

## Course record information

<b>Name and level of final award</b>	<ul style="list-style-type: none"> <li>Bachelor of Arts with Honours - Music Production, Performance and Business</li> </ul> <p>The award is Bologna FQ-EHEA first cycle degree or diploma compatible</p>
<b>Name and level of intermediate awards</b>	<ul style="list-style-type: none"> <li>Foundation Certificate (Fdn Cert) - Music Production, Performance and Business</li> </ul>
<b>Awarding body/institution</b>	University of Westminster
<b>Teaching institution</b>	University of Westminster
<b>Status of awarding body/institution</b>	Recognised Body
<b>Location of delivery</b>	Primary: Harrow
<b>Language of delivery and assessment</b>	English
<b>QAA subject benchmarking group(s)</b>	Music 2019
<b>Professional statutory or regulatory body</b>	N/A
<b>Westminster course title, mode of attendance and standard length</b>	<ul style="list-style-type: none"> <li>BA Music Production, Performance and Business FT, Full-time, September start - 4 years standard length</li> </ul>
<b>Valid for cohorts</b>	From 2025/6

## Additional Course Information

For the rest of the course structure please check the BA Music: Production, Performance and Business degree programme specification. This will contain levels 4-6 (year 2, 3 and 4) of the course structure, as well as further information on the full course.

## Admissions requirements

There are standard minimum entry requirements for all undergraduate courses. Students are advised to check the standard requirements for the most up-to-date information. For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements. More information can be found here: <https://www.westminster.ac.uk/study/undergraduate/how-to-apply>

## Recognition of Prior Learning

Applicants with prior certificated or experiential learning at the same level of the qualification for which they wish to apply are advised to visit the following page for further information:

<https://www.westminster.ac.uk/current-students/guides-and-policies/student-matters/recognition-of-prior-learning>

## Aims of the programme

BA Music Production, Performance & Business responds to and seeks to meet the current and future needs in needs in professional music practices caused by radical changes in industry and society, which have seen the emergence of self-

directed, technically autonomous, creative entrepreneurial practices in music.

The course facilitates students to develop their creative practice (both entrepreneurially and artistically) more fully alongside developing expertise across disciplines including music production, artistry, business, digital creative practice, songwriting, composition, technology, and musical/business innovation. The objective is to build confident, creative pioneers capable of making lasting entrepreneurial, social and environmental changes to culture and society through their work and subsequently equipping students for sustainable employability and entrepreneurial participation in commercial music markets globally.

The Music: Production, Performance and Business with Foundation BA programme is part of the foundation year (Level 3) for progression onto our BA programme (Levels 4-6) upon successful completion of the requirements of the foundation year (Level 3). The primary aim of the foundation year is to prepare you for advanced study on the Music course (Level 4-6) and to access employment-based opportunities such as internships and project briefs from industry. Based at the Harrow campus, students can access 15 recording studios of varying sizes, and 13 performance and live music studio spaces, which can also be used for recording projects and production work. This is a highly vocational degree course offering a comprehensive engagement with industry professionals, workshops and lectures, employability events and work experience. Central to both courses is a project-based learning approach that emulates the real-world scenarios and challenges faced in professional practice.

Students might enter the course with a combination of aspirations to develop their music-making interests into a sustainable and viable venture. Their profiles can be as an artist, producer, performer, songwriter, composer, musicologist, journalist, DJ, technologist, entrepreneur, business specialist or educator or any combination. This course begins to nurture those aspirations whilst exposing students to complementary features of the music industries, empowering them to explore developing their own unique skill set and musical identity. During the foundation year, you will get a chance to develop in your chosen field, working with leading academics who will encourage you to become a confident and creative thinker.

