

<b>Course Title</b>	BA (Hons) Music and Sound Design
<b>Final Award</b>	BA (Hons) Music and Sound Design
<b>Interim Awards</b>	Certificate of Higher Education in Music and Sound Design Diploma of Higher Education in Music and Sound Design BA Music and Sound Design
<b>Awarding Body</b>	Ravensbourne University London
<b>Teaching Institution</b>	Ravensbourne University London
<b>UCAS Code</b>	W342, W374
<b>HECOS codes</b>	100070, 100222, 100443, 100717, 100842
<b>QAA Subject Benchmark</b>	Music (2019)  Communication, Media, Film and Cultural Studies (2019)
<b>External Accrediting Bodies</b>	N/A
<b>Apprenticeship Standard used to inform the development of the course (if applicable)</b>	N/A
<b>Accelerated Degree Option</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Level 6 Top Up Option (online only)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Study Load</b>	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time
<b>Mode of study</b>	<input checked="" type="checkbox"/> Face-to-face
<b>Delivery Location(s)</b>	<input checked="" type="checkbox"/> Ravensbourne University campus <input type="checkbox"/> Online
<b>Length(s) of Course(s)</b>	3 years FT 6 years PT
<b>Type (open/closed)</b>	Open
<b>Validation period</b>	Five years (September 2022 – September 2027)
<b>Intended First Cohort Start Date</b>	9.22
<b>Date produced/amended</b>	27.3.23
<b>Course Leader</b>	Christos Manolas
<b>Course Development Team Members</b>	Christos Manolas, Mark Durham, Steve Alexander
<b>Course Administrative Contact</b>	Charles Mullany

#### Course Description

*BA (Hons) Music and Sound Design* will focus on the creative aspects and the workflows of music and sound design for different types of media within the creative industries. Examples include, but are not limited to music for *film, television, games, theatre, and immersive and interactive media (VR/AR/XR)*.

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

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

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

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

At Level 5, students will further specialise in areas of their choice, such as music composition, sound postproduction, sound art, music mixing and mastering, and music and sound production for games and interactive media. This will be through the selection of a core study option (Music or Sound Design). In the Professional Life Practice context, students will be given the opportunity to work in cross-university productions in collaboration with other departments and disciplines.

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

### Course Aims

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

### Course Learning Outcomes

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

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

<b>Explore</b>	Demonstrate critical understanding of a broad range of theories, principles, and concepts related to music and/or sound production and technology through practical application and written and/or oral assessment.
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## COURSE SPECIFICATION

<b>Create</b>	Explore key technical skills and competencies related to music and sound production, honing a distinct artistic and/or professional identity that is evident in practical work and written and/or oral assessment.
<b>Influence</b>	Demonstrate critical insight into the cultural and social backgrounds of intended audiences and related communities through collaborative practical work and written and/or oral assessment.
<b>Integrate</b>	Apply critical knowledge of professional formats, standards and workflows when engaging with collaborative projects and/or individual professional work.

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

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

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

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

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

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

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

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

## COURSE SPECIFICATION

<b>Explore</b>	Demonstrate a basic understanding of theories, principles, and concepts related to music and/or sound production and technology.
<b>Create</b>	Demonstrate essential skills and competencies related to music and sound production through practical work.
<b>Influence</b>	Demonstrate awareness of the importance of cultural and social backgrounds of intended audiences and related communities through practical work.
<b>Integrate</b>	Demonstrate awareness of basic music and sound production formats and standards through practical work.

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

### Core Competencies

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

Competency	Definition	Aligned Assessment Criteria
<b>Cognitive</b>	The ability to acquire, retain and use knowledge, recognise, pose and solve problems. Attributes may include: <ul style="list-style-type: none"> <li>• Evaluate their own beliefs, biases and assumptions</li> <li>• Evaluate strengths, weaknesses, and fallacies of logic in arguments and information</li> <li>• Apply lesson from the past or learned knowledge and skills to new and varied situations</li> <li>• Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques</li> <li>• Devise and defend a logical hypothesis to explain observed phenomenon</li> <li>• Recognize a problem and devise and implement a plan of action</li> </ul>	<b>Explore, Create, Integrate, Influence</b>
<b>Creative</b>	The ability to generate new ideas, express themselves creatively, innovate and/ or solve complex problems in an original way.	<b>Create</b>
<b>Professional</b>	The ability to understand and effectively meet the expectations of industry partners, through outputs and behaviours.	<b>Integrate, Influence</b>

