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**Programme Specification**

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

**Date Specification Produced: February 2017**

**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**

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| **Title:** | BA (Hons) Music Technology |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | N/A |
| **Location:** | Kingston Hill Campus |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

Music technology is a diverse field that requires practitioners to be multi-skilled, adaptable and adept at collaboration across different disciplines and media. Developments in music technology signal trends and evolutions in music practices, creation and consumption. The core philosophy of the BA Hons in Music Technology degree is to develop musical, academic and technical skills through the exploration, application and support of creative practice. This course is aimed at aspiring sound engineers, record producers, sound designers, live sound mixers, contemporary composer/producers and performers who wish to develop their skills using a hands-on approach to learning and research.

The programme’s core modules cover digital and analogue sound creation, recording and production techniques, sequencing, synthesis and programming, spatial studies, context, history and criticism, and 21st Century musicianship, including an opportunity to undertake a work placement at Level 5.

A range of optional modules offered in Levels 5 and 6 offer students the chance to develop specialist skills in areas such as audio post-production for media, broadcasting, experimental electronica, acoustics and perception, performing with technology, live sound reinforcement, instrument building/bending/breaking, applications of music technology in education, and analogue record production including tape ops and vintage equipment maintenance. Frequent opportunities for internships and experiences of work are made available through Visconti Studio and its associated partners. The production of a sustained, student-devised piece of research is a core element of the final year for all students.

Kingston University Music Department is committed to the deep study of the arts of record production and sound design. Kingston Hill campus has four dedicated recording studio spaces: The Lodge, which houses 2 control rooms and 2 live rooms, Coombehurst House, featuring an SSL desk and quality outboard, and our flagship facility Visconti Studio, which is an analogue/digital hybrid studio based around a 300m2 octagonal live room, and is stocked with vintage and rare recording equipment.

In addition to the studio-based resources, the department boasts 2 large programming/production suites, a student-run radio station, sound proofed rehearsal rooms, 5.1 surround mixing and 9.1 surround monitoring facilities and a loans room stocked with range of high quality music equipment. Students on this programme have priority access to booking the studios, programming/production suites and rehearsal rooms located at Kingston Hill.

Students are taught through lectures, workshops and seminars by highly experienced academic staff who are themselves active practitioners (composers, coders, sound engineers, performers, and producers) and researchers. This delivery is supported and expanded by online course content and filmed tutorials, made available through Kingston University’s Virtual Learning Environment, Canvas. In addition to this, students will enjoy a range of regular guest lectures, performances and master classes from invited musicians, academics and industry professionals. Every student will be allocated an academic advisor who will supervise their progress through the degree course, and small group and one-to-one teaching will be built in to each level, ensuring a high level of support for all students.

The campus’ proximity to London means the BA Hons Popular Music will capitalise on London's vibrant multicultural music scene, working with partners including the Science Museum and the British Library. Partnerships with venues and organisations local to Kingston upon Thames will also provide opportunities for students to engage with and enrich the local community. The Music Department has a strong reputation with local venues including The Fighting Cocks, The Cricketers, The Ram Jam Club and Woody’s with students regularly organising and taking part in performances at these. Further to this, Kingston’s Rose Theatre is used as a performance space throughout the year with Collegiate Music working closely with our students / professional musicians to stage a series of monthly lunchtime concerts including Jazz First Tuesdays and Variety Café Wednesdays. The International Youth Arts Festival (IYAF) based in Kingston upon Thames every summer reinforces the focus on both popular music performance and music technology at a very high level, with many of our music students actively involved in this exciting event.

From September 2017, the Departments of Dance, Drama and Music will merge to form a new single Department of Performing Arts, with increased opportunity and encouragement for students to collaborate across disciplines. A public-facing showcase at the Rose will celebrate students’ work annually in June with strong emphasis on inviting families and friends of those about to graduate, as well as a range of music industry professionals and potential employers.

1. **Aims of the Field / 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.
1. **Intended Learning Outcomes**

The programme outcomes are referenced to the latest QAA subject benchmarks for music (2016) and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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

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| **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 | relate thehistorical, social, cultural, political, scientific, and commercial contexts of music technology to the role it plays in inclusive 21st century music 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 groupsacross disciplines and media. |
|  |  | B5 | apply insights and discoveries from one domain to another. | C5 | show self-sufficiency in identifying and troubleshooting problems. |

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:

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| **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:

From A levels: 112 points from a minimum of 2 A2s, to include 40 points in Music or Music Technology

BTEC National: BTEC National Diploma with DMM profile

Access Diploma: A relevant Access award is acceptable, provided that some practical music skill and knowledge of music technology can be demonstrated

Plus: GCSE English grade C or equivalent

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 BA Hons) may be accepted to levels 5 or 6 of the course.

