



## **UNDERGRADUATE PROGRAMME SPECIFICATION**

<b>Programme Title:</b>	<b>Music Performance and Industry</b>
<b>Awarding Body:</b>	<b>Staffordshire University</b>
<b>Teaching Institution:</b>	<b>LMA</b>
<b>Final Awards:</b>	<b>BA [Hons] Music Performance and Industry</b>
<b>Intermediate Awards:</b>	<b>BA; Dip HE; Cert HE</b>
<b>Mode of Study:</b>	<b>Full Time</b>
<b>UCAS Codes:</b>	<b>W315</b>
<b>QAA Subject Benchmarks:</b>	<b>Music 2008</b>
<b>JACS Code:</b>	
<b>Professional/Statutory Body:</b>	
<b>Date of Production:</b>	<b>March 2016</b>
<b>Date of Revision:</b>	<b>August 2018</b>

**If you require this document in a larger text or a different medium please contact us.**

## EDUCATIONAL AIMS OF THE PROGRAMME

This course is designed for you to explore and develop skills to meet the needs of the Music industry. You will gain practical skills and the associated knowledge and expertise to succeed in the sector. As such, the aims of the programme are to:

1. Provide a creative and facilitative environment with advanced knowledge and skills building through which you will develop high-level discipline expertise, and become proficient in the use of techniques and resources associated with the music industry.
2. Enable you to evaluate defined aspects of music performance and industry in historical, social, theoretical and professional contexts.
3. Enable you to appreciate, explore, interrogate and challenge current and historic practice through independent and collaborative enquiry, whilst recognising ethical boundaries.
4. Create an environment that enables speculation and innovation grounded in subject knowledge, leading to the generation of new ideas and performances that respond to current music industry needs.
5. Develop your professional practice knowledge, working abilities and confidence to support effective entry into the music industry, particularly as a performer.
6. Develop a broad technical and creative skill set, and transferable skills, making you adaptable and flexible in order to support effective transition across disciplines and advancement through the music industry.
7. Develop approaches to organisation and communication necessary for effective management of project briefs, and for sustaining a presence in the music industry.
8. Enable your experience of business responsibility, including team working and leadership; and foster your skills of enterprise and entrepreneurship within a music performance environment.
9. Develop understanding of own strengths and limitations and responsibility for the attainment of skills suited to personal lifelong learning, career development and/or progress to future education, including post-graduate level study.

## WHAT IS DISTINCTIVE ABOUT THIS PROGRAMME?

This Staffordshire University BA [Hons] Music Performance and Industry programme is approved for delivery at LMA and is designed to develop you as the artist or performer you want to be.

The course, which has been developed collaboratively by current industry practitioners and academics, takes into account extensive research by the National Skills Academy and

Creative and Cultural Skills Council (published in The Music Blueprint, 2011). It will equip you with the appropriate range of musical and business skills needed to succeed in the thriving music industry today and in the future. Learning on this course extends across a range of genres, roles and media; it is both creative and technical, and is supported by the development of professional knowledge, enterprise, networking and communication skills. So, whether you are a member of a band, a solo performer, songwriter, composer, session musician or producer, LMA will prepare you for the world of work.

For the LMA student, music is not just a career - it is a lifestyle. This lifestyle may consist of recording a song in the fully-equipped 32 channel recording studio one day, composing a movie soundtrack another day and rehearsing for a performance at the Echo Arena the next.

All LMA tutors have worked, and continue to work, in the industry in a variety of musical, technical and creative business fields. Your course will provide excellent value-for-money, featuring high contact hours with the tutors, which will help to instil the discipline, training and professional standards and expectations that the industry demands.

With industry links, auditions, showcases, performing in a variety of venues, and across a multitude of platforms, these opportunities provide the perfect grounding for success.

Overall, the LMA student loves music! There is no better way to live life than ensuring it is filled with music. To be a working musician and earn a living doing something you love is a fantastic feeling. LMA will help you achieve this and turn the dream into reality.

But don't just take our word for it. This is what others have said about us, or achieved because of experience gained through LMA:

**'Well done with your achievements at LMA!'**

**TODD INTERLAND** discussing the music department at LMA.

Todd is former manager of *Elton John*, *Ed Sheeran* and *Lily Allen*. He is currently managing *James Blunt* and *Just Jack* amongst others.