## COURSE SPECIFICATION

<p><b>Emotional, Social and Physical</b></p>	<p>Emotional -The intrapersonal ability to identify, assess, and regulate one’s own emotions and moods; to discriminate among them and to use this information to guide one’s thinking and actions and where one has to make consequential decisions for oneself. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Self-awareness &amp; regulation (including metacognition)</li> <li>• Mindfulness</li> <li>• Cognitive flexibility</li> <li>• Emotional resilience</li> <li>• Motivation</li> <li>• Ethical decision- making</li> </ul> <p>Social - The interpersonal ability to identify &amp; understand the underlying emotions of individuals and groups, enhancing communication efficacy, empathy and influence. Attributes may include:</p> <ul style="list-style-type: none"> <li>• Managing your audience</li> <li>• Coordinating with others</li> <li>• Negotiation</li> <li>• Creativity</li> <li>• People management</li> <li>• Leadership &amp; entrepreneurship</li> <li>• Service orientation</li> <li>• Active listening</li> <li>• Coaching and mentoring</li> </ul> <p>Physical - The ability to perceive and optimise physiological activity and responses to influence emotion, solve problems or otherwise effect behaviour. Physical intelligence engages the body to train neuron pathways to help change an inappropriate response to an appropriate response. Attributes may include</p> <ul style="list-style-type: none"> <li>• Self-discipline &amp; management</li> <li>• Attention</li> <li>• Reaction &amp; response time</li> <li>• Cognitive &amp; muscle memory</li> <li>• Managing stress</li> </ul>	<p><b>Explore, Influence, Integrate</b></p>
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## COURSE SPECIFICATION

	<ul style="list-style-type: none"> <li>Physical resilience</li> </ul>	
<b>Cultural</b>	The capability to relate to and work effectively across cultures including intercultural engagement, cultural understanding and intercultural communication.	<b>Influence, Integrate</b>
<b>Enterprise and Entrepreneurial</b>	The generation and application of ideas within a practical setting. It combines creativity, idea generation and design thinking, with problem identification, problem solving, and innovation followed by practical action. This can, but does not exclusively, lead to venture creation (UK Quality Assurance Agency, Enterprise and Entrepreneurship Education 2018).	<b>Create, Influence, Integrate</b>
<b>Digital</b>	The confident adoption of applications, new devices, software and services and the ability to stay up to date with ICT as it evolves. The ability to deal with failures and problems of ICT and to design and implement solutions (Jisc Digital Capabilities Framework)	<b>Explore, Create, Integrate, Influence</b>
<b>Ravensbourne Return</b>	<p>Engagement with inhouse activities including mentoring other students, volunteering, acting as a student rep or ambassador.</p> <p>Demonstrate a knowledge of current events and social issues</p> <p>Identify their personal convictions and explore options for putting these convictions into practice</p> <p>Engagement with the external community through (from) employment, volunteering, participation in a Professional Life or other programme-based project.</p>	<b>Explore, Create, Influence, Integrate,</b>

### Learning, Teaching and Assessment

Learning and Teaching methods	Assessment Strategy
<p><b>Level 4: Relates to QAA Music Benchmark 4.1 4.2</b></p> <p>Skills will be developed through a mixture of lectures, workshops, practical studio and computer-based sessions, self-directed study, as well as a number of individual tutorials which may form part of a larger session.</p> <p>Project-based work will form a significant role in establishing some of the key skills at Level 4, both as part of assignments and class-based tasks. This encourages critical analysis, problem-solving, creative thinking and personal reflection. Students will be asked to research current trends and activities in industry which can inform the creative and professional process. Learning is facilitated by</p>	<p><b>Assessment strategies will include:</b></p> <ul style="list-style-type: none"> <li>- Audio submissions (musical compositions/productions and sound-design)</li> <li>- Video submissions with accompanying audio</li> <li>- Essays</li> <li>- Reports</li> <li>- Presentations (group and individual)</li> <li>- Project logs/blogs</li> <li>- Peer assessment</li> <li>- Software-based project files (particularly for game and virtual reality-focused audio development)</li> <li>- Video of software implementation (particularly for game and virtual reality-focused audio development)</li> </ul>

permanent and sessional teaching staff, who are practising professionals themselves and bring an important industry-informed perspective to the course.

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

**Level 5: Relates to QAA Music Benchmark 4.3**

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

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

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

**Level 6: Relates to QAA Music Benchmark 4.3**

Skills acquired at Level 4 and 5 will be developed and perfected at Level 6 through lectures, seminars, workshops, self-directed study and individual tutorials. A large proportion of project-based work will be initiated and developed by students themselves, with a view to mastering particular skillsets that will allow them to stand out in industry. Students will be offered increased

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

**Formative Assessment**

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

**Summative Assessment**

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

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

responsibility for their own learning. Visiting lecturers will be invited to deliver lectures and/or practical sessions related to their area of work. Written work (outside of dissertations) will focus upon critical analysis and reflection of project-based work, with a view to encouraging ongoing development.

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

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

**Work Placement**

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

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

**Course Structure**

Module Code	Module Title	Shared Module	Mandatory / Elective	Credits
<b>Level 4</b>				
MSD22101	Music and Sound Theory Fundamentals	x	Mandatory	20
MSD22102	DAW Software Techniques		Mandatory	20
MSD22104	Studio Recording and Mixing		Mandatory	20
MSD22105	Audio Production Workflows	x	Mandatory	20
PLP22103	Professional Life Practice (Developing Your Practice)	x	Mandatory	20
PLP22106	Professional Life Practice (Exploring Your Practice)	x	Mandatory	20
				<b>120</b>
<b>Level 5</b>				
MSD22201	Composition		Study Option	20
MSD22202	Sound Synthesis and Digital Audio Processing	x	Study Option	20
MSD22203	Music for Film and TV		Study Option	20
MSD22204	Sound Postproduction for Film and TV	x	Study Option	20
MSD22206	Music and Sound for Games and Interactive Media	x	Mandatory	40
PLP22203	Professional Life Practice (Applying Your Practice)	x	Mandatory	20



