FdA Music and Sound Production

Programme Specification

ARTS UNIVERSITY BOURNEMOUTH | bournemouth & poole the college

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 / BOURNEMOUTH AND POOLE COLLEGE

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **FdA 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 Descriptors, which form part of this Handbook.

Key Course Information	
Final Award	Foundation Degree (FdA)
Course Title	Music and Sound Production
Award Title	FdA 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	Two years full time
Level of final award (in FHEQ)	Level 5
Dedicated articulation to:	To be confirmed
Subject benchmark statement	QAA Subject Benchmark Statement for Music (2019)
UCAS code	MS24
Language of study	English
External Examiner for course: *Please note that it is not appropriate for students to contact external examiners directly*	Mike Pailthorpe
Date of Validation	April 2022
Date of most recent review	N/A
Date programme specification written/revised	June 2022

Course Description

FdA Music and Sound Production is a two-year course that provides students with the creative and technical knowledge required to build 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 interest in writing / producing / collaborating in music production. The course will provide a wide range of music production experiences to support future employment / self-employment in a variety of roles.

The course connects the practice of music and sound production to theoretical contexts, exploring historical and cultural elements that inform current practice. With guidance, students will build critical awareness of concepts in production and practical skills so that they may realise their full potential both as independent artists and as integral members of a production team. Through a programme of listening, students will improve their awareness of different music styles and genres.
The mix of project work, as independent creatives, collaborators and practitioners working to meet the needs of others, will build capacity and work-flow strategies that prepare the student for entry into professional work or further study.
The course aims to help students to become culturally aware and socially able practitioners with a range of skills and experience that makes them valuable and effective in the professional world of music and sound production.

Course Aims

1. To provide a safe and stimulating environment in which students may develop their skills to a high standard and explore their own potential for a career in music / sound production.

2. 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.

3. To engage students in academic research relating to the subject of music and production in a variety of cultural, historical and current contexts.

4. 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.

5. To stimulate the student's technical potential and emotional intelligence through collaboration with other practitioners, in their own, and other disciplines.

6. 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.

7. To develop the student's ability to solve problems and innovate in the course of their work.

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 an in-depth knowledge of the historical, social, cultural and economic aspects of your specialism.

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 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 increased opportunities for independent learning as you reach the later stages. At Level 4 your work will be closely supervised. You will work to set briefs, setting specific goals as part of the process of acquiring and practicing technical skills. At Level 5 there will be more emphasis on student led work. Practical project work will be supported by tutors rather than led by them, and classroom sessions will increasingly use student led seminars as a vehicle for discussion and learning.

Whilst teaching is naturally directed at supporting students' individual engagement in learning, the course will also provide opportunities for you to work in teams with other students. Through this, we hope to enable you to learn the value of peer co-operation and collaborative working.

Music Theory and aural skills will be taught during the early part of the course as a 'non-assessed' element. This is present in the programme to support students in the development of knowledge and vocabulary required for music analysis and listening. There may be occasions where digital delivery of course material is appropriate. This might include online lectures, exercises, listening, presentations and tutorials. It is important that students engage with online course delivery in the same way as they would when attending classes.

Towards the end of the course students will be offered a work experience project. This may involve working to provide production services for a live event, music / sound production for a peer led project (from another discipline), or recording expertise for an external client. These opportunities will vary year on year; however, we will endeavour to find and provide a variety of opportunities from outside of the college / university whenever possible.

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 is likely to 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 (eg 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

A minimum of one unit at Level 4 will be assessed on a pass/fail basis, with written feedback but no numerical grade. All other units will be given a percentage mark.

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

On successful completion of your FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Levels 5. If you progress to Honours level study, your degree calculation will be based on your percentage marks at Level 6 only.

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

Core Values and Skills

In developing courses, the university wants to create a curriculum that reflects its values and ethos. It should prepare students for the future, assist them towards a successful career, and empower students through knowledge, skills and passion to have a positive impact on the world and to be an agent for change. AUB have drawn on the United Nations Sustainable Development Goals (SDGs) to inform the integration of the key values of equality, diversity and inclusion.

