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**Programme Specification**

**Title of Course: Music BMus (Hons) Top-Up Programme, Validated Level 6 provision, Edinburgh College**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and 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 they take 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 module can be found in the Course Handbook and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | Music BMus (Hons) top-up |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Edinburgh College |
| **Location:** | Edinburgh College |
| **Programme Accredited by:** | n/a |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The BMus course at Edinburgh College, validated by Kingston University (Level 6), provides a comprehensive and well-balanced music education that encourages creativity in composition and performance within a framework of fundamental musical and academic skills. At all levels, the course builds skills, provides creative challenges, requires and encourages research and considers the wider context of the world of work. It is our aim to equip graduates with the skills necessary to be able to work independently and creatively in a wide range of employment or to go on to further specialist study in music and related areas.

Our courses are not genre-specific, we study a broad range of music both popular and classical as well as music from different world cultures. We aim to introduce students to new music and to new ways of thinking about music; we will challenge assumptions and cultural ideas through exploring a wide range of approaches to creating and thinking about music, including the innovative use of technology.

There is an emphasis on employability. Work placements are compulsory as part of BTEC21346 (level 5) Work Based Experience and BTEC21564 (level 5) Community Music Projects although it is the responsibility of individual students to source and secure such placements with input from the lecturer. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. These skills are developed in the capstone project (level 6) with its emphasis on independent learning.

The course is taught at Edinburgh College across two campuses (The Music Box, Sighthill and CR8, Milton Road) in dedicated music buildings equipped with rehearsal and practice rooms, recording studios, computer labs, technology suites and teaching spaces, with an extensive range of instrumental and technical resources. Every student has an academic advisor who will supervise their progress through the degree course and small group and one to one teaching is built in to each level, ensuring a high level of support for all students.

All of our level 4 and 5 modules are 15 or 20 credits and year-long which means students will take 8 modules 15 credits in each academic year. These modules constitute the BTEC HND in Music qualification. At level 5 students are given the opportunity to choose from a range of options according to their interests and career plans. All performance modules are partly taught through individual instrumental or vocal lessons provided by our team of specialist teachers who are all active professional performers. An extra-curricular set of music making activities is run by the staff. All music students are encouraged to be a member of at least one staff-led performing group and we encourage students to take part in as much music making as possible. Current groups include: choir, small vocal ensemble, big band, traditional ensemble, orchestra, saxophone group. We also encourage and support students in putting together their own bands and small groups and provide many opportunities to perform in a variety of different local venues.

