

Programme Specification Sound Engineering FdSc.

| 1. Qualification FdSc Sound Engineering and Design | 2. Programme Title Sound Engineering and Design | 3. UCAS Code H341 | 4. Programme Type Modular – Single, Full time |
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| <p>5. Main Purposes and Distinctive Features of the Programme:</p> <ul style="list-style-type: none"> To provide students with a broad based education in the design, development and application of technologies and concepts to the field of Sound engineering and design To equip students with the skills and knowledge necessary to pursue a successful career in the music industry and to include vendor-based qualifications and certification To develop in students an ability to design, produce and market musical and sampled materials To promote in students a capability to adapt to a rapidly changing dynamic working environment | | | |
| <p>Special Features</p> <ul style="list-style-type: none"> Vendor specific and accredited qualifications encompassed on the teaching and learning of studio design and musical production Extensive practical activities using state-of-the-art, purpose-built recording studios, booths and live performance equipment Personalised learning programs through optional module selection at HE5 . Work-based assessed and supported placements in a commercial recording studio Business and management issues specific to the music and related industries The choice of completing either an individual or group final year project, The group project may be with students from other pathways such as Film production for the music and Advertising Industries or Music and Creative Business Industries | | | |
| <p>6. What a graduate should know and be able to do on completion of the programme To gain the qualification the learner will have demonstrated:</p> | | | |
| <p>Knowledge and understanding in the context of the subject(s)</p> <ul style="list-style-type: none"> K1 Contextualised historical understanding and evaluations K2 Current Computer-based/ electronic production techniques using a range of software and hardware options K3 Familiarisation of types and applications of sound processing and MIDI software K4 Musical and compositional evaluation and implementation K5 Marketing and promotional techniques K6 Understand and know the terminology of sub-system hardware and components K7 Appreciate the operating principles of various sound engineering systems <p>Cognitive skills in the context of the subject(s)</p> <ul style="list-style-type: none"> C1 Assist in the evaluation of a given set of creative requirements within a set of applications C2 Interpret a specification C3 execute an implementation plan for a sound engineering project C4 Analyse appropriate approaches for a creative activity C5 Analyse and evaluate the characteristics of the range of equipment and setups C6 Identify and solve technical problems associated with the implementation of studio design and sound production C7 Relate the knowledge and skills obtained during the placement to new subject areas and disciplines | | <p>Subject-specific practical/professional skills</p> <ul style="list-style-type: none"> S1 Demonstrate knowledge and understanding of the physical and engineering basis of synthesis and sampling methods S2 Demonstrate practical abilities with synthesizers, MIDI protocols and sampling techniques S3 Demonstrate procedures and techniques for post production S4 demonstrate competence in the utilisation of sound processing software appropriate to a range of multimedia applications S5 appreciate the needs and aspirations of management, colleagues, the work force, members of the public, customers and representatives of other companies S6 Utilise techniques and technologies acquired on the programme in an industrial or commercial environment S7 Acquire knowledge and skills relevant to the subject area of the programme recognising the relevance of knowledge and skills acquired during the programme <p>Other skills (e.g. key/transferrable) developed in subject or other contexts</p> <ul style="list-style-type: none"> O1 Competent in the use of information technology and computing facilities O2 Communicate effectively both orally and in writing O3 Ability to work independently and manage time and resources effectively O4 Life long learning skills/PDP O5 Carry out effective and targeted work placement | |

| 7. Qualities, Skills & Capabilities Profile The education and training goals of the programme seek to develop and demonstrate the following qualities, skills, capabilities and value in its graduates. | | | |
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| A) Cognitive | B) Practical | C) Personal & Social | D) Other |
| Critical reasoning | Variety of IT related skills in computing, hardware, software and sampler configuration | Independence/self reliance | Awareness of contemporary issues in Creative Industries |
| Analytical ability and applied problem solving | Sound engineering application and design implementation | Self motivation and time management skills | Independent learning |
| Creative and flexible thinking | Artistic evaluation and implementation | Group and Team work | Information gathering and dissemination |
| Critical evaluation of new information or systems | Writing skills | Resourcefulness in dealing with challenging industrial briefs and issues perspectives | |
| | Oral communication and advocacy skills | Lifelong learning/PDP | |
| | Problem solving and project management and planning skills | Self evaluation and reflection | |

