

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA(Hons) Sound & Music Technology
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of latest OU validation	September 2015
Next revalidation	September 2020
Credit points for the award	120
UCAS Code	
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	Music (2008)
Other external and internal reference points used to inform programme outcomes	QAA Framework for Higher Education Qualifications and SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	1 Year Full-time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	September 2015

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 students' 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 course is designed to respond flexibly and creatively to students with varying academic backgrounds and is not solely designed around the needs of students progressing from a single level 5 HE course. The course is primarily designed with three routes of progression: employment (including self-employment), professional training and higher degree study.

The philosophical ethos of the course is based on the belief that experiential learning is a crucial element in developing students' knowledge of, and skills in, music and sound production and the industry within which they aspire to work. In consequence, students intensively engage in tasks and activities, which develop their intellectual, organisational and creative processes and abilities. The intention is to produce motivated graduates capable of contributing, individually or as collaborators, in the creative industries as well as employing their skills in a wide range of related areas.

The educational aims of the course 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
- To develop the students' practical and theoretical interest, knowledge and understanding of current practices, new developments and emerging theories in music technology and its related industries
- To encourage individuals to harness their intellectual, organisational and production skills to produce music and audio products to meet wide-ranging needs in a variety of contexts
- To develop employment strategies for a career in the music industry and related areas
- To provide the theoretical understanding that will inform practice and develop students' intellectual and imaginative powers
- 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
- To evaluate and discuss the application of a range of methods to solve complex problems

It is intended that learners will further develop and apply their understanding of current professional practice in the industry through their project work and through the Music Enterprise, Post Production and Major Project modules. The balance of learning within the proposed award will enable professional practice to be linked with technical skills and standards appropriate to the creative industries, as well as business and enterprise skills.

2.2 Relationship to other programmes and awards

N/A

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Develop an in depth knowledge of music production, composition and arrangement methodologies and techniques.</p> <p>A2 Develop a systematic understanding of key theoretical concepts within the field of music technology, including some ideas informed by research at the forefront of the discipline.</p> <p>A3 Understand the significance of the work of other practitioners in their discipline, especially in relation to new theories and knowledge.</p>	<p>All modules and learning outcomes are assessed either continuously, by the submission of coursework assignments and practical work, 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 5.• Recognition of the need to develop progressively the confidence and critical self-awareness of students in all aspects of their studies.• The importance of developing a collaborative learning environment for students by a range of means such as self-help and study skills groups for collective and individual study.

3A. Knowledge and understanding	
	<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 production work students undertake as well as their evaluation of work. Critical evaluation methods include: written work, viva voce and presentations.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Determine own learning needs and develop appropriate strategies to achieve academic career and personal aspirations, identifying areas for further development through analysis and critical reflection.</p> <p>B2 Apply research methodologies for the creation of music products and communicate outcomes clearly in a range of forms.</p> <p>B3 Effectively communicate to specialist and non-specialist audiences: information, ideas, arguments, problems and solutions relating to music technology and related areas.</p> <p>B4 Synthesise and apply an appropriate range of acoustics, music and sound theory to own work.</p> <p>B5 Reflect upon the personal process of learning and be able to undertake critical self - evaluation.</p>	<p>Cognitive skills will 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 production workshop activities and written and oral evaluations of work.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate the technical agility required to compose, record and produce music products for a range of contexts</p> <p>C2 Apply employability skills and strategies for securing work in the profession or other route of progression.</p> <p>C3 Exercise self management skills and work effectively, to deadlines and under pressure to achieve wide-ranging creative, technical and professional aims</p> <p>C4 Critically discuss issues associated with personal and professional development.</p>	<p>Practical and professional skills are taught through skills workshops, lectures, presentations, formative feedback during tutorials and industry credible projects. It is in this area that external industry professionals have an input into teaching and learning.</p> <p>Assessment methods will be appropriate to the particular module but may include tutor assessment of observed activities or written work. 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:	Learning and teaching strategy/ assessment methods
<p>D1 Apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.</p> <p>D2 Apply information communication technology particularly with regard to research and information handling.</p> <p>D3 Apply problem solving skills and reasoning in the preparation and execution of production tasks and related activities, within complex and unpredictable contexts</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through refferal, additional learning support for communication skills</p> <p>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.</p>

3D. Key/transferable skills	
D4 Manage own time and take responsibility for own learning.	
D5 Improve learning and performance through critical evaluation and reflection.	

