University of the West of Scotland

Undergraduate Programme Specification

Session: 2023/24
Last Modified: 06/02/2024
Status: Draft / Published [click here to add detail]

1	**Named Award Title:**	BA (Hons) Commercial Music
2	**Award Title for Each Award:** [1]	BA (Hons) Commercial Music BA Commercial Music Dip HE Commercial Music Cert HE Commercial Music
3	**Date of Validation / Approval:**	1.04.2022
4	**Details of Cohorts Applies to:**	Students entering from 2022 onwards
5	**Awarding Institution/Body:**	**University of the West of Scotland**
6	**Teaching Institution(s)[2]:**	**University of the West of Scotland** Roma Contemporary Music College (Italy)
7	**Language of Instruction & Examination:**	**English**
8	**Award Accredited By:**	JAMES (UK Delivery Only)
9a	**Maximum Period of Registration:**	[Authorised Interruption Guidance notes (uws.ac.uk)](uws.ac.uk)
9b	**Duration of Study:**	Full Time – 4 years; Part Time – 8 years
10	**Mode of Study:**	Full Time / Part Time
11	**Campus:**	Ayr Roma Contemporary Music College (Italy)
12	**School:**	**School of Business and Creative Industries**
13	**Programme Board:**	**Division of Arts and Media**
14	**Programme Leader:**	**Dr Iain Taylor**

15. Admission Criteria
Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

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[1] Include main award and all exit awards e.g. BA / BSc / BEng / DipHE / CertHE

[2] University of the West of Scotland and include any collaborative partner institutions involved in delivery.

SQA National Qualifications:

SQA National Qualifications
Year one:
• SQA Highers: BBBC inc English or relevant alternative
• GCE A-Levels: CCC inc English or relevant alternative
• Irish Leaving Certificate: BBBC inc English or relevant alternative
• International Baccalaureate (IB) Diploma: 24 points (4, 4 at HL)
• Rockschool Level 3 Subsidiary Diploma for Music Practitioners - Technology or Performance pathways (SCQF Level 6)

Students applying to join at Level 7 with our Italian partners in Bologna can be admitted with the Music Academies Italy Pre-Academic certificate.

Year two:
• SQA Advanced Highers: BBC + HG English
• GCE A-Levels: BBC
• International Baccalaureate (IB) Diploma: 28 points
• SQA HNC: Music; Music Performance; Music Technology; Music Production; Music Business, or other relevant discipline
• BTEC Level 4 HNC: Communication, Media or relevant discipline
• BTEC Extended Diploma: DDM

Year three:
• SQA HND / BTEC Level 5 HND / Foundation Degree / Advanced Diploma: Music; Performance; Music Technology; Music Business

Entry is also managed by collaborative partners (NCL Cumbernauld/RCMC Rome/MAST Bari)

Other information:

All applicants will be expected to submit a strong personal statement and reference. Applicants may be invited for interview and/or audition.

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or GCE

Year one:
GCE A-Levels: CCC inc English or relevant alternative

Year two:
GCE A-Levels: BBC

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or SQA National Qualifications/Edexcel Foundation

An appropriate HNC/HND/BTEC award with the level of entry and/or credit awarded being subject to the content of the HN programme.

Applicants may also be considered with other academic, vocational or professional qualifications deemed to be equivalent.

Other Required Qualifications/Experience

Applicants to the Italian campuses (Roma Contemporary Music College / MAST Bari) will be required to demonstrate competence in English language in line with University Regulations, Chapter 2.12.

Further desirable skills pre-application (i.e. to satisfy additional PSRB requirements or other)

It is not specifically required that candidates possess Higher Music within their profile, however where this is lacking candidates must demonstrate evidence of an academic equivalent or active involvement in music at an appropriate level, for example suitable activities may include recording, composing, performing or organising events.

