

BA (Hons) Music (and Pathway)

Definitive Programme Document



Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Bath School of Music and Performing Arts
Main campus	Newton Park
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	Music Music (Performance)
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Professional Placement Year	Optional
Duration of award	Full time and part time duration
Modes of delivery offered	Campus-based
Regulatory Scheme ¹	Undergraduate Academic Framework
Exemptions from regulations/framework ²	Yes
Professional, Statutory and Regulatory Body accreditation	n/a
Date of most recent PSRB approval (month and year)	n/a
Renewal of PSRB approval due (month and year)	n/a
UCAS code	W300

Route code (SITS)	MUSPS (Single), MUSPS-SW (with PPY)
Relevant QAA Subject Benchmark Statements (including date of publication)	Music
Date of most recent approval	November 2022
Date specification last updated	February 2024

¹ This should also be read in conjunction with the University's Qualifications Framework

² See section on 'Exemptions'

Exemptions [↗](#)

The following exemptions are in place:

Programme /Pathway	Regulations/Framework	Brief description of variance	Approving body and date

Programme Overview [↗](#)

BA Music is a practical and applied degree designed to give students access to a broad range of careers in music through an artist-first approach to study. It considers how music exists in the world around us today, exploring both how music is not only something *to do*, but something *to do things with*. It enables students to make a difference in the world with their music and the contextual skills they develop, including in the music management, education, community, and wellbeing sectors.

The degree focuses on developing creative skills as a practitioner in a wide range of musical styles and contexts. It provides regular music making opportunities, enhancing students' skills as practical and entrepreneurial musicians who understand music as it is made in contemporary society, engaging directly with the music industry and diverse communities. It also supports their development as music creators, exploring personal musical identities through making original work.

These creative and practical musicianship skills are developed in the context of viable career paths within music. The course gives students the practical training and work experience they need to take music out of concert venues and into peoples' everyday lives-into schools, prisons, community organisations, health and social care settings and music societies-in an inclusive and sustainable way. The course helps develop a portfolio of concrete experience and materials, ready to kick-start a career in music, such as through public-facing performances, professional placements, websites and online content, or educational materials and workshop plans. Students will also acquire the communication, business, entrepreneurial, digital literacy, and evaluation skills they will need to support their artistic and professional activities.

Programme Aims [↗](#)

1. Develop graduates as confident and skilled creative practitioners who can produce personal and individual work and collaborate with others.
2. Support graduates in acquiring the knowledge and understanding of current creative landscapes and contemporary practices in music and beyond, moving fluidly across individual, collaborative, and transdisciplinary contexts, with the ability to locate and contextualise their practice amid wider theoretical and socio-cultural contexts.
3. Enable graduates to undertake self-directed scholarly and artistic research, including knowledge of global and contemporary perspectives on historical, philosophical, cultural, and social issues, and the critical ability to challenge assumptions within the field through convincing argument and debate.
4. Equip graduates to sensitively navigate the intersections between music and the politics of individual and community identities in an informed manner and to manage such factors successfully and appropriately within the artist/professional dimensions of the field.

1. Support graduates in acquiring knowledge of the economic and logistical factors involved in the broader music industry, including the ability to develop personal entrepreneurial strategies to move within and navigate across the sector to achieve self-defined career goals.
2. Produce graduates who can demonstrate the ability to work confidently and independently within a professional musical context, including a nuanced understanding of the current expectations and standards of the broader music sector, critically engaging with the particulars of certain working contexts, audiences, and participants.

Programme Intended Learning Outcomes (ILOs) [↗](#)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs)	On Achieving Level 5	On Achieving Level 4
	On Achieving Level 6		
A1	Form personalised and complex creative connections from a broad range of contemporary practices of music and beyond, self-initiated and led by personal enquiry.	Fuse and combine a disparate range of contemporary creative practices of music, evolving ideas independently from a fixed starting point.	Personalise and apply contemporary creative practices of music in response to specific creative briefs and circumstances.

