De Montfort University

Course Template

1. Basic information

- Course Name: Music Technology
- Course Code: CE028A
- Level (UG, PG): Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Creative Music Technology
- PMB LMS
- Offered at: DM - DMU Leicester
- 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: Year Out/On Placement
- Mode Notes:

- Course leader: Kenneth Clegg

2. Entry Requirements and Profile

Award
BSc (Hons) Music 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: This will be supplemented with an interview and portfolio. A test at the interview will determine technical understanding and aural perception.

3. Course Description

Characteristics and Aims

UK produced music and professional audio equipment has a large international presence and makes a significant contribution to the economy. Employers indicate that they are looking for versatile individuals who are skilled in both the technological and creative aspects of the media industry. The BSc Music Technology course addresses this need for the practitioners and innovators of the present and of the future.

At the heart of this practical course is the science and technology of music and audio systems. This is dealt with in some depth as it informs all activity within the course and beyond. These fundamentals allow an understanding of current and future technologies.

Particular topics include sound, acoustics, analogue and digital signals, psychoacoustics, storage and distribution, electrical circuits and devices. These themes are developed throughout the course to include investigation of analogue and digital audio equipment, measurement and specification, further acoustics and studio design.

The sound recording theme is another core component of the course. This uses a suite of comprehensively equipped analogue and digital recording studios. The theme develops from small group stereo recordings through larger group multitrack sessions to surround sound mixing and mastering. Students are encouraged to further their experience and expertise by working on their own extra-curricular projects.

The third core component covers the creative and compositional elements of the course. Synthesis, capture and manipulation of sound leads to the creation of music and innovative artifacts. In turn, this allows for the development of compositional skills. Options exist to work with internationally-recognised electro-acoustic composers and collaborative projects with performers.

At all stages, there is an emphasis on the practical application of knowledge and the development of a strong portfolio of experience. Independent learning, communication and team-working skills are also developed throughout the course.

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 Placements are encouraged but optional. 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, ideas about music, technology and innovation. 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 music and related disciplines. Understanding compositional strategies using appropriate methodologies and tools.
• **Subject specific skills**	Manipulate, control and develop relevant applications and technologies. Demonstrate creativity in the development, composition, recording and production of music. Understand the creative, cultural and practical consequences of the application of technology to innovation in the creative arts. 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
MUST1008	**30.00**	**1**	**Must Take**	**Y**	**DM**
TECH1015	**30.00**	**1**	**Must Take**	**Y**	**DM**
TECH1019	**30.00**	**1**	**Must Take**	**Y**	**DM**
TECH1020	**30.00**	**1**	**Must Take**	**Y**	**DM**
MUST2008	**30.00**	**2**	**Must Take**	**Y**	**DM**
SAND2802	**0.00**	**2**	**Neither**	**1, 2, X, Y**	**DM**
TECH2006	**30.00**	**2**	**Must Take**	**Y**	**DM**
TECH2019	**30.00**	**2**	**Must Take**	**Y**	**DM**
TECH2035	**30.00**	**2**	**Must Take**	**Y**	**DM**
MUST3021	**30.00**	**3**	**Neither**	**Y**	**DM**
TECH3006	**30.00**	**3**	**Must Take**	**Y**	**DM**
TECH3010	**30.00**	**3**	**Must Take**	**Y**	**DM**
TECH3011	**30.00**	**3**	**Neither**	**Y**	**DM**
TECH3013	**30.00**	**3**	**Neither**	**Y**	**DM**
TECH3018	**30.00**	**3**	**Neither**	**Y**	**DM**

Structure

Structure notes

1 Course Info

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 The benchmark for this course is focussed on the QAA Engineering Benchmark. The draft Music Benchmark is also relevant.

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.

Course Handbook Descriptor