Module Descriptor

Title	Music Technology Major Project		
Session	2025/26	**Status**	Published
Code	COMP10006	**SCQF Level**	10
Credit Points	40	**ECTS (European Credit Transfer Scheme)**	20
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	Colin Grassie		

Summary of Module

The Music Technology Major Project is a double weighted module which represents a significant part of the Honours year programme. The scope of the project brief is wide and reflects the academic streams within the structure of the Music Technology programme: music production, audio post-production, acoustics and audio systems, electronic music and sound design and audio technology (software applications and electronic devices).

Students are encouraged to consider their project choices before the project commences and to try to align their chosen topic with their career aims. This provides students with the ability to develop their abilities in specialised areas of their choice and raises the possibility of them developing business ideas or working with industrial partners or clients.

The project marks a transition between a group approach to project work in previous levels to an individual approach. Tutorial support from an individual supervisor is in place to help the student develop autonomy.

A schedule for the main milestones of the project is included in the module handbook.

• The aim of this module is to provide students with an opportunity for personal development towards independent working in a specialised aspect of Music Technology

• This module embeds the key "I am UWS" graduate attributes and in particular: Universal (inquiring, ethically and research minded), Work Ready (effective communicator, ambitious) and Successful (autonomous, driven)

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ 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	Critically review and consolidate knowledge, skills, practices and thinking in a defined Music Technology topic
L2	Demonstrate a critical understanding of the principal theories, concepts and principles that are at the forefront of the subject for a defined Music Technology topic
L3	Apply a range of skills, techniques and practices that are specialised, advanced and at the forefront of the subject for a defined Music Technology topic
L4	Present or convey, formally and informally, information about specialised topics to informed audiences
L5	Exercise autonomy and initiative in professional/equivalent activities through the delivery of practical and written project outcomes

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 10** Demonstrate and/or work with: Detailed knowledge and understanding in the specialist areas identified within a personal project specification. Knowledge and understanding of project area gained from independent research.

[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 10** Develop advanced specialised skills and practices applicable to the personal project specification. Execute a defined project of research or investigation into areas relevant to an individual project specification and demonstrate the relevance of findings to the project outcomes. Practice in a range of professional level contexts which include a degree or unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise, and analyse complex/professional level problems and issues in the development of a project specification and plan. Offer professional level insights, interpretations and solutions to problems and issues. Critically review and consolidate knowledge, skills and practices and thinking in the project area within a formal report. Demonstrate some originality and creativity in dealing with professional level issues Make judgements on the authority and relevance of information used in the project review.
Communication, ICT and Numeracy Skills	**SCQF 10** Make formal presentations about specialised topics to informed audiences. Communicate with professional level peers, senior colleagues and specialists in an exhibition context. Use Gantt charts/other metrics as an aid to project management.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Exercise autonomy and initiative in day-to-day project activities. Students undertaking audio or video project elements will take significant responsibility for the performance work of others and for a range of resources. Project students may need to organise a supporting team of musicians or actors and in this practice in ways which show a clear awareness of own and others' roles and responsibilities. Work effectively under guidance in a peer relationship with lecturing staff. Deal with ethical and professional issues which may arise in individual projects in accordance with current professional and/or ethical codes or practices seeking guidance where appropriate.

Prerequisites	**Module Code** COMP09032	**Module Title** Music Technology Project
	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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	48
Independent Study	328
Please select	
Please select	
Please select	
TOTAL	400

Indicative Resources

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

Greetham, B., 2021. How to Write Your Literature Review. 1st ed. London: Macmillan Education Limited.

Greetham, B., 2019. How to write your undergraduate dissertation. 3rd ed. London: Macmillan Education Limited.

Access to a range of audio and video software in computer labs.

Access to Audio Engineering Society (AES) e Library for journal articles and papers

(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:

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. 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. Specialist assistive equipment, support provision and adjustment to assessment practice 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** **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	Derek Turner
External Examiner	Nino Auricchio
Accreditation Details	This module forms part of the BSc (Hons) Music Technology, which is accredited by JAMES
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical Portfolio (Project Deliverables) (40%)
Assessment 2
Written, Presentation and Exhibition (60%), broken down as follows: Dissertation/ Project report/ Thesis - 20% Review/ Article/ Critique/ Paper - 20% Demonstrations/ Poster presentations/ Exhibitions - 10% Presentation - 10%
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.

(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**
Portfolio of practical work	☐	☐	☒	☐	☒	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Coursework	☒	☒	☒	☒	☒	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Update to Attendance & Engagement text, EDI and slight rewording of assessment components	04/04/2025	A Adamson