

New Programme Academic Case (Programme Spec)

Notes

- The Academic Case will be developed by programme team, with advice from QSS and TEA.
- Programme teams will submit the documentation to the Head of School and Associate Dean Education via the Quality Support Service, who will provide feedback/guidance and ensure the programme is ready for the Academic Approvals Panel.
- The completed Academic Case will be scrutinised by an Academic Approvals Panel, who will make a recommendation to Education Committee.
- Programme design must be informed by the Programmes Checklist on the New Programmes Approval Form and associated guidance from TEA/QSS.

1. Programme Overview

1.1 Programme information

Partner Institution	Leeds Conservatoire
Location of Delivery	Leeds Conservatoire, 3 Quarry Hill, Leeds LS2 7PD
Programme titles and awards	BA (Hons) Popular Music with Foundation Year or BA (Hons) Popular Music or BA (Hons) Songwriting with Foundation Year Or BA (Hons) Songwriting Or BA (Hons) Folk, Roots and Blues
Faculty & code	Faculty of Arts, Cultures and Education (UoH)
Academic unit (& code)	School of Arts (UoH)
Owning subject group (& code)	School of Popular Music and Voice (Leeds Conservatoire)
Type of programme	Validated
Mode and duration of study	4 years FT for courses with Foundation Year 3 Years FT for courses without Foundation Year.
Method of delivery	<i>Blended</i>
Trimesters	Semester 1 – T1, A Semester 2 – T2, A
End of level and exit awards	Level 3 – Foundation Certificate Level 4 - HE Cert, Level 5 - HE Diploma, Level 6 - BA(Ordinary), BA Hons.

Entry requirements	<i>4 years FT for courses with Foundation Year = UCAS TARIFF 64 POINTS</i> <i>3 Years FT for courses without Foundation Year. UCAS TARIFF 96 POINTS</i> Applicants should also have achieved a minimum of three GCSEs at Grade C/4 or above. UCAS tariff points from music graded exams are also accepted (highest achieved per instrument (grade 6 and above), awarded by ABRSM, London College of Music, Trinity College, Rock School). All applicants will be required to either attend an interview. Please see https://www.leedsconservatoire.ac.uk/audition for up to date details of our audition process. English Language requirements: All applicants must meet the minimum English Language requirement, as set by the conservatoire. For UK applicants this is GCSE English Language or GCSE English Literature at grade C/4. Equivalent qualifications, such as Functional Skills English Level 2 or National 5 English grade C, will also be accepted. For applicants that require a Student Visa to study in the UK, the standard requirement is IELTS 6.0 with no sub-test less than 5.5. We offer pre-sessional English courses to improve your academic English language level and help you prepare for study in the UK. You will be able to use a pre-sessional to meet the English language requirement for your course. <i>* The entry requirements for a programme will be detailed in your offer. If you meet these conditions, you are guaranteed a place on the programme.</i>
Fee	
Additional course costs	In programmes where students are developing the learning on a specific instrument, we would expect the student to have access to this instrument consistently for teaching and practice. Provision is available at the conservatoire for instrumental support, but students may wish to purchase an instrument for their personal use.

UCAS/HECOS codes	UCAS CODES BA (Hons) Popular Music with Foundation Year - W3W2 BA (Hons) Popular Music – W302 BA (Hons) Songwriting with Foundation Year – W3J4 BA (Hons) Songwriting – W310 BA (Hons) Folk, Roots and Blues – W309 HECOS CODES BA (Hons) Popular Music – 100841 BA (Hons) Songwriting- 101451 BA (Hons) Folk, Roots and Blues - 101447
ATAS requirements	NA
Accrediting body/bodies and date of application/approval	NA

1.2 Programme outline

This programme provides a rigorous and structured education in either Popular Music, Songwriting, or Folk, Roots, and Blues music, guiding students from foundational knowledge to advanced expertise. Through a combination of lectures, seminars, workshops, and individual tuition, students develop a broad and deep understanding of musical materials, artefacts, texts, discourses, and concepts, applying these insights to the study and practice of their chosen musical disciplines.

