University of the West of Scotland

Module Descriptor

Session: 2425

Title of Module: Recording For Media 3			
Code: MUSC09010	**SCQF Level:** Choose an item. **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Business and Creative Industries		
Module Co-ordinator:	Paul McGeechan		

Summary of Module
This module seeks to explore advanced techniques in convergent media recording. Utilising Digital Audio Workstation software and audio equipment students will be expected to create a remix of an existing multi-track session and introduce original instrumentation into the final mix.

The module will also introduce students to new and developing audio postproduction techniques and technologies with an emphasis on:

Examining current industries practices working with Creative Commons-licensed materials to create an Audio Remix.

Examining current 'sound design industries' practices, including ADR, "Foley" and sound effects creation. |

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate ability to operate digital music technology.
L2	Demonstrate understanding of the key concepts of digital audio.
L3	Utilise technology to produce music multi-track digital recordings
L4	Utilise technology to produce audio post production artefacts.
L5	Click or tap here to enter text.

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 Level **9** Demonstrate an understanding of the scope and defining features of the audio industry with an emphasis on informed creative practice. A critical understanding of a range of the principals, principal theories, concepts and terminology of the subject of audio recording, mixing and production. Knowledge of one or more specialisms that is informed by forefront developments in the area of audio production.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Apply knowledge, skills and understanding in using a range of the principal professional skills, techniques, practices and / or materials associated with audio recording, mixing and production. Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of a subject/discipline of audio recording, mixing and production.
Generic Cognitive skills	SCQF Level **9** Undertake critical analysis and/or synthesis of the central ideas, concepts and issues associated with the discourse of popular music and cultural identity

	Draw on a range of sources in making judgements in line with audio production techniques.
Communication, ICT and Numeracy Skills	SCQF Level **9** Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, Use a range of ICT applications / software to support and enhance work within the area of audio production.
Autonomy, Accountability and Working with others	SCQF Level **9** Exercise autonomy and initiative in activities in audio production at a practical, professional level. Practise in ways that show awareness of own and others' roles and responsibilities.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: MUSC08021	**Module Title: Music Industry Brief**
	Other:	Production strand
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	20
Laboratory/Practical Demonstration/Workshop	16
Independent Study	164
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

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

Audiomedia. (2015) Audio Media. Available from: http://www.audiomedia.com.

Huber D & Runstein R. (2013) Modern Recording Techniques. 8th Ed. Taylor Francis.

Katz, B. 2013. Mastering Audio: The Art and the Science. 3rd Ed. London: Focal Press.

Owsinski B. 2013. The Mixing Engineers Handbook. 3rd Ed.

Music Producer. 2015. Music Producer. Available from: http://www.musicproducer.com

Sound On Sound. 2021. Sound On Sound. Available from: http://www.soundonsound.com

Tape Op. 2021. Tape Op. Available from: http://www.tapeop.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Arts and Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts and Media
Moderator	Lauren Gilmour
External Examiner	J Crossley
Accreditation Details	JAMES
Changes/Version Number	4.01

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 – Remix brief – Practical recorded / mixed submission (50%).
Assessment 2 – Audio Post Production brief – Practical recorded / mixed submission (50%)
Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
	x		x			50	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
		x		x		50	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)