



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Music Technology Music Technology (with Professional Practice Year)
Qualification	BA(Hons)
FHEQ Level	6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AA
Mode(s) of Study and Duration	Full-time over three years Full time with professional practice year over four years Part-time pathways typically over four to six years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	n/a
UCAS Course Code	W390
External Benchmarking	QAA Subject Benchmark Statement: Music (2016) QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies October (2014)
Entry Month(s)	September; February

Why study this course

This course will enable you to work creatively with music technology. You will compose and mix music, and you will explore the many creative uses of sound in the Media Industries.

Educational Aims

You will develop knowledge and skills to support your own creativity, including critical listening, arranging, and sound recording. In addition, you will learn about principles of the underlying technology, and you will write your own computer programs in an easy-to-learn visual language.

Producing music or sound for media projects is an important part of this course. For example, you will learn to compose music for film, and have the opportunity to collaborate with students from Radio, Animation, TV Production and other creative courses.

Students on BA Music Technology have access to state of the art Music Technology facilities, including a dedicated computer lab with a wide range of music software, and two recording studios.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Full Time

Unit Code	Level	Credits	Unit Name	Core or option
MED048-1	4	15	Making Film Sound	C
NEW-1	4	30	MIDI Production	C
NEW-1	4	15	The Fundamentals of Sound	C
MED041-1	4	15	Composition Practise	C
NEW-1	4	15	Music Appreciation	C
MED030-1	4	30	Radio Skills	C
MED042-2	5	30	Recording and Production	C
MED047-2	5	30	Music for Media	C
MED045-2	5	15	Music Repertoires	C
MED062-2	5	15	Becoming a Freelancer	C
MED043-2	5	30	Computer Programming for Musical Applications	O
MED021-2	5	30	Radio	O
MED067-2	5	0	Professional Practice Year	O
MED030-3	6	30	Sound for Media Collaboration	C
MED031-3	6	30	Algorithmic Composition	O
MED013-3	6	30	Radio 24/7	O
MED045-3	6	60	Final Music Technology Project	C

Part-time Pathway

Unit Code	Level	Credits	Unit Name	Core or option
MED048-1	4	15	Making Film Sound	C
NEW-1	4	30	MIDI Production	C
NEW-1	4	15	The Fundamentals of Sound	C
MED041-1	4	15	Composition Practise	C
NEW-1	4	15	Music Appreciation	C
MED030-1	4	30	Radio Skills	C
MED042-2	5	30	Recording and Production	C
MED047-2	5	30	Music for Media	C
MED045-2	5	15	Music Repertoires	C
MED062-2	5	15	Becoming a Freelancer	C
MED043-2	5	30	Computer Programming for Musical Applications	O
MED021-2	5	30	Radio	O

MED067-2	5	0	Professional Practice Year	O
MED030-3	6	30	Sound for Media Collaboration	C
MED031-3	6	30	Algorithmic Composition	O
MED013-3	6	30	Radio 24/7	O
MED045-3	6	60	Final Music Technology Project	C

Course-Specific Regulations

n/a

Entry requirements

Additional entry requirement:

Interview: You will be invited for an interview once your application has been processed by UCAS and if you meet the other entry requirements. Attendance at the interview is an entry requirement.

Additional Course Costs

Studio headphones

Graduate Impact Statements

The course has been designed to develop graduates who are able to:

Apply subject knowledge and understanding and use specific technical skills to analyse, develop and lead the production of sound and music content for a broad range digital music platforms.

Work in ways important in the field of practice by collaborating as a specialist within a creative team displaying technical and/or leadership skills in a wide variety of professional roles in music technology.

Demonstrate enterprise by working effectively in industries that are constantly evolving in terms of processes, production techniques, distribution mechanisms and audiences. Successful graduates from this course will be entrepreneurial independent and critical thinkers. The course will enable them to become effective music technicians who can work flexibly and collaboratively and initiate new ideas and techniques in a variety of employment settings.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

1. Demonstrate in-depth knowledge and understanding of key practices, theories and contributors of music technology.
2. Demonstrate a broad range of practical music technology skills and an understanding of relationships between practice and theory in music.
3. Demonstrate personal expression, imagination and creativity in music composition and production, and the ability to comment critically and reflectively on your work and the work of others.

