

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

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|---|--|
| Programme/award title(s) | FD Sound & Music Technology |
| Teaching Institution | Calderdale College |
| Awarding Institution | The Open University (OU) |
| Date of latest OU validation | New course |
| Next revalidation | -- |
| Credit points for the award | 240 |
| UCAS Code | 8H74 |
| Programme start date | September 2015 |
| Underpinning QAA subject benchmark(s) | QAA Foundation Degree Qualification 2010, Music 2008 |
| Other external and internal reference points used to inform programme outcomes | |
| Professional/statutory recognition | None |
| Duration of the programme for each mode of study (P/T, FT,DL) | 2 Years Full-time |
| Dual accreditation (if applicable) | N/A |
| Date of production/revision of this specification | N/A |

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The FD in Sound and Music Technology is designed to develop the skills necessary to work in the music for media industry. The music industry is going through a huge transitional period, in which music practitioners are having to seek new areas of employment, which require a new skills set. Through the specialist units this course will develop student's skills and understanding of music composition, technology and production techniques and their direct relationship within the evolving world of new media, giving the students the wide range of skills they need to find employment in the growing media industry, or progress to further study.

course is aimed at both younger students completing a Level 3 qualification in relevant subject areas (e.g. Music, Music Technology, Media) and adults who have experience of music and music production either through employment or interest, who are seeking employment in the music and media industries, in jobs such as sound recording, composition, sound design and audio editing, or also looking for a route into Higher Education progression.

Personal project modules will be derived from live industry briefs, allowing students to gain real work based practical experience of creating sound and music to a brief, and gaining feedback from potential employers, whilst also developing content for their professional portfolio of work, which will be a useful tool to gaining future employment.

award sits within Calderdale College HE Scheme and within the Route, Creative & Environment. The FD in Sound and Music Technology adopts the overall aims and objectives of the Creative & Environment Route, which in turn reflect those of the Calderdale College HE Scheme. However, to satisfy the needs of the awards, the generic Scheme and Route aims and objectives are contextualised and added to as follows:

The educational aims of the programme are:

- Provide a high quality programme of study informed by external reference points which develops a range of creative, technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award within the field of sound and music technology
- Provide the contextual and personal knowledge, understanding and skills necessary for the student's preparations for their new, continued or future employment in the sound and music for media field. Graduates of this route will develop the theory and practice required to work skilfully and effectively in this specialist area while being ready for further development and specialisation at a time when demand for highly qualified professionals is growing.
- Produce capable and well-rounded graduates who will make a contribution to the labour force needs of Calderdale and the wider area, who have appropriate knowledge, skills and professional practice standards within their field.
- Widen participation in the music and media industries and also to enable access to higher education from a variety of specialist areas within music and media.
- To enable students to evaluate and discuss the application of a range of methods to solve complex problems and to participate effectively in interdependent learning activity and function effectively as an independent learner.
- To enable students to critically analyse their own work, compare and contrast complex theories encountered in their studies, and utilise analysis of their own work to action plan for the future.

The Work in Context and Employability modules provide for horizontal integration providing a cohesive learning experience. Student engagement will be encouraged through active, collaborative and applied learning opportunities including in the workplace or equivalent. Students will be encouraged to make professional contacts and pursue professional work whilst studying.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme has a top up to BA(Hons) linked to it. This programme is also seeking validation and full details of how they are linked are provided in the validation documents for that course.

3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
|--|--|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>A1 Acquire knowledge of core theories relating to recording, composition and production techniques for sound and music</p> <p>A2 Understand the underpinning theory and practical application of sound design, music theory and composition for media</p> <p>A3 Understand the wider professional, social and cultural context within which the student is working and demonstrate an ability to critically appraise their own practice in relation to this context</p> | <p>All modules and learning outcomes are assessed either continuously, by the submission of coursework assignments, practical performances or viva voce, at regular intervals across the year.</p> <p>Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources, which support the above, will be made available on the College VLE.</p> <p>The course approach to teaching and learning is informed by the following:</p> <ul style="list-style-type: none"> • A commitment to the promotion of a holistic personal development within which individual creativity, critical and contextual understanding, and technical and professional skills are integrated. • A recognition of the values that underpin equal opportunities and open access to education with a commitment to capability and 'graduateness' as defined by QAA Framework for Higher Educational Qualifications. • Awareness of potential difference in the needs, assumptions and values of students arriving from foundation degrees or other studies at level 3. • Recognition of the need to develop progressively the confidence and critical self-awareness of students in all aspects of their studies. <p>The importance of developing a collaborative learning environment for students by a range of means such as self-help and study skills groups</p> |

