****

**Programme Specification**

**Title of Course: BMus in Creative Music Technologies**

**BA in Creative Music Technologies with, Drama, Dance, Film or Television and New Broadcasting Media**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: August 2018**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

|  |  |
| --- | --- |
| **Title:** | BMus in Creative Music Technologies  BA in Creative Music Technologies with, Drama, Dance, Film or Television and New Broadcasting Media |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Kingston Hill |
| **Programme Accredited by:** | n/a |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The BMus in Creative Music Technologies is designed for students who want to create music using a range of computer based technologies. It aims to produce informed and able musicians who work with technology and also have good academic and transferrable skills. One of the strengths of the course is that it allows the study of traditional performing and composing skills alongside developing skills in recording and production, synthesis and the sonic arts. The Department also has expertise in multimedia work with a particular emphasis on music with video and film and also music and dance, a further strength being our work with a wide range of improvised musics. At all levels, the course builds skills, provides creative challenges, requires and encourages research and considers the wider context of the world of work. It is our aim to equip graduates with the skills necessary to be able to work independently and creatively in a wide range of employment or to go on to further specialist study in music technology and related areas.

Our courses are not genre-specific, we study a broad spectrum of historic and contemporary music and sonic art. We aim to introduce students to new music and to new ways of thinking about music; we will challenge assumptions and cultural ideas through exploring a wide range of approaches to creating and thinking about music.

The course is taught at the Kingston Hill site of the University in dedicated music buildings equipped with five state of the art recording studios, computer labs and a post-production surround sound studio as well as rehearsal and practice rooms and teaching spaces. Every student has an academic advisor who will supervise their progress through the degree course and small group and one to one teaching is built in to each level, ensuring a high level of support for all students.

All of our level 4 and 5 modules are 30 credits and year-long which means students will take 4 large modules in each academic year. The use of 30 credit modules means that topics can be studied in a holistic and multidimensional manner and that different aspects of the course are easily linked and progression from one level to the next made in a clear and logical manner. Those students taking Performance modules are partly taught through individual instrumental or vocal lessons provided by our team of approximately 25 visiting specialist teachers. Alongside the modular scheme, an extra-curricula set of music making activities is run by the University Collegiate Music organisation and we encourage students to take part in as much music making as possible. Current groups include: Chamber Choir; Twist Choir; Soundpainting Ensemble; Gamelan Ensemble; Djembe Ensemble; Brass Ensemble; KUDAC (KU Digital Arts Collective); Musical Theatre Group; Instrumental Ensemble; Improvisation Group. We also encourage and support students in putting together their own bands and small groups and provide many opportunities to perform in a variety of different local venues.

1. **Aims of the Programme**

* To equip students with a broad range of skills and knowledge in music technology: aural perception; music theory; recording techniques and synthesis systems; performing and composing techniques.
* To extend students’ knowledge of musical repertoires by exposing them to music and sonic art from a wide range of genres, styles and traditions.
* To enable students to utilise music technology and other resources for creative work, both individually and as a member of a team, to evaluate and refine their work and to demonstrate professionalism in its presentation to an audience.  
  To enhance and develop students’ skills in writing critically about music and music technology.
* To develop students’ knowledge and understanding of the ways in which social, political, cultural and historical contexts affect music.
* To equip students with the skills and knowledge they need to carry out research and to introduce them to current issues in music technology.
* To develop students' intellectual and imaginative powers; their understanding and judgement; their problem-solving skills; their ability to communicate and their ability to perceive music within a broad intellectual context.
* To equip students with a broad range of key and transferable skills that will enable them to take up further study or work in a wide range of music technology based and related fields.

