



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

**BMUS (HONS) COMPOSITION FOR FILM, GAMES AND OTHER MEDIA
(HCFGFBMH)**

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2023/24]

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes 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 unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts			
Teaching Body	LCCM			
Final Award Title and Type	BMus (Hons)			
Course Title	Composition for Film, Games & other Media			
Course Location and Length	Campus: LCCM The Music Box, 241 Union Street, London SE1 0LR		Length: Full-Time- 3 years (HCFGFBMH) Part-Time – 6 years (HCFGPBMH) Level 5 Exit Award Diploma of Higher Education Level 4 Exit Award Certificate of Higher Education	
Mode of Study	Full-time	Y	Part-time	Y
Period of Validation	2023/24 – 2027/28			
Name of Professional, Statutory or Regulatory Body	N/A			
Type of Accreditation	N/A			
Accreditation due for renewal	N/A			
Entry criteria and requirements:				
104 UCAS points or relevant experience				
In addition to your application entry onto the programme will be determined by your audition. All applicants meeting the minimum entry requirements and whose application demonstrates the capability to complete this programme will be offered an audition.				
Overall methods of assessment ¹	Written exams:	Practical exams:	Coursework:	
Year 1 // Level 4	29%	24%	47%	
Year 2 // Level 5	10%	28%	62%	
Year 3 // Level 6	7%	43%	50%	
Overall Learning & Teaching hours ²	Scheduled:	Independent:	Placement:	
Year 1 // Level 4	288 hours	912 hours	0	
	24%	76%	0	
Year 2 // Level 5	288hours	912hours	0	
	24%	76%	0	
Year 3 // Level 6	216hours	984hours	0	
	18%	82%	0	

¹ As generated by the most popular unit descriptors and calculated for the overall course stage data.

² As generated by the most popular unit descriptors and calculated for the overall course stage data.

General level of staff delivering the course ³	<p>Lecturers must have either an MA or equivalent professional practice in a relevant discipline or field.</p> <p>LCCM ensures that staff numbers and expertise are sufficient to teach each subject area including those specialist areas within each programme.</p> <p>LCCM will ensure there is an appropriate balance between staff with relevant academic qualifications and those with current industry expertise.</p> <p>LCCM will augment its staff with guest speakers and masterclass guests.</p> <p>LCCM works with industry to ensure appropriate curriculum development, lecturer and guest expertise reflects contemporary industry practice and future employer and entrepreneurial trends.</p> <p>LCCM will endeavour to support tutors' continuous professional development including the necessary support to ensure staff can where relevant also maintain professional careers as practitioners in the creative industries.</p> <p>All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy.</p>
Language of Study	English
<p>Subject/Qualification Benchmark Statement:</p> <ul style="list-style-type: none"> All Degree Pathways mapped to 2019 QAA Subject Benchmark Statements for Music, 	
<p><u>Other External Benchmarks:</u></p> <ul style="list-style-type: none"> QAA The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies November 2014 QAA Education for Sustainable Development: Guidance for UK Higher Education Providers March 2021 Advance HE Enterprise and Entrepreneurship Education: A focus framework aligned to the Employability Framework QAA Foundation Degree Characteristics Statement February 2020 	

The course structure

The structure of all of the University's awards complies with the University's Common Credit Framework. The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

³ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

BMus (Hons) Composition for Film, Games & other Media

Credits and levels:

BMUS: 360-credits in total.

DipHE: 240-credits in total Completion to end of L5

CertHE:120-credits in total Completion to end of L4

Pattern of delivery:

Full-time: study 60-credits worth of modules per semester during the daytime.

Part-time: study 60-credits worth of modules per year during daytime.

Balance of Compulsory/Optional Modules:

All modules are compulsory at levels 4, 5 and 6 with full-time students studying six 20 credit modules per academic year.

The pre-requisites in the modules are dictated by passing the equivalent modules at the previous level.

