# UKC Programme Specification

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| **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 he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education. |

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| **BSc (Hons) Music Technology**  **BSc (hons) Music Technology with a Placement Year** | |
| 1. **Awarding Institution/Body** | University of Kent |
| 1. **Teaching Institution** | University of Kent |
| 1. **Teaching Site** | Medway Campus |
| 1. **Programme accredited by:** | N/A |
| 1. **Final Award** | BSc (Hons) |
| 1. **Programme** | Music Technology |
| 1. **UCAS code (or other code)** | W351:K |
| 1. **Relevant QAA subject benchmarking group/s** | Music, Engineering |
| 1. **Date of production/revision** | Nov 2012 |
| 1. **Applicable cohort/s** | Sept 2013 |

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| 1. **Educational Aims of the Programme** |
| * Produce music technology graduates equipped to fulfil significant roles within a broad range of digital media industries * Provide a multidisciplinary education for students who seek professional careers in music production, music technology and related areas. * Develop specialist knowledge in audio recording and production, music production and the hardware and software related to these disciplines. * Provide students with the opportunity for personal development and encourage critical thinking with regard to current professional practice. * To equip students with the necessary analytical and learning skills and abilities to meet the challenges of a rapidly changing field. * To provide students with high quality academic guidance and provide an environment in which students can achieve their full potential * To assist the students in developing skills appropriate to both autonomous and team-based working practices. |

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| **Programme Outcomes** | |
| The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. For more information on the skills provided by individual modules and on the specific learning outcomes associated with the Certificate and Diploma awards, see the module mapping. | |
| **Knowledge and Understanding** | **Teaching/learning and assessment**  **Methods and strategies used to enable outcomes to be achieved and demonstrated** |
| **A. Knowledge and understanding** |  |
| 1. Demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relevant to music technology; 2. Demonstrate a fundamental grasp of the science, mathematics and technological base relevant to music technology 3. An awareness of relevant contemporary issues in the areas of current music technology and music practice 4. the methods needed to confront, explore and assimilate unfamiliar musical sounds, concepts, repertoires and practices; 5. An ability to observe, understand, interpret and manipulate oral, written and visual signs denoting music; 6. An awareness of the professional and ethical responsibilities associated with music technology.   **Placement Year**   1. Knowledge of relevant aspects of professional protocols, structures and systems within a commercial, industrial or non-profit organisation | Acquisition of 1, 2, 3, and 6 is through a combination of lectures, seminars, small group teaching and supervised coursework projects. The teaching methods above will also include guidance to undertake independent reading and research to supplement what is being taught and provide a basis for furthering knowledge and understanding of subject.  Acquisition of 4 and 5 is through lectures seminars and private study. Directed analysis of various music conventions, styles and systems provides an experiential learning process. This will assist in understanding music concepts and allow for reflection and application in other areas of the course  Assessment is through a combination of unseen examinations, written essays, oral and practical coursework projects including individual and group presentations.  **Placement Year**  The placement year coordinator regularly inspects the placement organisation and liaises with them to ensure the student has opportunity to meet the learning outcomes.  The placement year module is assessed on a pass/fail basis using a combination of reflective journal and employer report. |

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| **Skills and Other Attributes**  **B. Intellectual skills:** | |
| 1. skills of research and exploration; gathering, synthesis and evaluation of evidence, including the ability to quote from and acknowledge academic sources, relating insights to the practice and experience of music; 2. the ability to plan, implement, evaluate, and reflect critically on work in progress; 3. the ability to recognize direct influences and quotations in one’s own and others’ work; 4. the ability to assimilate and synthesise complex information; 5. The ability to exercise judgment and to make informed choices; 6. maintain a sound theoretical approach in enabling the introduction of new and advancing technology to enhance current practice in music technology; 7. The ability to design and/or evaluate the design of a system, process or product 8. Solve (music technology related) engineering problems, often on the basis of limited and possibly contradictory information.   **Placement Year**   1. To apply the intellectual skills listed above, as appropriate, to the specific context of working within a commercial, industrial or non-profit organisation | Seminars and coursework project tutorials will be used to assist with and reflect upon the acquisition of intellectual skills. Intellectual skills are developed through the teaching and learning programme. Research, analysis, evaluation and critical skills 1, 2 and 4 are further developed through written essays contribution in group discussion and seminar presentations. Other intellectual skills such as exercising judgement, problem – solving and recognizing influences 3, 5, 6 and 7 are developed through practical coursework projects and contribution to group work.  Intellectual skills are assessed through a combination of written essays, seminar papers, practical coursework and examinations.  **Placement Year**  The placement year coordinator regularly inspects the placement organisation and liaises with them to ensure the student has opportunity to meet the learning outcomes.  The placement year module is assessed on a pass/fail basis using a combination of reflective journal and employer report. |