A core focus of the programme is the development of artistic creativity and technical proficiency. Students engage in practical Songwriting, Popular music performance, or Folk, Roots, and Blues performance, honing their interpretative skills, stylistic awareness, and technical control to effectively convey musical ideas. This is complemented by an emphasis on collaborative music-making, including performance, improvisation, and co-creation, where students build strong communication and teamwork skills essential for professional and artistic success.

The academic dimension of the programme encourages critical engagement with historical, philosophical, cultural, and social contexts of music. Students explore how these factors shape the musical practices of their peers and themselves and broader cultural discourses. The ability to analyse and interpret musical works using appropriate theoretical frameworks is a key learning outcome, with findings communicated through written, verbal, and creative outputs. Additionally, students examine the intersection of music with other disciplines in the arts, humanities, and sciences, fostering an interdisciplinary approach to musical study.

Students also develop an informed understanding of the relationship between artistic practice and theoretical perspectives, applying this knowledge to both creative and academic work. The programme integrates the study and application of music technologies in composition,

production, and performance, ensuring that students remain attuned to contemporary industry developments and technological innovations.

A strong emphasis is placed on professional and personal development. Students cultivate independent research skills, self-motivation, and critical self-awareness, preparing them for ongoing artistic growth and career progression. The programme also equips students with essential management skills such as project planning, portfolio collation, and time management, ensuring they can effectively complete specified projects and navigate the professional landscape of the music industry.

Students learn how to present their work effectively to both specialist and non-specialist audiences in a variety of formats, including sonic, verbal, and written forms. Entrepreneurial skills are also developed, with training in marketing, monetisation, and business planning to support students in developing and maintaining sustainable careers within the music industry.

By integrating these diverse yet interconnected areas of study, the programme provides a holistic education that equips students with the knowledge, skills, and experience necessary for success in Popular Music, Songwriting, or Folk, Roots, and Blues. Graduates emerge with a comprehensive understanding of their craft, a strong professional skillset, and the confidence to contribute meaningfully to the contemporary music landscape.

1.3 Approvals Timeline

A timeline for approvals is outlined in section 7.1 of the Business Case. Relevant dates are as shown below:

Date of Business Case Approval: n/a

Expected Date of Academic Approvals Panel: (via CPC meeting on 8 May 2025)

Expected Date for Full Approval: (via Education Committee) 20 May 2025

Expected Start Date: September 2026

Expiry of Development Consent: n/a

2. Programme Learning Outcomes

Appendix 1 Shows the Programme Learning Outcomes mapped against the QAA Music Benchmark Statements (2025) that are relevant to the BA (Hons) Popular Music, BA (Hons) Songwriting and BA (Hons) Folk, Roots and Blues programme and pathways.

3. Programme Design

3.1 Relevant external resources used in the design of the programme

The development of this programme has been a collaborative and dynamic process, informed by industry engagement, academic consultation, and alignment with sector-wide benchmark standards. The programme has been designed to equip students with the essential knowledge, technical expertise, and professional skills required for success in the contemporary music industry.

The programme adheres to key Music Benchmark Standards to ensure that graduates develop a comprehensive understanding of musical materials, artefacts, texts, discourses, and concepts (A1). Students explore the relationship of music to historical, philosophical, cultural, and social contexts (A2), as well as its intersections with other disciplines within the arts, humanities, and sciences (A3). The ability to analyse songs and tracks critically and communicate findings effectively (A4) is central to the academic framework. Additionally, students gain insight into the relationship between their own artistic practice and theoretical perspectives (A5) and the evolving role of music technology (A6).

A core aspect of the programme is the development of technical skills that enable students to express their creativity and individuality in practical music-making (B1). Through a combination of performance and/or composition, students develop their interpretative abilities. The curriculum ensures that they acquire a strong grasp of musical language and organisation (B2, B3) while fostering collaboration in collaborative settings and co-creative projects (B4). The integration of music technologies in recording, production, and live performance (B5) ensures that students remain attuned to contemporary industry practices.

The programme also prioritises professional skill development, preparing students for sustainable careers in various areas of the music industry. Independent research, self-motivation, and critical self-awareness are nurtured throughout the degree (C1, C2). Students work collaboratively on joint projects (C3) and develop organisational and time management skills to successfully execute projects (C4). An awareness of professional, cultural, and ethical frameworks (C5, C8) enables students to navigate diverse industry contexts effectively. The ability to present work in accessible formats for both expert and non-expert audiences (C6) and communicate creative ideas within a team (C9) further enhances their professional readiness.