TYPICAL DELIVERY PLAN

The tables below indicate the typical delivery schedules for the programme for each pattern of attendance. The team reserves the right to re-organise the delivery of modules per semester, in accord with resource availability and your requests (which will be accommodated where feasible).

Full-time study

Module Code	Module Title	Compulsory(C) Optional(O)	Credits (UK Credits⁴)	Credits (ECTS⁵)
Year 1	Level 4	Semester 1		
HCFG4007	Harmony & Theory 1	C	10	5
HCFG4008	Composing for Media 1	C	20	10
HCFG4009	Music Directing & Arranging 1	C	10	5
HCFG4010	Music Programming 1	C	10	5
HCFG4011	Music Industry Landscape	C	10	5
HCFG4012	Harmony & Theory 2	C	10	5
HCFG4013	Composing for Media 2	C	20	10
HCFG4014	Music Directing & Arranging 2	C	10	5
HCFG4015	Music Programming 2	C	10	5
HCFG4016	History of Popular Music	C	10	5

⁴ The UK Credit: The [Higher education credit framework for England](#) outlines the credit values typically associated with the main higher education qualifications in terms of the minimum number of credits required for the award, including the minimum number of credits required at the level of the award. The credit framework outlines these requirements in terms of the UK Credit Transfer and Accumulation System (CATS) where 1 UK credit is equivalent to 10 notional hours of student effort.

⁵ The European Credit Transfer and Accumulation System (ECTS) is a tool of the European Higher Education Area for making studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised

Year 2	Level 5	Semester 1		
HCFG5007	Harmony and Theory 3	C	15	7.5
HCFG5008	Composing for Media 3 (Action Thriller)	C	15	7.5
HCFG5009	Music Directing & Arranging 3	C	15	7.5
HCFG5010	Music Programming 3	C	15	7.5
Year 2	Level 5	Semester 2		e
HCFG5011	Harmony and Theory 4	C	15	7.5
HCFG5012	Composing for Media 4 (Games)	C	15	7.5
HCFG5013	Music Directing & Arranging 4	C	15	7.5
HCFG5014	Music Programming 4: Contemporary Electronica	C	15	7.5
Year 3	Level 6	Semester 1		
HCFG6001	Harmony & Theory 5	C	20	10
HCFG6002	Composing for Media 5 (Broadcast)	C	20	10
HCFG6003	Music Directing & Arranging 5	C	20	10
Year 3	Level 6	Semester 2		
HCFG6004	Working in the Music Industry	C	20	10
HCFG6005	Composing for Media 6 (Film)	C	20	10
HCFG6006	Music Directing & Arranging 6	C	20	10

Part-time study

As part-time study is 2 years per level, you would study half the number of credits per annum for each level.

Section B - Course Overview

The purpose of the degree is to produce versatile, musically literate graduates with the skills, theoretical knowledge and networks needed to develop lasting careers as professional composers.

Your course is designed to give you a broad range of skills to maximise your employability. You will develop high-level skills in composing music for all forms of visual media, with each level building on the skills and knowledge gained from the previous one. Your degree is therefore designed to give you a focused set of skills that you can apply to a broad range of media contexts and so maximise your employability as a professional composer. You will develop high-level composition, arranging and technology skills that relate to composing music for all forms of media and musical direction.

While all modules are compulsory the number of pathways studied varies from level to level .

At level 4 you will study 5 modules per semester and the pathways will include:

- Harmony
- Composing for Media
- Music Directing and Arranging
- Music Programming
- Music Business
- Music History

At level 5 you will study four modules per semester and the pathways will include

- Harmony
- Composing for Media
- Music Directing and Arranging
- Music Programming

At level 6 you will study three modules per semester and the pathways will include

- Harmony
- Composing for Media
- Music Directing and Arranging
- Music Business

The music business module at level 6 is called “**Working in the Music Industry**” which gives a bespoke look at your individual career and how you intend to gain employment within the industry. Added to all of this there are compulsory piano lessons for 2 years contained within levels 4 and 5 of the Harmony Modules.

