

PROGRAMME SPECIFICATION

Foundation Certificate in Popular Music and Music Technology

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	Y000
Programme Duration	Full-Time: 1 Year
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Music 08 (Note - The QAA Music subject benchmark has been used to inform the curriculum however as the Foundation Certificate is at level 3 it falls outside of the scope of the statement)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Foundation Certificate in Popular Music and Music Technology
Link Tutor	Tony McKenna

Educational aims of the programme

The aims of this programme are to prepare the student for study in higher education, or as a stand-alone practical career development course for musicians. More specifically the programme aims to:

1. Develop the appropriate levels of performance skills required for entry to vocational higher education programmes in popular music in particular, and music in general
2. Develop an understanding of their own skills, knowledge, ability and aspirations so as to facilitate an informed judgement regarding future steps, particularly as related to their progression into higher education or work.
3. Develop the critical, analytical, research and study skills required of a new entrant into higher education
4. Develop the student's understanding of the skills, knowledge and ability required of a musician so that they are able to make appropriate choices of future programmes and careers

Target award Learning Outcomes - Foundation Certificate

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

Knowledge and understanding

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

- A1. Define and recall basic principles and practices in the field of music creation, production and performance.
- A2. Define and recall the functions of a variety of computer applications to create and manipulate music.
- A3. Define and recall a range of music genres and their underpinning concepts and ideas.
- A4. Employ the skills required to analyse, manipulate, and create musical materials and to present results or findings in a coherent and communicable form.
- A5. Define and recall key movements in popular music history.
- A6. Define and recall standards of professional practice in music creation, production and performance.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Core knowledge and understanding is achieved through the use of a range of teaching methods, including lectures, practical workshops, tutorials and seminars.

Visiting artists representing a broad spectrum of the music industry contribute to the course, where appropriate, through master classes, lectures, presentations and working with students on projects.

Assessment

Testing of the knowledge base is through a combination of assessed coursework in the form of continuous assessment, practical performance, essays and evaluations, presentations, written and practical exams

Skills and other attributes

Intellectual Skills

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

- B1. Identify the development processes employed in music creation, performance and production.
- B2. Identify appropriate tools and techniques in the creation of recorded music.
- B3. Identify the roles of song-writer/composer, performer and producer in the context of popular music history
- B4. Identify research skills involving the ability to gather, sift, synthesise and organise material independently and undertake critical and informed evaluation of its significance.
- B5. Identify ideas and construct arguments with the capacity to present them in appropriate ways.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Intellectual skills are developed throughout the programme, through small group workshops, seminars and coursework.

Assessment

Skills B1 and B2 are assessed through a variety of practical coursework submissions and continuous assessment of performance based tasks.

Skills B3,4 and 5 are assessed via written reports and oral presentations.

Professional practical skills

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

- C1. Demonstrate the musical skills of ensemble and solo performance, including improvisation and co-creation
- C2. Demonstrate personal expression, imagination and creativity in practical music-making, and the ability to communicate through music employing appropriate technical and interpretative means.
- C3. Recognise and identify essential components of a musical language and notate them where appropriate.
- C4. Reconstruct (play) music that has been notated using current conventions.
- C5. Employ a range of technical tools for musical tasks including composition, performance, notation, recording and editing

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Practical skills are developed throughout the programme through practical workshops, guided rehearsals and recorded and live performance.

Assessment

Skills C1-5 are assessed through a range of methods appropriate to the task and including presentations, performance, portfolios of recorded work, observations and oral examinations.

Transferable / key skills

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

- D1. Use creative and imaginative skills to solve problems
- D2. Communicate in a variety of oral, written, visual and performance media
- D3. Sustain concentration and focus for extended periods
- D4. Negotiate and pursue goals with others
- D5. Manage personal workloads and meet deadlines
- D6. Produce written work using the appropriate conventions
- D7. Use a range of ICT skills

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

The students are given the opportunity to engage and develop these transferable skills through their time at LJMU. They are particularly developed within the project modules. They are supported in the development of these skills through the LGT system.

Assessment

The transferable skills are not assessed as a separate module but are included within the Institute wide assessment criteria. As such they are included in all modules of study and their associated assessment tasks.

Programme structure - programme rules and modules

Programme rules

The programme is divided into study units called modules. A 10-credit module typically comprises 100 hours of learning activity composed of 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. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module. The full programme award, Foundation Certificate, is achieved upon the successful completion of 120 credits.

Level 3	Potential Awards on completion	Foundation Certificate
Core	Option	Award Requirements
3520PMMT Music Business (10 credits) 3523PMMT Individual Performance Technique (10 credits) 3524PMMT Music Technology & Production (20 credits) 3526PMMT Ensemble Performance Skills (20 credits) 3528PMMT Song Writing & Arranging (20 credits) 3529PMMT Music Theory (20 credits)	3521PMMT Music Skills (10 credits) 3522PMMT Music Direction (10 credits) 3525PMMT Popular Music Studies (10 credits) 3527PMMT Recording Studio Techniques (10 credits)	100 core credits at level 3 20 option credits at level 3

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>

Variance has been granted to run year long modules

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

This is a one-year intense programme with high levels of student learning time and as such there are not the opportunities for formal credit bearing work placement activities. However, despite its introductory nature the programme is designed to provide the student with insight into the music industry as a profession as well as a creative practice. Wherever appropriate, professional employment working practices are adopted, particularly in the performance modules. The practical performance and production skills development modules are supported by modules which explore and develop the students understanding of the industry. As a result successful students will complete the programme not only with creative/craft skills but with a broad understanding of how to begin the process of finding and sustaining viable employment.

Criteria for admission

A/AS Level

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:

Knowledge, ability and experience of music and or music technology

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.

Plus a minimum of 48 UCAS tariff points (2017 tariff) or 120 UCAS tariff points (2016 tariff).

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 two A Levels (i.e. grades D,D), excluding General Studies. Points from AS and Key Skills are not counted.

BTEC National Diploma

Extended Diploma (i.e. Pass, Pass, Pass profile).

BTEC Diploma (i.e. Merit, Pass). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 48 (2017 UCAS tariff points) or 120 (2016 UCAS tariff points) across both qualifications.

90 Credit Diploma (Merit, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 48 (2017 UCAS tariff points) or 120 (2016 UCAS tariff points) across both qualifications.

Irish Leaving Certificate

From 3 subjects at higher level.

Scottish Higher

From 5 subjects, 1 of which must be at an Advanced level.

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.

Other

Audition or Interview

Candidates are invited to submit a postal audition/interview

We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be offered places 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 postal audition/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.

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: NA

Mature entry

We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in an applicants chosen area of interest can be accepted instead of formal qualifications. Mature applicants should make your experience clear in their application.

Overseas qualifications

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 5 is required

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.