

# UNIVERSITY OF EAST LONDON

## UNDERGRADUATE PROGRAMME SPECIFICATION BMus (Hons) POPULAR MUSIC PERFORMANCE

***This programme is only offered at:*** The Institute of Contemporary Music Performance (ICMP)

<b>Final award</b>	BMus (Hons)
<b>Intermediate awards available</b>	Cert HE, Dip HE, BMus
<b>Mode of delivery</b>	The Institute of Contemporary Music Performance
<b>UCAS code</b>	W310
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Music
<b>UEL Academic School</b>	Arts and Digital Industries (ADI)
<b>Date specification last up-dated</b>	June 2015

### Alternative locations for studying this programme

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
The Institute of Contemporary Music Performance (ICMP)	The whole programme is taught at ICMP only.	No	Yes	Full-time

## The summary - UCAS programme profile-

### BANNER BOX:

This course will help you to develop a broad set of relevant music industry skills and effectively prepare you for a real-world portfolio career as a professional musician. This is achieved through a range of activities such as performing, creating and replicating music in live and recorded contexts. You will be challenged, engaged and supported on a journey to develop transferable and industry-specific skills, while achieving professional levels of musicianship.

Essentially, it's about your future in music – working in a creative and collaborative professional environment will challenge and develop you as a musician. Ultimately you will graduate from the BMus fluent and literate in the language of popular music with the attitude and skill-set to succeed as a music professional.

### ENTRY REQUIREMENTS

#### 200 UCAS Tariff Points

Applicants will typically have GCE /VCE A levels equivalent to 200 UCAS points minimum, BTEC National Diploma (at suitable pass levels), Institute Higher Diploma or Diploma (at suitable pass levels, subject to audition.

Applicants will usually be expected to possess 5 GCSEs with grades A-C, including Maths and English Language

All applicants will be expected to attend an audition and interview. The Institute also welcomes applications from established practitioners who are keen to undertake study at the HE level but may not possess the required qualifications. These students may be given credit for their prior study or experience through UEL's Accredited Prior Learning (APL) processes.

Applicants must demonstrate an appropriate level of instrumental performance skills to be eligible for entry onto the programme. The following grades are given as guidelines to indicate the general standard expected of applicants at audition:

- Grade 8 Performance
- Grade 6 Sight Reading,
- Grade 6 Instrumental Techniques
- Grade 6 Harmony and Theory
- Grade 6 Aural

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes. Students with 300 or more UCAS points maybe eligible for an unconditional offer of admission to the course.

In the case of applicants whose first language is not English, then IELTS 5.5 (or equivalent) is required. Minimum level B2 of the CEFR. See [www.gov.uk-visas-and-immigration](http://www.gov.uk-visas-and-immigration) for more information.

At the Institute we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair

treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at the Institute to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

## **ABOUT THE PROGRAMME**

### **What is Popular Music Performance?**

The BMus (Hons) Popular Music Performance degree is for students who aspire to reach a professional standard of musicianship and build a career in today's music industry. The programme is designed to provide students with the necessary skill-set, experience and attitude to succeed as a music professional.

The programme will develop your abilities in performing, creating and replicating popular music in live and recorded contexts, as well as provide you with the tools, knowledge, and experience required to develop and sustain a career in today's modern and diverse music industry.

### **Popular Music Performance at the ICMP**

- Develops your high-level instrumental skills and music literacy
- A personalised learning experience equips you with the knowledge, understanding and skills for successful employment in the music industry
- One-to-one tuition in your principle instrument
- Prepares you for a portfolio career within the music industry and wider creative sector
- High-quality teaching by industry practitioners
- Extensive music industry links and access enable you to build that all important network
- A creative and inspiring learning environment
- A high level of contact teaching hours, delivered in small group in world-class facilities
- Provides preparation for being a professional and versatile musician

### **Programme structure**

The BMus (Hons) Popular Music Performance degree is a 3 year full-time programme.

### **Learning environment**

Your study will be at the ICMP's bespoke facilities in Kilburn, utilising the live rooms, tech suites and in-house music studio facilities as well as classrooms and lecture rooms. You will have access to use these facilities outside of class time while you are a student in order to rehearse and record your music. Your learning will be in small mixed groups for seminars and small workshop groups for practical skills. Some lectures are in larger groups.