| 8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units (18 Months Sound Engineering). Foundation Degree = 240 credits; Intermediate Awards of Diploma of Higher Education at 120 credits respectively. | | | |
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| FdSc. Sound Engineering and Design Honours students take 12 modules (6 at each level). | | | |
| HE4 Foundation Degree Modules | Core modules (20 credits each) <ul style="list-style-type: none"> • Sound in Context • Electronic Music: Theory and Practice • The science of and the recording chain • Studio Techniques • Introduction to MIDI and synthesis • Digital Sound Production • Professional Development for the Creative Industries | Option choices (20 credits each) None. | |
| HE5 (Level2) | | | |
| HE5 Foundation Degree Modules | Core modules (20 credits each) <ul style="list-style-type: none"> • Post-production Techniques • <i>Work-based Learning</i> • <i>Studio Design</i> • <i>Electronic Composition</i> • <i>Acoustics and experimentation</i> | Option choices (20 credits each) Students choose TWO modules, from the following: <ul style="list-style-type: none"> • Analysis and Synthesis of Foley Effects • Radio Active • <i>Advanced Studio Techniques</i> | |
| 9. Learning, Teaching and Assessment Strategy | | 10. Other Information (including compliance with relevant University policies) | |
| <p><u>Learning and Teaching Methods</u> A range of teaching and learning methods will be used: Lectures, seminars, tutorials, case study analysis, supported self study, problem solving exercises, guided reading, use of sound engineering systems.</p> <p><u>Assessment Methods</u> Assessment is linked to the learning outcomes of each module. Assessment methods will include; assignments, reports, case study analysis, both open and closed book examinations and project presentations.</p> | | <p><u>Date programme first offered</u> September 2005</p> <p><u>Admissions Criteria</u> <u>Standard Requirements</u></p> <p><i>For September 2010 entry:</i></p> <ul style="list-style-type: none"> • 120 UCAS points including an A2-level pass (or equivalent) in one of the following: a mathematical or physical science, a technology-based subject or music. • You should also have five GCSEs at grade C or above (or | |

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| <p>Assessment Classification System Pass mark for individual modules is 40% All assessments for a module must be completed to a minimum pass standard.</p> <p>Honours Equivalent 1 Classification Bands 70% and above – First Class Honours 60 - 69% – Upper Second Class Honours 50 – 59% - Lower Second Class Honours 40 - 49% - Third class Honours</p> | <p>equivalent) including mathematics and English.</p> <p><i>For September 2011 entry:</i></p> <ul style="list-style-type: none"> • 160 UCAS points from at least one, but preferably two, A2-levels (or equivalent) including one of the following: a mathematical or physical science subject, a technology-based subject or music. • You should also have five GCSEs at grade C or above (or equivalent) including mathematics and English. • Other equivalent qualifications, such as Scottish Higher passes, the Irish Leaving Certificate or International Baccalaureate • You May Be required to attend an interview <p>Non Standard Entry Pass in a Kite-marked Access to Higher Education course, relevant life/work experience.</p> <ul style="list-style-type: none"> • Mature student evaluation may include an interview and /or a diagnostic test <p>Indicators of Quality and Standards External examiners Benchmarking with similar programmes National Benchmarking standards Qualifying Law Degree</p> |
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1 There are no Classifications in foundation Degrees – these are placed here to help you identify with the standard marking criteria used throughout the University