**Some examples of recent success stories at Liverpool Media Academy:**

**IZZY JOHNSON**

Guitarist in *Conquer Divide*, a band with worldwide touring experience.

**VANESSA MURRAY**

Multi award winning songwriter, who has performed at the House of Commons! Vanessa also supported Paul Carrack at the Royal Philharmonic Hall.

**MATT BREEN**

Solo artist who has toured Australia!

**PADDY CLEGG**

Solo artist and 'Life at the Arcade', guitarist and singer songwriter - Peter Guy of The Liverpool Echo described Paddy: "*He's just seventeen... but the boy can sing. His melodies hit you where it hurts and his urgent sense of rhythm suggests lyrics and chords are written in between tweets and snapchats. In other words, he's the sound of right now.*"

## **THE HAVOCS**

### **JOE MADDOCKS, LOWELL CARRAGHER, KYLE MURPHY AND GREG MULLEN**

*The Lowdown* magazine discussing the talented LMA students who are *The Havocs*: 'The Indie sound is very much alive on this track, with the rasping vocals and guitar melodies that hark back to the likes of *Arctic Monkeys*. *The Havocs* take the sound and make it their own. However, with their signature harmonies that really come into their own through the song.'

## **RACHEL CHAMBERS**

Vocalist - Rachel has toured with *Ricky Tomlinson's Royle Variety Performance*. Rachel also leads dance club PAs all across the UK. Rachel is also the singer for popular 90's band 2Funky2 and performs with the band singing the iconic hit, 'Brothers and Sisters' at festivals around Britain, a particular highlight recently was the Reminisce festival.

## **CONOR MCKENNA**

Vocalist - Conor appeared on TV's Pitch Battle as part of the LMA choir. Gareth Malone a judge on the show was astounded by Conor's vocal performance and described him as 'George Michael's second coming' He currently works as a professional singer on the Marella Explorer cruise ship.

## **LITTLE TRIGGERS**

Featuring LMA Graduates Thomas Hamilton-Hughes and Lowell Carragher 'Little Triggers' have recently toured China, headlined a BBC night at The Cavern and also the Lavoir Electrique festival in France. They are currently recording and preparing for a UK tour.

## **THE STAFFORDSHIRE GRADUATE**

This degree in Music Performance and Industry fulfils the Staffordshire Graduate pledge by drawing on the extensive professional backgrounds of the delivery team and by providing a mature and flexible learning environment with accessible specialist resources reflective of the industry. Continued exposure to practitioners within the music industry gives students access to the calibre of music performers (vocal and instrumental), creative personnel, technical crew members, producers, managers and agents as expected at music school, particularly at this level of education and training. Working alongside such practitioners enables students to gain hands-on professional practice; providing valuable networking opportunities that can prove essential within this challenging global industry.

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. A Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work. In partnership with Staffordshire University, this course will produce rounded, articulate and highly employable graduates with the skill set, knowledge base and personal attributes very much in line with industry demands. The course addresses the attributes of employability, entrepreneurship and enterprise, with modules developing confidence, team working skills, industry knowledge and continual personal and professional development [PPD]. This provides students with opportunities for industry exposure to creative and technical professionals alongside their study, as well as continued education and training in the correct professional settings with the appropriate hands-on tools.

For the duration of this BA [Hons] Music Performance and Industry programme, we aim to provide our graduates with **discipline expertise**. We instil a critical knowledge of the

discipline that is underpinned by the experience, research and industry expertise of the academic staff and which strives to reflect the key issues that affect the world in which we live.

This course falls into the creative and cultural industries sector, which comprises a wide range of businesses and companies, many small and individual. Core to the success of these businesses is the ability to work innovatively and with an enterprising and entrepreneurial approach. As part of our commitment to ensuring that graduates demonstrate the necessary **professionalism**, we expect that students will engage throughout the course with the world of work, and become **enterprising** and **entrepreneurial** by nature. This is achieved through practical work, live briefs, industry practice, and independent and self-managed projects to develop and refine the transferable skills [and the confidence and proficiencies that such skills endow] that create graduates with the abilities that employers seek, not only in the field of music but also in wider employment contexts. This means that the skills you develop will have a usefulness outside the music profession and you will be able to recognise their relevance as valuable life skills which are not subject specific and will support you as you navigate your way through what is likely to be a varied and changing career.

