Course Title	BA (Hons) Music and Sound Production
Final Award	BA (Hons) Music and Sound Production
Interim Awards	Certificate of Higher Education in Music and Sound Production Diploma of Higher Education in Music and Sound Production BA Music and Sound Production
Awarding Body	Ravensbourne University London
Teaching Institution	Ravensbourne University London
UCAS Code	W342, W374
HECOS codes	100222, 100443
QAA Subject Benchmark	Music (2019) Communication, Media, Film and Cultural Studies (2019)
External Accrediting Bodies	N/A
Apprenticeship Standard used to inform the development of the course (if applicable)	N/A
Accelerated Degree Option	☐ Yes ☒ No
Level 6 Top Up Option (online only)	☐ Yes ☒ No
Study Load	☒ Full-time ☒ Part-time
Mode of study	☒ Face-to-face
Delivery Location(s)	☒ Ravensbourne University campus ☐ Online
Length(s) of Course(s)	3 years FT 6 years PT
Type (open/closed)	Open
Validation period	Five years (September 2023 – September 2028)
Intended First Cohort Start Date	9.24
Date produced/amended	27.3.23
Course Leader	Christos Manolas
Course Development Team Members	Christos Manolas, Mark Durham, Steve Alexander
Course Administrative Contact	Charles Mullany

Course Description

BA (Hons) Music and Sound Production will focus on the creative and technical aspects and of music and sound for different types of media within the creative industries. Examples include music for *film, television, games, theatre,* and *immersive and interactive media (VR/AR/XR)*, while students will be also able to follow more traditional music and sound production routes like *sound engineering* or *studio and live music production*.

The course will offer a unique chance for students who are interested in both music and sound creation to hone a range of skills and develop specialisms that will guide them towards their own ideal career path. With the Arts (and music in particular) becoming less of a focus in schools, many students with an interest in this field can find themselves unsure of where their true talent and interest lies.

The course will embrace new and emerging technologies which utilise music and sound, including virtual reality and game platforms, to give students specific software skills that will set them apart

from other graduates. The programme will encourage students to collaborate with other disciplines within Ravensbourne and ask learners to begin to tackle how music and sound work within different media to communicate and support narrative.

At Level 4, students will be introduced to essential music and sound theories and concepts, develop key digital audio workstation (DAW) skills, and familiarise with the use of professional audio hardware, facilities and workflows. At the same time, students will have the opportunity to build career and industry skills and explore production workflows across different media as part of the common Professional Life Practice module.

At Level 5, students will further specialise in areas of their choice, such as music composition, sound postproduction, sound art, music mixing and mastering, and music and sound production for games and interactive media. This will be through offering a number of elective modules, in addition to the core, mandatory ones. In the Professional Life Practice context, students will be given the opportunity to work in cross-university productions in collaboration with other departments and disciplines.

At Level 6, students will be given the opportunity to work on a specialist project that will allow them to focus on particular aspects of their chosen discipline within the context of an appropriate study option. This will be reflected in the Professional Life Practice module, where they will have the opportunity to present and share their work with other students and staff and further develop their ideas in the form of research and development projects, exhibitions and conferences. Students will also have the opportunity to propose and develop or collaborate on one or more large scale projects under the framework of the Final Major Project module. Finally, students will develop a professional profile that is consistent with their chosen career path and creative aspirations.

Course Aims
• To give students the opportunity to study a range of music and sound production-related skills, with a focus on producing soundtracks for media.
• To train students using industry-relevant computer software and hardware to create appropriate music and sound production output, either to brief or as part of personal creative development.
• To teach students how to analyse music and sound production requirements in the context of creative media, encouraging the development of independent and critical thinking and contextualising how production supports and defines the audiovisual content.
• To develop targeted entrepreneurial and business skills, allowing students to promote themselves and manage their career and workload effectively.
• To develop transferable skills which can be adapted to suit several job roles within the music industry.

Course Learning Outcomes

The course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA (Hons) Music and Sound Production** students will be able to:

Explore	**CLO1:** Demonstrate critical understanding of a broad range of theories, principles, and concepts related to music and/or sound production and technology through practical application and written and/or oral assessment.
Create	**CLO2:** Explore key technical skills and competencies related to music and sound production, honing a distinct artistic and/or professional identity that is evident in practical work and written and/or oral assessment.
Influence	**CLO3:** Demonstrate critical insight into the cultural and social backgrounds of intended audiences and related communities through collaborative practical work and written and/or oral assessment.
Integrate	**CLO4:** Apply critical knowledge of professional formats, standards and workflows when engaging with collaborative projects and/or individual professional work.