16	**General Overview**
	Music is one of the UK's largest industries by export alone and the BA (Hons) Commercial Music programme at the University of the West of Scotland aims to enable those with talent, drive and ability to forge a varied, lifelong career incorporating instrumental performance, business, composition, production and cultural studies elements, in areas such as songwriting, music promotion, live performance, tour management, sound engineering and production.
	Developed in response to industry requirements, the focus is on a rapidly developing modern music business and the exciting opportunities brought about by new media. Lecturers are practising music industry professionals and guest speakers have included Shirley Manson and Ricky Ross.
	Designed for anyone with a passion for the music industries, the Commercial Music programme allows students to create bespoke learning experiences developing expertise from amongst three strands of study: songwriting and performance, technology and music business / creative industries studies.
	The songwriting and performance strand is intended for students who have an interest in developing a career within the creative sectors of the music industries: not just songwriters, musicians and singers, but also community music practitioners in fields including but not limited to: music education, music therapy, and community arts, culture and heritage and theatre.
	The technology strand is intended for students with an interest in the intersections of music, audio and performance. Working in our state-of-the-art studios, students will have the opportunity to develop expertise in the recording of live and studio performances, production, editing, post-production and mastering and the creation and production of music and audio for media. Opportunities for employment may include working for broadcast services, live events and sound companies, recording studios, media outlets and corporate events companies.
	The business and industries strand is for students who seek to understand the music industries as part of the wider creative and cultural industries. Examining both the theories and practices underpinning the music and creative industries, students will have hands-on opportunities to be involved in real-world music enterprises. To date, students have participated in a series of music industry events, staged within the university environment as well as in the UK, Europe and North America. Employment opportunities include promotion and management companies, digital music firms, media outlets, artist management, as well as various entrepreneurial activities.
	According to their interests, students may select modules develop their own individualised learning experience towards their own career aspirations, not limited to just one of these strands, but drawing on modules across all three. In addition, the Commercial Music programme offers students the chance to enhance their research, communication and scholarly abilities, setting up further opportunities for employment or postgraduate study.
	Additionally, students have the opportunity for interdisciplinary study and collaboration with other programmes within the School of Business and Creative Industries and the university. Recently, Commercial Music students have been involved projects involving the Digital Art, Performance, Broadcast Journalism and Film programmes. Moreover, Commercial Music students interested in music and health have been able to work on projects developed in conjunction with the School of Health, Nursing and Midwifery relating to the role of music in the lives of people with health issues.

Forthcoming changes to the structure of the academic year afford Commercial Music the opportunity to extend the breadth and depth of current module delivery. Students also have the opportunity to study and work internationally through a series of initiatives which support student learning and experience.

Learning, Teaching and Assessment
BA (Hons) Commercial Music is designed for student success by promoting creativity, autonomy and employability both in terms of module content and course structure. We offer inspirational and transformative learning within a flexible and personalised curriculum, based on a model of inquiry-based learning, with a mix of practical, project-based work and critical analysis of contemporary popular music culture and the global music industries.

Integrating Teaching and Research
A central focus of the Commercial Music programme delivery lies in the integration of the core functions of the university, i.e. teaching, research, enterprise and community engagement, to provide students with an authentic and transformative learning experience that promotes the development of discipline, knowledge and understanding while developing key transferable skills and competencies that both prepare students for further study and enhance employability. This focus can be evidenced through the fact that the UWS Music subject area is managed and delivered by a team who enjoy significant profiles both within academia and industry, fostering an environment of research-based teaching as demonstrated through modules such as Commercial Music Strategies, Advanced Music Production and Music : Professional Identity.

Developing an internationalised curriculum
There are related opportunities for educational and intercultural exchange throughout the programme, including the long-established International music exchange (EuroGig) and Toronto work placements and through the development of TNE partnerships, specifically with Roma Contemporary Music College and MAST Bari. These points align strongly with Key Performance Indicators around Global Reach in the UWS Corporate Strategy. The programme provides a contemporary learning experience by drawing on the expertise of a range of academic and creative practitioners. This expertise is regularly supported by the input of industry speakers who demonstrate that sustained employment within the music industries requires a broad range of skills and adaptability.

The programme structure will build optionality (performance, production, business) across a strong central framework allowing for a relevant mix of core skills / specialism and points of access for RUK students (level 8) and TNE partners. Core modules will embody the major competencies required in the field while allowing for a nuanced delivery and assessment mode while options will offer specificity for individual students and potential institutional partners.

