



BSc (Hons) Music and Sound Technology

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

1. Named Awards

BSc (Hons) Music and Sound Technology

2. Course Code (and UCAS Code if applicable)

C1802S (GJ49)

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

JAMES Joint Audio Media Education Support
ACC Type 10101.

6. QAA Benchmark Groups

Computing 2016

Music 2016

7. Document Control Information

Version 6, September 2017

8. Effective Session

2017/2018

9. Author

Mark Sexton

10. Faculty

Creative and Cultural Industries

11. Department

School of Creative Technologies

Curriculum

12. Educational Aims

- The Music and Sound Technology Programme aims to equip students with a critical and reflective knowledge and understanding of their subject, the appropriate skills to enter the creative industries in various thematic areas, including music, film, multimedia, games, studio recording, studio design, sound installation, sound engineering, studio technician/management and

community work, independent sound production, education and software design.

Students will follow a curriculum balanced between the development of skills in composition, sound design, recording, analysis and performance set within a structure that supplies a choice of development in media, studio or computer applications.

In addition and more generally, the course aims to:

- Provide a challenging, stimulating and self-rewarding study environment.
- Provide a framework whereby individual study paths may be forged based on choice from a range of options.
- Enable students to broaden their studies by including study units from outside their discipline as degree option choices.
- Develop a range of key skills by means of opportunities provided in the study units.
- Accommodate student needs in relation to maximizing their career potential by enabling them to develop knowledge, understanding and skills in their chosen subject area.
- Promote career aspirations by including study topics on general professional practice and study skills.

13. Reference Points

The major reference points are:

- The UK Quality Code for Higher Education;
- Framework for Higher Education Qualifications (FHEQ).
- University of Portsmouth Curriculum Framework Document;
- University of Portsmouth Education Strategy and Graduate Hallmarks
- Subject Benchmark Statements: Music (2016), Computing (2016)
- University of Portsmouth Placement Learning Policy

In particular the programme has been designed with the following benchmark elements in mind:

- **Music (M)** – The study of music, including its historical, philosophical and cultural contexts and to relate processes of change in music to historical, social and other factors.
Critical understanding: the ability to assimilate information and insights from scholarly discourse (including from other arts or sciences), and relate them to the practice and experience of music.
Adaptation: the ability to work idiomatically with a variety of musical styles, materials (instruments, voices), and media (film, electronic and electro-acoustic resources) and to manipulate them as desired.
Innovation: the ability to explore the creative links between scholarly research, analytical reflection, and processes of performing so as to challenge existing conventions.
Digital capture: the ability to capture, publish, analyse and edit music using appropriate technological (digital recording) resources, whether visual or aural (including web-streaming/hosting, livecast, interactive media).
Digital expression: the harnessing of technological resources (including software development) for the purposes of composition, performance, music production, instrument creation, sound synthesis, notation and dissemination.
Digital innovation: the ability to design and build technological resources through computer coding, programming and audio electronics for the purpose of interface design, as well as composition and performance.
- **Computing (C)** – work involving problem identification and analysis. Identify practices within a professional and ethical framework and understand the need for continuing professional development.

14. General Learning Outcomes

Level 4

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level 5

Diplomas in Higher Education are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level 6

Bachelor's degrees/Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:

- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline)

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature

15. Learning Outcomes

A. Knowledge and Understanding of:

- A.1 The principles of acoustics, digital audio, sound production and sound manipulation. (M)
- A.2 The essential components of a musical language, the ability to recognise these in a broad body of repertoire, and to call upon detailed knowledge of the resources, concepts and issues associated with it. (M)
- A.3 Music's relationship to historical, social, cultural, political, philosophical, economic and technological contexts, and to relate processes of change in music to these factors. (M)
- A.4 Intellectual property rights: the legal, ethical and other regulatory frameworks that are relevant to music production, manipulation, distribution, circulation and reception. Sound recording and engineering theory, practice and creative applications. (M)
- A.5 Codes of practice and ethics of sound and music production. (M, C)