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| **C. Subject Specific Skills:** | |
| 1. the ability to conceive musical ideas, and to manipulate them in an inventive and individual way; 2. the ability to develop materials into well-formed and coherent musical structures; 3. use a wide range of tools, techniques and equipment, including pertinent software; 4. the ability to develop, promote and apply safe systems of working with particular regard to the requirements of music technology; 5. the ability to engage with a variety of musical styles through creative and technical projects or exercises; 6. the ability to combine musical sound with other media; 7. the ability to use analogue and digital equipment for creating and recording music; 8. the ability to use and adapt computer software for music-related tasks such as notation, sound analysis and synthesis, composition, sound recording and editing 9. an understanding of the acoustic and physical theories relevant to the design and construction of acoustic musical instruments   **Placement Year**   1. To apply the subject specific skills listed above, as appropriate, to the specific context of working within a commercial, industrial or non-profit organisation | The acquisition of subject specific skills will occur primarily through student’s individual/group response to practical project briefs. Compositional and music writing skills 1, 2, 4 and 7 will be encouraged through music analysis lectures, coursework practical composition projects and oral work. Other practical skills such as recording, sound synthesis, and effective use of software will be further developed through feedback on individual and/or group coursework projects.  Subject specific skills are assessed through written reports and practical coursework assignments.  **Placement Year**  The placement year coordinator regularly inspects the placement organisation and liaises with them to ensure the student has opportunity to meet the learning outcomes.  The placement year module is assessed on a pass/fail basis using a combination of reflective journal and employer report. |

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| **D. Transferable Skills:** | |
| 1. the ability to communicate and interact effectively with others: 2. IT skills including word processing, email, use of online and CD-ROM/DVD-ROM information sources and current music production industry-standard hardware and software; 3. the ability to respond positively to self-criticism and to the criticism of others while maintaining confidence in one’s own creative work; 4. Ability to generate, analyse, present and interpret data; 5. the ability to manage resources and time effectively and be able to organize and prioritize tasks; 6. problem-solving skills (reacting to new situations; decoding information and ideas; dealing with complex situations; finding ways of working with others under pressure); 7. to demonstrate flexibility of thought and be open to new and alternative thinking; 8. the ability and confidence to carry a project through to delivery; 9. the ability to demonstrate innovative solutions to problems and the transfer of technology; 10. the ability to work effectively as part of a group or team; 11. Deliver work to a given length, format, brief and deadline, properly referencing sources and ideas.   **Placement Year**   1. Acquire skills, under the supervision of the placement year coordinator, to assemble a CV and/or portfolio in preparation for and during their placement year | The acquisition of transferable skills occurs primarily through the student’s response to the taught programme. Writing and information skills 1, 2, 4 and 6 are developed through essays, written reports and presentations. Organisational and management skills 5, 6, 8, 9 and 11 would be developed through practical project assignments and essays. Personal skills 3, 7, 8 and 10 would be further developed through individual or group projects, seminar presentations, and tutorial guidance.  Transferable skills are assessed through written reports and examinations, essays, seminar presentations and practical coursework assignments.  **Placement Year**  The placement year coordinator regularly inspects the placement organisation and liaises with them to ensure the student has opportunity to meet the learning outcomes.  The placement year module is assessed on a pass/fail basis using a combination of reflective journal and employer report. |

## Curriculum map for BSc (hons) Music Technology

The curriculum map below identifies where the programme outcomes are being developed and assessed within the course. The map shows the main measurable programme learning outcomes. There are more outcomes in the module specifications. Please note that  denotes where the programme outcomes are being covered (grey columns are only to assist legibility).

