Programme specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Music
Teaching Institution	Open College of the Arts
Awarding Institution	The Open University (OU)
Date of first OU review	June 2022
Date of latest OU review	
Next review	
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	Music (2019)
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	PT DL
Duration of the programme for each mode of study	
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	June 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

1. To widen access to education in music at undergraduate level through Open and Flexible Learning

2. To ensure students gain appropriate technical skills in their chosen pathway to form a solid foundation for further development.

3. To provide an intellectually stimulating programme of study based on high quality study materials which provides students with a safe space to develop their creative and academic practice, learn from their mistakes, interact with peers and tutors, and draw inspiration from a wide range of practitioners, including those from historically underrepresented groups.

4. To foster creative and intellectual development through critical understanding of the theoretical and conceptual issues central to music practice and the social, historical and cultural context in which it takes place.

5. To foster high-level ethical and professional standards and awareness of the possibilities offered by existing and new developments in music to expand students' areas of application.

6. To develop independent learners capable of applying intellectual and practical skills in music appropriate to employment, further study or life-long learning.

7. To provide an environment which challenges students to think about their own and others' musical and intellectual outputs, extending their understanding of creative practice and thereby opening up the possibility of changing their own creative practice.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Unit 2.2 Experimental Encounters is shared with BA (Hons) Fine Art. Students work across both programmes at this point of study with opportunities for collaboration in practice alongside study of the theories of collaborative practice.

Students who choose not to pursue / or are unable to complete the full BA (Hons) award may be considered for an exit award of a CertHE, DipHE or BA.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place
N/A

2.4 List of all exit awards
CertHE Music DipHE Music BA Music BA (Hons) Music

3. Programme structure and learning outcomes						
Programme Structure - LEVEL 4						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**		**Semester runs in**
Music 1.1 Exploring Music (MU41EMC)	40	N/A	N/A	NO		N/A
Music 1.2 Exploring Contexts (MU42ECS)	40			NO		N/A
Music 1.3 Exploring Style and Structure (MU43ESS)	40			NO		N/A

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A1 Demonstrate an in-depth knowledge of a body of music and of the repertoires, texts, resources and concepts associated with it.	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A2 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts.	**Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.
A3 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
A4 Understand the link between theory and practice in relation to musical study	**Critical reviews**, either written or audio visual, where students connect practice with research.
A5 Understand musical processes, forms and methods of construction	**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.
A6 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.
A7 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Group tutorials** to evaluate and support the development of knowledge and understanding.
A8 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development	**Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts.	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content.
B2 Understand the link between theory and practice in relation to musical study	**Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.
B3 Understand musical processes, forms and methods of construction	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.
B4 Critically and objectively reflect on and evaluate their own work and that of others.	**Critical reviews**, either written or audio visual, where students connect practice with research.
B5 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework.

3B. Cognitive skills	
B6 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means B7 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development	**1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1 Produce written music using appropriate software and notation conventions, read scores and listen critically to music C2 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written C3 Understand musical processes, forms and methods of construction C4 Critically and objectively reflect on and evaluate their own work and that of others	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material.

3C. Practical and professional skills	
C5 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work C6 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

3D. Key/transferable skills	
D1 Critically and objectively reflect on and evaluate their own work and that of others D2 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work D3 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding.

3D. Key/transferable skills	
	Summative assessment is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

Exit Award at Stage 1 (HE4) CertHE Music

Programme Structure - LEVEL 5						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Music 2.1 Developing Specialisms (MU51DSS)	40	N/A	N/A	NO	N/A
Music 2.2 Experimental Encounters (MU52EES)	40			NO	N/A
Music 2.3: Expanding Practice (MU53EPE)	40			NO	N/A

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A9 Demonstrate an in-depth knowledge of a body of music and of the repertoires, texts, resources and concepts associated with it A10 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts A11 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A12 Understand the link between theory and practice in relation to musical study A13 Understand musical processes, forms and methods of construction A14 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work A15 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means A16 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development A17 Demonstrate a knowledge of collaboration approaches in relation to their discipline	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B8 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts B9 Understand the link between theory and practice in relation to musical study B10 Understand musical processes, forms and methods of construction B11 Critically and objectively reflect on and evaluate their own work and that of others B12 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work B13 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means B14 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

3B. Cognitive skills	
	Group tutorials to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C7 Produce written music using appropriate software and notation conventions, read scores and listen critically to music C8 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written C9 Understand musical processes, forms and methods of construction C10 Critically and objectively reflect on and evaluate their own work and that of others C11 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research.