The foundation music course provides a practical and intellectually challenging environment in which to prepare students with the essential knowledge and skills required for the changing demands and needs of the music and creative industry. It also provides an inclusive learning environment delivered through a diverse range of teaching methods to support different learning styles, including lectures, seminars, practical workshops, personal tutoring, demonstrations, studio practice, online learning, critiques, formative assessments, group and individual tutorials, placements, fieldwork, external visits, and guided and self-directed independent study. These mirror work in the field of music production, and this course challenges the historical biases in the production field to support more diverse frames of reference in Music. The musical and technical focus assists in developing a more global understanding of music production both in the commercial domain and in the more niche settings that many producers start in. The course attracts students from a very broad range of backgrounds, cultures and countries and students are encouraged to share their personal and working experiences to cultivate greater understanding. The course features a variety of Music DAW software, and students can elect to remain within their current platform of choice, such as Ableton Live, Logic Pro and Fruity Loops, or to learn all three. As production students progress to level 4, they will also be encouraged to adopt Pro Tools, as this is the industry standard when delivering remixes and stems-based mixing projects. The course foregrounds this, so that students can make the best advantage of the sorts of work available in industry.

The Foundation year follows the Westminster Foundation Pathway model, with two modules offered by the Centre for Education and Teaching Innovation (CETI), and four subject area modules offered by the Westminster School of Arts. Whilst these specialist subject area modules emphasise building fundamental skills in creative practice, each focuses on key aspects of the discipline of music production.

The foundation year has been designed to:

- Nurture creative practices essential to further study in the field of music production and its broader context.
- Develop an understanding of the technical knowledge required for music production.
- Provide insights into the field of past and current ideas and debates that have shaped and continue to shape the practice.
- Support the development of critical thinking and writing skills necessary for degree study.
- Build basic skills in communicating ideas through visual oral presentation.
- Explore the social and ethical questions involved in music production and music in general.
- Introduce the range of professional practices that support reflection on learning and the making of future study choices.

The four studio-based Foundation modules are **Introduction to Music Production**, **Introduction to Artist Identity**, **Becoming A Digital Practitioner for Music and Creative Project**. Each offers project-based learning activities focused on a particular discipline area vital to the practice of not only studio-based work but also communicating this work to a wider public such as at live events and online.

The module **Introduction to Music Production** introduces students to the art and craft of music production using industry-standard tools and software., developing digital skills, critical listening and technical discipline-related

competencies designed to foster both solo and collaborative creative practice in music. The module will encourage discussion about and evaluation of the role of the music producer, especially that of the Artist-Producer, which is the result of much of the industrial and social reconfiguring of production practices. Students will develop key critical listening skills through the dissection of current tracks and peer review playback sessions.

The module **Introduction to Artist Identity** introduces the student to the role identity plays in creative practice. Students explore a diverse set of artist producer's creative outputs, including their business links, within the broader cultural, social and political cultures around music. This is with particular emphasis on sustainability, equality, inclusion and diversity. As well as opportunities to research chosen artist-producers and explore how they communicate with their fans through their artistic outputs, students will apply their research by devising a digital marketing strategy for a music artist, a music event or a music product release. This digital marketing strategy assists students in generating (re)useable artefacts such as bios, press releases and artwork for different social media platforms. The choice of focus assists students in understanding digital goals and requirements of self-management within the online world.

**Becoming A Digital Practitioner for Music** is an opportunity to develop skills and a broad understanding of working methods, concepts and principles of being a digital practitioner. This lively area of practice can include live streams, live coding performances, YouTube production tutorials and listening parties, lyric and visualiser videos, using mobile devices and other assistive technologies, including Artificial Intelligence, in the studio production and performance settings. This work is captured in a completed portfolio of a number of short, focused projects, as a vital part of beginning to establish your practice and to enhance your employability in the digital domain. The final studio- based module, **Creative Project**, is concerned with deepening and consolidating the skills, approaches and strategies developed in semester 1 through a focused, creative project. The module aims to further develop artistic self-expression alongside production skills. Students develop their creative practice through the planning, creation and preparation of their music for release, supported with group and individual tutorials to develop their project.

Through the two Foundation Pathway modules, **Introduction to Academic Practice and Critical Thinking in a Changing World**, students learn about the concepts and ideas grounding creative practice and discuss the current issues shaping the future direction of built environment design. The modules encourage students to share their own perspectives and prior knowledge and learn how to develop their academic writing and presentation skills in readiness for further study.

