UNIVERSITY OF
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WESTMINSTER

PROGRAMME SPECIFICATION

Course record information

Name and level of final award:	**BA Honours Commercial Music** The AWARD TITLE is a BA degree that is Bologna FQ-EHEA first cycle degree or diploma compatible.
Name and level of intermediate awards:	Diploma of Higher Education Commercial Music Certificate of Higher Education Commercial Music
Awarding body/institution:	University of Westminster
Teaching Institution:	University of Westminster
Status of awarding body/institution:	Recognised Body
Location of delivery:	Harrow Campus
Language of delivery and assessment:	English
Mode, length of study and normal starting month:	Three years full time September start
QAA subject benchmarking group(s):	*Music* *General Business and Management*
Professional statutory or regulatory body:	
Date of course validation/review:	Initial validation September 1993; last revalidation May 2010
Date of programme specification approval:	February 2015
Valid for cohorts :	e.g. 2016/17 level 4/5, 2017/18 level 4,5 and 6
Course Leader	Dr Christian Kennett
UCAS code and URL:	W304 westminster.ac.uk/courses/undergraduate

What are the minimum entry requirements for the course?

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information.

westminster.ac.uk/courses/undergraduate/how-to-apply

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/undergraduate/how-to-apply

Aims of the course

The BA Hons Commercial Music degree has been designed both to reflect the changing demands of global music industries, as they stand currently in 2015, and also to help produce graduates with the attributes to help shape those industries going forward. Since its initial inception in 1993, we have developed our courses with engagement with and input from industry, and our principal aims are to:

Nurture a practical and theoretical understanding of the business of commercial music;

Prepare students for employability and entrepreneurial participation in commercial music markets at home and abroad

Develop students' critical understanding of the relationships between the music industry and the broad social & cultural environment in which it operates

Establish students' ability to use the production processes to create musical works to the prevailing standards of the Commercial Music sector

Enhance students' independence, self-motivation and leadership qualities

Encourage students to act as agents of change in creative industry and society futures by the practical application of their understanding of the culture, business and production processes of commercial music

Establish the basis for a viable future career strategy suited to the abilities of each student

Nurture students' ability to work with others in teams to create value in any situation

Prepare students for further study, research and knowledge transfer in commercial music

What will you be expected to achieve?
Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Graduate attributes** are characteristics that you will have developed during the duration of your course (GA).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course(PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

For all levels of the BA Hons Commercial Music degree, our **Learning Outcomes** are classified into three groups: CREATING MUSIC (CM), ENABLING MUSIC (EM), CREATIVITY IN CONTEXT (C&) and PROFESSIONAL DEVELOPMENT (PD). These progress year on year to the Course Learning Outcomes (see **fig. 1**, below)

Fig. 1: Level 4/5/6/Course Learning Outcomes
Upon completion of level 4/5/the Course, you will be able to demonstrate:

L4 LOs	L5 LOs	L6/Course LOs
CREATING MUSIC 4CM.1 Ability to demonstrate appropriate use of live and studio production techniques (**4LE.1**, **4LE.2**, **4EE.1**) 4CM.2 Understanding of music genre trends and market opportunities for new music styles (**4GO.1**, **4GO.2**)	**CREATING MUSIC** 5CM.1 Application of production software and hardware to develop a personal or group musical identity (**5CC.2**, **5LE.2**, **5EE.1**) 5CM.2 Development of an experimental sensibility regarding production and composition styles and genres (**5CC.1**, **5GO.1**, **5GO.2**)	**CREATING MUSIC** 6CM.1 Fluency in innovative use of audio and visual production and composition software to project a global musical brand (**6LE.1**, **6EE.2**, **6GO.1**, **6GO.2**) 6CM.2 Ability to plan and execute large-scale production projects through innovative use of technology (**6LE.1**, **6LE.2**, **6EE.1**, **6EE.2**, **6GO.1**, **6GO.2**)
ENABLING MUSIC 4EM.1 Understanding of current music industry corporate and support structures (**4LE.2**, **4EE.1**, **4EE.2**) 4EM.2 Understanding of current music industry legal and intellectual property issues (**4EE.1**, **4EE.2**, **4GO.1**, **4GO.2**)	**ENABLING MUSIC** 5EM.1 Development of personal artist, event and financial management strategies (**5LE.1**, **5EE.1**, **5EE.2**) 5EM.2 Ability to analyse music industry structures and market trends in territories beyond the UK (**5EE.1**, **5EE.2**, **5GO.1**, **5GO.2**)	**ENABLING MUSIC** 6EM.1 Ability to exploit personal networks to complete successful business strategies (**6CC.2**, **6LE.1**, **6LE.2**, **6EE.1**, **6EE.2**) 6EM.2 Fluency in understanding of global territorial and regulatory differences (**6EE.1**, **6EE.2**, **6GO.1**, **6GO.2**)
CREATIVITY IN CONTEXT 4C&.1 Ability to locate and assimilate research from a variety of academic and wider-world sources 4CC.1, **4CC.2**) 4C&.2 Understanding of the relationships between created music and audiences which consume it (**4LE.1**, **4EE.1**, **4GO.1**, **4SE.1**)	**CREATIVITY IN CONTEXT** 5C&.1Ability to critique existing discourse through research-led argument (**5CC.1**, **5CC.2**) 5C&.2 Critical awareness of the complex relationship between musical creativity and hegemonic music industry and political structures (**5GO.1**, **5SE.1**)	**CREATIVITY IN CONTEXT** 6C&.1 Independence and clarity of thought driven by research (**6CC.1**, **6CC.2**, **6LE.1**) 6C&.2 Ability to apply research findings to global industry challenges and social justice issues (**6GO.1**, **6GO.2**, **6SE.1**)
PROFESSIONAL DEVELOPMENT 4PD.1 Ability to articulate goals for personal CPD and to critique student's own practices using CPD criteria (**4CC.2**, **4LE.1**)	**PROFESSIONAL DEVELOPMENT** 5PD.1 Ability to design and execute a focused PD initiative using a range of CPD techniques and theories of practice (**5CC.2**, **5LE.1**, **5EE.1**)	**PROFESSIONAL DEVELOPMENT** 6PD.1 Confidence in creating and executing a PDP maintaining continuity of development across all activities (**6LE.1**, **6EE.1**, **6CC.2**)

