**Module Descriptor**

| | | | |
|---|---|---|---|
| **Title** | Live Sound Technologies | | |
| **Session** | 2025/26 | **Status** | Published |
| **Code** | COMP08065 | **SCQF Level** | 8 |
| **Credit Points** | 20 | **ECTS (European Credit Transfer Scheme)** | 10 |
| **School** | **Computing, Engineering and Physical Sciences** | | |
| **Module Co-ordinator** | Derek Turner | | |

**Summary of Module**


This module aims to provide students with practical experience in the safe use of a modern sound reinforcement system.

The operational principles and details of sound reinforcement will be presented with a practical emphasis including the following aspects: stagecraft, microphones, format conversion, signal routing, audio networks, audio production effects, amplification, monitoring, system optimisation and Front of House Mixing.

Students will also gain a general awareness of related performance technologies they may encounter within the professional practice of sound reinforcements, such as power, lighting, and audio streaming.

Students will develop competence and fluency in the use of a digital mixing desk and the construction and operation of a small PA system, working with pre-recorded sound sources and performing a (virtual) sound check.

The health and safety aspects of sound exposure and the associated risk assessment will be discussed, and students will be required to implement these in their practice.

Students will also be encouraged to take up opportunities outside the module to participate in live events and they will be supported to take up opportunities for training and experience with contemporary systems which arise through industry links.

- This module aims to develop students to a point where they can seek work experience in live sound.

- This module embeds the key "I am UWS" graduate attributes and in particular: Universal (culturally aware in respect of sound requirements for different genres), Work Ready (potential leader in respect of preparation for front of house mixing) and Successful (autonomous in respect of mixing aesthetics)

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| **Campuses for Module Delivery** | ☐ Ayr<br>☐ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☐ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
|---|---|
| **L1** | Demonstrate a discerning understanding of a defined range of core theories, concepts, principles and terminology of the signal flow and interconnection within sound reinforcement systems. |
| **L2** | Apply knowledge, skills and understanding in using a few techniques and practices that are specialised and advanced to the optimisation of sound reinforcement systems. |
| **L3** | Use a range of approaches to formulate and critically evaluate evidence-based solutions to routine problems and issues found in the propagation of sound and sound system optimisation. |
| **L4** | Exercise autonomy and initiative in some activities at a professional level in sound reinforcement system operation and live sound (music) reproduction. |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
|---|---|
| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 8**<br>A broad knowledge of the scope, defining features, and main areas of live sound reinforcement<br>Detailed knowledge of the features of a digital mixing desk<br>An awareness of current technologies used in sound reinforcement systems |

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

| | |
|---|---|
| **Practice: Applied Knowledge and Understanding** | **SCQF 8**<br>•Connect the elements of a PA system and perform a sound check.<br>Reproduce live sound safely to acceptable standards |
| **Generic Cognitive skills** | **SCQF 8**<br>Critically evaluate health and safety issues. |
| **Communication, ICT and Numeracy Skills** | **SCQF 8**<br>Use networked audio with an appreciation of the key principles of operation. |
| **Autonomy, Accountability and Working with Others** | **SCQF 8**<br>Exercise autonomy and initiative in some activities at a professional level<br>Manage resources within defined areas of work<br>Take continuing account of own and others' roles, responsibilities, and contributions in carrying out and evaluating tasks |

| | | |
|---|---|---|
| **Prerequisites** | **Module Code**<br>COMP07052 | **Module Title** Sound Reinforcement Systems |
| | **Other** | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
|---|---|
| In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.<br>This module focusses on hands-on practice using sound reinforcement technology working in small groups.<br>Supporting materials will be presented by a combination of video recordings, synchronous presentations, and guided reading.<br>Students will be encouraged to read in-depth manufacturers' instructions and documentation. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Tutorial / Synchronous Support Activity | 12 |
| Laboratory / Practical Demonstration / Workshop | 36 |
| Independent Study | 152 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 200 |

**Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Access to a modern audio mixing console and PA system is required.

Reference Guide V1.6.0 Issue 1 Reference Guide (no date). Available at: https://www.allen-heath.com/content/uploads/2025/02/SQ_ReferenceGuide_V1_6_0_iss1.pdf (Accessed: 1st April 2025).

Consultation of the following extension references will also be useful:

Gibson, B (2020) The Ultimate Live Sound Operator's Handbook, 3rd edn. Rowman & Littlefield

SQ How to Video Series - YouTube (no date) www.youtube.com.

Available at: https://www.youtube.com/playlist?list=PLq3_zC_Xz0Pg94Yu1qioOEEJw2pxhdHP8 (Accessed: 1st April 2025).

Dante Certification Program | Audinate | Dante AV Networking (no date) www.audinate.com.

Available at: https://www.getdante.com/resources/training/dante-certification-program/ (Accessed: 1st April 2025).

The 'Mixing Secrets' Free Multitrack Download Library (no date) cambridge-mt.com. Available at: https://cambridge-mt.com/ms/mtk/ (Accessed: 1st April 2025).

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)**

**Attendance and Engagement Requirements**

**In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.**

**For the purposes of this module, academic engagement equates to the following:**

Participation in small group work prior leading to individual demonstration of basic competence in safe use of equipment.

Participation in the student group presentations.

Students should attend 80% of scheduled sessions (online or face to face as appropriate).

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to

| |
|---|
| the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies. |

| **Equality and Diversity** |
|---|
| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>This module is designed to provide equal opportunities for all students irrespective of their age, additional support requirements, gender, sexual orientation, race, colour, nationality, ethnicity, religion, beliefs, or sexual orientation. Students may take differing viewpoints with respect to their cultural, religious or family backgrounds. Reasonable adjustments can be made if related issues arise.<br><br>Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations. |
| **(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)** |

**Supplemental Information**

| | |
|---|---|
| **Divisional Programme Board** | **Computing** |
| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☒ **Yes** ☐ **No**<br>**If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.** |
| **School Assessment Board** | Creative Computing |
| **Moderator** | Colin Grassie |
| **External Examiner** | G N Aurriccio |
| **Accreditation Details** | This module is accredited by JAMES as part of BSc (Hons) Music Technology |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
|---|
| **Assessment 1** |
| Assessment 1 Demonstration of live sound system connection, optimisation and operation accomplishing completion of a mix within a virtual sound check or performance (80%) |

| **Assessment 2** |
|---|
| Assessment 2 Group presentation of a specified topic related to practical aspects of Live sound Production (20%) |
| **Assessment 3** |
| |
| (N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.<br>(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.) |

| **Component 1** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral | ☒ | ☒ | ☐ | ☒ | ☐ | 80 | 3.5 |

| **Component 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Presentation | ☐ | ☐ | ☒ | ☐ | ☐ | 20 | 0.5 |

| **Component 3** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | | |
| **Combined total for all components** | | | | | | 100% | 4 hours |

**Change Control**

| **What** | **When** | **Who** |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |