

Programme Specification: Undergraduate

For students starting in Academic Year 2017/2018

1. Course Summary

Names of programme(s) and award title(s)	BA (Hons) Music Technology BA (Hons) Music Technology with International Year (see Annex A for details)
Award type	Single Honours
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	3 years 4 years with International Year
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Office for Students (OfS)
Tuition Fees	UK/EU students: Fee for 2017/18 is £9,250* International students: Fee for 2017/18 is £14,150** The fee for the international year abroad is calculated at 15% of the standard year fee
Additional Costs	Refer to section 18

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is a Single Honours programme?

The Single Honours programme described in this document allows you to focus more or less exclusively on Music Technology. In keeping with Keele's commitment to breadth in the curriculum, the programme also gives you the opportunity to take some modules outside Music Technology, in other disciplines and in modern foreign

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languages as part of a 360-credit Honours degree. Thus it enables you to gain, and be able to demonstrate, a distinctive range of graduate attributes.

3. Overview of the Programme

Keele's Music Technology programme focuses on the creative application of music technology, whether it is in the form of music, video or software design. Over the course of three years students are trained in the theory and practice of manipulating sound and images using digital media; our aim is to develop your technical skills and knowledge, together with your artistic imagination.

Music and Music Technology at Keele are thriving interdisciplinary subjects that have been rated very highly in both teaching and research. The international group of staff have a range of specialisms including musical and cultural history, analysis, ethnomusicology, composition, programming and audio-visual creative work. Students are able to combine Music Technology with a wide range of other subjects including Computer Science, History, Music, Business Administration, Information Systems, Physics and Philosophy, as part of Keele's well-established Dual Honours degree programme.

4. Aims of the Programme

The broad aims of the programme are to:

- Encourage you to work towards the frontiers of the subject within the context provided by the dual honours system
- Ensure that able students are appropriately prepared for high level work in the areas related to music technology (including postgraduate courses)
- Impart to you a range of skills appropriate to the level of study
- Enable you to develop strengths and specializations your particular areas of musical and technical interest
- Ensure that you are able to undertake independent study
- Motivate and encourage you to realise their full potential
- Instil in you an awareness of music technology's historical, theoretical, creative, practical and wider cultural dimensions.

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Students who complete all three years of the programme and graduate with a BA (Hons) in Music Technology will be able to:

- Design audio artefacts for a variety of creative applications that are customary in the Music and entertainment industry, for example recording, editing and designing sounds libraries, crafting audio and music mixes.
- Apply creatively techniques for sound design specific to screen content (videogames, TV, film, animation).
- Use specialised tools and advanced techniques for audio interactivity and/or signal processing and/or sound design.

- Solve technical and creative problems associated with sound and music using visual and/or coding platforms for software development.
- Identify the main characters of various forms of time-based Digital Arts and apply relevant tools and techniques in the synthesis of original artwork produced with current creative technologies.
- Explain and evaluate the technical underpinning of sound, acoustics, analog and digital audio.
- Plan, manage and implement independently, resourcefully and imaginatively small projects involving the use of creative technologies, according to a given brief and within a given time frame.
- Identify the challenges and opportunities offered by individual and/or collaborative creative endeavours and demonstrate strategies to tackle them through project work.
- Explain and evaluate debates and texts concerning digital arts practices and their relation with technology in historical and contemporary contexts.
- Explain the applications of theoretical and technical foundations of the discipline to achieving artistic ends.
- Discuss sonic and musical artefacts in various styles and media, and utilise historical data, analytical skills and personal experience to identify the works' theoretical, aesthetic and technical backgrounds.
- Evaluate the importance of music technology in relation to other areas of human artistic endeavour.
- Apply oral and/or written and/or audiovisual communication skills that are essential to active learning, professional training and future employment.
- Relate to a variety of printed, audio and visual learning sources whilst solving general and specific technical and artistic problems.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Lectures** provide a basic outline for a module and a framework for students' reading, listening, composing and performing, plus other relevant learning activities.
- **Seminars** have some points in common with lectures, in that one of their purposes is to provide a framework for learning. Seminars are more interactive and involve student participation in the learning. Students are required to prepare for seminars either by carrying out assigned reading, listening or tasks. They are often asked to give short presentations to stimulate discussion in the group.
- **Tutorials** are either one-to-one sessions with the tutor, at the request of the tutor or student, to discuss aspects of their work and preparation for assignments, or they involve small group discussion to address specific issues with the tutor.
- **Workshops** are used mainly for performance-based and composition modules. They may involve a visiting composer or performer who discusses or performs student work. They may also involve the

