PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Sound Technology

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	H600, W300
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Engineering Council UK- SPEC (C-Eng) Communication, Media, Film and Cultural Studies (CMF)
Programme accredited by	JAMES (Joint Audio Media Education Support)
Description of accreditation	Programme accredited from May 2018 to April 2021. JAMES Accreditation is endorsed by the Association of Professional Recording Services (APRS), the Music Producer's Guild (MPG) and the UK Screen Association (UK Screen). See https://www.jamesonline.org.uk/accreditation/lipa/
Validated target and alternative exit awards	Bachelor of Arts with Honours in Sound Technology
	Diploma of Higher Education in Sound Technology
	Certificate of Higher Education in Sound Technology
Link Tutor	Karl Jones

Educational aims of the programme

The programme aims to provide a comprehensive and challenging programme of study for learners - intellectually, technically, artistically and vocationally. Specifically, it will develop:

-detailed operational and technical skills in a broad range of applications of Sound Technology

-an understanding of, and ability to apply in a theoretical and practical sense, the underlying theories of acoustics, physical principles, design and manufacture as appropriate to sound recording and production

-an understanding of, and ability to apply appropriately, the creative and artistic considerations inherent in a sympathetic and appropriate use of technology

-the capacity to analyse and articulate processes, products and the relationship between the two within the Sound Technology industry

-interpersonal skills, team working methodologies and an understanding of Sound Technology within the wider framework of the entertainment industries

-knowledge and skills that enable students to achieve sustained employment in the audio and wider entertainment industries

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

1. Demonstrate basic competency in the operation of a range of Sound Technology equipment and systems, with predominantly analogue signal paths

2. Demonstrate a basic understanding of the scientific and physical principles underpinning relevant technologies

3. Apply basic skills in written and oral communication, teamwork and problem solving

4. Apply basic mathematics to support the application of audio engineering principles

5. Develop an awareness of the wider context of the entertainment industry

6. Evaluate their strengths and weaknesses as a learner and develop action plans to address these

7. Produce practical work within a range of production areas to a specific brief and with guidance

8. Manage and apply safe systems of work

Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

1. Demonstrate high level skills in the operation of range of Sound Technology equipment and systems with both digital and analogue signal paths

2. Demonstrate a developing understanding of the scientific and physical principles underpinning relevant technologies

3. Apply mathematics to support the application of audio engineering principles including digital signal processing

4. Demonstrate high level skills in written and oral communication, teamwork and problem-solving

5. Display a clear grasp of the professional standards and values associated with audio production

6. Demonstrate increasing competency in a widening spectrum of audio production disciplines and techniques

7. Demonstrate increasing competency in scheduling, time management and administration of practical projects

8. Evaluate their strengths and weaknesses as a practitioner and develop action plans to address these

9. Demonstrate high level skills in creating and developing projects, working both individually and as part of a team;

10. Identify professional and vocational pathways into employment in the audio or related industries

11. Learn how to be more independent and reflective in their learning and to take more responsibility for their study choices

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.

A student who is eligible for this award will be able to:

1. Evaluate and apply the scientific principles and methodologies which underpin audio engineering practice (UK-SPEC)

2. Choose relevant mathematical and statistical methods for the analysis and solution of audio engineering problems (UK-SPEC)

3. Deploy established operational practice and conventions in a range of audio production and engineering environments

4. Appreciate the professional, technical and formal choices which realise, develop or challenge existing practices and traditions, and of the possibilities and constraints involved in audio production processes (CMF)

5. Understand the technical, aesthetic and logistical requirements of complimentary disciplines in the entertainment industries

6. Reason and argue effectively drawing upon a comprehensive range of critical perspectives and evidence (Context)

7. Engage in mature reasoning which acknowledges contradiction and difference in approaches and understanding in the subject area (Context)

8. Research and examine information, materials (both secondary and primary sources) and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation (Context)

9. Analyse and solve technical problems using quantitative methods and relevant computer software where appropriate

10. Evaluate relevant technical and aesthetic production values from existing bodies of work, and apply these in critical analysis and production of own work and that of others

