BIMM UNIVERSITY

A university for the creative industries

BA (Hons)

MUSIC PRODUCTION

Academic Year 2024/25

Welcome

Dear Students,

I would like to extend a very warm welcome to the dynamic and exciting Faculty of Music. For those of you joining us for the first time, we hope you quickly feel at home within our vibrant music community. For those returning at Level 5 and Level 6, a very warm welcome back.

The handbook will provide you with all the essential information about your course, including details on administrative support and teaching staff, as well as comprehensive information about the excellent facilities on our campuses and how to access them.

Key details about your course, including how it will be delivered and assessed, are also outlined in the handbook. You will gain a deeper understanding of your course you and discover where to seek support, whether from the information hubs, teaching staff, or well-being teams.

The handbook will be a valuable resource throughout your time at the university, helping you to familiarise yourself with all that is available as you develop, progress, and thrive within the Music faculty!

With very best wishes,

Alex Searle
Dean of Faculty – Music

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PART ONE:
GENERAL INFORMATION

Key Resources

A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.

BIMMStudents
bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

> Campus SharePoint sites
> Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
> Timetables (CELCAT)
> BIMM Library
> Study Skills Hub
> BIMM University's Virtual Learning Environment (Canvas)
> Creative Futures (careers) information and guidance
> Tutorial booking
> BIMM Connect - Student networking
> BIMM Digital User Guides

Canvas
Canvas is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

Module Specifications
Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the **Course Documentation SharePoint**. They are also linked to in the **"Course Structure"** section of this handbook.

Timetables
Your student timetable is your guide to where you need to be. Your timetable is accessible through **BIMMStudents**, and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of bimmstudents.com. If you have any questions about your timetable, you should reach out to your Course Leader.

Equipment Lists
Students may be expected to have certain equipment in order to successfully complete their courses. You can find your Faculty's equipment list **here**.

Reading Lists
Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the **Module Reading List SharePoint page**. Further guidance is also available on the **BIMM Library website**.

BIMM Student Association (BSA)
Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

> Quiz Nights (including Tutors Vs. Students Quiz)
> DJ Society
> Five-a-side Football Tournaments
> Bouldering Society
> Skateboarding Society
> Vinyl Club
> LGBTQ+ Society
> Women's Society
> Vegan Society

Communication

Your University email
The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

Trusted (Emergency) Contact
We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

Note that this policy only applies to students aged 18 or over. For those under 18, the **Under 18s Admission Policy and Procedure** applies and emergency contact details must be provided via an U18 Parental Consent Form before arriving at the University.

For further information, see our full **Trusted (Emergency) Contact Statement**.

Canvas
Information will sometimes be shared through the Virtual Learning Environment (VLE), **Canvas**, both via module pages and via general announcements.

Student Voice
The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

> Course Leaders
> Campus teams, e.g. Student Wellbeing
> Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our **Quality Handbook**.

Support and Advice

If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

Student Wellbeing
Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via **BIMMStudents**, or through your campus's on-site Information Hub.

Learning & Disability Support
If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via bimmstudents.com) for more information.

Academic Support
Academic support information, including guides to referencing and academic writing, can be found on the **Study Skills SharePoint**.

Careers
Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to **BIMMStudents**, selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

The Student Complaints Procedure outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

The Student Appeals Procedure outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

> Student Wellbeing Advisor or Manager

> Your Course Leader or Deputy Course Leader

> Head of School or Campus Dean

> One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the **Appeals and Complaints** pages of our website.

Student Responsibilities

All of BIMM University's policies and procedures can be found on the University's **website**. Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our **Student Engagement Policy**. Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the **BIMM University electronic library** and dedicated physical reading rooms, and you are expected to use these resources in your own time.

Prevent Duty

The Prevent Duty is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support.

For further information, see the **Prevent Duty Policy**.

IT Usage

The **Fair Usage Policy** outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

Graduate Attributes

Upon graduating, BIMM University students are expected to be:

Employable and Entrepreneurial
BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

> exemplary communication skills;
> efficient time management;
> effective self-managed independent and team working;
> respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
> effective problem solving;
> digital literacy;
> numeracy;
> a strong sense of personal and professional identity.

Resilient and Adaptable
BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

Creative, Collaborative and Connected
BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

Globally Aware
BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

Socially Responsible
BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

Professional
BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

Intellectually Curious
BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

Self-Aware
BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

Assessment

Higher Education Strategy
BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full **here**.

