



Module Descriptor

Title	Introduction to Sound Design		
Session	2025/26	Status	Normal
Code	COMP07089	SCQF Level	7
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	Christopher Fisher		
Summary of Module			
This module introduces students to the basic theories, concepts, tools, and techniques used in sound design for visual media. Through guided practical activities and critical listening exercises, students will explore asset creation, editing, and synchronisation in the context of film, animation, and games. Technical aspects of sound capture, synthesis, and manipulation are developed using DAWs and digital processing tools.			
Aspects which will be discussed include:			
• Foundations of sound design theory • DAW use for sound editing and processing • Microphone techniques and asset sourcing • Foley, synthesis, and ambient sound creation • Synchronisation to picture using digital tools • Planning and producing stereo sound design assets • Basic mixdown and output for AV media			
This module embeds the key “I am UWS” graduate attributes and in particular: Universal (Critical Thinker, Collaborative), Work Ready (Potential leader, Effective communicator, Digitally Literate, Problem-solver) and Successful (Innovative, Creative, Transformational).			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☒	Online³ ☐	Work -Based Learning⁴ ☐		
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	Demonstrate understanding of core theories, concepts, and processes used in sound design for the moving image.
L2	Apply basic techniques and tools for sourcing, recording, and processing audio assets for synchronisation.
L3	Create and deliver a basic stereo sound design project in response to a defined visual brief.
L4	
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 7 Demonstrate and work with an overall appreciation of the body of knowledge that constitutes sound design theory and associated technologies. Demonstrate and work with knowledge that is embedded in the main theories, concepts, and principles of audio processing.
Practice: Applied Knowledge and Understanding	SCQF 7 Use some of the basic and routine professional skills, techniques, and practices associated with sound design and production. Practise these skills in the context of synthesised digital sound sources.

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

Generic Cognitive skills	SCQF 7 Develop a structured approach to critically analysing sound design and production processing. Reflect upon a change of personal perception of sound aesthetics developed through critical listening.
Communication, ICT and Numeracy Skills	SCQF 7 Develop a vocabulary for the discussion of sound and audio production processing. Obtain a variety of information and data from print, internet and multimedia sources.
Autonomy, Accountability and Working with Others	SCQF 7 Exercise some initiative and independence in carrying out basic sound design production. Exercise some initiative and independence, in planning for working with musical performers.

Prerequisites	Module Code N/A	Module Title N/A
	Other Basic computer literacy and interest in sound/media.	
Co-requisites	Module Code N/A	Module Title N/A

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. This module uses a blended approach incorporating lectures, demonstrations, hands-on labs, critical listening tasks, and guided project development. Students will be introduced to industry-standard tools and techniques, and will develop practical experience through structured audio-visual exercises.	
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)
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	36
Independent Study	152
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

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

- Marks, A. (2017). The Complete Guide to Game Audio (3rd ed.)
- McGregor, I. (2020). Sound Design (3rd ed.)
- Huber, D. & Runstein, R. (2017). Modern Recording Techniques (9th ed.)

(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 log in 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. 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 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	N Aurriccio
Accreditation Details	JAMES
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Sound design planning and evaluation report (40%)
Assessment 2
Practical sound design project (60%)
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 written work	☒	☐	☐	☐	☐	40	4

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work	☐	☒	☒	☐	☐	60	4

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	8 hours

Change Control

What	When	Who
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Updated to 2025/26 template and updated delivery/component/learning outcomes.	24/03/2025	Christopher Fisher