| 3A. Knowledge and understanding | |
|--|---|
| | <p>for collective and individual study.</p> <p>Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, group and individual tutorials, formative feedback. All teaching and assessment methods are reviewed at the end of year planning events.</p> <p>Knowledge and understanding will be assessed through both the practical work students undertake as well as their evaluation of work. Critical evaluation methods may include: written work, viva voce and presentations.</p> |

| 3B. Cognitive skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>B1 Research and assess a selection of methodologies and communicate outcomes clearly in a range of forms in the production of practical works.</p> <p>B2 Demonstrate a knowledge and understanding of key theories, concepts and principles relevant to the subject area</p> <p>B2 Apply a selection of methodologies in the preparation and execution of practical work.</p> <p>B3 Critically analyse their own work and reflect upon the personal process of learning and be able to undertake critical self – evaluation in order to action plan for future work.</p> <p>B4 Demonstrate an ability to apply new knowledge and understanding.</p> | <p>Cognitive skills will also draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, formative feedback.</p> <p>Skills will be assessed through practical composition and production activities, as well as written and oral evaluations of work.</p> |

| 3B. Cognitive skills | |
|-----------------------------|--|
| | |

| 3C. Practical and professional skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>C1 Demonstrate the skills and technical agility required to record, compose and produce sound and music in a variety of traditional and global contexts</p> <p>C2 Demonstrate enterprise, initiative and critiquing skills in working with sound and music for media and in self-promotion within the wider creative industries</p> <p>C3 Demonstrate inventive ability in relation to the creation of contemporary multimedia showreels, audio portfolios and surround-sound-for-media productions</p> <p>C4 Demonstrate self-management of studies, critical reflection, identification of developmental needs and strategies for personal and professional growth</p> <p>C5 Demonstrate the ability to function autonomously and effectively as group practitioners</p> | <p>Practical and professional skills are taught through skills workshops, lectures, presentations, formative feedback during tutorials and industry credible production projects..</p> <p>Assessment methods will be appropriate to the particular module but may include tutor assessment of observed activities, written work and viva voce. All practical work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.</p> |

3D. Key/transferable skills

Learning outcomes:

- D1 Develop and apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments
- D2 Apply information communication technology as appropriate.
- D3 Apply group working and collaborative skills in the preparation and execution of production tasks and related activities.
- D4 Apply problem solving skills and reasoning in the preparation and execution of composition and production tasks and related activities.
- D5 Improve learning through reflection
- D6 Manage own time and take responsibility for own learning.

Learning and teaching strategy/ assessment methods

Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills

Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.

4. Programme Structure

| Programme Structure - LEVEL 4 | | | |
|-------------------------------|---------------|------------------|---------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| Employability 1 | 20 | N/A | |
| Work in context 1 | 20 | | |
| Sound Recording Techniques | 20 | | |
| Audio & MIDI Sequencing | 20 | | |
| Understanding Music Theory | 20 | | |
| Audio Processing | 20 | | |

Students achieving a minimum of 120 credit points may exit with the award of Certificate in Higher Education

| Programme Structure - LEVEL 5 | | | |
|-------------------------------|---------------|------------------|---------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| Employability 2 | 20 | N/A | |
| Work in context 2 | 20 | | |
| Music & Sound in Media | 20 | | |
| Production Techniques | 20 | | |
| Sound Design | 20 | | |
| Composing & Arranging | 20 | | |

Students achieving a minimum of 240 credit points exit with a FD Sound & Music Technology

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

Personalised student support, ensuring students feel they are regarded and supported as individuals on their course with opportunities for student-staff contact is recognised as a key factor in student motivation and involvement and knowing members of staff well can enhance a student's experience. This award is likely to target non-traditional students and is full time, leading in particular, to limited timescales in which to access the support and a lack of understanding as to the level of support available may have a higher impact. A strong induction is planned to ensure students have knowledge as to what support is available, how it can be accessed and how it can support them. The use of a small academic course team will also help students get to know staff well as they will usually be delivering a number of modules in the course.

