

## COURSE SPECIFICATION

Course Aim and Title	BA(Hons) Sound and Music for Theatre
Intermediate Awards Available	BA Sound and Music for Theatre, DipHe Sound and Music for Theatre, CertHe Sound and Music for Theatre
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Metropolitan College, Greece: Athens and Thessaloniki Campuses
UEL Academic School	ACI
UCAS Code	W372 Creative Music Technology
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Music (2019)
Additional Versions of this Course	BA (Hons) Sound and Music for Theatre with Foundation, BA (Hons) Sound and Music for Theatre with Placement Year
Date Specification Last Updated	28/4/20

### Course Aims and Learning Outcomes

This Course is designed to give you the opportunity to:

- Demonstrate knowledge and understanding of the contexts for sound and music for theatre: cultural, social, historical, commercial, professional, interdisciplinary, inter-media.
- Demonstrate the ability to convey personal expression and imagination through appropriate technical and interpretive means, in practical music making, composition, sound design, and production and performance.
- Demonstrate the ability to understand, apply, and evaluate core concepts and techniques relating to music performance, music direction, and music composition and production, using related components of language: pitch, tonality, rhythm and metres, timbre, texture, instrumentation, recording, composition, arrangement, sequencing, mixing, sound design, music direction, improvisation.
- Demonstrate the ability to organise and manage a schedule of work effectively, in both solo and collaborative creative projects, recognising and implementing professional practice.
- Demonstrate intellectual curiosity, practical experimentation, innovation, and the potential for continuing artistic and creative development.

What you will learn:

Knowledge

- To understand the social, cultural, and relational significance of sound and music for theatre in performance, composition and production.
- To understand and explain core concepts and techniques relating to music making, music composition, sound design, and music production, using related components of language.
- To understand and evaluate current personal employability competencies, and analyse opportunities for skills development relevant to a range of professional contexts
- To understand historical, current and potential future developments in the music and theatre industries.

#### Thinking skills

- To analyse the historical context of contemporary music and theatre culture.
- To analyse the evolution of music practices and markets.
- To evaluate core concepts and techniques relating to music making, music composition, sound design, and music production, using related components of language.

#### Subject-Based Practical skills

- To develop core skills in sound creation and design, sound recording, composition, production and post-production, musical direction and performance.
- To apply core concepts and techniques relating to music making, music composition, sound design, and music production, creatively, in order to produce original music in different creative industry contexts
- To create and maintain an engaging professional web portfolio, reflecting current skills, creative ideas and practice, and framed appropriately for relevant industry context/s

#### Skills for life and work (general skills)

- To develop and apply practical skills creatively through effective collaboration with other arts practitioners
- To recognise and achieve professional standards in a range of industry contexts
- To develop skills in reflective practice and self-awareness as a creative practitioner
- To demonstrate the ability to organise and manage a schedule of work effectively, in solo and collaborative creative projects, recognising and implementing professional practice as appropriate to the context

## Learning and Teaching

### **Teaching Strategy**

Knowledge, thinking skills, practical skills and skills for life and work are developed across modules through live project work that integrates disciplinary skills, collaboration, and the application of creative practice in professional contexts.

Students will also develop the ability to reflect critically on their work and the work of others, the ability to develop a broad theoretical appreciation of drama, dance, music and creative writing and, in particular, the interconnections between them. The nature of teaching, learning and assessment will be interdisciplinary, captured in the delivery of collaborative project work.

### **Teaching and Learning Activities**

1. Studio workshops (creative practice skills and knowledge)
2. Individual and group-based production work (creative practice skills and knowledge)
3. Performance (creative practice skills and knowledge)
4. Formal and interactive lectures (thinking skills and knowledge)
5. Interactive seminar discussions (thinking skills and knowledge)
6. Individual and group presentations (creative practice skills, thinking skills and skills for life and work)
7. Individual tutorials and independent learning (thinking skills and knowledge)
8. Analysis of practical and theoretical issues (thinking skills and knowledge)
9. Project sessions (creative practice skills, thinking skills and knowledge)
10. Research seminars (creative practice skills, thinking skills and knowledge)
11. Project supervision (creative practice skills, thinking skills and knowledge)
12. Work placement (creative practice skills, thinking skills, skills for life and work, and knowledge)

### **Projects**

Interdisciplinary creative projects will be the main mode of delivery, providing a context for learning and skills development and operating as a vehicle for the development of creative practice and skills development, critical analysis, research skills, and theoretical understanding. Project work will be assessed within 3 discrete modules each term, assessing Skills Development, Collaboration, and Applied Interdisciplinary Practice, respectively.