In order to capitalise on the knowledge and understanding that the degree aims to develop, **effective communication** and an ability to work in teams and with diverse stakeholders are seen as essential attributes of our graduates. The development of communication, **presentation** and **team working** skills lie at the heart of this BA [Hons] Music Performance and Industry programme and are nurtured through practical briefs that require organisation and cooperation to achieve common goals in the context of creative work for different audiences and partners.

Employers also value **independence of thought** and a **creative** ability to find solutions. This BA [Hons] Music Performance and Industry programme enables students to take ownership of their learning – whether individually or in groups. It encourages independence of thought and **problem-solving** across a spectrum of activities, in the conduct of work-related briefs through modules such as Advanced Solo Performance Skills, Writing, Recording and Performing as a Band, Working as a Session Musician and Major Performance.

Some modules within the course have specific focus on work practice, particularly the modules of Understanding the Music Industry and Industry Investigation through which students develop an understanding of the current industry environment and employment opportunities. Your Promotional Portfolio module requires students to prepare and appropriate industry facing portfolio, while the Performance Showcase module puts student in direct contact with industry practitioners.

Students will carry out critical reading and writing, for example in modules such as Performance Studies and Advanced Performance Studies, and this will in part inform development in tutorial discussions, presentations to peers, and performances to identified target audiences. These are essential attributes of the **critical, reflective** and **life-long learners** that Staffordshire graduates are expected to become. Throughout the programme, students are expected to demonstrate their understanding through critical reflection and debate; to question different views and perspectives and to use both generic and specialist skills to recognise and resolve problems.

Increasingly those problems are set in a global context, and globalisation and **global citizenship** are central to the way that creative and cultural industries professionals engage with the world. Students will explore the local, national and international context of their chosen subject genre and consider how current practice has been influenced by national and international trends through the investigation of the work of others. Students will be expected to access information from diverse sources including via the internet and will learn how to use a range of electronic platforms as routes to a global audience

## PROGRAMME OUTCOMES

The course specific learning outcomes below describe what the course will teach you to do. These outcomes are informed by the QAA benchmark statement for the music sector and therefore are representative of the attributes and capabilities that employers would expect you to demonstrate once you have achieved your qualification.

Level 6	
<b>Knowledge &amp; Understanding</b> <i>[Music Benchmark Statement 2008: 3.8, 3.14, 3.15, 4.8, 4.9, 4.10, 4.11, 4.12]</i>	Demonstrate a systematic understanding of the key aspects of music production and performance, including acquisition of coherent and detailed knowledge of the industry, informed by both enquiry, and creative and technical practice.
<b>Learning</b> <i>[Music Benchmark Statement 2008: 3.8, 4.8, 4.9, 4.10, 4.14, 4.16]</i>	Consider critically your own qualities and transferable skills with reference to the evaluation of your own learning, learning ability and the exercising of initiative and personal responsibility. Think critically about the real working environment of the music industry and how you relate to it, demonstrating insights into your own skills in the context of the sector.
<b>Enquiry</b> <i>[Music Benchmark Statement 2008: 4.8, 4.9, 4.10, 4.11, 4.12]</i>	Deploy effective techniques of analysis and enquiry, demonstrating a professional approach to research and information gathering. Evaluate the ethical implications and appropriateness of information within your work and that of others.
<b>Analysis</b> <i>[Music Benchmark Statement 2008: 3.14, 3.15, 4.8, 4.9, 4.10, 4.11, 4.12]</i>	Examine and critically evaluate the complex aspects of music production and performance in a range of industry related contexts – theory and practice. Evaluate own abilities and limitations in order to identify personal and professional development needs. Question the effectiveness of creative and technical processes in terms of producing work that meets industry expectations.
<b>Problem Solving</b> <i>[Music Benchmark Statement 2008: 3.8, 3.9, 3.15, 4.8, 4.9, 4.10, 4.12, 4.16, 4.17]</i>	Develop appropriate methods to solve creative and technical problems. Make decisions informed by a systematic understanding of the key aspects of music production and performance in a range of industry related contexts. Investigate, engage with and challenge conventional and alternative ways of interpreting and presenting ideas, vocal and instrumental material, and other aspects of music production.
<b>Communication</b> <i>[Music Benchmark Statement 2008: 3.9, 4.9, 4.10, 4.15, 4.17]</i>	Communicate interpersonally using effective forms of written and oral expression. Analyse information and convey complex or abstract information, ideas, concepts and solutions to both specialist and public audiences.
<b>Application</b> <i>[Music Benchmark Statement 2008: 3.8, 3.9, 4.8, 4.9, 4.10, 4.11, 4.12, 4.17]</i>	Apply, at a professional level, appropriate skills and abilities to the music making and performance process in a range of industry related contexts, including the development of practical, technical and written projects, considering theories and principles.