Students taking half field combinations share the same programme aims for the music technology component of their course but will not fill them to the same depth and breadth.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for music and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Programme Learning Outcomes*** | | | | | |
|  | ***Knowledge and Understanding***  ***On completion of the course students will be able to demonstrate:*** |  | ***Intellectual skills – able to:***  ***On completion of the course students will be able to:*** |  | ***Subject Practical skills***  ***On completion of the course students will be able to:*** |
| A1 | familiarity with the studio environment, a range of equipment and software and understanding of a range of techniques for recording, sound manipulation and processing; | B1 | organise material and consider it from a critical and analytical perspective; select, synthesise and deploy appropriate forms of evidence and draw conclusions; | C1 | apply technology to musical purpose through performing, arranging and improvising; |
| A2 | knowledge and experience of a broad musical repertoire including a range of electroacoustic music; | B2 | identify musical structures and patterns and, in an inventive and individual way, manipulate musical ideas conceived either by themselves or by others; | C2 | employ techniques of recording, editing and production, demonstrating skill in the use of studio and other audio equipment; |
| A3 | knowledge and understanding of the historical, social, cultural, political, philosophical and economic contexts of music and the ability to relate processes of change in music to these contexts; | B3 | analyse, manipulate, interrogate and create musical materials and present results and findings in a coherent and communicable form; | C3 | demonstrate mastery of a range of techniques of audio manipulation and sound processing; |
| A4 | knowledge of sources of information for music research and of research methodologies appropriate to music topics; | B4 | work creatively with others to devise and refine a performance and to demonstrate engagement with a variety of musical styles through creative work; | C4 | recognise and describe musical structure, musical processes, compositional devices, textures and styles; |
| A5 | knowledge of the contemporary workplaces for Creative Music Technologies graduates. | B5 | reflect critically on the rehearsal and performance of music; | C5 | collaborate effectively in creative group work, having developed powers of sustained concentration and focus in rehearsal. |
| A6 | knowledge and understanding of musical processes and of theoretical and notational systems in music; | B6 | Link theory to practice and demonstrate personal expression in the production of music; |  |  |
|  |  | B7 | apply insights and discoveries from one area of musical study to another. |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are (as of 2016, this programme is no longer in recruitment):

At least 4 GCSE passes including Maths and English at grade C or above, or equivalent, plus:

260 points from a minimum of 2 A2s, to include 100 points in A2 Music or Music Technology. Music may substitute for Music Technology at A2 level, provided that some knowledge of MIDI sequencing and basic audio software can be demonstrated;

**or:**

BTEC National Diploma (minimum DMM).

A relevant Access award is acceptable, provided that some practical music skill and knowledge of staff notation can be demonstrated.

Students who have appropriate prior certified learning (e.g., those who have successfully completed level 4 or 5 of a course of study comparable with the Kingston BMus) may be accepted to levels 5 or 6 of the course.

Students wishing to receive individual tuition in performance in modules must either have obtained a pass in grade 8 of the ABRSM or other recognised board or be able to demonstrate that they are of equivalent standard.

A minimum IELTS score of 6.5, or equivalent is required for those for whom English is not their first language.

**Typical entry qualifications set for entrants to the field are:**

Most students accepted for the course have at least 4 GCSE passes including Maths and English at grade C or above, plus260-300 points from *either* AS/A2 levels (including at least grade B from Music Technology or Music at A2 and at least grade C from one other A2) *or* BTec National Diploma (a typical profile is DDM). Many have substantial practical experience of vocal or instrumental performance and attainment of ABRSM grade V or equivalent standard in both practical and theory is advantageous.

1. **Programme Structure**

This programme is offered in full-time and part-time modes and leads to the award of BMus(Hons). Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme is possible at level 5 or 6 with passes in comparable level 4 or level 4 and level 5 modules, but is at the discretion of the course team. Intake is normally in September.

**E1. Professional and Statutory Regulatory Bodies**

n/a

**E2. Work-based learning**

Work placements are actively encouraged as part of MU5001 ‘The Working Musician’, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

**E3. Outline Programme Structure**

Each level is made up of four modules each worth 30 credit points. Typically a student must complete 120 credits at each level. All students will be provided with the University regulations and full details of each module will be provided in module descriptors and student module guides

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 4** (all core) (last ran 2016-2017) | | | | | | |
| **Compulsory modules** | **Module code** | | **Credit**  **Value** | | **Level** | **Teaching Block** |  |
| The Foundations of Music Technology | MU4007 | | 30 | | 4 | Year long |
| Recording & Production Techniques 1 | MU4008 | | 30 | | 4 | Year long |
| Creating with Technology | MU4009 | | 30 | | 4 | Year long |
| Writing and Composing | MU4010 | | 30 | | 4 | Year long |
| Writing and Performing | MU4011 | 30 | | 4 | | Year long |

Half field students must take MU4007 and MU4008

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The outstanding 30 credits from Level 4 can be trailed into Level 5 and must be passed before progression to Level 6.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education Creative Music Technologies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 5** (at least 60 credits = core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| The Working Musician | MU5001 | 30 | 5 | Year long |  |
| Creating Sound and Music for Image | MU5009 | 30 | 5 | Year long |  |
| Recording & Production Techniques 2 | MU5005 | 30 | 5 | Year long |  |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| Performance 2 | MU5006 | 30 | 5 | Year long | ABRSM Grade 8 or equivalent |
| Composition 2 | MU5007 | 30 | 5 | Year long |  |
| Songwriting and Performing | MU5008 | 30 | 5 | Year long |  |

