combines the best knowledge and expertise from LCCM's long running music performance & production degree combined with elements of music business and modern recording techniques. In keeping with trends in the industry and marketplace there is less emphasis on music theory and traditional instrumentation. The programme brings together Compulsory and optional modules that are nearly all cross-programme with other degrees at LCCM enabling modern music makers to meet and collaborate with peers across the college.

There are Compulsory modules in music production, history of pop, artist branding & audience development and music industry landscape. Beyond this there are flexible pathways which can be customised based on the profile of the student and music maker. A vocal performance pathway runs throughout as does a DAW based music production route. These paths can combine for example in the Songwriting & Vocal Performance module which is designed for anyone making vocal led tracks even if the producer does not sing themselves. At every level it is possible to augment and build deeper industry knowledge through optional business modules.

The Foundation Year, if taken as part of the 4-year degree is designed for candidates just starting in their musical journeys, ideally with a couple of music productions, events or relevant qualifications under their belt. Foundation students will gain the skills they individually need with no one-size-fits-all curriculum design. Instead of Compulsory options for everyone at Foundation, students at application & offer stage will be assessed and given a recommended Compulsory & optional foundation programme within a Personalised Learning Plan. Possible recommended compulsory modules include academic skills and an introduction to music technology and copyright law to ensure you are ready to continue your studies at Level 4 and throughout the rest of the degree. This is a good level to try out optional modules in performance, recording, music theory or music marketing and find the right fit for you. Whilst all modules are optional at Foundation Level your offer of place may depend on you taking certain modules as recommended by the programme team based on their observations at audition.

At Level 4 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.

As a rapper or vocalist you might like to combine the vocal performance pathway with modules in Songwriting & Collaborative Practice, Artist Development and Music Industry News. A producer pathway might explore Mix Concepts whilst also learning about the Streaming Economy, Digital Trends and Artist Development. If you see yourself more as a producer entrepreneur in the vein of Jimmy Iovine you might switch out Mix Concepts for learning about the Rights & Royalties for labels and publishers.

At Level 5 the compulsory module in Study Block A will help active music makers optimise their releases by understanding Artist Branding & Audience Development. The solo artist pathway might explore Songwriting & Vocal Performance alongside Music Programming alongside advanced skills in digital marketing and Growth Hacking. The producer pathway might explore Mastering and Live Sound alongside Music Programming whilst the creative entrepreneur might take Ticketing & Touring, Music Programming, Entertainment Law, Online Exploitation and Growth Hacking.

At Level 6 students have a chance to engage in deeper work with a final project which is either performance based or orientated towards market impact in each semester. A solo artist might start by defining their professional identity and refining their stage presence with semester 2 projects in creating livestreaming and digital content whilst building their professional portfolio. A producer at Level 6 might focus on launching their artist recordings into the marketplace and a side-hustle in composing for media with finalising their professional portfolio. A more entrepreneurial pathway would launch a new business idea alongside an artist project whilst learning about data analytics and digital content creation.

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. The course will appeal to solo artists and producers as well as hands-on A&R and creative entrepreneurs who want to learn essential knowledge & skills in both the recording and releasing of contemporary music.

To help and allow you to develop:

- A clear understanding of the dynamics and complexity of the music business and its sub-sectors
- Effective systems and structure to your music practice and performance
- Knowledge and skills to optimise your music releases
- A portfolio of practical work and clear creative direction to further your creative career
- 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
- The knowledge and skill set required to gain employment in an entertainment content or copyright focussed organisation, whether that is in the private, public or not for profit sector
- Confidence in your own ability to proceed to Masters level or legal studies within the academic community if you wish to.