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B.1 Analyse information and to formulate and express relevant arguments and hypotheses. (M)
- B.2 Critically manage and evaluate creative music technology artefacts and projects. (M, C)
- B.3 Examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices, and to apply insights and discoveries in one area of study to another. (M)
- B.4 Critically review product briefs or specifications with regard to production modes. (M)
- B.5 Assimilate different theoretical and aesthetic systems of thought and to relate theory to practice. (M)
- B.6 Research and exploration: the ability to gather, synthesize and evaluate evidence, including the ability to quote from and acknowledge written sources (M)

C. Practical (Professional or Subject) Skills, able to:

- C.1 Conceive musical ideas and to manipulate them in an inventive and individual way. (M)
- C.2 Develop materials into well-formed and coherent musical structures. (M)
- C.3 Work idiomatically with a variety of musical styles, materials (instruments, voices), and media (film, electronic and electro-acoustic resources) and to manipulate them as desired. (M)
- C.4 Work with co-creators, including those from different artistic disciplines. (M)
- C.5 Document creative practice, with consideration for issues of both dissemination and impact. (M)
- C.6 Digital capture: the ability to capture, publish, analyse and edit music using appropriate technological (digital recording) resources, whether visual or aural (including web-streaming/hosting, livecast, interactive media). (M)
- C.7 Digital expression: the harnessing of technological resources (including software development) for the purposes of composition, performance, music production, instrument creation, sound synthesis, notation and dissemination. (M)
- C.8 Digital innovation: the ability to design and build technological resources through computer coding, programming and audio electronics for the purpose of interface design, as well as composition and performance. (M)

D. Transferable (Graduate and Employability) Skills, able to:

- D.1 Gather, synthesize and evaluate evidence, including the ability to quote from and acknowledge written sources.
- D.2 Assimilate different theoretical and aesthetic systems of thought and to relate theory to practice.
- D.3 Synthesize inputs (knowledge, materials, information) in order to generate outputs in written, aural or practical format.
- D.4 Assess problem domains and formulate appropriate problem solving strategies that build on previous experience in order to generalise.
- D.5 Examine assumptions, concepts and hypotheses critically in the light of evidence, to make informed choices, and to apply insights and discoveries in one area of study to another.
- D.6 Manage projects to meet defined or conceived briefs and specifications, agree targets and plan how these will be met, reviewing the progress of one's own learning and agree actions for improvement.

16. Learning and Teaching Strategies and Methods

Knowledge will be gained through formal lectures, tutorials, workshops, reflexive self-directed study, peer support and practical project work. This will be supported by professional practice visits to exhibitions, festivals, industrial and other cultural and technology events, which are particularly related to the subject.

Cognitive skills will be gained through formal lectures, tutorials, workshops, reflexive self-directed study, peer support and practical project work. Teaching and learning will involve group and individual work. Regular seminars and presentations during the various stages will allow the development of students' ability to contextually position and justify the work. Practical sessions will reinforce and develop subject specific techniques, presentation and performance skills.

Lectures, tutorials, workshops in music production and video production, reflexive self-directed study, peer support, team working skills and an emphasis on creative practice project management will underpin specific projects as required.

Development of Key Skills is essential for successful performance in the course. Projects will demand that students develop a full range of abilities to enable conception through development to successful implementation of solutions and promotion of solutions.

17. Assessment Strategy

Theoretical knowledge will be examined through a mixture of coursework projects, journals, individual and group work, portfolios, essays, case studies, composition and performance. Examinations will be either written or computer assessed.

Cognitive abilities will be evidenced through course work projects, journals, individual and group work, portfolios, essays, case studies, oral presentations, composition and performances. Examinations will be either written or computer assessed.

Subject specific skills will be evidenced through planning, concept generation, research and development and production. Research and development portfolios, effective project management, 'real' projects and a completed product or artefact. Competence in the application of underlying technologies will be assessed through coursework, case studies and demonstration.

Key Skills are embedded within project work. Team working and project management skills will be assessed through peer assessment and tutor observation by means of course work projects, timed tests, individual and group work. Communicating effectively, aural, visual, oral and written skills along with continuous development of knowledge and implementation of acquired skills will constitute a major part of every substantial project and frequently includes the development of self-promotional material and planning an individual career path.

Assessment is determined to be appropriate to the individual unit in regard to its subject area and level. A wide range of different assessment methods are embedded within the course units.