<b>Reflection</b> <i>[Music Benchmark Statement 2008: 3.8, 4.9, 4.10, 4.12, 4.14, 4.15, 4.16]</i>	Manage your own learning, exercising initiative and personal responsibility. Demonstrate qualities and transferable skills necessary for employment and present in a professional manner appropriate to entering the music industry.
<b>Working with Others</b> <i>[Music Benchmark Statement 2008: 3.8, 4.9, 4.10, 4.15]</i>	Develop the communication and interpersonal skills necessary to become a Leader, by heading management and/or creative and/or technical production teams. Motivate and engage team members and peers when working to a common goal, positively supporting the achievement of agreed outcomes.

## PROGRAMME STRUCTURE, MODULES AND CREDITS

### BA [Hons] Music Performance and Industry

<b>L E V E L  4</b>	Teaching Block 1	<b>CORE LMAC40200 Toolkit for Success</b>  [15]	<b>CORE LMAC40226 Solo Performance Skills</b>  [15]	<b>CORE LMAC40227 Band Performance Skills</b>  [30]	<b>CORE LMAC40228 Songwriting</b>  [30]
	Teaching Block 2	<b>CORE LMAC40229 Performance Studies</b>  [15]	<b>CORE LMAC40230 Music Technology</b>  [15]		

<b>L E V E L  5</b>	Teaching Block 1	<b>CORE LMAC50231 Understanding the Music Industry</b>  [15]	<b>CORE LMAC50232 Composition and Advanced Song Writing</b>  [30]	<b>CORE LMAC50233 Writing, Recording and Performing as a Band</b>  [30]	
	Teaching Block 2	<b>CORE LMAC50234 Advanced Performance Studies</b>  [15]		<b>CORE LMAC50235 Advanced Solo Performance Skills</b>  [15]	<b>CORE LMAC50236 Working as a Session Musician</b>  [15]



<b>L E V E L  6</b>	<b>Teaching Block 1</b>	<b>CORE CCIF60427 Industry Investigation</b>  [15]	<b>CORE LMAC60212 Your Promotional Portfolio</b>  [30]	<b>CORE LMAC60238 Innovative Performance</b>  [30]
	<b>Teaching Block 2</b>	<b>CORE LMAC60237 Performance Showcase</b>  [15]		<b>CORE LMAC60239 Major Performance</b>  [30]

## MAPPING MODULES TO LEARNING OUTCOMES

The table below shows how each of the learning outcomes relate to your modules and how they are covered throughout the 3 years of the course.

	Level 4 Modules						Level 5 Modules						Level 6 Modules				
	Toolkit for Success [15]	Solo performance Skills [15]	Song writing skills [30]	Performance Studies [15]	Music Technology [15]	Band Performance Skills [30]	Understanding the Music Industry [15]	Composition And Advanced Song writing [30]	Writing, Recording and Performing As A Band [30]	Advanced Performance Studies [15]	Advanced Solo Performance Skills [15]	Working As A Session Musician [30]	Industry Investigation [15]	Performance Showcase [15]	Innovative Performance [30]	Your Promotional Portfolio [30]	Major Performance [30]
Knowledge & Understanding				X	X	X	X		X	X			X	X		X	X
Learning	X	X	X					X			X	X			X		
Enquiry	X	X	X				X				X	X			X		X
Analysis		X		X	X				X	X			X	X		X	X
Problem - Solving			X	X	X	X			X	X	X	X	X		X		X
Communication	X	X		X			X		X	X			X	X		X	X
Application	X				X	X		X			X	X		X		X	X
Reflection			X			X		X					X	X	X	X	X
Working With Others			X			X		X	X	X	X	X			X		X

## HOW WILL I BE TAUGHT AND ASSESSED?

### **Learning and Teaching**

Through this course you will learn about the fundamental principles of working in the music business, and be encouraged to reflect on how this learning supports a sound base of skills and professional practice. The curriculum is designed to enable you to appreciate the scope and complexity of music production and performance and the professional demands associated with this. You will learn to adopt a mature and informed approach to personal and career development, and to question, discuss and debate professional practice, theoretical premise and areas of social and cultural interest.