1. **Aims of the Programme**
* To equip students with a broad range of knowledge and skills in practical musicianship: aural perception; music theory; the use of technology and performing and composing techniques.
* To extend students’ knowledge of musical repertoires by exposing them to music from a wide range of genres, styles and traditions.
* To enable students to undertake creative work both individually and as a member of a team and to evaluate and refine their work and to demonstrate professionalism in its presentation.
* To enhance and develop students’ skills in writing critically about music.
* To develop students’ knowledge and understanding of the ways in which social, political, cultural and historical contexts affect music.
* To equip students with the skills and knowledge they need to research topics in music, and to introduce them to current issues in music research.
* To develop students' intellectual, imaginative and creative powers; their understanding and judgement; their problem-solving skills; their ability to communicate and their ability to perceive music within a broad intellectual context.
* To equip students with a broad range of key and transferable skills that will enable them to take up further study or work in a wide range of music based and related fields.
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the QAA subject benchmarks for Music and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding**On completion of the course students will be able to: |  | **Intellectual Skills**On completion of the course students will be able to |  | **Subject Practical Skills**On completion of the course students will be able to |
| A1 | Demonstrate knowledge and experience of musical repertoire and understanding of practices and standards in performance and composition including contemporary and multi-media techniques; | B1 | organise material, consider it from a critical and analytical perspective, select, synthesise and deploy appropriate forms of evidence to good advantage and draw conclusions; | C1 | engage with music practically through composing, performing, arranging and improvising, demonstrating technical fluency and maturity in the creation of music through composition and/or performance |
| A2 | Demonstrate knowledge and understanding of the historical, social, cultural, political, philosophical and economic contexts of music and the ability to relate processes of change in music to these contexts; | B2 | identify musical structures and patterns in an inventive and individual way, manipulate musical ideas conceived either by themselves or by others; | C2 | recognise and identify melodies, rhythms, timbres and instrumentation, modes and harmonies; exercise musical memory; |
| A3 | Demonstrate knowledge of sources of information for music research and of research methodologies appropriate to music topics; | B3 | analyse, manipulate, interrogate and create musical materials and present results and findings in a coherent and communicable form; | C3 | Recognise, by ear and from score, and describe musical organisation and structure, musical processes, compositional devices, textures and styles; |
| A4 | Demonstrate knowledge of contemporary workplaces for music graduates; | B4 | work creatively with others to devise and refine a performance and to demonstrate engagement with a variety of musical styles through creative work; | C4 | collaborate effectively in creative group work, having developed powers of sustained concentration and focus in rehearsal; |
| A5 | Demonstrate knowledge and understanding of musical processes, of theoretical and notational systems in music and understanding of cultural conventions associated with various repertoires, instruments and genres. | B5 | reflect critically on the rehearsal and performance of music; | C5 | employ techniques in recording, digital score preparation, MIDI sequencing and digital audio manipulation. |
|  |  | B6 | link theory to practice and demonstrate personal expression in the production of music; |  |  |
|  |  | B7 | apply insights and discoveries from one area of musical study to another. |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry requirements**

Internal progressing students are expected to achieve at least M overall in their BTEC HND. Anyone wishing to specialise in performance requires at least M in unit 32 (Music Performance Skills). All HND students are required to have completed the prerequisite module BTEC21380 Research Project, to ensure that students have been supported in developing the necessary academic and critical skills for progression to Level 6 study. External applicants to this course would be expected to have a good pass in a relevant HND (as above or in the case of the SQA qualification B in graded unit 2) and will be interviewed and auditioned. All applicants are required to complete a personal statement detailing their reasons for wishing to study this course and possible areas of interest for the capstone project module. External applicants should apply direct to EC via the online application system. Any internal candidates from other non- music performance courses within the college will be auditioned and interviewed as external candidates.

Although the college wide requirement for entry into level 4 is IELTS 5.5, any student for whom English is not their first language and who wishes to progress onto the level 6, degree year will be required to have a minimum of IELTS 6.5 in line with the Kingston University requirements.

1. **Programme Structure**

This programme is offered in full-time mode and leads to the award of BMus (hons). Entry is normally at level 4 (to BTEC HNC/D Music). Transfer from a similar programme is possible at level 5 or 6 with passes in comparable level 4 or level 4 and level 5 modules – but is at the discretion of the course team. Intake is normally in August.

**E1. Professional and Statutory Regulatory Bodies**

N/A

**E2. Work-based learning**

N/A

**E3. Outline Programme Structure**

Levels 4 and 5 are made up of modules of 15 (occasionally 20) credits. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and full details of each module will be provided in module descriptors and student module guides.

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| **Level 6**  |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Individual Project | MU6001 | 60 | 6 | Year long |
| **Option modules** |
| Current Debates in Music Education | MU6003 | 30 | 6 | Year long |
| Jazz Studies | MU6004 | 30 | 6 | Year long |
| Studio Musician | MU6002 | 30 | 6 | Year long |
| Live Performance Technologies | MU6005 | 30 | 6 | Year long |
| Special Study | MU6008/MU6010 | 30 | 6 | Year long |

1. **Principles of Teaching, Learning and Assessment**

Learning in Music entails the acquisition and utilisation of knowledge and the development of powers of analysis and criticism; students use the books, scores, journals, audio/visual and electronic resources provided in the College’s Learning Resources Centre. E-resources and computer software packages aid students’ individual study of music theory, harmony, scoring and analysis as well as aural training. The College’s online virtual learning environment, Moodle, is used for provision of general module information, class notes, reading lists and web links. In some modules it plays an important role in module delivery by enabling virtual seminars as well as the dissemination of literature.