3C. Practical and professional skills	
C12 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means C13 Demonstrate a knowledge of collaboration approaches in relation to their discipline	**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D4 Critically and objectively reflect on and evaluate their own work and that of others D5 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

3D. Key/transferable skills	
D6 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

Exit Award at Stage 2 (HE5) DipHE Music

Programme Structure - LEVEL 6						
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable ?**	**Semester runs in**
Music 3.1 Practice and Research (MU61PAR)	40	N/A	N/A	NO	N/A
Music 3.2 External Projects (MU62EPS)	40			NO	N/A
Music 3.3 Major Project (MU63MPT)	40			NO	N/A

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A18 Demonstrate an in-depth knowledge of a body of music and of the repertoires, texts, resources and concepts associated with it A19 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
A20 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written A21 Understand the link between theory and practice in relation to musical study A22 Understand musical processes, forms and methods of construction A23 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work A24 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means A25 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development A26 Demonstrate a knowledge of collaboration approaches in relation to their discipline	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B15 Demonstrate knowledge of musical contexts, including the relationship of music with historical, cultural and social concepts B16 Understand the link between theory and practice in relation to musical study B17 Understand musical processes, forms and methods of construction B18 Critically and objectively reflect on and evaluate their own work and that of others B19 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work B20 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means B21 Demonstrate intellectual and musical curiosity and the potential for artistic and creative development	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes.

3B. Cognitive skills	
	Group tutorials to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C14 Produce written music using appropriate software and notation conventions, read scores and listen critically to music C15 Understand the changing role of music in society and the cultural and historical contexts in which repertoire is written C16 Understand musical processes, forms and methods of construction C17 Critically and objectively reflect on and evaluate their own work and that of others C18 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments. **Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research.

3C. Practical and professional skills	
C19 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means C20 Demonstrate a knowledge of collaboration approaches in relation to their discipline C21 Work independently to practical work to a graduate standard which is supported by relevant research and academic investigation C22 Engage in appropriate professional practices such as marketing, fundraising, self-presentation and negotiation skills	**Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D7 Critically and objectively reflect on and evaluate their own work and that of others D8 Demonstrate inventiveness, creative ideas, development of a personal musical language and application of technique in practical work	**Course materials** delivered through OCA Learn an online learning environment through a combination of written, audio and audio visual and links to external online content. **Activities** such as exercises, research tasks, lectures, seminars, online workshops, forums, digital creative arts studio space and assignments.

3D. Key/transferable skills	
D9 Communicate about aspects of musical culture, contexts, concepts and research to specialist and non-specialist audiences through appropriate means D10 Work independently to practical work to a graduate standard which is supported by relevant research and academic investigation D11 Engage in appropriate professional practices such as marketing, fundraising, self-presentation and negotiation skills	**Contextual information** is provided within the course materials, online library as written and video content and links to other digital material. **Critical reviews**, either written or audio visual, where students connect practice with research. **Skills Hub** to facilitate all discipline specific skills learning for the application of relevant skills content to students ideas and programme learning. Coursework Self-directed individual learning produced and recorded in the form of a learning log/online blog and portfolio presentation, including a personal framework. **1 - 1 tutorials or written formative feedback**, to reinforce individual understanding and ensure learning is in line with learning outcomes. **Group tutorials** to evaluate and support the development of knowledge and understanding. **Summative assessment** is carried out digitally with students providing links to their online learning logs, images and videos of work and a written or video reflective evaluation

Exit Award at Stage 3 (HE6) BA Music

Exit Award at Stage 3 (HE6) BA Hons Music

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**

- **where in the structure above a professional/placement year fits in and how it may affect progression**

- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

The OCA Music degree enables you to develop and define your creative musical voice, through the development of practical, creative and academic skills. You will learn to communicate your ideas and knowledge through sound in a range of different ways, including composing, performing and arranging the music of others Your individual musical interests will inform your choice of specialist pathways, and your practical work will be underpinned by an intellectual understanding of the subject and its connections with wider areas of interest.