All teaching rooms are air-conditioned and have full audio-visual equipment, including PCs and projectors to allow tutors to make use of the ICMP's Virtual Learning Environment (VLE).

### **Assessment**

Modules are assessed through a variety of means, including practical exams and performance, submission of course work, projects, examinations, essays and viva voce.

Details are clearly stipulated in the course handbook and could include a seminar presentation, essay, or project. All students must complete a dissertation.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

### **Work experience/placement opportunities**

As a student at the ICMP you will be regularly offered professional practice opportunities through the Hub, our industry liaison department. This typically includes auditioning for tours, gigs or other musical projects.

### **Project work**

The BMus (Hons) Popular Music Performance offers opportunities throughout the programme to work in a project-based way, submitting assignments of your own arranging, production and composition work.

Project options provide the opportunity to compose/produce/compile a portfolio of original compositions for stage or studio (Professional Project), assume responsibility for planning, organising and managing a music event (Event Management), gain knowledge of music teaching techniques (Instrumental and Vocal Teaching), experience writing music to brief (Composing to Brief).

You will have the opportunity to engage in an independent and self-directed research project as part of the dissertation module.

### **Added value**

By studying at the ICMP you will be in a highly creative environment, with many hundreds of other like-minded students. You will find this a highly stimulating, exciting and vibrant environment!

Moreover, as the ICMP is located in London and at the heart music capital of the world, this provides you with unrivalled opportunities to experience and interact with all aspects of the music industry.

As a student on the BMus (Hons) Popular Music Performance you will be offered many opportunities for collaborative work both with with likeminded students studying on other creative programmes in London and internationally. These opportunities, offered in addition to the curriculum, are a great way for you to build your catalogue and develop your creative and professional skill set.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in....**

- Developing high-level instrumental skills
- Composing Music
- Arranging Music
- Music Technology
- Music Business
- Event Management
- Music Production
- Music Teaching/Education

### **If you enjoy...**

- Making music
- Performing music, both as an individual and as part of an ensemble and/or band
- Working with music technology
- Arranging music
- Composing music
- Recording original material
- Teaching Music
- Collaborating

### **If you want...**

- to become fluent and literate in the language of popular music, while working in a creative and collaborative professional “*cool-servatoire*” environment.
- to develop an extremely high standard of musicianship and the ability to apply specialist music skills
- to collaborate effectively as a member of an ensemble/band/etc..
- to perform
- to create music
- to develop a high standard of musicianship and the ability to apply specialist music skills
- to develop an advanced level of creativity and expression in composition or performance
- to develop competence with industry standard music technology
- an understanding of the commercial nature of the Popular Music Industry
- develop a broad set of relevant music industry skills
- prepare for a real-world portfolio career as a music professional through playing, practicing, performing, creating, re-creating, processing, programming, and producing a future in music.

### **Your future career**

Employment Opportunities include...

- Original artist
- Session musician
- Performer, arranger and MD for West-end musical theatre
- Composing music for films, commercials, TV, radio and creative media
- Function, covers and tribute bands
- Record producer, recording engineer or programmer
- Teaching music

### **How we support you**

You will have access to the Student Services Department for support and advice concerning welfare, finance, personal development, safeguarding etc. You also have access to ‘The Hub’; the ICMP Professional Development team, who provide careers advice, student opportunities, auditions, internship, gigs, etc...

You will also have access to the Learning Resource Centre, containing key texts and industry journals, online resources, listening library, PC resources etc... as well as access to the wider ICMP facilities which include rehearsal / performance studios, project studio, digital audio workstations and drum booths.

In addition, all students have ‘open door’ access to the Programme Leader and their personal tutor.

As a student of UEL you will also enjoy access to a range of UEL facilities, including the 24/7 multimedia libraries, with over 300,000 books, journals, audio-visual resources and archives, 500 electronic books and 25,000 electronic journals and databases

### **Bonus factors**

Studying in London, the musical capital of the world, provides opportunities to engage with the music industry that are unequalled. You have immediate access to gigs, events, conferences, industry, promoters, agents, managers, aggregators and distributors, fixers, agents, publicity and PR agents.