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

1. **Field/Course Structure**

This programme is offered in full-time / part-time mode, and leads to the award of BA Hons. Entry is normally at Level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 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 the core L5 module *21st Century Musician* and the optional L6 module *Music & Technology in Education.* Although it is the responsibility of individual students to source and secure placements, the music department mediates approximately 20 each year through its expanding network of industry partners including London and Surrey-based commercial/community studios where students can work on recording or production. Richmond Music Trust and the Dementia Project at Kingston Hospital offer placements connected with music therapy and Kingston Music Service facilitates attachments to its team of instrumental tutors working in schools or with extra-curricular groups. Students also benefit from the University’s relationship with the International Youth Arts Festival and from close-proximity to Twickenham Studios where students have enrolled on its own work experience scheme.  In-house opportunities such as the KU Student Ambassador scheme and volunteering for musicians via the Kingston Hub-Drive project are also available. Occasional internship opportunities may also be offered for Level 6 students to help in the operation and management of Visconti Studio, and in providing technical and engineering support for external studio bookings.

The work placement 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 will complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors, student module guides, and via the VLE.

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| **Level 4** (all core) |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Synthesis, Sampling & Sequencing | MU4201 | 30 | 4 | Year Long |
| Tech Revolutions | MU4202 | 30 | 4 | Year Long |
| Recording & Engineering | MU4203 | 30 | 4 | Year Long |
| Sonic Environments | MU4204 | 30 | 4 | Year Long |

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 in Music Technology.

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| **Level 5 (at least 60 credits = core)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| The Visconti Studio  | MU5201 | 30 | 5 | Year Long |
| 21st Century Musician  | MU5301 | 30 | 5 | Year Long |
| **Option modules** |
| Programming Music | MU5202 | 30 | 5 | Year Long |
| Performing With Technology | MU5204 | 30 | 5 | Year Long |
| Sound Design & Perception | MU5203 | 30 | 5 | Year Long |
| Audio Post Production | MU5302 | 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 Music Technology.

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| **Level 6 (at least 60 credits = core)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Professional Project | MU6301 | 60 | 6 | Year Long |
| **Option modules** |
| Commercial Music | MU6304 | 30 | **6** | Year Long |
| Live Sound & Event Management | MU6307 | 30 | **6** | Year Long |
| Music & Technology in Education | MU6305 | 30 | **6** | Year Long |
| The Analogue Studio | MU6302 | 30 | **6** | Year Long |
| Special Study: Experimental Music: Derbyshire, the BBC Radiophonic Workshop & Beyond | MU6201 | 30 | **6** | Year Long |
| Special Study: Instrument Building, Bending & Breaking | MU6202 | 30 | **6** | Year Long |
| Special Study: Broadcasting | MU6303 | 30 | **6** | Year Long |
| Special Study: Practice Research (envelope module) | MU6309 | 30 | **6** | Year Long |

Level 6 requires the completion of the compulsory 60 credit module and 2 optional modules. Depending on uptake, not all special study modules may run in any given academic year. The *Special Study: Practice Research* module allows for a group of students to undertake a supervised practice research project in any special study subject area that for reasons due to small group size does not run.

1. **Principles of 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, vintage and bespoke 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 in *Tech Revolutions*, and study modern studio-based recording techniques and DAW operations in *Recording & Engineering*. *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. These four modules will provide the students with the tools they need to progress on the pathways available at Levels 5 and 6.

The core modules at Level 5 focus on exploring career options for Music Technology graduates in *21st Century Musician*, and all students receive hands on training in sound engineering, historical and aesthetic production techniques inside *The Visconti Studio.* At Level 5 students can choose to specialise in *Programming Music* or *Performing With Technology*, *Audio Post Production* or *Sound Design & Perception*.

At Level 6, all students will work with a supervisor to develop a personal capstone project in a chosen area (*Professional Project*). Optional modules develop strands introduced at Level 5, with additional opportunities to undertake work on commercial music production, live sound reinforcement and event management, music technology in education, instrumental building/bending and breaking, broadcasting, experimental music composition and performance, or to do further work in our unique analogue studio.

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. Students will also work collaboratively to create and rehearse music for modules such as Performing with Technology (level 5), Sound Design & Perception (level 5) and Experimental Music (level 6). 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. 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. The University’s online learning management system, Canvas, will be used for provision of general module information, guided tutorials, playlists, class notes, reading lists and web links.

Group lectures will be used where the communication of factual material is central. 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, creation, composition, editing and processing. Regularly scheduled seminars will give students an opportunity to discuss readings and assigned listening tasks, and to share their work and receive feedback. Peer feedback, established in Music at Kingston over many years, will be used in the teaching of composition, instrument creation and performance, and will serve 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.

