

Programme Specification for Undergraduate Programme leading to:

BA Music (Production)

BA Music (Production) with Placement

Applicable for all undergraduate students starting at FHEQ Level 4 on or after 1 September 2022

Version No.	Date	Notes – QA USE ONLY	QA
0.1	November 2020	New programme from 2022/23	BJR

UNDERGRADUATE PROGRAMME	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences / Department of Arts and Humanities / Production and Performance
4. Contributing college/department/division/ associated institution	N.A.
5. Programme accredited by	N.A.
6. Final award(s) and FHEQ Level of Award	BA (Hons) Music (Production) FHEQ Level 6 BA (Hons) Music (Production) with placement
7. Programme title	BA Music (Production)
8. Programme type (single honours/joint)	Single Honours
9. Normal length of programme (in months) for each mode of study	36 months (3 years) full-time 48 months (4 years) full-time thick sandwich 72 months (6 years) part-time
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	None
12. Modes of study	FT PT Thick sandwich
13. Modes of delivery	Standard taught
14. Intermediate awards and titles with FHEQ Level of Award	BA (Ordinary) Music (Production) FHEQ Level 6 BA (Ordinary) Music (Production) with placement FHEQ Level 6 DipHE Music FHEQ Level 5 DipHE Music with Professional Placement FHEQ Level 5 CertHE Music Studies FHEQ Level 4
15. UCAS Code	W300; W301
16. HECoS Codes	100070, 100221, 100222, 100223

17. Route Code	W300UMUSIC3
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	QAA UK Quality Code for Higher Education which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards QAA Subject Benchmark Statement (Music) Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.
19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N.A.
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N.A.
22. Further information about the programme is available from the College website.	Link to programme information on the College website.

23. EDUCATIONAL AIMS OF THE PROGRAMME

The following educational aims mirror the set of interrelated skills that are central to the programme and support the students' learning and professional development:

1. To equip students with a strong grounding in the craft of creativity (production, composition and performance) which reflects the diversity of musical styles and genre in today's world;
2. To equip students with a strong grounding in leadership and communication (producing, directing, teaching, curating);
3. To equip students with a bold assurance in their use of state-of-the-art music technology;
4. To foster the students' sense of their individual musical distinctiveness;
5. To foster a sense of entrepreneurship and innovation across all aspects of students' work;
6. To prepare students for the centrality of collaboration in professional music-making;
7. To help students understand how all their skills are transferable across the range of potential jobs in the music industry.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
4					
	K	Awareness and understanding of a range of music repertoire and theory			MU1610 Ways of Hearing I MU1609 Materials of Music I
	C	The ability to identify and describe significant aspects of heard examples.			MU1609 Materials of Music I MU1608 Ensemble I
	C	Competence in a range of practical musical skills.			MU1611 Composing I MU1608 Ensemble I MU1612 Studio Production I
	S	The ability to express musical and intellectual ideas with clarity.			MU1610 Ways of Hearing I MU1609 Materials of Music I
	S	The ability to work collaboratively with awareness and sensitivity.			MU1608 Ensemble I MU1613 Professional Development I
5					
	K	A critical engagement with the interrelationship of society, technology, and musical practice.			MU2614 Ways of Hearing II MU2622 Creative Studio Practice
	K	The ability to apply relevant concepts to the description and analysis of musical material and structure.			MU2613 Materials of Music II MU2614 Ways of Hearing II
	K	An understanding of recording techniques and their creative application.			MU2621 Sound Engineering Theory MU2622 Creative Studio Practice

	C	The ability to work individually and collectively to realise performances, interdisciplinary projects, and/or compositions.			MU2616 Ensemble II MU2620 Interdisciplinary Project MU2617 Composing II MU2622 Creative Studio Practice
	C	Fluency in a range of practical and conceptual tools for the creation and transformation of music and sound.			MU2617 Composing II MU2618 Studio Production II MU2619 Orchestration and Arrangement MU2622 Creative Studio Practice
	S	Demonstration of skills in communication, organisation, creative planning and self-reflection.			MU2615 Professional Development II MU2620 Interdisciplinary Project MU2622 Creative Studio Practice
6					
	K	A sophisticated knowledge of key developments in musical materials across a diversity of styles and genres.			MU3620 Ways of Hearing III MU3624 Independent Production Project
	K	An advanced understanding of recording techniques.			MU36623 Advanced Sound Engineering Techniques MU3624 Independent Production Project
	C	An advanced level of practical musicianship in the creation and presentation of performance, compositional and studio projects.			MU3618 Ensemble III MU3621 Composing III MU3622 Studio Production III MU3624 Independent Production Project