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| Modules | A  Knowledge and Understanding | | | | | | B  Intellectual Skills | | | | | | | | | | C  Subject Specific Skills | | | | | | | | | D  Transferable Skills | | | | | | | | | | |
|  | 1 | 2 | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Contextual Studies\* | **X** |  | **X** | **X** |  |  | | **X** |  |  |  |  |  |  |  |  | |  |  |  | **X** |  |  |  |  |  |  |  | **X** | **X** |  | **X** |  |  |  |  |
| Audio Technologies 1 | **X** | **X** | **X** |  | **X** | **X** | |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** | | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** | **X** | **X** |  | **X** |  | **X** |  | **X** | **X** | **X** |
| Sound Design 1 | **X** | **X** |  | **X** | **X** | **X** | | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Music and Composition |  |  |  | **X** | **X** |  | | **X** | **X** | **X** |  | **X** |  |  |  | **X** | | **X** |  |  | **X** |  |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
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| Audio Technologies 2 | **X** | **X** | **X** |  |  | **X** | |  | **X** |  | **X** | **X** | **X** | **X** | **X** |  | |  | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Music and Sound for New Media | **X** |  | **X** | **X** | **X** | **X** | | **X** |  | **X** | **X** | **X** |  |  |  | **X** | | **X** |  |  | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |  |
| 30 credit option |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 30 credit option or wild module |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| ***Placement Year (if taken)***  ***Includes further learning outcomes A7, B9, C10 and D12*** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **One or two of the following:** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Individual Project | **X** |  |  | **X** | **X** |  | | **X** | **X** | **X** |  | **X** |  | **X** |  | **X** | |  | **X** | **X** |  |  | **X** | **X** |  |  | **X** |  |  | **X** | **X** | **X** | **X** |  |  | **X** |
| Critical Study and Presentation |  |  | **X** | **X** |  |  | | **X** | **X** | **X** |  | **X** |  | **X** |  |  | |  | **X** |  |  | **X** |  | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** |  |  | **X** |
| **Remaining credit made up from one or two options** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Option |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Option (or wild module) |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. **Programme structures and requirements, levels, modules, credits and awards** |
| The programme is studied over three years full-time. Study on the programme is divided into a number of blocks called modules. All modules have a credit value of 30 credits  Each 30-credit module represents approximately 300 hours of student learning, endeavour and assessment. The programme is divided into three stages each comprising of 120 credits and students must achieve specified requirements before being permitted to proceed to the next stage. Each stage represents an academic year of study. Thus, each year of study involves approximately 1200 hours of learning time. Each module is designated at one of three ascending levels, Certificate (C), Intermediate (I) or Honours (H). To be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be Level I or above, and at least 90 of which must be level H or above. At its discretion the University allows for narrow failure in a small proportion of modules to be compensated by good performance in other modules or, in cases of documented illness or other mitigating circumstances, condoned. The programme detailed below is subject to change.  Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Music Technology. Students successfully completing Stage 1 and Stage 2 of the programme and meeting credit framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Music Technology. |

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| **Code** | **Title** | **Level** | **Credits/ ECTS** | | | | **Terms** |
| **Stage 1** | | | | | | | |
| MU313  MU316  MU314  MU315 | Audio Technologies 1  Sound Design 1  Contextual Studies  Music and Composition | C  C  C  C | 30  30  30  30 | | 15  15  15  15 | | 1 and 2  1 and 2  1 and 2  1 and 2 |
| **Stage 2** | | | | | | | |
| MU613  MU614 | Audio Technologies 2  Music and Sound for Film and TV | I  I | 30  30 | | 15  15 | | 1 and 2  1 and 2 |
| **AND Two options, or one option and a wild module** | | | | | | | |
| MU616  MU522  MU520  MU515  MU528  MU521  MU619  MU529  MU524  MU532 | Sound Design 2  Songwriting 2  Popular and World Music  Advanced Acoustics and Psychoacoustics  Cinema for the Ears: composing with  sound and space  Composition, Orchestration and  Arrangement  Music in Education  Interdisciplinary Project  Found Image Found Sound  Ensemble Performance | I  I  I  I  I  I  I  I  I  I | 30  30  30  30  30  30  30  30  30  30 | | 15  15  15  15  15  15  15  15  15  15 | | 1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1 and 2 |
| **Stage 3** | | | | | | | |
| **One or both of the following:** | | | | | | | |
| MU602  MU518 | Individual Project  Critical Study and Presentation | H  H | | 30  30 | | 15  15 | 1 and 2  1 and 2 |
| **PLUS the remaining modules from the following options (or one/two options plus a wild option):** | | | | | | | |
| MU526  MU516  MU620  MU618  MU530  MU523  MU617  MU621  MU622 | Popular and World Music  Advanced Acoustics and Psychoacoustics  Cinema for the Ears: composing with  sound and space  Music in Education  Interdisciplinary Project  Found Image Found Sound  Professional Practice  Technology in Performance  Ensemble Performance | H  H  H  H  H  H  H  H  H | | 30  30  30  30  30  30  30  30  30 | | 15  15  15  15  15  15  15  15  15 | 1 and 2  1 and 2  1 and 2  1 and 2  1 and 2  1  1 and 2  1 and 2  1 and 2 |