At Level 4, many units are assessed with a coursework component which requires the production of an artefact with an associated report. Assessment is often related to the development of skills with associated theoretical knowledge. Formal essay and report writing with discussion and analysis is also developed within the course. The wide range of assessment types aims to build confidence in dealing with different assessment strategies. All Level 4 students will engage in group activities that are assessed and will receive guidance on team role and team dynamics.

At Level 5, the course retains the focus on coursework based assessment, with many units requiring a practical artefact-based component. Assessment is mostly related to the underlying understanding of concepts and a development of the project management extending the skills introduced at Level 4.

At Level 6, a significant part of the assessment is related to project work, always with a major individual project, but often with opportunity for significant group project(s). These mostly involve production of artefacts, sometimes for 'real' clients. The associated reports are significant pieces of work and assessment is biased towards the production of professional quality artefacts, often with 'real' clients, with an associated focus on analysis, critical reflection, research methodology, report writing and project management.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

This is a 3 or 4 year programme depending on whether a student elects for a sandwich year. The University strongly recommends the 4 year option since students gain invaluable experience from an industrial placement. The placement year usually takes place at the end of the second year and a placement student could expect to be in employment for a full calendar year.

The course normally consists of 20 credit point units, where 20 credits represent 200 hours of study time. The course offers a total 360 credits for the award and includes a 40 credit full-time project.

As an alternative to the sandwich placement students can undertake a Study Abroad year under the Erasmus Scheme or with other exchange programme partner institutions.

Standard University rules apply – the regulations must be consulted for a full description of exit awards.

¹ www.port.ac.uk/unitwebsearch

19. Employability Statement

The course benefits from Industry Accreditation by the Skillset accredited Section specialist JAMES: Joint Audio Media Education Support.

A core principle of the School of Creative Technologies is that our curriculum, research and innovation are relevant to industry so that our students are highly employable and our activities are founded on new and emerging technologies. Within the School cross-disciplinary projects are encouraged allowing students to further enhance employability.

Students are offered the opportunity of a sandwich placement year between Levels 5 and 6 which is supported by the Faculty Creative Careers Centre.

On completion of the year-long work placement the student returns to full time study to complete Level 6.

Career enhancing opportunities are embedded in the curriculum in order to support the development of industry aware and industry ready graduates.

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader and Deputy Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- CCI Creative Skills Centre and CCI Academic Skills Centre.
- CCI Creative Careers Centre.
- University support services include - careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- A dedicated Student Services Centre.
- Excellent library facilities.
- School, course and unit handbooks provide information about the course structure and University regulations etc.
- Key Skills opportunities are incorporated into all units.
- Written feedback is provided for all assessments.
- Personal Development Planning (PDP) for all awards.
- For students that elect for a placement year there is a placement supervisor and placement handbook.
- All placement locations are carefully vetted in terms of health and safety as well as their potential to support the programme learning outcomes. This is in line with the University of Portsmouth's Code of Practice for Work Based and Placement Learning.

21. Admissions Criteria

A. Academic Admissions Criteria

- 112 points to include a minimum of 2 A levels or equivalent. A relevant qualification or experience in music/sound is required.
- A range of qualifications as specified on the course page on the University of Portsmouth website.

- Applicants whose first language is not English must provide evidence of English language ability with a minimum IELTS score of 6.0 (normally with not less than 5.5 in any one component) or equivalent.
- Prior (formal and/or experiential) learning may be assessed and accredited.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- UK Student Engagement Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader and Deputy Course Leader for day-to-day running of course
- Section Lead, Media, Audio and Graphics
- Head of School
- Associate Dean (Academic)
- Associate Dean (Students)
- Board of Studies with overall responsibilities for operation and content of course
- Unit, Award and Progression Board of Examiners
- University of Portsmouth Quality Assurance Committee

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees
- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), UK Student Engagement Survey (UKSE) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs

- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff are encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

JAMES Joint Audio Media Education Support
ACC Type 10101.

B. Periodic Programme Review (or equivalent)

The BSc (Hons) Music and Sound Technology course participated in a successful Periodic Programme Review on 21st March 2016.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (*for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)*).

D. Others

None.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth](#)⁴ and [School of Creative Technologies](#)⁵ websites

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/school-of-creative-technologies/