tutor and student cohort to demonstrate relevant work. Their purpose is more practical than seminars, lectures or tutorials.

- **Supervisions:** Individual and group creative projects are carried out under the guidance of an assigned supervisor. Meetings with the assigned supervisor are part of certain modules' teaching contact. Sometimes they are scheduled, sometimes they are requested by the student.
- Modules involving mainly small-group seminar teaching or tutorials (such as Special subjects and dissertation) often have **plenary sessions** to discuss the structure of the module teaching, practical arrangements and assessment. Plenary sessions may also be arranged for lectures on a particular aspect of the module. Students are notified in the course documentation at the start of the semester about plenary sessions.
- Some modules involve aspects of the **Keele Learning Environment (KLE)** as part of their learning or assessment process. The KLE is an online learning environment that provides a range of tools to support your learning, including access to documents and other resources, quizzes, discussion boards, assignments and announcements. Students are sometimes asked to submit course work, other short assignments or complete quizzes using the KLE, or are referred to it for reading, listening and for contributing to online discussions.
- All modules involve **independent study**, which can involve prescribed reading, listening, practising and composing. In addition to prescribed work, effective independent study depends on students being able to identify, access, evaluate and use a range of additional materials for themselves. All students have access to the University Library, the internet, separate Music/Music Technology resources to support learning on the Programme, and to materials accessible electronically via the Keele Learning Environment (KLE).

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Personal Tutors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures, seminars and tutorials give students the opportunity to engage in debates and examine texts concerning the nature of music, as practised in a number of cultures and societies.
- Tutorials, seminars, interactive lectures, individual lessons and workshops allow students to ask questions about and analyse musical works, while encouraging them to arrive at an understanding of the works' theoretical, aesthetic and technical backgrounds.
- Lectures, seminars, tutorials, individual lessons, workshops and independent study provide opportunities for students to evaluate primary source material.
- KLE tasks, tutorials, lectures, seminars and independent projects allow students to engage and critique received views on the discipline of music technology.
- Seminars, tutorials, lectures and independent learning enable students to evaluate the importance and role of music in relation to other areas of human endeavour.
- Seminars, tutorials and independent study nurture information technology skills relating to bibliographical searches, learning and research.
- Interactive lectures, seminars, tutorials, workshops and individual lessons encourage and nurture oral and written communication skills.

7. Teaching Staff

Currently our core teaching staff comprises a number of permanent members of staff, all with distinctive specialisms in musicology, composition, performance and music technology. All current full-time members of staff have doctorates (PhDs/DPhils) in music and they are members of their professional associations, such as the Royal Musical Association, the Society for Music Analysis, the American Musicological Society and the

subject centre, the National Association for Music in Higher Education (NAMHE). They are all active researchers with international and world-class reputations. Their research outputs consist of books, editions, articles, performances, commissions and conference papers. See Music’s website for further information on research output: <http://www.keele.ac.uk/music/>