4. Demonstrate the ability to recognize and use essential components of a musical language (e.g., rhythms, intervals, chords, texture, instrumentation) and sonic features (e.g., the sound generated with certain sound synthesis and processing techniques).
5. Demonstrate your ability to research, evaluate and analyse information derived from a number of sources, and to communicate your ideas in writing and orally according to respective standards for academic and non-academic audiences.
6. Demonstrate a critical awareness of the various contexts of music technology in a media environment, and collaborate effectively in groups with members of different backgrounds.
7. Display the attitude, independent thinking and self-motivated learning necessary to work competently in the field of music technology.

In order to qualify for the award of BA Music Technology (with Professional Practice Year) students will need to meet all of the outcomes above and:

8. Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

PSRB details

n/a

Learning and Teaching

This course is delivered via a mix of learning activities. The main body of knowledge of this course will commonly be presented in *lectures* at first. Smaller group *seminars* will invite more active student engagement (e.g., discussions); seminars will expand and clarify key points of the lectures, and discussions commonly also add further insights. Practical exercises (e.g., for studying music software) are delivered in *workshops*. In the seminars and workshops you will also be given opportunities for individual help and questions, including advice on areas of your own particular interest in the field, as well as help and advice with assignments.

Self-directed study is of paramount importance in this course. Many important Music Technology skills require regular practice, and you will therefore regularly receive exercises in many units that you will complete on your own. Solving these exercises is of crucial importance to reach the core learning outcomes.

Music Technology is taught in a dedicated classroom and studios with networked computers and a range of appropriate equipment and software for music production. You have access to these facilities for lab-based practical work outside your taught sessions (timetables and pre-booking schemes apply).

Teaching materials will be available online, and students can contribute to online discussions on the Music Technology pages of the online learning environment (BREO)

Assessment

In general, this course sets assessment tasks, which lead to learning activities appropriate to achieve the core learning outcomes of each unit and this course. The assessment methods used range from traditional methods for assessing knowledge and skills (in particular exams and writing essays), to activities of practice-based research (e.g., music composition and production, computer software development). It also includes assessment methods designed to train core skills that the University expects all courses to emphasise and focus on (e.g., presentations for practicing communication

Assessment Map

	LEVEL 4						LEVEL 5						LEVEL 6			
UNIT NAME	Making Film Sound	MIDI Production	The Fundamentals of Sound	Composition Practice	Music Appreciation	Radio Skills	Recording and Production	Music for Media	Music Repertoires	Becoming a Freelancer	Computer Programming for Musical Applications	Radio	Sound for Media Collaboration	Algorithmic Composition	Radio 24/7	Final Music Technology Project
UNIT CODE	MED048-1	MEDXXX-1	MEDXXX-1	MED035-1	MEDXXX-1	MED030-1	MED042-2	MED047-2	MED045-2	MED062-2	MED043-2	MED021-2	MED030-3	MED031-3	MED013-3	MED045-3
Semester	1	1	1	2		2	1	1	2	2	2	2	1	1	1	2
Core/Option	C	C	C	C		C	C	C	C	C	O	O	C	O	O	C
WEEK																
Semester 1																
2																
3																
4																
5																
6		MIDI Production Project (50%)					Recording Project (40%)						Project Proposal (15%)			
7															Radio Production (50%)	

8								Recreation of media music (40%)								
9		f/b										f/b				
10															f/b	
11								f/b								
12																
13				Essay (100%)				Mixing Project (60%)							Portfolio (100%)	
14	Portfolio (100%)	Sound Synthesis Project (50%)						Video soundtrack (60%)					Artefact and report (85%)		Radio Production (50%)	
15																
Semester 2																
16 (1)				f/b												
17 (2)	f/b	f/b						f/b					f/b		f/b	
18 (3)																

19 (4)																
20 (5)																
21 (6)																
22 (7)						Studio Production (50%)					Computer Programming Portfolio (40%)					
23 (8)												PR-OT (40%)				
24 (9)																
25 (10)						f/b					f/b					
26 (11)												f/b				
27 (12)																
28 (13)					Annotated listening list (100%)					Portfolio (100%)						
29 (14)				Compositions (100%)					Essay (100%)		Computer Programming (60%)					Final Project (100%)