Regular practice is essential for the development of skills in performance, composition, songwriting, music technology, musicianship and aural awareness, scoring and use of notation. Much of this practice is carried out on an individual basis, but students also work collaboratively to create and rehearse music - either in large, staff-led ensembles or in smaller, student-led groups.

Students who take modules in performance receive individual instrumental or vocal tuition; this supplements master-classes and workshops on performance practice. Students participate in the activities of at least one of the University’s staff-led performing ensembles; this experience contributes to their learning on the course - to the development of their aural awareness, their knowledge of musical style and tradition and their skills in music reading and ensemble performance. Peer feedback, established in Music at Kingston over many years, is used in the course of the teaching performance, and serves to deepen students' awareness of criteria used to make judgements of performances as well as to sharpen their powers of critical listening. Peer feedback is also important in the teaching of composition through group discussion in composition workshops.

Large group lectures are used where the communication of concepts, ideas and knowledge is central; within these, use is often made of small-group tasks and plenaries. Workshops form the key mode of delivery for skills-based modules where, following staff exposition of a topic, students obtain experience and understanding through hands-on engagement with the music in question. Workshop performance and appraisal of student work plays a vital role in the teaching of composition and songwriting.

At level 4, Students will acquire academic writing skills (BTEC21552 and BTEC21554) and will study performance and composition (BTEC21588 and BTEC21582). Listening skills are developed (BTEC21562) along with theory knowledge (external theory exam and BTEC21585) and students all study music technology (BTEC21593 or BTEC 21610).

At level 5, all students take Preparation, Process and Production in the Creative Arts (BTEC21555); a module that is designed to provide an introduction to professional project management through the delivery of a large scale project. Advanced aural analysis skills are developed (BTEC21553) and students also complete an academic research project (BTEC21380). Students can choose to further their creative studies in a variety of options selected from, among others, performance (BTEC21586), composition (BTEC21566), song writing (BTEC21605), improvisation (BTEC21572), composing for film and television (BTEC21565), community music (BTEC21564)

At level 6, all students will take the 60 credit Individual ‘Capstone’ Project which provides the summation of the undergraduate course and allows students to demonstrate their specialist skills in performance, composition, songwriting, the freelance musician and/or musical research. The project is taught in a variety of ways with lectures setting out the parameters and methodologies, small groups looking at subject specific topics and individual supervision of instrumental/vocal teaching providing bespoke advice and support. Students are expected to complete a project which builds directly on the areas of interest they have pursued in their HND year 2; for example a composer could develop skills in composing for a variety of media, or a student with an interest in becoming a community musician could research and practise in this area. The programme is completed by a choice of two of the following modules: ‘Current Debates in Music Education’ (MU6003); ‘Jazz Studies’ (MU6004); ‘Special Study’ (MU6010 and MU6008); Studio Musician (MU6002); Live Performance Technologies (MU6005). The options all build on units available in the HND year 2.

All students are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Learning Centre (Edinburgh College Library), which is open throughout the week. Students whose native language is not English are strongly encouraged to take advantage of the tuition provided by the college’s English Language Support Programme.

In music, at level 6 most assessment is by coursework exceptions being practical exams in performance and ensemble work and some listening tests to aid in gaining aural skills. A wide range of methods are utilised for learning and assessment including essays, critical reviews, blogs, folios of compositions in recorded and score form, online quizzes and electronic media based pieces. A strong feature of all modules is the use of a range of formative feedback techniques such as class discussion, peer review, in-class tests and both written and verbal evaluation of work by staff. This provides students with the opportunity to learn from errors and to gain confidence in their work before formal summative assessment takes place. The use of year long, 30/60 credit modules also enables this form of assessment to be used right across the academic year.

