Template C4

Kingston University London

Programme Specification

Title of Course: *BA (Hons) Music Technology*

Date first produced	06/09/2024
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Version number	4
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of Performing Arts
Delivery Institution	Textiles and Fashion Industry Training Centre (TaF.tc)

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 learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Music Technology
Exit Award(s) and Title(s):	Certificate of Higher Education in Music Technology BA Music Technology Diploma of Higher Education in Music Technology
Course Code *For each pathway and mode of delivery*	UFMTE1MTE21
UCAS code *For each pathway*	W370

Awarding Institution:	Kingston University
Teaching Institution:	Textiles and Fashion Industry Training Centre (TaF.tc)
Location:	TaF.tc Singapore
Language of Delivery:	English
Delivery mode:	
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3 Years
Maximum period of registration:	Full-time - 5 Years
Entry requirements	**Level 4 Entry (Year 1)** Applicant seeking entry at Level 4 must meet the following qualifications: ***Academic Entry Requirements*** • A minimum of 112 tariff points from recognised Level 3 qualifications such as A-levels, BTECs, and IB or • Singapore-Cambridge General Certificate of Education Advanced Level – 3 or more H2 Subjects with grades BCC – BBB or • Victoria Certificate of Education ***English Language Entry Requirements*** • A minimum IELTS score of 6.0 overall, with no individual element scoring below 5.5. • Kingston University accepts a variety of recognized English language proficiency tests. For the most up-to-date list of

	accepted tests, please visit www.kingston.ac.uk/english. **Direct entry to Level 5 (Year 2)** Applicants seeking entry at Level 5 must meet the following qualifications: ***Academic Entry Requirements*** • Successful completion of the Advanced Diploma at TaF.Tc. Evidence of this qualification will be provided either through official certification or by data shared directly between TaF.Tc and Kingston University. *English Language Entry Requirements* • A minimum IELTS score of 6.0 overall, with no individual element scoring below 5.5. • Kingston University accepts a variety of recognized English language proficiency tests. For the most up-to-date list of accepted tests, please visit www.kingston.ac.uk/english. • Applicants who have completed the Advanced Diploma at TaF.Tc and entered that qualification with an IELTS score of 5.5 overall (with no element less than 5.0) will not be required to provide further IELTS evidence of 6.0 with no element below 5.5.
Regulated by	The University and its courses are regulated by the Office for Students.
Programme Accredited by:	N/A
Approved Variants:	N/A
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the BA Hons Music Technology course are:

- to equip students with a broad range of skills and knowledge in music technology; aural perception, sound design, recording and production techniques, sound mixing, programming, performing and/or composing techniques.
- to foster understanding in the ways music technology is integral to cultures past, present and future, and the ways in which social, political, scientific, commercial and historical contexts affect the field.
- to equip students with the skills and knowledge they need to carry out research; to encourage creative play, and intellectual engagement through sustained, challenging discussions, reading, and analytical and critical thinking.
- through innovation, collaboration and research, to create artefacts such as recordings, installations, software, compositions, instruments.
- to foster critical self-awareness: the ability to set goals, solve problems, monitor and assess progress, process feedback, and reflect on achievements.
- to broaden students' knowledge of musical and sonic repertoires by introducing them to a wide range of genres, styles and traditions from across the globe.
- to equip students with the skills to engage in successful interdisciplinary collaborations.
- to promote the use of music technologies as tools for inclusion and to privilege an inclusive curriculum.
- 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.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding On completion of the course students will be able to:		**Intellectual Skills** On completion of the course students will be able to		**Subject Practical Skills** On completion of the course students will be able to
A1	demonstrate an understanding of the theory that underpins music technology practices.	B1	select, synthesise and deploy appropriate forms of evidence, draw conclusions and employ critical and analytical thinking.	C1	apply technology to musical purpose through programming, composing, performing, building instruments and/or software.
A2	integrate knowledge and experience of broad musical and sonic repertoires into creative and academic work.	B2	identify, analyse and articulate musical practices, technological processes and innovations, and the characteristics of sound.	C2	display mastery in recording, production and post-production techniques, demonstrating skill in the use of appropriate hardware and software.
A3	Apply a critical appreciation of social, cultural, inclusive, commercial and environmental factors affecting contemporary music technology practices.	B3	present ideas effectively and coherently in a variety of formats, including written, oral, performed and creative.	C3	express practical understanding of fundamental musical/sonic materials and structures.
A4	identify different avenues and opportunities for employment within the music technology field, including freelancing, self-promotion and management.	B4	employ research skills and methodologies appropriate to music technology and its practices.	C4	demonstrate the ability to work collaboratively and effectively in groups across disciplines and media.
		B5	apply insights and discoveries from one domain to another.	C5	show future skills such as, problem solving, critical thinking, adaptability and resilience.