Section C - Course Aims

To produce musicians with the skills, business knowledge and networks needed to develop sustainable careers as **professional composers** for film, TV, games and other media. The course is therefore designed to provide you with a broad range of skills to maximise your employment. During the degree you will also build incremental and progressively deeper knowledge and understanding of music publishing, the recorded music sector, and the inner workings of the streaming music economy.

Throughout your time at the college, you will be encouraged to collaborate with your peers and students on other degrees at LCCM. As you will find yourself surrounded by talented, creative, and ambitious musicians and entrepreneurs. This will be matched with industry opportunities, as being in the heart of London, we have the closest links to industry and have dedicated staff looking to match you with opportunities from our partners and industry network.

The course is taught by industry practitioners and is informed by a deep understanding of the commercial music business. It provides you with a creative understanding of 20th and 21st century western popular music, for example optional workshops such as Choir, Logic Support and various Ensembles are offered to compliment your formal studies.

Level 4. Study at this level ensures you have a solid base from which to progress or complete your studies. Techniques, principles and approaches are prescribed at this level to ensure you have:

- Reliable skills in your chosen subjects
- A secure theoretical understanding of music
- A sound knowledge of the music industry
- A clear picture of popular music and its historical development

Level 5. At this level, further approaches to your subjects are explored and you are encouraged to experiment with and challenge the conventions secured in your previous studies. At level 5 you will:

- Advance and broaden your practical skills
- Encourage greater creativity in how you make music
- Deepen your harmonic understanding of the subject
- Improve your knowledge and interpretation of different styles of music

Level 6. This final part of your studies prepares you for work as a graduate by drawing together the substantial body of productions and arrangements you have created into a **final portfolio**. Your work will demonstrate your ability to compose for all key forms of visual media and demonstrate the breadth, versatility and advanced understanding of genre that you will have developed as a composer. This portfolio will be supported by your **career presentation** which will provide you with a plan of how you will make the transition from education to employment. Alternatively, you can choose to apply the instrumental skills and theoretical knowledge you have acquired to new contexts such as music teaching.

At level 6 you will:

- Set your own objectives and manage yourself to deliver them
- Analyse your own skills, teach yourself and know where to get good advice
- Know how to find information on a subject, discern its reliability and form your own conclusions
- Have a clear plan about how you will find work as a graduate musician entering the music industry or labour market.

Portfolio. The course is designed by industry professionals to provide comprehensive opportunities, so on graduation, you will have built a substantial portfolio of work such as videos, recordings and arrangements relevant to your career progression.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

BMus (Hons) Composition for Film, Games & other Media (Level 6)

Knowledge and Understanding	
KU1	Culture: Create original ideas that draw upon or challenge current cultural convention
KU2	Industry: Design innovative and effective solutions to meet current or future opportunities in the music and entertainment industry, respecting any intellectual property rights and securing appropriate commercial terms
Cognitive Skills	
CS1	Evaluate: Integrate advanced skills, techniques and procedures in a range of tasks.
CS2	Analyse: Evidence the viability or suitability of your insights and solutions through critical reflection and systematic appraisal of a wide range of sources or body of evidence.
Practical Skills	
PS1	Research: Defend creative or business decisions using appropriate primary and secondary sources, and academic conventions
PS2	Communicate: Inspire your audience with elegant, original and convincing delivery to captivate their attention
Key Life Skills	
KS1	Professionalism: Evaluate industry standards in the context of innovative practice, opportunity and mutually beneficial relationships.
KS2	Plan: Create strategies for success within the context of an unpredictable market and profession, where goals and deadlines can demand revision and flexibility.

