



This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

## ARTS UNIVERSITY BOURNEMOUTH

### PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Music and Sound Production** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in the Unit Descriptor, which forms part of the Course Handbook.

<b><u>Key Course Information</u></b>	
Final Award	BA (Hons)
Course Title	Music and Sound Production
Award Title	BA (Hons) Music and Sound Production
Teaching institution	Bournemouth and Poole College
Awarding Institution	Arts University Bournemouth
Offered in the School of:	Bournemouth Film School
Professional accreditation	None
Length of course / mode of study	1 year full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Music Benchmark Statements (2019)
UCAS code	
Language of study	English
External Examiner for course:	To be confirmed
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	June 2023
Date of most recent review	N/A
Date programme specification written/revised	September 2023

### **Course Description**

The BA (hons) Music and Sound Production is a one-year course that provides students with the creative experience and technical knowledge required to build and enhance a career in music production. The course primarily engages the student with technology but is intended to provide opportunities for any suitably qualified candidate with an established interest in writing / producing / collaborating in music production. Ultimately, our aim is to encourage an ethos of quality in audio production. We will provide students with opportunities to understand and explore the standards that inform the production of high-quality audio products, how they are created, recorded, managed, developed and exploited and invite students to practice and present their skills to professional standards as independent creatives in the music industry.

The course consolidates and develops the learning on the FdA Music and Sound Production. You will further develop your academic skills through research and prove your creative potential through a Final Major Project. You will be afforded the opportunity to learn how to lead and manage projects and how to adapt and respond to different contexts. You will take responsibility for assuring your creative work is inclusive, relevant and adheres to appropriate expectations regarding sustainability and environmental impact. You will further develop your understanding of business and employment law as well as how to manage yourself as a freelance practitioner. This course is designed to draw upon the attributes you have acquired during your studies and assure you are able to make informed and realistic career choices. Our overall aim for this course is that you will graduate with the knowledge, skills and materials to enable you to move forward as a freelance practitioner, in employment or as a student at post-graduate level.

### **Course Aims**

The course aims to foster and develop forward thinking, creative individuals ready to play an active role within the music community. You will engage in current social, and cultural contexts and be able to meet the needs of the role that you choose.

The course aims:

1. To encourage students to develop a comprehensive knowledge and experience of a wide range of techniques that improve their skills in music creation and production.
2. To engage students in academic research relating to the subject of music and production in a variety of cultural, historical and current contexts.
3. To foster learners' creativity by acquainting them with notable practitioners and concepts in music / sound design and providing an opportunity to emulate, experiment and innovate.
4. To stimulate the student's technical potential and emotional intelligence through collaboration with other practitioners, in their own, and other disciplines.
5. To provide students with a range of transferable skills in writing, working in teams, and IT, as a basis for professional activity and future employment.
6. To develop the student's ability to solve problems and innovate in the course of their work.
7. To support students in working sustainably and with awareness of environmental global impact

### **Course Outcomes**

By the end of this course, you will be able to:

1. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
2. Demonstrate knowledge and critical understanding of the well-established principles of music and sound production, and of the way in which those principles have developed.
3. Demonstrate knowledge of how to plan for business as a freelance or employed Sound practitioner
4. Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied to create new work.
5. Collaborate with other creative practitioners demonstrating an awareness of professionalism and subject specific knowledge.
6. 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
7. Evaluate the appropriateness of different approaches to solving problems related to music and sound production and / or work

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: Music (2019)
- Framework for Higher Education Qualifications (FHEQ)
- Foundation Degree Qualification Benchmark

AUB Regulatory Framework and Undergraduate Assessment Regulations

### **Learning, Teaching and Assessment Strategies**

#### **Learning and Teaching Strategies**

The course aims and objectives are met through a variety of teaching and learning methods. These include workshops, production sessions, lectures, seminars and tutorials.

The study time allocated to each unit on the course incorporates a balance of formal teaching, tutorials, support and independent learning. The course is structured to provide a higher degree of autonomy than found at FdA level whilst still supporting the student through tutorials and targeted sessions.

Whilst teaching is naturally directed at specific subject areas and the students' individual engagement in learning, the course will also provide opportunities for you to lead and participate in teams with other students. The student will be given opportunities to control their project work as a working practitioner with continuous support.