4. Programme Structure

Programme Structure			
Compulsory modules	Credit points	Optional modules	Credit points
Music Enterprise	20	N/A	
Contemporary Composition & Arrangement	20		
Post Production	20		
Game Audio	20		
Major Production Project	40		

Students achieving a minimum of 120 credit points exit with the award of BA(Hons) Sound & Music Technology

Students achieving a minimum of 60 credit points exit with an unclassified BA 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

All students will take part in a comprehensive induction that includes a College wide induction into higher education as well as award specific induction. Induction will cover:

- The course philosophy, curriculum and teaching, learning and assessment strategies
- The studios, workshops, technical facilities including health & safety inductions
- The Learning Resource Centre (LRC)
- Student support including HE Study Support
- Meeting the course team
- Student handbook – all students will be provided with this at the beginning of the course providing detailed requirements of the programme and of each module.

In order to provide a supportive learning environment, applicants will undertake initial assessment to identify additional learning support needs which may be required at this level of study.

A wide range of academic and pastoral support is available to students including:

- Academic guidance and tutorial support.
- Pastoral and welfare support from both personal tutors and Student Services.
- Careers information and guidance.

Staff associated with the award will provide support through group and individual tutorials and other formal and informal meetings, some of which may be carried out electronically. The course team provide high levels of formative feedback on student work, particularly on semester 1 modules. Experience has shown that such support eases the transition students must make from FD's and HND's to working at an appropriate honours degree level.

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. They 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.

It is recognised that students benefit from peer group critiques and collaborative learning as this can provide the opportunity for comparison and sharing of experiences and ideas as well as fulfilling a support function.

Academic staff will support students in their academic study through formative feedback on work in progress, however, students are expected to employ independent learning skills to ensure successful achievement of the award.

Individual learning programmes will be developed through the Music Enterprise module to support students.

Students will receive guidance with regard to potential progression opportunities both into work and on to higher degrees and other post graduate courses.

7. Criteria for admission

This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualifications worth 240 credit points including:

- FD in Sound & Music Technology or related area
- HND in Music Technology or related area
- The first two years of an Honours Degree in Music Technology or related area
- Diploma in Higher Education in Music Technology or related area

The College actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) and applications will be considered on an individual basis. All credit from prior learning to be approved by the University.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission are expected to be able to communicate effectively in the English language. Suitably qualified overseas applicants may be required to evidence this by achieving a minimum of International English Language Testing System (IELTS 6.0) or Test of English as a Foreign Language (TOEFL: 550 or equivalent).

Applicants who demonstrate in their UCAS application that they have met the academic requirements, thought about the appropriateness of the course, have a clear idea of their progression route and have the relevant personal skills and qualities will be invited to a group presentation. The presentation provides a detailed overview of the course, its aims and objectives, assessment methods, limitations etc. It also provides applicants with an opportunity to have any questions answered. Current students are usually present at these sessions to give a view of the course from a student perspective. We regard this feature of the recruitment process as a key contributor to the very high retention rates achieved (100% over the last three years). Applicants are then individually interviewed.

All applicants are subject to the same criteria and selection procedure whether they are our own students progressing from our FD Sound & Music Technology course or outside applicants.

8. Language of study

English

9. Information about assessment regulations**Forms of assessment.**

Students will experience a range of assessment methods including: continuous assessment of process and performance, seminar presentations, 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 the some modules may use presentations as part of the assessment method to allow students the opportunity to engage in presenting non-production work in an oral format 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 the particular subject in question.

The development of a personal development plan 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.

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). 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.

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 modules. 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 attend 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 template

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	Programme outcomes															
		A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4
1	Music Enterprise			X	X				X	X	X	X		X	X		
	Contemporary Composition & Arrangement	X				X				X				X	X		X
	Post Production	X				X	X			X	X			X			
	Game Audio		X		X					X			X	X	X		
	Major Production Project	X	X	X		X			X	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.