11. Operate effectively and professionally a wide range of Sound Technology equipment and systems in areas including, but not limited to, recording studio applications, radio and broadcast production, live sound reinforcement, location recording, post-production for Film and Television, new media applications, music

production and audio test and measurement

12. Deploy effectively and professionally specialist Information and Communication Technology (ICT) for audio engineering and production applications including, but not limited to, MIDI programming, desk-top recording and editing, CAD, audio processing and audio networking

13. Apply advanced problem solving skills, technical knowledge and understanding to establish rigorous and creative solutions in developing complex audio systems or products (UK-SPEC)

14. Produce practical work within a range of applications (recorded music, live sound reinforcement, sound design for film and television, radio production) which demonstrates an understanding of the forms, conventions and qualitative issues in each of the above areas

15. Synthesise a range of approaches to achieve successful working relationships and project outcomes, and an effective professional manner or attitude (PD)

16. Evaluate, select and apply appropriate techniques and methods for professional and effective oral and written communication (PD, UK-SPEC)

17. Perform effectively within a team environment including leadership, team building, influencing and collaborative skills (PD, UK-SPEC)

18. Plan self-learning and improve performance as the foundation for life-long learning (PD, UK-SPEC)

19. Evaluate professional opportunities and create plans for successful personal development (PD)

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Outcomes 1 – 3 are promoted through a combination of lectures, small group teaching and workshops at Levels 4, 5 and 6. Outcome 4 is promoted through a variety of production work undertaken during all three years. Outcome 5 is formally taught through collaborative projects during Levels 4 and 6, but is inherent in production work during all three years of study. In all 3 years students are exposed to real world issues by means of a regular series of inputs from visiting practitioners and manufacturers from the Sound Technology industry. Throughout, the learner is encouraged to undertake independent reading to both supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.

Assessment is through a combination of unseen written examinations, essays, oral examinations, presentations and practical project work.

Intellectual skills are developed throughout the programme. Each module, whatever the format of the teaching, involves discussion of key issues, practice in applying concepts both theoretically and practically, analysis and interpretation of material, and individual feedback sessions for learners on work produced. Practical work in all modules requires the development of skills associated with outcomes 7-10, and these are also formally taught through lecture and workshop sessions in some modules.

All learners receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Comprehensive bibliographies are provided for each module at the outset, as are guidelines for the production of coursework essays, extended essays and dissertations. Classes and tutorials are given on research design, data collection and analysis techniques (outcomes 6 and 9).

These skills are developed to the highest level through the Final Portfolio and Research Project modules at Level 6.

Some modules feature an element of evaluative, analytical or contextual work in the form of written work or presentations, and regular feedback on this is given to the learner to develop not only their understanding but also their powers of expression. Outcomes 6-10 are also assessed through practical project work and seminar presentations.

Skills associated with outcomes 11-14 are taught through a combination of lectures, practical workshops and student / staff led seminars at all three levels of study.

Outcomes 13 and 14 are developed particularly at Level 6 during the Final Portfolio, which gives learners the opportunity to put these skills to use while working with external industry clients.

Outcomes 11-14 are assessed through practical production work, practical examinations and presentations. Written work submitted alongside practical work (for example system designs / drawings and rationale) is also used to assess outcome 13.

Transferable skills are developed through taught sessions, group work, tutorials, practical workshops and independent study

Assessment of transferable skills is through coursework at all levels. A variety of assessment vehicles are employed over the three years of study to allow students to develop a range of transferable skills, including presentation (oral and written), communication, collaboration, evaluation and learning independently.

Outcomes 18 and 19 are specifically assessed in the Professional Development strand of modules.

Programme structure - programme rules and modules

The programme is divided into study units called modules. A 10 credit module typically comprises 100 hours of learning activity comprising student contact (lectures, workshops, seminars, tutorials and performance project supervision), course work preparation and private study. All students take modules to the value of 120 credits each year/credit level. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module.

