

Template C4



Programme Specification

Title of Course: *BA (Hons) Music top-up*

Date first produced	31/03/2021
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Version number	4
Faculty	Kingston School of Art
School	School of Arts
Department	Department of Performing Arts
Delivery Institution	Edinburgh College

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BA (Hons) Music top-up
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Not Applicable
Course Code <i>For each pathway and mode of delivery</i>	UPMUS1MUS10 UFMUS1MUS10
UCAS code <i>For each pathway</i>	W300

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	Edinburgh College
Location:	Edinburgh, Scotland.
Language of Delivery:	English
Modes of Delivery:	Part-time Full-time
Available as:	Full field
Minimum period of registration:	Part-time - 2 Full-time - 1
Maximum period of registration:	Part-time - 4 Full-time - 2
Entry Requirements:	<p>The minimum entry qualifications for the programme are: SQA HND: with a B at Second Year Graded Unit BTEC National: HND Merit Overall</p> <p>Plus:</p> <p>All students will be expected to provide evidence of their ability to meet the required standard for the course. External applicants should apply directly to Edinburgh College via the online application.</p> <p>Consideration will be given to a range of alternative qualifications or experience that is equivalent to the entry requirements set out above. Students will be required to demonstrate how their alternative qualifications or experience meets the learning outcomes of the HND/BTEC in order to fulfil the</p>

	<p>admissions criteria. The College's decision will be final.</p> <p>A minimum IELTS score of 6 or equivalent is required for those for whom English is not their first language.</p> <p>All applicants will be interviewed and complete an audition or present a portfolio of work.</p>
Programme Accredited by:	N/A
QAA Subject Benchmark Statements:	Music December 2019
Approved Variants:	Not Applicable
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	N/A
Recruitment, Selection and Admission process:	N/A
End Point Assessment Organisation(s):	N/A

SECTION 2: THE COURSE

A. Aims of the Course

- 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
- To encourage students to develop their creative practise by equipping them with a broad range of knowledge and skills in practical musicianship: aural perception; music theory; performing and composing techniques, and assessing these in realistic, contemporary situations through live and recorded media.
- To develop the music skills necessary for employment in the contemporary world of the working musician through practical application, flexibility, successful collaboration, imagination, and creativity.
- To embed a range of voices in the learning and teaching activities within the course and to allow spaces for LGBTQ+, ethnic minorities and students who are differently abled to engage fully in the course,
- To extend students' knowledge of musical repertoires by exposing them to music from a wide range of genres, styles and traditions and placing these in contemporary contexts.
- 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 and thinking 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.

B. Intended Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

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Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate in-depth knowledge and critical understanding of repertoires, their intrinsic and distinctive qualities and how these qualities relate to their socio-cultural conventions.	B2	Analyse and interrogate musical materials and to communicate the findings in a considered, coherent and relevant form.	C4	Collaborate effectively in music making, whether through ensemble performance, co-creation, organisational creativity, improvisatory work, or analogous activities.
A2	Demonstrate knowledge and critical understanding of musical contexts and interconnectivity, including the relationship of music to historical, philosophical, cultural, and social practices and phenomena and other arts disciplines.	B3	Critically evaluate and compare sources of information for music research and of research methodologies appropriate to a variety of music topics and to organise and present these in an effective and meaningful manner.	C1	Convey personal expression and imagination in practical music-making through employing appropriate technical and interpretative means, with innovative practice and to a high standard of technical and musical accomplishment.
A3	Demonstrate knowledge and critical understanding of processes: theoretical, texts, resources, concepts and notational systems in music and related disciplines and how they sit in a contemporary context.	B4	Critically reflect on their own and other's practices and to engage with this reflection in a considered and meaningful way.	C2	Consider, explore and apply essential components of a musical language, both notated and un-notated and in a variety of forms (intervals, rhythm modes, metres, timbre, texture, instrumentation) through re-creation, adaptation and/or elaboration.
		B1	Critically evaluate relationships between practice and theory in music as applicable to the devising creation, manipulation, and dissemination of musical artefacts both live and recorded.	C3	Recognise and respond in a considered manner to aspects of musical organisation (aurally or notated), through recreation and/or adaptation in a variety of authentic

					settings as a performer or facilitator.
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

