



## Module Descriptor

Title	Audio Mastering		
Session	2025/26	Status	
Code	COMP10007	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	
School	Computing, Engineering and Physical Sciences		
Module Co-ordinator	Robert Goldie		
<b>Summary of Module</b>			
<p>This module’s content covers the areas of audio mastering in terms of the process, aims and objectives and the application of current technological development.</p> <p>Mastering theory and technologies will be discussed through lectures, demonstrations, labs, and weekly guided study tasks (reading).</p> <p>The main topics include:</p> <ul style="list-style-type: none"><li>• Principles of mastering</li><li>• Critical listening skills</li><li>• Advanced processing techniques</li><li>• Mastering grade technologies</li><li>• Delivery formats and levels</li><li>• Listening skills for assessing the technical and creative qualities of a pre-master mix</li><li>• Audio processing for the purpose of mastering</li><li>• Current trends in mixing/production in relation to mastering</li><li>• Current formats for audio distribution and their inherent qualities</li></ul> <p>This module embeds the key “I am UWS” graduate attributes and in particular: Analytical listening, reflective problem solving, autonomy and creative innovation.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Demonstrate knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of mastering
<b>L2</b>	Apply knowledge, skills and understanding in using a wide range of professional skills, techniques and practices within audio mastering
<b>L3</b>	A critical understanding of the uncertainty and limits of knowledge and how it is developed, and an ability to deploy established techniques of analysis and enquiry within audio mastering.
<b>L4</b>	Use a wide range of routine, advanced and specialised skills in audio mastering to develop a cohesive final product for commercial delivery and distribution
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Demonstrate and justify critical and analytical judgements on musical aesthetics. Demonstrate and develop a critical understanding of the principal theories, concepts and principles applied to mastering.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Adopt a systematic approach to the processes of audio production using the specialist audio tools applied within the context of mastering.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

	Investigate the currently available equipment, software and facilities for audio mastering
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Assimilate the operating principles of specialised audio tools. Make and justify subjective critical judgements on musical aesthetics. Demonstrate a balance between professional protocol, originality and creativity in dealing with professional level production of audio.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Use a range of professional software to facilitate work in this area. Interpret, use and evaluate numerical and graphical data to make judgements of equipment specification
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Exercise autonomy and initiative in professional/ equivalent activities. Take significant responsibility for the processing or audio work of others and for a range of hardware and software resources. Work with peers to bring about new thinking on audio issues.

<b>Prerequisites</b>	<b>Module Code</b> COMP09061	<b>Module Title</b> Professional Studio Practice
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
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.	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	12
Laboratory / Practical Demonstration / Workshop	12
Independent Study	152
Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>

(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. 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

<b>Divisional Programme Board</b>	<b>Computing</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Creative Computing
<b>Moderator</b>	Derek Turner
<b>External Examiner</b>	N Auricchio
<b>Accreditation Details</b>	JAMES

Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.12

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Critical mix analysis and mastering plan (40%)
<b>Assessment 2</b>
Portfolio and documentation (60%)
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	4

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Portfolio	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	4

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	8 hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Component / LO alignment updated	21/03/2025	Robert Goldie