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 (CASE), which is open throughout the week at Penrhyn Road. Students whose first language is not English are strongly encouraged to take advantage of the University’s English Language Support Programme, which offers regularly scheduled tuition and 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, offering flexible alternative assessment methods, where possible, 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 core modules *Tech Revolutions*, *Recording & Engineering* and *Sonic Environments*; practice research methodologies are taught and supported at Level 6 in core module *Professional Project*, and across all of the optional *Special Study* modules. 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.

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** 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.
* **Boards of study with student representation –** a forum for discussion of matters relating to the course and its operation. Boards of study make recommendations to Head of School and Faculty Board as appropriate.
* **Annual Monitoring and Enhancement**, including reporting and revision of module content, delivery and assessment based on performance, observation and student feedback.
* **Periodic review** undertaken at subject level by the University to ensure the continuing validity and relevance of the programme.
* **Student evaluation** including MEQs, Level Surveys, NSS and feedback from Course Representatives.
* **Moderation** **policies**
* **Feedback from employers**
1. **Employability Statement**

Studying Music Technology develops practical (creative, technical) as well as theoretical and academic skills, and also develops the self-discipline necessary for focused and specialist study. Employability skills, designed to prepare students for work, are embedded into modules right across the degree course and this makes our graduates well qualified to enter a wide range of rewarding careers. CV writing is covered at level 5 (21st Century Musician), and students from level 5 onwards will have opportunities to integrate fieldwork, work placements and internships into their programme. Links to industry specialists are developed as part of the series of seminars in the Professional Project module at level 6. The annual Spotlight on Music event, organised in conjunction with Careers and Employability Services, provides students with an opportunity to network with employees from a broad range of music professions.

Graduates from the course will be able to pursue a broad range of music-related careers, such as: music producer; sound engineer; tape operator, live sound manager; sound designer; event manager; music programmer; post-production sound editor; foley artist & sound recordist; musician; performer; music teacher; music researcher, composer; broadcast engineer; teacher; music manager.

Music Technology graduates are highly regarded due to their creativity, technical ability, resourcefulness, and the number and range of transferable skills they possess, allowing them to secure work in a wide range of roles and environments.

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

N/A

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*](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_10)

**Course page on the KU website**

<https://www.kingston.ac.uk/undergraduate-course/music-technology/>

**Development of Field/Course 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.

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| **Module code** | **Level 4** | **Level 5** | **Level 6** |
| MU4201 | MU4202 | MU4203 | MU4204 | MU5201 | MU5301 | MU5202 | MU5204 | MU5203 | MU5302 | MU6301 | MU6304 | MU6307 | MU6305 | MU6201 | MU6302 | MU6202 | MU6303 | MU6309 |
| **Knowledge & Understanding** | A1 | S | S | S | S |  |  | S |  | S | S | S |  |  | S |  | S | S |  | S |
| A2 | S |  |  |  |  |  |  | S |  | S | S |  | S |  |  | S |  |  | S |
| A3 |  | S |  |  |  |  |  |  |  |  | S |  | S |  | S |  |  |  | S |
| A4 |  |  |  |  | S |  |  |  |  |  | S | S |  | S | S |  |  |  | S |
| **Intellectual Skills** | B1 |  | S |  |  | S |  |  |  |  |  | S |  |  |  | S |  |  |  | S |
| B2 | S |  |  |  |  | S | S |  | S |  | S |  | S |  |  |  |  |  | S |
| B3 |  |  |  | S |  |  |  | S |  |  | S |  |  |  | S |  |  |  | S |
| B4 |  | S |  |  |  |  |  |  |  | S | S |  | S |  |  |  |  | S | S |
| B5 |  |  |  |  | S |  |  |  |  |  | S |  |  | S | S |  |  | S | S |
| **Practical Skills** | C1 | S |  | S | S |  |  |  | S | S |  | S | S |  |  |  |  | S |  | S |
| C2 |  |  | S |  |  | S |  |  |  |  | S | S |  |  |  | S |  |  | S |
| C3 |  |  |  | S |  |  | S |  | S |  | S | S |  | S |  | S | S |  | S |
| C4 |  |  | S |  |  |  | S |  |  |  | S | S |  |  |  |  | S | S | S |
| C5 |  |  | S |  |  | S |  |  |  |  | S |  |  | S |  |  | S | S | S |

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

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Music Technology |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary Degree |
| **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:** | Honors |
| **QAA Subject Benchmark:** | QAA subject benchmarks for Music (2016) |
| **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:** | W370 |
| **Course/Route Code:** |  |
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