### **Types of project include:**

**Soft Projects:** modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment. Project briefs will be designed and based upon previous live briefs from previous years.

*Soft Projects* will exist predominantly but not exclusively at level 3 and 4.

**Industry Projects:** live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement.

*Industry Projects* will exist predominantly but not exclusively at Level 5

**Student-led Projects:** As students progress through the levels of the Courses within the cluster, they will develop independence and creative agency, to the extent that by Level 6, students will be designing and managing their own projects, supervised by lecturers and mentors.

*Student-Led* projects exist predominantly but not exclusively at Level 6.

Cross-cluster collaboration and collaboration between levels will lead to the emergence of hybrid project models, supported by the Professional Life / MW module strand.

## Assessment

### **Assessment Strategy**

A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions

Thinking skills are assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Long dissertation / extended essay / written reports

Creative Practice skills are assessed by:

- Completion of practical work relevant to each discipline or interdisciplinary practice
- Presentation and delivery of practical work / Portfolio
- Use of the rehearsal studios and theatre production spaces for devising, rehearsal, and performance
- Performance skills
- Production skills
- Reflexive reports / portfolios on creative work
- Ability to work individually and in groups

Skills for life and work (general skills) are assessed by:

- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the Course.

### **Students with disabilities**

The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the Course induction. Additionally, the DDT is able to provide additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the Course handbook and the following Links:

[www.uel.ac.uk/undergraduate/student-support/disability](http://www.uel.ac.uk/undergraduate/student-support/disability)  
[www.uel.ac.uk/undergraduate/student-support](http://www.uel.ac.uk/undergraduate/student-support)

[www.uel.ac.uk/students/student-support/specific-learning-difficulties](http://www.uel.ac.uk/students/student-support/specific-learning-difficulties)  
[www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students](http://www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students)

### **Assessment & Feedback Policy.**

To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

### **Assessment Tasks and Portfolios**

Assessment frequently includes the creation of portfolios, comprising production reports, written reports, extended essays, and live practical assessments relevant to disciplinary and interdisciplinary practice.

Portfolio content will depend on the module assessment task in which the portfolio features, consisting of a wide variety of mediums from digital content, such as video and audio recordings, or digital images, which capture the production and performance/ media of practical work and technical 3D outcomes. Portfolios will be digital documents presented online using web publishing tools.

Details of the requirements and content for portfolios and assessment tasks will be provided in module guides for each module. To allow for diversity and inclusivity across course clusters, it will be appropriate, based on relevant course subject, to further stipulate the form of assessment required i.e. artefacts and performance/ media pieces captured as evidence digitally and or non-digital formats (e.g. published printed book), which may subsequently be documented digitally (i.e. coursework portfolio).

Portfolios will take the form of digital and physical documents presented online using web publishing tools and or physical portfolios that have been printed and curated into a portable portfolio.

From this practice, students demonstrate and reflect upon the process of creating and preparing a final professional body of work for professional display, further development in production and or industry.

## Work or Study Placements

UEL increasingly recognises the importance of work-based and placement learning and its current and potential future impact on the way in which you will learn in Performing Arts. Work-based learning and placements provide invaluable opportunities for you to gain employability skills and if used well, can dramatically increase your chances of gaining employment when you leave University.

The QAA Code of Practice has informed the scope of the placement on Work-Based and Placement Learning published in September 2012. Placements in Performing Arts adhere to UEL's Work-based and Placement Learning Policy. This policy has been informed by the QAA Code of Practice on Work-Based and Placement Learning published in September 2007.

Relationships with industry and professional engagement with a range of organisations feature across all of the undergraduate Courses in Performing Arts. Engagement with the industry is an invaluable means through which undergraduates are exposed to and learn from the real-life demands of the work place in their chosen field. Industry engagement and work-based learning may take the form of placements, internships and the development of project-based activity (such as workshop delivery, project proposals, impact assessments, or evaluations) with and for industry, a business and/or a community-based organization. In work based settings students gain the opportunity to develop relevant entrepreneurial skills and experience of operating as a peer professional in, with or for an organization. All work-based learning activity contributes invaluable to the student's developing subject-based knowledge and understanding.

At level 5 there is an optional placement module in semester 2. Additionally, students may take an optional placement year with a value of 120 credits, between level 5 & 6.

### **Placement Aims**

The broad aims of providing you with a work-based learning / placement experience are:

- To give you practical experience of working with an organisation related to music technology and production
- To provide the opportunity to apply skills and knowledge in a professional context
- To increase employability
- Improve interpersonal skills such as communication, problem solving, time management and confidence
- To give employers access to the most up to date Performing Arts industry training and the chance to meet the next generation of industry professionals
- Make current industry practice influence our curriculum design and ensure employability continues to be key to all our Courses of study.