The Foundation year will provide you with a range of creative practices in Music Production to develop creative music expertise across a range of disciplines. These include:

- Music Production
- Sampling
- Music Technology, including Live Coding and Artificial Intelligence
- Skills for songwriting, composition and arrangement
- Related musicianship skills for music production
- Music business, especially digital strategies and communication approaches
- Innovation in music

The programme is designed to nurture both a practical and theoretical understanding of the business of commercial music and the creative industries as a whole and to:

- Equip students for sustainable employability and entrepreneurial participation in commercial music markets both home and abroad;
- Empower students as lifelong learners and critical thinkers with the capability for analysis, experimentation, reflective practice and to lead their own continuous personal and professional development;
- Enable students to explore, develop and consolidate their own artistic brand and creative identity with respect to all aspects of commercial music;

Our foundation year allows you to explore new ideas, opening up new perspectives on the key debates within your chosen field:

- Develop students' critical understanding of the relationships between the music industry and the broad social, cultural and political environment in which it operates;
- Enable students to define themselves within evolving professional music contexts and practices, with an emphasis on the benefits of collaboration and interdisciplinarity;
- Develop students' capacity to participate in contemporary musical, business and cultural debates;

The core modules are designed to accelerate your academic and professional development, bringing together like-minded students to think about the important issues and concerns within your discipline.

- Enable students to develop transferable skills applicable within a variety of music and other professional working environments;
- Enhance students' independence, self-motivation and leadership qualities;
- Prepare students for further study, research and knowledge transfer in fields related to commercial music and the creative industries;

## **Being Westminster And EDI: Equality, Diversity And Inclusion In Context**

As a University that is progressive, compassionate and responsible, EDI is in our DNA. Diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all other stakeholders. These principles pertain to every area of our Being Westminster Strategy: our purpose, our vision, our mission, our values, our priorities, our objectives, our outcomes. We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither acceptable nor tolerated. Our commitment to EDI makes us a stronger, more effective institution and community. We recognise that delivering that commitment entails ongoing cultural change, challenge and growth.

The Foundation year, in tandem with the BA Music Production, Performance and Business course, features authentic, real-world assessments designed in conjunction with current research into equality diversity & inclusivity. Students are provided with a number of working contexts to select from that mirror the working world and enable students to identify and deliver their work in a context that best fits their production aims and goals.

Equality on the Foundation year ensures that students have access to resources such as teaching and technical staff, tutorials, study opportunities, spaces and offers of employability to ensure a thriving culture. The curriculum and assessments ensure that students experience a range of professional expectations designed with flexibility of working method in mind.

Diversity forms the very lifeblood for much of the work in the creative industries and the Foundation year assists students in realising diverse perspectives and working contexts that reflect life both in and beyond the institution. The music Foundation year ensures that students are encouraged to create diverse music outputs in support of their creative vision. The course ensures that music selections used for study and analysis are as wide-ranging as possible to ensure that students have a well-rounded exposure to different practice approaches and identities within the creative industries.

Culturally the Foundation year guarantees an inclusive approach by ensuring that students from all backgrounds are encouraged and supported to reach their full potential. From our induction and course welcome sessions to ensure that all students feel comfortable operating in our studios, the course operates within an open and accessible environment.

Where there are gaps in the literature, especially the historical lack of representation of non-White and non-Male practitioners, then these are accounted for and supported with appropriate alternate sources. Where ethical approaches and responsibilities are demanded, such as within the domain of sampling, then students are critically informed of the issues raised by these practices, particularly when appropriating music from indigenous and/or religious cultures. The Foundation year also recognises that even recent academic literature still follows a closely western European model, which the course aims to broaden the subject area with its own supplementary materials and observations.

We are supported in our work by the Equality Act (2010) and the Public Sector Equality Duty

UOW's (University of Westminster) Pledge is to Recognise that ensuring equality of opportunity is essential for the high-quality performance and long-term success of the University.

