

PROGRAMME SPECIFICATION Sound Engineering BSc.

1. Qualification BSc Sound Engineering and Design	2. Programme Title Sound Engineering and Design	3. UCAS Code	4. Programme Type Modular – Single, Full and Part time
<p>5. Main Purposes and Distinctive Features of the Programme:</p> <ul style="list-style-type: none"> Develop at final honours degree level appropriate transferable knowledge and skills which reflect academic developments in the field of sound engineering and design subject areas; assist students to achieve personal development and competence, adaptability, self-confidence and critical self-reflection through critical enquiry and independent judgement; Develop capability in the exploration, analysis and synthesis of sound engineering and design concepts including an awareness of related industrial issues; To equip students with the skills and knowledge necessary to pursue a successful career in the music, video and computer games related industries produce graduates with a strong academic and vocational background and who are competent in applying problem solving and decision making to meet the needs of various types of organisations within the creative industries. Develop in students the ability to design, produce and market musical and sampled material enable students to demonstrate a positive disposition towards, and the skills for, life-long learning and Personal Development Planning <p>Special Features</p> <ul style="list-style-type: none"> Vendor specific and accredited qualifications encompassed on the teaching and learning of studio design and musical production Extensive practical activities using state-of-the-art, purpose-built recording studios, booths and live performance equipment Personalised learning programs through optional module selection at HE5 . Work-based assessed and supported placements in a commercial recording studio Business and management issues specific to the music and related industries The choice of completing either an individual or group final year project, The group project may be with students from other pathways such as Film production for the music and Advertising Industries or Music and Creative Business Industries 			
<p>6. What a graduate should know and be able to do on completion of the programme To gain the qualification the learner will have demonstrated:</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <ul style="list-style-type: none"> K1 Contextualised historical understanding and evaluations K2 Current Computer-based/ electronic production techniques using a range of software and hardware options K3 Familiarisation of types and applications of sound processing and MIDI software K4 Musical and compositional evaluation and implementation K5 Marketing and promotional techniques K6 Understand and know the terminology of sub-system hardware and components K7 Appreciate the operating principles of various sound engineering systems <p><u>Cognitive skills in the context of the subject(s)</u></p> <ul style="list-style-type: none"> C1 Assist in the evaluation of a given set of creative requirements within a set of applications C2 Interpret a specification C3 execute an implementation plan for a sound engineering project C4 Analyse appropriate approaches for a creative activity C5 Analyse and evaluate the characteristics of the range of equipment and setups C6 Identify and solve technical problems associated with the implementation of studio design and sound production C7 Relate the knowledge and skills obtained during the placement to new subject areas and disciplines 		<p><u>Subject-specific practical/professional skills</u></p> <ul style="list-style-type: none"> S1 Demonstrate knowledge and understanding of the physical and engineering basis of synthesis and sampling methods S2 Demonstrate practical abilities with synthesizers, MIDI protocols and sampling techniques S3 Demonstrate procedures and techniques for post production S4 demonstrate competence in the utilisation of sound processing software appropriate to a range of multimedia applications S5 appreciate the needs and aspirations of management, colleagues, the work force, members of the public, customers and representatives of other companies S6 Utilise techniques and technologies acquired on the programme in an industrial or commercial environment S7 Acquire knowledge and skills relevant to the subject area of the programme recognising the relevance of knowledge and skills acquired during the programme <p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <ul style="list-style-type: none"> O1 Competent in the use of information technology and computing facilities O2 Communicate effectively both orally and in writing O3 Ability to work independently and manage time and resources effectively O4 Life long learning skills/PDP O5 Carry out effective and targeted work placement O6 Manage company business 	

				• O7 Manage company intellectual property
7. Qualities, Skills & Capabilities Profile The education and training goals of the programme seek to develop and demonstrate the following qualities, skills, capabilities and value in its graduates.				
A) Cognitive	B) Practical	C) Personal & Social	D) Other	
Critical reasoning	Variety of IT related skills in computing, hardware, software and sampler configuration	Independence/self reliance	Awareness of contemporary issues in Creative Industries	
Analytical ability and applied problem solving	Sound engineering application and design implementation	Self motivation and time management skills	Self evaluation and reflection	
Design and Synthesis of knowledge	Artistic evaluation and implementation	Group and Team work	Independent learning	
Critical evaluation of new information or systems	Writing skills	Resourcefulness in dealing with challenging industrial briefs and issues perspectives	Investigation and problem solving.	
Creative and flexible thinking	Oral communication and advocacy skills	Lifelong learning/PDP	Information gathering and dissemination	
	Problem solving and project management and planning skills			