The current staff group has extensive experience of undergraduate and postgraduate teaching in universities in the UK, continental Europe, Eastern Europe, North America and the Middle East. Staff have gained University-level teaching qualifications accredited by the Higher Education Academy (HEA), won teaching innovation awards for undergraduate and postgraduate teaching, and staff are regularly nominated for excellence in teaching awards by their students. Music at Keele (encompassing Music Technology) was awarded an ‘excellent’ in the last teaching quality assessment and it continues to innovate, developing new approaches to undergraduate and postgraduate teaching. It consistently scores well in the NSS (National Student Survey), and is typically rated particularly highly for overall student satisfaction.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are four types of module delivered as part of this programme. They are:

- Compulsory core module – a module that you are required to study on this course;
- Optional core module – these allow you some limited choice of what to study from a list of modules;
- Programme approved elective module – subject-related modules that count towards the number of subject credits required by your degree;
- Free-standing elective module – a free choice of modules that count towards the overall credit requirement but not the number of subject-related credits.

Year 1 / Level 4

You MUST take all Compulsory Core modules, at least one optional core module and at least a further two other modules from the optional core/programme approved electives list, thereby accumulating a minimum of 90 credits in Music in year 1. You must complete a total of 120 credits in year 1 with the remaining 30 credits being selected either from additional Music/Music Technology modules, or from the range of free-standing electives provided by other disciplines. We recommend that students take at least one other 15-credit module from the list below.

Compulsory Core modules	Credits	Programme Approved Elective modules	Credits
Sonic Arts Repertoire	15	Ensemble Performance	15
Audio Fundamentals	15	Introduction to Composition	15
Composing with Sound	15	Instrumental Lessons	15
Optional Core modules			
Sound Recording	15		

Twentieth-Century Musics	15		
World Musics	15		
Popular Music	15		
Music Theory	15		

Year 2 / Level 5

You MUST take four modules from the optional core/programme approved electives list and at least two additional modules from either list, thereby accumulating a minimum of 90 credits in year 2. You must complete a total of 120 credits in year 2 with the remaining 30 credits being selected either from additional Music/Music Technology modules or from the range of free-standing electives provided by other disciplines.

Optional Core / Programme Approved Elective modules	Credits	Programme Approved Elective modules	Credits
Audio-Visual Composition	15	Indian Music	15
Introduction to Digital Signal Processing	15	Intermediate Composition	15
Realtime Sound Processing	15	Theory and Analysis	15
Creative Sound Design	15	Chamber Music	15
Meaning in Sonic Arts	15	Unheard Melodies? Music in the Narrative Film	15
Record Production in Theory and Practice	15	Music in German Culture	15
		Orchestration	15
		Solo Performance	15
		Music in the Community	15

Year 3 / Level 6

You MUST take a minimum of 60 credits in Music Technology in year 3 along with any additional credits you may need to make up a total of 255 credits in Music Technology modules (or programme approved electives) over the three years of your degree. In year 3 you MUST take a Music Technology ISP (Independent Study Portfolio) AND two 15-credit Music Technology Optional Core modules (or another ISP).

You must complete a total of 120 credits in year 3, with the remaining 60 credits being selected either from additional Music Technology modules listed as Optional Cores, Music modules listed as electives or from the range of free-standing electives provided by other disciplines.

Optional Core / Programme Approved Elective modules (Independent Study Projects)	Credits	Programme Approved Elective modules	Credits
Digital Arts Creative Portfolio 2**	30	Contextual Studies 1	15
Digital Arts Creative Portfolio 1 AND Composing with Interactive Computer Transformation	15 / 15	Contextual Studies 2*	15
Optional Core / Programme Approved Elective modules			
Dialogues in Art, Tech & Society	15	Composition 1	15
Music Programming	15	Music, Conflict and Social Change	15
		Dissertation ISP	30
		Composition 2**	30
		Recital ISP	30

* This module is only available in conjunction with its Semester 1 counterpart, Contextual Studies 1.