Universal understanding amongst all staff that all courses across UOW, are designed to ensure that students are to reach their full potential, regardless of their age, disability, gender, gender identity, marital/civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, ethnic or national origins, family circumstances, nationality, political beliefs and affiliations, socio-economic background, or other irrelevant distinction.

## **Employment and further study opportunities**

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator

- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

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

The Foundation (level 3) students can access all the CES (Careers and Employability Service) services via Engage, and attend employability events, workshops and guest talks. Foundation students are also encouraged to sign up for mentoring and undertaking Westminster's Employability Awards.

Most music production students are already engaged in some form of employability and employment context within their production work, even if peripherally. The experience of completing production work builds their portfolios, and when this work is uploaded to social media sites, such as Instagram, TikTok, YouTube or Soundcloud, then students have the opportunity to build engagement in a number of relevant areas where they can build transferable skills. These include back-end skills such as designing a site, managing a CMS (content management system), analysing metrics and user engagement, as well as the more visible parts such as planning and devising content, recording and editing videos, devising marketing strategies and audience building. This also enables foundation students to build awareness of the self and to increase exposure to employment opportunities. Experiences gained from managing audience engagement and responding to user requests within the online environment is a transferable skill that is prized, both in the music industry and within the wider job market.

Creative and critical thinking is central to the Foundation's studio-based work and modules. Students learn about the nature of production, including collaboration opportunities, and begin to develop their creativity in responding to practical problems and scenarios in the production domain. They are also introduced to the role of critical thinking in analysing and evaluating creative practice not just their own but that of others in the field. Students are introduced to these skills through their studio based work that involves combinations of skills, informed by the wider field of production, and combined with creative and critical thinking. This assists students in understanding and improving their self awareness.

Literate and effective communication skills are key to the practice of production. This takes the form of creating visuals to accompany music work, as well as oral and written communication in the course and with a public. The Foundation lays the building blocks for these through the development of digital approaches such as video and presentation software. The student presentation of production work in settings such as Soundcloud, mirrors professional practice contexts that involve communication to external audiences. The Introduction to Academic Practice and Critical Thinking in a Changing World modules support students' capacities to communicate through dialogue, oral presentation and critical writing.

Practitioners in the field of production reflect many characteristics of entrepreneurship, and the Foundation's modules encourage creative and inventive approaches grounded in personal investment for musical ventures, and values the prior knowledge and interests of its students. Studio teaching is organised on a similar basis to the main Degree course with a mix of group, small group and individual tutorial settings to encourage open-ended learning and encourage student-initiated opportunities.

The Foundation introduces students to the global context of creative music production practice and recognises that cultural values and diversity should be central to engaging with music producers and their communities. Studio-based projects, alongside Artist Development, encourage students to engage with their own values, knowledge, and interests.

Foundation students are introduced to the ethical issues involved in producing music, especially issues of representation, gender equality and colourism, safe working, as well as the ethics guiding professional practice for individuals and collectives. They learn about the impact of media activities, such as streaming, Artificial Intelligence and Non-Fungible Tokens (NFT's), on climate change and the value and ethics of promoting and utilising sustainable approaches in music.

Foundation students will have an employability induction as well as encouraged to attend and participate in open music activities and sessions and mix with students on the main degree course. These can include industry playback sessions, collaborating with other students (especially level 6) on their projects, open mic and jam sessions, as well as external events such as The Ultimate Seminar. These are opportunities for the students to develop confidence and proficiency in discussing their creative ideas with a growing capacity to articulate professional values and knowledge. At the end of the Foundation year, students present their final project work both online and through a formal public event to which professionals, alumni and academics are invited.

Foundation students are also encouraged to apply for industry work opportunities which include our long standing relationship with one of the world's leading live events companies AEG. The AEG/Westminster internship scheme provides students with significant paid work based experience with a number of roles on offer. The course encourages all Foundation students to participate in the Westminster Employability Award which is an employability achievement award supporting career and personal development by formally recognising the extra-curricular activities you complete during your time at the University of Westminster. It is designed to help students gain experience and develop key skills that

employers want and get job-ready by completing the Award. More information is available here: <https://www.westminster.ac.uk/current-students/employability-and-career-development/improving-your-employability/westminster-employability-award>

The Foundation also recommends that students sign up for and engage with external bodies such as Wired4Music who, as well as providing funding opportunities, also provide training and internship opportunities for young people.