Section D - Course Outcomes

Level 6 Learning Outcomes

Upon successful completion of the course students are able to:

Knowledge & Understanding

KU1	Culture: Create original ideas that draw upon or challenge current cultural convention
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KU2	Industry know-how: Design innovative and effective solutions to meet current or future opportunities in the music and entertainment industry, respecting any intellectual property rights and securing appropriate commercial terms.
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Cognitive Skills

CS1	Evaluation: Integrate advanced skills, techniques and procedures in a range of tasks.
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CS2	Analysis: Evidence the viability or suitability of your insights and solutions through critical reflection and systematic appraisal of a wide range of sources or body of evidence.
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Practical Skills

PS1	Research: Defend creative or business decisions using appropriate primary and secondary sources, and academic conventions.
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PS2	Communication: Inspire your audience with elegant, original and convincing delivery to captivate their attention.
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Key Life Skills

KS1	Professionalism: Evaluate industry standards in the context of innovative practice, opportunity and mutually beneficial relationships.
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KS2	Plan: Create strategies for success within the context of an unpredictable market and profession, where goals and deadlines can demand revision and flexibility.
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Intermediate/Exit Awards

DipHE Commercial Music

Knowledge & Understanding

KU1	Culture: Demonstrate a sophisticated understanding of artistic or cultural convention in a range of contexts
KU2	Industry know-how: Solve anticipated and identifiable challenges using existing technology, legal knowledge or business practices.

Cognitive Skills

CS1	Evaluation: Demonstrate appropriate skills, techniques and procedures in a range of tasks.
CS2	Analysis: Apply critical reflective skills that objectively critique and challenge both your own personal assumptions and the constructs associated with the discipline, leading to a speculative but informed argument.

Practical Skills

PS1	Research: Develop meaningful insights using appropriate research methods, primary and secondary sources, and academic conventions.
PS2	Communication: Develop coherent and stimulating content delivered with confidence to meet the interests of your audience.

Key Life Skills

KS1	Professionalism: Apply standards that reflect well on you and your place within the industry or creative community.
KS2	Plan: Determine goals to meet deadlines, demonstrating the ability to progress study, tasks or projects independently.

Intermediate/Exit Awards

CertHE Commercial Music

Knowledge & Understanding

KU1	Culture: Integrate cultural influences relevant to your performance, study or practise
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.

Foundation Level

Knowledge and Understanding

KU1

Culture: Identify cultural conventions relevant to the performance, production or distribution of music

KU2

Industry know-how: Identify the various processes, procedures and practices for effective management of creative talent and intellectual property.

Cognitive Skills

CS1

Evaluation: Introduce structure and consistency to tasks following instruction.

CS2

Analysis: Describe information based on relevance and reliability in specific or broader scenarios.

Practical Skills

PS1

Research: Choose appropriate sources following academic convention

PS2

Communication: Present material in a coherent way to enhance the connection with your intended audience

Key Life Skills

KS1

Professionalism: Recognise the benefit of following established standards to improve individual or group performance.

KS2

Organisation: Organise your time effectively

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The **LCCM Policy Compendium** details the LCCM principles regarding teaching and learning. The fundamental idea is that we will provide students with an education that enables them to develop the professional and academic skills needed to become successful in their chosen career, and to evidence their knowledge, understanding and skills through the completion of various assignments, exams and tasks, all of which will reflect what students have been taught, what they have been helped to research and learn and what is current music industry practice.

You will be taught key concepts, information, facts and ideas through lectures, seminars and when appropriate, personal tutorials.

Independent Learning

In addition to the contact tuition you receive, you are required to study independently. As a musician, you need to practice and organise your rehearsals in your own time. This is crucial for your success. As well as the above, you must study the subject matter presented in lessons, lectures and classes. The time and significance of your independent learning increases as you progress through each year of the course

Student collaboration is part of the day-to-day LCCM practice and the programmes ensure that students are provided with opportunities to learn with others. This includes seminars, the virtual learning environment (VLE) and open workshops.

The college has a vibrant extracurricular programme of events with regular masterclasses, guest talks and gigs that provide further learning and opportunities to students. At every level of the programme there are assessments and modules that embed group work and collaboration, whether working with student cohorts, tutors, active industry practitioners or cross programmes. This could be through Performance, Production, Events or Composition for example. This enables students, to develop their own collaborative practice.

