

Graduate Diploma in Jazz

PROGRAMME SPECIFICATION

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 advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) in the Module Specifications and (2) in the Student Handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

The information from this specification may be selectively extracted and included in documents that are more appropriate for students, intending students and employers.

1	Awarding Institution / Body:	Birmingham City University
2	Teaching Institution:	Birmingham Conservatoire
3	Programme accredited by:	n/a
4	Final Award:	Graduate Diploma in Jazz
5	Programme Title:	Graduate Diploma in Jazz
6	CUKAS Code:	GradDip: W340
7	QAA Benchmarking Group:	Music

8 Aims of the programme

The programme aims:

- (i) to enable graduates with good general musical skills to develop specialist jazz skills to graduate level.
- (ii) to nurture an open-minded and sensitive approach to creative music making.
- (iii) to actively encourage artistic originality and allow scope for individual stylistic direction.

The programme's objectives are:

- (ii) to develop high standards of Jazz Improvisation.
- (iii) to provide theoretical background and support to the practice of improvisation.
- (iv) to develop the necessary standards in instrumental technique.
- (v) to develop the appropriate composition skills.
- (vi) to develop music-analytical skills with direct relevance to improvisation.
- (vii) to establish a secure knowledge of core repertoire
- (viii) to promote an active and enquiring engagement with key issues in contemporary jazz
- (ix) to enhance employability by providing an awareness of the range of skills, beyond the specialist, needed in the music profession.

9 Intended learning outcomes and the means by which they are achieved and demonstrated: the programme provides learners with opportunities to develop and demonstrate knowledge and understanding, skills and other attributes as follows:

9.1 Knowledge and understanding	Teaching, learning and assessment methods used:
<ul style="list-style-type: none"> • the physical, technical and musical skills required by the performer • repertoire, practices and issues appropriate to the first-study area • the relationship between theory and practice • contemporary and analytical context • the physical, technical and musical skills required by the performer 	<ul style="list-style-type: none"> • individual lessons assessed by examination • small group coaching • masterclasses, workshops, ensemble coaching • lectures combined with practical workshops, assessed by practical examination • lectures and presentations, assessed by essays and seminars
9.2 Skills and other attributes	
9.2.1 Intellectual/Cognitive skills	
<p><i>Jazz musicianship</i></p> <ul style="list-style-type: none"> • functional harmony in relation to standard jazz repertoire • melodic language and development of phrase structures • developing a sense of narrative throughout an improvisation <p><i>Contemporary Issues/Analysis</i></p> <ul style="list-style-type: none"> • demonstrate subject knowledge in specialist areas • draw upon historical references in performance • draw independent conclusions and communicate them effectively • transfer insights between different bodies of knowledge <p><i>First Study Performance</i></p> <ul style="list-style-type: none"> • apply and integrate contextual evidence into their performance/compositional practices • reconcile and reflect upon the integration of contextual evidence into their performance/compositional practices • show an understanding of performance practice issues in contemporary repertoire 	<ul style="list-style-type: none"> • Modules are delivered by means of lectures, seminars, small-group workshops and one to one lessons • Assessment includes seminar presentation, essay, coursework and practical examination.

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<p>9.2.2 Practical, Research and Independent learning skills</p> <p><u>First Study/Composition</u></p> <ul style="list-style-type: none"> • work autonomously as a performer • integrate technical skills into performance or composition • deploy advanced communication skills through performance • exercise judgement in the planning of programmes and composition portfolios • show a potential for continuing artistic and creative development <p><u>Jazz Musicianship</u></p> <ul style="list-style-type: none"> • utilise advanced musicianship skills • assess how musicianship skills enable specific musical tasks to be accomplished <p><u>Contemporary Issues/Analysis</u></p> <ul style="list-style-type: none"> • devise, plan and present a transcription project which demonstrates the mutually supporting nature of the first-study and contextual studies areas • demonstrate intellectual curiosity <p><u>All modules</u></p> <ul style="list-style-type: none"> • work autonomously and accept accountability • reflect on and develop appropriate professional skills • demonstrate an awareness of the way in which the chosen field of study fits into the wider context of the music profession 	<ul style="list-style-type: none"> • The individual first-study lesson is central to the course and it is supported by a range of practical activities. • Musicianship skills are taught in small-group workshops which integrate harmony and aural skills with their practical application in composition and improvisation. • Research skills are developed through Contemporary issues and Analysis modules. Independence and initiative are central to teaching and learning strategies. • Students plan their own work schedules with the guidance of tutors, and have to meet strict deadlines. • The Professional Development module offers student the opportunity to reflect on their progress and engage in career planning. • Assessment is by performance, corporate (workshop) activities, seminar presentation, and essay
<p>9.3.3 Key/Transferable skills</p> <ul style="list-style-type: none"> • the exercise of initiative • decision making in complex and unpredictable contexts • the ability to work autonomously and accept accountability • the exercise of personal responsibility for determining and achieving personal and group outcomes. • manage time and prioritise workloads • make effective use of relevant information technology, including word-processing and music-writing software • understand and begin to plan career pathways • show confidence and self-awareness in reflection, evaluation and self-criticism 	<ul style="list-style-type: none"> • Transferable/key skills are central to the programme of study. • Communication skills are developed in written and oral format, and written submissions are required to be word-processed. • Teamwork is fostered through corporate activities such as playing in ensembles, group improvisation and seminar discussions. • Time management and prioritisation are developed primarily in the first-study modules where students have to be able to work to a long-term plan. All modules have strict deadlines for assessments. • Career strategies are developed through Professional Development Electives; small-group workshops and individual tutorials support the student. Reflection and self-awareness skills are fostered by the writing of a critical evaluation of work in this area.