Teaching is designed to support this process, and includes lectures, practical workshops, production meetings, performances - both live and in a studio setting, seminars, project work and self-directed study. All modules will be supported by LMA's virtual learning environment, which will not only function as a repository for module resources and information but will also encourage and support independent and flexible study and reinforce the inclusive intentions for learning and teaching on this course. The breadth and range of teaching modes is intended to provide a relevant and stimulating learning experience by supporting the development of essential specific and transferable skills [including communication, reflective practice and team working] in addition to critical understanding of key concepts and theories in a framework that maximises opportunities for student success.

This course is highly vocational with links to industry playing an important part throughout, and with several modules making a positive contribution to the development of a professional portfolio suited to a career within the music industry. Additionally, there are specific modules linking directly to industry through live briefs and the opportunity to showcase yourself and your work to an industry panel. Learning on this course will be enhanced by visiting lectures and masterclasses delivered by industry professionals. Recent guest sessions have been led by legendary Frank Zappa guitarist Denny Walley, Grammy award winning producer Steve Levine and music mogul and Liverpool Sound City Festival Director Dave Pichilingi. The course combines independent performance with group performance projects, typically reflecting industry practice. Live and recorded presentation of your work is encouraged throughout the course, allowing for feedback from public audiences as well as from peers and professionals. The opportunity for synergies with other creative areas enable networks to be formed and provides prospects for collaboration.

Alongside the largely practical design of the modules, self-reflective journals and evaluations add ongoing self-assessment and critique in order to monitor and measure progress and identify strategies for future development.

The course is underpinned by theoretical modules. Through these, an appreciation of the mediums of acting, analysis of scripts and other textual sources, and a realisation of stylistic approaches to performance are gained. These act as a basis for theory to be trialed in practice, whilst reinforcing knowledge and understanding. An important feature of the course is the diversity of modules which allows for broad ranging learning opportunities and scope to

contextualise trends, expectations, demands and opportunities within with these industries. There are definite opportunities for creative individualism and specialism as the course progresses.

Students on this course will expect, and be expected, to take responsibility for their own learning and development and self-directed study. This is equally relevant to work undertaken when completing individual or collaborative assignments, whether work individually or as part of a team.

### **Learning and Teaching strategies include:**

**Work-based practice:** Throughout the course you will relate your training to professionally recognised work activities. You may work in one specialism or across performance areas; and in work that may be in actively performing or in associated roles, such as stage management, event planning and directing, or a combination of these and similar activities. The modules are designed to progressively emphasise professional responsibility and actual experience, which will require you to work increasingly independently whilst enhancing your skills. Work-based practice is embedded in the modules throughout this course and is supported through the Academy's music industry links.

**Lectures:** Formal lectures enable tutors and visiting speakers to impart ideas and information to groups of students, whilst creating the opportunity to stimulate discussions and bring forward areas that students find challenging. Students can be brought together for lectures across courses; this improves group dynamics, encourages appreciation for the interrelationship between disciplines across the wider creative and cultural industries, supports the HE experience and increases networking opportunities.

**Seminars:** In groups you will be able to express your ideas and discuss your learning experience. Seminars will enable you to focus and discuss in depth subjects arising both from your formal lectures and work-based practice. Communication skills will be applied through presentations, justification and discussion, requiring listening and responding skills as well as expressive ability.

**Technical Demonstrations and Masterclasses:** You will gain many of your skills through participating in demonstrations and masterclasses delivered by experienced practitioners from within the Academy and also external experts from the field. Health and safety will be an important aspect of this training. You will be expected to keep a record of technical guidance in the form of handouts and personal notes; these will serve as useful prompts in the future. Evidence of your experimentation with materials and techniques should also be saved alongside your handouts and notes in a Process Journal.