The colour-codes refer to Progression and Graduate Attributes (figs. 2 and 3, below)

How will you learn?
The learning and the teaching of the course is delivered in a very wide variety of ways. While we do offer set-piece lectures in many of our modules, much of our learning is delivered through innovative use of technology and blended learning, including the following:

> Blogs, discussion boards, skype-based tutorials, online tests, 10-minute audio-visual summaries of key concepts and debates, student-generated conferences, collaborative document development using interactive software, and so on.

Naturally, for a course built around music production and music business, there is the opportunity for significant amounts of time in rehearsal and recording studios, as well as time practising stagecraft using our newly-refurbished live venue, Area 51; music labs in which business documents such as contracts can be scrutinised and unpicked individually or as a group also figure strongly in our teaching and learning strategy. Role-playing games, mock negotiations and real public engagements on musical tours underline our philosophy that students learn best by *doing*.

In order for the full range of skills and attributes you will need to maximise your employability in the graduate marketplace, almost all of our modules are core, though there is a good deal of flexibility within core modules. Many modules have smaller mini-modules called 'plug-ins' within them, to allow for student choice as to the balance of technical skills and creative engagement they might require at a given stage of their learning. No two students are the same – so neither should two learning trajectories! Some students in a given module might require more basic technical training in some software, say, whereas others in the same module might wish to explore digital audio workstations at a more creative, fluent level of engagement; our modular structure supports this bespoke, selective and student-centred learning design. Where module options are offered, there will typically be at least one option which looks to concepts, learning and deliverables from outside the core knowledge areas of our music students – say, in film and TV, or in visual communication – or, alternatively, actively encourages recruitment of students from outside the subject area to experience a new set of networking and collaborative possibilities in our music options. As a result, each cohort will develop its own outward-facing mentality and embrace entrepreneurial networking with enthusiasm.

Our innovative timetabling helps liberate students from the closed structures of the traditional university semesters by staggering start- and end-points of some modules, and by offering a flexible, customizable diet of short options within modules which we call 'plug-ins'. This allows students to maximise their own use of the Summer vacation as a way further to enhance their learning; it also allows us to avoid assessment bottlenecks at the end of university terms.

Finally, some modules allow for students to become co-creators of knowledge by designing their own pathway through the module, or even by 'swapping' temporarily into another one during a period we call 'Skillswap'.

How will you be assessed?
The course offers a variety of assessment types to students which aim to encourage learners to focus on the learning journey from initial engagement with an idea, phenomenon or practice to the delivery of an artefact which encapsulates the learning and development they have achieved. In the world of employment, success is measured by large deliverables which have been composed from smaller formative ones, or by a trajectory or journey from initial ideas to a finished product; often these deliverables are achieved as a direct result of collaborative input from other people. By the same token, our modules fall into three major categories: those with one formal, summative assessment at the end of a series of formative, informally assessed benchmarking elements, whether a collection of smaller benchmarks (we call these 'folios') or a diary of a journey of development from sketches, initial ideas or dummy runs to a completed deliverable (we call these 'trajectories'); or those with one major event or artefact which is shared between three modules, emerging as a collaboration between student producers producing student performers managed and promoted by student business people. We use the term 'p-core' to describe this type of parallel synoptic assessment, viewable and assessable from several different angles within core modules running in parallel.