The ICMP also has a dedicated Careers Service, known as 'The Hub', whose remit is to support and assist you in the transition to the workplace.

The Hub provides a wide range of services to meet this aim, including 121 sessions (such as A & R, career planning, personal development), careers events and fairs, networking events, internships, auditions, student opportunities, performances, showcases, industry days, etc.

Members of the ICMP faculty are drawn from a pool of musicians and business leaders who have all performed at the highest levels professionally. More importantly, all are still active in their fields allowing students to benefit from their practical experience and industry networks.

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

#### **Programme Aims**

The principle aims of the course are:

- To establish an advanced instrumental/vocal technique through the expansion of musical repertoires and their cultural contexts
- To enhance musical creativity, performance, composition, arrangement, improvisation, and presentation skills
- To consolidate the ability to assimilate and convey interpretative issues through live ensemble performance, direction, composition, analysis, or criticism
- To develop response to theoretical and analytical concepts
- To co-ordinate ensemble performance through interaction, collaboration and co-operation and achieve an appropriate level of interpretative maturity
- To provide the skills necessary to be able to operate as a music professional

### **What will you learn?**

Programme Learning Outcomes

#### **Knowledge**

- Advanced skills in reflexive musicianship, including perception, sensitivity, history, tradition, and context
- Extensive subject-specific knowledge, including a critical understanding of subject specific resources, and the ability to develop original argument
- Originality and insight in both practical and academic contexts, and the ability to demonstrate independence in the execution of advanced and challenging tasks

#### **Thinking skills**

- An understanding of the commercial nature of the popular music industry
- An appreciation of the uncertainty, ambiguity and limits of knowledge
- An advanced level of communication, imagination, creativity and expression

#### **Subject-Based Practical skills**

- An advanced deployment of practical music skill
- The ability to apply specialist music skills
- Developed IT skills to an advanced level, including the ability to transfer elements of this skill to other area

#### **Skills for life and work (general skills)**

- The ability to work independently, organise work effectively, exercise initiative and personal responsibility, and manage personal learning
- The ability to collaborate effectively as a member of a team
- The learning ability needed to undertake appropriate further training, whether formally (institution-based) or informally (professional development)

## **The programme structure**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to the FHEQ levels:

- |   |   |
|---|---|
| 3 | equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme |
| 4 | equivalent in standard to the first year of a full-time undergraduate degree programme  |
| 5 | equivalent in standard to the second year of a full-time undergraduate degree programme                                       |
| 6 | equivalent in standard to the third year of a full-time undergraduate degree programme  |
| 7 | equivalent in standard to a Masters degree  |

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### **Typical duration**

The expected duration of this programme is 3 years full-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any extra time required to complete outstanding modules. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. A student cannot normally continue study on a programme after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a programme in part time mode is 8 years from first enrolment.

## How the teaching year is divided

The teaching year begins in September and ends in June

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 90 credits in any academic year.

## What you will study when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

Level	Module Code	Module Title	Distance learning Y/N	Credits	Status*
4		Harmony, Theory and Technique I	N	30	Core
4		Music Performance I	N	30	Core
4		Music Culture, Context and Criticism I	N	30	Core
4		Music Technology	N	30	Core
5		Harmony, Theory and Technique II	N	30	Core
5		Music Performance II	N	30	Core
5		Arranging and Composing	N	30	Core
5		Marketing and Monetising Your Music	N	15	Core
5		Music Culture, Context and Criticism II	N	15	Core
6		Dissertation	N	30	Core
6		Advanced Music Performance	N	30	Core
6		Professional Project	N	30	Core

6		Instrumental and Vocal Teaching	N	30	Option
6		Event Management	N	30	Option
6		Composing to Brief	N	30	Option

*\*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

### Requirements for gaining an award

In order to gain an honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an ordinary degree you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a Diploma of Higher Education you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a Certificate of Higher Education you will need to obtain 120 credits at level one or higher.