A2	Project a fluent and reflexive personal artistic practice of improvised and notated music-making moving fluidly across individual, collaborative, and transdisciplinary contexts and with the ability to locate and contextualise one's practice amid wider theoretical, and socio- cultural contexts.	Communicate a confident and informed artistic practice of improvised and notated music-making both as an individual and as part of wider collaboration with the ability to critically self-evaluate one's activity in relation to wider aesthetic frameworks.	Secure an informed artistic practice of music-making with the ability to evaluate such practice in relation to established pre-existent models.
A3	Inform musical practice with systematic and self-directed scholarly research, including knowledge of global and contemporary perspectives on historical, philosophical, cultural, and social issues and the critical ability to challenge assumptions within the field through convincing argument and debate.	Support musical practice, including appropriate scholarly research methodologies, with critical evaluations of global and contemporary perspectives and to be able to argue a position amid points of conflict and coalescence within the field.	Make connections between scholarly knowledge of historical and cultural musical issues and musical practice and to be able to identify and synthesise points of conflict and coalescence within the field.
A4	Sensitively navigate the intersections between music and the politics of individual and community identities in an informed manner and to manage such factors successfully and appropriately within the artist/professional dimensions of the field.	Respond to the intersections between music and the politics of individual and community identities in an informed manner and to reflexively evaluate such factors in relation to artistic/professional activities.	Identify the intersections between music and the politics of individual and community identities.
A5	Successfully proliferate and appropriately disseminate one's practice amongst the wider community via contemporary means, including the means to seek and establish an audience for one's practice, with the knowledge and conceptual infrastructure to be able to create and capture impact.	Interrogate the relationships between audiences and content within means of contemporary dissemination and to develop strategies to bring your work meaningfully to the attention of others.	Generate content suitable for a variety of audiences and contemporary dissemination contexts.

A6	Work confidently and independently within a professional musical context, including a nuanced understanding of the current expectations and standards of the broader music sector, critically engaging with the particulars of certain working contexts, audiences, and participants.	Operate successfully in a professional musical context, including a comprehensive knowledge of the current expectations and standards of the broader music sector.	Recognise the attributes of a professional musical context and to evaluate one's activity in relation to these standards.
A7	An applicative knowledge of the economic and logistical factors involved in the broader music industry as it exists today, including the ability to develop personal entrepreneurial strategies to move within and navigate across the sector to achieve self-defined career goals.	An ability to apply knowledge of the economic and logistical factors involved in the broader music industry as it exists today to connect one's practice to industry activity and locate your work within the sector.	A knowledge of the economic and logistical factors involved in the broader music industry as it exists today.

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Generate innovative independent creative ideas individually and collaboratively in response to a negotiated or self-determined brief.	Generate creative ideas collaboratively in response to a negotiated, or self-determined, brief.	Generate creative ideas in response to a set brief.
B2	Critically evaluate arguments, assumptions, abstract concepts, and data from several types of sources in creative, intellectual, and applied contexts.	Find and compare relevant information from diverse types of sources and critically evaluate it in creative, intellectual, and applied contexts.	Find and communicate relevant information from distinct types of sources in creative, intellectual, and applied contexts.
B3	Conceptualise, analyse, synthesise, apply, and critically evaluate information individually and collaboratively in creative, intellectual, and applied contexts.	Analyse, synthesise, apply, and evaluate information collaboratively in creative, intellectual, and applied contexts.	Analyse and evaluate information in creative, intellectual, and applied contexts.

B4	Apply and critically evaluate problem solving skills independently and collaboratively in creative, intellectual, and applied contexts.	Apply and evaluate problem solving skills collaboratively in creative, intellectual, and applied contexts.	Apply problem solving skills in creative, intellectual, and applied contexts.
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C Skills for Life and Work