Appendix 2: General Assessment Criteria

General Assessment Guidelines Level HE4

| | | Relevance | Knowledge | Argument/Analysis | Structure | Presentation | Written English | Research/Referencing |
|-------------------------------------|--------|--|--|--|--|--|--|--|
| Class I (Exceptional Quality) | 80%+ | As for Class 1(70-79%) but exceptional work | | | | | | |
| | 70-79% | Directly relevant to title. Addresses most or all of the implications and assumptions of the title. | Demonstrates a thorough knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues. | Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive discussion of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. A range of appropriate references cited in the reference list correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title. Addresses some of the implications of the issues addressed by the title. | Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of key issues. | Uses appropriate arguments or theoretical models. Clear and valid discussion of the material. Clear, logical conclusions. | For the most part coherently articulated and logically constructed. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | Well written with standard spelling and grammar. Style is clear and academic. | Sources accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level through the identification and summary of some key issues. | Provides a partly coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical. | Adequate attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic. | Most sources accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title. Superficial consideration of the issues. | Demonstrates limited knowledge/understanding of theory and practice for this. An attempt is made to identify key issues. | A basic argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Conclusions are not always clear or logical. | Some attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic. | Some relevant sources cited. Some weaknesses in referencing technique. |
| Borderline Fail | 35-39% | Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues. | Limited argument, which lacks clarity in places. Conclusions are neither clear nor logical. | Poorly structured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. | Limited sources and weak referencing. |

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|------|------|---|--|--|--|---|---|--|
| Fail | <34% | Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Severely limited arguments. Lacks clarity. Conclusions are sparse. | Unstructured. Lack of articulation. Format deficient | For the type of assignment the presentational style &/or layout is lacking. FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | An absence of academic sources and poor referencing technique. |
|------|------|---|--|--|--|---|---|--|

General Assessment Guidelines Level HE5

| | | Relevance | Knowledge | Argument/Analysis | Structure | Presentation | Written English | Research/Referencing |
|-------------------------------------|--------|--|---|---|--|--|--|--|
| Class I (Exceptional Quality) | 80%+ | As for Class 1 (70-79%) but exceptional work | | | | | | |
| | 70-79% | Directly relevant to title. Addresses most or all of the implications and assumptions of the title. | Demonstrates a wide knowledge/understanding of theory and practice for this level, through the identification and analysis of the most important issues and themes. | Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive analysis of the material resulting in clear, logical conclusions. | Coherently articulated and logically structured. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP). | A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic. | Sources accurately cited in the text. A wide range of appropriate references cited in the reference list in the correct style. |
| Class II/i (Very Good Quality) | 60-69% | Directly relevant to title. Addresses some of the implications of the issues addressed by the title. | Demonstrates a sound knowledge/understanding of theory and practice for this level through the identification and analysis of key issues and themes. | Uses appropriate arguments or theoretical models. Intermittent analysis of the material, with some descriptive or narrative passages. Clear, logical conclusions. | For the most part coherently articulated and logically constructed. An appropriate format is used. | The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP. | Well written with standard spelling and grammar. Style is clear and academic. | Sources accurately cited in the text and a range of appropriate references cited in reference list in the correct style. |
| Class II/ii (Good Quality) | 50-59% | Generally addresses the title and its implications, but sometimes addresses irrelevant issues. | Demonstrates an adequate knowledge/understanding of theory and practice for this level, through the identification and analysis of the some key issues and themes. | Provides a coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Evidence of attempted analysis, with descriptive or narrative passages. Conclusions are fairly clear and logical. | Adequate attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity. | Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic. | Most sources accurately cited in the text and an appropriate reference list in the correct style is provided. |
| Class III (Satisfactory Quality) | 40-49% | Some degree of irrelevance to the title. Superficial consideration of the issues. | Demonstrates limited knowledge/understanding of theory and practice for this level, with intermittent analysis of some key issues and themes. | An argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Largely descriptive or narrative passages lacking clear analytical purpose. Conclusions are not always clear or logical. | Some attempt at articulation and logical structure. An acceptable format is used. | The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding. | Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic. | Some relevant sources cited. Some weaknesses in referencing technique. |
| Borderline Fail | 35-39% | Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms. | Demonstrates weaknesses in knowledge of theory and practice for this level. Evidence of understanding of key issues is lacking. | Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical. | Poorly structured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed. | Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity. | Limited sources and weak referencing. |
| Fail | <34% | Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms. | Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding. | Inadequate arguments and no analysis. Conclusions are sparse. | Unstructured. Lack of articulation. Format deficient. | For the type of assignment the presentational style &/or layout is lacking. FTP as above. | Poorly written with numerous deficiencies in grammar, spelling, expression and style. | An absence of academic sources and poor referencing technique. |