In this way, some of our modules assess your learning through a series of small elements such as online tests, live debates, blogs, reflective journals, rough mixes, public rehearsals, comprehension exercises, contract negotiations and so on, and all of these elements are crucial, unavoidable stages in the process of development of an EP, say, or a live gig performance, or the successful delivery of rights management contracts to clients.

Other modules – and particularly the group of three parallel core modules at Level 4 and 5 which we call 'p-core triads' – will allow students to plot their own learning course through parallel modules in production techniques, creative vision and markets, and performance and composition. These flexible learning journeys might involve production- and tech-focussed students offering the live sound, live mixing and mastering of a musical event for summative assessment at the end of their p-core module; while other more performance-oriented students might be assessed on the very performances that the tech-focussed student will be shaping in the studio, and yet further students more interested in music business might be assessed on their promotion of the student work on the concert stage and in the recording studio from colleagues. This kind of 'synoptic' assessment strategy encourages networking and collaborative problem-solving between students with different career ambitions and specialisms.

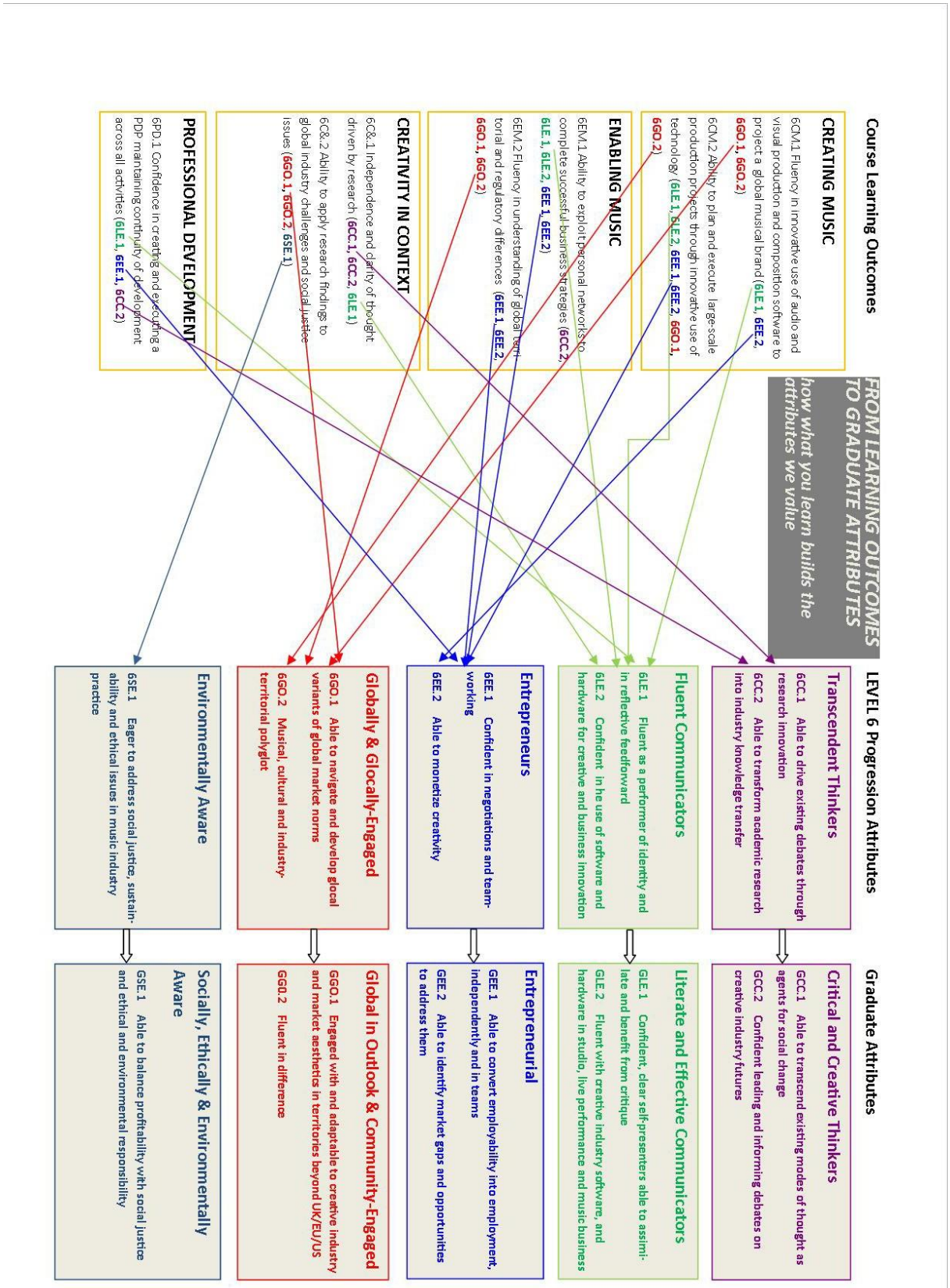
Employment and further study opportunities
University of Westminster graduates will be able to demonstrate the following five **Graduate Attributes**:
• Critical and creative thinkers
• Literate and effective communicator
• Entrepreneurial
• Global in outlook and engaged in communities
• Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BA Hons Commercial Music degree aims to create graduates who personify and embody the University of Westminster Graduate Attributes throughout their working life, and we encourage students to focus consciously upon the ways in which these attributes are developing through the course. In fact, we map these **'Progression Attributes'** in the same way as we chart the Learning Outcomes at each academic level, with every module outcome mapping to at least one Level LO *and* to at least one Progression Attribute: just as the module LOs map to level LOs and to Course LOs, each Progression Attribute maps to at last one Graduate, and this journey is made visually clear through colour-coding of outcomes and attributes according to their mapping pattern. See **figs. 2 and 3**, below, for a visual summary of the skills and attributes development strategy for the BA Hons Commercial Music, and how LOs map onto Graduate Attributes.