	C	A high level of fluency in the techniques and technologies of musical creation.			MU3619 Materials of Music III MU3622 Studio Production III MU3621 Composing III MU3623 Advanced Sound Engineering Techniques MU3624 Independent Production Project
	S	Advanced critical reflection and synthesis of musical and intellectual ideas.			MU3619 Materials of Music III MU3622 Studio Production III MU3621 Composing III MU3623 Advanced Sound Engineering Techniques MU3624 Independent Production Project
	S	Skills of independent research, group work, leadership, collaborative creation and time management.			MU3619 Materials of Music III MU3622 Studio Production III MU3621 Composing III MU3623 Advanced Sound Engineering Techniques MU3624 Independent Production Project

LEARNING/TEACHING STRATEGIES AND METHODS TO ENABLE LEARNING OUTCOMES TO BE ACHIEVED, INCLUDING FORMATIVE ASSESSMENTS

A diverse mixture of teaching formats and assessment strategies is at the heart of the programme. These are collectively designed to engage students in learning that will foster individuality and distinctiveness, providing them with a solid grounding in core skills and craft, and introducing them to entrepreneurial and innovative models that will enhance their professional development. In particular, teaching and learning on the pathway is based around interdisciplinary activity, collaboration and professional development to enable students to engage successfully with the real-world situations that they will encounter.

A longstanding and distinctive strength of the Music team at Brunel has been its embrace of diversity in present-day music. The new pathway focuses on the musical world as it is and offers a unique learning environment for students from many varied backgrounds and ambitions. Our goal is to prepare students for the music industry and the ever-changing opportunities it provides. Students will be supported to develop their individual practice as music producers around a set of skills that will enable them to

succeed in the profession. They will be able to develop their own clear and distinct strands of work, charting a bespoke course through their degree.

The modules offer students the space in which to explore and challenge ideas and practices in studio production, performance, aesthetics from across history and culture, the evolving roles of producers, performers and composer/songwriters, and the concept of musicianship, and to develop their skills through real-world professional development assignments.

Teaching varies considerably across the modules, enabling a wide range of different types of learning to be achieved successfully. Class-based content will be delivered through lectures and seminars and more practical work is delivered through workshops, individual tutorials and ensemble sessions. Students will be able to consolidate their learning through online resources, including lecture Vlogs and online self-assessment. These will also provide clear structured support for students who need additional development in the key areas of music notation, music theory, repertoire, music software, music technology. Notational skills are part of many modules to develop musical literacy across a broad range of musical styles and genres. Across the pathway there is an emphasis on project-based work, enabling each student to develop a professional portfolio that demonstrates their individual creative personality.

Assessment

The format of the assessments varies widely, enabling students from a wide range of different musical backgrounds to succeed. Formative assessment is a feature of most modules, through a regular dialogue between students and tutors on work in progress. In addition all modules involve regular student peer review, group discussion (especially for recording, performance and composition activities), and student input into the detail of assessment criteria.

SUMMATIVE ASSESSMENT STRATEGIES AND METHODS TO ENABLE LEARNING OUTCOMES TO BE DEMONSTRATED

The range of teaching methods/approaches and formative assessments is reflected in the diversity of summative assessment strategies and methods.

Online small tests and self-assessments of skills and comprehension of concepts provide instant feedback, allowing students to understand their strengths and weaknesses, to formulate personal development plans at their own speed, and to enable tutors to respond to students' needs. Collaborative event assessments enable students to understand the importance of teamwork and the significance both of what they do and how they do it. Flipped classroom discussions develop crucial skills of peer review and self-analysis, empowering students to develop empathic skills in management, leadership, decision-making, compromise and problem-solving.