Appendix 3: CURRICULUM SKILLS MAP

| Modules | Learning to Learn | Communication | Group-work | Problem solving | Self Management | Use of IT | Numeracy |
|--|-------------------|---------------|------------|-----------------|-----------------|-----------|----------|
| LEVEL HE4 | | | | | | | |
| Sound in Context | DTA | TA | DT | T | DTA | DTA | |
| Electronic Music Theory and Practice | DTA | TA | DTA | TA | DTA | DTA | DTA |
| The science of the Recording Chain | DTA | DTA | DTA | DT | DTA | DTA | |
| Studio Techniques | TA | DTA | | DTA | DT | D | DTA |
| Introduction to Midi and synthesis | DT | DTA | DT | DT | DTA | | |
| Digital Sound Production | D | DTA | DT | DT | DTA | DTA | |
| Professional Development for the creative Industries | DTA | DTA | DTA | DTA | DTA | DTA | |
| LEVEL HE5 | | | | | | | |
| Work based learning | DT | DTA | A | DT | A | A | D |
| Post-Production Techniques | DA | DTA | DTA | DA | DA | A | |
| Advanced Studio Techniques | DA | DTA | DT | TDA | DA | A | |
| Studio Design | DA | DTA | D | DTA | DTA | D | DTA |
| Radio Active | DTA | DTA | DT | DT | DTA | DTA | DT |
| Analysis and Synthesis of Foley Effects | D | DT | DTA | DTA | D | DTA | D |
| Acoustics and Experimentation | DT | DTA | DT | DTA | DA | DTA | DTA |

T = taught
D = developed
A = assessed

Appendix 4: ASSESSMENT SUMMARY TABLE

FdSc Sound Engineering and Design

| Modules | Core/ Option | Report | Practical | Examination | Presentation | Other |
|--|-----------------|--|--------------------------|-----------------------------------|-----------------------------|--------------------------------|
| LEVEL HE4 | | | | | | |
| Sound in Context (SED1000) | Core | 1 x 2000 = 50% | | . | | Listening Test = 50% |
| Electronic Music: Theory and Practice (SED1002) | Core | 1 x 2000 = 30% | 1x Composition = 50% | 1 | | 1 x System Configuration = 20% |
| The Science of Sound and the Recording Chain (SED1003) | Core | | Signal Path Test = 70% | In class Test = 30% | | |
| Studio Techniques (SED1004) | Core | 1 x Log =20% | Live recording = 80% | | | |
| Introduction to Midi and Synthesis (SED1005) | Core | | 1x Composition = 70% | 5 In class Tests = 30% | | |
| Digital Sound Production (SED1006) | Core | | 1 x recording Test = 80% | Pro Tools 101 Certification = 20% | | |
| Professional Development for the Creative Industries (SED1007) | Core | Individual Report = 70% | | | 1 x Team Presentation = 30% | |
| LEVEL HE5 | | | | | | |
| Work Based Learning (SED2002) | Core | Proposal report= 15% Student Report = 50% | Employer Report = 15% | | | Placement Officer Report = 20% |
| Post-Production Techniques (SED2003) | Core | | Audio Project = 70% | In class Test = 30% | | |
| Advanced Studio | Option | Research report | Audio Project = | | | Self evaluative report = |

| Modules | Core/ Option | Report | Practical | Examination | Presentation | Other |
|--|-----------------|-----------------------------|--|-------------|-------------------------|----------------------------|
| Techniques (SED2004*) | | =10% | 70% | | | 20% |
| Studio Design (SED2005) | Core | Studio Design Project = 80% | Studio acoustic experiments = 20% | | | |
| Radio Active (SED2007*) | Option | 1 x 2000 = 30% | | | | Group work Broadcast = 70% |
| Analysis and Synthesis of Foley Effects (FPI2002*) | Option | 1x 2500= 30% | 1 x Composition = 30% | | | Sound Track analysis = 40% |
| Acoustics and Experimentation (SED2010) | Core | 1 x 2500 = 50% | Experimentation design, implementation = 35% | | Research proposal = 15% | |

