

Overview

Programme Code	35761
Programme Title	Music (Songwriting and Production)
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Demetris Zavros

Partner Name	Partnership Type
Liverpool Institute for Performing Arts	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Diploma of Higher Education - DHE	<ul style="list-style-type: none"> • Apply knowledge of instrumental and vocal technique in directing performance as a producer • Apply high level musical, creative and technical skills to create new songs, arrangements and song productions in response to specific industry briefs • Apply lyric writing and lyric setting techniques in creating emotionally expressive songs • Creatively employ music production, arranging and song writing computer applications in the production of song demo recordings • Analyse and transcribe advanced rhythms, intervals, chords and melodies and employ a range of improvisatory and interpretation skills in ensemble settings. • Initiate and play a key role in the successful realisation of career relevant and professionally focussed song writing and production projects demonstrating the application of knowledge of the professional and cultural environment • Apply information and concepts relating to the practice and study of contemporary popular and commercial music to carry out a critical analysis of music practices and products within music industry and socio-cultural contexts, communicated using appropriate skills and conventions. • Identify and plan potential employment, and career development or business opportunities within the music industry • Demonstrate high level communication, teamwork and problem solving skills exercising an increasing capacity for independent and reflective learning
Alternative Exit	Certificate of Higher Education - CHE	<ul style="list-style-type: none"> • Recall knowledge of instrumental or vocal technique in directing performance as a producer • Present an advanced understanding of, harmony, form, structure and arranging techniques in the creation of new musical works and songs • Define and recall lyric writing and lyric setting techniques in creating emotionally expressive songs • Competently operate industry standard music desktop recording software • Identify rhythms, intervals, chords and melodies and recall a range of improvisatory and interpretation skills in ensemble settings. • Identify and contribute to the successful realisation of career relevant and professionally song writing and production projects • Identify and recall information and concepts relating to the practice and study of contemporary popular and commercial music within music industry and socio-cultural contexts, to devise a coherent discussion using appropriate skills and conventions. • Apply basic skills in written and oral communication, teamwork and problem solving • Develop and evaluate action plans to address strengths and weaknesses as a learner

Alternate Award Names

External Benchmarks

Subject Benchmark Statement

UG-Music (2019)

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	Liverpool Institute for Performing Arts	3 Years

Aims and Outcomes

Educational Aims of the Programme

The programme aims to further develop the learner's practical skills and knowledge/understanding of song writing and production and the related artistic, cultural and professional context. This is achieved through an integrated educational approach encompassing a balanced range of, creative, technical, analytical and professional/vocational skills.

- Specifically it will develop: technical, creative, performance and expressive skills in song writing and production
- The professional application of these skills in real world and simulated environments
- An understanding of the industrial, historical, philosophical, social and cultural context in which popular songs are created, produced distributed and consumed.
- Essential transferable skills such as creative thinking, collaborative, team working, problem solving and communication skills.
- Knowledge and skills that enable students to achieve sustained and employment and self-employment as song writers, producers and related careers
- Independent and self-directed learning and on-going personal and professional development

Learning Outcomes

Code	Description
PLO1	The theory and practical processes surrounding the creation, production and arrangement of popular songs