*NOTE: New options may be offered and old ones withdrawn according to staff specialisms and availability.*

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| 1. **Support for Students and Their Learning** |
| * Induction Programme for new students – This includes a tour of the department; an outline description of the course; introduction to library and computing facilities; meeting with year group tutor to discuss timetable arrangements and answer questions; reception for staff and students to meet socially * Course Handbook – This provides details of the course, modules, lecture syllabus, and more general information relevant to studying at Medway. * Library/skills packages and resources are available through both the resources of the University of Kent at Medway and Canterbury. Overseas students can obtain language support through the university and study skills support is provided. Provision for careers guidance through the allocation of specific staff time to Medway campus students. * Learning Resources include specialist facilities for composition and recording, lecture and seminar rooms and course – specific I.T. facilities * Central support services - all students will have access to the university student support services, in terms of both academic skills and welfare matters. * Technical support for all hardware and software will be provided by qualified technical support staff. * University web pages with comprehensive information regarding all aspects of studies. |

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| 1. **Entry Profile** |
| **Entry Route**  For fuller information please refer to the university prospectus.  You must be able to meet the general admissions requirements of the University and of the Department of Music and Audio in one of the following ways:  ***School/College leavers who have reached 17 years on admission***   * A/AS Levels – Normally a minimum of 300 points (over 21 units) plus a grade C for Maths and English (Lang) at GCSE. In addition applicants will require basic music reading skills, equivalent to Grade 3 Music Theory (ABRSM). * BTEC National Diploma in an appropriate subject with a Distinction, Distinction, Merit, profile. Subjects which are not music based would also require Grade 3 Music Theory or equivalent as above. * VCE A level will be considered on an individual basis * EU students – International Baccalaureate: offers normally 33 points (14 or above at higher level)   ***Mature Applicants***   * Mature students are considered on an individual basis. Without the traditional qualifications listed we will normally ask for evidence of any recent study and ability to complete a degree programme successfully as well as evidence of music ability comparable with those listed above. |
| **What does this programme have to offer?** |
| * A thorough grounding into current practice in music technology and music production disciplines. The course includes a number of specialist areas including; new media applications for music, synthesis techniques, and various music theory elements. It also offers comprehensive study of the theory and practice of modern recording and production processes. * The opportunity to study subjects related to music technology and offering a broad range of skills that are relevant to current industry requirements and open up a wide range of careers and further study opportunities to graduates. * An opportunity to develop a broad range of transferable skills relevant to a wide range of career paths. |
| **Personal Profile** |
| * A keen interest in both the creative and technical aspects of music composition, recording, and associated production skills * A willingness to study a broad range of subjects associated with working in the music technology field * An enthusiasm for working with computers and new technology – both hardware and software based production tools * A commitment to develop musical and technical skills required to succeed in music technology as well as more general skills in numeracy and written communication |

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| 1. **Methods for evaluating and enhancing the quality and standards of teaching and learning** |
| **Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards** |
| * Student evaluations * Annual reports * Periodic programme review * External accreditation * Annual staff appraisal * Peer observation |
| **Committees with responsibility for monitoring and evaluating quality and standards** |
| * Staff/Student Consultative Committee * School Learning and Teaching Committee * Faculty Learning and Teaching Committee * Learning and Teaching Board * Board of Examiners |
| **Mechanisms for gaining student feedback on the quality of teaching and their learning experience** |
| * Student evaluations: Module feedback forms * Staff/Student Consultative Committee * Student representatives on departmental, faculty and university committees * Discussion with tutors |
| **Staff development priorities include:** |
| * Minimum expected qualification for appointment * PGCHE requirement for staff new to teaching * Staff appraisal scheme * Staff development courses * Professional body requirements * Programme team meetings * Conferences * Professional updating |

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| 1. **Indicators of quality and standards** |
| * QAA Benchmarking Standard for Music and Engineering. * External Examiner’s reports |

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| The following reference points were used in creating these specifications: |
| * University Plan and Learning and Teaching Strategy * QAA Benchmarking Standard for Music and Engineering. * Feedback from industry professionals. * Staff Research |