**Projects:** You will build a repertoire and portfolios of work demonstrating your learning, largely through the undertaking of projects. As you progress through the course the projects will increase in their remit, responsibility and in their work related evidence.

**Research:** Research is crucial to the success of those working in the industry – to keep abreast of changes, to market to audiences, monitor competition and generate new ideas. Research methods are taught formally, and research workshops are included throughout the programme, enabling you to identify appropriate methods and evaluate findings.

**Independent practice:** Throughout the course you will be expected to study independently, to inform your activities in timetabled sessions and to enhance your work-based practice. As entrepreneurship is one of the key attributes of Staffordshire Graduate students, you will be expected to plan your learning to become increasingly independent in your approach and forward planning.

**Reflective Practice:** Throughout the course you will learn how to use frameworks of reflection to consider critically the actions that you have taken and those that you make take in the future in order to improve your progress and achieve goals. Critical reflection will allow you to demonstrate your understanding; to question different theories and viewpoints; to examine your own practice and that of others; to resolve problems and to speculate about the future. Such reflection may take place through discussion with others and through independent practice. A learning journal, which you will keep throughout the course, will be a tool to record your reflective practice in writing.

**Tutorials:** As you gain experience in the studio and engage with industry practitioners and clients through live briefs, tutorials become an increasingly important part of the learning strategy. Tutorials can help you to reflect upon your progress – either as part of a group or on a one-to-one basis - and are an opportunity to be presented with formative feedback.

**Group Critiques:** Being able to assimilate new information, draw upon knowledge to discuss and argue points of view, and reflect and respond to others' viewpoints is central to being successful in the workplace. Group critiques allow you to exercise these skills in a safe environment, developing communication techniques that will enhance your future performance.

**Study Visits:** Widening your knowledge of practitioners, including historic and contemporary subjects and the challenges of different working environments, supports your learning by stimulating and inspiring, as well as creating opportunities for group discussion, networking and bonding.

**Teamwork:** Understanding the benefits and challenges of working in teams by undertaking projects, including short and long-term activities, will strengthen your workplace skills. Through collaborative work you will learn to appreciate the pros and cons of combining skill sets, and the skills required to communicate and manage independent and team responsibilities.

#### **Progression:**

In order to facilitate progression through your preferred route, whether academic or industry based, you will be guided on the management of your learning in order to tailor your experience and ensure a smooth transition.

#### **Assessment**

The assessment strategy is designed to both develop and evaluate your knowledge and skills throughout the course. A variety of academically rigorous assessment tasks, activities and formats will be used to suit different learning styles and situations. All the assessments on this course are designed to prepare you for industry practice.

Assessments are designed to be interesting, relevant and contemporary, with the aim of enhancing personal and professional development, while also evaluating performance. Assessments are designed to meet the learning outcomes within each module and the overall pattern of assessment matches the overarching learning outcomes of the full programme.

**Summative assessment** takes place on completion of a module through methods such as practical work, pitches, presentations, essays, journals, research projects and reports that require you to demonstrate an in-depth and increasingly critical understanding of key theoretical concepts and practical ability. It is provided in the form of a percentage mark at the end of a module, and is accompanied by written feedback from the module tutor to each individual student, relating his/her achievement to the learning outcomes of the module. The percentage mark is linked, within the Undergraduate Modular Framework Regulations, to a set of general assessment criteria which distinguish attainment at particular levels. In the case of collaborative projects where you will be working in teams, peer assessment along with tutors' observation reports will be used to determine your contribution to the production of the final project and to inform overall grading of the module.

**Formative Assessment**, which is not graded, is carried out in tutorial and critique situations and feedback is usually provided to you orally, or may be in the form of written feedback on draft pieces submitted. Formative assessment is also sometimes produced as the result of peer or self-assessment exercises. All forms of formative assessment offer you the opportunity to consider your work and take steps to improve and respond to external points of view.

**Self-assessment** through reflection on the grades and feedback is a valuable way of checking your progress and helping you understand the criteria tutors use to measure progress. If you aspire to achieve higher grades you can read the grading statements to understand what you need to be doing in order to improve.

**Assessment feedback** is provided to you in two main ways: orally, in tutorial and critique situations and in writing, using a "fast feedback form" that indicates performance against the learning outcomes of the module.