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The outstanding 30 credits from Level 5 can be trailed into Level 6 and must be passed before consideration for an award or progression to Level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Creative Music Technologies.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 6** (at least 60 credits = core) | | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |  |
| Individual Project | MU6001 | 60 | 6 | Year long | **\*** *Those taking performance will do a practical exam (50%)* |
| **Option modules** |  |  |  |  | **Pre-requisites** |
| The Studio Musician | MU6002 | 30 | 6 | Year long |  |
| Current Debates in Music Education | MU6003 | 30 | 6 | Year long |  |
| Jazz Studies | MU6004 | 30 | 6 | Year long |  |
| Live Performance | MU6005 | 30 | 6 | Year long | \*60 Group Performance / 20 Live Sound Management |
| The Psychology of Music | MU6006 | 30 | 6 | Year long |  |
| Special Study | MU6008/6010 | 30 | 6 | Year long |  |
| Level 6 requires the completion of the compulsory modules and 2 option modules. | | | | | |

1. **Principles of Teaching Learning and Assessment**

Learning in Creative Music Technology entails the acquisition and utilisation of factual knowledge and the development of powers of analysis and criticism in addition to regular practice which is essential for skill development in the use of music technology, aural awareness and use of notation as well as in composition and performance. A significant proportion of students’ individual study time is devoted to work in the University’s recording studios and computer laboratories, learning specialist techniques and software skills. Students also work collaboratively to create and rehearse music for modules such as MU4009 or MU6002. The books, scores, journals, audio/visual and electronic resources provided in the University’s Learning Resources Centre provide a valuable resource for all modules. E-resources and computer software packages also aid students’ individual study of music theory, harmony, scoring and analysis as well as aural training. The University’s online learning management system, Canvas, is used for provision of general module information, class notes, reading lists and web links.

Students who take performance in modules MU4011, MU5006, and MU6001 receive individual instrumental or vocal tuition; this supplements master-classes and workshops. Students participate in the activities of at least one of the University’s staff-led performing ensembles; this experience contributes to the development of their aural awareness, their knowledge of musical style and tradition and their skills in music reading and ensemble performance. Peer feedback, established in Music at Kingston over many years, is used in the course of the teaching of composition and performance, and serves to deepen students' awareness of criteria used to make judgements on work in these areas as well as to sharpen their powers of critical listening.

Large group lectures are used where the communication of factual material is central – for example, in MU4010, MU4011 and MU5001. Within these use is often made of small-group tasks and plenaries. Workshops and computer-laboratory sessions form a key mode of delivery for modules in music technology where, following staff exposition of a topic, students obtain hands-on experience of sound recording (in modules MU4008 and MU5005) and sound processing (for example, in modules MU4009).

At level 4, Students will study the foundations of music technology, including some acoustics and music literacy (MU4007). They will acquire academic writing skills alongside a study of either composition or performance on their chosen instrument (MU4010/MU4011), and will study Creating with Technology (MU4009). Recording and production techniques will be explored in MU4008.

At level 5, all students take ‘The Working Musician’ (MU5001) a module that is designed to provide a thorough understanding of the employment opportunities available to music technology graduates as well as developing skills in project management. A work placement forms part of this module. ‘Creating Sound and Music for Image’ (MU5009 looks at ways to create sound for image. Recording and Production Techniques 2 (MU5005) provides further studio skills. Students can choose to further their creative studies in either ‘Performance 2’ (MU5006), ‘Composition 2’ (MU5007); ‘Songwriting and Performing’ (MU5008).

At level 6, all students will take the 60 credit Individual ‘Capstone’ Project which provides the summation of the undergraduate course and allows students to demonstrate their specialist skills. Areas of study could include Live Electronics, Multimedia and Production projects or the development of hardware and/or music software. The project is taught in a variety of ways with lectures setting out the parameters and methodologies, small groups looking at subject specific topics and individual supervision or instrumental/vocal teaching providing bespoke advice and support. The programme is completed by a choice of two of the following modules: ‘The Studio Musician’ (MU6002); ‘Current Debates in Music Education’ (MU6003); ‘Jazz Studies’ (MU6004); ‘Live Performance Project’ (MU6005); ‘Music Psychology’ (MU6006); ‘Special Study’ (MU6010 and MU6008).

All students are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Faculty’s Centre for Academic Support and Employability, which is open throughout the week at Penrhyn Road and also on one afternoon each week in Coombehurst House. Students whose native language is not English are strongly encouraged to take advantage of the tuition provided by the University’s English Language Support Programme, which includes a weekly class held in the Music Department.

In music technology, most assessment is by coursework, exceptions being practical exams in performance and group performance work, and some listening tests to aid in gaining aural skills. A wide range of methods are utilised for learning and assessment including essays, critical reviews, blogs, folios of compositions in recorded and score form, online quizzes and electronic media based pieces. A strong feature of all modules is the use of a range of formative feedback techniques such as class discussion, peer review, in-class tests and both written and verbal evaluation of work by staff. This provides students with the opportunity to learn from errors and to gain confidence in their work before formal summative assessment takes place. The use of year long, 30 credit modules also enables this form of assessment to be used right across the academic year.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* Lynda.com – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services Team who will provide support for students prior to undertaking work placement(s).

