

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Popular Music Vocal Performance

Awarding institution	Liverpool John Moores University
Teaching institution	Institute of the Arts Barcelona
JACS Code	W315
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Music (2008)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Popular Music Vocal Performance Diploma of Higher Education in Popular Music Vocal Performance Certificate of Higher Education in Popular Music Vocal Performance
Link Tutor	Andrew Sherlock

Educational aims of the programme

Develop the student's practical skills and knowledge and understanding of singing, song writing, production and performance in the context of popular and commercial music. More specifically the programme aims to develop in its students:

An individual creative musical style, voice and identity with the ability to create and perform commercially viable work which responds to specific markets and market segments,

The creative and technical skills in vocal/music performance, music production and technology, song writing and music composition skills required for a sustainable career

The critical knowledge, skills and understanding that enable them to achieve sustained employment and self-employment in a broad range of singing / music careers.

A detailed and well-informed understanding of the international music business and a clear understanding of how popular and commercial music is financed, made, distributed and consumed

An informed critical understanding of the cultural, social and political context in which music is produced, performed and consumed

The transferable skills of, research, creative thinking, communication, collaboration and team working, and problem solving.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a considered and sustainable vocal singing technique recognizing its individual attributes, strengths and areas for development

Demonstrate an understanding of the creative potential of the music keyboard and use it in performance, rehearsal and music technology

Demonstrate a consolidated and applicable understanding of music theory, harmony, form as applicable to contemporary popular and commercial music

Demonstrate an understanding of the nature of, and ability to utilize, industry standard music technology hardware and software

Demonstrate an informed knowledge and understanding of the overarching elements and structures of the

international music business

Demonstrate an understanding of the history of popular and commercial music forms and their relationship with the time and culture from which they developed

Apply basic skills in written and oral communication, teamwork and problem solving

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

Demonstrate a heightened knowledge and understanding of their singing voice and be able to creatively perform with confidence, individuality and appropriateness in a range of diverse and more challenging styles and genres

Demonstrate advanced music keyboard skills in music performance and creation

Demonstrate through practice a thorough understanding of music theory particularly in relation to music creation and song writing

Demonstrate professional and creative practice in the appropriate use of music creation, recording and production software and hardware

Demonstrate an informed knowledge and understanding of the music business and how the specific element of it work and how they may operate within it

Demonstrate the ability to create innovative, well formed, song and music compositions which both respond to both their own creative imperatives and to the needs to a particular market.

Apply enhanced skills in written and oral communication, teamwork and problem solving

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Demonstrate an informed and critical understanding of the creative processes and professional practices of song writing, music creation
2. Demonstrate an informed and critical understanding of performance and its relationship to target markets and audience
3. Demonstrate an informed and critical understanding of the commercial, professional, technological and cultural contexts in which, popular and commercial music is made and consumed.
4. Demonstrate a professional level understanding of the formal structures and properties of singing performance and the popular and commercial song
5. Demonstrate a detailed knowledge and understanding of music theory as applied to singing and song writing for popular and commercial music
6. Demonstrate the ability to undertake individual research projects involving the acquisition, sifting, selection, and ordering of material to create coherent outcomes and arguments
7. Critically reflect on their work and the work of others in the context of contemporary business and cultural frameworks
8. Demonstrate an awareness of interdisciplinary approaches and the capacity to engage and independently apply different theories and systems of knowledge
9. Demonstrate the ability to generate, develop, test and evaluate new creative ideas and solutions
10. Demonstrate the ability to compose songs and music adopting professional working practices in response to personal creative imperatives and target markets
11. Demonstrate through practice an understanding of music theory for popular and commercial music
12. Demonstrate a sustainable advanced, focused and distinct vocal singing technique
13. Demonstrate the ability to perform in solo and ensemble performance in a variety of genres and performance contexts
14. Demonstrate the ability to undertake advanced music production utilizing standard industry technology for live sound, recording, sequencing, editing and mixing
15. Work and think critically, analytically and reflexively.
16. Utilise creative and imaginative skills.
17. Communicate effectively with a wide range of individuals using a variety of means (oral, visual, written).

18. Evaluate personal, academic and professional skills and performance.
19. Independently/ interdependently utilise problem-solving skills in a variety of theoretical and practical situations.
20. Manage time, prioritise workloads and recognise and manage personal emotions and stress.
21. Effectively perform within a team environment including: leadership, team building, influencing and project managing skills.
22. Demonstrate interpersonal skills of effective listening, negotiating, persuasion and presentation
23. Understand career opportunities, HE progression opportunities and challenges ahead and plan a career/education path.
24. Use generic ICT systems and tools to communicate, evaluate and present information.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Teaching is through lectures, seminars, individual tutorial and collaborative and individual rehearsal and workshop projects. Visiting lecturers and the contribution of professional theatre artists will make a major contribution to the programme.