The programme is underpinned in current academic discourse around creative practice, professional practice and popular music / cultural studies, demonstrated by the prescribed literature, specificity of the learning outcomes and in the research-teaching linkages of the delivery team. The programme offers a clear opportunity for the provision of student-centred learner pathways (UWS Corporate Strategy) towards the suite of Business and Creative Industries Masters programmes wherein creative practice-as-research is embedded as a core methodology.

| 17 | **Graduate Attributes, Employability & Personal Development Planning** |

The programme is fully aligned with institutional priorities around the development of graduate attributes and with the institutional policy on personal development planning. The mapping of programme and module learning outcomes and employability-integrated assessment ensures the visibility of graduate attributes, employability and citizenship competencies. Personal development is embedded and explicitly signposted in the curriculum, with students provided with regular opportunities to capture and evaluate progression and development, stimulating reflection, self-regulation and a more constructive engagement with employability. It is recognised that personal development planning is an essential component of lifelong learning and continuing and professional development. To support this activity, all students are provided with access to personal development planning tools and enabled to develop a personal e-portfolio across the programme.

In accordance with University guidelines on employability and personal development skills, the Commercial Music degree adopts an enhancement-led and learner-centred approach. Specifically, we utilise a research-led teaching approach underpinned by both scholarly activity and industry-facing, career-building skills intended to maximise 'research-type' graduate attributes and employability, inclusive of skills like: critical understanding, informed by current developments in the subject; an awareness of the provisional nature of knowledge, how knowledge is created, advanced and renewed, and the excitement of changing knowledge; the ability to identify and analyse problems and issues and to formulate, evaluate and apply evidence based solutions and arguments; an ability to apply a systematic and critical assessment of complex problems and issues; an ability to deploy techniques of analysis and enquiry; familiarity with advanced techniques and skills; originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments; and an understanding of the need for a high level of ethical, social, cultural, environmental and wider professional conduct.

In addition, Commercial Music strives to support the University's primary objectives of PDP, which are: to enhance the capacity of learners to reflect, plan and take responsibility for their own learning; to enhance their knowledge of what they learn and how they learn it. Our PDP is concerned with learning in a holistic sense (in academic, personal and professional contexts) based on reflection and planning skills which are integral to knowing how to learn in different contexts and knowing how to apply learning in different contexts, something that an individual does with guidance and support. As students progress, support changes as personal capability is developed so that the process of PDP becomes self-sustaining, intended to improve the capacity of individuals to communicate their learning to others (for example, academic staff and potential employers). In addition, PDP is a process that involves self-reflection; the creation of personal records; and planning and monitoring progress towards the achievement of personal objectives.

18	**Work Based Learning/Placement Details**
	There are a number of different work-based learning opportunities for Commercial Music students. Students have the opportunity to study and work abroad primarily through two mechanisms: the International Music Exchange (EuroGig), which allows for industry-facing work experience across all sectors of live music performance; and the work-related learning module, which allows a select group of students to work and study at our partner institution, the Harris Institute in Toronto, Canada where they receive intensive work placements with key music industries firms in the metropolitan Toronto area. In addition, students enrolled in the work-based learning module also have the opportunity for work experience more locally and across the UK. In years past, students have worked for prominent Scottish music industries companies inclusive of DF Concerts, Soma Records, EmuBands, and the SSE Hydro. Students at TNE partner institutions will have similar regional opportunities for placements and work-based learning.

19	Attendance and Engagement
	In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. **See also Regulations 1.64- 1.67**

20	Equality and Diversity
	The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. BA (Hons) Commercial Music is dedicated to the principles of Equality, Diversity and Inclusion, and these principles are embedded in our learning and teaching practices. Issues of gender, sexuality, race and representation form a core part of our curriculum, reflecting broader debates about EDI within the music industries, academia, and culture and society more broadly.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards (Chapter 1, Regulatory Framework)

21	Learning Outcomes (Maximum of 5 per heading)
	Outcomes should incorporate those applicable in the relevant QAA Benchmark statements. Please ensure that Learning Outcomes are appropriate for the level of study. Further information is available via SCQF: https://scqf.org.uk/support/support-for-educators-and-advisers/support-for-colleges-heis/ and a Level Descriptors tool is available (SCQF Level Descriptors Tool | Scottish Credit and Qualifications Framework) and ensure appropriate cognisance of Chapter 1, Regulatory Framework. https://www.uws.ac.uk/media/6514/regulatory-framework-2023-2024.pdf

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SCQF LEVEL 7 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate an ability to understand theoretical and aesthetic systems and relate theory and practice to each other.
A2	Demonstrate an awareness of the understanding of the cultural conventions and symbolic meanings associated with repertoires, instruments and genres studied.
A3	Ability to relate to music in its historical, social, cultural, political, philosophical, economic, spiritual and religious contexts.

