

**Programme Specification**

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

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| **Date first produced** | April 2021 |
| **Date last revised** | N/A |
| **Date of implementation of current version** | September 2021 |
| **Version number** | v1 |
| **Faculty** | Kingston School of Art |
| **School** | School of Arts, Culture and Communication |
| **Department** | 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 key features of the programme and the intended learning outcomes that a typical student might expect 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 module can be found in the course VLE (Virtual Learning Environment) site and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Award(s) and Title(s):** | BA(Hons) Music Business top-up |
| **Intermediate Awards(s) and Title(s):** | Not Applicable |
| **FHEQ Level for the Final Award:** | Honours degree level 6 |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Edinburgh College |
| **Location:** | Edinburgh, Scotland*.* |
| **Language of Delivery:** | English |
| **Modes of Delivery:** | Full time and Part time |
| **Available as:** | Full field |
| **Minimum period of registration:** | 1 year full-time; 2 years part-time. |
| **Maximum period of registration:** | 2 years full-time; 4 years part-time. |
| **Entry Requirements:** | The minimum entry qualifications for the programme are:  SQA (Scottish Qualifications Authority) HND: with a B at Second Year Graded Unit  BTEC National: HND Merit Overall    Plus:    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.  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 admissions criteria. The College’s decision will be final.  A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.  All applicants will be interviewed and present a portfolio of work. |
| **Programme Accredited by:** | N/A |
| **QAA Subject Benchmark Statements:** | Music December 2019 |
| **Approved Variants:** | Not Applicable |
| **UCAS Code:** | W375 |

**SECTION 2: THE COURSE**

1. **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 the Business of Music.
* To develop the music business skills necessary for employment in the contemporary world of the working music industry professional through practical application, flexibility, successful networking, collaboration, imagination, and creativity.
* To foster an entrepreneurial and adaptive mindset.
* 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’ understanding of the place of musical repertoires and genres within the contemporary music business landscape.
* 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 the music industry.
* To develop students’ knowledge and understanding of the ways in which social, political, cultural, and historical contexts affect music and music reception
* To equip students with the skills and knowledge they need to research topics relevant to the music business, and to introduce them to current issues within the industry.
* 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.

1. **Intended Learning Outcomes**

The course outcomes are referenced to the relevant QAA (Quality Assurance Agency) subject benchmarks indicated 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 in-depth knowledge and critical understanding of how repertoires relate to their respective audiences, their intrinsic and distinctive qualities and how these qualities relate to their socio-cultural conventions. | B1 | Critically evaluate relationships between practice and theory in music business and to apply this in the support and development of an artist/s | C1 | Convey personal expression and imagination through the curating and development of appropriate marketing and promotional materials to a high standard of technical accomplishment. |
| A2 | Demonstrate knowledge and critical understanding of artistic contexts and interconnectivity, including the relationship of music to historical, philosophical, cultural, and social practices and phenomena and other arts disciplines in respect to artist management | B2 | Analyse and interrogate business and marketing data, information, and concepts and to communicate the findings in a considered, coherent and relevant form. | C2 | Consider, explore and apply essential current and emerging components of the music business: Market Analysis, Artist Analysis, Digital Analytics, |
| A3 | Demonstrate knowledge and critical understanding of processes: theoretical, texts, resources, concepts and systems in music business and related disciplines and how they sit in a contemporary context. | B3 | Critically evaluate and compare sources of information for music research and of research methodologies appropriate to a variety of music business topics and to organise and present these in an effective and meaningful manner. | C3 | Exercise critical judgement with respect to the needs of an artist/s and their artistic voice and, through this, demonstrate the ability to plan, evaluate, adapt, recommend and deliver a strategy for the development of the artist/s. |
|  |  | B4 | Critically reflect on their own and other’s practises and to engage with this reflection in a considered and meaningful way. | C4 | Critically evaluate collaborative networks and utilise these effectively in the operation and development of music business processes in a considered manner. |

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. **Outline Programme Structure**

**FULL TIME**

**YEAR 1**

TB1 TB2

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| MU6421  Artist Development  30 |
| MU6422  Digital Marketing and Promotion within the Music Industries  30 |
| MU6423  Professional Project: Music Business  60 |

**PART TIME**

**YEAR 1**  **YEAR 2**

TB1 TB2 TB1 TB2

|  |  |
| --- | --- |
| MU6421  Artist Development  30 | MU6423  Professional Project: Music Business      60 |
| MU6422  Digital Marketing and Promotion within the Music Industries  30 |

This top-up degree programme is offered in full-time and part-time modes and leads to the award of BA (Hons) Music Business. The BA (hons) Music Business 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.

**Full-time**

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| --- | --- | --- | --- | --- |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Blocks** |
| Artist Development | MU6421 | 30 | 6 | Year Long (TB1 & 2) |
| Digital Marketing and Promotion within the Music Industries | MU6422 | 30 | 6 | Year Long (TB1 & 2) |
| Professional Project: Music Business | MU6423 | 60 | 6 | Year Long (TB1 & 2) |

**Part-time**

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| --- | --- | --- | --- | --- |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Artist Development | MU6421 | 30 | 6 | Year 1 (TB1 & 2) |
| Digital Marketing and Promotion within the Music Industries | MU6422 | 30 | 6 | Year 1 (TB1 & 2) |
| Professional Project: Music Business | MU6423 | 60 | 6 | Year 2 (TB1 & 2) |

Level 6 requires the completion of all modules.

