

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours (Fnd) in Music (Songwriting and Production)

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	W300
Programme Duration	
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 (Fnd) in Music (Songwriting and Production) Diploma of Higher Education in Music (Songwriting and Production) Certificate of Higher Education in Music (Songwriting and Production) Foundation Certificate in Music (Songwriting and Production)
Link Tutor	Stuart Borthwick

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 employment and self-employment as song writers, producers and related careers
- Independent and self-directed learning and on-going personal and professional development

Alternative Exit/ Interim Award Learning Outcomes - Foundation Certificate

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

- Develop the appropriate levels of performance skills required for entry to vocational higher education programmes in popular music in particular, and music in general
- 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.
- Develop the critical, analytical, research and study skills required of a new entrant into higher education
- Develop an 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

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

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

- 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

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

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

- 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

Target award Learning Outcomes - Bachelor of Arts with Honours (Fnd)

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. The theory and practical processes surrounding the creation, production and arrangement of popular songs
- A2. The professional, legal, financial, technological and business contexts in which popular songs are written, arranged and produced
- A3. The historical, political, technological, social, and cultural factors influencing the creation, production, performance, distribution and consumption of popular songs
- A4. The intellectual, theoretical, philosophical and academic discourse surrounding popular song writing and production

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

- 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/learnt 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

Skills and other attributes

Intellectual Skills

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

- B1. Analyse and manipulate a diverse range of musical materials
- B2. Generate, develop, test and articulate new songs and productions
- B3. Integrate creative and interpretative, technological and artistic processes, theory and practice.
- B4. Critically reflect on song writing and production and the work of others in the context of contemporary theory and practice
- B5. Research, analyse, synthesise and communicate information and concepts
- B6. 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.

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

- 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

Professional practical skills

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

- C1. Create song lead sheets using software notation programmes
- C2. Synthesise harmonic, arranging, aural and rhythmic skills. (Music SB)
- C3. Direct instrumentalists and vocalists in producing new songs
- C4. Synthesise solo and ensemble performance direction skills in producing new songs
- C5. Create new songs and productions for specific audiences and media in a contemporary artistic and commercial framework.
- C6. Creatively employ music production desktop based software packages for recording, sequencing, editing and mixing
- C7. Construct portfolios of songs suitable to the production context and presentation skills with an awareness of an audience (Music SB)
- C8. Create, organise, market and promote song writing productions
- C9. Utilise music industry intellectual property protection, legal, financial, product registration and distribution practices and processes
- C10. Create industry standard promotional materials and identify and successfully target relevant markets demonstrating a comprehensive understanding of the professional and legal frameworks and contexts

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

- 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 in used throughout the programme.

Transferable / key skills

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

- D1. Effectively utilise teamwork, team building, leadership and negotiation skills
- D2. Employ project development, planning, resource and time management skills.
- D3. Demonstrate Initiative and enterprise skills.

- D4. Undertake independent and self-generated work.
- D5. Employ creative and innovative approaches to work and problem solving.
- D6. Creatively utilise interpersonal, verbal and written communication and presentation skills.
- D7. Work effectively in a multidisciplinary environment.
- D8. Demonstrate numeracy, IT skills in music and business communication skills
- D9. Construct Business and career development plans

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

- 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

Programme structure - programme rules and modules

Programme rules

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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours (Fnd)
Core	Option	Award Requirements
6593MUS Popular Music Contexts 3 (30 credits) 6594MUS The Music Professional (The Professional 3) (10 credits) 6597MUS The Producer (40 credits) 6598SPMUS The Songwriter (40 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5592MUS Popular Music Contexts 2 (20 credits) 5593MUS Music Creation 2 (20 credits)		120 core credits at level 5 0 option credits at level 5

5594MUS Music Production 2 (20 credits) 5595MUS Music Professional Practice (The Professional 2) (20 credits) 5598MUS Musicianship Skills 2 (20 credits) 5600SPMUS Song Writing 2 (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500PD1 The Professional 1 (10 credits) 4561MUS Popular Music Contexts 1 (10 credits) 4562MUS Music Creation 1 (20 credits) 4563MUS Music Production 1 (20 credits) 4564MUS Music Professional Practice 1 (20 credits) 4565MUS Musicianship Skills 1 (20 credits) 4568SPMUS Song Writing 1 (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3520PMMT Music Business (10 credits) 3521PMMT Music Skills (10 credits) 3524PMMT Music Technology & Production (20 credits) 3525PMMT Popular Music Studies (10 credits) 3526PMMT Ensemble Performance Skills (20 credits) 3527PMMT Recording Studio Techniques (10 credits) 3528PMMT Song Writing & Arranging (20 credits) 3529PMMT Music Theory (20 credits)		120 core credits at level 3 0 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>

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

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

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

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
- 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 48 UCAS tariff points (2017 tariff) or 120 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 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)

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

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

Music theory

Music theory knowledge is not required as this will be a key element that you learn during the first year.

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.

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.

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 their experience clear in the 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 6 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.