The Foundation Year aims to create students who have the necessary creative capacities and technical knowledge for further study. It supports students in reflecting on their abilities and interests and exploring the range of study opportunities and career routes to make the appropriate further study choices.

## What will you be expected to achieve?

Learning outcomes are statements of what successful students have achieved as a result of learning. These are threshold statements of achievement the learning outcomes broadly fall into four categories:

- The overall knowledge and understanding you will gain from your course (KU)
- Graduate attributes are characteristics that you will have developed during the duration of your course (GA)
- Professional and personal practice learning outcomes are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- Key transferable skills that you will be expected to have gained on successful completion of the course. (KTS)
- Cognitive Skills, are learning outcomes that help build a conceptual understanding that is necessary to devise and sustain arguments, and/or to solve problems and comment on research.

**Level 3 course learning outcomes:** upon completion of Level 3 you will be able to:

- 3.1 Demonstrate foundational understanding of a selection of the different disciplinary and practice areas that make up Music ( KU PPP KTS )
- 3.2 Identify and present key academic reading, writing, research and assessment skills appropriate to the study of Music production ( KU GA PPP )
- 3.3 Develop an ability to evaluate your strengths and weaknesses as a student and the ability to engage independently as well as a member of a team to complete set tasks and creative outcomes. ( GA PPP KTS SS )
- 3.4 Applies an understanding of musical propositions and develops basic arguments that are informed by critical, creative and ethical thinking. ( KU GA PPP )
- 3.5 Applies an understanding of key topics, debates and theories in Music and proactively investigates when prompted, with the use of supporting tools and frameworks. ( KU KTS CS )
- 3.6 Demonstrate a range of employability and study related skills and knowledge and have an understanding of your own identity in learning and professional contexts ( GA PPP KTS )

## How will you learn?

### Learning methods

The foundation year in Music is constructed around a clear and rigorous sense of the skills required for success in Higher Education. In keeping with this, innovative and imaginative methods of learning and teaching will engage you and inspire in you a keen sense of the lively and changing nature of your subject. These methods are focused particularly on developing in you a critical self-reflexivity and an awareness of your own learning experience throughout the modules, not just when engaging in summative assessments. A distinctive feature of the degree is that it encourages you to make connections between the various modules and subjects you are engaging within your foundation year.

Studio based modules: Students learn and progress by attending tutor guided studio sessions that support the development of their production work. This involves learning to conceptualise, make creative proposals and evaluate them using music production software and other creative media, such as video or live coding. Students learn to respond to the critical appraisal of their work in tutorials, and research and integrate ideas resulting from peer and tutor led studio investigations and discussions. Students are encouraged to use creative approaches supported by iterative production processes using a wide range of media. Students are also encouraged to reflect on their own knowledge and experience of music in general, and production specifically, and draw on this in shaping their creative work. We encourage our students to 'own' the studio/classroom and this is reflected in the fact that we have adopted a model of learning which

values student partnership and student enquiry.

As many students on the foundation year programme are returning to study after a period of time, the Personal Tutorial System will provide additional opportunities for students to develop or enhance appropriate study skills and to gain the confidence required to make the transition to Higher Education.

## Teaching methods

**Studio-based modules:** The Studio-based modules are delivered at Harrow Campus in dedicated studio and computer lab spaces. The same software is provided in studios and labs ensuring that students can move their projects around studio areas with minimum disruption. The studios staffed by our technicians provide students with access to fully functioning work based environments for their teaching. Each module foregrounds a subject focussed scenario that utilises skills learned in other modules or from student prior experience. This focus involves a series of briefs or challenges from which students pursue creative responses. Some of these responses are industrial requirements, such as ensuring that mixes translate well across a range of playback and streaming delivery systems, to those that reflect aesthetic choices in respect of programming style and arrangement approaches. Tutors guide and support students' progress with skills workshops, talks and visits. The process of developing work involves both knowledge building and the development of formative ideas. Feedback is the primary teaching method, encouraging further development leading to final outcomes.