The course encourages you to develop your technical skills, take creative risks, form opinions and self-reflect, gaining inspiration and support from tutors and peers.

The course's flexible and accessible approach, supported by one-to-one and group tuition, offers you a unique opportunity to refine your individual skills, work in collaboration with others and begin to build professional networks. The pathway structure allows you to choose your main areas of focus and create a personal programme of study which suits your interests and needs.

Over the period of study, and through a choice of the specialist pathways, you will:
- gain creative, practical and academic skills;
- explore the relationships between theory and practice;
- develop specialist knowledge with an opportunity to apply your understanding to an independent, self-directed project;
- work towards an advanced capability in your chosen specialist pathway (Composition, Musicology, Orchestration/Arrangement or Performance).

The programme builds practical, intellectual and personal skills, resilience, confidence and ambition through an increasingly autonomous approach, supported by constructive feedback from tutors with a developed professional practice. The course is designed to cater for a wide range of students, at different stages of their lives and careers and with different personal aspirations and ambitions; we recognise that the notion of success looks different for each student, depending on individual needs and goals.

The Music degree enables you to reach your individual potential and will help you to identify and develop the skills you need to follow your chosen musical

path post-graduation. This may include relevant practical, interpersonal and business skills, familiarity with appropriate technologies, the practical implementation of historical and academic knowledge, critical thinking, research skills, contextual and stylistic awareness and a knowledge and understanding of a broad range of repertoire. You will be encouraged to explore a broad range of concepts and contexts, including works by historically underrepresented composers. The degree provides a space for you to explore your own areas of interest, define your own artistic development and to bring the diverse, creative voices of you and your peers to the fore.

Stage 1: Explorations
Stage 1 enables you to develop core skills, through an introduction to composition, performance and orchestration and a grounding in academic music, including history, stylistic techniques, harmony, analysis and form. You will build on your existing knowledge and musical experiences by engaging with a wide range of repertoire, including by living composers and those from underrepresented groups. You will explore some of the wider contexts of music such as the relationship with society, the changing role of the composer and performer, and what it means to be a musician in the 21st century. You will make connections between the music of the present and the past, gain an understanding of the styles that have developed over time, and will be encouraged to look both inside and outside of the traditional canon to draw inspiration and to establish your own musical ideas, preferences and tastes.

Stage 2: Developments
In Stage 2, you will focus on the development of your creative and academic practice, choosing specific areas of focus from your work in Stage 1 based on your interests and strengths. At the beginning of the Stage, you will choose two pathways from a choice of composition, musicology, performance and orchestration/arrangement; at Unit/module 2.3 one of these will become your Principal Study for a more focused exploration, while the other becomes your Second Study, enabling a continued development of skills in this area at a less intensive rate. It is expected that your Principal Study will become your chosen discipline for Stage 3 study, but your Second Study provides a viable alternative if required.

In the centre of Stage 2, Unit/module 2.2 provides a unique opportunity for you to extend your personal practice into collaboration, working alongside peers (from the music department and beyond) in order to explore a more experimental approach to your work and to gain experience of the more social aspects of music-making. Here, you will focus on the development of your creative practice, exploring, developing and reflecting on new ideas and innovative approaches. This is underpinned by an exploration of collaborative case studies, methods and theories to help inform an academic understanding of collaborative practices.

Throughout Stage 2, all students will continue to explore a diverse range of music in both written and recorded form, informing your choice of pathway and expanding your knowledge and understanding of repertoire. You will also continue to develop the research skills relevant to your discipline.

Pathway details for Stage 2:

Musicology Pathway: This is the academic study of music and can cover a broad range of areas, including analysis, music history, aesthetics, organology (the study of musical instruments), the relationships between music and society, biography and an exploration of different musical cultures. You will choose from a selection of research areas, developing independent research skills and techniques to build up a portfolio of work across the Stage.
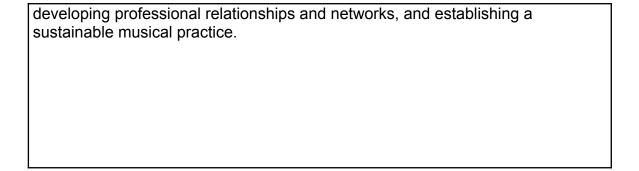
Composition Pathway: You will learn to develop your musical language, creativity, techniques and skills in order to communicate ideas in sonic form. You will learn to produce materials suitable for the use of professional performers and develop skills in the use of industry-standard notation software. You will extend your creative practice, exploring a range of new ideas and influences, working towards the development of a distinctive and individual compositional voice.