Fig. 2: Progression and Graduate Attributes

Fig. 3: How Learning Outcomes map onto Graduate Attributes



Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

Credit Level 4				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
4MUMN001W	Music Business 101	Core	20	10
4MUPR001W	Production Techniques 1: Development	p-Core	┐	┐
4MUSI001W	Creative Vision and Local Markets	p-Core	40	20
4MUSI002W	Performance and Stagecraft	p-Core	┘	┘
4MUSI003W	Reading Audiences	Core	20	10
4MUMN002W	Business Negotiation	Core	20	10
4MUSI001W	Composing for Musicians	Option	20	10
4MUPR002W	Live Technologies	Option	20	10
	Westminster Elective	Elective	20	10
Award of Certificate of Higher Education available				
Credit Level 5				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
5MUMN001W	Musicpreneurship	Core	20	10
5MUPR001W	Production Techniques 2: Specialization	p-Core	┐	┐
5MUMN002W	Creative Vision and Global Markets	p-Core	60	30
5MUSI002W	Performing Identity	p-Core	┘	┘
5MUCO001W	Conference Paper	Option/Elective	20	10
5MUSI001W	Cluster Collaboration	Option	20	10
5MUMN003W	Music Business Game	Option	20	10
5MUPR002W	Creative Synthesis and Sound Designs	Option	20	10
	Westminster Elective	Elective	20	10
Award of Diploma of Higher Education or Foundation Degree available				
Credit Level 6				
Module code	**Module title**	**Status**	**UK credit**	**ECTS**
6MUSI001W	Publishing Research	Core	40	20
6MUSI003W	Pushing Musical Boundaries	Option	20	10
	Westminster Elective	Elective	20	10
6MUSI002W	Final Major Project	Option	40	20
6MUSI005W	Producing Content to a Brief	Option	20	10
6MUSI004W	Bridging Into Work	Option	20	10
Award BA Commercial Music available **Award /BA Honours Commercial Music available.**				

Please note: Not all option modules will necessarily be offered in any one year.

Professional Body Accreditation or other external references

The music industries do not have professional bodies for which a BA Honours degree becomes a method of membership of that organization. However, the industry-facing careers of its teaching staff, and the by-now long list of alumni in organizations such as the Performing Rights Society, labels such as Sony UK, publishers such as Universal Music, as well as scores of entrepreneurs running their own companies, and the regular friendly contact between graduates and teaching staff, helps reinforce and redouble the international reputation of the BA Hons Commercial Music degree within the music industries.

Academic regulations

The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

How will you be supported in your studies?

Course Management

Because the concept of Professional Development is central to the BA Hons Commercial Music degree, it is essential that students develop a regular working relationship with structures which support them, in order to help them make the best use of time in personal tutorials which, beyond their general pastoral function, may be used additionally to keep students focussed consciously on their own skills development journey through the course. This journey of self-discovery and self-awareness begins the moment the student enters the campus for the first time.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students

Learning Support
The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students[1] can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services
The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

How do we ensure the quality of our courses and continuous improvement?
The course was initially approved by a University Validation Panel in **2015**. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

[1] Students enrolled at Collaborative partners may have differing access due to licence agreements.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.
- The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.

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