The programme's structure has been shaped through close collaboration with external professionals. Many academic members of the school team are also active industry practitioners, ensuring that teaching content remains relevant and reflective of real-world practice. Regular engagement with External Examiners helps to refine assessment methods and maintain academic integrity. Additionally, visiting practitioners are frequently involved in student learning through workshops, masterclasses, and Q&A sessions, providing valuable insights and industry feedback. Alumni contributions further enhance the curriculum, offering perspectives on the transition from education at Leeds Conservatoire to professional work.

Dan McDougall (alumni and drummer for Liam Gallagher) highlights the programme's industry relevance: "It's great that the programme is designed to address the realities and challenges of real-world practice, and to meaningfully prepare students for a career in the creative industries."

Therese Ulvan (International Singer-Songwriter) underscores its global reach and inclusivity: “As one of the largest providers of Music Education in Europe, Leeds Conservatoire offers students an invaluable international network. The provision equips students with all the tools they need to enter the industry successfully. The education and environment are inclusive and put the individual student at the centre of their own learning.”

The culmination of this collaborative development process ensures that the programme addresses the fundamental skills required for success in the music industry. Graduates leave with expertise in performance and/or songwriting, research and critical thinking, collaboration, digital skills, and entrepreneurial industry knowledge. The programme is designed to be accessible to both autodidactic learners and those from formal educational backgrounds, providing a student-centred, industry-aligned, and highly relevant educational experience.

3.2 Exemptions from the Academic Framework or Quality and Standards Framework

Exemptions from the Academic framework or Quality and Standards Framework currently held by Leeds Conservatoire are held on the collaborative provision University of Hull Microsoft Team's site.

There is an exemption to the rule that states that there is 20 days for 1st and 2nd markers to mark the assessments for a module. This does not apply to Leeds Conservatoire undergraduate courses due to the part time nature of the majority of the staff involved in the assessment process and the number of student assessments they are involved in.

There is also an exemption relating to anonymous marking. Leeds Conservatoire courses are not anonymously marked due to the performance aspect of the majority of the assessments which require markers to be present.

3.3. Module Structure and Rationale

*Give a **visual** overview of the structure of the programme and provide a description (500 words) of the programme indicating e.g. links between modules, how modules build on one another, and any pathways through the programme.*

Please see Appendix 2 for a visual overview of the Mapping of Modules to the Programme Outcomes.

Please see Appendix 4 for the Module Overview.

The programme and pathways are structured around key strands that progressively build on students' existing skills, ensuring they reach a professional level of competency.

At level 3 the BA (Hons) Popular Music and BA (Hons) Songwriting have 4 shared modules ('History of Popular Music', 'Popular Music in Context', 'Musicianship Foundations 1' and 'Musicianship Foundations 2'), and 2 focused pathway specific modules devised in either performance or songwriting. This allows collaboration and shared knowledge requirements to be delivered whilst also acknowledging the need for specific pathway content to be disseminated from the earliest opportunity.

Throughout levels 4-6 the Performance and Songwriting modules (Performance or Songwriting 1-4 and Major Songwriting or Performance Showcase) guide students from foundational techniques to professional artistry. Performance or Songwriting 1: Skills establishes core musicianship, technique, and adaptability, forming a solid base for future development. Performance 2: Technique refines instrumental/vocal ability or songwriting, integrating theoretical insights. Performance 3: Artistry shifts the focus to individual artistic identity, recorded performance or songwriting, and stylistic development. Performance 4: Creativity encourages further artistic exploration, incorporating professional practice. The Major Performance Showcase serves as the programme's culmination, allowing students to consolidate their unique artistic voice and present themselves as industry-ready performers or songwriters.

The Creative Environments modules (1-4) follow a structured progression, developing both collaborative performance or songwriting and digital production skills. Creative Environments 1 introduces foundational ensemble performance or songwriting skills and basic DAW production, fostering stagecraft or co-writing and technical proficiency. Creative Environments 2 refines rehearsal or co-writing strategies and expands DAW knowledge, incorporating audio processing and arrangement techniques. Creative Environments 3 deepens group collaboration, enhancing rehearsal techniques or co-writing technique and developing advanced mixing skills. Creative Environments 4 synthesises these elements, focusing on performance identity and advanced stagecraft or compositional identity, and industry expectations, ensuring students are prepared for professional creative collaboration and digital music production.

