



Birmingham City University
Faculty of Technology, Engineering and the
Environment

Undergraduate Programme

Programme Specification

BSc (Hons) Music Technology

Date of Course Approval/Review	Version Number	Version Date
10 May 2007	4.01	12 July 2011

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Definitive Documents and Version Control

This document has a version number and reference date in the footer.

The process leading to introduction of new courses, and major changes to courses follows Faculty procedure QA 1 and culminates in approval by the University's Senate.

The process leading to introduction of minor changes to modules and courses follows Faculty procedure QA 5 and culminates in approval by the Dean.

The reference date will be that of the approval event, minor changes board, or other meeting at which formal consideration was given.

Further details about the course and document development may be obtained from minutes of the approval, or minor changes board. A history of the document is summarised in the table below and further information relating to past versions can be obtained from the Faculty Registry.

Version	Event	Date of event	Authorised by
2.01	Review and Re-approval (Major change)	8 April 2004	Dean of Faculty
2.02	Review and Re-approval (Major change) - conditions	8 April 2004	Panel Chair
2.03	Minor changes Board of Studies Notification of IIE (now IET) accreditation	22 July 2005 7 Sept 2005	Dean of Faculty
2.04	Minor changes Board of Studies	22 June 2006	Dean of Faculty
2.05	Review and Re-Approval meeting	10 May 2007	Dean of Faculty
3.01	RoLEx approval	15 June 2009	Dean of Faculty
3.02	Minor changes Board of Studies	28 June 2010	Dean of Faculty
4.01	Minor changes Board of Studies	12 July 2011	Dean of Faculty

Programme Specification BSc (Hons) Music Technology

Date of Publication to Students: September 2010

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <https://mytid.bcu.ac.uk/> and <http://www.bcu.ac.uk/pme> (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham City University
Interim Awards and Final Award:	Cert HE / Dip HE / BSc / BSc (Hons)
Programme Title:	Music Technology
Main fields of Study:	Sound recording, acoustics & audio electronics, interactive music systems, digital systems, music & critical studies, music industry.
Modes of Study:	Music Technology is delivered as a full time programme of study. Supporting materials are available via a virtual learning environment and individual module websites.
Language of Study:	English
UCAS Code:	W350
JACS Code:	H600

Professional Status of the programme (if applicable):

Programme accredited by the Institution of Engineering and Technology to Incorporated Engineer Status

*Subject to approval of changes

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

QAA Benchmarking Group: Engineering

IEng Accreditation from IET (Institution of Engineering & Technology)

Programme philosophy and aims

The BSc Music Technology study programme is aimed at creating multi-skilled and versatile graduates who can both use technology to assist in the creation, performance and distribution of music and understand the underlying principles in order to make informed decisions about technologies, whilst applying an understanding of the aesthetic considerations.

The aims of the programme are to:

- Offer a broadly based and stimulating curriculum which combines a study of the technology, creative and production processes and business skills relevant to the music and audio industry;
- Provide opportunities for intellectual and creative development through the application of technical knowledge and practical skills associated with audio systems and music production to the creation of high quality audio related products.
- Develop a wide range of knowledge, transferable and marketable skills relevant to employment within the music and associated industries;
- Present an enjoyable and rewarding educational experience involving participation in a wide range of active teaching and learning approaches;
- Make students aware of the legal and ethical issues relating to the music industries;
- Foster an appreciation of fundamental principles and techniques which facilitate future professional development and lifelong learning.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

On completion of the Course, students should be able to:

1. Knowledge and Understanding

KU1. Communicate musical concepts through audio media and the aesthetic and critical creative processes involved.

KU2. Understand the principal electronic and computer-based technologies that underpin the application of audio technology system design and distribution across a variety of platforms.

KU3. Relate acoustic and psychoacoustic principals applicable to music, sound propagation/perception and acoustic characteristics of studios and auditoria.

KU4. Recognise the business, management and production processes applicable to music and audio media enterprises and the legal, ethical and social systems in which they operate.

2. Intellectual Skills

IS1. Analyse and critically evaluate sound recordings.

IS2. Evaluate music technology products, systems, processes and designs.

IS3. Apply creative techniques to solve a diverse range of practical challenges, analysing ideas and suggesting appropriate production processes in the realisation of music and audiovisual media.

IS4. Locate and use information and materials from a variety of sources.

3. Practical Skills

PS1. Plan and undertake tasks, work to deadlines, and accept responsibility for their own learning.

PS2. Apply appropriate analytical and critical methodologies to research, marshalling coherent, rational argument and drawing independent conclusions.

PS3. Safely use appropriate laboratory equipment and software tools to undertake experiments and to process data to appropriate standards.

PS4. Apply practical, organisational and production skills in the fields of sound recording, manipulation and distribution.

4. Transferable/Key Skills

TS1. Work effectively as an individual and relate to others in the organisation and management of technical, musical and other group projects.

TS2. Give effective oral, written and visual presentations making appropriate use of information and communications technologies.

TS3. Demonstrate reflective practice both of their own work and that of their colleagues.

TS4. Demonstrate an awareness of opportunities for working in the music industry and begin to plan a career path.

Learning, teaching and assessment methods used

Knowledge, understanding and intellectual skills are acquired through a variety of practically based learning and teaching approaches, these may include; formal lectures, technical and musical practical areas, laboratory experiments, seminars and directed independent learning activities.