Assessment Guidance
During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the **Student Assessment Handbook** in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the **Undergraduate Academic Assessment Regulations** provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

How will I be assessed?
There are generally two types of assessment on BIMM University courses:

> Coursework – assessments that are submitted online through the University's VLE, Canvas.

> Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

> Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.

> Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

How will my work be marked?
Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find the assessment rubric for each level of study in the **Student Assessment Handbook**.

When will I be assessed?
Assessment dates can be found in the **"Course Structure"** section of this handbook, as well as in the module specification.

Academic Integrity

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the **Academic Integrity Policy**.

Exceptional Circumstances

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. **The Exceptional Circumstances Policy** covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

Feedback

Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

Different types of feedback

There are three main types of feedback that are used at BIMM University:

> Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.

> Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.

> Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the **Student Assessment Handbook** for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

PART TWO:
COURSE-SPECIFIC INFORMATION

Key Course Staff

Adam Winchester

Course Leader

adamwinchester@bimm-institute.de

Darius Karrenberg

Deputy Course Leader

dariuskarrenberg@bimm-institute.de

Course Summary

Are you passionate about music production and eager to turn your hobby into a fulfilling career? Whether you aspire to be a Producer, Artist, Remixer, Writer, Programmer, Game Audio Designer, Sound Engineer, Front of House Engineer, Backline Technician, Sound Designer, Foley Artist, or Location Sound Recordist, the BA (Hons) Music Production course is designed with you in mind. This course offers a wide range of career pathways through a flexible and extensive selection of optional modules, where you will learn cutting-edge techniques from tutors who are already thriving in the music industry. Join us to turn your passion into a profession and shape your future in the music production world.

In the core modules, you'll focus on key areas essential to music production. These include mastering technical fundamentals, understanding the language and technology of music production, and honing practical studio engineering and audio recording skills. You'll also develop proficiency in industry-standard software, gain refined industry knowledge, and explore synthesis, sampling, and effective approaches to creating and responding to professional briefs.

Throughout all three years at BIMM University, you will have a set of 'Spine' modules designed to equip you with the essential skills and knowledge to thrive in the broader music industry. These modules not only enhance your understanding but also encourage networking with students from other BIMM degree courses. This networking will expand your list of valuable contacts, which will be beneficial as your career progresses.

In Years 2 and 3, you can tailor your studies to match your career goals through a selection of optional modules. After laying a solid foundation in Year 1, you can choose two optional modules in Year 2 and a further 2 in Year 3. These options allow you to specialise your skills towards different career paths, including the recording industry, electronic music, media composition, sound design, game audio, live music, film and TV, audio post-production, immersive audio, and education. Each of these industries offers numerous opportunities for BIMM graduates, ensuring you have the flexibility to follow your passion and achieve your professional aspirations.

Course Structure

Alongside your course's subject-specific core and optional modules, all undergraduates at BIMM University will study an aligned series of core modules called the Curriculum Spine. You will study a Spine module each semester throughout the duration of your course. These modules have been designed to provide a connected learning experience across all our Schools, providing opportunities to collaborate with students from both other courses and Faculties. These Spine modules will aid you to develop graduate attributes plus personal and professional development skills essential for success in the creative industries.

Code	Year/ Semester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1						
COM411	1/1	4	**The Creative Industries**	Spine	15	13
EMP401	1/1	4	**Audio Capture Methods & Equipment**	Core	15	14
EMP422	1/1	4	**Creative Music Sequencing**	Core	15	13
EMP413	1/1	4	**Sample Based Production**	Core	15	14
COM412	1/2	4	**The Creative Industries & You**	Spine	15	13
EMP414	1/2	4	**Multitrack Mixing**	Core	15	14
EMP415	1/2	4	**Composition Toolkit**	Core	15	13
EMP416	1/2	4	**Applied Synthesis**	Core	15	14
Total Credits					120	