	On achieving Level 6 you will be able to:	On achieving Level 5 you will be able to:	On achieving Level 4 you will be able to:
C1	<p>Work Independently</p> <p>Exercise initiative, independence and personal responsibility to manage your own learning and time.</p>	<p>Work Independently</p> <p>Exercise independence and personal responsibility to manage your own learning and time.</p>	<p>Work Independently</p> <p>Manage your own learning and time.</p>
C2	<p>Work with Others</p> <p>Work collaboratively with others to achieve individual and common goals, solve problems creatively and build interpersonal relationships to flourish in a global workplace.</p>	<p>Work with Others</p> <p>Work collaboratively with others to achieve individual and common goals, solve problems creatively.</p>	<p>Work with Others</p> <p>Work collaboratively with others.</p>
C3	<p>Communicate with Impact</p> <p>Communicate clearly, effectively and impactfully with specialist and non-specialist audiences.</p>	<p>Communicate with Impact</p> <p>Communicate clearly and effectively with others.</p>	<p>Communicate with Impact</p> <p>Communicate accurately and reliably with others.</p>

C4	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively, critically and ethically to enhance creativity and communication.</p>	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively, critically and ethically.</p>	<p>Demonstrate Digital Fluency</p> <p>Use digital skills productively.</p>
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³ I.e., the ability to review, direct and manage one's own workload.

Programme content [↗](#)

This programme comprises the following modules

Key:

Core = C Required = R Required* = R* Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme. Subject offered as single and/or combined award

Music				Status	
Level	Code	Title	Credits	Single	Joint
4	MUS4010-20	Practical Music Skills	20	C	
4	MUS4011-20	Playing, Performing and Recording	20	C	
4	MUS4012-20	Listening and Hearing	20	C	
4	MUS4013-20	Music in Society	20	C	
4	MUS4014-20	Improvising and Devising	20	C	
4	MUS4015-20	Creative Sandbox	20	C	
5	MUS5010-20	Practice and Research	20	O	
5	MUS5011-20	Music for All	20	C	

5	MUS5012-20	Music for Learners	20	O	
5	MUS5013-20	Communicating Music	20	O	
5	MUS5014-20	Interdisciplinary Collaboration	20	O	
5	MUS5015-20	Music as an Event	20	C	
6	MUS6010-20	Wellbeing, Inclusivity, and Sustainability	20	O	
6	MUS6011-20	Professional Placement	20	O	
6	MUS6012-40	Creative Project	40	C	
6	MUS6013-20	Research Contexts	20	O	
6	MUS6014-20	Research Project	20	O	



Subject offered with pathways

Music offers one pathway:

Music (Performance)

Music (Performance) is available for single honours music students who wish to target careers within the performance of music but for whom the generation of original material or development of a particular and marketable artistic persona are not a primary goal. The pathway therefore specifically targets careers areas of music-making such as theatre ‘pit’ performance; musical directorship (‘MD-ing’); covers and function bands; as well as the wider entertainment industry (hotels, resorts, cruise ships, etc). Students on the **Music (Performance)** pathway take four 20-credit modules (two at L5, two at L6) which are bespoke to the pathway. Taken together, these bespoke modules focus on specific training in technical and creative development in vocal and instrumental performance, as well as the necessary performance-specific industry and leadership skills to prepare students for work within this field.

In the below table, bespoke modules are highlighted in bold:

Music (Performance)				Pathway
Level	Code	Title	Credits	Single
4	MUS4010-20	Practical Music Skills	20	C
4	MUS4011-20	Playing, Performing and Recording	20	C
4	MUS4012-20	Listening and Hearing	20	C
4	MUS4013-20	Music in Society	20	C
4	MUS4014-20	Improvising and Devising	20	C
4	MUS4015-20	Creative Sandbox	20	C
5	CMT5005-20	Audiovisual Practice*	20	O
5	CMT5102-20	Composition	20	O
5	CMU5103-20	Creative Composition	20	O
5	MUS5020-20	Performance Craft and Fluency	20	R
5	MUS5011-20	Music for All	20	C
5	MUS5012-20	Music for Learners	20	O
5	MUS5021-20	Exploring Repertoire	20	R
5	MUS5014-20	Interdisciplinary Collaboration	20	O
5	MUS5015-20	Music as an Event	20	O
6	CMT6100-20	Composition for Media	20	O
6	CMT6103-20	Audiovisual Project**	20	O
6	MUS6010-20	Wellbeing, Inclusivity, and Sustainability	20	O
6	MUS6011-20	Professional Placement	20	O
6	MUS6012-40	Creative Project	40	C