**** You cannot take Digital Arts Creative Portfolio 1 and Digital Arts Creative Portfolio 2 or Composition 1 and Composition 2.**

For further information on the content of modules currently offered please visit:

www.keele.ac.uk/recordsandexams/az

Learning Outcomes

Year 1 (Level 4)

Subject Knowledge and Understanding		
Learning Outcome <i>Successful students will be able to:</i>	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
Recognise and describe a wide range of developments in Western art music, demonstrating insights into historical study.	Sonic Arts Repertoire	Essays, KLE tasks, group and individual presentations
Recognise and describe basic important cultural and aesthetic issues relating to mainly twentieth-century western art and popular traditions and film.	Sonic Arts Repertoire	Essays, KLE tasks, group and individual presentations
Identify and show familiarity with range of repertoires relevant to music technology, the practices involved in their creation, performance and transmission, and the historical, cultural, scientific and technical issues that inform knowledge about them.	Sonic Arts Repertoire	Essays, KLE tasks, group and individual presentations
Recognise basic core concepts, rules and physical measurements of acoustic phenomena and their representation in the digital domain.	Audio Fundamentals	KLE Assessment: comprising multiple-choice questions, short answer questions, true/false questions, numerical questions, ranking questions
Recognise and describe selected aesthetics and techniques of electronic composition in its various genres, including multimedia.	Composing With Sound, Audio Fundamentals, Sonic Arts Repertoire	KLE quiz: Responses to questions on historical, aesthetical and cultural antecedents and contexts of the repertoire
Communicate aural and analytical skills in order to describe and assess the properties and the potential of sounds as material for artistic expression.	Sonic Arts Repertoire	Essay: Analysis/review of one or more works from the selected repertoire
Display basic technical proficiency for enabling technology for creative work in the digital audio and audio	Audio Fundamentals, Composing With Sound	Tasks based on KLE instructional material

visual domain.		
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Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate grasp of basic theory and analytical skills, illustrating how music works technically as it is written and heard.	Sonic Arts Repertoire	KLE tasks and tests, essays, portfolios, analyses

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Find and make use of a range of bibliographic and specialised web-based resources.	Sonic Arts Repertoire	Essays and annotated bibliographies, KLE tasks and assignments, group presentations.
Engage with complex processes in the context of Music Technology, using specialised software, thus further enhancing IT skills.	All Modules	Essays, portfolios, KLE tasks, analyses.
Identify and summarise the main points in a variety of texts (both written and musical).	All Modules	Essays, portfolios, KLE tasks, analyses.
Make use of some basic theories and research skills in developing arguments and making judgements about specific issues.	Sonic Arts Repertoire	Essays, group presentations, analyses, KLE tasks
Communicate appropriately both orally and in writing using relevant information and communication technologies, where appropriate.	All Modules	Presentations, essays and KLE tasks
Work productively both independently and as a member of a group in a structured context.	All Modules	Essays, KLE tasks, group presentations

Year 2 (Level 5)

Subject Knowledge and Understanding		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		

Appreciate and critically assess issues relating to Western art music, in particularly relating to the twentieth century	Meaning In Sonic Arts	Essay with Analysis
Explain and evaluate the properties and manipulation of sound, including its creative applications	Introduction to Digital Signal Processing, Creative Sound Design, Interactive Realtime Composition	Creative project portfolio
Articulate theoretical principles underpinning time- and frequency-domain signal processing algorithms and discuss their application in sonic art	Introduction to Digital Signal Processing	Essay and Analysis

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Apply and evaluate a range of analytical skills and strategies to Western and popular music traditions, illustrating how music works technically as it is written and heard	Meaning In Sonic Arts, Introduction to Digital Signal Processing	KLE or equivalent platform-based directed tasks; essay responses to questions, Essay with Analysis

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Evaluate and make use of abstract ideas in resolving problems	Meaning In Sonic Arts, Audio-Visual Composition, Creative Sound Design, Realtime Sound Processing	Essay with Analysis, Formative Studio Tasks Creative project portfolio
Use information technology in undertaking research	Introduction to Digital Signal Processing	Formative Studio Tasks
Design a research project and undertake a range of basic research	Meaning In Sonic Arts	Creative project portfolio