Where a student does not complete the full course, but exits with an Ordinary Degree, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **BA Music and Sound Production** students will be able to:

Explore	**CLO1:** Demonstrate an understanding of fundamental theories, principles, and concepts related to music and/or sound production and technology through practical application and written and/or oral assessment.
Create	**CLO2:** Demonstrate understanding of key technical skills and competencies related to music and sound production, showcasing elements of an artistic and/or professional identity through practical work and written and/or oral assessment.
Influence	**CLO3:** Demonstrate insight into the cultural and social backgrounds of intended audiences and related communities through collaborative practical work and written and/or oral assessment.
Integrate	**CLO4:** Demonstrate an understanding of professional formats, standards and workflows when engaging with collaborative or individual projects.

Where a student does not complete the full course, but exits with a Diploma in Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Diploma of Higher Education in Music and Sound Production** students will be able to:

Explore	**CLO1:** Demonstrate a growing understanding of fundamental theories, principles, and concepts related to music and/or sound production and technology through practical application.
Create	**CLO2:** Demonstrate technical skills and competencies related to music and sound production through practical work.
Influence	**CLO3:** Showcase evidence of consideration of the cultural and social backgrounds of intended audiences and related communities through collaborative practical work.
Integrate	**CLO4:** Showcase evidence of consideration of appropriate formats, standards and workflows when engaging with collaborative projects and/or individual work.

Where a student does not complete the full course, but exits with a Certificate of Higher Education, they will have had the opportunity to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

On completion of the **Certificate of Higher Education in Music and Sound Production** students will be able to:	
Explore	**CLO1:** Demonstrate a basic understanding of theories, principles, and concepts related to music and/or sound production and technology.
Create	**CLO2:** Demonstrate essential skills and competencies related to music and sound production through practical work.
Influence	**CLO3:** Demonstrate awareness of the importance of cultural and social backgrounds of intended audiences and related communities through practical work.
Integrate	**CLO4:** Demonstrate awareness of basic music and sound production formats and standards through practical work.

Ravensbourne University Assessment Criteria	
Explore	Research and Analysis Subject Knowledge Critical Thinking and Reflection Problem Solving
Create	Ideation Experimentation Technical Competence Communication and Presentation
Influence	Social Impact Ethical Impact Environmental Impact
Integrate	Collaboration Entrepreneurship and Enterprise Professional Development

Core Competencies
Each module learning outcome should be aligned to at least one competency.

Competency	Definition	Aligned Assessment Criteria
Cognitive	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: • Evaluate their own beliefs, biases and assumptions • Evaluate strengths, weaknesses, and fallacies of logic in arguments and information • Apply lesson from the past or learned knowledge and skills to new and varied situations • Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques • Devise and defend a logical hypothesis to explain observed phenomenon • Recognize a problem and devise and implement a plan of action	**Explore, Create, Integrate, Influence**
Creative	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	**Create**

The Quality Team   Definitive Documents

Professional	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	**Integrate, Influence**
Emotional, Social and Physical	Emotional -The intrapersonal ability to identify, assess, and regulate one's own emotions and moods; to discriminate among them and to use this information to guide one's thinking and actions and where one has to make consequential decisions for oneself. Attributes may include: - Self-awareness & regulation (including metacognition) - Mindfulness - Cognitive flexibility - Emotional resilience - Motivation - Ethical decision- making Social - The interpersonal ability to identify & understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include: - Managing your audience - Coordinating with others - Negotiation - Creativity - People management - Leadership & entrepreneurship - Service orientation - Active listening - Coaching and mentoring Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include - Self-discipline & management - Attention	**Explore, Influence, Integrate**

	• Reaction & response time • Cognitive & muscle memory • Managing stress • Physical resilience	
Cultural	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	**Influence, Integrate**
Enterprise and Entrepreneurial	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	**Create, Influence, Integrate**
Digital	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	**Explore, Create, Integrate, Influence**
Ravensbourne Return	Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador. Demonstrate a knowledge of current events and social issues Identify their personal convictions and explore options for putting these convictions into practice Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.	**Explore, Create, Influence, Integrate,**

Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
Level 4: Relates to QAA Music Benchmark 4.1 4.2 Skills will be developed through a mixture of lectures, workshops, practical studio and computer-based sessions, self-directed study, as well as a number of individual tutorials which may form part of a larger session. Project-based work will form a significant role in establishing some of the key skills at Level 4, both as part of assignments and class-based tasks. This encourages critical analysis, problem-solving, creative thinking and personal reflection. Students will be asked to	**Assessment strategies will include:** - Audio submissions (musical compositions/productions and sound pieces) - Video submissions with accompanying audio - Essays - Reports - Presentations (group and individual) - Project logs/blogs - Peer assessment - Software-based project files (particularly for game and virtual reality-focused audio development) - Video of software implementation

research current trends and activities in industry which can inform the creative and professional process. Learning is facilitated by permanent and sessional teaching staff, who are practising professionals themselves and bring an important industry-informed perspective to the course.