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Units (3 Years full-time; 4½-5 years part-time). Honours Degree = 360 credits; Intermediate Awards of Diploma of Higher Education and Certificate of Higher Education available at 240 and 120 credits respectively. All Honours degrees must include the study of 120 credits at Level HE4			
BSc. Sound Engineering and Design Honours students take 18 modules (6 at each level).			
HE4 Honours Modules	Core modules (20 credits each) <ul style="list-style-type: none"> • Sound in Context • Electronic Music: Theory and Practice • The science of and the recording chain • Studio Techniques • Introduction to MIDI and synthesis • Digital Sound Production • Professional Development for the Creative Industries 	Option choices (20 credits each) None.	
HE5 Honours Modules	Core modules (20 credits each) <ul style="list-style-type: none"> • Post-production Techniques • <i>Work-based Learning</i> • <i>Studio Design</i> • <i>Electronic Composition</i> • <i>Acoustics and experimentation</i> 	Option choices (20 credits each) Students choose TWO modules, from the following: <ul style="list-style-type: none"> • Analysis and Synthesis of Foley Effects • Radio Active • <i>Advanced Studio Techniques</i> 	
HE6 Honours Modules	Core Modules (20 credits each) <ul style="list-style-type: none"> • Live Sound and PA Design • Post-Production for Video • Post-Production for Techniques for Music • Business issues of Digital Media • Individual or Group Project 	Option choices (20 credits each) None.	
4. Learning, Teaching and Assessment Strategy Learning and Teaching Methods A range of teaching and learning methods will Be used: Lectures, seminars, tutorials, case		5. Other Information (including compliance with relevant University policies) Date programme first offered September 2005	

study analysis, supported self study, problem solving exercises, guided reading, use of sound engineering systems.

Assessment Methods

Assessment is linked to the learning outcomes Of each module. Assessment methods will include; assignments, reports, case study analysis, both open and closed book examinations and project presentations.

Assessment Classification System

Pass mark for individual modules is 40%
All assessments for a module must be completed to a minimum pass standard.

See 5.13a below

Honours Classification Bands

70% and above – First Class Honours
60 - 69% – Upper Second Class Honours
50 – 59% - Lower Second Class Honours
40 - 49% - Third class Honours

Admissions Criteria

Standard Requirements

- Normally 5 GCSE/GCE passes (including English) with 2 GCE A/AS level passes with 240 points or
- Vocational Certificate of Education (VCE) double award with 240 points, or
- Edexcel/BTEC National Diploma/Certificate, with an average of Distinctions, or
- Other equivalent qualifications, such as Scottish Higher passes, the Irish Leaving Certificate or International Baccalaureate

Non Standard Entry

Pass in a Kite-marked Access to Higher Education course, relevant life/work experience.

- Mature student evaluation may include an interview and /or a diagnostic test

Indicators of Quality and Standards

External examiners
Benchmarking with similar programmes
National Benchmarking standards
Qualifying Law Degree

Appendix 2: General Assessment Criteria

General Assessment Guidelines Level HE4

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1(70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates a thorough knowledge/understanding of theory and practice for this level through the identification and summary of the most important issues.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive discussion of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A range of appropriate references cited in the reference list correct style.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a good knowledge/understanding of theory and practice for this level through the identification and summary of key issues.	Uses appropriate arguments or theoretical models. Clear and valid discussion of the material. Clear, logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level through the identification and summary of some key issues.	Provides a partly coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates limited knowledge/understanding of theory and practice for this. An attempt is made to identify key issues.	A basic argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level, with poor understanding of key issues.	Limited argument, which lacks clarity in places. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Severely limited arguments. Lacks clarity. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

