De Montfort University

Course Template

1. Basic information

- Course Name: Audio And Recording Technology
- Course Code: CE029A
- Level (UG, PG): Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Creative Music Technology
- PMB LMS
- Offered at: DM - DMU Leicester; C5 - Confetti Studios / Spool Films
- Type (single, joint.): SI
- Highest Award : Bachelor of Science (Honours)
- All possible exit awards : Bachelor of Science; Certificate of Higher Education; Diploma of Higher Education; Institutional Undergraduate Credit
- Award notes : This programme has been designed to meet the accreditation requirements of the Institute of Engineering & Technology (IET) for Incorporated Engineers (IEng). In order for students to fulfill the accreditation requirements of the IET they must pass all modules with a mark of at least 40%. Compensation is not permitted. Students not meeting this requirement will be deemed not to have fulfilled the requirements of IET Accreditation.

Professional Body Recognition

- Accreditation by Professional/Statutory body:
  Yes
- Exemption by Professional/Statutory body:
  No
- Details
  Institute of Engineering & Technology

- Modes of attendance: Main MOA: Full-Time
  Other MOA:
- Mode Notes:

- Course leader: Ian Mann

2. Entry Requirements and Profile

Award
BSc (Hons) Audio and Recording Technology

Standard Entry Requirements
Applicants should normally be 18 years of age by the 1st of October in the year of entry.

Candidates should offer one of the following:

260 UCAS tariff points from a minimum of two GCE A-Levels.
An Advanced GNVQ with distinction.
A BTEC certificate or diploma in a relevant discipline with 2 distinctions and 2 merits in year 2.
Any qualification deemed equivalent to the above, including recognised access courses and compact arrangements.
Applications are welcomed for individual consideration from candidates offering experience or prior learning in place of part or all of the formal entry qualifications.
Direct entry to level two with advanced standing is permitted for applicants who can demonstrate their capability to undertake studies at degree level and have the prior knowledge/qualifications deemed equivalent to the level one studies.

NOTE: Applicants will be encouraged to attend an open day and to bring a portfolio of evidence that will support their application.

3. Course Description

Characteristics and Aims

This industry-focused course is designed for people that have a passion for music and audio production and want to develop their technical and creative skills helping them to pursue a career in the creative industries.

The course teaches students how to record, mix and master to a professional standard. It also helps them to understand the underpinning science and technology of such systems.

It is delivered in conjunction with a commercial recording studio, the Confetti Institute of Creative Technologies in Nottingham, allowing you to gain valuable practical experience in an industrial environment working in a real studio with professional recording specialists and musicians.

The course has been accredited by JAMES, the audio industries professional body, recognising it's suitability for producing graduates that can work in a broad range of careers such as studio recording, audio production and post production, sound system installation, management and sound for film and TV.

While this course is predominately targeted at students with an interest in the sound engineering aspects of the music industry, it is also of interest to those that aspire to be producers and sound designers.

Students who complete this course will:

Understand the science and technology of audio and recording systems.

Be able to use such systems effectively in the recording, mixing and mastering of music and audio.

Understand and apply the principles of electronics and acoustics to the measurement and design of recording and audio production environments.

Be able to integrate sound with other digital media such as radio, video, multimedia and the web.

Teaching, Learning and Assessment Strategies

The students on the course come from a variety of backgrounds. The learning strategies adopted by the course team seek to capitalise on this diversity. Each module has its own learning strategy. These methods include the following:

Directed learning via lectures, tutorials, seminars and work-based exercises for the dissemination of knowledge, information and the demonstration of practical processes and techniques.
Student centred learning via research and presentation of findings, report and essay writing, assignments, practice and practical work based exercises for the development of skills and understanding.
Resource based learning for the development of skills, e.g. skill in the use of computer based tools.
Collaborative based learning by group assignments.
Project based learning to develop research, presentation and communication skills.

Each part of the course has a different emphasis in the learning strategy. These are outlined below.

Part One
Corresponding to year one of the course, part one is both formative and diagnostic, introducing

students to the area of study and mapping out the scope of the discipline. Specific attention is given to key methodological skills and practices. These are numeracy, literacy, oral communication and practical skills.

Part Two
Corresponding to years two, three and four of the course, part two is both formative and summative, advancing the acquisition of knowledge and skills, the encouragement of independent leaning, the integration of theory and practice, the incorporated use of technology, music and media forms, as well as collaborative approaches towards research and problem solving.

Placement
In exceptional circumstances students will be able to do a placement year. Placements are an opportunity to consolidate existing skills and knowledge learnt in the first two years of study. Placements develop new skills and awareness in an appropriate working environment alongside fellow practitioners.

