



Open  
College  
of the Arts



## UNIVERSITY FOR THE CREATIVE ARTS

### PROGRAMME SPECIFICATION FOR:

### BA (HONS) MUSIC<sup>1</sup>

#### **PROGRAMME SPECIFICATION [ACADEMIC YEAR 2021/22]**

*This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.*

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<sup>1</sup> Course curriculum running out from 2022/23

## Section A – Material Course Information

Validating Body	University for the Creative Arts <sup>2</sup>			
Teaching Body	OCA – OPEN COLLEGE FOR THE ARTS			
Final Award Title and Type	BA (Hons)			
Course Title	Music			
Course Location and Length	Campus: OCA/Open and Flexible Learning		Length: Maximum time allowed to complete the programme is 12 years	
Mode of Study	Full- time		Part-time	✓
Period of Validation	2021/22 – 2025/26			
Name of Professional, Statutory or Regulatory Body	Not Applicable			
Type of Accreditation	Not Applicable			
Accreditation due for renewal	Not Applicable			
<p>Entry criteria and requirements<sup>3</sup></p> <p>For entry at Level 4, ABRSM Grade 5 Theory or completion of the OCA's Music Foundation Course are recommended. In order to progress to Level 5, students must have gained 120 credits at Level 4, through study or by Accreditation of Prior Learning.</p> <p>In addition to prior qualifications and learning accreditation, OCA specifies three general requirements for students to be admitted to its degree programmes:</p> <ul style="list-style-type: none"> <li>• English language competency;</li> <li>• access to a desktop computer or laptop with internet access;</li> <li>• the ability to easily manage a range of basic functions through ICT (information and communications technology)</li> </ul> <p>Full details on each of these requirements can be found in the OCA Student Regulations in the section Admission Requirements.</p> <p>Students must also be aware of network etiquette and security considerations when using email and the internet. There is a section in OCA's Student Regulations about online etiquette. In addition there is a Data Protection and Confidentiality Policy appended to the Student Regulations. OCA takes these issues seriously. Data protection rules form part of OCA's Conditions of Enrolment. In addition to the information located in our student documentation OCA is developing short videos to explain netiquette and online security.</p>				

<sup>2</sup> Regulated by the Office for Students

<sup>3</sup> This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Students will be required, as part of this programme of study, to develop further IT skills in specific applications, such as Sibelius.

\*This requirement may be waived, on rare occasions, by the Head of Learner Support if negotiated prior to the start of the course. Typically exemptions are given to students with specific disabilities or to those studying in prison.

*Specific requirements*

In addition to meeting the admission requirements for all courses, students should ensure they understand the nature of the challenges and requirements of the course they are enrolling on, as outlined on the OCA website.

*Disabled students*

Applications from students with disabilities are considered using the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be offered on the facilities and service available. Prospective students with a disability are encouraged to discuss their requirements with the Head of Learner Support.

*Maximum Period of Registration*

The maximum period of registration for the course is 12 years.

UCAS entry profile:

n/a

Overall methods of assessment <sup>4</sup>	Written exams:	Practical exams:	Coursework:
Stage 1	0%	0%	100%
Stage 2	0%	0%	100%
Stage 3	0%	0%	100%
Overall Learning & Teaching hours <sup>5</sup>	Scheduled:	Independent:	Placement:
Stage 1	17.5%	82.5%	0%
Stage 2	210 hours	990 hours	0 hours
	15.0%	85.0%	0%
Stage 3	180 hours	1020 hours	0 hours
	12.5%	87.5%	0%
	150 hours	1050 hours	0 hours
General level of staff delivering the course <sup>6</sup>	OCA requires Tutors and Programme Leaders (PLs) to have knowledge of their		

<sup>4</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>5</sup> As generated by the most popular unit descriptors and calculated for the overall course stage data.