6	MUS6020-20	Freelance Performance and Leadership	20	R
6	MUS6021-20	Performance Project	20	R

***Semester 1 iteration of CMT5004-20 only**

****Timetabled with CMU route through module**

Assessment methods [↗](#)

A range of summative assessment tasks which generate usable outcomes for students to collate in a professional portfolio will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here to pass that module.

Work experience and placement opportunities [↗](#)

This course provides you with the opportunity to gain real world work experience. You will undertake many public-facing projects and events throughout your course, including performing, planning and managing events, and conceiving and executing ideas. We work closely with a wide range of partners in Education, Community Arts, Social Enterprise, as well as venues and festivals, to provide exciting experiences that you will be able to build upon as you move on to a career in music. In particular, in the first semester of your final year our professional placement module enables you to focus individually on a specific area of interest, either with one of our partners, or through other opportunities that you want to take advantage of. Through this module you engage directly with the work that you are passionate about, and interested in. These experiences and opportunities will contribute directly to your portfolio enabling you to kick-start your career in music.

Additional Course Costs [↗](#)

Table of Additional Costs

Module Code and Title	Type of Cost	Cost
MUS6011-20 Professional Placement	Travel to placement location. A DBS Certificate may be required for certain settings.	Travel costs vary. A basic DBS check is around £25 and an enhanced check is around £40.

Graduate Attributes

Graduate Attribute	While at Bath Spa, I will develop my ability to:	This programme will help me to do this through:
Confidently Self-Aware	Reflect on and recognise my unique skills, strengths, and values and be able to apply and articulate them in a range of different contexts.	The BA Music programme fosters confident self-awareness by embedding regular self-reflection, creative self-evaluation, and professional awareness into students' activity and practice. Through methods such as formative feedback, reflective journals, and project evaluations, students are encouraged to continually review and refine their work in music, allowing graduates to develop their unique creative voice.
Emotionally Attuned	Be mindful of how my actions and emotions impact those around me so I can better navigate difficult situations and build effective interpersonal relationships.	In studying BA Music, emotional attunement is achieved by enabling students to navigate the emotional complexities of music-making, encouraging sensitivity to their own emotional responses as well as those of others. Through reflective practices and critical discussions, students learn to manage vulnerability, critique, and rejection while maintaining their own well-being. The programme particularly emphasizes empathy and inclusivity, allowing graduates to connect meaningfully with diverse audiences in a supportive, respectful manner - essential attributes for building effective interpersonal relationships through and across the wider music industry.
Inclusive Collaborator	Contribute independently to collaborative projects while working effectively with others, valuing diversity and respecting individual differences.	Graduates of BA Music become inclusive collaborators by working extensively with and connecting with individuals from diverse musical backgrounds. Throughout their period of study, BA Music students learn to meaningfully respect various artistic perspectives, promoting adaptability and the creation of an environment where all voices can be heard. Assessment practices prioritize collaboration, often focusing on the process rather than the product, while allowing students to work within their own musical context. This approach helps graduates balance individual contributions with effective teamwork, ensuring they navigate diverse and professional settings with confidence and sensitivity.

