University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Live Sound Technologies			
Code: COMP08065	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of 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

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 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	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 **8** • A broad knowledge of the scope, defining features, and main areas of live sound reinforcement • Detailed knowledge of the features of a digital mixing desk • An awareness of current technologies used in sound reinforcement systems	
Practice: Applied Knowledge and Understanding	SCQF Level **8** • Connect the elements of a PA system and perform a sound check. • Reproduce live sound safely to acceptable standards	
Generic Cognitive skills	SCQF Level **8** Critically evaluate health and safety issues.	
Communication, ICT and Numeracy Skills	SCQF Level **8** Use networked audio with an appreciation of the key principles of operation.	
Autonomy, Accountability and Working with others	SCQF Level **8** • Exercise autonomy and initiative in some activities at a professional level • Manage resources within defined areas of work • Take continuing account of own and others' roles, responsibilities, and contributions in carrying out and evaluating tasks	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: COMP07052	**Module Title:** Sound Reinforcement Systems
	Other:	
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. This module focusses on hands-on practice using sound reinforcement technology working in small groups.

Supporting materials will be presented by a combination of video recordings, synchronous presentations, and guided reading.

Students will be encouraged to read in-depth manufacturers' instructions and documentation.

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)
Tutorial/Synchronous Support Activity	12
Laboratory/Practical Demonstration/Workshop	36
Independent Study	152
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:

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

Reference Guide V1.5.0 Issue 6 Reference Guide (no date). Available at: https://www.allen-heath.com/content/uploads/2023/05/SQ_ReferenceGuide_V1_5_0.pdf (Accessed: 13 December 2023).

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: 13 December 2023).

Dante Certification Program | Audinate | Dante AV Networking (no date) *www.audinate.com*. Available at: https://www.audinate.com/learning/training-certification/dante-certification-program (Accessed: 13 December 2023).

The 'Mixing Secrets' Free Multitrack Download Library (no date) *cambridge-mt.com*. Available at: https://cambridge-mt.com/ms/mtk/ (Accessed: 13 December 2023).

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:

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 75% of scheduled sessions (online or face to face as appropriate).

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.

Students must have the facility to discern the audio quality of the P.A output (with an aid if required) and make appropriate adjustments in a timely manner. This module is designed to provide equal opportunities for all students irrespective of their age, disability, 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. Further guidance available from Student Services, School Disability Co-ordinators or the University's Equality and Diversity Co-ordinator.
(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
Assessment Results (Pass/Fail)	Yes ☐No ☒
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.
Changes/Version Number	2.12 Title changed

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 Demonstration of live sound system connection, optimisation and operation accomplishing completion of a mix within a virtual sound check or performance (80%)

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. (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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	✓	✓		✓		80	3.5

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**
Presentation			✓			20	0.5

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%**	**4 hours**

Change Control:

What	**When**	**Who**

Version Number: MD Template 1 (2023-24)