4. Outcomes

Generic outcome headings	**What a student should know and be able to do upon completion of the course**
• **Knowledge & understanding**	Identify, and articulate, principles relevant to audio and recording technology. Match appropriate technologies to task requirements. Analyse and synthesise technological systems and processes.
• **Cognitive skills**	Understand and apply research methodologies. Develop design, analytical and computer skills. Characterise and evaluate the performance capabilities and limitations of a range of technologies associated with audio and audio recording.
• **Subject specific skills**	Manipulate, control and develop relevant applications and technologies. Demonstrate competence in the recording, production and distribution of audio. Understand the creative, cultural and practical consequences of the application of technology to audio and audio recording. Note: The interdisciplinary approach to the subject encourages the application of dedicated skills to a wide range of scenarios.
• **Key Skills**	Application of numbers: The student will have experience at handling quantitative data and collecting, interpreting, recording and reporting numerical information. Communication: The student will have experience at communicating in a variety of ways, including verbally through the group work and presentations as part of assessment

	and project requirements. Improving own learning and performance: This skill is developed throughout the course and begins in the first year, which introduces a largely student centred investigative approach to learning, in which the student is encouraged to be active within the learning process. As the course progresses, increasing emphasis is placed on tasks that develop the skills relevant to the formation of a technologist. Information Technology: A range of computer-based tools will be used throughout the course, including audio and MIDI software. Problem solving: The analysis and synthesis of technological systems are essentially problem solving exercises that make use of a wide range of methods and tools. Consequently the development of problem solving skills is inherent throughout the course. Working with others: Teamwork is an inherent part of the modern workplace. Consequently the course will contain frequent opportunities to work in teams during tutorial exercises and assignments.

5. Structure and Regulations

Relationship Details

Module	Credits	Level	Take/Pass	Semester	Locations
TECH1006	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH1007	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH1015	**30.00**	**1**	**Must Take**	**Y**	**DM**
TECH1019	**30.00**	**1**	**Must Take**	**Y**	**DM**
SAND2802	**0.00**	**2**	**Neither**	**1, 2, X, Y**	**DM**
TECH2010	**30.00**	**2**	**Must Take**	**Y**	**C5**
TECH2011	**30.00**	**2**	**Must Take**	**Y**	**C5**
TECH2015	**30.00**	**2**	**Must Take**	**Y**	**DM, C5**
TECH2019	**30.00**	**2**	**Must Take**	**Y**	**DM**
TECH3010	**30.00**	**3**	**Must Take**	**Y**	**DM**
TECH3011	**30.00**	**3**	**Must Take**	**Y**	**DM**
TECH3012	**30.00**	**3**	**Must Take**	**Y**	**C5**
TECH3013	**30.00**	**3**	**Neither**	**Y**	**DM, C5**
TECH3015	**30.00**	**3**	**Neither**	**Y**	**DM, C5**
TECH3018	**30.00**	**3**	**Neither**	**Y**	**DM, C5**

Structure

Structure notes

1 Course Info Five of the modules are taught at Confetti Studios, Nottingham, this will involve students spending up to two days a week away from the University campus and hence some modest additional travel costs will be incurred by students following this programme. Modules delivered by Confetti will be managed and assessed in accordance with standard DMU protocols. A designated member of academic staff will oversee the delivery of these

modules and their assessment.

Course Specific Differences or Regulations

1 The requirements to progress into the sandwich are determined by Faculty Policy which requires that normally student must have passed a minimum of 60 credits at level 2.

In order for students to fulfill the accreditation requirements of the IET they must pass all modules with a mark of at least 40%. Compensation is not permitted.

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1 There is no specific benchmark for technology courses. This course has been designed with reference to relevant elements of the engineering benchmark, which is the appropriate existing benchmark.

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

Procedures for Maintaining Standards

The Programme is managed by a programme leader together with a programme team. They are guided by the prevailing academic regulations and modular scheme handbooks produced by Registry.

An external examiner is attached to the programme who acts as a critical friend. He/She attends the assessment board and scrutinises student work and marking to ensure that standards have been maintained at an apposite level.

Each year the programme leader completes a Programme Enhancement Plan which is approved by the Programme Board/Subject Authority Board and Faculty Academic Committee.

The student voice is heard via student representatives on the Programme Board and the Staff Student Consultative Committee. Feedback from students is gathered by end of module questionnaires and programme questionnaires.

The programme is subject to a periodic review in line with University requirements.

Modules delivered by Confetti will be managed and assessed in accordance with standard DMU protocols. A designated member of academic staff will oversee the delivery of these modules and their assessment.

Course Handbook Descriptor