<p>Adaptable Innovator</p>	<p>Embrace challenges, taking risks where needed and applying individual and collective problem solving.</p>	<p>BA Music graduates become adaptable innovators through a variety of means. The programme encourages students to take creative risks and explore new ideas, both artistically and professionally. Through experimentation with different musical approaches and technologies, students learn to push boundaries and adapt to the evolving music industry. The programme emphasizes collaboration, shared knowledge, and strategic risk management, providing a framework for students to develop their own creative voices. Teaching and assessment promote experimentation and creative problem-solving, rewarding students for diversifying their musical practices and overcoming the creative challenges therein.</p>
<p>Critical Thinker</p>	<p>Keep an open mind, ask curious questions and think creatively to gain a deeper and broader understanding of global perspectives and the world around me.</p>	<p>By using a variety of approaches to the consideration of both their own work and the work of others, BA Music students engage with critical analysis of global and cultural trends in music. BA Music students question underlying assumptions about music to explore new ideas, offering up their own perspectives and insights as part of their work. Through critical engagement with scholarly research and regarding the intersections of music, identity, and culture, students develop deeper understandings of our shared musical landscape and its socio-economic contexts. Assessment encourages students to demonstrate their ability to think critically and engage creatively with contemporary issues in music, cultivating intellectual growth and cultural relevance. Through this, BA Music graduates become critical thinkers.</p>
<p>Forward Thinker</p>	<p>Set goals, plan ahead and utilise resources to support my personal ambitions and achieve my own version of success.</p>	<p>Through strategic planning and goal setting, BA Music students learn to align their ambitions with professional opportunities, preparing them for success in an ever-evolving musical landscape. The BA Music programme emphasizes self-directed planning, resilience, and adaptability, fostering an entrepreneurial mindset essential for creative careers. Assessment and teaching further support this attribute by requiring students to utilize resources effectively, as well as reflect on their achievements for continued personal and professional growth.</p>

Ethical Leader	Act with empathy, making decisions grounded in ethical principles while advocating for sustainability and positive social change.	Through projects and discussions, BA Music students are guided to balance artistic freedom with social and environmental considerations, promoting a sustainable future for the music industry. Ethical leadership is embedded in the curriculum, empowering students to advocate for inclusivity and positive social change within the wider community. By prioritizing these principles, graduates are equipped to influence the evolving landscape of music with integrity and a commitment to responsible practices.
Responsible Self-Starter	Be accountable for my actions and decisions while demonstrating creativity, proactivity, and a focus on solutions.	Whether through projects, performances, or collaborations, BA Music students are empowered to be accountable for their artistic choices and develop their careers with autonomy and confidence. Through assignments and practical assessments, students learn how to connect their work with existing opportunities and build their professional identities. By encouraging students to take such initiative in their creative practices, BA Music graduates become responsible self-starters.
Compassionately Resilient	Respond to setbacks with a reflective and positive attitude, flexibility and a self-caring approach.	In BA Music, students are encouraged to view creative critique as a tool for growth and self-improvement. Students are taught to maintain emotional resilience in the face of feedback, using it to refine their practice while preserving their well-being. Regular peer critique and reflective practices normalize criticism as a part of development, emphasizing mutuality and fostering self-assurance. Assessment supports this by prioritizing constructive feedback, ensuring that students develop the resilience and confidence necessary to navigate challenges in their artistic and professional journeys.
Digitally Resourceful	Utilise and responsibly leverage existing and emerging technologies to solve problems and communicate.	The BA Music programme fosters digital resourcefulness by integrating technology into all stages of the creative process. Through the use of digital tools, students are trained to collaborate effectively, communicate their ideas, and responsibly disseminate their work. Students are encouraged to adapt to the rapidly changing digital landscape, equipping them with the skills to navigate both the artistic and economic aspects of the music industry and harness future developments within that sphere to the utmost potential.

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
MUS5011-20	Music For All	Changes to Brief description and aims of module, and Outline syllabus	Curriculum Approval Panel December 2024	September 2025
MUS5012-20	Music For Learners	Changes to Brief description and aims of module	Curriculum Approval Panel December 2024	September 2025

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
Change of Module Status MUS5011-20 to optional to accommodate Performance pathway	Dec 2023	Sept 2024
Change of Module Status MUS5013-20 to optional to accommodate Performance pathway	Dec 2023	Sept 2024
Change of Module Status MUS6013-20 to optional to accommodate Performance pathway	Dec 2023	Sept 2024
Change of Module Status MUS6014-20 to optional to accommodate Performance pathway	Dec 2023	Sept 2024

Attached as appendices: [↗](#)