<sup>6</sup> Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Course Leader, Senior Lecturer

	subject area, proven communication skills, experience of delivering learning and teaching, and a first degree or postgraduate or equivalent, and/or substantial professional experience to support their roles. Tutors and PLs are encouraged to obtain professional recognition by the Higher Education Academy at an appropriate level. All Tutors engage with an induction process, an annual 'Tutor Team Meeting' and 1-2-1s, and are provided with guidance on Formative Feedback, Group Work, and Summative Assessment
Language of Study	English
Subject/Qualification Benchmark Statement: QAA Music (2008)	
Framework for Higher Education Qualifications (FHEQ)	

### The course structure

The structure of all OCA undergraduate awards awarded by the University complies with the [Academic Regulatory Framework](#). The Academic Regulatory Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment and exit awards;
- Calculation and classification of awards;

### Appendix 1 – Table of Units for students registering on the BA (Hons) Music from the academic year 2021/22 onwards:

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?	Order of Units
<b>Year/Stage 1</b>					

MU4CPM - Music 1: Composing Music (OMUS410 7)	4	40	Core		1 or 2
MU4SYT - Music 1: Stylistic Techniques (OMUS414 0)	4	40	Core		1 or 2
MU4PTP - Music 1: From the Present to the Past (OMUS410 8)	4	40	Elective	Yes	3
CA4CAT - Visual Studies 1: Creative Arts Today (OMUS410 3)	4	40	Elective	No	3
<b>Year/Stage 2</b>					
MU5MWC - Music 2: Moving on with Compositio n (OMUS510 6)	5	60	Elective	Yes	4 or 5
MU5ORA - Music 2: Orchestrati on & Arrangeme nt (OMUS513 6)	5	60	Elective	Yes	4 or 5
MU5IAR - Music 2: Instrument s & Repertoire (OMUS513 7)	5	60	Elective	No	4 or 5
MU5MUH - Music 2:	5	60	Elective	No	4 or 5

History and Context (OMUS5138)					
<b>Year/Stage 3</b>					
Mu6MAP - Music 3: Major Project (OMUS6141)	6	40	Core		6 and 7
MU6CXS - Music 3: Contextual Studies (OMUS6142)	6	40	Core		6 and 7
MU6SYP - Music 3: Sustaining Your Practice (OMUS6143)	6	40	Core		8

**Appendix 2 – Table of Units for students registering on the BA (Hons) Music from the academic year 2019/20 onwards:**

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
<b>Year/Stage 1</b>				
MU4CPM - Music 1: Composing Music (OMUS4107)	4	40	Core	
MU4SYT - Music 1: Stylistic Techniques (OMUS4140)	4	40	Core	
MU4PTP - Music 1: From the Present to the Past (OMUS4108)	4	40	Elective	Yes
CA4CAT - Visual Studies 1: Creative Arts Today (OMUS4103)	4	40	Elective	No

<b>Year/Stage 2</b>				
MU5MWC - Music 2: Moving on with Composition (OMUS5106)	5	60	Elective	Yes
MU5ORA - Music 2: Orchestration & Arrangement (OMUS5136)	5	60	Elective	Yes
MU5IAR - Music 2: Instruments & Repertoire (OMUS5137)	5	60	Elective	No
MU5MUH - Music 2: History and Context (OMUS5138)	5	60	Elective	No
<b>Year/Stage 3</b>				
MU6MAP - Music 3: Major Project (OMUS6141)	6	40	Core	
MU6CXS - Music 3: Contextual Studies (OMUS6142)	6	40	Core	
MU6SYP - Music 3: Sustaining Your Practice (OMUS6143)	6	40	Core	

**Appendix 3 – Table of Units for students registering on the BA (Hons)  
Music from the academic year 2018/19 onwards:**