FULL TIME

YEAR 1

TB1 TB2

MU6411

Creative Arrangement Practice: Shapes Structures and Styles
30

MU6412

Engagement in Music-making: The Emerging Practitioner
30

MU6413

Professional Project: Music
60

PART TIME

YEAR 1

TB1 TB2 TB1 TB2

MU6411

Creative Arrangement Practice: Shapes Structures and Styles
30

MU6412

Engagement in Music-making: The Emerging Practitioner
30

MU6413

Professional Project: Music

60

This top-up degree programme is offered in full-time and part time modes and leads to the award of BA (Hons) Music. The BA (Hons) Music is made up of two 30-credit and one 60-credit modules. Full details of each module will be provided in module descriptors and student module guides. A student must complete 240 credits over the two-year HND. This part of the course constitutes the entry requirements to the Level 6 top-up degree. All students will be

provided with the University's Undergraduate regulations and the Course Handbook. Intake is normally in September.

Progression to level 6 requires a B grade for the second year HND graded unit and a successful interview and/or audition.

BA (Hons) Music top-up

Level 6							
BA (Hons) Music top-up							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Creative Arrangement: Shapes, Structures and Styles	MU641 1	30	6	Year Long (TB1 & 2)		1	1
Engagement in Music-making: The Emerging Practitioner	MU641 2	30	6	Year Long (TB1 & 2)		1	1
Professional Project: Music	MU641 3	60	6	Year Long (TB1 & 2)		1	2
Optional Modules							

Level 6 requires the completion of

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D. Principles of Teaching, Learning and Assessment

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. It is committed to providing an inclusive ethos and environment, where everyone feels welcome, supported, and respected. The College recognises that equality of access to education is crucial in unlocking many significant opportunities in life. It aims to help remove barriers and advance equality for groups who experience disadvantage in our society. The College collaborates with community partners to ensure sufficient provision is made available to those in our region most at risk of not achieving a positive outcome. Edinburgh College strives to widen access and increase participation from the most deprived areas in its region and will endeavour to enhance social mobility by engaging with the hardest to

reach communities. The College wants to ensure that all its students feel respected in College and have an equal opportunity to fulfil their potential.

Edinburgh College aims to create an inclusive curriculum applying the principles of the Inclusive Curriculum Framework. The following are specific examples:

- The Student Handbook contains a clear statement related to inclusive course values.
- The College uses a variety of delivery and assessment methods to accommodate different learning styles. This includes the use of the VLE (Moodle), practical, and written work.
- Students can see themselves and their backgrounds reflected in the work they do as part of their individual projects and collaborative work. All students have freedom to explore spaces for all in its courses.
- Through the interaction of the three co-related degrees (BA Audio Production, BA Music, and BA Music Business) and across the wider college at all levels of study, there are embedded opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds.
- A range of speakers deliver seminars where students are exposed to culturally challenging views, opinions, and contexts.
- Students are included in the design and review of the curriculum through student assemblies, the student rep. system, and surveys.
- Staff engage in regular and continuous professional development on equality and diversity.
- Through peer review, reflection and the practical application of theoretical knowledge, students are equipped to work in a global and diverse context.
- The student voice (current and alumni) has been a key part of the development of this degree and the other two co-related music awards. (BA Audio Production and BA Music Business).