The students will be allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. Personal Tutors provide academic and pastoral support to students. During both levels the students will meet their Personal Tutor during induction week and at regular intervals (at least once per semester, more often if individuals have particular problems), to ensure they are progressing with their studies. Notes are taken during these tutorials a copy of which is later given to the student. This would include any agreed actions that were to be taken before the next tutorial meeting.

Students may also contact their personal tutors at any time during the academic year if they have any problems or issues that need resolving. Personal tutors are updated through the year on the academic progress of each of their students and meet with them at key points. Personal tutors also monitor student attendance and where appropriate make contact to discuss any issues.

Students requiring levels of pastoral support beyond that provided by their personal tutor may be referred to appropriate specialists in Student Services. Student Services are also able to offer financial support to students through the Access Fund.

Students who are 'at risk' academically are directed towards the most appropriate advice and support, this is usually the HE Academic Skills Unit but they may be referred to other specialists and information available within the College.

Individual support will be provided early in the course to all students in the form of a diagnostic assessment to ensure that any problems are picked up at the earliest opportunity. Individual academic support will also be integrated into the Work in Context and Employability modules particularly at level 4.

During the early part of their final year students will be given guidance and information on applying to the identified top up, or top ups offered by other institutions.

7. Criteria for admission

Offers will be made to students on the basis of both their academic qualifications and interview. Students will be expected to provide some evidence of the work they have been doing within the field, in the form of an audio portfolio, or equivalent.

Applicants who demonstrate in the application form and personal statement that they have met the academic requirements, thought about the appropriateness of the course, have personal interest, knowledge and awareness of the subject and have the relevant personal skills and qualities will be invited to an interview.

College / School Leavers

Applicants offering post GCSE qualifications, detailed in the next section, will normally have or are predicted to achieve 160 tariff points with at least 120 from 6/12 unit awards.

Applicants with other qualifications and backgrounds are encouraged to apply. Qualifications and experiences not specifically named in this document will be carefully considered.

Mature Students

Mature applicants (21 years old and over) do not have to satisfy the same certificated qualifications entry criteria as college and school leavers. If you have good professional or other qualifications and appropriate work experience you will be considered and are encouraged to apply. As will those wishing to formalise their experience, or to update skills, knowledge and understanding. In addition, we will be looking for evidence of the personal skills and qualities, detailed over the page, through your personal statement and references.

Overseas Applicants

Students whose first language is not English, with certificated qualifications, professional qualifications and or appropriate work experiences that are equivalent to those detailed above will be considered and encouraged to apply. In addition to these, you will also have to demonstrate that your standard of English is at IELTS 6.0 or better. We will also be looking for evidence of the personal skills and qualities, detailed over the page, through your personal statement and references.

We actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL).

There are a range of certificated qualifications, which form the basic admissions criteria, these are grouped under the following categories.

UCAS Tariff Qualifications

- GCE Advanced Level
- GCE Advanced Subsidiary
- BTEC National Diploma
- Scottish Advanced Highers
- Scottish Highers

Other Formal Qualifications

- NVQ level 3 Supervisory Award
- Irish Leaving Certificate
- International Baccalaureate

GCSE / Standard Grade

- GCSE grade C or equivalent in English Language
- *GCSE grade D or equivalent in Mathematics*
- GCSE grade C or equivalent in at least 3 other subjects

Examples of GCSE equivalent qualifications include,

- Key Skill level 2 Communication, considered equivalent to GCSE English Language grade C
- Key Skill Application of Number, considered equivalent to GCSE Mathematics grade C
- Other Key Skills at level 2, considered as equivalent to a GCSE grade C

8. Language of study

English

9. Information about assessment regulations

Forms of assessment.

Students will experience a range of assessment methods, which may include, but are not limited to: continuous assessment of process, seminar presentations, viva voce, critical evaluations, files of evidence, personal development plans and critical essays.

Methods chosen are intended to provide a range of opportunities for students to demonstrate learning in different ways according to module elements. For example written elements encourage students to construct writing in a range of different styles and for a range of audiences appropriate to the tasks. Written pieces also allow students to demonstrate knowledge and understanding of relevant theoretical bases as well as demonstrating skills in critically reflecting on their own learning during the development of a particular project.

