De Montfort University

Course Template

1. Basic information

- Course Name: Music Technology
- Course Code: CE030A
- Level (UG, PG): Undergraduate
- Academic Period: 2014
- Faculty: Faculty of Technology
- Department: Creative Music Technology
- PMB LMS
- Offered at: C5 - Confetti Studios / Spool Films
- Type (single, joint.): SI
- Highest Award : Foundation Degree in Science
- All possible exit awards : Certificate of Higher Education; Institutional Undergraduate Credit
- Award notes :

Professional Body Recognition

- Accreditation by Professional/Statutory body:

No

- Exemption by Professional/Statutory body:

No

- Details

- Modes of attendance: Main MOA: Full-Time
  Other MOA: Part-Time
- Mode Notes:
- Course leader: Ian Mann

2. Entry Requirements and Profile

FdSc Music Technology

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:

120 UCAS Tariff points from a minimum of one GCE A-Levels.
An Advanced GNVQ.
A BTEC certificate or diploma in a relevant discipline.
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.

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

The FdSc Music Technology is designed to equip students with industry-recognised sound production and engineering skills. This means learning and evaluating principles and practices of music production and sound engineering in a professional recording environment and exploring a wide range of digital and analogue equipment and industry standard music production software.

The course offers a rigorous programme of study that requires a high level of commitment and motivation. Students will be developing their understanding of theory and practice, undertaking complex and demanding projects and assignments. As well as attending the regular lectures and sessions, students will have independent learning time in and out of studios to develop projects and refine both their practical and academic skills.

FdSc students can progress onto a career in the Creative Industries, for example in studio engineering, music production, television and film sound production and subject specific journalism. Graduates of the course may also choose to progress to the articulation year at DMU, where they have the opportunity to gain a BSc in Audio & Recording Technology.

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.

Year One
Year 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.

Year Two
Year 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.

4. Outcomes

Generic outcome headings	**What a student should know and be able to do upon completion of the course**
• **Knowledge & understanding**	1. The processes, techniques and technology used in Audio Production and Sound Technology as defined in the module templates 2. The theoretical underpinning relevant to and informing operational competence in Music Technology 3. The roles, contexts and creative processes involved in Music Production as defined in the module templates
• **Cognitive skills**	Demonstrate:

	4. The ability to use critical thinking and analysis in the production of sonic material 5. The ability to research and study independently 6. A well developed auditory ability and aural discrimination 7. A fluency in relevant and appropriate technical language 8. Well developed problem solving skills
• **Subject specific skills**	Demonstrate: 9. Competence and fluency in practical techniques and processes in Music Technology 10. Skills in planning and scheduling projects 11. I.T. competence and skills in managing data 12. The ability to communicate and work with clients in a respectful and professional manner 13. A developed professional confidence
• **Key Skills**	14. Application of numbers: The student will have experience at handling quantitative data and collecting, interpreting, recording and reporting numerical information. 15. 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. 16. 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. 17. Information Technology: A range of computer-based tools will be used throughout the course, including audio and MIDI software. 18. 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. 19. 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
TECH1024	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH1025	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH1026	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH1027	**30.00**	**1**	**Must Take**	**Y**	**C5**
TECH2024	**30.00**	**2**	**Must Take**	**Y**	**C5**
TECH2025	**30.00**	**2**	**Must Take**	**Y**	**C5**
TECH2026	**30.00**	**2**	**Must Take**	**Y**	**C5**
TECH2027	**30.00**	**2**	**Must Take**	**Y**	**C5**

Structure

Structure notes

1 Course Info

This programme is wholly delivered at Confetti Institute of Creative Technology

Course Specific Differences or Regulations

1

Numbers at sites, including partner institutions

1

Relevant QAA Subject Benchmarking statement(s)

1

6. Quality Assurance Information

QA of Workbased Learning

Liaison with Collaborative Partners

This course is delivered wholly at Confetti there are regular monthly meetings, between DMU and Confetti, which review the delivery and management of the course and allow the course team to forward plan .

At Confetti the course team work closely with each other in the day to day management of the courses they run. Representatives of Confetti are part of the subject team and contact is maintained by regular monthly meetings, email and telephone, as well as the formal University mechanisms

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