This also allows the creative environment at the college and industry to keep flowing thus inspiring voluntary inter-module and course collaboration, nurturing the strong community value amongst the staff, tutors and student body. Consequently, the Student Experience is designed to embed an approach to learning and teaching that fosters partnership between staff and students and a strong learning community in all awards.

The Music Box provides professional facilities, equipment, rooms and software. A wide range of support is available to students with several teams dedicated to support students throughout their course. The programme administration team is dedicated to resolve student issues and provide pastoral and academic support. Individual development plans and further support can be given as required.

The Student Services Team also enables any student with a learning disability/ disability or mental health concern to have access to professional advice in this area and can make individual recommendations to the Academic team for assessment support or accommodations. During the academic year, LCCM offers a series of optional workshops for further support and development, available to all our students in response to individual learning needs. All LCCM students are

supported appropriately and empowered to fulfil their own potential (e.g. through individualised academic support and /or feedback).

Within the student experience of all programmes, students will receive 1-2-1 tutoring, significant face to face time with teaching staff, regular informal and formal feedback on their academic development, and support and mentoring on all practical and collaborative projects. Attendance is monitored and proactive intervention made by Student Services to ensure every possible student's success. The college's bursary and hardship scheme are also an integral element of this support should students need it.

Assessment

You will be graded and assessed on the basis of the quality of your work as shown in assignment papers, projects, reports, practical events, reflective statements, seminar tasks, presentations and examinations. LCCM builds professional and key transferable skills into the delivery of our programmes. These transferable skills are integrated into lectures, seminars and tutorials, with opportunities for you to refine and improve upon them as the programme progresses.

All LCCM assessments comply to an overarching assessment strategy that relies on relevant QAA Subject Benchmark Statements, this utilises the principles of Constructive Alignment and careful mapping to demonstrate effective coverage of level award learning outcomes. All assessments are used to ensure that students develop and build on key skills as they progress through the programme, requiring individuals to create work or demonstrate understanding in typical industry settings and environments.

The college avoids assessment "exercises" that would not normally occur in an artistic or professional context. Though LCCM is focused on studying and furthering music and creative industries through its practice, the institution rightly chooses to place significant emphasis on the need for its students to develop a creative sound/identity, and a sufficient theoretical and critical understanding of their discipline albeit through relevant practice and assessment. This ensures innovative assessment methods are used, allowing the teaching team to see that students are appropriately prepared for work in the music and creative industries.

All Learning Outcomes are clear and precise in their meaning, thus demonstrating the progression and learning which will take place and subsequently be tested in each module and assessment. Assessment grades and feedback, which must be pertinent to the learning outcomes, will enable students to reflect on their work and make further advances in their development. Formative assessments will support this learning, allowing students to develop their skills and learn from feedback ahead of graded assessment.

Our modules have been developed within existing courses for many years, the academic team has ensured all Programme assessments are coherent within an industry context. Each award has been designed to ensure assessments used for individual modules form a coherent whole and are timed throughout the academic year to avoid bunching. Assessments have always been subject to approval and thorough review by different academic bodies and industry professionals, such as different Awarding bodies, academic reviewers, External Examiners and lead industry professionals, which delivers a coherent set of assessments for all Programmes.

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, that which counts towards your degree or formative that which is developmental feedback used to help you understand where a piece of your work or a performance is currently against the learning outcomes and assessment criteria and what you can do to improve it.

Summative assessment takes place through:

- Practical Work - performance, recital, instrumental exams, presentation, musical directing. These are carried out in real-time and often marked by two tutors for assessment purposes.
- Portfolio - audio tracks, arrangements, videos. All items must be submitted the precise formats stated in your [module guides]
- Written Work – musical scores, exams, essays, career or business plans, slides for presentations, session or practice diaries, self-critical reflections, programmes for recitals. All written work (where appropriate) should include a reference list or bibliography using the Harvard Style guide, and usually submitted electronically.