Typical assessment activities that you will be graded may consist of one or a combination of the following:

Creative outputs professionally presented in the format required by the brief, including scripts, compositions, live and studio-based performances, recordings, promotional materials, etc.

A reflective journal, discussing your learning journey throughout the module and utilising appropriate reflective theory and frameworks

An essay, report, case study or project plan, written and illustrated to given guidelines and word counts

Pitches to clients and presentation of ideas using professional techniques, such as a showcase performance, mini-pitch, slide presentation, electronic/printed publicity material

Self-assessment, peer review and studio critiques

## ADDITIONAL INFORMATION

### Entry Requirements [including IELTS score]

#### What qualifications would I need to join this programme?

The entry requirements for the course are normally:

- 120 UCAS point
- Successful portfolio interview
- Related Work experience
- Mature students welcome by participation in practical workshop, interview and pitch

IELTS 6 [no less than 5.5 in any element]

We welcome applications from mature students and students with non-standard academic qualifications, and the interview allows us to counsel such students as to their best options, an interview would identify the best way forward for such students.

Students may be considered for Recognition of Prior Learning on the basis of credit achieved in prior study; work based experience, substantial employment or other experiential learning. This will be considered in accordance with the RPL Handbook. Evaluation is delegated to the Faculty, which is required to assess each application according to the specified procedure. Information about the availability of RPL can be found at:

<http://www.staffs.ac.uk/legal/policies/recognition-of-prior-learning.jsp>

### Disability Statement

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:

<http://www.staffs.ac.uk/study/disabled/index.jsp>

## COURSE SPECIFIC INFORMATION

### Employment Context

This course is delivered at LMA, Hope Street Campus in Liverpool. The LIMF festival, Sound City, Creamfields and International Beatle week are all high profile music events locally and source much of the talent from the local area. The city of Liverpool is host to a multitude of well-respected music venues such as The Echo Arena, Echo 2, O2 Academy, East Village Arts Club, Kazamir and The Cavern to name but a few, all showcasing an array of talented musicians. This coupled with the emerging recording studio scene including Parr Street and Elevator Studios, make the City a creative hub for musicians and music entrepreneurs. The BA [Hons] Music Performance and Industry programme has been developed taking into account the opportunities across the sector within the region.

The modules are designed to enable students to fulfil the course requirements through their work-based experience. This will include working across a multitude of genres and venues, for

variety of purposes and through solo work, band performance, songwriting and recording opportunities, recognising the vast employment potential within this industry.

### **Extra Costs**

Students on this course are also encouraged to take every opportunity to extend their learning through enrichment activities such as educational visits and networking activities. This programme incorporates a range of subject relevant educational visits. The cost of these visits is subsidised by Liverpool Media Academy but students who wish to take advantage of these are required to make a contribution. This cost would typically add up to no more than £100 per student per year. This enrichment will not be compulsory and will always be discussed well in advance.

### **Progression to Higher Education**

Students choosing to continue down an academic route may wish to progress to a post graduate course; students may apply to appropriate postgraduate courses at Staffordshire University, although they may apply to other institutions as well.

**Further information about the course can be found in the Course Handbook and on the University Website. This includes information about learning outcomes at levels below honours, student support, and academic regulations**



## ADDENDUM FOR DELIVERY AT A PARTNER INSTITUTION

<b>Name and location of partner</b>	LMA Federation House Hope Street Liverpool L1 9BW
<b>Partnership Context</b>	This is one of a suite of BA Hons degrees for the Creative and Cultural Industries delivered by Staffordshire University partner colleges supported by the Faculty of Arts and Creative technologies
<b>Courses to be offered at partner</b>	BA Hons Music Performance and Industry
<b>Aims / Learning Outcomes</b>	As in Prog Spec
<b>Curricula</b>	As in Course Handbook. Delivery will be appropriate to LMA's calendar
<b>Teaching and Learning</b>	As in Course Handbook.
<b>Assessment</b>	As in Course Handbook.
<b>Admissions Criteria</b>	120 UCAS Points
<b>Specific Regulations</b>	None
<b>Date of completion</b>	Students will enrol full-time for 3 years; first cohort completed Summer 2019  Students can enrol directly to Level 6 full-time for 1 year.