Active websites allow for a range of activities to be logged, with each student's work stored as an online portfolio. The review and archiving of videos documenting recording sessions, rehearsals and performances will develop skills of self-reflection. The creation of an on-line audio library of studio and live recordings will engender a sense of collegiality and good practice, in preparation for a career in the music business.

Master-classes and workshops on different aspects of studio production, recording and mastering will foster the core skills needed for work in the profession.

25. PROGRAMME STRUCTURE, PROGRESSION AND AWARD REQUIREMENTS

PROGRAMME STRUCTURES AND FEATURES: LEVELS, ASSESSMENT BLOCKS, CREDIT AND PROGRESSION AND AWARD REQUIREMENTS

Compulsory block: one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;

Optional block: one which students choose from an 'option range'. These will be listed in the right hand column;

A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core.

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

FHEQ LEVEL 4

COMPULSORY MODULAR BLOCK CODES, TITLES AND CREDITS

MU1608 Ensemble I: The Art of Performing (20)

MU1609 Materials of Music I: Inside the Language (20)

MU1610 Ways of Hearing I: Genres Through Time (20)

MU1611 Composing I: Capturing Ideas (20)

MU1612 Studio Production I: Introduction to the Art of Sound and Technology (20)

MU1613 Professional Development I: Building a Collaborative Musical Project from A-Z (20)

OPTIONAL MODULAR BLOCK CODES, TITLES AND CREDITS

FHEQ Level 4 Progression and Award Requirements

As per Senate Regulation 2

FHEQ LEVEL 5	
<p>COMPULSORY MODULAR BLOCK CODES, TITLES AND CREDITS</p> <p>MU2614 Ways of Hearing II: The Theatre of Technology (20)</p> <p>MU2615 Professional Development II: Communicating and Teaching (20)</p> <p>MU2618 Studio Production II: Advanced Techniques and Designing Your Own Tools (20)</p> <p>MU2621 Sound Engineering Theory</p> <p>MU2622 Creative Studio Practice (20)</p>	<p>OPTIONAL MODULAR BLOCK CODES, TITLES AND CREDITS</p> <p>One from: MU2613 Materials of Music II: Outside the Box From the Inside (20)</p> <p>MU2616 Ensemble II: Leadership, Directing and Improvisation (20)</p> <p>MU2617 Composing II: Craft and Development (20)</p> <p>MU2620 Interdisciplinary Project: Learning Collaboration (20)</p>
<p>FHEQ Level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

FHEQ LEVEL 5 – SANDWICH PLACEMENT	
<p>COMPULSORY STUDY BLOCK CODES, TITLES AND CREDIT VOLUME</p> <p>AH2554 Pre-Placement Study Block (0 credits)</p>	<p>OPTIONAL STUDY BLOCK CODES, TITLES AND CREDIT VOLUME</p>
<p>COMPULSORY MODULAR BLOCK CODES, TITLES AND CREDITS</p> <p>AH2555 Placement (120) Core: Block (for placement award)</p>	<p>OPTIONAL MODULAR BLOCK CODES, TITLES AND CREDITS</p>
<p>FHEQ Level 5 Placement Progression and Award Requirements</p> <p>As per Senate Regulation 2</p> <p>For BA Music (Production) with placement, AH2555 will contribute 25% of the FHEQ Level 5 profile and 8.3% of the overall degree calculation</p>	

FHEQ LEVEL 6	
<p>COMPULSORY MODULAR BLOCK CODES, TITLES AND CREDITS</p> <p>MU3624 Independent Production Project (40) Core: Block</p> <p>MU3622 Studio Production III: Taking Sonic Art To the Stage (20)</p> <p>MU3623 Advanced Sound Engineering Techniques (20)</p>	<p>OPTIONAL MODULAR BLOCK CODES, TITLES AND CREDITS</p> <p>Two from: MU3618 Ensemble III: Creating Performance (20)</p> <p>MU3619 Materials of Music III: Advanced Technical Portfolio (20)</p> <p>MU3620 Ways of Hearing III: Cultures and Subcultures (20)</p> <p>MU3621 Composing III: (20) Advanced Portfolio</p>

FHEQ Level 6 Progression and Award Requirements

As per Senate Regulation 2

AH2555 will contribute 8.3% of the overall degree calculation

NB. This specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.