### Degree Classification

Where a student is eligible for an Honours degree by passing a valid combination of modules to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

The arithmetic mean of the best 90 credits at level 6	x	0.8	+	The arithmetic mean of the next best 90 credits at levels 5 and/or 6	x	0.2
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and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100%	First Class Honours
60% - 69%	Second Class Honours, First Division
50% - 59%	Second Class Honours, Second Division

40% - 49%	Third Class Honours
0% - 39%	Not passed

### Further information

The Institute is situated in Kilburn, North West London and is extremely well connected to all public transport. It is within three minutes walk from the Kilburn station on the Jubilee branch of the Underground, two minutes' walk from the Brondesbury overground train station.

Please contact the Institute if you have any questions – [www.icmp.co.uk](http://www.icmp.co.uk)  
Telephone 0207 328 0222

Facebook – [www.facebook.com/TheInstituteLondon](http://www.facebook.com/TheInstituteLondon)

Twitter – [www.twitter.com/TheInstitute](http://www.twitter.com/TheInstitute)

Youtube – [www.youtube.com/theicmp](http://www.youtube.com/theicmp)

Instagram – [www.instagram.com/the\\_institute](http://www.instagram.com/the_institute)

Tumblr – [www.theinstitutelondon.tumblr.com](http://www.theinstitutelondon.tumblr.com)

Soundcloud – [www.soundcloud.com/the\\_institute-1](http://www.soundcloud.com/the_institute-1)

## Teaching, learning and assessment

Knowledge is developed through

- Lectures
- Workshops
- Seminars / Feedback Sessions

Thinking skills are developed through

- Lectures
- Tutorials
- Group Workshops

Practical skills are developed through

- Performance Workshops
- Instrumental Classes
- Seminars

Skills for life and work (general skills) are developed through

- Project Based work supported by Tutorials / Workshops
- 'Live' briefs
- Industry engagement

### Assessment

Knowledge is assessed by

- Coursework
- Essays
- Examinations
- Presentations

Thinking skills are assessed by  
Coursework

- Examinations
- Project work
- Research

Practical skills are assessed by

- Live Performance
- Practical examinations
- Recorded Portfolios

Skills for life and work (general skills) are assessed by

- Project work
- Group work
- Reflection
- Portfolios

## How we assure the quality of this programme

### Before this programme started

Before this programme started, the following was checked:

- There would be enough qualified staff to teach the programme;
- Adequate resources would be in place;
- The overall aims and objectives were appropriate;
- The content of the programme met national benchmark requirements;
- The programme met any professional/statutory body requirements;
- The proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- External examiner reports (considering quality and standards);
- Statistical information (considering issues such as the pass rate);
- Student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at UEL School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. External examiner reports can also be accessed under the Quality Assurance and Enhancement section of ICMP's internal virtual learning environment. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/ga/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations;
- Programme evaluations;
- Polls and surveys online;
- Student representation on programme committees (meeting 2 times year)
- Routine meetings with Student President and Student Secretary
- Drop-in-Slot meetings
- Informal contact

Students are notified of the action taken through:

- Circulating the minutes of the programme committee;
- Students' newsletter (published weekly)
- Providing details on the programme noticeboard;
- Individual responses to students as required;
- Postings on our online discussion forums including VLE and Institute website
- YSWD

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- *Annual student satisfaction questionnaire;*
- *Questionnaires to former students;*
- *Industry liaison*
- *External Examiners*
- *Pedagogic Research*
- *Market Research*
- *Higher Education Academy*

### **Further information**

Please contact the Institute if you have any questions – [www.icmp.co.uk](http://www.icmp.co.uk)  
Telephone 0207 328 0222

Facebook – [www.facebook.com/TheInstituteLondon](http://www.facebook.com/TheInstituteLondon)

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Tumblr – [www.theinstitutelondon.tumblr.com](http://www.theinstitutelondon.tumblr.com)

Soundcloud – [www.soundcloud.com/the\\_institute-1](http://www.soundcloud.com/the_institute-1)

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook (*give web-site where available*)
- Module study guides (*give web-site where available*)
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- *School web pages (give web-site address)*
- *Add any other information sources that you think would be helpful*