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs, Level Surveys and the NSS
* Moderation policies
* Feedback from employers

1. **Employability Statement**

Studying Creative Music Technologies develops practical as well as theoretical and academic skills and develops the self-discipline necessary for focused and specialist study. In addition, specific employability skills, designed to prepare students for work are embedded into modules right across the CMT degree course and this makes our graduates well qualified to enter a wide range of rewarding careers. CV writing is covered at level 4 (MU4010), a work placement and the creation of a Personal Development Plan forms part of ‘The Working Musician’ (MU5001) and links to industry specialists are developed as part of the series of seminars in the ‘Individual Project’ (MU6001) at level 6.

Fields open to graduates include music recording, a wide range of different types of composing and performing, music business and administration (including arts administration); teaching (including peripatetic teaching and educational outreach work); and music publishing. Music graduates are highly regarded, because of the number and range of transferable skills they possess, allowing them to secure work in a wide range of business and commercial environments. Kingston has traditionally had strong links with education and many of our graduates go on to work in this area. Music graduates are able to access all the career paths open to graduates of other arts disciplines.

Our students also go on to take postgraduate courses, either at Kingston or elsewhere. Courses range from subject-focused academic courses to vocational training such as courses in arts administration, music therapy or teacher training. Some have secured places on postgraduate courses in other disciplines.

1. **Approved Variants from the Undergraduate Regulations.**

None

1. **Other sources of information that you may wish to consult**

The Quality Assurance Association benchmark statement for Music study in Higher Education can be downloaded from:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_10>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Level 4** | | | | **Level 5** | | | | | | | **Level 6** | | | | | | |
|  | **Module Code** |  | MU4007 | MU4008 | MU4009 | MU4010/11 | MU5001 | MU5004 | MU5005 | MU5006 | MU5007 | MU5008 | MU5009 | MU6001 | MU6002 | MU6003 | MU6004 | MU6005 | MU6006 | MU6010 and MU6008 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 |  | S | S |  |  |  | S |  |  | S | S | S | S |  |  | S |  |  |
| A2 |  |  |  |  |  | S |  |  |  |  |  | S | S |  |  | S |  |  |
| A3 |  |  |  |  |  | S |  |  |  |  |  | S |  |  | S | S |  |  |
| A4 |  |  |  | S |  |  |  |  |  |  |  | S |  |  |  |  |  | S |
| A5 |  |  |  |  | S |  |  |  |  |  |  | S | S | S | F | S | S |  |
| A6 | S |  |  | S |  | S |  | S | S | S | S | S |  |  | S |  |  | S |
| **Intellectual Skills** | B1 | S |  | S | S | S | S |  |  |  |  |  | S | S | S | S | S | S | S |
| B2 | S |  |  | S |  | S |  | S | S | S | S | S | S |  | S | S |  |  |
| B3 |  |  | S | S |  | S |  | S | S | S | S | S | S |  | S | S |  |  |
| B4 |  |  | S | S |  |  |  |  |  |  |  |  | S |  | S | S |  |  |
| B5 |  |  | S | S |  |  |  |  |  |  |  | S | S |  | S | S |  |  |
| B6 |  |  |  |  |  |  |  | S | S | S | S | S | S |  | S | S |  |  |
| B7 |  |  | S | S |  |  |  |  |  |  |  | S | S |  |  |  |  | S |
| **Practical Skills** | C1 |  |  | S |  |  |  |  |  |  | S | S | S | S |  |  | S |  |  |
| C2 |  | S | S |  |  |  | S |  |  | S | S | S | S |  |  | S |  |  |
| C3 |  |  | S |  |  | S |  |  |  |  |  | S |  |  |  | S |  |  |
| C4 | S |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| C5 |  |  | S |  |  |  |  |  |  |  |  |  | S |  |  | S |  |  |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

|  |  |
| --- | --- |
| **Final Award(s):** | BMus (Hons) Creative Music Technologies or  BA (Hons) X and Creative Music Technologies |
| **Intermediate Award(s):** | Certificate of Higher Education  Diploma of Higher Education |
| **Minimum period of registration:** | 3 years full-time, 6 years part-time |
| **Maximum period of registration:** | 6 years full-time, 12 years part- time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Music |
| **Modes of Delivery:** | Full-time and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department** | Performing Arts |
| **UCAS Code:** | W391 |
| **Course/Route Code:** |  |
|  |  |
|  |  |