A4	Understanding of the historical development of practices of cultural consumption.
A5	Understanding of the history of communication technologies and how developments in media and music can be understood in relation to technological change.

Practice - Applied Knowledge and Understanding

B1	Understand the fundamental skills of music-related theory and practice.

Communication, ICT and Numeracy Skills

C1	Demonstrate an ability to use analogue and digital equipment for creating and recording music.
C2	Create and use computer software for music-related tasks such as notation, sound analysis and synthesis, composition, sound recording and editing.
C3	Combine musical sound with other media.
C4	Integrate performers with electronically generated sound.

Generic Cognitive Skills - Problem Solving, Analysis, Evaluation

D1	Use a range of processes to address defined and/or routine problems and issues within new and familiar contexts.
D2	Demonstrate awareness of audience needs, characteristics and responses across a range of presentation and performance contexts.

Autonomy, Accountability and Working With Others

E1	Demonstrate an ability to work independently as well as an ability to work as an integrated member of a team, to respond to partnership and leadership, and to lead others in teamwork in a business- or music-related context.

Learning Outcomes - Level 7 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
7	APPD07001	ASPIRE	20	✓	✓		
7	MUSC07003	Introduction to the Music Industries	20	✓			
7	MUSC07009	Live Performance	20	✓			
7	MUSC07001	Local Music Scenes	20	✓			
7	MUSC07015	Popular Music: History & Politics	20		✓		

Footnotes for Core Modules:

[click here to add detail]

Learning Outcomes - Level 7 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
7	MUSC07014	Musicianship	20		✓		
7	MUSC07012	Recording for Media 1	20		✓		

Footnotes for option modules

22 a	**Level 7** **Criteria for Progression and Award**
	To progress to L8, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13).
	For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).
	Those students entering the programme at SCQF level 7, and who successfully achieve 120 credits at SCQF level 7 (including all cores) can exit with Cert HE Commercial Music should they choose not to progress to the next level of the programme.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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Level 8 Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Demonstrate a broad knowledge of the key theories and principles underpinning the cultural conventions and symbolic meanings associated with business and performance practice in the music and creative industries.
A2	Demonstrate an awareness of the economic forces that frame the media, cultural and creative industries.
A3	Demonstrate understanding of the role of technology in terms of media production, access and use.
Practice - Applied Knowledge and Understanding	
B1	Employ a range of practical skills and techniques associated with design, production and delivery of music related texts and products.
B2	Demonstrate an ability to reflect upon their learning, and recognise influences on their own and other's work.
B3	Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas and making use, as appropriate, of a problem solving approach.
Communication, ICT and Numeracy Skills	
C1	Provide evidence of ability to use a range of communication and presentational skills and software applications for scholarly and in some cases music-related tasks.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Present and evaluate complex arguments, information and ideas relating to the practice and theorisation of music and music-related arts and business.
D2	Examine assumptions critically in light of evidence.
D3	Remain critically self-aware, through continual monitoring and assessment of their own abilities and realistic reflection of their potential and achievements.
D4	Respond positively to feedback while maintaining confidence in their own creative and scholarly work.
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in a variety of tasks at a professional and/or supervisory level.
E2	Demonstrate an ability to apply knowledge and awareness of the key issues in the field of music-related business, production and performance.

Learning Outcomes - Level 8 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	MUSC08010	Commercial Music Strategies	20	✓			
8	MUSC08021	Music Industry Brief	20	✓			
8	MUSC08020	Music, Audiences & Participation	20	✓			
8	MUSC08013	Creating & Producing an Act	20		✓		
8	MUSC08016	Online Music Promotion	20		✓		
8	MUSC08019	Music: Academic Writing	20		✓		

Footnotes for Core Modules:

Learning Outcomes - Level 8 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
8	MUSC08018	Popular Music Techniques 1	20		✓		Roma College Only

Footnotes for option modules

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22b	Level 8 Criteria for Progression and Award

To progress to L9, students must meet the criteria outlined in University Regulation, Chapter 3 (3.13).