The Music Industry modules (1-4) provide a structured pathway for understanding and navigating the music industry. Music Industry 1: Infrastructure lays the foundation by introducing industry structures, income streams, and professional bodies. Music Industry 2: Portfolio Skills expands career possibilities, equipping students with skills in journalism, pedagogy, and musicology to support a diverse portfolio career. Music Industry 3: Strategy builds on this knowledge, teaching marketing, promotion, and branding strategies to help musicians establish their careers. Finally, Music Industry 4: Implementation focuses on personal career development, guiding students in branding, professional networking, and financial management to successfully launch their careers as music professionals.

The Focus 1 and Focus 2 modules provide an element of specialisation, allowing students to tailor their learning by selecting two of three focus areas: Collaborative Writing, Collaborative Performance, and Research. This enables students to refine specific skills aligned with their career aspirations, ensuring a personalised and targeted approach to their professional development.

Additionally, the Musical Context and Musical Analysis modules complement each other by providing both a theoretical and practical framework for understanding music. Musical Context establishes a broad understanding of music's cultural, social, and industrial significance, encouraging students to critically engage with music as both an art form and a commercial entity. Musical Analysis sharpens technical and compositional skills, equipping students with the tools to deconstruct and refine their work. Together, these modules enhance students' ability to evaluate, create, and contextualise music, ensuring they develop both an informed artistic perspective and a strong analytical approach.

3.4. Assessment Journey

Provide an overview of the assessment journey for the journey describing how these work between modules and the stages of the programme. (500 words)

Please see Appendix 5 for an overview of the assessment journey throughout the programme and between modules.

The assessment journey throughout the programme is designed to foster both practical and intellectual growth, with a variety of assessment types to cater to different learning styles and skill sets. Each module includes at least one assessment point, with some modules incorporating two. Formative assessments are integral, providing students with regular opportunities to test their learning and receive feedback from peers and staff, preparing them for the final assessments at or towards the end of each semester.

For the Performance and Songwriting modules (Performance or Songwriting 1-4 and Major Performance or Songwriting Showcase), assessments are designed to track students' progress in performance or songwriting. Performance assessments in Performance 1 and 3 require students to submit a performance video, helping them develop the skills to present themselves effectively on screen. In Performance 2, 4, and Major Showcase, students can choose between live performances or recorded videos, reflecting industry practice. Songwriting students, who may not be performers themselves, submit recorded portfolios for all five Songwriting modules, providing a comprehensive view of their work. Additionally, students submit a Skills Audit in Semester 1 and a Reflection in Semester 3 to enable the assessment of their own critical and reflective development over time.

The Creative Environments strand (1-4) focuses on developing both DAW skills and collaborative performance or songwriting abilities. Students are assessed practical and individually on their DAW proficiency, with assessments involving the submission of produced tracks. These assessments build in complexity over the four semesters, from fundamentals to advanced techniques in processing, mixing, and creative application. Collaborative tasks, either co-writing or collaborative performance, are also assessed, with increasing demands as the programme progresses, enabling students to demonstrate their growing skillset in working with others.

In the Music Industry modules (1-4), students are initially assessed through analytical work that reflects their understanding of the industry's structure and mechanics. Students have the

option to submit essays or presentations, allowing for flexibility in how they demonstrate their research and evaluation skills. As the programme progresses, assessments in Music Industry 3 and 4 require students to integrate their learning into creative output, such as through a case study and a graduation pack that showcases their ability to apply industry knowledge to their own work.

Throughout the programme, a variety of assessment methodologies are used to ensure accessibility and inclusivity. Students can choose between different types of assessments, such as live performances, portfolios, essays, and audio/video presentations, allowing them to engage with the material in a way that best suits their strengths and learning style. This diverse approach ensures that all students can evidence their learning and progress effectively, preparing them for successful careers in the music industry.