1. Programme structure diagrams
 - a. BA Music
 - b. BA Music (Performance)
2. Map of module outcomes to level/programme outcomes
 - a. BA Music
 - b. BA Music (Performance)
3. Assessment map
4. Module descriptors

Appendix 1: BA (Hons) Music: Programme Structure Diagram [↗](#)

Single Honours (Full-Time)	
Level 4	
Semester 1	Semester 1
Core Modules	
MUS4011-20 Playing, Performing and Recording	MUS4015-20 Creative Sandbox
MUS4010-20 Practical Music Skills	MUS4014-20 Improvising and Devising
MUS4012-20 Listening and Hearing	MUS4013-20 Music in Society
Rule Notes: The Level 4 BA (Hons) Music structure is the same for all students, whether they opt for the Performance pathway or not.	
Level 5	
Core Modules	
MUS5011-20 Music for All	MUS5015-20 Music as an Event
Required Modules	
MUS5020-20 Performance Craft and Fluency	MUS5021-20 Exploring Repertoire
Optional Modules	
MUS5010-20 Practice and Research (Not available for Performance pathway)	MUS5013-20 Communicating Music
MUS5012-20 Music for Learners	MUS5014-20 Interdisciplinary Collaboration
CMT5004-20 Music Video Production (Performance)	CMT5101-20 Composition 4 (Performance)
	CMU5103-20 Creative Composition (Performance)
Rule Notes: Students on the Performance pathway take the Required modules. Optional modules only available to the pathway are indicated by (Performance).	
Level 6	
Core Modules	
MUS6012-40 Creative Project	

Required Modules	
MUS6020-20 Freelance Performance and Leadership	MUS6021-20 Performance Project
Optional Modules	
MUS6011-20 Professional Placement	MUS6010-20 Wellbeing, Inclusivity, and Sustainability
MUS6013-20 Research Contexts (Not available for Performance pathway)	MUS6014-20 Research Project (Not available for Performance pathway)
CMT6100-20 Composition for Media (Performance)	CMT6103-20 Audio Visual Performance (Performance)
<p>Rule Notes: Students on the Performance pathway take the Required modules.</p> <p>Optional modules only available to the pathway are indicated by (Performance).</p>	

Appendix 2: Map of Intended Learning Outcomes [↗](#)

Level	Module Code	Module Title	Student (C, R, R*, O)	Intended Learning Outcomes															
				Subject-specific Skills and Knowledge							Cognitive and Intellectual Skills				Skills for Life and Work				
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	
4	MUS4010-20	Practical Music Skills	C		X					X				X	X				

4	M US 40 11 -2 0	Pla yi ng , Pe rfo rm in g an d Re co rdi ng	C	X	X			X	X		X			X	X	X		X
4	M US 40 12 -2 0	Lis te ni ng an d He ari ng	C	X	X	X					X	X	X	X	X		X	X
4	M US 40 13 -2 0	Mu sic in So cie ty	C			X	X	X		X	X	X	X		X		X	X
4	M US 40 14 -2 0	Im pr ovi sin g an d De vis in g	C				X			X			X					
4	M US 40 15 -2 0	Cr ea tiv e Sa nd bo x	C	X	X			X		X			X	X				X

5	M US 50 10 -2 0	Pr ac tic e an d Re se ar ch	O	X	X	X		X			X	X	X	X	X		X	X
5	M US 50 11 -2 0	Mu sic for All	C				X	X	X	X	X	X	X	X	X	X	X	X
5	M US 50 12 -2 0	Mu sic for Le ar ne rs	O	X	X	X	X		X		X		X	X	X	X	X	X
5	M US 50 13 -2 0	Co m m un ica tin g Mu sic	O			X	X	X	X	X	X	X	X	X	X		X	X
5	M US 50 14 -2 0	Int er dis cip lin ar y Co lla bo rat ion	O	X	X			X	X		X	X	X	X	X	X	X	X