Code	Description
PLO2	Evaluate and synthesise key aspects of current research and practice in contemporary popular song writing and production to construct and sustain a coherent argument, using appropriate skills and conventions.
PLO3	Create song lead sheets using software notation programmes
PLO4	Synthesise harmonic, arranging, aural and rhythmic skills. (Music SB)
PLO5	Direct instrumentalists and vocalists in producing new songs
PLO6	Synthesise solo and ensemble performance direction skills in producing new songs
PLO7	Create new songs and productions for specific audiences and media in a contemporary artistic and commercial framework.
PLO8	Creatively employ music production desktop based software packages for recording, sequencing, editing and mixing
PLO9	Construct portfolios of songs suitable to the production context and presentation skills with an awareness of an audience (Music SB)
PLO10	Create, organise, market and promote song writing productions
PLO11	Utilise music industry intellectual property protection, legal, financial, product registration and distribution practices and processes
PLO12	The professional, legal, financial, technological and business contexts in which popular songs are written, arranged and produced
PLO13	Create industry standard promotional materials and identify and successfully target relevant markets demonstrating a comprehensive understanding of the professional and legal frameworks and contexts
PLO14	Effectively utilise teamwork, team building, leadership and negotiation skills
PLO15	Employ project development, planning, resource and time management skills.
PLO16	Demonstrate Initiative and enterprise skills.
PLO17	Undertake independent and self-generated work.
PLO18	Employ creative and innovative approaches to work and problem solving.
PLO19	Creatively utilise interpersonal, verbal and written communication and presentation skills
PLO20	Work effectively in a multidisciplinary environment.
PLO21	Demonstrate numeracy, IT skills in music and business communication skills
PLO22	Construct Business and career development plans
PLO23	The historical, political, technological, social, and cultural factors influencing the creation, production, performance, distribution and consumption of popular songs
PLO24	The intellectual, theoretical, philosophical and academic discourse surrounding popular song writing and production

Code	Description
PLO25	Analyse and manipulate a diverse range of musical materials
PLO26	Generate, develop, test and articulate new songs and productions
PLO27	Integrate creative and interpretative, technological and artistic processes, theory and practice.
PLO28	Critically reflect on song writing and production and the work of others in the context of contemporary theory and practice
PLO29	Research, analyse, synthesise and communicate information and concepts

Programme Structure

Programme Structure Description

The programme is divided into study units called modules. A 10 credit module typically comprises 10 hours of learning activity comprising student contact (lectures, workshops, seminars, tutorials and performance project supervision), course work preparation and private study. All learners take modules to the value of 120 credits each year/credit level. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module. At Level 6 learners undertake 120 credits of core modules. The full programme award, BA with Honours, is achieved upon the successful completion of 360 credits. Other awards are Diploma in Higher Education and Certificate in Higher Education.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4500PD1 The Professional 1 Approved 2022.01 - 10 credit points	
[MODULE] 4561MUS Popular Music Contexts 1 Approved 2022.01 - 10 credit points	
[MODULE] 4562MUS Music Creation 1 Approved 2022.01 - 20 credit points	
[MODULE] 4563MUS Music Production 1 Approved 2022.01 - 20 credit points	
[MODULE] 4564MUS Music Professional Practice 1 Approved 2022.01 - 20 credit points	
[MODULE] 4565MUS Musicianship Skills 1 Approved 2022.01 - 20 credit points	
[MODULE] 4568SPMUS Song Writing 1 Approved 2022.01 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5592MUS Popular Music Contexts 2 Approved 2022.01 - 20 credit points	
[MODULE] 5593MUS Music Creation 2 Approved 2022.01 - 20 credit points	
[MODULE] 5594MUS Music Production 2 Approved 2022.01 - 20 credit points	
[MODULE] 5595MUS Music Professional Practice (The Professional 2) Approved 2022.01 - 20 credit points	
[MODULE] 5598MUS Musicianship Skills 2 Approved 2022.01 - 20 credit points	
[MODULE] 5600SPMUS Song Writing 2 Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6593MUS Popular Music Contexts 3 Approved 2022.01 - 30 credit points	
[MODULE] 6594MUS The Music Professional (The Professional 3) Approved 2022.01 - 10 credit points	
[MODULE] 6597MUS The Producer Approved 2022.01 - 40 credit points	
[MODULE] 6598SPMUS The Songwriter Approved 2022.01 - 40 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

Approved variance from Academic Framework Regulations

Variance

There is variance to run year long modules at levels 4, 5 and 6

• Lectures & seminars • Individual tuition • Practical workshops • Tutor led rehearsals • Student led professional practice • Computer based tutorials • Masterclasses • Independent study

Throughout the course the learner is encouraged to undertake independent reading, research and private study to both supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject

Assessment Performances Portfolio presentation Self and peer evaluation Written essays Seminar presentations Research paper

• Lectures & seminars • Individual tuition • Practical workshops • Computer-based tutorials • Independent study • Student led professional practice

Intellectual skills are developed throughout the programme. Each module, involves discussion of key issues in applying concepts both theoretically and practically, analysis and interpretation of material, and feedback sessions for learners on work produced.