3.5 Employment and Further Study Opportunities

The modules offered in this programme provide a solid foundation for students to pursue careers in various professions within the music industry, including songwriting, performance, production, musicology, journalism, education, and A&R within publishing and labels.

Songwriter

'Songwriting' modules help students refine their artistic voice and songwriting techniques by exploring influences, developing unique sounds, and applying industry insights. Musical Analysis sharpens compositional skills by examining song structures, arrangements, and styles, enabling students to craft more sophisticated and impactful songs. Additionally, Music Industry 3: Strategy provides essential knowledge on marketing and branding, which is crucial for promoting one's songwriting career.

Performer

'Performing' modules focus on developing technical ability, artistic identity, and performance strategies. Performance 1: Skills and Performance 2: Technique build foundational skills, while Performance 3: Artistry and Performance 4: Creativity focus on refining individual style, performance identity, and stage presence. The Creative Environments modules (1-4) further enhance collaborative performance and technical proficiency, especially in live settings and digital production, preparing students for professional performances in a variety of contexts.

Producer

The Creative Environments modules emphasize collaboration, stagecraft, or co-writing and the use of Digital Audio Workstations (DAW) to produce and arrange music. Students learn to handle audio processing, mixing, and sound manipulation, which are essential for producing tracks. Musical Context deepens students' understanding of how music is consumed and interpreted within the industry, helping students align their production work with market demands and trends.

Musicologist/Academic Researcher

Musical Context provides critical thinking skills by exploring music's cultural, social, and commercial impact, while Musical Analysis offers technical and compositional expertise, equipping students with analytical tools to deconstruct and understand music. Together with the potential study of Musicology in Focus 1 and Focus 2, these modules prepare students for roles in academia or research, where they can teach or publish scholarly work on music theory, history, and culture.

Music Journalist/Critic

The Music Industry 4: Portfolio Skills module, with its content in journalism, equips students with the practical tools and knowledge to pursue a career in music journalism. This module teaches the basics of writing, critical analysis, and exploring different career avenues, providing the foundation for music critics to review albums, concerts, and write features. Additionally, Musical Context enhances students' ability to critique and engage with music on a deeper, theoretical level.

Pedagogue and Educator

The Music Industry 4: Portfolio Skills module, which includes pedagogy, provides aspiring music educators with the necessary foundation to teach music. Coupled with the Performance or Songwriting modules, which develop musicianship and technical abilities, students can teach a wide range of musical skills, from performance techniques to songwriting.

A&R (Publishing or Labels)

Music Industry 1 covers the basics of the music industry, including professional bodies and income streams, while Music Industry 3 delves into marketing, promotion, and branding. These modules prepare students to navigate the business side of the music industry, helping them identify talent, manage artists, and develop strategies for career growth in publishing or A&R roles.

These modules provide students with the skills, knowledge, and industry insights needed to pursue successful careers across a range of professions in the music industry. Whether as a performer, songwriter, producer, educator, or music business professional, students are well-equipped to navigate and thrive in the competitive music landscape.

4. Appendices

4.1 Appendix 1: Programme Outcomes Mapped to Benchmark Standards

[illegible]

PO5	Analyse and interpret musical works, employing appropriate theoretical frameworks and effectively communicating findings through written, verbal, and creative outputs.				1	1											1			
PO6	Explore and articulate the ways in which music intersects with other disciplines in the arts, humanities, and sciences, applying interdisciplinary approaches where relevant.		1	1																
PO7	Demonstrate an informed understanding of the relationships between artistic practice and theoretical perspectives in music, applying this knowledge to creative and academic work.				1	1						1								
PO8	Engage with music technologies in composition, production, and/or performance, demonstrating an awareness of their impact on contemporary musical practice.						1				1							1		
PO9	Develop independent research skills, self-motivation, and critical self-awareness, preparing for ongoing artistic and professional development.											1	1			1				
PO10	Demonstrate an understanding of the legal, ethical, and professional frameworks relevant to music practice, presenting work effectively for both specialist and non-specialist audiences in a range of sonic, verbal, and written forms.															1	1		1	

		Semester 1																		
6	20	Focus 1	Performance/Portfolio or Essay			x			x		x	x		x						
6	20	Industry 3: Strategy Major Performance Showcase	Case study				x			x			x							
6	40		Performance Portfolio	x	x	x		x	x				x	x						
		Semester 2																		
6	20	Focus 2	Performance/Portfolio or Essay		x			x				x		x						
6	20	Industry 4: Implementation	Graduation Pack (Portfolio)	x			x			x	x	x	x							