Learning in music entails the acquisition and utilisation of knowledge and the development of skills in 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 a key role in module delivery by enabling virtual seminars as well as the dissemination of literature. Moodle also provides the opportunity to enhance learning through the use of interactive media such as interactive presentations, quizzes, surveys, schedulers and journals. Wikis and Glossaries provide ways of sharing good practice and research. In this programme, fora and workshops will be utilised for sharing feedback on pitches. Glossaries and databases will allow students to share additional practical music and pedagogic sources and the "Hot Question" function will enable reflection on the relevance of questions in a music related area. These will be invaluable in encouraging critical reflection. This is supplemented using Microsoft Teams.

Regular practice is essential for the development of skills in performance, composition, song writing, 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 specialise in performance receive individual instrumental or vocal tuition to supplement the masterclasses and workshops on performance practice. Students may participate in the activities of at least one of the staff-led performing ensembles; this experience contributes to their learning on the course, particularly in the development of

aural awareness, knowledge of musical style and tradition, and skills in music reading and ensemble performance. Peer feedback is used during the teaching of performance and other creative music making activities such as composition and song writing and serves to deepen students' awareness of criteria used to make judgements of creative works as well as to sharpen powers of critical listening and evaluation. The Kingston University, Future Skills level 6 (Apply), sits well alongside the activities in the course as it is required of students to be proactive, professional and creative as set out in the graduate attributes.

Large group lectures are focused on the communication of concepts, ideas and knowledge; in these lectures, 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.

Students recruited from outside Edinburgh College will be given additional induction activities to enable them to be integrated into the progressing family of students.

At level 6, all students take the 60 credit Professional Project module that allows them to demonstrate specialist skills in performance, composition, song writing, freelance musicianship, and/or musical research. The Professional 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 or vocal teaching providing bespoke advice and support. Students are expected to complete a professional project, which builds directly on their areas of interest. 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. Two other core modules complete the programme: 'Engagement in Music-making: The Emerging Practitioner' and 'Creative Arrangement Practice: Shapes Structures and Styles'. These core modules have pathway choices built in to allow students to focus on their specialities.

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. The required IELTS level is 6 in line with the partner institution, Kingston University and successful external candidates will be expected to pass a college test at I.E.T.S level 6 equivalent. It is expected that progressing students who have been with the college for two years will have reached a satisfactory standard of written and spoken English and this will be confirmed by the teaching team. Students are encouraged to undertake language development if necessary. The College's English as a Second Language department can advise: <mailto:esol@edinburghcollege.ac.uk>

External candidates planning to apply for this course, can also apply for English language courses at the college in preparation

At level 6 most assessment is by coursework and practical exams, 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.

Assessments are designed to be inclusive. 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, “soft” assessments, and both written and verbal evaluation of work by staff. Through feedback and feedforward, students will have the opportunity to learn from errors and to gain confidence in their work before formal summative assessment takes place.

E. 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
- A Partner Liaison Officer to clarify the relationship between the college and the partner.
- An induction week at the beginning of each new academic session
- Pre-induction sessions at the National Library of Scotland before the start of the academic year.
- A Student Voice Committee (SVC)
- Moodle – a versatile on-line interactive intranet and learning environment
- LinkedIn learning is a resource accessed through Moodle which supports the learning activities of students on the course.
- 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 and a wellbeing team.
- Student support staff who support disabled students and those with special needs
- ECSA (Edinburgh College Student Association)
- Careers and Employability Service: CV drop ins, tutorials, sessions on maintaining a professional profile and the annual Employability Day (careers fayre)
- Academic and Pastoral support is provided by the personal tutor as part of the Professional Project module as well as Edinburgh College Student Support and Services. Part-time Students are assigned a personal tutor from year 1.

F. 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
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys
- Moderation policies
- Feedback from employers

Employability and work-based learning Studying Music develops practical as well as theoretical and academic skills and develops the self-discipline necessary for focused and

specialist study. Through the embedding of Personal Tutor sessions within the capstone project module, students will be supported to create and maintain a professional development plan and CV. By being asked to focus on how they disseminate their work and to engage with professionals through our annual Creative and technology Futures Day (careers fayre) and visiting seminar speakers, they will be encouraged and supported to network effectively.