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency Enterprise
3. Questioning Mindset
4. Adaptability
5. Empathy
6. Collaboration
7. Resilience
8. Self-Awareness

D. Outline Programme Structure

Each level is made up of 120 credits and each year is made up of four modules each worth 30 credit points. All students will be provided with the University regulations and specific additions that are sometimes required. Full details of each module will be provided in module descriptors, student module guides, and via the Virtual Learning Environment (Canvas).
In the first year students will gain foundational skills in acoustics, spatial design, synthesis, historical technological perspectives and modern recording and engineering techniques. Students will also begin to think about their future career and development through the Navigating Music module. In the second year students will build upon these foundational skills and have access to a recording studio where the students will continue to develop students' literacies in contemporary music production. The Exploring Music Technology module will continue to develop students' career opportunities in the music industries. Two other core modules will see students begin to specialise in performance technologies and audio post-production. In year 3 students will work with a supervisor to develop their own self-devised project in their chosen field of research as part of the Professional Project capstone module. Students will also continue on pathways developed in year 2 in music production and take on a new skill in live sound reinforcement. Finally, the Applying Music Technology module will prepare students as they seek to enter their chosen field in the music industry.
Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

BA (Hons) Music Technology

Level 4							
BA (Hons) Music Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Navigating Music Technology	MU420 5T	30	4	Full Year	None	1	
Recording and Engineering 1	MU420 3T	30	4	Full Year	None	1	
Sonic Environments	MU420 4T	30	4	Full Year	None	1	
Synthesis, Sampling and Sequencing	MU420 1T	30	4	Full Year	None	1	

Exit Awards at Level 4

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 course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Music Technology.

Level 5							
BA (Hons) Music Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Audio Post-Production	MU530 2T	30	5	Year Long		2	
Exploring Music Technology	MU520 5T	30	5	Full Year	None	2	
Performing With Technology	MU520 4T	30	5	Full Year	None	2	
Recording and Engineering 2	MU520 1T	30	5	Full Year	None	2	

Exit Awards at Level 5

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.
Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Music Technology.

Level 6							
BA (Hons) Music Technology							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**

Advanced Production	MU631 1T	30	6	Full Year	None	3	
Applying Music Technology	MU631 0T	30	6	Full Year	None	3	
Live Sound & Event Management	MU630 7T	30	6	Full Year	None	3	
Professional Project	MU631 2T	30	6	Year Long		3	

Exit Awards at Level 6

Level 6 requires the completion all four core modules.

E. Teaching, Learning and Assessment

Students study a diverse range of popular and experimental styles, working with a broad range of technology including a mixture of hardware and software, digital and analogue, industry standard instruments, tools and applications. At Level 4, students receive practical instruction in Synthesis, Sampling & Sequencing, a module that covers the technical aspects of making music with computers in addition to providing a foundation in functional music theory for technologists. Students explore the history, evolution and cultural significance of music technology and begin their Personal Development Plans (PDP) in Navigating Music Technology, and study modern studio-based recording techniques and Digital Audio Workstation (DAW) operations in Recording & Engineering 1. Sonic Environments introduces students to the science and aesthetics of real and imagined spaces, providing training in the fundamentals of acoustics, sound diffusion and absorption in addition to developing critical and diagnostic listening skills.
At Level 5 students will focus on exploring career options for Music Technology graduates in Exploring Music Technology, and all students receive hands on training in sound engineering, historical and aesthetic production techniques in Recording and Engineering 2. Students will also develop specialises in Performing with Technology and Audio Post-Production.
At Level 6, all students will work with a supervisor to develop a personal capstone project in a chosen area (Professional Project). The other modules develop strands introduced at Level 5, with additional opportunities to develop further skills and understanding in advanced production skills and live sound reinforcement and event management.
The programme is very practical in nature. Students will have access to many different industry standard hardware and software. Scheduled time is divided between lecturers in which theory and concepts are discussed, and seminars and workshops in which students apply the theory in real case scenarios individually and as a group. A significant proportion of students' individual study time across all three levels will be devoted to work in the University's recording studios and computer laboratories, learning and developing specialist techniques and software skills. Throughout the programme, there will also be great emphasis placed upon the importance of being able to work collaboratively, reinforced via group work during seminars and staff-led practical music making sessions. Assignments at all levels require group learning and group work to complete, allowing students to gain many transferable skills throughout the programme.
Coursework for each module is assessed on an assignment-by-assignment basis. Coursework may take the form of, but is not limited to:

- Self-devised academic or creative project

- Individual and group* recording and mixing assignments (digital and analogue)
- Audio post-production assignments (for example, underscoring, Foley and sound design)
- Creative portfolio assignments
- Event management and live sound event portfolios
- Multiple-choice tests
- Individual and group practical tests
- Essays
- Reflective reports
- Placement reports
- Research projects
- Seminar presentations
- Podcast and video presentations
- PDP, CV and professional profiles

*Group assignments and team working plays an important role in music production and this is reflected in academic programmes. Group assignments, which provide the opportunity to develop this, and other inter-personal skills, are incorporated within the learning strategy. Throughout the programme the approach will require a pro-active stance, with students taking responsibility for their own learning, within group activities with clear support and guidance on how to work successfully as a team. Students will receive a group mark for all summative assignments which are completed and submitted as a group.