The **Industry and Interactive** theme is intended to give students an understanding of the business and financial framework of the music and audio industries, an appreciation of the impact of new technologies, and to develop skills for project management and entrepreneurship. This develops into an understanding of audio and control systems for live music performance.

The **Digital Systems and Project** theme develops an understanding of the fundamentals of signals, sound and synthesis, moving on to data transfer networks in an audio context, DSP for music applications, interactive, generative and algorithmic music.

The **Acoustics and Audio Electronics** theme moves from basic AC and DC theory, circuits and components to digital circuitry, filters and signal generating circuits. The principles of the operation of audio equipment are explored. This theme goes on to examine the acoustics of instruments, studios and auditoria.

The **Sound Recording** theme covers recording techniques, microphone techniques and project management skills. Practical synthesis, sampling, editing, mixing, mastering and delivery techniques are explored across a range of hardware and software systems as production skills are developed.

The **Music and Critical Studies** theme develops skills of critical analysis. Exploring a wide range of music styles there is a focus on the changing relationships of performers, composers and listeners. In the final year, this experience feeds into implementing the principles and practice of music production in film.

Analytical skills are developed through coursework tasks that encourage creativity and problem solving using a range of systems and technologies relevant to the music and audio industries. Small-group tutorial and practical work comprise up to two thirds of timetabled sessions.

Learners are assessed both formatively and summatively by a number of methods.

Formative assessment occurs in various ways throughout the programme and involves feedback from peers, tutors and individual reflection. Feedback on work-in-progress is available prior to the submission of summative assessments.

A range of summative assessment methods are employed involving both individual and group assignments; written coursework assignments and practical project work, laboratory experimentation, tests and examinations (seen and unseen, open-and closed-book). Assessment methods for each module are identified in a module guide and, for coursework, assessment details and criteria are specified in each assignment brief.

Research and independent learning skills are central to the programme and are

developed throughout the course. The Learning Centre provides comprehensive internet and text resources and specialist staff to provide tutorial support for skills development.

As well as developing and applying skills through assignment work, research is emphasised in years 1 and 2 Music Industry and Production Management modules and the final year project. Independent learning is encouraged through research tasks for assignments and the final year project and in the requirement to plan work schedules to meet deadlines for coursework submission.

Transferable/key skills are core to the learning strategy of the programme. They are pervasive, and are incorporated into modules and assessments as appropriate, e.g. team-working skills are fostered via group, task-based practical projects. Reflection and self awareness are fostered by keeping logbooks and submitting self evaluation documentation in support of personal performance. For example, all recordings are supported by a self-critiquing evaluative report.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

BSc (Hons) Music Technology

Level 6 (Year 3)

15 Credits Interactive Music Systems UG3 DIG6041	15 Credits Music & Sound for Visual Media UG3 DIG6042	45 Credits Sound Technology Project UG3 PRJ6017	15 Credits Studio Acoustics UG3 DIG????	30 Credits Music Technology & Sound Recording UG3 DIG6044
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Level 5 (Year 2)

15 Credits Media Production Management UG2 DIG5021	15 Credits Music & Critical Studies UG2 DIG5032	30 Credits DSP & Networks for Music Technology UG2 DIG5027	30 Credits Audio Systems UG2 DIG5025	30 Credits Music Technology & Sound Recording UG2 DIG5031
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Level 4 (Year 1)

15 Credits Music Industry UG1 DIG4063	15 Credits Music & Critical Studies UG1 DIG4064	30 Credits Digital Audio Technology UG1 DIG4078	15 Credits Audio Electronics UG1 CMP4137	15 Credits Musical Instrument Acoustics UG1 DIG4082	30 Credits Music Technology & Sound Recording UG1 DIG4075
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Industry and Interactive Theme

Music & Critical Studies Theme

Digital Systems & Project Theme

Acoustics & Audio Electronics Theme

Sound Recording Theme

Awards

Successful completion of Modules at Level 4 leads to the award of Certificate of Higher Education

Successful completion of Modules at Level 4 and 5 leads to the award of Diploma of Higher Education

Successful completion of Modules at Level 4, 5 and 6 leads to the award of Bachelor of Science with Honours.

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

- A dedicated Learning Centre with open access learning materials, resources and full-time staff specialising in a variety of support areas.
- A Student Handbook, containing information relating to the University, Faculty, course and modules.
- Access to administrative staff and to academic staff, including the Tutors, Module Coordinators, Course Director, Centre Manager and Head of Division, at reasonable times.
- Access to Faculty resources, including the Computer Centre, and a range of supported IT equipment and laboratories.
- Access to the services of the library.
- Access to the University's Student Services, including those offered by the careers service, financial advisers, medical centre, disability service, crèche, counselling service and chaplaincy.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme. The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

The following faculty committees are involved in evaluation and enhancement of quality, standards and student experience: Board of Studies, Faculty Board, Learning and Teaching Committee, Academic Standards and Quality Enhancement Committee and Student Experience Committee.

Review and evaluation processes in which students are involved include annual course and module reviews, course review and re-approval events, professional body accreditation visits and external examiner visits. Mechanisms for student input include meetings with course tutors, feedback questionnaires, faculty and university student satisfaction surveys and representation on the faculty committees referred to above.

External examiners are members of examination boards and their remit includes meeting students and monitoring and reporting on academic standards.