* Popular
Music
Pathway Only

Modules mapped to Programme Outcomes for BA (Hons) Songwriting with Foundation Year/BA (Hons) Songwriting

				Programme Outcomes																
Level	Credits	Module Name	Assessment Method (e.g. exam, essay, presentation)	PO1*	PO2*	PO3*	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12**	PO13**	PO14**	PO15**	PO16**	PO17**
		Level 3 Foundation stage																		
		Semester 1																		
3	20	Foundational Songwriting 1	Songwriting Portfolio							x			x	x			x			
3	20	History of Popular Music	History Portfolio				x		x	x		x								
3	20	Musicianship Foundations 1: Theory and Tools	Online Theory Portfolio					x			x				x					
		Semester 2																		
3	20	Foundational Songwriting 2	Collaborative Songwriting Portfolio										x	x		x	x			
3	20	Popular Music in Context	Context Portfolio				x		x			x								
3	20	Musicianship Foundations 2: Applied Theory	Theory Portfolio					x			x				x					
		Level 4 Certificate stage																		
		Semester 1																		
4	20	Songwriting 1: Skills	Skills Audit and Portfolio							x		x		x			x			
4	20	Musical Analysis	Song Analysis				x	x	x						x					
4	20	Songwriting Creative Environments 1	DAW Submission and Collaboration Portfolio								x		x			x	x			
		Semester 2																		
4	20	Songwriting 2: Technique	Portfolio									x		x	x		x			

4	20	Musical Contexts	Essay or Presentation				x	x	x						x					
4	20	Songwriting Creative Environments 2	Audio recording and Collaboration Portfolio							x	x		x			x				
		Level 5 Diploma Stage																		
		Semester 1																		
5	20	Songwriting 3: Artistry	Reflection and Portfolio							x	x	x		x			x			
5	20	Songwriting Creative Environments 3	DAW Processing and Collaboration Portfolio				x				x					x				
5	20	Industry 1: Infrastructure	Essay or Presentation				x		x			x	x		x					
		Semester 2																		
5	20	Songwriting 4: Performance	Portfolio					x				x		x			x			
5	20	Songwriting Creative Environments 4	Mix submission and collaboration portfolio							x	x		x			x				
5	20	Industry 2: Portfolio Skills	Essay or portfolio				x	x	x			x			x					
		Level 6 Honours Stage																		
		Semester 1																		
6	20	Focus 1	Performance/Portfolio or Essay						x		x	x		x			x			
6	20	Industry 3: Strategy	Case study				x			x			x							
6	40	Major Songwriting Showcase	Portfolio					x	x		x		x	x	x	x	x			
		Semester 2																		
6	20	Focus 2	Performance/Portfolio or Essay					x				x		x		x				

6	20	Industry 4: Implementation	Graduation Pack (Portfolio)				x			x	x	x	x		x				
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Songwriting
Pathway Only

Modules mapped to Programme Outcomes for BA (Hons) Folk, Roots and Blues				
				Programme Outcomes

5	20	Folk Roots and Blues Performance 4: Creativity	Performance portfolio							x			x	x						x
5	20	Creative Environments 4	Creative DAW Submission and Collaborative Performance							x									x	x
5	20	Industry 2: Portfolio Skills	Essay or portfolio				x	x	x			x						x		
		Level 6 Honours Stage																		
		Semester 1																		
6	20	Focus 1	Performance/Portfolio or Essay						x		x	x		x						x
6	20	Industry 3: Strategy	Case study				x			x			x							
6	40	Folk, Roots and Blues Major Performance Showcase	Performance Portfolio					x	x				x	x				x	x	x
		Semester 2																		
6	20	Focus 2	Performance/Portfolio or Essay					x				x		x					x	
6	20	Industry 4: Implementation	Graduation Pack (Portfolio)				x			x	x	x	x					x		