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 has 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 Structure

All students are registered for the award of the Foundation Degree (FdA); however, exit awards are available if you leave the course early, having successfully completed a stage. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the University following successful completion of the first year of your course.

For the award of the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

Course Content

The course consists of two levels, each lasting one academic year of full-time study. As the course progresses students will have opportunities to explore music creation, and production as independent musician / producers, and as collaborators.

Level 4

At this level the student will be introduced to the knowledge and skills that inform the processes of sound generation, recording and reproduction. The student will begin the year learning about live sound production technologies and will take a role within a team delivering live sound production. Through the study of acoustics, you will learn to problem solve the acoustic properties of performance spaces. In term two the accent moves to sound generation through synthesis and the fundamentals of recording in the DAW and recording studio. During the first two terms students will also study audio electronics as an aid to understanding aspects of hardware repair and design. Students will analyse music and consider the way that music elements are manipulated to create intended musical effects. Students will practice applying this knowledge through short compositional exercises in class and will be supported with some classes in Music Theory. Alongside this, the study of the theory behind the application of sound and music to film / media / games will enable students to apply music functionally within a media project. The study at Level 4 provides the skills and

theoretical knowledge that underpins the creation and transmission of music and sound in studio, live and within media contexts.

Level 5

At this level, whilst the student continues to develop their own recording practice, we begin to explore the concepts and techniques that have been evolved by notable practitioners in music and music production. Study at level 5 is largely concerned with developing creative approaches that meet project needs. This knowledge will subsequently be applied in the creation of original work. At level 5 students will also consider the relationships between music and society to unravel issues relating to identity, gender and race in the music industry. In term one we will encounter analogue recording (24 track) as a means of better understanding the work of recording pioneers and as a creative tool for experimentation. The year culminates in preparation for employment / self-employment and a work experience project. Work experience projects may come from within college / university (briefs from other departments such as performing arts or media) or may be found through external clients (bands, companies, individuals). Students will have the opportunity to propose alternatives to those offered by the department. Level 5 aims to deepen the students understanding of music as a vehicle for cultural, and personal expression and to establish the confidence and experience to become knowledgeable and socially aware creatives ready to assume a professional role.

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 two permanent technicians and a permanent space for the exploration of

audio electronics. The music facility was purpose built and is appropriately sound proofed.

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 are necessarily tempered by concerns over COVID 19 and are likely to be subject to change. Alongside this the department will endeavour to 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.

Tutorials and Academic Support

All students will be offered tutorial support during their course. Tutor groups will be regularly timetabled for group tutorials and each group will be represented by an elected representative. The 'group reps' will have the opportunity to feedback group concerns and recommendations to the staff board throughout the year. Individual tutorials will also be programmed regularly throughout the year providing each student with academic and pastoral support as required by them.

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*. 4th ed. Abingdon: Routledge. [also available as an e-book]

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

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

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

PECK< J and COYLE, M. (2012). T*he student's guide to writing: grammar, punctuation and spelling*. 3rd ed. Basingstoke: Palgrave Macmillan.

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

Course Units

Unit Code	Unit Title	Credit Weighting
Level 4		
MSP487	Live Sound Production	40
MSP488	Sound Creation and Recording	40
MSP490	Applied Music and Sound	40
Level 5		
MSP587	Mixing and Mastering	40
MSP588	Concepts in Music and Culture	40
MSP589	Preparing for Work / Work Experience	40

Course Diagram

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

	Level 4																											
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**									
	MSP487 Live Sound Production **Weeks 1-10** (40 credits)										**MSP488 Sound Creation and Recording** **Weeks 11-20** (40 credits)										**MSP490 Applied Music and Sound** **Weeks 21-30** (40 credits)									
	Tutorial / PDP 1.5 hours per week																													

	Level 5																											
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**									
	MSP587 Mixing and Mastering **Weeks 1-10** (40 credits)										**MSP588 Concepts in Music and Culture** **Weeks 11-20** (40 credits)										**MSP589 Preparing for Work / Work Experience** **Weeks 21-30** (40 credits)									
	Tutorial / PDP 1.5 hours per week																													