Royal Holloway, University of London
Course specification for an undergraduate award
BA Music and Sound Design for Film, Television and Interactive Media with Integrated Foundation Year (W35F)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the University prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the University's academic regulations and policies can be found here. Further information on the University's Admissions Policy can be found here.

Your degree course in Music and Sound Design for Film, Television and Interactive Media is delivered in four stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits. The modules provide progressive structures in which you are able to gain ever-wider knowledge and understanding, and appropriate skills. In the Integrated Foundation Year, you will spend the first two terms working on your academic study skills and key themes in the humanities. You'll enjoy a wide variety of perspectives and approaches to topics designed to introduce you to all sorts of key ideas and methods of study. In the third term, you will specialize in music, focusing on foundational music theory skills, or sources and methods of studying music. Stage one modules concentrate on fundamentals of music. Thereafter, a choice of modules from intermediate (I) and honours (H) level modules in stages two and three allows you, with advice, to direct your further development of skills and knowledge. The course culminates in a stage three special study project in music and sound design for the screen. As well as preparing you for professional work, the degree also lays the foundation for postgraduate study, if desired.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.
Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	June 2024	**Location of study**	Egham Campus
Course award and title	BA Music and Sound Design for Film, Television and Interactive Media with Integrated Foundation Year	**Level of study**	Undergraduate
Course code	3671	**UCAS code**	W35F
Year of entry	2024/25		
Awarding body	Royal Holloway, University of London		
Department or school	Music	**Other departments or schools involved in teaching the course**	Foundation Year; Media Arts
Mode(s) of attendance	Full-time	**Duration of the course**	4 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	N/A		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	**For queries on admissions:**	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information **The following table summarises the mandatory modules which students must take in each year of study**					
Year	**Module code**	**Module title**	**Credits**	**FHEQ level**	**Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC**
0	FY0029	Digital Cultures	15	HE level 0	MC
0	FY0024	Cultures of Thinking	15	HE level 0	MC
0	FY0027	Society on Screen	15	HE level 0	MC
0	FY0028	Textual Cultures	15	HE level 0	MC
0	MU0999	Department Based Project	15	HE level 0	MNC
1	MU1110	Theory and Analysis	15	4	MC
1	MU1113	Practical Composition Skills	15	4	MC
2	MU2001	Studies in Composition	15	5	MC
2	MU2004	Studies in Music, Media and Technology	15	5	MC
2	MU2335	Composing with Technology 1	15	5	MC
2	MA2022	Sound Art & Design	30	5	MC
3	MU3417	Composing with Technology 2	15	6	MC
3	MU3390	Special Study Composing with Music Technology	30	6	MC
3	MA3022	Creative Sound Design	30	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example, where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

Foundation year:
Choose one module (15 credits) from:
FY0023 Culture and Memory (15 credits)
OR
FY0025 Data, Society and Policy (15 credits)

AND take a further 15 credits as follows:

Students without literacy in notated music must take:
MU0998: Music Theory From Scratch (15 credits) (mandatory non-condonable)

Students with literacy in notated music must take one of:
MU0997: Sources and Methods for Studying Music (15 credits)
OR
MU0998: Music Theory from Scratch (15 credits), subject to tutor approval of pedagogic suitability

Year one:
You must take eight modules (120 credits) in total:

Mandatory modules:
MU1110 Theory and Analysis (15 credits)
MU1120 Introduction to Composing with Music Technology (15 credits)
MU1111 Fundamentals of Music Theory (15 credits) compulsory for students who have taken MU1998 (mandatory condonable).

Students then choose credits to total of 120 from:

MU1112 Creative Composition Skills (15 credits)

MU1114 A Very Short History of Music (15 credits)

MU1115 Introduction to Historical Musicology (15 credits)

MU1116 Introduction to World Music (15 credits)

MU1117 Contemporary Debates in Music (15 credits)

MU1119 Creative Ensemble Performance (15 credits)

Up to 30 credits may be taken from Media Arts. Modules offered typically:

MA1051 Film & TV Histories (30); MA1051 Critical Theories & Textual Analysis (30); MA1804 Digital Storytelling (30); MA 1054 Introduction to Narrative (15); MA1154 Screen Narrative: Theory to Practice (15).

Year two:
Mandatory modules:
MU2001 Studies in Composition (15 credits)
MU2004 Studies in Music, Media and Technology (15 credits)
MU2335 Composing with Technology 1 (15 credits)
MA2022 Sound Art & Design (30 credits)

And other Level 5 options to total 120 credits.

Year three:

Mandatory modules

MU3417 Composing with Technology 2 (15 credits)

MA3022 Creative Sound Design (30 credits)

MU3390 Special Study Composing with Music Technology (30 credits)

Notes:
  (i)   Within stages two and three, and subject to the approval of the Departments concerned, up to 30 'elective' credits of Level 5 or Level 6 modules in other Departments may be substituted for Music modules.
  (ii)   Prerequisites may apply to optional modules.
  (iii)   Students on this degree may not take modules with individual performance lessons.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's Academic Regulations.

In order to progress from the Foundation Year to Year One you must achieve a stage average of at least 40% and either pass 120 credits or pass modules to the value of between 90-105 credits achieve a Fail outcome of at least 30% in the remaining credits. Opportunities for resits are detail ed in the Academic Regulations.

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the Academic Taught Regulations but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study.