30 (15)						Programme Production (50%)						PR-OT (60%)				
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Developing your employability

Several units in this course have a strong vocational nature. For example, in Music Business (MED046-2) your main assessment requires you to write a business plan for a project idea of your own. In Recording and Production (MED042-2) you record and mix music. In Music for Media (MED047-2) you compose for film and other media, and in Sound for Media Collaboration (MED030-3) you contribute sound and/or music to projects of students from other courses (e.g., TV Production, Media Performance...) or other projects. Staff with years of professional experience teaches such units.

You also develop your employability in optional curricular activities, which change every year. We try to offer our students opportunities to work on projects where they gain experience for possible future jobs.

In addition, the Media Department offers activities intended to bring you in contact with further industry professionals, such as the Media Junction events.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

After Graduation

Career

Graduates in BA(Hons) Music Technology may find employment in a wide range of fields. These include in particular music production and sound design for areas like visual media (film, TV, video), theatre, radio, museums, and exhibitions; sound recording and production; music technology journalism; music management; education; and other areas of the music industry. Besides these established areas, there is enormous growth in new 'creative industries' in making audio content for computer software, gaming, websites, and other areas of the new media industry. Also, the high-level computing skills of the graduates allow for many careers outside the music industry.

Further study

MA by Research

Also, students studying this programme will be well equipped to study the more technologically focused MA courses offered within the Department (e.g., MA Media, Culture and Technology).

Additional Information

Student Support during the course

At institutional level, the University already has in place a range of easily accessible support structures for new and existing students. These include the Student Information Desk (SiD, <http://www.beds.ac.uk/studentlife/student-support/sid>), which serves as a hub to University-wide student support services include: Professional and Academic Development, Housing, Health, Counselling, Study Support, Special Needs/Disability Advice and a highly successful Careers Service.

During your course specific support will also be in place for you:

First Year students will receive a comprehensive generic induction in the week prior to the commencement of term. Further, all first year students are assigned a Personal Academic Tutor who will be one of your core academic team. This Personal Academic Tutor will work with you, monitoring your academic progression and forming a consistent point of contact for academic support and guidance. This support may extend to providing advice on careers and further academic study. Also, first year students receive advice and help from students in higher years in regular Peer Assisted Learning sessions (PAL).

Throughout your course, you will have 24-hour access to online support through both <http://www.beds.ac.uk> and via BREO (Bedfordshire Resources for Education Online) at <http://breo.beds.ac.uk/>.

Students may be required, at the discretion of the Course Co-Ordinator, to undergo diagnostic testing for academic English language abilities, and may further be required, at the Course Co-Ordinator's discretion, to participate in academic English support workshops or classes laid on by the University.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Students with profound hearing loss need special support, as the practical work for several units requires hearing.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	If so then indicate the anticipatory adjustments and arrangements here
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of disabled students.	Y	

¹ Age, Gender reassignment, Marriage and civil partners, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

Administrative Information – Faculty completion	
Faculty	Creative Arts, Technologies & Science
Portfolio	Undergraduate Media and Performance
Department/School	School of Media and Performance
Course Coordinator	Torsten Anders
Trimester pattern of operation	Oct (Semester 1), Feb (Semester 2)
PSRB renewal date (where recognised)	n/a
Version number	1/18
Approved by (c.f. Quality Handbook ch.2)	Periodic Review
Date of approval (dd/mm/yyyy)	25/01/2018
Implementation start-date of this version (plus any identified end-date)	<i>October 2018</i>
Study model type (e.g. study centre)	

Form completed by:

Name: Torsten Anders

Date: 15 October 2017

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:

Administrative Information – Academic Registry completion	
Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Music Technology
Qualification	BA(Hons)
Route Code (SITS)	
Faculty	Creative Arts, Technologies & Science
Department/School/Division	Media and Performance
Version Number	1/18