Exit Awards

DipHE Composition for Games & other Media (Level 5)

Knowledge and Understanding	
KU1	Culture: Demonstrate a sophisticated understanding of artistic or cultural convention in a range of contexts
KU2	Industry: Solve anticipated and identifiable challenges using existing technology, legal knowledge or business practices.
Cognitive Skills	
CS1	Evaluate: Demonstrate appropriate skills, techniques and procedures in a range of tasks.
CS2	Analyse: Apply critical reflective skills that objectively critique and challenge both your own personal assumptions and the constructs associated with the discipline, leading to a speculative but informed argument
Practical Skills	
PS1	Research: Develop meaningful insights using appropriate research methods, primary and secondary sources, and academic conventions
PS2	Communicate: Develop coherent and stimulating content delivered with confidence to meet the interests of your audience
Key Life Skills	
KS1	Professionalism: Apply standards that reflect well on you and your place within the industry or creative community
KS2	Plan: Determine goals to meet deadlines, demonstrating the ability to progress study, tasks or projects independently

Exit Awards

Cert HE Composition for Media (Exit Award)

Knowledge and Understanding	
KU1	Culture: Integrate cultural influences relevant to your performance, study or practice
KU2	Industry: Explain typical commercial principles, business practices and key organisations involved in the music industry
Cognitive Skills	
CS1	Evaluate: Use appropriate skills, techniques and procedures as instructed to complete selected tasks.
CS2	Analyse: Read information objectively, leading to the formulation of a reasoned argument
Practical Skills	
PS1	Research: Gather evidence and data for an investigation using appropriate sources and academic conventions.
PS2	Communicate: Engage your intended audience with well-structured material, that is technically accurate and delivered with creative flair.
Key Life Skills	
KS1	Professionalism: Demonstrate appropriate judgement and an ability to meet expected standards for individual or group projects.
KS2	Plan: Identify priorities that enable expectations to be met, whilst maintaining momentum, focus and a work/life balance.

Section E - Learning, Teaching and Assessment

How at LCCM learning and teaching is collaborative and personalised

The contemporary music and entertainment industries offer a broad and exciting range of areas for you to study and practice. It is therefore important for us to support you whether working collaboratively or independently and at every level the course is based around practical application.

Contact tuition

You are expected to work both as an individual and in collaborative teams where you will contribute your ideas and time to various projects. Practical lessons help you develop your skills in your chosen subject areas. Lectures, classes, and open workshops deepen your knowledge and provide you with an environment in which to sharpen your critical capabilities.

Independent Learning

As well as the contact tuition you receive, you are required to study independently. As a music composer, you need to prepare and practice in your own time. This is **crucial** for your success, as you must study the subject matter presented in lessons, lectures and classes. The time and significance of your independent learning increases as you progress through each year of the course.

Student collaboration is part of the day-to-day LCCM practice and the College ensures that you are provided with the opportunities to learn with others. This includes seminars, the virtual learning environment (VLE) and open workshops. The college has a vibrant extracurricular programme of events with regular masterclasses, guest talks and gigs that provide further learning and opportunities to you.

The above allows the creative environment at the college and industry to keep flowing thus, nurturing the strong community value amongst the staff, tutors and student body. Consequently, the Student Experience is designed to embed an approach to learning and teaching that fosters partnership between staff and students and a strong learning community in all awards.

The Music Box provides professional facilities, equipment, rooms and software. A wide range of support is available to you with several teams dedicated to support you throughout their course. The programme administration team is dedicated to resolve student issues and provide pastoral and academic support. Individual development plans and further support can be given as required.

The Student Services Team also enables any student with a learning disability/ disability or mental health concern to have access to professional advice in this area and can make individual recommendations to the Academic team for assessment support or accommodations. During the academic year, LCCM offers a series of optional workshops for further support and development, available to you in response to your individual learning needs. All LCCM you are supported appropriately and empowered to fulfil your own potential (e.g. through individualised academic support and /or feedback).