Throughout the course you will be offered tutorials. These are intended to support you pastorally and academically during your time on the course and should be your

first 'port of call' when you encounter problems. You will also receive regular updates on your progress as the course progresses.

### **An outline of learning and teaching strategies:**

The course is scheduled to take 40 hours per week. This is made up of timetabled sessions and tutorials and independent study (about 25 hours per week outside of class to include research, studio work, assignments, reading etc). In addition, the programme of study may include the following:

- **Skills Workshops** offer practical training and exercises in which you will be able to engage in strategies and creative activities relating to a specific practitioner or theorist within a safe and supportive environment
- **Individual tutorials** provide an opportunity to discuss your individual progress within a skill, a unit or in the course generally. They are used by either your personal tutor to discuss specific issues arising or by your unit leader to provide constructive feedback on guidance regarding how to improve
- **Group tutorials** allow you to share your experiences with your group and tutors offering opportunities to assure effective strategies are adopted in the management of your work
- **Lectures** are oral and/or visual presentations on a particular area of study intended to be presented in a formal environment
- **Seminars** are group-based activities to generate discussion and debate around a particular topic and/or theory
- **Presentations** allow you the opportunity to prepare and present to a group of your peers. It enables you to engage with a topic on a more formal context assuring you are presenting in line with academic expectations
- **Practical Fieldwork** in which students will carry out activities relating to their subject beyond the confines of the classroom and studio with, and without, support.
- **Collaborative Projects** in which students work alongside students from other arts disciplines (Film, Digital arts, Animation, Dance etc) to complete projects for communication to internal and external audiences.
- **Independent Study:** HE students are expected to take notes in all classes to support independent study and practice outside of the class environment.

### **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing.

For every unit of your course, we will inform you of what you are expected to learn; what you have to submit; how your work will be assessed; and the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are \*2, \*5 and \*8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

On successful completion of your Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Levels 6.

For further information on assessment, progression, awards and classifications, please visit <https://aub.ac.uk/regulations>

### **Course Structure**

All students are registered for the award of BA (Hons).

For the award of a BA (Hons) you must have achieved a minimum of 120 credits at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved 60 credits at Level 6.

### **Core Values and Skills**

In developing courses, the University wanted to create a curriculum that reflected its values and ethos. It should prepare you for the future not only in enabling you to have a successful career, but we also want to empower you with the knowledge, skills and passion to have a positive impact on the world and be an agent for change. We have drawn from the United Nations Sustainable Development Goals (SDGs) (<https://sdgs.un.org/goals>) which have informed our values of Equality, Diversity and Inclusion as well as our Graduate Attributes.

#### **Equalities Diversity and Inclusion (EDI)**

“We are better for our diversity. We are enriched by the depth of respect we have for each other and the strength of our relationships with our people, our places and the planet. Through our commitment to working with those who are different to us, or challenge us, we grow stronger together, creating new synergies, global connections and sustainable futures.” (AUB Strategy 2030)

As an organisation we have moral, social and legal obligations to fulfil in terms of EDI, and in doing so our commitment is to put EDI at the heart of every area of activity. It is not covered as a separate, stand-alone section, rather it forms an integral part of the curriculum, throughout your study here.

#### **Graduate Attributes (GA)**

Over recent years, there has been an increasing pace of change, technological, social, environmental. This has been further impacted by the world-wide pandemic effecting significant change in the global economy and the employment market.

In this context, the University has recognised the importance of developing AUB graduates who have the attributes to be able to build their career, adapting to different circumstances and embracing changes. A suite of attributes have been defined that we feel are particularly appropriate to the creative courses that we

deliver and to AUB's core values; during your course, both curricular and extra-curricular activities will give you the opportunity to prepare for your working career.

## **Course Content**

The Level 6 programme is an advanced course that moves beyond the FdA content covered at Levels 4 and 5, encouraging you to become owners of your own academic and career journey culminating in the curation of a significant body of assessed work. You will be expected to produce work that is finished to a professional standard, presented in the appropriate formats, and meets the needs of the objectives set.

You will begin your year in the unit 'Arranging'. Here you will consider the relationships between mixing and orchestration. You will study the ways in which musical elements are balanced against each other to create specific music effects and styles and practice re-arranging / re-mixing music to create new versions. Such practice relates to the frequent requirements of music publishers for different versions of material. In addition to this area of study the unit will teach you how to create parts for session musicians. It is not uncommon for a producer to enhance the work of an artist through the addition of parts (counter melodies, harmonies, brass and string pads etc). To this end you will learn to create basic parts, fit for modification by the professional musician, using music notation software to meet the needs of the reader and assessment.