LinkedIn learning is available as part of the Edinburgh College Library and students are encouraged to access relevant learning modules within it, both in class and during independent learning.

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 song writing, 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 University and Edinburgh College have traditionally had strong links with education, and many of graduates go on to work in this area. Music graduates can access all the career paths open to graduates of other arts disciplines. Students also go on to take postgraduate courses, either at Kingston University or elsewhere. Courses range from specialist study at a conservatoire and subject-focused academic courses, to vocational training such as courses in arts administration, music therapy or teacher training. Some graduates have secured places on postgraduate courses in other disciplines.

This degree is designed with employability at its heart. A suite of core modules, with embedded choice in the mode of assessment encourages collaboration, flexibility, and the practical application of theoretical knowledge and development of creative solutions thus preparing students for the portfolio nature of the current landscape for the working musician. Teaching staff are experienced in a range of specialisms and bring their own personalities and teaching experience to the classroom. Examples of this are: workshops, small group work; one to one instrumental tuition and supervision; lectures and practical demonstrations. For performance activities, there are structured and supervised group practice sessions. There are also aural transcription exercises to improve notational and arrangement skills to enhance the student's opportunity for session work. Having access to a range of staff that are actively working in portfolio careers, engaging in current practices, and developing solutions to challenges in their relative fields is an invaluable resource for students. The effect of this leads to greater engagement in the subject, as they can further contextualise their learning.

Collaboration and networking are at the core of working in the creative industries, and it is essential that those working in the industry learn to navigate the field. To this end, collaboration and networking are supported in the Professional Project module which is shared across the three co-related degrees, allowing students from their own and related skill sets to work together and share practises, mirroring the real environment for the contemporary musician. It is expected that through all stages of their project, students will seek opportunities to collaborate with both internal and external parties, to extend the possibilities of what they can achieve while establishing networks that will facilitate their ongoing professional development

Students will pitch ideas, make connections, and create work that allows them to specialise in their areas while working with other disciplines in the music industry. Supported by academic tutors and specialist staff, the practical nature of the capstone module is inclusive and realistic in terms of real-world experience. The flexibility of in-built choice within modules allows for a highly tailored approach. Through evaluation tasks embedded in realistic scenarios, students are encouraged to become reflective practitioners aware of how their practice is advantageous for employment.

Through the annual Creative and Technology Futures Day (careers fayre) the College focuses on the diverse opportunities available. Practitioners are invited to panels and students (at all levels) are encouraged to attend and network with these professionals. The National Theatre of Scotland, Be Fab Be Creative, Young Enterprise Scotland, Radio Forth, Festival Fringe Society, Business Gateway, DF Concerts and Strange Town Theatre have provided previous workshops.

The teaching team consists of practising industry professionals with links to employers and potential clients. They bring their knowledge and connections to the degree. Students are inspired by having well respected professional musicians as lecturers and teachers.

G. Employability and work-based learning

Placements are embedded within the formative process of the module Engagement in Music-making: The Emerging Practitioner. Students are engaged in 10 hours of placements to inform their summative assessments and their professional practice. As well as this, students are actively encouraged to seek out opportunities, where possible, to engage with professional environments as part of their Professional Project.

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.

Work-based learning, including sandwich courses and higher or degree apprenticeships

As above

H. Other sources of information that you may wish to consult

The Quality Assurance Agency benchmark statement for Music study in Higher Education can be downloaded from: [subject benchmark statements](#)

[The Edinburgh College Website Course Link](#)

I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 6		
		MU6413	MU6412	MU6411
Knowledge & Understanding	A1	S		S
	A2	S	S	S
	A3	S	S	S
Intellectual Skills	B2	S		S
	B3	S	S	
	B4	S	S	S
	B1	S	S	S
Practical Skills	C4	S	S	
	C1	S		S
	C2	S		S
	C3	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.