Within the student experience of all programmes, you will receive significant face to face time with teaching staff, regular informal and formal feedback on your academic development, and support and mentoring on all practical and collaborative projects. Attendance is monitored and proactive intervention made by Student Services to ensure every possible student's success. The college's bursary and hardship scheme are also an integral element of this support should you need it.

General Assessment

All LCCM assessments comply to an overarching assessment strategy that relies on relevant QAA Subject Benchmark Statements, this utilises the principles of Constructive Alignment and careful mapping to demonstrate effective coverage of level award learning outcomes. All assessments are used to ensure that you develop and build on your key skills as you progress through the programme, requiring you to create work or demonstrate understanding in typical industry settings and environments.

The college avoids assessment “exercises” that would not normally occur in an artistic or professional context. Though LCCM is focused on studying and furthering music and creative industries through its practice, the institution rightly chooses to place significant emphasis on the need for you to develop a creative sound/identity, and a sufficient theoretical and critical understanding of your discipline albeit through relevant practice and assessment. This ensures innovative assessment methods are used, allowing the teaching team to see that you are appropriately prepared for work in the music and creative industries.

All Learning Outcomes are clear and precise in their meaning, thus demonstrating the progression and learning which will take place and subsequently be tested in each module and assessment. Assessment grades and feedback, which must be pertinent to the learning outcomes, will enable you to reflect on your work and make further advances in your development. Formative assessments will support this learning, allowing you to develop your skills and learn from feedback ahead of graded assessment.

As on previous existing courses for many years, the academic team has ensured all Programme assessments are coherent within an industry context. Each award has been designed to ensure assessments used for individual modules form a coherent whole and are timed throughout the academic year to avoid bunching. Assessments have always been subject to approval and thorough review by different academic bodies and industry professionals, such as different Awarding bodies, academic reviewers, External Examiners and lead industry professionals, which delivers a coherent set of assessments for all Programmes.

Assessment Strategy

Assessment supports your learning and recognises your achievement. It provides the course team with a means of evaluating your progress and identifies your strengths and weaknesses. It also provides a basis upon which recommendations for your progress can be made.

The purpose of assessment is to provide a systematic measure of your achievement, and to confirm you have met the learning outcomes of your course. Assessment can be summative, that which counts towards your degree or formative that which is developmental feedback used to help you understand where a piece of your work is currently against the learning outcomes and assessment criteria and what you can do to improve it.

Summative assessment takes place through:

- Practical Work - presentation, musical directing, leading a studio session. These are carried out in real-time and often marked by two tutors for assessment purposes.
- Portfolio - audio tracks, arrangements, videos. All items must be submitted the precise formats stated in your [module guides]
- Written Work – musical scores, exams, career or business plans, slides for presentations, session or practice diaries, self-critical reflections. All written work (where appropriate) should include a reference list or bibliography using the Harvard Style guide, and usually submitted electronically.

Formative feedback is given to you in two ways:

- Verbally throughout a module based on your tutor’s in-class observations of your work
- In writing with indicative marks

How you are assessed?

You are assessed individually or as part of a collaborative group. When you are assessed collectively, tutors take note of your personal contributions so that marks may be given for both your individual work and for the work of the group overall. These are specific to each module and detailed in your module guides.

Research and Contextual studies

Specifically, at level 6 on the BMUS you really learn to put your work into context by finding your place within the Music Industry. For example, all students' whatever portfolio of work you produce have to do a Career Presentation and submit a written Career Plan, based upon your current and future work. This is in the Compulsory level 6 module "Working in the Music Industry"

Other examples of research and contextualisation can be found at Level 5 in the Composing for Media modules where you need to submit a self-reflective video diary.

Harmony Units and how they contribute to learning

The thinking of the Modules at level 4 on the course is that they cover the areas that you would need whatever your chosen career.