Assessment for some modules use presentations as part of the assessment method to allow students the opportunity to engage in presenting to an audience of their peers and tutors. The presentations will be subject to peer and tutor questioning. Presentation skills will be assessed as well as the understanding of the key aspects of their personal development plan and the issues arising from it.

The development of a personal development plan during year two allows students to demonstrate how they have created a credible path that will support them in achieving their individual development goals and additionally demonstrating how that plan is subject to continuous review and updating. The assessment also allows students to develop and demonstrate skills in reflective writing.

Practical modules usually include a written critical evaluation that allows students to demonstrate the use and evaluation of research appropriate to individual projects and also to demonstrate skills in the organisation and management of information.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments and/or practical work, at regular intervals across the year. There are no formal written examinations. The course team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle), where appropriate. It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may be marked a third time. A sample across all classifications is made available to the External Examiner at the end of each semester.

Contributions to group projects are assessed on an ongoing basis through tutor observation of the projects as well as the students' own critical evaluations of their input into any group performance work.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 5% loss of marks for each working day. After ten days it will be recorded as a failure to submit which will be reported to the Examination Committee

All formal written assignments should normally be word-processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned on an annual basis to mitigate against bunching and to ensure a mix of assessment types.

Feedback on Assessment

Both oral and written formative and summative assessments will support students reflecting on their progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the course is continually assessed in terms of the developmental process, particularly in relation to production skills. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally), however, this feedback is not formally recorded or tracked. Students are also encouraged to feedback to their peers and engage in ongoing self-assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- The annual Course Leader Report which includes an action plan for developments and improvements. This report is informed by the annual Course Review, External Examiner reports and the course team responses, as well as feedback from students.
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups, these then feed into the bi-annual Enhancement and Development meetings. The student course representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that can't be responded to at the meetings, the course representatives are regularly updated on progress. Feedback is also disseminated by the Course Leader who endeavours to flag up changes to the College and the course based on student feedback to highlight the strength and influence of the student voice.
- Student surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students, which can impact on the top up.
- Academic staff attends a range of staff development events aimed at improving teaching and learning.
- The sharing of best practice through the HE Forum.
- Course leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance.

The course team is expected to keep themselves aware of changes in industry practice

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification templat

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit | A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | | | | | | | | | | | | | | | | | | | | | |
|-------|----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 4 | Employability 1 | | | X | X | | | X | | X | | | X | X | X | X | | X | X | | | | | | | | | | | | | | | | | | | | | |
| | Work in Context 1 | | | X | X | X | | X | X | | X | | | X | X | | | | X | | | | | | | | | | | | | | | | | | | | | |
| | Sound Recording Techniques | X | | | X | X | X | | X | | | | X | X | X | X | X | | X | | | | | | | | | | | | | | | | | | | | | |
| | Audio & MIDI Sequencing | X | | | | X | | | X | | | | | X | X | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Understanding Music Theory | X | X | | | X | | | X | | | | | | X | X | | | | | | | | | | | | | | | | | | | | | | | | |
| | Audio Processing | X | | | | X | X | | X | | X | | X | X | X | X | X | X | | X | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Level | Study module/unit | A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | C5 | D1 | D2 | D3 | D4 | D5 | D6 | | | | | | | | | | | | | | | | | | | | | | |
|-------|-----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 5 | Employability 2 | | | X | X | | X | X | | | | X | | X | X | | | X | X | | | | | | | | | | | | | | | | | | | | | | |
| | Work in Context 2 | | | X | | | | X | | X | | X | X | X | X | X | X | X | X | | | | | | | | | | | | | | | | | | | | | | |
| | Production Techniques | X | | | | X | X | | X | | X | | X | X | X | X | | | X | | | | | | | | | | | | | | | | | | | | | | |
| | Music & Sound in Film | | X | | | X | X | X | X | | X | | X | X | X | X | | | | X | | | | | | | | | | | | | | | | | | | | | |
| | Sound Design | | X | | | X | X | | X | | X | | | | X | X | | X | | X | | | | | | | | | | | | | | | | | | | | | |
| | Composing & Arranging | X | X | | | X | X | | X | | | | | | X | X | | | | X | | | | | | | | | | | | | | | | | | | | | |

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.