<b>Unit codes and titles</b>	<b>Level</b>	<b>Credit value</b>	<b>Elective/ Core</b>	<b>Most popular student choice of optional elective units or elective options in core units?</b>
<b>Year/Stage 1</b>				
MU4CPM - Music 1: Composing Music (OMUS4107)	4	40	Core	
MU4SYT - Music 1: Stylistic Techniques (OMUS4140)	4	40	Core	
MU4PTP - Music 1: From the Present to the Past (OMUS4108)	4	40	Elective	Yes
CA4CAT - Visual Studies 1: Creative Arts Today (OMUS4103)	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture (OMUS4118)	4	40	Elective	No
<b>Year/Stage 2</b>				
MU5MWC - Music 2:	5	60	Elective	Yes

Moving on with Composition (OMUS5106)				
MU5ORA - Music 2: Orchestration & Arrangement (OMUS5136)	5	60	Elective	Yes
MU5IAR - Music 2: Instruments & Repertoire (OMUS5137)	5	60	Elective	No
MU5MUH - Music 2: History and Context (OMUS5138)	5	60	Elective	No
<b>Year/Stage 3</b>				
MU6MAP - Music 3: Major Project (OMUS6141)	6	40	Core	
MU6CXS - Music 3: Contextual Studies (OMUS6142)	6	40	Core	
MU6SYP - Music 3: Sustaining your Practice (OMUS6143)	6	40	Core	

**Appendix 4 – Table of Units for students registering on the BA (Hons) Music from the academic year 2016/17 to 2017/18:**

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units?
<b>Year/Stage 1</b>				
MU4CPM - Music 1: Composing Music	4	40	Core	
MU4SYT - Music 1: Stylistic Techniques	4	40	Core	
MU4PTP - Music 1: From the Present to the Past	4	40	Elective	Yes
AH4WSA - History of Art 1: Understanding Western Art	4	40	Elective	No
CA4CAT - Visual Studies 1: Creative Arts Today	4	40	Elective	No
AH4UVC - Visual Studies 1: Understanding Visual Culture	4	40	Elective	No
<b>Year/Stage 2</b>				
MU5MWC - Music 2: Moving on with Composition	5	60	Elective	Yes
MU5ORA - Music 2: Orchestration & Arrangement	5	60	Elective	Yes



MU5IAR - Music 2: Instruments & Repertoire	5	60	Elective	No
MU5MUH - Music 2: History and Context	5	60	Elective	No
<b>Year/Stage 3</b>				
MU6MAP - Music 3: Major Project	6	40	Core	
MU6CXS - Music 3: Contextual Studies	6	40	Core	
MU6SYP - Music 3: Sustaining your Practice	6	40	Core	

## Section B - Course Overview

The OCA's Music Degree provides a unique opportunity for you to fulfil your creative potential through the study of Composition and Contexts. Centred upon practical work, this degree provides you with the skills required for a career in music, including composition, orchestration and arrangement and the practical implementation of historical knowledge. Practical modules are supported by musicological units which encourage a broadening of knowledge through research, and demonstrate the important relationship between theory and practice. You will gain an overview of music history, an understanding of harmony, analysis and form, and experience in compositional techniques through the core modules at Level Four. Through a range of electives at Level Five, you can opt to follow one of three major degree pathways, composition, orchestration or music history, which will manifest in the Level Six major project through a portfolio of practical work based on the student's chosen specialism. In this way, students will have the opportunity to tailor the content of their programme of study in relation to their personal aims or professional requirements

Throughout this degree, students are encouraged to explore a range of methods of communication for their practice-based research to specialist and non-specialist audiences, including through academic essays, the creation of multimedia and web-based presentations, programme notes, event organisation, lecture recitals and performance.

### Key Stages

#### Level Four Units: Developing Key Skills and Concepts

Level Four units introduce the key concepts and contextual framework for the study of music. These units combine practical and theoretical exercises and assignments to develop awareness in styles of western Art music throughout its history, in addition to a practical knowledge of notation, harmony, analysis and the building blocks of compositional techniques. The study focuses on equipping you with the strategies, skills and confidence to move on to the increasingly independent work expected at Level Five. You will learn to study independently, set goals, manage your own workload and meet deadlines. You will learn to present theoretical concepts and practical ideas in appropriate formats, and to identify, describe, research and critically evaluate aspects of music through listening, score reading and their own compositional work. Critical self-reflective skills will be developed through the production of listening and learning logs, placing your work into the context of other practitioners and preparing you for the discipline required at higher levels.