Students are introduced to contextual elements of the course by theoretical and critical frameworks in which they can locate their practice. Students will also be taught to reference correctly within their written work.

Level 5: Relates to QAA Music Benchmark 4.3

Skills acquired at Level 4 are developed further through lectures, seminars, critiques, workshops, practical studio and computer-based sessions, self-directed study and individual tutorials. Students will be encouraged to be more innovative in their approach to project-based work, identifying niches in the area they are exploring and ways in which new, emerging needs can be fulfilled. This encourages extended research and more creative approaches to their work. Students will learn progressively to take responsibility for their own learning. Some projects are intentionally collaborative, encouraging team-working and peer-learning and may involve students from other programmes. Visiting speakers and specialists will be invited to deliver lectures or practical workshops, bringing their own specialism and examples of industry work into the sessions.

Traditional modes of delivery will be supported where appropriate by e-learning and/or resource-based learning (via a VLE, virtual learning environment).

Within the area of contextual study, they will be introduced to the dissertation format and will develop skills that will allow them to choose a suitable subject area/lead question and formulate an effective research approach.

Level 6: Relates to QAA Music Benchmark 4.3

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study and individual tutorials. A large proportion of project-based work will be initiated and developed by students

(particularly for game and virtual reality-focused audio development)

A mixture of assessment strategies will be implemented for formative and summative assessments.

Formative Assessment
This form of assessment will monitor development of skills and can provide the student with vital feedback, which they can use to inform further learning and development. Formative assessments help staff to identify students who require increased support and helps students to recognise strengths and weaknesses within their own academic work. It also allows for a vital safe environment for students to experiment and be allowed to make mistakes.

Summative Assessment

This form of assessment evaluates student learning at the end of the unit and allows the student to be awarded a final mark for the unit as part of the process. Summative assessments are reflective of the learning outcomes of the unit and draw upon skillsets/concepts that the student has developed as part of the units learning and teaching content.

These assessment strategies and methods demonstrate how students will be able to achieve the learning outcome above.

themselves, with a view to mastering particular skillsets that will allow them to stand out in industry. Students will be offered increased responsibility for their own learning. Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of work. Written work (outside of dissertations) will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development.

Within the sphere of contextual study, students will develop and write a dissertation which explores an area of their subject in depth.

These methods will enable students to achieve the learning outcomes set out above.

Work Placement

In keeping with the course's commitment to equip students with skills that will allow them to be effective practitioners in the audio, music, and media production industries, we recognise the value of hands-on learning through internships, placements and working on professional environments and conditions. This will be partially achieved in the context of the 'Professional Life Practice' modules and will involve external placements and collaborations, as well as opportunities to work on in-house productions.

The course will increase students' opportunities to find placements by collaborating closely with the *Ravensbourne Agency* and *Insights* teams, the *Incubation* and *Careers and Industry Liaison* teams, and the various the companies and external and internal partners and practitioners with whom the department has established connections or long-term collaborations.

Course Structure

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
Level 4				
MSP23101	Music and Sound Theory Fundamentals	x	Mandatory	20
MSP23102	DAW Software Techniques		Mandatory	20
MSP23103	Studio Recording and Mixing		Mandatory	20
MSP23104	Audio Production Workflows	x	Mandatory	20
PLP23101X	Professional Life Practice (Developing Your Practice)	x	Mandatory	20
PLP23102X	Professional Life Practice (Exploring Your Practice)	x	Mandatory	20
				120
Level 5				
MSP23201	Composition		Study Option	20
MSP23202	Sound Synthesis and Digital Audio Processing	x	Study Option	20
MSP23203	Music for Film and TV		Study Option	20
MSP23204	Sound Postproduction for Film and TV	x	Study Option	20
MSP23207	Advanced Mixing and Mastering		Study Option	40

MSP23208	Music and Sound for Games and Interactive Media		Study Option	40
PLP23201X	Professional Life Practice (Applying Your Practice)	x	Mandatory	20
PLP23202X	Work-based Learning	x	Mandatory	20
				120
			Total	**240**
Level 6				
MSP22301	Specialist Project	x	Mandatory	40
MSP22302	Major Project		Mandatory	40
MSP22303	Professional Profile Development		Mandatory	20
PLP23301X	Professional Life Practice (Situating Your Practice)	x	Mandatory	20
				120
			Total	**360**

Learning Hours (per 20 credit module excluding the Work Placement)			
Staff – Student Contact Hours		**Independent Study Hours**	
Formal Scheduled Teaching	36	Independent and Directed Study	132
Supervised Access to Resources	12	Assessment	20
Total			**200**

Course Regulations

Entry Requirements
Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website here), and the course page on the Ravensbourne University website for course specific entry requirements.
Accreditation of Prior Learning (if applicable)
Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.
Conditions for Progression
Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or 50% for postgraduate students. A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.
Reassessment of Failed Elements
Failure in any component will result in a Fail grade for the component. Non-submission in any component will result in a non-submission for the component. Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

Where a student does successfully retrieve a component failure, the grade for the component will be capped at 40% (undergraduate) or 50% (postgraduate) (except where Extenuating Circumstances have been approved). The overall grade for the module will be calculated using all achieved grades where there are 2 or more components.