All learners receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Bibliographies are provided for each module at the outset, as are guidelines for the production of coursework essays, extended essays and research papers. Classes and tutorials are given on research design, data collection and analysis techniques

Formative feedback is given on a weekly basis on work produced in seminars, rehearsals, workshops and one to one tutorials.

Assessment Portfolio presentations Seminar presentations Performances Self and peer evaluation Written essays Research paper

• Computer based tutorials • Seminars • Independent study • Lectures & seminars • Practical workshops • Improvisation workshops • Vocal repertory workshops • Lectures & seminars • Student led professional practice • Masterclasses • Independent study

Assessment Performance Portfolio presentation Seminar presentation Self and peer evaluation

Throughout the programme learners are required to engage in professional practice in real world situations.

Formative and peer assessment and feedback is used throughout the programme.

Lectures & seminars Practical workshops Tutor led rehearsals Student led-practice Independent study

Assessment Portfolio presentation Seminar presentation Written essays Research paper Self and peer evaluation Performance

Regular tasks set throughout the course which provide formative & peer assessment & feedback opportunities. Learners are required to produce all written and presentational work to professional standards

Opportunities for work related learning

Although there are no formal placements on the programme, the Music Professional Practice modules in Level 4 and 5 are designed to encourage learners to apply the theory and practice from the other modules and to engage with real world situations through performances, demo production and promotion of their own careers as musicians. This activity is consolidated in Level 6 in The Songwriter, and The Producer. Learners are encouraged to market and promote their Level 6 activity in professional settings in The Professional module and The Music Professional Modules.

Entry Requirements

Type	Description
Other international requirements	We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course. IELTS score of 6 is required
BTECs	Extended Diploma (i.e. Merit, Merit, Merit profile). BTEC Diploma (i.e. Distinction, Distinction). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 72 (2017 UCAS tariff points) or 240 (2016 UCAS tariff points) across both qualifications. 90 Credit Diploma (Distinction, Distinction). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 72 (2017 UCAS tariff points) or 240 (2016 UCAS tariff points).
A levels	We are committed to accepting students on to this course who have the potential to succeed as practitioners and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements. The key attributes that we seek to identify are: <ul style="list-style-type: none"> • Knowledge, ability and experience of music • Commitment to the performing arts • Ability to work effectively with others • Broad interest and engagement • Self-awareness • Spirit of enterprise The minimum educational standard that we are looking for is: GCSEs We normally require a minimum of five GCSEs grade C. These should include Maths and English. UCAS TARIFF POINTS Plus a minimum of 96 UCAS tariff points (2017 tariff) or 240 UCAS tariff points (2016 tariff). Subjects studied at this level should normally include Music and Music Technology. We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with: A/AS Level This should be from three A Levels (i.e. grades C, C, C), excluding General Studies. Points from AS and Key Skills are not counted

Alternative qualifications considered	<p>Music theory Candidates should be able to demonstrate a good working understanding of music theory. UK applicants should aim to attain Grade 5 London College of Music (LCM) Popular Music Theory or equivalent qualification such as a Distinction in Unit 27: Music Theory & Harmony BTEC National Diploma by the time they enrol with us. Candidates are tested on their music theory ability at auditions so if they achieve above a certain level at the audition the need to achieve a further grade 5 level qualification may be waived. Overseas students are considered on an individual basis and are also tested on their music theory ability at the audition stage. Audition or Interview Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form. We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes. The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed. At the audition we provide an overview of LIPA and candidates are asked to present prepared pieces, to take part in a song writing workshop and to undertake a music theory test. In exceptional cases an offer of a place may be made on the basis of the application form alone. Equal Opportunity LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds. To ensure we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity. Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers If applicants can demonstrate they have already achieved learning equivalent to a module or modules, or a level of study, in the programme they may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution. They will be required to complete an application to have their qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and they will proceed on to the appropriate level of the course to complete the remaining credit for the award.</p>
International Baccalaureate	Acceptable on its own and with other qualifications Welsh Baccalaureate Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.

Extra Entry Requirements