#### Level Five Units: Intermediate Stage

At Level Five, you are encouraged to develop as an independent practitioner by building on the skills already gained at Level Four in the selection of two integrated specialist areas. Each unit enables you to explore a particular area of music in greater depth, leading towards the development of a specialism at Level Six.

Through working closely with your tutor, at this level you may choose the direction and content of elements of your coursework and develop the research skills necessary for the completion of assignments. You are encouraged to develop working practices which will enable you to evolve an individual style in your creative work, informed by contextual research. You will be expected to develop technical proficiency, with imaginative and adventurous approaches to your creative work.

### **Level Six Units: Becoming an independent Practitioner**

Level Six aims to expand your horizons further through embracing the combination of practical, theoretical and conceptual issues which are central to the study of music. You will be encouraged to demonstrate a breadth of inventiveness, ideas generation and techniques in the creation of your practical work, leading to the creation of a major project based on either composition, orchestration or a practical application of historical research, for example through the creation of a scholarly modern performing edition of a manuscript. You will gain an understanding of the professional skills required for a career in your chosen musical pathway, including an understanding of the vocational context within which the discipline sits and in particular personal initiative, responsibility and decision making in challenging contexts.

Your work undertaken for the major project is supported by a dissertation in a related area of musical interest, creating a body of work on an own choice aspect of music that has significant topical importance for you.. You should, at this level, make appropriate use of primary sources and scholarly reviews, including those at the forefront of debate. You will be expected to have an awareness of the work of the leading scholars in your chosen field, and must demonstrate an underpinning understanding of the relevant theory and concepts that are inherent within and surrounding your practical work. The topic of your dissertation should be carefully considered in consultation with your tutor. Through your project, you will be asked to demonstrate your ability to communicate information and justify your work convincingly.

## **Section C - Course Aims**

1. To widen access to education in music composition and contexts at undergraduate level through Open and Flexible Learning
2. Ensure students gain the technical skills in composition and related practical areas to form a solid foundation for further development
3. To provide an intellectually stimulating programme of study based on high quality study material and tutor support
4. To develop students' creative capacities and their ability in interpretation and application
5. To develop students' critical understanding of the theoretical and conceptual issues central to musical practice and the social, historical and cultural context in which it takes place

6. To provide an environment in which the student has the possibility of changing their view of the world and their interaction with it both artistically and intellectually
7. To foster high-level ethical and professional standards and an awareness of the possibilities offered by existing and new developments in music to expand their application areas
8. To develop autonomous learners capable of applying intellectual and practical skills in music appropriate to employment, further study or life-long learning

## Section D - Course Outcomes

Upon successful completion of the course students are able to:

### Knowledge

- LO1. Demonstrate a knowledge of repertoire and its associated compositional styles and techniques across the history of Western art music.
- LO2. Produce written music using appropriate software and notation conventions, read scores and listen critically to recordings
- LO3. Critically evaluate their own work and the work of others

### Understanding

- LO4. Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written
- LO5. Understand the link between theory and practice in relation to musical study
- LO6. Understand musical processes, forms and methods of harmonic construction

### Application

- LO7. Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work
- LO8. Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means
- LO9. Create practical work to a professional standard which is supported by relevant research and academic investigation
- LO10. Engage in appropriate professional practices such as marketing, fundraising, self-presentation and negotiation skills

## Section E - Learning, Teaching and Assessment

### Learning and Teaching Strategy

The Open College of the Arts (OCA) strategic vision is “to be at the forefront of student-led creative arts education through open, enhanced, & supported distance learning, for an evolving society”. OCA is a non-profit educational charity, whose purpose is to widen participation in arts education through open flexible distance and online learning.