Placement modules consist of a combination of learning methods: scheduled lectures and tutorials, and an industry placement negotiated and organised in conjunction with the module leader and a host organisation, that will run alongside the formally taught

sessions. Students are encouraged to contact and set up their own placements wherever possible, although some opportunities exist both inside and outside the University that will be open to a formal application process.

Placements enable students to engage in a professional work-based learning opportunity through practice in a professional industry, educational and/or community context. This will offer a valuable experience that is geared to student future employability, skills and competencies in their chosen field(s).

## Course Structure

All Courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree Course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree Course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree Course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree Course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.



The module structure of this Course:  
 (Level 3 modules only for those students taking Foundation route)

<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>	<b>Credit Weighting</b>	<b>Core/Option</b>	<b>Available by Distance Learning? Y/N</b>
3	PA3020	Sound and Music Skills 1	20	Core	Y
3	PA3014	Group Work 1	20	Core	Y
3	PA3019	Public Outcome	20	Core	Y
3	PA3021	Sound and Music Skills 2	20	Core	Y
3	PA3015	Group Work 2	20	Core	Y
3	PA3016	Mental Wealth: Professional Life	20	Core	Y
4	PA4031	Sound and Music for Theatre Technique 1	20	Core	Y
4	PA4012	Collaboration 1	20	Core	Y
4	PA4023	Public Project 1	20	Core	Y
4	PA4032	Sound and Music for Theatre Technique 2	20	Core	Y
4	PA4012	Collaboration 2	20	Core	Y
4	PA4017	Mental Wealth: Professional Life 1	20	Core	Y
5	PA5035	Sound and Music for Theatre Craft 1	20	Core	Y

5	PA5011	Multidisciplinary Collaboration 1	20	Core	Y
5	PA5013	Public Project 2	20	Core	Y
5	PA5036	Sound and Music for Theatre Craft 2	20	Core	Y
5	PA5012	Multidisciplinary Collaboration 2	20	Core	Y
5	PA5010	Mental Wealth: Professional Life 2	20	Core	Y
Optional Placement Year – 120 Credit Value					
6	PA6041	Sound and Music for Theatre Advanced Practice and Innovation	20	Core	Y
6	PA6022	Final Project: Research and Development	20	Core	Y
6	PA6021	Public Project 3	20	Core	Y
6	PA6046	Sound and Music for Theatre Advanced Practice and Enterprise	20	Core	Y
6	PA6023	Final Project: Engagement and Impact	20	Core	Y
6	PA6020	Mental Wealth: Professional Life 3	20	Core	Y
<p><i>Please note: Optional modules might not run every year, the Course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.</i></p>					

Additional detail about the Course module structure:

A core module for a Course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a Course is a module selected from a range of modules available on the Course.

The overall credit-rating of this Course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

### Course Specific Regulations

N/A

### Typical Duration

The typical duration of this course is 3 years full-time or 4.5 years part-time (based on part-time students taking 80 credits per year).

The typical duration of this course with a foundation year (i.e. completion of L3, 4, 5 and 6), is 4 years full-time / 6 years part time (based on part-time students taking 80 credits per year).

An optional placement year will add an additional year to the overall length.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment.

### Further Information

More information about this Course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The Course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL Courses are subject to thorough Course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our Courses by listening to student and employer views and the views of external examiners and advisors.

#### Additional costs:

From time to time additional costs may be incurred through occasional field trips to recording studios, music production facilities, music performances, seminars, music technology events etc... Students will be notified in advance, and where possible matched funding will be sourced to subsidise students costs.

Additional costs are not anticipated, as musical instruments, music technology and software required for full participation and study on this course are provided as part of timetabled and bookable sessions. However, it should be noted that the purchase and use of personal instruments, computers and software in addition to UEL resources can be of significant benefit to students' learning opportunity.

Students are encouraged to acquire their own computers and software to enable them to work at home, and this will be essential for online students. For on-campus students, sufficient access will be given to all music facilities at UEL, to enable students to complete all coursework required without the need for their own personal equipment.

Education pricing is available for Apple computers (e.g. iMac or Macbook) and software use on the course (e.g. ProTools, Logic Pro, Ableton Live, MaxMSP). As an illustration, typical personal setup appropriate to study on this would cost approximately £1500.

#### Alternative Locations of Delivery

The current BA Music Technology and Production Course has a collaborative partnership agreement for delivery at Metropolitan College (Athens and Thessaloniki campuses) at levels 4, 5, and 6, with an equivalent interim award structure. This Course may also be offered at this location.