Through these modules you will:

- Gain a good musical harmonic and rhythmic understanding,
- Develop your musical ear
- Improve your understanding of different musical genres
- Achieve Practical keyboard skills
- Gain a comprehension of Industry and music business rights
- Understand the cultural and social context of music

All the above skills are designed to complement your career, therefore giving you a well-rounded experience to complement the Career Planning, Composing for Media and Musical Directing modules. This in turn fits with the LCCM ethos of creative graduates, that are both musically literate and have an understanding of the Industry.

The BMUS approach to industry practice and assessed work placements

While there is no set policy on work placements in the BMUS all opportunities in this field are very practical:

- All assessments are designed by tutors currently working in Industry.
- You will get the chance to work with external professional musicians, for example you will be asked to conduct and arrange for a Band Big and String Quartet.
- Tutors may will recommend you for work, or in some cases getting you to produce set arrangers for Media or live musicians.

However rather than work placement on one specific job the BMUS is aimed at giving you the experience to be able to work in a number of different contexts and the practicality of the course gives you the tools to be able to do this.

Section F - Employability

LCCM programmes have been designed to enable you to develop specialist skills and knowledge relevant for 'employment' as artists, producers, musicians, authors or creative entrepreneurs. This means all programmes must have both a robust theoretical and technical core at their heart coupled with a structure that requires you to focus your field of study over the duration of the course and so develop the level of specialist skills and knowledge appropriate for a graduate and relevant for a practitioner of each specific role. This design has been tested at validation, annually through AMR and an Industry Liaison agent, formal engagement with industry leaders through enhancement activities and factoring in student feedback. LCCM governance reflects the open nature of its employment focussed ambition with academic and industry leaders represented at Boards and within the committee structure of the college.

This core and focus must be complimented by the study of broader related subjects within the discipline thereby enabling you to develop knowledge and skills that are relevant at all stages of your career and that equip you to continue to learn throughout life. All programmes must embed skills for wider 'employability' such as teamwork, project management, communication, research and data management and more over embed the use of these skills where possible as the medium for carrying out subject-related assessments.

The college's policy on "Careers Information Education and Guidance" CIEAG has been embedded and must be used to inform all programme and module design. All programmes are led and taught by active practitioners and rooted in current industry this enables a direct link from students to industry. The inevitable outcome for those who complete an LCCM programme must be the establishment of a comprehensive portfolio of work.

This portfolio must provide you with:

- Assets for possible future commercial use
- The basis of a continuous professional development culture and strategies for critical reflective practice
- A valued record of the personal learning made

Throughout your course and completion of it, the college aims to support you and alumni further through the Career and Industry Liaison Officer which seeks to connect you with bespoke employment opportunities and ensure the provision of personalised real-world careers advice.

Music Industry Careers

This course is designed to equip you with the skills, knowledge and connections necessary to establish a lasting career in music. The list below shows some of the options available:

- Media Music Composer
- Film Music Composer
- Arranger
- Musical director
- Programmer
- Executive, Manager, Administrator, Officer in the music or wider entertainment industry

Other Careers

The work-based and self-management skills you will learn on this course will also support you if you choose to undertake a range of roles outside of the music industry.

- Music Teacher
- Executive, Manager, Administrator, Officers in any business
- Project Manager

Further Study

- PG Diploma in music or a related subject
- PGCE or other teaching qualifications
- Further study at Masters Level (on completion of the BMus (Hons))

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives

LCCM also details below a list of markers that ensure the enhancement of teaching and learning on the course:

- All Tutors working in current Industry-this ensures the course remains current and relevant to the specific fields taught
- Tutor Training days
- Programme Committee meetings of all course the Subject leaders and Student Reps
- Peer Observations, where one tutor observes another's lesson and gives feedback. A summary of all observations is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle.
- Tutor Report Forms- Individual forms sent to the Programme Leader. A summary of all reports is discussed at the Programme Committee and shared with all tutor's and then fed into the Annual feedback cycle
- External Examiner's Report
- Internal Surveys
- NSS Surveys
- QAA Reviews
- QAA Benchmark Statements
- Student Committee- As well as feedback from the Student Committee, student reps are invited to attend all meetings, such as Programme Committee and Senior Management Team
- Master Classes