Year 3 (Level 6)

Subject Knowledge and Understanding
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Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to demonstrate knowledge & understanding of:</i>		
Critically assess and evaluate issues and theories relating to specialist areas within Western art	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Music Programming , Music Programming Project, Composing with Interactive Computer Transformation	Project, Portfolio
Apply theories and methods of inquiry to aesthetics and techniques of technologically assisted creative work in its various genres	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Music Programming, Music Programming Project, Composing with Interactive Computer Transformation	Project, Portfolio
Understand theoretical and aesthetic systems and relate theory and practice to each other	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Music Programming, Music Programming Project, Composing with Interactive Computer Transformation	Project, Portfolio

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Demonstrate grasp of current theories of compositional praxis and technical developments	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Composition with Interactive Computer Transformation	Final portfolio with documentation, Final project
Apply compositional skills that emphasise advanced creative solutions to given artistic challenges	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Composition with Interactive Computer Transformation	Final portfolio with documentation, Final project
Apply technical skills on specific advanced tools or tasks related to digital arts.	Composition with Interactive Computer Transformation, Music Programming	Final project

Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will have the opportunity to develop:</i>		
Work productively as individuals and as a member of a group	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2	Final portfolio with documentation and assessed concert
Plan, research and produce a substantial piece of work in musicology, composition or programming	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2, Music Technology Dissertation 2, Music Programming Project	Final project
Make decisions and plan actively in uncertain and unpredictable contexts	Digital Arts Creative Portfolio 1, Digital Arts Creative Portfolio 2	Final portfolio with documentation and assessed concert

9. Final and intermediate awards

Credits required for each level of academic award are as follows:

You must accumulate at least 255 credits in Music Technology (out of 360 credits overall) to graduate with a named single honours degree in Music Technology. This includes at least 90 credits in Music Technology at Level 4, at least 90 credits must be obtained in Music Technology at Level 5 and at least 60 credits must be obtained in Music Technology at Level 6. Credits required for each level of academic award are as follows:

Honours Degree	360 credits	You will require at least 120 credits at levels 4, 5 and 6 You must accumulate at least 255 credits in Music Technology (out of 360 credits overall), with at least 90 credits in Music Technology at Levels 4 and 5 and at least 60 credits in Music Technology at Level 6, to graduate with a named single honours degree in Music.
Diploma in Higher Education	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
Certificate in Higher Education	120 credits	You will require at least 120 credits at level 4 or higher

Music Technology with International Year: in addition to the above students must pass a module covering the international year in order to graduate with a named degree in Music Technology with International Year. Students who do not complete, or fail the international year, will be transferred to the three-year Music Technology programme.

10. How is the Programme assessed?

The wide variety of assessment methods used within Music Technology at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within Music Technology:

- **Written coursework**, involving answers to essay questions, projects devised in consultation with the

tutor, such as essays, projects, research projects and dissertations. Essays test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing

- **Creative project work** with accompanying reflective documentation – for example a portfolio of compositions, plus a series of reflections on the work undertaken, i.e., its aims and methods
- **Unseen examinations** test students' knowledge of the relevant aspects of Music. Examinations require students to answer questions by writing a number of short essays
- **On-line quizzes** to test engagement with issues discussed in lectures, seminars, tutorials and workshops
- **Performances** assessed by solo recitals, ensemble participation, and instrumental teachers' reports
- **Oral presentations and group presentations** assess students' subject knowledge and understanding, as well as their ability to communicate what they know orally and visually. When delivered by groups of students, they also test students' ability to work effectively as members of a team
- **Independent Study Project**, including options to do a dissertation of up to 10,000 words, a 30-credit Special Subject, a composition portfolio, a 30-credit recital, a Digital Arts creative portfolio and a programming portfolio. The Special Subject focuses on a subject related to staff research expertise. Students work closely with the supervisor to produce independent work on an area of student choice