You will simultaneously undertake Unit 2 'Research Project'. In agreement with your tutor, you will choose an area for close study and develop a full dissertation on the subject in question. The dissertation may be presented in a variety of forms (written work, verbal presentation, audio / visual production etc) This major piece of work may utilise practical skills and experimentation but must conform with the notion of academic rigour. It should be substantial, draw on authoritative research sources (referenced using the Harvard system) and meet the objectives established with your tutor at the start. To this end the student will need to propose a detailed plan, prior to commencement.

Following these two units you will carry out the final unit 'Final Major Project'. This will be a substantial project of your own choosing which must be agreed with your tutor. It should lead to the creation of your highest quality, exemplar work. The unit will begin with taught sessions on project planning and will incorporate sessions on business planning, event management, rights management, and budget planning. The student's projects may involve members of the external music community, collaborations with peers, private clients etc, or be completely directed at their own aims for future employment. Delivery will therefore move from the initial model of taught sessions in the early part of the year to regular 1:1 support through tutorials.

## **The Organisation of Level 6**

It is intended that where possible the three units of the BA overlap and inform each other. This means that knowledge of Arranging (Unit 1) may be applied in the Final Major Project which may also be related to the subject matter of the Research Project (Unit 2). The FMP should provide an opportunity for the consolidation and realisation of skills gathered through research and arranging and create an opportunity for students to reflect on the quality of their own output through the knowledge gained in the research earlier in the year. At level 6 the student is expected to consistently



reflect on their own practice and so the practice of evaluation forms an important part of the FMP. This unit will also ask that students reflect on feedback supplied by peers, collaborators, clients etc. At the heart of the FMP is the notion that through evaluation students are able to gauge where improvements and learning can enhance their progress professionally.

### **The UN Sustainable Development Goals (SDGs)**

The course will specifically address the United Nations Sustainable Development Goals within the unit content at all levels as follows:

- **Goal 4:** To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- **Goal 5:** To achieve gender equality and empower all women and girls.
- **Goal 8:** To promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

It is also expected that course content will consider aspects of **Goal 9** (the building of resilient infrastructures, the promotion of sustainable industrialisation and the fostering of innovation) and **Goal 12** (the development of sustainable consumption and production patterns) in relation to the music industry and individual work patterns within it.

### **Specialist resources:**

The Music Department at Bournemouth and Poole College houses five recording studios and a number of rehearsal rooms / performance spaces. These vary in terms of the equipment installed and size. In addition, the North Road Music Centre holds a large store of audio equipment including microphones, musical instruments, amplifiers, synthesisers etc as well as a range of speakers, stands, mixers and amplifiers suitable for live sound reinforcement. The music centre benefits from the presence of a permanent technician and a permanent space for the exploration of audio electronics. The music facility was purpose built and is appropriately sound proofed.

### **Information Technology**

The music department uses both Mac and PC platforms. The primary software in use for recording is the industry standard 'Pro Tools' software. In addition we use Steinberg's Cubase, Audacity, hardware and software by Softube, Musescore and Sibelius.

IT resources are also available via the Learning Resource Centre and laptop PCs featuring a broad range of desktop publishing software and access to college resources and the internet.

The MITS section (Media and Information Technology Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday. Email: [helpdesk@bpc.ac.uk](mailto:helpdesk@bpc.ac.uk)

Bournemouth and Poole College's Learning Environments (formerly LRCs) provide a range of resources, both physical and digital, in support of HE performing arts and music. This collection is curated according to requests for new stock from teaching staff, and in response to its relevancy and level of use.

Library resources available to students include the Learning Resource Centre which carries an extensive range of resources across a range of media, both printed and non-printed, to support the curriculum areas on the site. In addition, students may access a small collection of books and other materials at the North Road Music Centre. Students may also access resources at the Lansdowne campus. They can use any of the LRCs in person or materials can be obtained through the Reservations system.