General Assessment Guidelines Level HE5

		Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing
Class I (Exceptional Quality)	80%+	As for Class 1 (70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates a wide knowledge/understanding of theory and practice for this level, through the identification and analysis of the most important issues and themes.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive analysis of the material resulting in clear, logical conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	Sources accurately cited in the text. A wide range of appropriate references cited in the reference list in the correct style.
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a sound knowledge/understanding of theory and practice for this level through the identification and analysis of key issues and themes.	Uses appropriate arguments or theoretical models. Intermittent analysis of the material, with some descriptive or narrative passages. Clear, logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	Sources accurately cited in the text and a range of appropriate references cited in reference list in the correct style.
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates an adequate knowledge/understanding of theory and practice for this level, through the identification and analysis of the some key issues and themes.	Provides a coherent argument, but lacking clear focus and consistency in places. Some issues lack clarity, or theoretical models expressed in simplistic terms. Evidence of attempted analysis, with descriptive or narrative passages. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately cited in the text and an appropriate reference list in the correct style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates limited knowledge/understanding of theory and practice for this level, with intermittent analysis of some key issues and themes.	An argument is evident but lacks clarity and coherence. Issues are only vaguely stated. Largely descriptive or narrative passages lacking clear analytical purpose. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources cited. Some weaknesses in referencing technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge of theory and practice for this level. Evidence of understanding of key issues is lacking.	Limited argument, which is descriptive or narrative in style with little evidence of analysis. Conclusions are neither clear nor logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and weak referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Inadequate arguments and no analysis. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic sources and poor referencing technique.

General Assessment Guidelines Level HE6

	Relevance	Knowledge	Argument/Analysis	Structure	Presentation	Written English	Research/Referencing	
Class I (Exceptional Quality)	80%+	As for Class 1 (70-79%) but exceptional work						
	70-79%	Directly relevant to title. Addresses most or all of the implications and assumptions of the title.	Demonstrates an excellent knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise the most important issues, themes and questions.	Makes creative use of appropriate arguments and/or theoretical models. Contains some distinctive or independent thinking. A comprehensive evaluation of the material resulting in clear, logical and illuminating conclusions.	Coherently articulated and logically structured. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of figures, tables, plates (FTP).	A very well written answer with standard spelling and grammar. Style is clear, resourceful and academic.	All sources accurately text and a very extensive list in the correct style
Class II/i (Very Good Quality)	60-69%	Directly relevant to title. Addresses some of the implications of the issues addressed by the title.	Demonstrates a comprehensive knowledge/understanding of theory and practice for this level. Demonstrates the ability to identify and critically appraise key issues, themes and questions.	Uses appropriate arguments or theoretical models. A sound evaluation of the material resulting in clear and logical conclusions.	For the most part coherently articulated and logically constructed. An appropriate format is used.	The presentational style & layout is correct for the type of assignment. Effective inclusion of FTP.	Well written with standard spelling and grammar. Style is clear and academic.	All sources accurately text and a wide range appropriate references reference list in the co
Class II/ii (Good Quality)	50-59%	Generally addresses the title and its implications, but sometimes addresses irrelevant issues.	Demonstrates a good knowledge/understanding of theory and practice for this level, through the identification and critical appraisal of some key issues, themes and questions.	Provides a coherent argument, but some loss of focus and consistency. Some issues lack clarity, or theoretical models expressed in simplistic terms. Adequate critique, with some descriptive or narrative passages. Conclusions are fairly clear and logical.	Adequate attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is correct for the type of assignment. Inclusion of FTP but lacks selectivity.	Competently written with minor lapses in spelling and grammar. Style is readable and mainly academic.	Most sources accurately the text and an appropriate reference list in largely style is provided.
Class III (Satisfactory Quality)	40-49%	Some degree of irrelevance to the title. Superficial consideration of the issues.	Demonstrates adequate knowledge/understanding of theory and practice, with appraisal of some basic issues, themes and questions.	An argument is evident but lacks clarity and coherence in places. Issues are only broadly stated. Some analysis with descriptive or narrative passages. Conclusions are not always clear or logical.	Some attempt at articulation and logical structure. An acceptable format is used.	The presentational style & layout is largely correct for the type of assignment. Inappropriate use of FTP or not used where clearly needed to aid understanding.	Generally competent writing although intermittent lapses in grammar and spelling pose obstacles for the reader. Style limits communication and tends not to be academic.	Some relevant sources Some weaknesses in technique.
Borderline Fail	35-39%	Some significant degree of irrelevance to the title is common. Only the most obvious issues are addressed at a superficial level and in unchallenging terms.	Demonstrates weaknesses in knowledge/understanding of theory practice for this level. Key issues not identified or appraised.	A basic argument is presented, but largely descriptive or narrative in style with contradictory analysis. Conclusions are neither clear or logical.	Poorly structured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP ignored in text or not used where clearly needed.	Deficiencies in spelling and grammar makes reading difficult. Simplistic or repetitious style impairs clarity.	Limited sources and poor referencing.
Fail	<34%	Relevance to the title is intermittent or missing. The topic is reduced to its vaguest and least challenging terms.	Demonstrates a lack of basic knowledge of either theory or practice for this level, with little evidence of understanding.	Severely limited arguments. Descriptive or narrative in style with no evidence of critique. Conclusions are sparse.	Unstructured. Lack of articulation. Format deficient.	For the type of assignment the presentational style &/or layout is lacking. FTP as above.	Poorly written with numerous deficiencies in grammar, spelling, expression and style.	An absence of academic and poor referencing t