*** Folk Roots and Blues Pathway only

4.4 Appendix 4: Module Structure

Module Structure for BA (Hons) Popular Music with Foundation year and BA (Hons) Popular Music						
	Semester 1			Semester 2		
Level 3	Foundational Performance 1 (20 credits)	History of Popular Music (20 credits)	Musicianship Foundations 1: Theory and Tools (20 Credits)	Foundational Performance 2 (20 credits)	Popular Music in Context (20 credits)	Musicianship Foundations 2: Applied Theory (20 credits)
Level 4	Performance 1: Skills (20 Credits)	Musical Analysis (20 Credits)	Creative Environments 1 (20 Credits)	Performance 2: Technique (20 Credits)	Musical Contexts (20 Credits)	Creative Environments 2 (20 Credits)
Level 5	Performance 3: Artistry (20 credits)	Industry 1: Infrastructure (20 Credits)	Creative Environments 3 (20 credits)	Performance 4: Creativity (20 credits)	Industry 2: Portfolio Skills (20 credits)	Creative Environments 4 (20 credits)
Level 6	Industry 3: Strategy (20 credits)	Focus 1 (20 credits)	Major Performance Showcase (40 credits)		Industry 4: Implementation (20 credits)	Focus 2 (20 credits)

Module Structure for BA (Hons) Songwriting with Foundation year and BA (Hons) Songwriting						
	Semester 1			Semester 2		
Level 3	Foundational Songwriting 1 (20 credits)	History of Popular Music (20 credits)	Musicianship Foundations 1: Theory and Tools (20 Credits)	Foundational Songwriting 2 (20 credits)	Popular Music in Context (20 credits)	Musicianship Foundations 2: Applied Theory (20 credits)

Level 4	Songwriting 1: Skills (20 Credits)	Musical Analysis (20 Credits)	Songwriting Creative Environments 1 (20 Credits)	Songwriting 2: Technique (20 Credits)	Musical Contexts (20 Credits)	Songwriting Creative Environments 2 (20 Credits)
Level 5	Songwriting 3: Artistry (20 credits)	Industry 1: Infrastructure (20 Credits)	Songwriting Creative Environments 3 (20 credits)	Songwriting 4: Performance (20 credits)	Industry 2: Portfolio Skills (20 credits)	Songwriting Creative Environments 4 (20 credits)
Level 6	Industry 3: Strategy (20 credits)	Focus 1 (20 credits)	Major Songwriting Showcase (40 credits)		Industry 4: Implementation (20 credits)	Focus 2 (20 credits)

Module Structure for BA (Hons) Folk, Roots and Blues						
	Semester 1			Semester 2		
Level 4	Folk Roots and Blues Performance 1: Skills (20 Credits)	Musical Analysis (20 Credits)	Creative Environments 1 (20 Credits)	Folk Roots and Blues Performance 2: Technique (20 Credits)	Musical Contexts (20 Credits)	Creative Environments 2 (20 Credits)
Level 5	Folk Roots and Blues Performance 3: Artistry (20 credits)	Industry 1: Infrastructure (20 Credits)	Creative Environments 3 (20 credits)	Folk Roots and Blues Performance 4: Creativity (20 credits)	Industry 2: Portfolio Skills (20 credits)	Creative Environments 4 (20 credits)
Level 6	Industry 3: Strategy (20 credits)	Focus 1 (20 credits)	Folk, Roots and Blues Major Performance Showcase (40 credits)		Industry 4: Implementation (20 credits)	Focus 2 (20 credits)

4.3 Appendix 5: Assessment Structure

Assessment Structure for BA (Hons) Popular Music with Foundation year and BA (Hons) Popular Music						
	Semester 1			Semester 2		
Level 3	Foundational Performance 1 (20 credits) Performance	History of Popular Music (20 credits) History Portfolio	Musicianship Foundations 1: Theory and Tools (20 Credits) Online Theory Portfolio	Foundational Performance 2 (20 credits) Performance	Popular Music in Context (20 credits) Context Portfolio	Musicianship Foundations 2: Applied Theory (20 credits) Theory Portfolio
Level 4	Performance 1: Skills (20 Credits) Skills Audit and Portfolio	Musical Analysis (20 Credits) Song Analysis	Creative Environments 1 (20 Credits) DAW submission and Collaborative Performance Video	Performance 2: Technique (20 Credits) Performance portfolio	Musical Contexts (20 Credits) Essay or Presentation	Creative Environments 2 (20 Credits) DAW Processing and Collaborative Performance
Level 5	Performance 3: Artistry (20 credits) Reflection and Portfolio	Industry 1: Infrastructure (20 Credits) Essay or Presentation	Creative Environments 3 (20 credits) Mix Submission and Performance Video	Performance 4: Creativity (20 credits) Performance portfolio	Industry 2: Portfolio Skills (20 credits) Essay or Portfolio	Creative Environments 4 (20 credits) Creative DAW Submission and Collaborative Performance