For information on progression with credit deficit please refer to University Regulation, Chapter 3 (3.13).

Those students entering at SCQF level 7 or SCQF level 8, and who achieve at least 240 SCQF credits of which a minimum of 90 are at least SCQF level 8, including all cores, can exit with DipHE Commercial Music, should they chose not to progress to the next level of the programme.

Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26)

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

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SCQF LEVEL 9 **Learning Outcomes (Maximum of 5 per heading)**	
Knowledge and Understanding	
A1	Demonstrate an integrated knowledge and understanding of the material conditions of (music) cultural consumption, and of the cultural contexts in which people appropriate, use and make sense of music cultural products.
A2	Demonstrate a broad knowledge of the historical evolution of particular genres, aesthetic traditions and forms of (music) cultural practice, and of their current characteristics and possible future developments.
A3	Demonstrate a critical understanding of the principal theories, principles, concepts and terminology associated with Popular Music Studies.
A4	Demonstrate an understanding of the dynamics of public and everyday discourses in the shaping of music, culture and society.
A5	Demonstrate an understanding of the ways in which different social groups may make use of cultural texts and products in the construction of social and cultural realities, cultural images and frames of reference.
Practice - Applied Knowledge and Understanding	
B1	Demonstrate a limited range of specialist skills variously related to the research, design, production and delivery of music-related products.
B2	Demonstrate a critical understanding of the key technological, political, economic and legal issues in the music and creative industries, with a view to being able apply an informed perspective in their creative practical work.
Communication, ICT and Numeracy Skills	
C1	Use a combined range of routine and specialized skills in support of established practices in music performance, management, music production.
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	

D1	Identify and analyse routine professional problems and issues, and draw on a range of sources for the purposes of assessing and responding to them through research and scholarly activity.
D2	Demonstrate the ability to assimilate and synthesise complex information, applying methods of identifying, progressing and achieving measurable goals.
D3	Demonstrate an ability to employ reasoning and logic in order to analyse data and to formulate relevant arguments and hypotheses.
Autonomy, Accountability and Working With Others	
E1	Exercise autonomy and initiative in a variety of tasks at a professional, managerial and/or supervisory level.
E2	Demonstrate an appropriate outlook for work in multi-cultural environments with particular regard to the fields of music-related business, production and performance.
E3	Demonstrate an awareness of and understanding of key ethical and practical issues of project management in accordance with professional codes of practice.
E4	Evidence a degree of critical self-awareness and reflexivity in relation to their professional and personal development.

Learning Outcomes - Level 9 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term			Footnotes
				1	2	3	
9	MUSC09013	Advanced Music Production	20		✓		
9	MUSC09009	Creative Music Product Design	20	✓			
9	MUSC09017	DIY Music	20	✓			
9	MUSC09023	Music In Everyday Life	20	✓			
9	MUSC09021	Music Research Practice	20		✓		

Footnotes for Core Modules:

Learning Outcomes - Level 9 Optional Modules

SCQF Level		Module Name	Credit	Term	Footnotes

	Module Code			1	2	3	
9	MUSC09019	Advanced Songwriting & Performance	20				
9	MUSC09018	Popular Music Techniques 2	20				Roma College only
9	MUSC09007	Work Related Learning	20				
9	MUSC09010	Recording for Media 3	20		✓		
9	MUSC09011	Community Music Practice	20		✓		

Footnotes for option modules

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22c	Level 9 Criteria for Progression and Award
	To progress to L10, students must meet the criteria outlined in University Regulations, Chapter 3 (3.13). For information on progression with credit deficit please refer to University Regulations, Chapter 3 (3.14). Those students who initially enter the programme at SCQF levels 7, 8 or 9 and who achieve at least 360 credits with 200 in the subject area of which a minimum of 90 are at least SCQF level 9, including all cores, can exit with the BA Commercial Music, should they decide not to progress to the next level of the programme. Distinction will be awarded in line with University Regulations and no imported credit can be used. (Regulations 3.35 & 3.26) Links: UWS Regulatory Framework; and Student Experience Policy Statement. [click here to add detail]