**Teaching and Learning Strategies for Work Based Learning**

A range of career options are considered as part of the Learning Development tutor compulsory weekly sessions in year 1 and students are required to create a PDP demonstrating the range of skills they can offer to an employer. As well as practical opportunities to learn a range of arts management skills in BTEC21555, other modules develop skills and insight into specific careers taken up by music graduates. MU6003 looks at issues in music education. MU6001 provides insights into a wide variety of research and teamworking skills are offered by many of the level 5 and 6 modules.

1. **Support for Students and their Learning

Students are supported by:**
* A Module Leader for each module
* A Curriculum Manager to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT, the use of software and the technical operation of the studios and to advise and support them in the creation of curricular and extra-curricular studio projects
* A designated programme administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Moodle – a versatile on-line interactive intranet an learning environment
* The Learning Centre that provides academic skills support
* Student services who provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* Student support who support Disabled students and those with special needs
* ECSA (Edinburgh College Student Association)
* Careers and Employability Service
1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers
1. **Employability Statement**

Studying Music develops practical as well as theoretical and academic skills and develops the self-discipline necessary for focused and specialist study. In addition, specific employability skills, designed to prepare students for work are embedded into modules right across the HND and BMus course and this makes our graduates well qualified to enter a wide range of careers. CV writing is covered at level 4 (Learning Development tutor sessions), a work placement and the creation of a Personal Development Plan forms part of Work Based Experience (BTEC21346) and links to research and industry are developed as part of the series of seminars in the ‘Individual Project’ (MU6001) at level 6.

An annual Employability Conference enables students to participate in a range of workshops with panellists from throughout the creative industries.

Fields open to graduates include music business and administration (including arts administration); teaching (including peripatetic teaching and educational outreach work); performance; music composition and arrangement; composition to moving image; commercial songwriting; freelance musicianship; and music publishing. Music graduates are highly regarded, because of the number and range of transferable skills they possess, allowing them to secure work in a wide range of business and commercial environments. Kingston has traditionally had strong links with education and many of our graduates go on to work in this area. Music graduates are able to access all the career paths open to graduates of other arts disciplines.

Our students also go on to take postgraduate courses, either at Kingston or elsewhere. Courses range from specialist study at a conservatoire, subject-focused academic courses, or vocational training such as courses in arts administration, music therapy or teacher training. Some have secured places on postgraduate courses in other disciplines.

1. **Approved Variants from the Undergraduate Regulations.**

None

1. **Other sources of information that you may wish to consult**

The Quality Assurance Association benchmark statement for Music study in Higher Education can be downloaded from:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_10>

<http://qualifications.pearson.com/en/qualifications/btec-higher-nationals/music-2010.html>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Level 6** |
|  | **Modules** |  | MU6001 | MU6002 | MU6003 | MU6004 | MU6005 | MU6006 | MU6010/MU6008 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S |  | S | S |  | S |
| A2 | S |  |  |  | S |  | S |
| A3 | S |  | S |  |  | S | S |
| A4 | S | S | S |  | S | S |  |
| A5 | S | S |  | S | S | S | S |
| **Intellectual Skills** | B1 | S |  | S | S | S | S | S |
| B2 | S | S |  | S | S |  |  |
| B3 | S | S |  | S | S |  |  |
| B4 |  | S |  | S | S |  |  |
| B5 | S | S |  |  | S |  |  |
| B6 | S | S |  | S |  |  |  |
| B7 | S |  |  |  |  |  |  |
| **Practical Skills** | C1 | S |  |  | S | S |  |  |
| C2 |  |  |  |  |  |  |  |
| C3 |  |  |  |  |  |  |  |
| C4 |  | S |  |  | S |  |  |
| C5 | S | S |  |  | S |  |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | BMus(Hons) Music |
| **Intermediate Award(s):** | Certificate of Higher EducationDiploma of Higher Education |
| **Minimum period of registration:** | 1 year full-time |
| **Maximum period of registration:** | 2 years full-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Music |
| **Modes of Delivery:** | Full time  |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performing Arts |
| **UCAS Code:** | W300 |
| **Course/Route Code:** |  |
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