5	M US 50 15 -2 0	Mu sic as an Ev en t	C	X	X			X										
6	M US 60 10 -2 0	W ell be in g, Inc lus ivi ty an d Su st ai na bili ty	O			X	X	X		X	X	X	X	X	X		X	X
6	M US 60 11 -2 0	Pr of es sio na l Pla ce m en t	O				X	X	X	X	X	X	X	X	X	X	X	X
6	M US 60 12 -4 0	Cr ea tiv e Pr oj ec t	C	X	X			X	X	X	X		X	X	X	X	X	X
6	M US 60 13 -2 0	Re se ar ch Co nt ex ts	O			X	X				X	X	X	X	X		X	X

6	M US 60 14 -2 0	Re se ar ch Pr oj ec t	O			X	X				X	X	X	X	X		X	X
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¹ C = Core; R = Required; R* = Required*; O = Optional

Le ve l	M o d u l e C o d e	M o d u l e T i t l e	S t a t u s	Intended Learning Outcomes															
				Subject-specific Skills and Knowledge							Cognitive and Intellectual Skills				Skills for Life and Work				
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4	
4	M US 40 10 -2 0	Pr ac tic al Mu sic Ski lls	C		X				X					X	X				
4	M US 40 11 -2 0	Pla yi ng , Pe rfo rm in g an d Re co rdi ng	C	X	X			X	X		X			X	X	X			X

4	M US 40 12 -2 0	Lis te ni ng an d He ari ng	C	X	X	X				X	X	X	X	X		X	X
4	M US 40 13 -2 0	Mu sic in So cie ty	C			X	X	X		X	X	X	X		X		X
4	M US 40 14 -2 0	Im pr ovi sin g an d De vis in g	C				X			X			X				
4	M US 40 15 -2 0	Cr ea tiv e Sa nd bo x	C	X	X			X		X			X	X			X
5	M US 50 20 -2 0	Pe rfo rm an ce Cr aft an d Flu en cy	R	X	X	X		X	X		X		X	X	X	X	X

5	M US 50 11 -2 0	Mu sic for All	C				X	X	X	X	X	X	X	X	X	X	X
5	M US 50 12 -2 0	Mu sic for Le ar ne rs	O	X	X	X	X		X		X		X	X	X	X	X
5	M US 50 21 -2 0	Ex pl ori ng Re pe rto ire	R	X	X		X	X	X	X		X	X	X	X	X	X
5	M US 50 13 -2 0	Co m m un ica tin g Mu sic	O			X	X	X	X	X	X	X	X	X	X		X
5	M US 50 14 -2 0	Int er dis cip lin ar y Co lla bo rat io n	O	X	X			X	X		X	X	X	X	X	X	X
5	M US 50 15 -2 0	Mu sic as an Ev ent	C	X	X			X									

5	C MT 50 04 -2 0*	Mu sic Vi de o Pr od uc tio n	O	X			X	X	X		X			X	X	X	X	X
5	C MT 51 01 -2 0	Co m po siti on 4	O	X	X	X		X	X		X	X		X	X		X	X
5	C M U5 10 3- 20	Cr ea tiv e Co m po siti on	O	X	X	X		X	X	X	X		X	X	X		X	X
6	M US 60 20 -2 0	Fr ee la nc e Pe rfo rm an ce an d Le ad er shi p	R	X	X		X	X	X	X	X		X	X	X	X	X	X
6	M US 60 21 -2 0	Pe rfo rm an ce Pr oj ec t	R	X	X	X		X	X	X	X	X	X	X	X	X	X	X

6	M US 60 10 -2 0	W ell be in g, Inc lus ivi ty and Su stai nabi lity	O			X	X	X		X	X	X	X	X	X	X	X
6	M US 60 11 -2 0	Pr of es sio nal Pla ce men t	O				X	X	X	X	X	X	X	X	X	X	X
6	M US 60 12 -4 0	Cr ea tiv e Pr oj ec t	C	X	X			X	X	X	X		X	X	X	X	X
6	C MT 61 00 -2 0	Co m po siti on for Me di a	O	X	X			X	X	X	X		X	X	X		X