Orchestration/Arrangement: This pathway develops a knowledge of instruments and their capabilities, as well as how they can be combined in different ensembles to create a range of textures and timbres. You will gain confidence in distributing material between instruments, exploring standard ensembles (such as the string quartet, wind quintet and chamber orchestra) as well as more flexible ensembles such as instrumental choirs, chamber groups, voices and mixed instrumental groups. In addition to skills in orchestration, you will gain experience in the art of arranging, including combining original creative ideas with a range of existing material. The pathway encourages you to reflect upon your aesthetic choices in the manipulation of material and provides the skills needed to fluently and capably handle music in a range of styles.

Performance Pathway: This pathway is for performers on any instrument/voice who already have some proficiency on their instruments and are looking to refine their skills and experience on the concert platform or the digital concert hall. You will gain experience of performance through online performance classes, and will explore a wide range of repertoire suitable to your experience and skills. Your knowledge and understanding of the stylistic approaches of different eras will be developed and enhanced, leading to a considered and intellectually rigorous approach to interpretation. You will learn the essential additional skills that performers require in the contemporary era, including basic home-recording techniques. You will gain greater musical independence and develop skills in performance practice, presentation, technical accomplishment and programme planning, under the mentorship of a one-to-one tutor.

Stage 3: Independent Practice
The final Stage of the degree equips you with the knowledge, understanding and skills required for continuing personal development and professional musical practice. The units/modules in Stage 3 provide a framework for you to generate and carry out projects based on the personal vision and ambition you have gained throughout Stage 1 and Stage 2. The aim is to strengthen your individual musical practice and inform your creative development through rigorous practical and intellectual enquiry, resulting in a distinctive body of work. The projects will focus on a range of themes, locating and developing a personal creative voice,

developing professional relationships and networks, and establishing a sustainable musical practice.

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5. Support for students and their learning

OCA Learn, provides an accessible virtual learning environment for learning materials, support, and other resources. Through OCA Learn you will access your course content and activities, submit your work for feedback from tutors, and engage in online group activities.

Course content is provided through written materials, lectures, and/or case studies, and is designed to be engaging and accessible. Course activities provide learning opportunities that are relevant, engaging, and adaptable. Both course content and activities offer a starting point to undertake self-directed learning to achieve your learning outcomes.

Tuition is provided at set points in your course by academic staff, through a mix of:

- **Feedback reports** offered as written or verbal formats.
- **Tutorials** as 1-2-1 online sessions.
- **Synchronous group activities** offered as live events with supporting forums.
- **Asynchronous group activities** within forums or other online platforms.

All forms of tuition offer formative feedback through constructive and well-grounded comments that aims to stretch and challenge learners at set points within the course. The balance of feedback reports, tutorials, and group activities may differ from course to course.

Students should expect 6 hours of tuition per 40 credit unit/modules. Tuition is the amount of contact time academic staff will offer to students to deliver formative feedback.

Your degree has an online Department space, within OCA Learn, to help encourage academic dialogue and develop a learning community. This space will offer an overview of your degree, regular group activity opportunities, spaces

to ask questions, signposting to additional support and/or resources, and access to your Programme Leader.

Online library access, reading lists, and additional resources are available via the Library page on OCA Learn. Library support is offered by a librarian, via 'Ask the Librarian' forums. Key reading lists are accessible electronically.

OCA Spaces provides students with a secure online journal service, to be used during your studies, and for tutor feedback and assessment. Templates are provided relevant to your course, along with guidance and support on setting up your online journal or learning log.

The Student Handbook, on OCA Learn, provides additional guidance, information, and support to all students to cover study skills, time management, and academic skills, and signposting to appropriate wellbeing, pastoral, or other support, provided by the Learner Support Team.

The Enterprise Hub, on OCA Learn, offers guidance on sustaining your creative practice, careers, employability, and other enterprise related opportunities throughout your studies. Group activities support the Enterprise Hub.