Assessment methods and requirements are specified in the module handbook and module proforma. The high staff student contact time and small cohort sizes allows for considerable formative assessment before summative assessment. The types of assessment include: Written essays and critical evaluations; Performance and studio rehearsal projects; Written business plans and other professionally related work.

Teaching and Learning for Intellectual Skills: Through lectures, seminars and other discussion forum students will be provided with the opportunity to explore and evaluate contemporary frameworks and critical methodologies. Individual tutorials provide the opportunity for in-depth discussion about theoretical and conceptual concerns and the student's relationship to them

All students will be assigned an academic guidance tutor who will be responsible for supporting the students in their intellectual development.

Assessment of Intellectual Skills: The assessment of intellectual and cognitive skills is through all assessment tasks required for the programme. The development of Intellectual and cognitive skills is embedded into all teaching and learning activities, and assessments. However the most direct methods of assessment of Intellectual and cognitive skills are essays and other research focussed material.

Teaching and Learning for Professional and Practical Skills: Practical and professional skills will be developed through practical workshop sessions, rehearsal and performance projects and master-classes given by external professional practitioners

Individual tutorials provide the opportunity for in-depth discussion about professional and practical skills and the individual students approaches to their application. All students will be assigned an academic guidance tutor who will be responsible for supporting the students in their development.

Practical skills are assessed through practical exercises such as rehearsals, performances, workshops, demonstrations and the artistic development of all original singing performances and their directly related component activities.

Teaching and Learning for Transferable and Key Skills: Transferable skills are acquired through coursework, which includes workshops, performances, rehearsals and one-to-one tutorials through oral presentations and performances to the whole group. Assessment of Transferable and Key Skills is through all assessment tasks required for the programme. The development of these skills is embedded into all teaching and learning activities, and assessments.

Programme structure - programme rules and modules

The programme operates within the University academic framework (see below)

The programme is offered over three academic years in full-time mode. The programme commences in September and runs through to early June. The programme has no options or electives

An alternative award of Diploma of Higher Education in Popular Music Vocal Performance will be offered to students who do not achieve a pass in, or do not attempt, the final 120 credits but have gained 240 credits at levels 4 and 5.

An alternative award of Certificate of Higher Education in Popular Music Vocal Performance will be offered to students who have gained 120 credits at the point at level 4.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6501IABSIN Music Business and Context 3 (20 credits) 6502IABSIN Media Project (20 credits) 6503IABSIN Singing 3 (Commercial) (20 credits) 6504IABSIN The Music Artist (40 credits) 6563IAB Research Project (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5501IABSIN Music Business and Context 2 (20 credits) 5502IABSIN Music Keyboard Skills 2 (20 credits) 5503IABSIN Individual Performance Project (20 credits) 5504IABSIN Music Recording and Production (20 credits) 5505IABSIN Song Writing (20 credits) 5506IABSIN Singing 2 (Popular and Commercial Music) (20 credits)		120 core credits at level 5 0 option credits at level 5
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4501IABSIN Music Business and Context 1 (20 credits) 4502IABSIN Music Keyboard Skills 1 (20 credits) 4503IABSIN Music Technology (20 credits) 4504IABSIN Music Theory and Analysis (20 credits) 4505IABSIN Popular Music - History, Style and Performance (20 credits) 4506IABSIN Singing 1 (Commercial) (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

Opportunities for work-related learning (location and nature of activities)

The programme is vocationally specific, designed especially to develop work-related learning.

The curriculum, learning environment and teaching and learning strategies employed on the programme are designed specifically to enhance and develop the student's employability.

Wherever possible, the projects developed on the programme reflect professional working practices and context.

Criteria for admission

A/AS Level

Minimum 104 Tarrif points A/AS Level

BTEC National Diploma

Tarrif points including Distinction and Merit

Irish Leaving Certificate

Minimum 104 points from 5 Higher Level subjects

Scottish Higher

Minimum 104 points

International Baccalaureate

Diploma - 24 points including 6 in English at a Higher Level

Other

After initial screening for potential academic achievement and language skills all students will attend an interview/audition through which their skills, knowledge and ability, and capacity to complete the programme will be evaluated. (The Institute will, where appropriate, make all reasonable adjustments to accommodate those with registered disabilities both at the application process and on-programme). The evaluation of each candidate is made using the following criteria

1. Enthusiasm for, and commitment to singing and popular music.
2. Technical and creative performance skills. As this programme is highly intensive and specifically designed to lead to professional performance practice at the highest level, applicants should be able to demonstrate substantial prior performance achievements in singing / music. It is expected that students joining the programme should be able to demonstrate basic professional level performance skills within one year of study (There is no requirement to be able to read music)
3. Academic and intellectual capacity to successfully take advantage of the programme. This will normally be demonstrated through academic achievement in formal qualification (See below).
4. Prior academic attainment. The programme does not specify specific academic qualification (see point 1 above) as part of its entry requirement. However the threshold level of prior academic achievement is detailed below.

Overseas qualifications

Where English is not a first language, an IELTS score of 6.5 must be achieved.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.