Year 2						
COM521	2/1	5	**Defining Your Practice in Context**	Spine	15	14
EMP501X	2/1	5	**Creative Production Techniques**	Core	15	14
MSP504	2/1	5	**Studio Practice & Engineering**	Core	15	14
COM503X	2/1	5	**Creative Video Production**	Option	15	13
MSP501X	2/1	5	**Creative Mix Techniques**	Option	15	14
MSP512	2/1	5	**Live Sound Engineering**	Option	15	13
COM522	2/2	5	**Exploring Practice Through Collaboration**	Spine	15	13
EMP506	2/2	5	**Creative Synthesis**	Core	15	14
COM505X	2/2	5	**Practical Learning & Teaching in the Creative Arts 1**	Option	15	13/14
EMP514	2/2	5	**Electronic Composition in Context**	Option	15	14
EMP515	2/2	5	**Creative Performance Technology**	Option	15	14
EMP506	2/2	5	**Creative Synthesis**	Option	15	13
MSP515	2/2	5	**Creating Sample Instruments**	Option	15	14
MSP507X	2/2	5	**Vocal Capture & Production**	Option	15	13
SWR509	2/2	5	**Sound Design & Writing for Media**	Option	15	13
Total Credits					240	

Year 3						
COM601	3/1&2	6	**Final Project**	Spine	30	14 (S2)
MSP601	3/1	6	**Answering a Creative Brief**	Core	15	13
COM607	3/1	6	**Diversity in the Creative Industries**	Option	15	14
EMP603X	3/1	6	**Immersive Audio Techniques**	Option	15	14
MSP602X	3/1	6	**The Art of Mastering**	Option	15	14
MSP603	3/1	6	**Game Sound & Music**	Option	15	14
COM612	3/2	6	**Professional Portfolio**	Spine	15	13
COM606X	3/2	6	**Practical Learning & Teaching in the Creative Arts 2**	Option	15	13/14
COM608X	3/2	6	**Psychology of Music**	Option	15	13
EMP602X	3/2	6	**Electroacoustic Composition**	Option	15	14
EMP604X	3/2	6	**Interactive Music Applications**	Option	15	13
MSP605X	3/2	6	**Audio Post Production**	Option	15	13
Total Credits					360	

Course Learning Outcomes

BA (Hons) Music Production Year 1 (Level 4)

Setting. Able to:

A1. Execute projects in a range of varied but predictable contexts, using working processes from the field of music production

A2. Begin to work autonomously within defined guidelines, taking responsibility for the quality and context appropriate nature of delivered artefacts.

Knowledge and Understanding. Able to:

B1. Identify established technologies, creative approaches and practices within the arena of music production & expression.

B2. Describe the skillset of a successful contemporary practitioner within the field of music production.

B3. Describe and communicate musical and technical information and concepts within music production, incorporating terminology.

Cognitive skills. Able to:

C1. Relate developments in your field of study to key cultural theories and make connections with your own practice.

C2. Use appropriate research tools to gather and evaluate data to inform your practice. Recognise and reference ideas of others in your own work.

C3. Propose logical and reasoned solutions to technical problems. Reflect on external feedback and personal experience.

C4. Communicate ideas clearly in a range of modes of expression, through structured and coherent arguments.

Performance & Practice. Able to:

D1. Employ music production hardware and software to produce media products at an appropriate creative and technical level.

D2. Create media that responds to a creative commission, designed for specific audiences within a deadline.

D3. Identify creative strategies and established practices, to propose solutions that respond to planned and unplanned obstacles.

D4. Identify industry and own practice within the chosen specialism and the wider context of the music industry.

Personal & enabling skills. Able to:

E1. Identify personal strengths and weaknesses and engage with support and reflective thinking to address areas for development.

E2. Plan your workload effectively to be able to carry out creative projects and meet assessment deadlines.

E3. Identify opportunities for collaborative work and the personal skills required to succeed in these contexts.

E4. Use appropriate technology to support your learning and development.

BA (Hons) Music Production Year 2 (Level 5)

Setting. Able to:

A1. Conceptualise and realise projects in a range of contexts of varying complexity and predictability, using working processes from the field of music production

A2. Engage in self-directed work, taking responsibility for goal setting and activity completion s in a range of settings.

Knowledge and Understanding. Able to:

B1. Evaluate established technologies, creative approaches and practices within the arena of music & sound production/ expression.

B2. Explain the skillset of a successful contemporary practitioner within the field of music & sound production.

B3. Explain and communicate musical and technical information and concepts within music production, incorporating accepted terminology and appropriate references.

Cognitive skills. Able to:

C1. Contextualise and critically evaluate your own work and the work of others, relating and applying theory to practice.

C2. Make informed and well-reasoned judgements through critical engagement with research, demonstrating an awareness of interdisciplinary approaches.

C3. Identify and propose creative reasoned solutions to technical and conceptual problems. Invite external feedback and draw on a range of perspectives.

C4. Communicate ideas effectively to specialist and non-specialist audiences in a range of contexts, showing critical awareness.