## COURSE SPECIFICATION

PLP22206	Work-based Learning		Mandatory	20
				120
			Total	240
<b>Level 6</b>				
MSD22301	Specialist Project	x	Mandatory	40
MSD22302	Major Project		Mandatory	40
MSD22303	Professional Profile Development		Mandatory	20
PLP22303	Professional Life Practice (Situating Your Practice)	x	Mandatory	20
				120
			Total	360

### Learning Hours (per 20 credit module excluding the Work Placement)

Staff – Student Contact Hours		Independent Study Hours	
Taught Hours	48	Independent study, self-directed study, and assessment	152
<b>Total</b>			<b>200</b>

### Course Regulations

#### Entry Requirements

Please refer to the institutional regulations on the expected minimum entry requirements (found under Section 5 of the General Academic Regulations found on the website [here](#)), and the course page on the [Ravensbourne University website](#) for course specific entry requirements.

#### Accreditation of Prior Learning (if applicable)

Applications are welcomed from those who may not possess formal entry qualifications, mature students, those with work experience or with qualifications other than those listed above. Such applicants should demonstrate sufficient aptitude and potential to complete the course successfully. Applicants will be assessed at interview in accordance with Ravensbourne's Accreditation of Prior Learning Policy and Procedure and Student Transfer Plan.

#### Conditions for Progression

Students will be deemed to have passed a module if they achieve a 40% for undergraduate students; or 50% for postgraduate students.

A student who has passed all assessments to date but has not yet reached the end of a level (or stage) will be permitted to proceed into the following term by the Interim Assessment Board.

#### Reassessment of Failed Elements

Failure in any component will result in a Fail grade for the component.

Non-submission in any component will result in a non-submission for the component.

Students must then successfully retrieve the failed or non-submitted component by resubmission of assessment in order to pass the module.

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

### Conditions for the Granting of Awards

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

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

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

### Any derogation(s) from the Regulations required?

**N/A**

Student Support	<a href="https://www.ravensbourne.ac.uk/student-services">https://www.ravensbourne.ac.uk/student-services</a>
Assessment Regulations	<a href="https://www.ravensbourne.ac.uk/staff-and-student-policies">https://www.ravensbourne.ac.uk/staff-and-student-policies</a>

## COURSE SPECIFICATION

Course Learning Outcomes	CLO1	CLO2	CLO3	CLO4
<b>Level 4 Modules</b>				
MSD22101 Music and Sound Theory Fundamentals	x	x		
MSD22102 DAW Software Techniques	x	x		x
MSD22104 Studio Recording and Mixing	x	x		x
MSD22105 Audio Production Workflows	x	x		x
PLP24103 Professional Life Practice - Developing Your Practice	x	x	x	
PLP24106 Professional Life Practice - Exploring Your Practice	x	x	x	
<b>Level 5 Modules</b>				
MSD22201 Composition	x	x		
MSD22202 Sound Synthesis and Digital Audio Processing	x	x		
MSD22203 Music for Film and TV	x	x		x
MSD22204 Sound Postproduction for Film and TV	x	x		x
MSD22206 Music and Sound for Games and Interactive Media	x	x		x
PLP24203 Professional Life Practice - Applying Your Practice	x	x	x	
PLP2206 WBL Work-based Learning	x		x	x
<b>Level 6 Modules</b>				
MSD22301 Specialist Project	x	x		x
MSD22302 Major Project		x	x	x
MSD22303 Professional Profile Development		x	x	x
PLP22304 Professional Life Practice - Situating Your Practice	x	x	x	x

Course Diagram

## COURSE SPECIFICATION

	Semester 1	Semester 2	
Level 4 120 credits	MSD22101 Music and Sound Theory Fundamentals 20 credits	MSD22104 Studio Recording and Mixing 20 credits	
	MSD22102 DAW Software Techniques 20 credits	MSD22105 Audio Production Workflows 20 credits	
	PLP22103 Professional Life Practice - Developing Your Practice 20 credits	PLP22106 Professional Life Practice - Exploring Your Practice 20 credits	
	Semester 1	Semester 2	
Level 5 120 credits	<i>Study Option</i>	MSD22206 Music and Sound for Games and Interactive Media 40 credits	PLP22206 Work-based Learning 20 credits
	MSD22201 Composition 20 credits		
	MSD22203 Music for Film and TV 20 credits		
	MSD22202 Sound Synthesis and Digital Audio Processing 20 credits		
	MSD22204 Sound Postproduction for Film and TV 20 credits		
PLP22203 Professional Life Practice - Applying Your Practice 20 credits	Semester 1		
Level 6 120 credits	MSD22301 Specialist Project 40 credits	MSD22302 Major Project 40 credits	MSD22303 Professional Profile Development 20 credits
	PLP22304 Professional Life Practice - Situating Your Practice 20 credits		