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

Section F - Employability

LCCM programmes have been designed to enable students to develop specialist skills and knowledge relevant for 'employment' as artists, producers, musicians, authors or creative entrepreneurs. This means all programmes must have both a robust theoretical and technical core at their heart coupled with a structure that requires students to focus their field of study over the duration of the course and so develop the level of specialist skills and knowledge appropriate for a graduate and relevant for a practitioner of each specific role. This design has been tested at validation, annually through AMR and an Industry Liaison agent, formal engagement with industry leaders through enhancement activities and factoring in student feedback. LCCM governance reflects the open nature of its employment focussed ambition with academic and industry leaders represented at Boards and within the committee structure of the college.

This core and focus must be complimented by the study of broader related subjects within the discipline thereby enabling students to develop knowledge and skills that are relevant at all stages of their careers and that equip graduates to continue to learn throughout life. All programmes must embed skills for wider 'employability' such as teamwork, project management, communication, research and data management and more over embed the use of these skills where possible as the medium for carrying out subject-related assessments.

The college's policy on "Careers Information Education and Guidance" CIEAG has been embedded and must be used to inform all programme and module design. All programmes are led and taught by active practitioners and rooted in current industry this enables a direct link from students to industry. The inevitable outcome for students who complete an LCCM programme must be the establishment of a comprehensive portfolio of work.

This portfolio must provide each student with:

Assets for possible future commercial use

The basis of a continuous professional development culture and strategies for critical reflective practice

A valued record of the personal learning made

Throughout their course and completion of it, the college aims to support its students and alumni further through the Career and Industry Liaison Officer which seeks to connect students with bespoke employment opportunities and ensure the provision of personalised real-world careers advice.

Generic Skills in Compulsory Modules

- Communication
- Personal Management
- Collaboration
- Research
- Analysis
- Career Planning
- Critical Thinking & Research Skills
- Academic and Business Writing & Editing

Music Industry Careers

The list below shows some of the options available:

- Artist or Performer
- Producer
- A&R/Production Manager
- Creative business owner
- Songwriter
- Programmer
- Event manager
- Executive, Manager, Administrator, Officer in the music or wider entertainment industry

Other Careers

- Digital Marketing
- Executive, Manager, Administrator, Officers in any business
- Project Manager

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

BA (HONS) Commercial Music							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	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	TP	P	TP	P	TPA	P
	4	History of Popular Music: Context & Culture	20	1	C	ES	TPA	TP	TPA	P	TPA	P	PA	P
	4	Music Programming 1	10	1	C	OT	TP		TPA	TPA				
	4	The Streaming Economy	10	1	O	ES	TPA	TPA	TP	P	TP	P	TP	P
	4	Vocal Performance: Technical & Group Harmony	20	1	O	PF			TPA			TPA		TPA
	4	Songwriting & Collaborative Practise	10	1	O				TPA			TPA		TPA

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Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	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	C/O	OT	TPA						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	History of Popular Music: Crate Digging	20	2	O	JL, PR	TP	P	TPA	TP	TPA	TPA	P	P
	4	Artist Development	20	2	O	PR		TPA		TPA				TPA
	4	Mix Concepts	20	2	O	PO, PR	TPA				TPA		TPA	
	4	Rights & Royalties: Labels & Publishing	20	2	O	PR	TP	TPA	P	PA	P	PA	P	TP
	4	Vocal Performance: Band & Harmony Practice	20	2	O	PF, PO			TPA			TPA	TPA	

BA (HONS) Commercial Music							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	5	Artist Branding & Audience Development	30	2	C	PO	P	TP	TPA	TP	TP	TPA	PA	TP
	5	Entertainment Law & Litigation	15	2	O	ES	TP	TP	P	TPA	TPA	P	PA	P
	5	Audio Mastering	15	1	O	PO				TPA	TPA			TPA
	5	Music Programming 3- Sound Design	15	1	O	PO	TPA	TPA	TPA					
	5	Online Exploitation & Royalty Collection	15	1	O	PR	TPA	TPA	P	P	P	PA	P	P
	5	Vocal Performance: Musical Identity	15	1	O	PF, PR						TPA		TPA