Journal titles include:

- Broadcast – print and online subscription
- Sound On Sound Magazine
- Music Week – print and online subscription
- NME
- Popular Music – print and online subscription
- Radio Magazine
- Online Databases:
- Film & Sound Online
- Grove Music
- Infotrac
- KnowUK
- Oxford Reference Online
- Screenonline

In addition, students have access to Planet E-Stream, British Library Sounds, and Skills for Study.

Subscriptions to digital resources are reviewed annually. Costs, levels of engagement, and relevance to course subjects are taken into consideration. The Learning Environments provide more than sixty PC and Mac workstations and a further sixty laptops for student use within the Learning Environments. Multiple break-out study spaces are provided, including pods and project rooms for group work, for which HE students have priority booking.

A team of knowledgeable Learning Environment Advisors are on hand to provide guidance in locating, accessing, and utilising resources. Study Skills sessions are also offered for HE students for support and instruction in referencing, research and evaluation, navigating e-resources, academic writing skills, and assignment planning. In addition to hour-long Study Skills sessions, students attend inductions at the start of the academic year and are provided with an overview of the resources relevant to their course.

### **Visiting Musicians and other Professionals**

It is anticipated that, funds allowing, the department will secure the services of visiting bands and performers to provide high quality performances for recording practice. We are currently working towards establishing a pool of performers from a

wide variety of music styles and instrumentation to meet the project needs of students. Whilst it will, no doubt, be possible for student bands to provide music for recording sessions, it would be desirable that FdA students face challenges that include unfamiliar clients in the form of professional quality performers. To this end we anticipate inviting 'client performers' to undertake projects with our students. It may also be possible for students to seek out clients of their own. The nature of these projects will be subject to monitoring by staff. Some of these plans have, in the past, been necessarily tempered by concerns over COVID 19 and are likely to be subject to change. Alongside this, the department will engage professionals from creative industries to provide masterclasses and arrange extra cocurricular educational visits to sites of subject interest and enrichment activities/trips to performances.

### **Academic Support and Study Skills**

The titles below are for academic support and may be introduced in support of research tasks within units or via the library staff to support your academic writing.

BAILEY, S. (2015). *Academic writing: a handbook for international students*. 4<sup>th</sup> ed. Abingdon: Routledge. [also available as an e-book]

This book is aimed, primarily, at international students writing academic English for the first time. It will take you through the process of developing your work and applying appropriate language. The book contains examples and a step by step approach to writing your academic paper.

COTTRELL, S. (2013). *The study skills handbook*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan.

In this book Cottrell aims to assist you in finding the best way for YOU to work on your studies. She offers chapters on research, critical thinking, and academic writing with e-learning support online. The book also supports preparations for exams etc

GASH, S. (2000). *Effective literature searching for research*. 2<sup>nd</sup> ed. Aldershot: Gower Press.

This text provides a practical guide to searching literary sources for research. It suggests techniques and ways of organising your research and materials.

GREETHAM, B. (2018). *How to write better essays*. 4<sup>th</sup> ed. Basingstoke: Palgrave Macmillan. [also available as an e-book]

This book offers useful ideas and approaches to developing arguments, assessing ideas and interpreting material as well as suggesting useful approaches in the construction of your arguments and writing.

PECK, J and COYLE, M. (2012). *The student's guide to writing: grammar, punctuation and spelling*. 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan.

This book is there to assist you with your written grammar. It will guide you through the process of constructing sentences, paragraphs and essays. It includes some exercises to practice the development of these skills also.

VAN EMDEN, J and BECKER, L. (2016). *Presentation skills for students*. 3<sup>rd</sup> ed. Basingstoke: Palgrave Macmillan. [also available as an e-book]

For student's who chose to present their work verbally to an audience this may be a very useful guide. It will guide you through the organisation of a presentation, the use of visual aids and materials and how to prepare and practice with a view to reducing your nervousness of public speaking.

### **Course Units**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
MAS601	Arranging	40 Credits
MAS602	Research Project	40 Credits
MAS603	Final Major Project	40 Credits

## Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Level 6																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Autumn Term										Spring Term										Summer Term										
Induction week	<b>MAS601 Arranging</b> (weeks 1-15) 40 credits										<b>MAS603 Final Major Project</b> (weeks 16-30) 40 credits																			
	<b>MAS602 Research Project</b> (weeks 1-15) 40 credits																													
	<i>Tutorial / PDP 1.5 hours per week</i>																													