10 Programme structure and requirements, levels, modules, credits and awards

The structure of the programme, the modules, levels and credit ratings, and the awards which can be gained are shown below. Modules in which Personal Development Planning is an integral part of the learning process are underlined.

Module number	Module name	Credit
HMOJ01b	First Study Performance	54
HMOGD2	Skills: Jazz Musicianship	24
HMOGD1	Composition	12
HMOJ11	Analysis: Transcription Project	12
HMOJ15	Issues in Contemporary Jazz	6
HMOGD3	Repertoire	6
HMOU74	<u>Professional Development</u>	6

Award: Graduate Diploma (120 credits at level 6)

11 Support for Learning

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to those needs:

- individual tuition in the first-study area
- tutorial support either in small groups or individually
- a Student Handbook with information relating to the course, modules, assessment, the Conservatoire and the University
- regular year meetings
- bi-annual one to one Personal Tutor meetings
- access to the Course Director, Head of School and the Faculty Registrar
- access to the Faculty Librarian
- access to Faculty resources such as pianos, practice rooms, IT facilities and the Library
- assistance and support from the University's Staff Student Development Department
- access to the University's Student Services, including those offered by the careers service, financial; advisers, medical centre, disability service, creche, counselling service and chaplaincy

12 Criteria for admission

Candidates must satisfy the general admissions requirements of the programme, which are as follows:

The over-riding entry requirement is the candidate's likely ability to fulfil the programme's objectives.

The benchmark guide to the prior learning that would normally be required to enable an entrant to fulfil the objectives of the Graduate Diploma is the earlier award of a Bachelor degree from a UK university, HE college or conservatoire, or an equivalent qualification.

All successful candidates will, in addition, have satisfied the audition/interview panel that they can fulfil the single entry requirement through an interview and audition procedure. The panel will be looking for both some pre-existent knowledge and skills in jazz, and the flexibility and willingness to apply graduate-level learning skills to the acquisition and development of specialist jazz skills to graduate level within a single-year course.

13 Evaluation and improvement of quality and standards

Committees: <ul style="list-style-type: none">• Board of Studies• Examination Board• Faculty Board• Staff/student committee	Mechanisms for review and evaluation: <ul style="list-style-type: none">• Review and validation events• External Examiners' Reports• Annual Monitoring Report• Student feedback results• Academic Quality and Support
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14 Regulation of assessment

Details of the mechanisms and criteria for assessment in individual modules, and the means of differentiating awards, are published widely. Students have access to copies of the University's Standard Assessment Regulations, and individual and collective guidance is given by academic staff on their operation at appropriate times throughout the programme.

To qualify for a **Graduate Certificate** a student must successfully complete all required assessments and obtain a minimum of 60 credits at level 6. The pass-mark in all modules is 40%.

The award of Graduate Certificate with commendation is made to students who achieve an average mark of 60-69% in the marks awarded for modules equivalent to at least 60 credits.

The award of Graduate Certificate with distinction is made to students who achieve an average mark of 70% or above in the marks awarded for modules equivalent to at least 60 credits.

To qualify for a **Graduate Diploma** a student must successfully complete all required assessments and obtain a minimum of 120 credits at level 6. The pass-mark in all modules is 40%.

The award of Graduate Diploma with commendation is made to students who achieve an average mark of 60-69% in the marks awarded for modules equivalent to at least 120 credits.

The award of Graduate Diploma with distinction is made to students who achieve an average mark of 70% or above in the marks awarded for modules equivalent to at least 120 credits.

A student who fails or who leaves before completing the requirements for the award of a Graduate Diploma will be entitled to receive a Graduate Certificate provided the requirements for that award have already been met. Students who successfully complete a Graduate Diploma programme will not also be awarded a Graduate Certificate

Successful completion does not guarantee admission onto postgraduate jazz programmes, for which the usual application and audition procedures will apply.

External Examiners are appointed. Their work includes:

- approving coursework assignments and assessment criteria
- approving examination papers
- monitoring standards through moderation of completed assessments
- attending Examination Boards