Appendix 5: CURRICULUM OUTCOMES MAPS

FdSc Sound Engineering and Design

| .Modules (* = Optional) | K1 | K2 | K3 | K4 | K5 | K6 | K7 | S1 | S2 | S3 | S4 | S5 | S6 | S7 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | O1 | O2 | O3 | O4 | O5 |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| LEVEL HE4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sound in Context (SED1000) | X | | | X | | | | | | | X | | | X | X | | | X | | | | X | X | X | | |
| Electronic Music: Theory and Practice (SED1002) | X | | X | X | | | | X | X | | | | | | | | | | | X | | X | | X | X | |
| The Science of Sound and the Recording Chain (SED1003) | | | X | X | | | | X | X | | X | | | | X | | | X | | | | X | | | X | |
| Studio Techniques (SED1004) | | | | | | | | | X | X | X | | X | | | X | X | | X | | | X | | | | |
| Introduction to Midi and Synthesis (SED1005) | | X | X | | | | | | X | | | X | | | X | X | | | | | | X | X | X | | |
| Digital Sound Production (SED1006) | X | | X | X | | | | | | X | X | | | | | | | | X | X | | | X | X | X | |
| Professional Development for the Creative Industries | | X | | | x | | | | | | | X | | X | | | | | X | | | | X | | | |
| LEVEL HE5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work Based Learning (SED2002) | X | X | | X | | | | X | X | X | X | X | X | X | | | X | X | | X | X | X | X | X | X | X |
| Post-Production Techniques (SED2003) | | | | | | | | | | X | X | X | | | | | | X | X | X | | X | | X | | |
| Advanced Studio Techniques (SED2004*) | | | | | | | | | X | X | X | | X | | | X | X | | X | | | X | | | | |
| Studio Design (SED2005) | | X | X | | | | | X | X | X | X | X | X | | X | X | X | | X | X | X | X | X | | X | |
| Radio Active (SED2007*) | X | X | | X | | | | | | | | X | | X | | X | | | X | X | | | X | X | | |
| Analysis and Synthesis of Foley Effects (FPI2002*) | | X | X | | | | | | | | | X | | | | | X | X | | | | X | X | X | X | |
| Acoustics and Experimentation (SED2010) | | | | | | X | X | | X | | | | | X | | X | X | | | | | X | X | | | |

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| <p><u>Knowledge and Understanding in the Context of the Subject/s</u></p> <ul style="list-style-type: none"> • K1 Contextualised historical understanding and evaluations • K2 Current Computer-based/ electronic production techniques using a range of software and hardware options • K3 Familiarisation of types and applications of sound processing and MIDI software • K4 Musical and compositional evaluation and implementation • K5 Marketing and promotional techniques • K6 Understand and know the terminology of sub-system hardware and components • K7 Appreciate the operating principles of various sound engineering systems | <p><u>Cognitive Skills in the Context of the Subjects</u></p> <ul style="list-style-type: none"> • C1 Assist in the evaluation of a given set of creative requirements within a set of applications • C2 Interpret a specification • C3 execute an implementation plan for a sound engineering project • C4 Analyse appropriate approaches for a creative activity • C5 Analyse and evaluate the characteristics of the range of equipment and setups • C6 Identify and solve technical problems associated with the implementation of studio design and sound production • C7 Relate the knowledge and skills obtained during the placement to new subject areas and disciplines <p><u>Subject-specific practical /professional skills</u></p> <ul style="list-style-type: none"> • S1 Demonstrate knowledge and understanding of the physical and engineering basis of synthesis and sampling methods • S2 Demonstrate practical abilities with synthesizers, MIDI protocols and sampling techniques • S3 Demonstrate procedures and techniques for post production • S4 demonstrate competence in the utilisation of sound processing software appropriate to a range of multimedia applications • S5 appreciate the needs and aspirations of management, colleagues, the work force, members of the public, customers and representatives of other companies • S6 Utilise techniques and technologies acquired on the programme in an industrial or commercial environment • S7 Acquire knowledge and skills relevant to the subject area of the programme recognising the relevance of knowledge and skills acquired during the programme | <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <ul style="list-style-type: none"> • O1 Competent in the use of information technology and computing facilities • O2 Communicate effectively both orally and in writing • O3 Ability to work independently and manage time and resources effectively • O4 Life long learning skills/PDP • O5 Carry out effective and targeted work placement |
|---|--|--|