For more information on our studios, booking procedures and training support please follow this link:

<https://sites.google.com/my.westminster.ac.uk/music-support/home>

**Practical workshops** introduce basic skills to facilitate production work. Studio teaching is supported with Blackboard, the online teaching platform: Talks and demonstrations are recorded and available for asynchronous viewing, together with other supporting resources. These include self-paced video learning material for the Introduction to Music Production module covering the same curriculum for three different DAWs (Logic Pro, Ableton and Fruity Loops). In addition, students are encouraged to access practitioner specific videos available on YouTube and on LinkedIn Learning. Weekly open music activities such as mix doctor and industry playback sessions, open mic and jam sessions, provide a welcoming forum for Foundation Year students to interact with music students from different years and courses.

**Westminster Foundation Pathway modules:** Students are taught through weekly lectures and seminars. The lectures involve presentations by academic staff, and may involve an interactive and/or 'blended learning' element. The lectures focus on the development of critical thinking encouraging informed exploration and discussion of the issues raised. The teaching methods of the course also embrace independent learning and encourage a self-motivated student who will respond to informal and formal teaching and learning practices. Students are expected to continue to advance their knowledge and understanding by researching within their specialism and networking inside the music industry to develop their abilities and understanding to a high professional level. Examples of independent learning methods used on the course include:

- Independent research used for student led project work usually involving gathering and researching recordings, videos, performances, publications and other sources of information and making contact with professional organisations within the music industry.
- Learning contracts are used in some modules to formalise the agreement of work plans negotiated between the student and module leader/tutor.
- Learning within industry, enabling students to develop and reflect on their personal external experiences (whether employed or voluntary) in order to develop a critical understanding of professional practice.

## Personal tutoring

All students are assigned a personal tutor on arrival. The personal tutoring system is another aspect of learning undertaken on the course and students should meet with their personal tutor twice per semester. Students are also provided tutorials during their modules, organised by the module leader with additional support by student services. In addition, student progress is also monitored through personal tutorials and linked to student study support provision. Each semester the personal tutor tracks student progression and the skills required by the learner and submits a report to the lead tutor/programme leader.

Students taking our modules will also participate in our online learning content. There are three modes that students will encounter. The first is video content made specifically by the tutor and module team to support your in class/studio learning. The second are videos made by third party providers such as LinkedIn Learning that the module leader and/or tutors have identified as useful for your studies. Some of this learning will include approaches to improving presentation skills or managing a social media channel as a part of getting your work out in the wider world. The last type of content is drawn from a variety of sites including video channels on YouTube and podcasts. All links will be available to all students and the course ensures that no content that has been identified to support your learning is either behind a paywall or requires additional equipment or software subscription.

## Assessment methods

Our foundation year programme offers a variety of assessment methods that aim to foster creative, technical and critical thinking through an awareness of Music Production. The course offers this variety of assessment to students in order to nurture as well as assess your academic development. Assessment helps you to demonstrate what you have learned in particular modules and across the range of the foundation year. Methods of assessment show a commitment to adopting 'varied, authentic and inclusive means of assessment.' This also means exams are no longer a means of assessment, although shorter tests are used. Many of these take a case study or live project approach to reflect activities that take place in the industry. This also means exams are no longer a means of assessment with all of the assessments reflecting activities that take place creatively and within the music industry.

Varying assessment activities can help to motivate students with an increasingly diverse range of experiences, learning modes, and competencies. We have adopted a mixture of assessment types to reduce over-assessment and ensure that students develop a broader range of skills for professional success than would be transferred by traditional assessment methods alone.

We have developed our assessment framework to ensure that Learning Outcomes are 'joined up' to reflect the importance of formative, summative and synoptic approaches and their importance to developing your Music Production practices. The core modules *Introduction to Academic Practice* and *Critical Thinking in a Changing World* make use of a Learner Journal to develop, document, and reflect on the key transferable skills required for success and achievement in Higher Education.