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

The process of learning and achieving the desired outcomes are supported throughout by a number of formative assessments comprising:

- KLE quizzes, quizzes, and project reports (with or without attachments)
- Formative performances
- Formative analytical tasks
- Formative programming tasks
- Formative workshop assessments
- Formative written tasks
- Formative compositional tasks
- Presentations
- Score reading and listening tests

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)	Year 2 (Level 5)	Year 3 (Level 6)
Scheduled learning and teaching activities	18%	17%	19%
Guided independent Study	82%	83%	81%
Placements	0%	0%	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

14. What are the typical admission requirements for the programme?

Subject	A-level	Subjects not included	International Baccalaureate	BTEC	Access to Higher Education Diploma	GCSE requirements
Music Technology (Single Honours)	BCC	None	28 points	DMM	Obtain Access to Higher Education Diploma with 30 Level 3 credits at Distinction.	English Language @ C (or 4)

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

Please note: All non-native English speaking students are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

Accreditation of Prior Learning (APL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<http://www.keele.ac.uk/ga/accreditationofpriorlearning/>

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module tutors who are responsible for providing support for learning on the modules for which they are responsible.
- Staff office hours (advertised weekly and by appointment) for face-to-face discussions on any aspect of the course, and email contact.

- The personal tutor system that advises students on their academic progress and also act of a first point of contact for other issues, including pastoral support.
- Induction meetings at the start of their studies.
- Introductory lectures at the start of each semester.
- Individual written feedback on all assessments.
- A Student Handbook updated every year.
- Music/Music Technology websites for information such as reading lists, teaching material.
- The University's Student Support and Development Services is responsible for providing specialist support, for example, to international students and students with disabilities and/or special educational needs.
- Other support services such as Student Counselling.
- Study skill packages and training.
- University and departmental library stocks.
- Computers for internet and email, including in halls of residence.
- Opportunities and advice for Study Abroad.
- Additional help with University level study skills is available from the Learning Support Officer in the Faculty of Humanities and Social Sciences.
- 'Non-native English-speaking students are offered language classes, facilities and services by the University's English Language Unit.

16. Learning Resources

In addition to the University's Information Services and Virtual Learning Environment (KLE), Music Technology's comprehensive studio facilities for sound recording, computer music, audiovisual creative work and music software development are housed in six separate areas, making Keele an extremely well resourced, as well as stimulating and productive, environment for study. Our studios are equipped with Macintosh-based workstations, both PCs and Macintosh, and kept abreast with the development of modern technological tools. The practical work you will carry out involves skills that the music industry, as well as the media and entertainment industries in general, require at all levels. All lecture and labs are equipped with professional studio loudspeaker monitors of the highest standard.

The facilities include:

Clock House	Lecture room, seminar room, practice rooms, staff offices, Music and Music Technology administrators' office, Music Support Services manager's office
Garage	Laboratory space; multiple Mac audio/video workstations and one surround sound audio/video workstation.
Lindsay 1	Lecture room with surround sound and large projection screen.
Lindsay 2	Performance, rehearsal and teaching space with large projection screen, surround sound and multi-speaker audio playback. It also hosts a small lecture room with high quality loudspeakers and projection screen.
Drummers Room	Practice room for authorised students-drummers with in-house Yamaha drum-kit and space for storage of students' drum-kit breakables.
Studio 1	Small project studio; surround sound workstations for audio/video editing and sound design

Studio 2	Surround sound audio/video project studio, octophonic and 5.1 audio, HD television screen for added monitoring flexibility.
Studio 3	Laboratory space; multiple Mac audio/video workstations
Studio 4	Laboratory space; multiple Mac audio/video workstations and one surround sound audio/video workstation.
Studio 6	Recording/mixing/mastering studio for Music Production projects with additional large insulated recording booth and in-house Gretsch drum-kit.
Tim Souster Studio	Recording/mixing/mastering studio for Music Production projects
Information Services	Library, IT provision including KLE

17. Other learning opportunities

Study abroad (semester)

Students on the Music Technology programme have the potential opportunity to spend a semester abroad in their second year studying at one of Keele's international partner universities.