MODULE MAP

BMUS COMPOSITION FOR FILM, GAMES & OTHER MEDIA							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture	Industry	Evaluate	Analyse	Research	Communicate	Professionalis m	Plan
HCFG4001	4	Harmony & Theory 1	10	1	C	EX, PC			TPA	TPA				
	4	Music Industry Landscape	10	1	C	EX		TPA						
	4	Music Programming 1	10	1	C	OT	TP		TPA	TPA				
HCFG4002	4	Composing for Media 1 (Documentary)	20	1	C	PO			TPA			TPA		TPA
HCFG4003	4	Music Directing & Arranging 1	10	1	C					TPA	TPA		TPA	
HCFG4004	4	Harmony & Theory 2	10	2	C	EX, PR				TPA	TPA	PA		
	4	History of Popular Music 2	10	2	C	PR					TPA	PA		
	4	Music Programming 2	10	2	C	OT	TPA						TPA	
HCFG4005	4	Composing for Media 2 (TV)	20	2	C	PO		TPA	TPA				TPA	
HCFG4006	4	Music Directing & Arranging 2	10	2	C		TPA	TP	TPA					TPA

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Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture	Industry	Evaluate	Analyse	Research	Communicate	Professionalis m	Plan
HCFG5001	5	Harmony & Theory 3	15	1	C	ES, EX				TPA	PA		TPA	TP
HCFG5002	5	Composing for Media 3 (Action- Thriller)	15	1	C	PO	TPA	TPA						TPA
HCFG5003	5	Music Directing & Arranging 3	15	1	C	PC				TPA		TPA	TPA	
	5	Music Programming 3 Sound Design	15	1	O	PO	TPA	TPA	TPA					
HCFG5004	5	Harmony & Theory 4	15	2	C	ES, EX				TPA	PA		TPA	
HCFG5005	5	Composing for Media 4 (Games)	15	2	C	PO	TPA		TPA			TPA		
	5	Music Programming 4 Contemporary Electronica	15	2	O	PO		TPA	TPA			TPA		
HCFG5006	5	Music Directing & Arranging 4	15	2	C	PC		PA	TPA					PA

BMUS COMPOSITION FOR FILM, GAMES & OTHER MEDIA							Contributing towards the Learning Outcomes Taught (T), Practised (P) and/or Assessed (A)							
Module Code	Level	Module Name	Credits	Study Block 1, 2 or 3	Compulsory (C) or Option (O)	Assessment methods*	KU1	KU2	CS1	CS2	PS1	PS2	KS1	KS2
							Culture	Industry	Evaluate	Analyse	Research	Communicate	Professionalis m	Plan
HCFG6001	6	Harmony & Theory 5	20	1	C	PR	TPA		TPA		TPA		PA	
HCFG6003	6	Composing for Media 5 (Broadcast)	20	1	C				TPA	TPA				PA
HCFG6004	6	Music Directing & Arranging 5	20	1	C	PC	TPA		TPA				TPA	
HCFG6005	6	Working in the Music Industry	20	2	C			TPA			TPA	TPA		PA
HCFG6006	6	Composing for Media 6 (Film)	20	2	C				TPA	TPA		PA		
HCFG6007	6	Music Directing & Arranging 6	20	2	C	PC, PR		TPA	TPA				TPA	

*The following codes for assessment methods apply (additional codes can be proposed through this process, if necessary): -			
AR	Artefact	LR	Literature Review
CB	Computer-based	OR	Oral
CE	Critical evaluation	PC	Practical
CS	Case study	PF	Performance
DI	Dissertation or project	PL	Placement
ES	Essay	PO	Portfolio
EX	Exam	PR	Presentation
GR	Group Report	RE	Individual report
IT	In-module Test	SP	Studio Practice
JL	Journal / Logbook	OT	Other