Section 5 – Educational aims of the course

The aims of this course are:

- to provide access to media music higher education for students who would otherwise be excluded from entry to media music degrees;
- to encourage a deeper understanding of music through the detailed study of its manifold aspects, while at the same time promoting the development of your intellectual, critical and creative abilities;
- to promote the study of music in its historical and social contexts (treated not only as a history of musical style but also in terms of its cultural, aesthetic and ethnomusicological aspects);
- to promote the study of music in relation to the structure and techniques of composition (including musical analysis, theory, composition and music technology);
- to promote the study of music in its practical application;
- to produce graduates equipped with the knowledge and skills necessary for the undertaking of further study of music at postgraduate level, if desired, and with personal attributes and professional skills relevant to the wider world beyond the academic study of music;
- to equip graduates with an understanding of how to produce professional-quality work for the film, TV and games industries.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (*Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*)*)

Theme	Course learning outcome	Level 3	Level 4	Level 5	Level 6
Research and Communication Skills	Research, apply, and evaluate evidence and ideas relevant to the subject area.	Develop knowledge of a wide range of expressive forms, from different historical periods, that underpin the study of literary texts.	Compile relevant information about a topic in response to a brief.	Justify a position or rationale relevant to the subject area using suitable sources and evidence.	Formulate conclusions and insight about the subject area through research.
	Apply methodologies for understanding the subject area.	Develop knowledge of appropriate critical terminology for the analysis of a variety of expressive forms, especially those that underpin the study of literary texts.	Learn and apply methodologies for understanding the subject area.	Select and apply methodologies for understanding the subject area, appropriate to the sources and aims.	Critically apply research methodologies to provide insight into the subject area.
	Present information and ideas about the subject area effectively.	Develop knowledge of the relationship of a wide range of expressive forms to other disciplines and forms of knowledge.	Identify and present key information about the subject area.	Summarize, distil and accurately present information and ideas about the subject area.	Tailor the content and form of communication about the subject area appropriately for a specific objective.
Theoretical and Contextual Understanding	Identify, analyse and evaluate critical theories and historical, societal, and artistic contexts.	Critical skills in close reading, the analysis and critical interpretation of texts, images, data, and new media.	Identify critical theories and historical, societal, and artistic contexts relevant to the subject area.	Analyse critical theories and historical, societal, and artistic contexts relevant to the subject area.	Evaluate multiple critical theories and historical, societal, and artistic contexts relevant to the subject area.
Reflective Practice and Social Context	Productively reflect upon their own skills and practice and those of their group or peers.		Understand and discuss their own critical and creative practice and that of their group or peers.	Reflect on their own critical and creative practice, and that of their group or peers.	Apply reflective skills to develop their own critical and creative practice, and that of their group or peers.

	Reflect upon how your practice relates to debates surrounding equity, inclusion, and sustainability.		Identify contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Evaluate contemporary debates surrounding equity, inclusion, and sustainability through the context of the subject area.	Participate in debates surrounding equity, inclusion, and sustainability through the context of the subject area.
	Demonstrate skills relevant to professional careers cognate to the subject area.		Understand the range of specialist skills used by those with careers cognate to the subject area.	Cultivate skills used by those with careers cognate to the subject area.	Implement skills employed in careers cognate to the subject area.
1. Knowledge and Understanding	1 Understand how music and sound work in film, television and other media, including technical, historical, theoretical and cultural insights.		Recall key information concerning musical materials and their contexts. Recognize how musical materials may relate to the media contexts in which they sound(ed).	Contextualize information concerning musical materials and their contexts. Discuss a variety of musical materials and link them to the contexts in which they sound(ed).	Explicate knowledge and critical understanding of musical materials and their contexts. Propose and justify relationships between musical materials and the contexts in which they sound(ed).
2. Musical and Technical Skills	2.1 Create soundtracks for a variety of media contexts, using both established and newly-devised techniques and approaches.		Understand foundational technical and interpretive techniques for creating and investigating music.	Deploy technical and interpretive skills for the creation and investigation of media soundtracks.	Adapt and/or devise technical and interpretive skills for the creation and investigation of media soundtracks.
	2.2 Interrogate musical languages through analytical and/or practical investigation.		Recognize important aspects of musical languages. Imitate established processes for analysing or manipulating musical materials.	Discuss a variety of aspects of musical languages. Demonstrate an ability to apply analytical or practice-based methods to musical materials.	Scrutinize aspects of musical languages and our approaches to understanding them. Derive insight into musical materials through analytical interrogation or practice-based investigation.
3. Creativity	3 Create music and sound to serve expressive aims in an applied context while		Identify ways in which musical expression, meaning	Make contextually appropriate choices for musical expression, meaning and/or ideas.	Produce informed and purposeful creative approaches to music and sound design.

also forging unique and distinctive creative outputs.		and/or ideas can be conveyed.		

Section 7 - Teaching, learning and assessment

Teaching and learning is mostly by means of lectures, seminars, tutorials, oral presentations, and instrumental/vocal lessons. Beyond formal teaching sessions, learning takes place through private study and practice, attendance at University concerts, and participation in Department-sponsored (and other) musical activities, including performances by various orchestras, choirs and other ensembles. Formative assessment during the academic year is succeeded by formal summative assessment; modes of assessment include coursework essay or other assignment, portfolio of technical exercises or compositions, formal written examination, practical tests, examination recital and dissertation. Full details of the assessments for individual modules can be obtained from the Department.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary. Assessments designated as 'summative' will receive a mark which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed.

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online Module Catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	**Criteria**	**Awarding body**
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College