1. **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 the 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 the region and endeavours to enhance social mobility by engaging with the most hard 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. 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. Teaching methods are varied. This includes the use of the VLE (Virtual Learning Environment) (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 the 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 the regular and continuous professional development on equality and diversity.
* Through peer review, reflection and the practical application of theoretical knowledge, students are being equipped to work in a global and diverse world.
* 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)

Learning in music business entails the acquisition and utilisation of knowledge and the development of powers of analysis and criticism; students use the books, journals, audio/visual and electronic resources provided in the College’s Learning Resources Centre. E-resources and computer software packages aid students’ individual study. 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 business sources and the quiz function will enable students to check their learning during planning stages. These will be invaluable in encouraging critical reflection.

Within the music industry, jobs are at a premium and, to this end, the aim of the course is to give students the experience, skills & knowledge to make them employable and to have an established, stand- alone business which they could continue after university. A business or business management start-up is part of the overall picture and is seen as being the focus of the 60-credit Professional Project module with emphasis on the live, recorded or publishing sector of the music industry.

The college aims to create a course that will create adaptable, creative, and entrepreneurial individualswith the skills, knowledge, and personal qualities to make an immediate contribution to any employment. Businesses are looking for graduates who have a proven record of accomplishment. The course aims to achieve this through encouraging engagement and collaboration with music and audio production students (embedded in the Professional Project module) and with an emphasis on mentoring, conferences, and other industry relevant activities. A graduate’s reputation can be a valuable tool to gain employment and so the course will aim to help the student develop visibility in the local market. Through their work in, for example, artist development, public relations, digital skills, and public events, they will provide evidence of their skill and work ethic. Collaboration and networking will be introduced and encouraged early in the course and sharing the project module with students on the co-related degrees, BA Audio Production and BA Music, offers a rare opportunity in this respect for Music Business students.

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

Students being 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 will take the previously mentioned 60-credit Professional Project module. Two other 30 credit core modules complete the programme: ‘Artist Development’ and ‘Digital Marketing and Promotion within the Music Industries’. 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 6.5 which is in line with the partner institution, Kingston University. It is expected that progressing students who have been with the college for two years will have improved their standard of written and spoken English to the extent that they will be able to undergo the relevant language test. The student should be aware that the test is not funded or arranged by the college and that students will need to produce the relevant certificate before being enrolled on the course. Students are encouraged to undertake language development if necessary. The College’s English as a Second Language department can advise. Mail to:[esol@edinburghcollege.ac.uk.](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.

In Music Business at level 6 most assessment is by coursework and practical exams, such as presentations and written work. 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.

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
* 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
* Staff Student Consultative Committee
* Moodle – a versatile on-line interactive intranet and 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 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 our 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 will be assigned a personal tutor from year 1.

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
* Student evaluation including Module Evaluation Questionnaire (MEQs) and Early Module Reviews (EMRs)
* Moderation policies
* Feedback from employers and stakeholders

1. **Employability and work-based learning**

Studying Music Business 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 the annual Employability Day (careers fayre) and visiting seminar speakers, they will be encouraged and supported to network effectively.

Music Business 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. Other fields open to graduates include the live music industry, music publishing, the recorded music industry, event management, artist management, administration (including arts administration, teaching, marketing, and public relations. Kingston University and Edinburgh College have traditionally had strong links with education and many graduates go on to work in this area. Music Business 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 or elsewhere. A formal arrangement is in place to enable students on this degree to take up a place in a postgraduate course with Kingston. Courses range from subject-focused academic courses, or vocational training such as courses in arts administration or teacher training. Some 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, the practical application of theoretical knowledge and development of creative solutions thus preparing students for the portfolio nature of the current music industry landscape. Teaching staff are experienced in, and have connections with, current practitioners engaged in the music industry leading to authentic approaches to teaching and 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 collaborate and share practises, mirroring the real environment for the modern music entrepreneur. 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 on-going professional development.

The music business department is supported by professional relationships with Scotland wide organisations such as *Wide Days* and their local *Born to be Wide* team. Through the department’s long-term relationship, students have been able to volunteer at events and to network with professionals, expanding their professional knowledge and experience. Relationships such as these are valuable, and staff are constantly working to expand them.

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 three core modules prepares the student for undertaking authentic assessment activity. 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. The teaching team consists of practising industry professionals with links to employers and potential clients. They bring their knowledge and connections to the degree.

The annual employability day (careers fayre) focuses on the diverse types of 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 workshop.

***Work-based learning***

Although work placements are not required for the modules in this course and are not specifically arranged, students will be 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.

1. **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*](http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements)*.*

[The Edinburgh College Website Course Link](https://www.edinburghcollege.ac.uk/courses/Music-and-Sound-Production/Music%20Business%20BA(Hons)/CR1BAMBA21)

1. **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, and personal and professional development as the course progresses and a checklist for quality assurance purposes.

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|  |  | **MU6421**  **Artist Development** | **MU6422**  **Digital Marketing and Promotion within the Music Industries** | **MU6423**  **Professional**  **Project** |
| **Knowledge and Understanding** | A1 | S | S | S |
| A2 | S | S | S |
| A3 | S | S | S |
| **Intellectual Skills** | B1 | S | S | S |
| B2 | S |  | S |
| B3 | S |  | S |
| B4 | S | S | S |
| **Subject Practical Skills** | C1 | S | S |  |
| C2 | S | S | S |
| C3 | S |  | S |
| C4 | 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.**