Appendix 3: CURRICULUM SKILLS MAP

Modules	Learning to Learn	Communication	Group-work	Problem solving	Self Management	Use of IT	Numeracy
LEVEL HE4							
Sound in Context	DTA	TA	DT	T	DTA	DTA	
Electronic Music Theory and Practice	DTA	TA	DTA	TA	DTA	DTA	DTA
The science of the Recording Chain	DTA	DTA	DTA	DT	DTA	DTA	
Studio Techniques	TA	DTA		DTA	DT	D	DTA
Introduction to Midi and synthesis	DT	DTA	DT	DT	DTA		
Digital Sound Production	D	DTA	DT	DT	DTA	DTA	
Professional Development for the creative Industries	DTA	DTA	DTA	DTA	DTA	DTA	
LEVEL HE5							
Work based learning	DT	DTA	A	DT	A	A	D
Post-Production Techniques	DA	DTA	DTA	DA	DA	A	
Advanced Studio Techniques	DA	DTA	DT	TDA	DA	A	
Studio Design	DA	DTA	D	DTA	DTA	D	DTA
Radio Active	DTA	DTA	DT	DT	DTA	DTA	DT
Analysis and Synthesis of Foley Effects	D	DT	DTA	DTA	D	DTA	D
Acoustics and Experimentation	DT	DTA	DT	DTA	DA	DTA	DTA
LEVEL HE6							
Project	DA	DTA		DTA	DA	DA	D
Team Project for the Creative Techs	DA	DTA	DA	DTA	DA	DA	D
Business	DTA	DTA	DTA	DTA	D	DTA	
Issues of Digital Media							
<i>Post-production Techniques (V)</i>	D	TA	D	DA	A	A	
<i>Post-production Techniques (M)</i>	D	D	DA	D	A	A	
<i>Live Sound and PA Design</i>	D	DTA	D	DT	DA	DTA	DTA

T = taught
D = developed
A = assessed

Appendix 4: ASSESSMENT SUMMARY TABLE

BSc Sound Engineering and Design

Modules	Core/ Option	Report	Practical	Examination	Presentation	Other
LEVEL HE4						
Sound in Context (SED1000)	Core	1 x 2000 = 50%				Listening Test = 50%
Electronic Music: Theory and Practice (SED1002)	Core	1 x 2000 = 30%	1x Composition = 50%			1 x System Configuration = 20%
The Science of Sound and the Recording Chain (SED1003)	Core		Signal Path Test = 70%	In class Test = 30%		
Studio Techniques (SED1004)	Core	1 x Log =20%	Live recording = 80%			
Introduction to Midi and Synthesis (SED1005)	Core		1x Composition = 70%	5 In class Tests = 30%		
Digital Sound Production (SED1006)	Core		1 x recording Test = 80%	Pro Tools 101 Certification = 20%		
Professional Development for the Creative Industries (SED1007)	Core	Individual Report = 70%			1 x Team Presentation = 30%	
LEVEL HE5						
Work Based Learning (SED2002)	Core	Proposal report= 15% Student Report = 50%	Employer Report = 15%			Placement Officer Report = 20%
Post-Production Techniques (SED2003)	Core		Audio Project = 70%	In class Test = 30%		
Advanced Studio	Option	Research report	Audio Project =			Self evaluative