The books, scores, journals, audio/visual and electronic resources provided in the University's Learning Resources Centre will provide a valuable resource for all modules. E-resources and computer software packages will also aid students' individual study of sound design, music theory, harmony, and analysis as well as aural training. Canvas will be used for provision of general module information, guided tutorials, playlists, class notes, reading lists and web links.

All students are encouraged to make use of the individual support for written work and seminars on academic writing. Students whose first language is not English are strongly encouraged to take advantage of English Language support.

The assessment philosophy of this programme favours the demonstration of learning and research through practical tasks and creative projects, and seeks to be inclusive, when it comes to the contextualisation, reflection, and evaluation of learning experiences and the summation and dissemination of new knowledge. Students may be assessed via oral presentations, demonstrations, performances, collaborative group work, documentary film and audio recordings, blogs and journals in addition to more traditional writing tasks. All students will receive training in academic writing and referencing as well as in the contextualisation of practical learning in Level 4 modules Navigating Music Technology, Recording & Engineering 1 and Sonic Environments; practice research methodologies are taught and supported at Level 6 in the Professional Project. Students will be provided with formative assessment opportunities throughout the course to develop efficient proposals for creative projects, practise, receive feedback on their work, and develop their proficiency in the range of assessment methods utilised.

F. Support for Students and their Learning

Students are supported by:

The Personal Tutor (PT) Scheme

The role of the Personal Tutor (PT) is distinct from that of other academic roles, including that of lecturer, module tutor, programme or module leader, and should not be subsumed into other academic roles. PTs have specific responsibility for students as individuals, beyond, as well as within, the programme team(s) to which they may belong, and the role is an intrinsic element of all teaching academics' workload. Personal Tutors stay with their tutees as they move through the programme. This role does not duplicate that of Module

Leaders or tutors who provide specific subject advice on specific modules or projects, but provides holistic guidance on academic matters, learning habits and behaviours, learner engagement and career aspirations, throughout the entire programme of study. Neither does it duplicate the roles of counsellors or well-being advisors, to whom the PT should refer students who need this more specialist support.
The PT is responsible for ensuring that students are supported, through these meetings, in the following 3 areas of their development:

1. Academic Progress
2. Professional and Personal Development
3. Well-being and Engagement (including referrals to specialist support)

At Level 4 (year 1):

- Teaching block 1: minimum of three group/individual meetings;
- Teaching block 2: minimum of two group/individual meetings

At Level 5 (year 2):

- Welcome back and planning meeting in Teaching Block 1, one-to-one.
- Teaching block 2: follow up meeting, one-to-one.

At Level 6 (year 3):

- Welcome back and planning meeting in Teaching Block 1, one-to-one.
- Teaching block 2: follow up meeting, one-to-one

Students can always contact their PT to request a meeting, if and when needed. All PTs maintain contact with their tutees, undertaking meetings and through email contact. The Personal Tutor Scheme is delivered as part of the Professional Practice modules.

Students are further supported by a variety of means:

- A Module Leader for each module
- A Course Leader to help students understand the programme structure
- 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
- Student Voice Committee
- Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
- Online platforms to support learning e.g. study skills and employability
- Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
- Dedicated engagement and careers support
- Support for students with disabilities, specific learning differences and mental health issues

G. 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 are appointed from outside of the University for a four-year term to help ensure that the teaching and assessment on the programme meet the standards expected by the University and the standard of similar awards elsewhere. They also help to ensure the effectiveness and fair application of academic regulations, processes and procedures.
- School Education Committee – a forum for discussion of matters relating to the course and its operation.
- Annual Monitoring and Enhancement, including reporting and revision of module content, delivery and assessment based on performance, observation and student feedback.
- Student evaluation including MEQs (Module Evaluation Questionnaires), Student Surveys and feedback from Course Representatives.

- Moderation policies
- Feedback from employers

H. External Reference Points

External reference points which have informed the design of the course. These could include:

- PSRB standards
- QAA Subject benchmarks
- Apprenticeship standards
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

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

Module Code		Level 4				Level 5				Level 6			
		MU4201T	MU4204T	MU4205T	MU4203T	MU5302T	MU5205T	MU5201T	MU5204T	MU6307T	MU6310T	MU6311T	MU6312T
Knowledge & Understanding	A1	S	S									S	
	A2	S							S	S		S	
	A3			S						S	S		
	A4			S			S				S		
Intellectual Skills	B1			S									
	B2	S					S			S		S	
	B3		S						S		S		

	B4			S						S			
	B5										S		
Practical Skills	C1	S							S				
	C2		S	S			S					S	
	C3									S		S	
	C4		S	S					S		S		
	C5		S	S			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.

Additional Information