6	C	Au	O	X	X			X	X			X	X	X	X	X	X	X
	MT	di																
	61	o																
	03	Vis																
	-2	ua																
	0*	l																
	*	Pe																
		rfo																
		rm																
		an																
		ce																

¹ C = Core; R = Required; R* = Required*; O = Optional

* S1 Iteration of CMT5004-20 only

** Timetabled with CMU route through module

Appendix 3: BA Music (and pathway) Summative Assessment Tasks: [Points of Clarification](#)

Following [University Assessment Policy](#) (section 3(f)-(g)):

Level 4 [↗](#)

1. 20 Credits requires 4000 words or equivalent
2. In BA music, 4000 words is taken to be equivalent to
 - a. 10 minutes of composed music with score and/or audio/visual documentation
 - b. 20-minute live performance
 - c. 10 minutes of recorded music (i.e., performed, recorded, mixed, and mastered)

Level 5 and 6 [↗](#)

1. 20 Credits requires 5000 words or equivalent
2. In BA music, 5000 words is taken to be equivalent to
 - a. 12 minutes of composed music
 - b. 25-minute performance
 - c. 12 minutes of recorded music (i.e., performed, recorded, mixed, and mastered) NB: where assessment items are in *italics*, these are options to be chosen by students.

			COURSEWORK	PRACTICAL
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	MO DU LE CO DE	MO DU LE TIT LE	BA MU SIC ST AT US (C, R,R *,O)	BA MU SIC (PE RF OR MA NC E) ST AT US (C, R,R *,O)	CO MP OSI TION	DIS SE RT ATI ON	ES SA Y	JO UR NAL	PO RT FO LIO	RE PO RT	PE RF OR MA NC E	PR AC TIC AL PR OJE CT	PR AC TIC AL SKI LL S	PR ES EN TA TION	EX ER CIS ES
4	MU S40 10- 20	Practical Music Skills	C	C							X		X		
4	MU S40 11- 20	Playing, Performing, Recording	C	C							X	X			
4	MU S40 12- 20	Listening and Hearing	C	C					X						
4	MU S40 13- 20	MUSIC IN SOCIETY	C	C			X		X						

4	MU S40 14- 20	Im pro visi ng an d De visi ng	C	C			X				X				
4	MU S40 15- 20	Cre ati ve Sa nd bo x	C	C	X										
5	MU S50 10- 20	Pra cti ce an d Re sea rch	O	-			X					X			
5	MU S50 11- 20	Mu sic for All	C	C			X		X						
5	MU S50 12- 20	Mu sic for Le arn ers	O	O	X				X						
5	MU S50 13- 20	Co m mu nic ati ng Mu sic	O	-					X	X					

5	MU S50 14- 20	Interdisciplinary and Collaboration	O	O	X				X						
5	MU S50 15- 20	Musical Event	C	C					X						
5	MU S50 20- 20	Performance Craft and Fluency	-	R						X		X			
5	MU S50 21- 20	Exploring Repertoire	-	R						X					
5	CM T50 04- 20	Musical Video Production	-	O	X				X						
5	CM T51 01- 20	Composition 4	-	O	X										

5	CM U5 103 -20	Cre ati ve Co mp osi tio n	-	O	X									
6	MU S60 10- 20	We llb ein g, Inc lus ivit y an d Su sta ina bili ty	O	O			X		X					
6	MU S60 11- 20	Pro fes sio nal Pla ce me nt	O	O			X		X				X	
6	MU S60 12- 40	Cre ati ve Pro jec t	C	C	X				X	X				
6	MU S60 13- 20	Re sea rch Co nte xts	O	-					X					
6	MU S60 14- 20	Re sea rch Pro jec t	O	-					X					

6	MU S60 20- 20	Fre ela nc e Per for ma nc e an d Le ad ers hip	-	R							X			
6	MU S60 21- 20	Per for ma nc e Pro jec t	-	R							X			
6	CM T61 00- 20	Co mp osi tio n for Me dia	-	O	X									
6	CM T61 03- 20	Au dio Vis ual Per for ma nc e	-	O					X	X				