Conditions for the Granting of Awards

A student who completes an approved course of study, shall be awarded BA (Hons) in Music and Sound Production.

Those students who exit the Course without completing it may be entitled to exit with an award of either a:

1. Certificate of Higher Education in Music and Sound Production, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
2. Diploma of Higher Education in Music and Sound Production, provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.
3. BA in Music and Sound Production (ordinary degree), provided they complete an approved course of modules and the learning outcomes for such award as set out in the Course Specification.

Any derogation(s) from the Regulations required?

N/A

Student Support	https://www.ravensbourne.ac.uk/student-services
Assessment Regulations	https://www.ravensbourne.ac.uk/staff-and-student-policies

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
Level 4 Modules				
MSP23101 Music and Sound Theory Fundamentals	MLO: 1, 2, 3	MLO: 4		
MSP23102 DAW Software Techniques	MLO: 1	MLO: 2, 3		MLO: 4, 5
MSP23103 Studio Recording and Mixing	MLO: 1	MLO: 2, 3		MLO: 4, 5
MSP23104 Audio Production Workflows	MLO: 1	MLO: 2, 3		MLO: 4, 5
PLP23101X Professional Life Practice - Developing Your Practice	MLO: 1, 2	MLO: 3	MLO: 4, 5	
PLP23102X Professional Life Practice - Exploring Your Practice	MLO: 1, 2	MLO: 3	MLO: 4, 5	
Level 5 Modules				
MSP23201 Cosmposition	MLO: 1, 2, 3	MLO: 4, 5		

MSP23202 Sound Synthesis and Digital Audio Processing	MLO: 1, 2, 3	MLO: 4, 5		
MSP23203 Music for Film and TV	MLO: 1, 2	MLO: 3, 4		MLO: 5
MSP23204 Sound Postproduction for Film and TV	MLO: 1	MLO: 2, 3		MLO: 4, 5
MSP23207 Advanced Mixing and Mastering	MLO: 1	MLO: 2, 3		MLO: 4, 5
MSP23208 Music and Sound for Games and Interactive Media	MLO: 1, 2	MLO: 3		MLO: 4
PLP23201X Professional Life Practice - Applying Your Practice	MLO: 1, 4	MLO: 5		MLO: 2, 3
PLP23202X Work-based Learning	MLO: 1, 2		MLO: 3	MLO: 4
Level 6 Modules				
MSP23301 Specialist Project	MLO: 1	MLO: 2, 3, 4		MLO: 5
MSP23302 Major Project		MLO: 1	MLO: 2, 3	MLO: 4, 5
MSP23303 Professional Profile Development		MLO: 1, 2	MLO: 3, 4	MLO: 5
PLP23301X Professional Life Practice - Situating Your Practice	MLO: 1, 2	MLO: 3	MLO: 4, 5	MLO: 6

Course Diagram

	Semester 1	Semester 2
Level 4 **120 credits**	**MSP23101 Music and Sound Theory Fundamentals** 20 credits	**MSP23103 Studio Recording and Mixing** 20 credits
	MSP23102 DAW Software Techniques 20 credits	**MSP23104 Audio Production Workflows** 20 credits
	PLP23101X Professional Life Practice - Developing Your Practice 20 credits	**PLP23102X Professional Life Practice - Exploring Your Practice** 20 credits
	Semester 1	Semester 2
Level 5 **120 credits**	**Elective Modules (Choice of 2)** **MSP23201 Composition** 20 credits **MSP23202 Sound Synthesis and Digital Audio Processing** 20 credits	**Elective Modules** **MSP23207 Advanced Mixing and Mastering** 40 credits **MSP23208 Music and Sound for Games and Interactive Media**

	Semester 1	Semester 2
	MSP23203 Music for Film and TV 20 credits **MSP23204 Sound Postproduction for Film and TV** 20 credits	40 credits
	PLP23201X Professional Life Practice - Applying Your Practice 20 credits	**PLP23202X Work-based Learning** 20 credits
	Semester 1	**Semester 2**
Level 6 120 credits	**MSP23301 Specialist Project** 40 credits	**MSP23302 Major Project** 40 credits
	PLP23301X Professional Life Practice - Situating Your Practice 20 credits	**MSP23303 Professional Profile Development** 20 credits