Modules	Core/ Option	Report	Practical	Examination	Presentation	Other
Techniques (SED2004*)		=10%	70%			report = 20%
Studio Design (SED2005)	Core	Studio Design Project = 80%	Studio acoustic experiments = 20%			
Radio Active (SED2007*)	Option	1 x 2000 = 30%				Group work Broadcast = 70%
Analysis and Synthesis of Foley Effects (FPI2002*)	Option	1x 2500= 30%	1 x Composition = 30%			Sound Track analysis = 40%
LEVEL HE6						
Business Issues of Digital Media (MWD3004)	Core	1 x 2000 = 40%		3 hour = 60%		Attendance = Pass/Fail
Post-Production Techniques for Video (SED3002)	Core	1 x 2000 = 40%		3 hour = 60%		Attendance = Pass/Fail
Post-Production techniques for Music (SED3003)	Core	1 x 2000 =40%		3 hour = 60%		Attendance = Pass/Fail
Live sound and PA Design (SED3005)	Core		1 x 7000 -10,000 words max.= 85%			Reflective practice on PDP 1000 words) = 15%
Project Individual (LCT3001)	Option	2 x 2500 = 50% each				Attendance = Pass/Fail
Team Project for the Creative Technologies (SED3000)	Option	1 x 2500 = 50%		2 hour open book = 50%		
Business Issues of Digital Media (MWD3004)	Option		1 x 2500 Case-study = 50%	2 hour open book = 50%		
Acoustics and Experimentation (SED2010)	Core	1 x 2500 = 50%	Experimentation design, implementation = 35%		Research proposal = 15%	

Appendix 5: CURRICULUM OUTCOMES MAPS

BSc Sound Engineering and Design

.Modules (* = Optional)	K1	K2	K3	K4	K5	K6	K7	S1	S2	S3	S4	S5	S6	S7	C1	C2	C3	C4	C5	C6	C7	O1	O2	O3	O4	O5	O6	O7
LEVEL HE4																												
Sound in Context (SED1000)	X			X							X			X	X			X				X	X	X				
Electronic Music: Theory and Practice (SED1002)	X		X	X				X	X											X		X		X	X			
The Science of Sound and the Recording Chain (SED1003)			X	X				X	X		X				X			X				X			X			
Studio Techniques (SED1004)									X	X	X		X			X	X		X			X						
Introduction to Midi and Synthesis (SED1005)		X	X						X			X			X	X						X	X	X				
Digital Sound Production (SED1006)	X		X	X						X	X								X	X			X	X	X			
Professional Development for the Creative Industries		X										X		X					X				X					
LEVEL HE5																												
Work Based Learning (SED2002)	X	X		X				X	X	X	X	X	X	X			X	X		X	X	X	X	X	X	X	X	X
Post-Production Techniques (SED2003)										X	X	X						X	X	X		X		X				
Advanced Studio Techniques (SED2004*)									X	X	X		X			X	X		X			X						
Studio Design (SED2005)		X	X					X	X	X	X	X	X		X	X	X		X	X	X	X	X		X			
Radio Active (SED2007*)	X	X		X								X		X		X			X	X				X	X			
Analysis and Synthesis of Foley Effects (FPI2002*)		X	X									X					X	X				X	X	X	X			
Acoustics and Experimentation (SED2010)						X	X		X					X	X		X	X						X	X			
LEVEL HE6																												
Business Issues of Digital	X				X							X	X	X	X				X								X	X

sound processing software appropriate to a range of multimedia applications

- S5 appreciate the needs and aspirations of management, colleagues, the work force, members of the public, customers and representatives of other companies
- S6 Utilise techniques and technologies acquired on the programme in an industrial or commercial environment
- S7 Acquire knowledge and skills relevant to the subject area of the programme recognising the relevance of knowledge and skills acquired during the programme