The range of assessment methods and criteria deployed across the provision are designed to serve the following purposes:

- to measure student performance over a specified part of the course in relation to the learning objectives, assessment requirements and project outcomes;
- to provide feedback about performance, helping students to identify strengths and areas for further development;
- to determine the suitability to progress to the next level of the course;
- to determine the award of an appropriate qualification.

### Module Assessment

The Module assessment is the basic component of assessment. The credit value of each unit is proportional to its study time, providing weighting for the unit and allowing each unit mark to contribute proportionately to the stage mark. Units are normally assessed within the unit duration and specified assessment dates stated in the module Handbook. Assessment results and written feedback, in accordance with school benchmark

Each unit contains a timetable for assessment, a clear statement of assessment requirements and the assessment methods appropriate to the learning outcomes and length of study. Assessment requirements will vary depending on the nature of the module. They may be a specified list of assessment requirements or obtained by a portfolio of evidence, which may include:

### Stage Assessment

The stage assessment is the major summative assessment point occurring at the end of each academic year and allows progression between the levels of the course. Where appropriate it may form the basis for recommendation of an award. The purpose of the stage assessment is:

- to consider the overall performance of learners within a stage of the course
- to award credit where appropriate
- to set any conditions for progression or retrieval of failure

Provision is made for moderation, including external moderation where appropriate.

The methods for assessment will vary throughout the students' studies. The range, indicated below enables the academic team to align differing assessment methods against differing outcomes requiring both specified and portfolio submission.

### Tutor Led Assessment

In tutor-led assessment, tutors will identify the level of achievement of the learning outcomes against the assessment submission and make an academic judgement in relation to the grade and level descriptors about students' work.

The assessment scheme is a two-tier process, which operates throughout the student's studies at unit and course level through assessment.

### Formative Assessment Feedback

Feedback can be formative, given during the development of the student work or assessment requirement. This feedback seeks to help the student to evaluate and develop their work as they go. It is given with reference to the assessment criteria and may also describe other achievements or concerns. Formative feedback aims to help the student to improve their work. It may only include comment but may also include an indicative grade.

### Summative Assessment Feedback

Summative feedback is the feedback given at the point of assessment; it is the final outcome of achievement for the students' assessment requirement such as:

- Project Work
- Arrangement and mix templates
- Sample libraries and field recordings
- Remixes, edits and rearrangements
- Multimedia productions (lyric video, audio visualisation and music video)
- Essays
- Individual Presentations
- Debates
- Critical Reflections
- Self-assessment
- Peer assessment
- Track reviews

Coursework submissions include written feedback in reference to each assessment criteria and a numeric grade. The grading descriptors are used to describe student achievement for each assessment criteria. These are available in the module pro forma, including grading criteria specific to each assessed task.

Graduate Attribute	Evident in Course Outcomes
Critical and creative thinker	3.2, 3.3, 3.4, 3.5, 3.6
Literate and effective communicator	3.2, 3.3, 3.4
Entrepreneurial	3.5, 3.6
Global in outlook and engaged in communities	3.1, 3.4, 3.5
Socially, ethically and environmentally aware	3.4

## Course Structure

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

Modules are described as:

- **Core** modules are compulsory and must be undertaken by all students on the course.
- **Option** modules give you a choice of modules and are normally related to your subject area.
- **Electives:** are modules from across the either the whole University or your College. Such modules allow you to broaden your academic experience. For example, where electives are indicated, you may choose to commence the study of a foreign language alongside your course modules (and take this through to the final year), thereby adding further value to your degree.
- Additional information may also be included above each level, for example, where you must choose one of two specific modules.

## Modules

### Level 3

Music students will be registered on specific modules for Blackboard and all other purposes.  
3ACHE03BW and 3ACHE04BW

Module Code	Module Title	Status	UK credit	ECTS
3MUSI003W	Becoming a Digital Practitioner for Music	Core	20	10
3MUSI004W	Creative Project	Core	20	10
3ACHE004W	Critical Thinking in a Changing World	Core	20	10
3ACHE003W	Introduction to Academic Practice	Core	20	10
3MUSI002W	Introduction to Artist Identity	Core	20	10
3MUSI001W	Introduction to Music Production	Core	20	10

Please note: Not all option modules will necessarily be offered in any one year. In addition, timetabling and limited spaces may mean you cannot register for your first choice of option modules.