OCA uses a learning design process to consider the content, activities, and support needed to deliver course aims. This flexible approach recognises and supports a

diverse range of student experiences, ambitions, and needs. In line with OCA's core values, it also considers how to encourage more open, empowering, engaging, social, sustainable and evolving approaches to learning, teaching, and assessment.

As distance learners, students will need to work independently and to develop appropriate research and study skills. An induction programme and 'Getting Started' introductions are in place to support students to do this, and to help establish relationships with peers and tutors. Ongoing study skills support is available through #weareoca, OCA's blog content, and other cross-curriculum study skills resources.

OCA's virtual learning environment, OCA Learn, provides a platform for content, activities, and support for each unit. A dedicated Degree Space is in place to foster course wide dialogue and peer support through forum activities and shared resources. OCA has a responsibility to ensure all learning environments, content, and communication are as accessible as possible for individuals who have sensory, cognitive, neurological, physical, or other disabilities, and to provide an inclusive learning environment that acknowledges the diversity of our students' experiences. OCA's Student Engagement Strategy places a key focus on accessibility, with provision for designing learning materials with enhanced operability for mobile devices, which conform to all appropriate accessibility standards.

Course content is delivered through a range of learning materials, including written, video, and interactive media. These materials provide introductions and framing of subject related content, technical guidance, case studies, and other appropriate information. Materials are primarily accessed through OCA Learn, as well as #weareoca, which provides opportunities for current tutor and student-led content and debate.

Accompanying activities, such as exercises, research tasks, and assignments, encourage students to work independently and flexibly by selecting, testing, and interpreting relevant research, and applying understanding of critical thinking and creativity. Through these activities, students will begin to identify, develop and manage their own projects and document their progress through a learning log, or similar format. Learning logs are provided through OCA Spaces.

Students are expected to have a basic grasp of any software required for their course and to learn more complex usage as necessary as they progress. OCA provides students with G Drive online storage which includes word processing, presentation, drawing, and mind mapping tools. While OCA does not provide a help desk service to students for software, learning activities provide structured context for software learning at staged points throughout the course, and forums provide opportunities for peer support.

Learning is supported by tutors who provide timely, well-grounded and constructive formative feedback that aims to stretch and challenge learners at staged points within the unit. In parallel, tutor and student-led learning takes place through online group work. Group work offers opportunities to discuss and shape ideas, and share and support approaches to learning within video, webinar, study events, and/or forum activities and support. Critically reflecting on work through self-evaluation provides a valuable way for students to observe and learn from peers, to develop increasingly professional personal and graduate skills, and to develop a deepening recognition of subject boundaries. Students are encouraged to do this through their learning log, reflective assessment presentations, and by reflecting on formative feedback.

Student Services provide study planning and pastoral support for any student who requests it. This is available personally via telephone, online, or within student forums, or more generally through additional resources, signposted through OCA Learn and/or #weareoca.

Students will engage with a range of academic literature throughout the course, supported through library access and seminars. Essential and recommended reading lists have been selected for their academic currency, and from authors and practitioners across a range of viewpoints, ethnicities, identities, and cultures. All reading lists can be accessed through the digital library services and eBooks. Additional online texts and journals are also available via UCA's online library. Students are supported through OCA's Link Librarian via OCA Learn and #weareoca content and debate.

As students progress, their research will become more self-directed. Independent research and projects will be undertaken alongside a consideration of any ethical issues. Guidance, resources, and support for any external and/or collaborative projects are available through the Enterprise Hub and in discussion with tutors.

In addition to OCA's core support, OCA's Student Association (OCASA) provides opportunities for students to physically engage with cross-curriculum Study Events, asynchronous Virtual Study Events, or to become involved in wider student discussions or other events.

### Assessment Strategy

OCA's assessment strategy is based on an assessment for learning model which emphasises assessment *for* learning rather than assessment *of* learning. Therefore, assessment is seen as an integrated and meaningful part of the learning journey. Assessment outcomes encourage learners to critically reflect on their progress and to articulate ideas and outcomes effectively through appropriate presentation formats.