BA (HONS) Commercial Music							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	5	Ticketing & Touring	30	2	C	PC, PO	TPA	TPA	TP	P	P	TP	TP	TPA
	5	Songwriting & Vocal Performance	30	2	C	PR, PO	TPA		TPA	TPA				TPA
	5	International Exploitation & Royalty Collection	15	2	C	ES	TPA	TP	TP	PA	TP	P	TP	PA
	5	Live Sound	15	2	O	PC, RE		TPA				TPA	TPA	
	5	Music Programming 4- Contemporary Electronica	15	2	O	PO, RE		TPA	TPA			TPA		
	5	Growth Hacking	15	2	O	PC	P	TP	TPA	TP	TPA	TP	P	TPA

BA (HONS) Commercial Music							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	6	Artist Management Project	40	1	C	PC, RE	TPA	TP	TP	P	P	P	PA	PA
	6	The Professional Performer	40	1	C	PR, PO	TPA			TPA	TPA			TPA
	6	Entertainment Science	20	1	C	PR, ES	TP	TP	TP	TPA	TPA	TPA	P	P
	6	Professional Identity	20	1	C	PO,PR,ES	TPA	TPA				TPA		
	6	Composing for Media 5 (Broadcast)	20	1	C	PO			TPA	TPA				TPA

BA (HONS) Commercial Music							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	6	Business Project	40	2	C	RE, PR	TPA	TPA	TP	PA	P	P	TPA	P
	6	Professional Portfolio	40	2	C	PO, RE		TPA		TPA	TPA		TPA	
	6	Data Insights & Communication	20	2	O	PL, ES	P	TPA	PA	P	P	P	TPA	P
	6	Content Creation & Livestreaming	40	2	O	PO, PC, ES			TP	TP		TPA	TPA	TPA
	6	Composing for Media 6 (Film)	20	2	C	PO			TPA	TPA		PA		

INTEGRATED FOUNDATION

INTEGRATED FOUNDATION							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	3	Digital Audio Workstations	20	1	O	EX, PO		TPA	TPA		TPA			
	3	Ensemble Skills 1	20	1	O	PF			TPA				TPA	TPA
	3	Essential Study Skills & Academic Writing	20	1	O	ES	TP		TPA	TP	TP	TP	TPA	TPA
	3	Instrumental/Vocal Skills1	20	1	O	PC	TPA		TPA					TPA
	3	Music Business Studies	20	1	O	ES	TP	TPA	TPA	TP	TP	P	TP	TPA
	3	Music Industry Language and Technology	20	1	O	EX	TPA	TPA	TP	P	TP	P	TPA	
	3	Music Theory 1	20	1	O	EX		TPA		TPA	TPA			

INTEGRATED FOUNDATION							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Unit Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Elective (E)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture Context	Industry know-how	Evaluation	Analysis	Research	Communicate	Professionalism	Plan
	3	Ensemble Skills 2	20	2	O	PF	TPA					TPA	TPA	
	3	Establishing a Web Presence	20	2	O	PC	TP		TPA	TP	P	TPA	TPA	P
	3	Filesharing, Fisticuffs & the Philosophy of Copyright	20	2	O	JL		TP	TPA		TPA	TPA	P	
	3	Instrumental/Vocal Skills 2	20	2	O	PC			TPA			TPA	TPA	
	3	Introducing Studio Craft	20	2	O	PC	TPA	TPA	TPA					
	3	Music Theory 2	20	2	O	EX					TPA	TPA	TPA	
	3	Social Media Stories	20	2	O	PO	TP	TP		TPA	TPA	TP	TPA	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

Below is a list of markers that ensure the enhancement of teaching and learning on the course:

[\[1\]](#) Regulated by the Office for Students

[\[2\]](#) This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

[\[3\]](#) As generated by the most popular unit descriptors and calculated for the overall course stage data.

[\[4\]](#) As generated by the most popular unit descriptors and calculated for the overall course stage data.

[\[5\]](#) Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