Exactly which countries are available depends on the student's choice of degree subjects. An indicative list of countries is on the website (<http://www.keele.ac.uk/studyabroad/partneruniversities/>); however this does not guarantee the availability of study in a specific country as this is subject to the University's application process for studying abroad.

No additional tuition fees are payable for a single semester studying abroad but students do have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad to be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination

Whilst students are studying abroad any Student Finance eligibility will continue, where applicable students may be eligible for specific travel or disability grants. Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible for income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided at Annex A.

18. Additional costs

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

Activity	Estimated cost
Field courses - compulsory	£0

Field courses – optional	£0
Equipment – You do not need to buy any equipment because we provide in our labs everything you need. We encourage all incoming Music Technology students, however, to buy a pair of studio-quality headphones (c. £200), to buy an external hard drive (£70) for daily data backup, and one high-capacity USB pen drive (£20) for file transfers.	£290
Travel	£0
Other additional costs insurance, maintenance and parts for instruments	£650
Total estimated additional costs	£940

19. Quality management and enhancement

The Music and Music Technology Programme Director is responsible for the overall direction of learning and teaching on the Programme supported by the Music/Music Technology Programme Board. The Programme Board consists of student representatives plus all members of staff teaching on the Music/Music Technology programme.

The quality and standards of learning in Music/Music Technology are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Humanities is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Music/Music Technology Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Music/Music Technology module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Music/Music Technology Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the Music/Music Technology Programme is considered and acted on at regular meetings of the Programmes Staff/Student Liaison Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Music/Music Technology Programmes described in this document have been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Music (2016): http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-music-16.pdf?sfvrsn=1f9af781_8
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Version history	Date	Notes
Date first created	August 2016	
Revision history	V1.1: January 2019	Minor changes to optional modules in year 3
Date approved		

Annex A

BA (Hons) Music Technology with International Year

International Year Programme

Students registered for Single Honours Music Technology may either be admitted for or apply to transfer during their period of study at Level 5 to the Single Honours 'Music Technology with International Year'. Students accepted onto this programme will have an extra year of study (the International Year) at an international partner institution after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the BA (Hons) Music Technology and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for 'BA (Hons) Music Technology with International Year'.

International Year Programme Aims

In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

Entry Requirements for the International Year

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 60% across all modules at Level 5 is normally required)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's personal tutor, 1st and 2nd year tutors and programme director)

Student Support

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutor, in line with recommended Personal Tutoring meeting points.
- Support from the University's Global Education Team

Learning Outcomes

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

- a. Describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments
- b. Discuss the benefits and challenges of global citizenship and internationalisation
- c. Explain how their perspective on their academic discipline has been influenced by locating it within an international setting.

In addition, students who complete 'BA (Hons) Music Technology with International Year' will be able to:

- i) Plan, carry out and critically evaluate critical and/or creative projects within the field of digital media technologies, record relevant information accurately and systematically and be able to reflect upon a range of relevant artistic and technical aspects in a critical manner.
- ii) Integrate, apply and develop principles relating to digital media production and post-production, to address contemporary challenges in the field of creative technologies with a distinctive personal input in terms of aesthetic outlines and techniques adopted.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

Course Regulations

Students registered for the 'BA (Hons) Music Technology with International Year' are subject to the course specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on your choice of modules to study, for example you will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any Music Technology module with significant overlap to Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

Additional costs for the International Year

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: www.gov.uk

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students studying in Erasmus+ destinations may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.