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit Name	Making Film Sound	MIDI Production	The Fundamentals of Composition Practice	Music Appreciation	Radio Skills	Recording and Production	Music for Media	Music Repertoires	Becoming a Freelancer	Computer Programming for Musical Applications	Radio	Sound for Media Collaboration	Algorithmic Composition	Radio 24/7	Final Music Technology Project		
Unit code	MED048-1	MEDXXX-1	MEDXXX-1	MED035-1	MEDXXX-1	MED030-1	MED042-2	MED047-2	MED045-2	MED062-2	MED043-2	MED021-2	MED030-3	MED031-3	MED013-3	MED045-3	
Level	4	4	4	4	4	4	5	5	5	5	5	5	6	6	6	6	
Credits	15	30	15	15	30	30	30	30	15	15	30	30	30	30	30	60	
Core or option	C	C	C	C		C	C	C	C	C	O	O	C	O	O	C	
Course Learning Outcome (number)	Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome																
1	LO 1	LO 1			LO 1	LO 1	LO 1		LO 1		LO 1	LO 1		LO 1		LO 1	
2	LO 2	LO 1, LO 2				LO 2	LO 2	LO 2			LO 2	LO 2		LO 1	LO 2	LO 2	
3		LO 2		LO 2				LO 2				LO 2		LO 1, LO 2		LO 2	
4				LO 1	LO 2			LO 1	LO 1								
5									LO 2	LO 1	LO 1	LO 1	LO 2	LO 2	LO 1	LO 1	
6												LO 1			LO 2		
7										LO 2			LO 1				

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	
Mode(s) of Study and Duration	
Type of Intermediate Qualification(s)	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>

List of units (if applicable):-

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (hons) Music Technology BA (hons) Music Technology (with Professional Practice Year)
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FHEQ Descriptor for a higher education qualification	Descriptor for a higher education qualification at Level 6: Bachelor's degree with honours	Course Learning Outcome(s)							
		1	2	3	4	5	6	7	(8)
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.		X					X		
An ability to deploy accurately established techniques of analysis and enquiry within a discipline.			X	X					
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				X		X			
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).								X	

Subject Benchmark Statement(s)	QAA Subject Benchmark Statement Music, 2016	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Demonstrate in-depth knowledge and understanding of a body of music and of the repertoires, texts, resources, concepts associated with it.		LO1: Demonstrate in-depth knowledge and understanding of key practices, theories and contributors of music technology.
<ul style="list-style-type: none"> Demonstrate an understanding of relationships between practice and theory in music, as applicable to the particular area studied. Demonstrate appropriate ICT skills. 		LO2: Demonstrate a broad range of practical music technology skills and an understanding of relationships between practice and theory in music.
<ul style="list-style-type: none"> Demonstrate the ability to convey personal expression and imagination in practical music-making through employing appropriate technical and interpretative means. Demonstrate the ability to analyse and interrogate musical materials and to communicate the findings in a coherent form. 		LO3: Demonstrate personal expression, imagination and creativity in music composition and production, and the ability to comment critically and reflectively on your work and the work of others.
Demonstrate the ability to recognise and use essential components of a musical language (intervals, rhythms,		LO4: Demonstrate the ability to recognize and use essential components of a musical

modes, metres, timbre, texture, instrumentation).	language (e.g., rhythms, intervals, chords, texture, instrumentation) and sonic features (e.g., the sound generated with certain sound synthesis and processing techniques).
<ul style="list-style-type: none"> • Demonstrate the ability to analyse and interrogate musical materials and to communicate the findings in a coherent form. • Demonstrate the ability to present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers). 	LO5: Demonstrate your ability to research, evaluate and analyse information derived from a number of sources, and to communicate your ideas in writing and orally according to respective standards for academic and non-academic audiences.
Demonstrate the ability to work in combination with others on joint projects or activities.	LO6: Demonstrate a critical awareness of the various contexts of music technology in a media environment, and collaborate effectively in groups with members of different backgrounds.
<ul style="list-style-type: none"> • Demonstrate the ability to work independently, and to show self-motivation and critical self-awareness. • Demonstrate intellectual curiosity and the potential for continuing artistic and creative development. 	LO7: Display the attitude, independent thinking and self-motivated learning necessary to work competently in the field of music technology.

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>(insert title and year where appropriate)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>