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	SCQF LEVEL 10 Learning Outcomes (Maximum of 5 per heading)

	Knowledge and Understanding
A1	Understand theoretical and aesthetic systems involved in the creation, delivery and critique of creative texts and products and relate this knowledge to their own and others' practice.
A2	Understand the cultural conventions, symbolic meanings, representative and generic forms and technologies employed in the construction and reception of media, music and cultural texts.
A3	Understand the ways in which forms of media and cultural consumption are embedded in everyday life.
A4	Understand the ways in which the scholarly and productive fields of music, media and creativity are developed, including a range of established techniques of enquiry or research methodologies.
A5	Demonstrate historically informed knowledge of the contributions of the media, creative and cultural industries.

	Practice - Applied Knowledge and Understanding
B1	Use a range of the skills, practices and/or materials associated with the design, production and delivery of music-related and/or business texts and products.
B2	Consolidate, extend and apply creative skills and practices in one or more specialist areas of creative practice-drawing on craft and technical skills.
B3	Demonstrate an understanding of professional and technical practices and traditions.
B4	Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.

	Communication, ICT and Numeracy Skills
C1	Make formal presentations about specialised topics to informed audiences.
C2	Communicate with professional level peers, senior colleagues and specialists.

	Generic Cognitive Skills - Problem Solving, Analysis, Evaluation
D1	Demonstrate creative engagement with key concepts and issues informing and underpinning the music and creative/cultural industries.
D2	Demonstrate ability to respond to key practical, ethical, legal, technological and business issues in the context of effective project management and creative development.
D3	Demonstrate understanding of the opportunities for creative and entrepreneurial practice and how to exploit them in a business and/or arts context.

	Autonomy, Accountability and Working With Others
E1	Demonstrate ability to practice in a range of professional, managerial and/or supervisory level contexts.
E2	Offer professional level insights, interpretations and solutions to problems and issues.
E3	Demonstrate some originality and creativity in dealing with professional, managerial and/or supervisory level issues.

E4	Exercise autonomy and initiative in professional/equivalent activities.
E5	Take significant responsibility for the work of others and others' role and responsibilities.

Learning Outcomes - Level 10 Core Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
10	MUSC10001	Communities of Music Practice	20	✓	✓		
10	JOUR10004	Creative Research Project	60	✓	✓		
10	MUSC10015	Music: Professional & Creative Identity	20	✓			

Footnotes for Core Modules:

Learning Outcomes - Level 10 Optional Modules

SCQF Level	Module Code	Module Name	Credit	Term 1	Term 2	Term 3	Footnotes
9	MUSC09019	Advanced Songwriting & Performance	20		✓		
10	MUSC10013	Music Film & Sound Aesthetics	20		✓		
9	MUSC09007	Work Related Learning	20		✓		

Footnotes for option modules

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22d	Level 10 Criteria for Award
	The award of BA (Hons) Commercial Music is awarded to students who have at least 480 credits of which a minimum of 200 Point are at SCQF Levels 9 and 10, and of which a

minimum of 90 are at SCQF Level 10.

Honours Classification will be awarded in line with the University Regulations, Chapter 3 (3.20 – 3.24).

To progress to Diploma, students must meet the criteria outlined in University Regulations, Chapter 3 (3.13).

No Distinction is awarded at Honours level (Regulation 3.25).

Links: UWS Regulatory Framework; and Student Experience Policy Statement.

[click here to add detail]

23	Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the University Regulatory Framework .

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

24	Combined Studies

There may be instances where a student has been unsuccessful in meeting the award criteria for the named award and for other more generic named awards existing within the School. Provided that they have met the credit requirements in line with the SCQF credit minima (please see Regulation 1.21), they will be eligible for a Combined Studies award (please see Regulation 1.61).

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.

For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Change/Version Control

Changes made to the programme since it was last published:

What	When	Who
Updated Links: • Academic Engagement Procedure • Equality and Diversity • University Regulatory Framework	19/10/2023	C Winter

• Removed invalid links		
Guidance Note 2023-24 provided	12/12/23	D Taylor
General housekeeping to text across sections and addition of links and some specific guidance. Addition of Duration of Study and some other text – for CMA.	12/12/23	D Taylor

Version Number: UG 1 (2023-24)