Level 6	Industry 3: Strategy (20 credits) Case study	Focus 1 (20 credits) Performance, Portfolio or Essay	Major Performance Showcase (40 credits) Performance Portfolio	Industry 4: Implementation (20 credits) Graduation Pack (Portfolio)	Focus 2 (20 credits) Performance, Portfolio or Essay
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Module Structure for BA (Hons) Songwriting with Foundation year and BA (Hons) Songwriting						
	Semester 1			Semester 2		
Level 3	Foundational Performance 1 (20 credits) Performance	History of Popular Music (20 credits) History Portfolio	Musicianship Foundations 1: Theory and Tools (20 Credits) Online Theory Portfolio	Foundational Performance 2 (20 credits) Performance	Popular Music in Context (20 credits) Context Portfolio	Musicianship Foundations 2: Applied Theory (20 credits) Theory Portfolio
Level 4	Songwriting 1: Skills (20 Credits) Skills Audit and Portfolio	Musical Analysis (20 Credits) Song Analysis	Songwriting Creative Environments 1 (20 Credits) DAW submission and Collaboration Portfolio	Songwriting 2: Technique (20 Credits) Portfolio	Musical Contexts (20 Credits) Essay or Presentation	Songwriting Creative Environments 2 (20 Credits) Audio Recording and Collaboration Portfolio

Level 5	Songwriting 3: Artistry (20 credits) Reflection and Portfolio	Industry 1: Infrastructure (20 Credits) Essay or Presentation	Songwriting Creative Environments 3 (20 credits) DAW Processing and Collaboration Portfolio	Songwriting 4: Creativity (20 credits) Portfolio	Industry 2: Portfolio Skills (20 credits) Essay or portfolio	Songwriting Creative Environments 4 (20 credits) Mix submission and Collaboration Portfolio
Level 6	Industry 3: Strategy (20 credits) Case study	Focus 1 (20 credits) Performance, Portfolio or Essay	Major Songwriting Showcase (40 credits) Portfolio		Industry 4: Implementation (20 credits) Graduation Pack (Portfolio)	Focus 2 (20 credits) Performance, Portfolio or Essay

Module Structure for BA (Hons) Folk, Roots and Blues						
	Semester 1			Semester 2		
Level 4	Folk Roots and Blues Performance 1: Skills (20 Credits) Skills Audit and Portfolio	Musical Analysis (20 Credits) Song Analysis	Creative Environments 1 (20 Credits) DAW submission and Collaborative Performance Video	Folk Roots and Blues Performance 2: Technique (20 Credits) Performance portfolio	Musical Contexts (20 Credits) Essay or Presentation	Creative Environments 2 (20 Credits) DAW Processing and Collaborative Performance

Level 5	Folk Roots and Blues Performance 3: Artistry (20 credits) Reflection and Portfolio	Industry 1: Infrastructure (20 Credits) Essay or Presentation	Creative Environments 3 (20 credits) Mix Submission and Performance Video	Folk Roots and Blues Performance 4: Creativity (20 credits) Performance portfolio	Industry 2: Portfolio Skills (20 credits) Essay or Portfolio	Creative Environments 4 (20 credits) Creative DAW Submission and Collaborative Performance
Level 6	Industry 3: Strategy (20 credits) Case study	Focus 1 (20 credits) Performance, Portfolio or Essay	Folk Roots and Blues Major Performance Showcase (40 credits) Performance Portfolio		Industry 4: Implementation (20 credits) Graduation Pack (Portfolio)	Focus 2 (20 credits) Performance, Portfolio or Essay

	Portfolio of written documents
	Performance based
	Essay
	Analysis
	Choice of assessment type
	Case Study