Assessment criteria focus on the extent to which knowledge of relevant concepts, practices, theories, and contexts are demonstrated, the level of understanding demonstrated through the testing and application of knowledge, and the degree to which knowledge and understanding are demonstrated through the application of technical, communication, personal, transferable, and graduate skills. To help articulate these, assessment criteria are presented at each level through a set of range statements.

Summative assessment can take place online or at a physical assessment event. Students will submit work in line with course assessment guidelines, and will be assessed through group marking overseen by the Programme Leader. Quality assurance is provided through moderation of marks, internal verification of the assessment process, parity checks to ensure grades are consistent across OCA, plagiarism checks, and scrutiny by External Examiners. Students will be provided with summative marks and feedback at the end of each unit.

### Costs of additional materials/resources

#### Software and digital equipment

As part of some units, students are required to use specialist applications. Students are responsible for sourcing and, where necessary, purchasing any additional

software specified. Where possible, open or freeware equivalents will be discussed alongside industry standard options. Students are eligible for any student discounts on computer equipment and software.

#### Materials and resources

Students are responsible for sourcing and purchasing the materials, resources, and any additional equipment used in the production of their work. These costs will differ from student to student, depending on each student's area of focus.

#### Transportation of work

Students are responsible for any postage costs of work to/from tutors or OCA for formative feedback and/or assessment. OCA will charge students for any excess postage payable on work submitted for formal assessment which exceeds the maximum permitted weight. Alternatively, students can submit work digitally for free.

#### Learner Support Scheme

In line with OCA's Access and Participation Plan, the College continues to invest in schemes to improve engagement into creative arts from those from low socio-economic backgrounds through a bursary fund.

For further details on your specific course costs, please visit [www.oca.ac.uk](http://www.oca.ac.uk).

## Section F - Employability

OCA recognises that its current student body holds a broad range of employment and enterprise aspirations. Many students have established careers, see their studies as a change in direction, and for an increasing number of younger students, as a first step into a creative career. As distance learners, OCA students are located across the UK and internationally and consequently have differing levels of resources and opportunity. In order to provide meaningful and consistent educational experiences and outcomes for all of these students, OCA encourages students to interpret the concept of 'enterprise' in ways that are personally relevant to their particular aspirations, social contexts, and locations.

As a charity, OCA supports a curriculum that has a positive impact upon people's lives and society as a whole, and encourages engagement with enterprise that has a clear societal impact. This means undertaking external projects that can have a wider social benefit, and developing practices that are socially aware and environmentally sustainable.

To encourage this, learning materials and activities provides a framework for students to begin to define, establish and sustain their practices at a variety of scales and ambitions, and encourage students to think about freelance, employment, social enterprises, or entrepreneurship outcomes. A focus on research and ethics helps to frame these activities within wider social contexts. Students are also encouraged to undertake collaborative projects with other students, and to work on competition briefs or other external opportunities.

A key benefit of distance learning is in allowing self-sustaining ways of developing a creative practice to build over time, and by balancing study/work/life commitments. Students can establish studio spaces and build resources throughout their studies, to

feel prepared and equipped at the end of their course. Therefore, enterprise related themes are embedded through the course to encourage this sustainable approach.

An Enterprise Hub will provide a central online resource to support self-directed student activities. The Hub will provide guidance and resources on key enterprise themes, such as establishing and undertaking external projects/work-related learning, working collaboratively, establishing business or enterprise opportunities such as external exhibitions, business plans, or social enterprises, and connecting to appropriate professional networks.

OCA will use the Enterprise Hub to help establish relationships with other organisations, businesses, and funding opportunities. These in turn will provide the potential for business incubators, mentoring options, internship opportunities and enable access to seed-funding for students

## **Section G - Enhancing the Quality of Learning and Teaching**

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the National Framework for Higher Education Qualifications.

In addition all courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Survey
- Feedback from Student Representatives