Performance & Practice. Able to:

D1. Demonstrate competent use of music production hardware and software to produce media products at an appropriate creative and technical level.

D2. Produce projects that effectively responds to the desired aesthetic of a creative commission, designed for specific audiences and contexts, within a deadline.

D3. Implement creative strategies, alongside technical manipulation of equipment which demonstrate resilience in order to respond to planned and unplanned obstacles.

D4. Competently demonstrate the attributes and skills to participate in collaborative projects and evaluate their success by responding positively to creative feedback.

D5. Illustrate industry and own practice within the chosen specialism and the wider context of the music industry, in response to the requirements of a typical commission/project.

Personal & enabling skills. Able to:

E1. Use well-informed reflective self-awareness to interpret and address factors affecting your learning and practice.

E2. Define review and reflect on personal and professional goals to plan and manage projects.

E3. Demonstrate skills of collaboration and teamwork, showing sensitivity for the well-being of others and the diversity of people and ideas.

E4. Engage appropriately with a variety of industry standard digital tools to make connections and communicate ideas.

BA (Hons) Music Production Year 3 (Level 6)

Setting. Able to:

A1. Conceptualise and realise projects in a range of complex and unpredictable contexts, acknowledging both recognised and emerging working processes in the field of music and sound Production.

A2. Take accountability for the application and impact of your craft in a range of autonomous and prescribed settings.

Knowledge and Understanding. Able to:

B1. Critically evaluate established technologies, approaches and practices within the arena of music & sound production.

B2. Justify the skillset of a successful contemporary practitioner within the field of music & sound production.

B3. Summarise and communicate technical information and concepts within music production, incorporating appropriate terminology and references.

B4. Appraise industry and own practice within the chosen specialism and the wider context of the music industry, to answer the requirements of a typical client and brief.

Cognitive skills. Able to:

C1. Articulate a critical awareness of the reciprocity of theory and practice.

C2. Use systematic critical analysis, and synthesis of complex information to support enquiry into contemporary practice.

C3. Evaluate solutions to complex issues, drawing on appropriate research, some of which is at the forefront of the discipline.

C4. Communicate complex concepts and arguments, acknowledging the uncertainty of knowledge.

Performance & Practice. Able to:

D1. Demonstrate proficiency in the use of music production hardware and software to produce media products at an appropriate creative and technical level.

D2. Produce projects which analyse and respond to the creative demands of a brief, interpreting the technical parameters and requirements within a deadline.

D3. Employ planning and management strategies, alongside technical manipulation of equipment which demonstrate innovation and resilience in order to overcome creative design problems.

D4. Exemplify the attributes and skills to engage with group practical activities, responding to feedback on performance to develop own practice.

Personal & enabling skills. Able to:

E1. Self-manage projects, drawing on an awareness of personal and professional values that motivate you to direct your own learning and development.

E2. Exercise personal and professional responsibility, make rational decisions and take initiative in complex and unpredictable contexts.

E3. Use skills of emotional intelligence to work effectively with others in professional and creative contexts.

E4. Research and employ appropriate technologies to enhance your creative and professional practice.

Course Specification

Full Title of the Course & Award	BA (Hons) Music Production
Mode of Attendance	Full-Time
Length of course	This course is taught as a three-year course at Levels 4, 5 and 6.
Start date	September 2024
Awarding Institution	BIMM University
Teaching Institution	BIMM University Berlin
UCAS Code	W390
Language of Study	English
Final Award	Certificate of Higher Education (exit award only at level 4) Diploma of Higher Education (exit award only at level 5) Bachelor's Degree with Honours (exit award only at level 6)
FHEQ Level	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6
ECTS Level	60 credits at Level 4 60 credits at Level 5 60 credits at Level 6
Reference Points	Music Benchmark (2016) FHEQ (2008) QAA Quality Code (2018)
Minimum Period of Registration	3 years
Maximum Period of Registration	6 years

Admissions Criteria	Award of Zeugnis der Allgemeinen Hochschulreife/ Abitur OR a Fachgebundene Hochschulreife/ Fachhochschulreife with overall average grade of 3.4, including a minimum grade of 10 on the English component (Leistungsfach) on the Abitur. For overseas students: IELTS 6.0 with a minimum of 5.5 to be achieved in each band or equivalent English language qualification. All candidates will be required to attend an entrance interview.
Date of Course Specification Revisions:	April 2021