At Levels 4 and 5 all modules are core. At level 6 students undertake 70 credits of core modules. The remaining 50 credits are option modules. Students elect to take 2 major option modules (20Cr) and 1 minor option module (10Cr)

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6534STE Research Project (20 credits) 6535STE Final Portfolio (40 credits) 6536STE The Professional 3 (10 credits)	6532STE Advanced Live Sound (20 credits) 6533STE Advanced Post-Production (20 credits) 6537STE Broadcast Audio (20 credits) 6538STE Desktop Audio 3 (20 credits) 6539STE Studio Design (20 credits) 6540STE Coding for Audio (10 credits) 6541STE Music Skills for Sound Engineers (10 credits) 6542STE Video Production (10 credits) 6543STE Game Audio (10 credits) 6544STE Immersive Audio (10 credits)	70 core credits at level 6 50 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5530STE Advanced Studio Techniques (20 credits) 5531STE Digital Audio Applications (20 credits) 5532STE Desktop Audio 2 (20 credits) 5533STE Sound Reinforcement 2 (20 credits) 5534STE Audio Post Production (20 credits) 5535STE The Producer (10 credits) 5536STE The Professional 2 (10 credits)		120 core credits at level 5 0 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500PD1 The Professional 1 (10 credits) 4520STE Core Recording Skills (20 credits) 4521STE Sound Technology Theory (20 credits) 4522STE Desktop Audio 1 (20 credits) 4523STE Sound Reinforcement 1 (20 credits) 4524STE Creative Signal Processing (20 credits) 4525STE The Impact of New Technology (10 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework

Variance to run year long modules at level 4, 5 and 6 with possible in-year referrals for the following modules:

6539STE Studio Design

6537STE Broadcast Audio

6533STE Advanced Post Production

6538STE Desktop Audio 3

Opportunities for work-related learning (location and nature of activities)

Industry standard facilities, hardware and software are used throughout the programme, and practical assessment briefs positioned against industry standards and processes wherever possible in order to replicate 'real world' situations. Students are also given access to a broad range of opportunities to undertake voluntary, extra-curricular work in the industry throughout the programme. Whilst there is no formal work placement module or sandwich year mode, the Final Portfolio module at Level 6 requires that a defined percentage of negotiated project work is undertaken for a named external client or clients. This ensures that parity of learning outcomes and experience is achieved, and that learners are engaged in tangible work-related projects.

Criteria for admission

A/AS Level
We are committed to accepting students on to this course who have the potential to succeed as practitioners and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements.

The key attributes that we seek to identify are:

• Knowledge, ability and experience of sound technology

• Commitment to the performing arts

• Ability to work effectively with others

• Broad interest and engagement

• Self-awareness

• Spirit of enterprise

The minimum educational standard that we are looking for is:

GCSEs

We normally require a minimum of five GCSEs grade C. These should include Maths, English and Physics/Dual Science Award.

Plus a minimum of 112 UCAS tariff points (2017 tariff) or 280 UCAS tariff points (2016 tariff).

We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:

A/AS Level

This should be from three A Levels (i.e. grades B, B, C), excluding General Studies. Points from AS and Key Skills are not counted

BTEC National Diploma
Extended Diploma (i.e. Distinction, Merit, Merit profile).

BTEC Diploma (i.e. Distinction*, Distinction). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 112 (2017 UCAS tariff points) or 280 (2016 UCAS tariff points) across both qualifications.

90 Credit Diploma but needs to be combined with other qualifications such as an A Level, in which case total needs to be 112 (2017 UCAS tariff points) or 280 (2016 UCAS tariff points).

Irish Leaving Certificate
From 5 subjects at higher level.

Scottish Higher

From 5 subjects, 3 of which must be at an Advanced level.

International Baccalaureate
International Baccalaureate

Acceptable on its own and with other qualifications.

Welsh Baccalaureate

Needs to be combined with other qualifications as it is equivalent to one A Level.

Other
Audition or Interview

Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form.

We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes.

The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed.

At the interview for this course, candidates take part in a group interview during which they present elements of their portfolio. They also undertake a written test.

In exceptional cases an offer of a place may be made on the basis of the application form alone.

Equal Opportunity

LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds.

To ensure we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity.

Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers

If you can demonstrate that you have already achieved learning equivalent to a module or modules, or a level of study, in the programme then you may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution.

You will be required to complete an application to have your qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and you will proceed on to the appropriate level of the course to complete the remaining credit for the award.

Mature entry
We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in your chosen area of interest can be accepted instead of formal qualifications. You should make your experience clear in your application.

Overseas qualifications
We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course.

IELTS score of 6 is required.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance

to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.

- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.

- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements

- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations

- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience

- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners

- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.