OCA Discuss, offers a forum platform to all students, to help encourage peer support.

WeAreOCA, provides a dynamic and collaborative space, across OCA learning communities, to test, discuss, showcase, journal, and support experiences of learning, teaching, and/or practices within the creative arts.

At the end of your course, you will submit your work for summative assessment. The Assessment Guidance page, on OCA Learn, provides information on assessment, how best to prepare, and a forum to ask questions. Support for assessment will be provided through group activities via your Department space.

6. Criteria for admission

All applicants must be aged 18 or over at point of over admission to the course

OCA is an open access provider of courses; this means that evidence of prior qualifications to study OCA courses is not required to enrol at Stage 1 (HE4). OCA specifies four general requirements for students to be admitted to its programmes:

1. **English language competency**
2. **Access to a desktop computer or laptop with internet access**

3. **Access to basic technology to document work,**
4. **The ability to easily manage a range of basic functions through ICT (information and communications technology**

Full details on each of these requirements can be found in the OCA Admissions Policy

As part of some course units/modules at undergraduate level, students are required to use specified applications in addition to those referred to above. For example; Photoshop image editing software for photography course units/modules; Final Cut Pro or similar for moving image course units/modules; scorewriter programme Sibelius or Dorico for music course units/modules; vector graphics software Adobe Illustrator for visual communications and graphic design course units/modules.

Students and prospective students are required to self certify their ability and confidence with Information Technologies as set out above as part of their application and enrolment to OCA. OCA bears no liability in this regard.

For entry at Stage 4, ABRSM (or equivalent) Grade 5 in Music Theory or a Practical Music Subject, equivalent practical experience (as assessed by the Programme Leader) or completion of the OCA's Music Foundation Course are recommended. In order to progress to Stage 2, students must have gained 120 credits at Stage 1, through study or by Accreditation of Prior Learning.

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

Students may apply for an ICT Exemption where they have a medical reason, or disability, or other compelling reason (for example, service overseas) that may prohibit them from using ICT or be detrimental to them to use ICT. Cases for ICT exemption are considered by the Learner Support team, and evidence will be requested in support of your application. This may include medical documentation, Needs Assessments, or other documentation depending on the nature of your application

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.

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 services available. Prospective students with a disability will be encouraged to discuss their requirements with learnersupport@oca.ac.uk.

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. Methods for evaluating and improving the quality and standards of teaching and learning.
Effective learning and teaching is underpinned by regular quality checks, as outlined in the Quality Handbook, and routine evaluation and monitoring of provision, learning, teaching, and assessment.

Quality checks take place when course content and activities are initially designed. These ensure that learning materials meet the expectations of validated documents, assessment requirements, accessibility requirements, and are in line with the QAA Quality Code.

Annual Monitoring provides a quality process through which the curriculum, learning, teaching, and assessment are evaluated by your Programme Leader. Annual Monitoring reports are reviewed by senior members of OCA staff, and an action plan established to help improve the course over the following academic year.

OCA collects feedback from students, formally and informally, to contribute to the Annual Monitoring process. OCA runs two internal surveys, the Unit/module Evaluation Survey which gathers feedback and opinions on individual

unit/module experiences, and the Stage Analysis Survey which looks at perspectives across a whole stage of study. Informal evaluation and monitoring also takes place through the ongoing dialogue between students and academic staff. This is facilitated through group activities, student surveys, and forums. We also collect feedback from External Examiners that is outside the remit of the assessment process and academic standards of the course, which is communicated to the Programme Leaders and OCA Directors to note.

Feedback reports are subject to routine checks by OCA staff to ensure accuracy and consistency.

OCA uses a Peer Supported Review (P-SR) process to evaluate and develop teaching practices. This offers teaching observations, peer-to-peer discussions, and self-reflections, with a view to developing and enhancing teaching skills and knowledge.

Effective learning and teaching is informed through reflective practice. OCA supports academic staff to engage in relevant professional development through access to appropriate staff development opportunities. Training for academic staff is provided to fulfil the main duties of their roles. Where appropriate, further professional development will be provided. Reflective practice is supported through academic team meetings, and through the Higher Education Academy Fellowship scheme.

10. Changes made to the programme since last (review
N/A