## Professional body accreditation or other external references

N/A

## Course management

Your course is managed through the Westminster School of Media, Arts and Design. The Course Leader and the teaching team will meet you in the induction week programme and will help you with enrolment, registration, and orientation to the university, its processes and the culture of higher education.

The Course Leader is responsible for development and management of the course in conjunction with the Associate Head of School (Education) and Head of School. The course is monitored each year by senior members of the School to ensure that it is running effectively and that issues that might affect the student experience have been appropriately addressed. Staff will consider the outcomes from each Course Committee, evidence of student progression and achievement to evaluate the effectiveness of the course.

The Teaching Committee audits this process and the outcomes are reported to the Academic Council of the University, which has overall responsibility for the maintenance of quality and standards in the University.

## Academic regulations

The current Handbook of Academic Regulations is available at [westminster.ac.uk/academic-regulations](https://www.westminster.ac.uk/academic-regulations).

Course specific regulations apply to some courses.

## Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities and additional support available. You will be provided with a Course Handbook, which provides detailed information about the course. Each course has a course leader or equivalent. All students enrolled on a full-time course and part-time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University utilises a Virtual Learning Environment called Blackboard, where students access their course materials and can communicate and collaborate with staff and other students. Further information on Blackboard can be found at <https://www.westminster.ac.uk/current-students/studies/your-student-journey/when-you-arrive/blackboard>

The Academic Learning Development Centre supports students in developing the skills required for higher education. In addition to online resources in Blackboard, students can also attend Study Skills workshops and schedule one-to-one appointments. Further information on the Academic Learning Development Centre can be found at [westminster.ac.uk/academic-learning-development](https://www.westminster.ac.uk/academic-learning-development).

Learning support includes our libraries, each of which holds a collection of resources related to the subjects taught at that site. Students can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services.

## Support Services

The University of Westminster's Student and Academic Services department provides a range of advice and guidance. Further information on the advice available to students can be found at <https://www.westminster.ac.uk/student-advice>

The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University. Further information on UWSU can be found at <https://www.westminster.ac.uk/students-union>

## How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel. University Panels normally include internal peers from the University, academic(s) from another university, a representative from industry and a Student Advisor.

The course is also monitored annually by the College to ensure it is running effectively and that any issues that might affect the student experience have been appropriately addressed. Staff will consider evidence from various sources, including student surveys, student progression and achievement, and reports from external examiners, to evaluate the effectiveness of the course and make necessary changes.

Periodic reviews are also conducted to ensure that the curriculum remains up-to-date and that the skills acquired on the course continue to be relevant to employers. Representative students meet with a panel to provide feedback on their experiences. Student feedback from previous years is also part of the evidence used to assess the course's performance.

## How do we act on student feedback?

Student feedback is important to the University, and student views are taken seriously. Student feedback is collected in various ways.

- Through student engagement activities at the course and module level, students have the opportunity to express their voice in the running of their course. Course representatives are elected to expressly represent the views of their peers. The University and the Students' Union work together to provide a full induction to the role of the course representatives.
- There are also School Representatives appointed jointly by the University and the Students' Union who meet with senior School staff to discuss wider issues affecting student experience across the School. Student representatives are also represented on key College and University committees.;
- All students are invited to complete a questionnaire for each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be improved.
- Final-year undergraduate students will be asked to complete the National Student Survey, which helps inform the national university league tables. Postgraduate students will be asked to complete the Postgraduate Taught Survey (PTES).

This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student may reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. This specification is supplemented by the Course Handbook, Module proforma and Module Handbooks provided to students. Copyright in this document belongs to the University of Westminster. All rights are reserved. This document is for personal use only and may not be reproduced or used for any other purpose, either in whole or in part, without the prior written consent of the University of Westminster. All copies of this document must incorporate this Copyright Notice – 2025©