

## Programme Specification for HND Urban and Electronic Music Production

This document applies to students who commence the programme in or after September 2017

1	Awarding institution/body	University of Worcester
2	Teaching institution	Kidderminster College
3	Programme accredited by	N/A
4	Final award	HND
5	Programme title	HND Urban and Electronic Music Production
6	Pathways available	N/A
7	Mode and/or site of delivery	Kidderminster College
8	Mode of attendance	Full time or part time
9	UCAS Code	043W
10	Subject Benchmark statement and/or professional body statement	Music 2008
11	Date of Programme Specification preparation/ revision	May 2008. Updated April 2014. October 2014 (Regulations Updated) August 2017 - AQU amendments

### 12 Educational aims of the programme

The programme takes students through the theoretical and practical development of contemporary electronic music creation, comprising of technical, compositional and business related disciplines along with a range of associated subjects. The course aims to ensure that all students will:

- a. Acquire an entrepreneurial and business outlook within the music industry
- b. Acquire compositional and technical knowledge required to support music creation
- c. Develop critical and analytical approaches to music creation
- d. Acquire creative approaches towards music production
- e. Acquire and develop a range of transferable skills and attributes, which will aid academic study and employment
- f. Develop independent judgment towards music analysis
- g. Acquire an understanding of the music industry and its career opportunities

### 13 Intended learning outcomes and learning, teaching and assessment methods

Learning outcomes:	Module(s) in which these are assessed:
Knowledge and understanding:	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> <li>• Apply the practical application of computer based music software within music creation activities</li> <li>• Apply the appropriate use of music-related terminology correctly</li> <li>• Demonstrate the practical application of music based computer hardware within music creation activities</li> <li>• Develop critical music listening proficiency to aid music creation activities</li> <li>• Contextualise music history development and analysis to inform music creation activities</li> <li>• Demonstrate the practical application of studio based recording equipment and techniques within music creation activities</li> <li>• Demonstrate a strong emphasis towards relevant Music Industry based practices</li> <li>• Apply the practical use of keyboards and synthesisers within music creation activities</li> <li>• Apply the practical set-up procedures involved in configuring a music-based computer</li> <li>• Apply the practical set-up procedures involved in planning, preparing and operating a studio recording session</li> <li>• Demonstrate technical and creative proficiency required for development of effective compositional skills by demonstrating imagination and an openness to new musical ideas</li> <li>• Demonstrate the ability to work independently and within a group in the recording studio</li> </ul>	<ul style="list-style-type: none"> <li>• Group lectures</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Individual presentations</li> <li>• Group presentations</li> <li>• Individual tutorials</li> <li>• Group tutorials</li> <li>• Master classes</li> <li>• Directed study</li> <li>• Directed reading</li> <li>• Peer group study</li> <li>• Peer assessment</li> <li>• Work shadowing activities</li> <li>• Independent learning</li> <li>• Group project development</li> <li>• Individual project development</li> <li>• Profiling of student qualities and transferable skills</li> <li>• Visiting lecture observation</li> <li>• PDP focus</li> <li>• Co-curricular study tours and visits</li> <li>• e-learning activities</li> <li>• Portfolio creation</li> <li>• Independent research activities</li> <li>• Group research activities</li> <li>• Digital media analysis</li> <li>• Peer assessment</li> <li>• Essay writing development</li> <li>• Rehearsal log creation</li> <li>• Critical reflection</li> </ul>
Cognitive and intellectual skills:	Examples of learning, teaching and assessment methods used:
<ul style="list-style-type: none"> <li>• The ability to analyse music within historical, technical and aesthetic contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Group lectures</li> <li>• Workshops</li> <li>• Seminars</li> </ul>

<ul style="list-style-type: none"> <li>• Understand the production values of a variety of music productions and genres</li> <li>• Identify influential producers, electronic music equipment and landmark music productions within the electronic music world by evaluating their importance to aid contextual reference within musical creation</li> <li>• Develop research methodologies and approaches regarding the gathering of information</li> <li>• Reflect critically upon learners' own music productions</li> <li>• Apply reasoning and logic to problem-solving tasks</li> <li>• Evaluate music within a passive context that will enable learners to judge music objectively</li> <li>• To understand the production values attributed to electronic music creation to aid learners' own music creations</li> <li>• To enable students to develop business awareness skills when exploring the possibilities that a career in music possesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group presentations</li> <li>• Individual tutorials</li> <li>• Group tutorials</li> <li>• Master classes</li> <li>• Directed study</li> <li>• Directed reading</li> <li>• Peer group study</li> <li>• Peer assessment</li> <li>• Work shadowing activities</li> <li>• Independent learning</li> <li>• Group project development</li> <li>• Individual project development</li> <li>• Profiling of student qualities and transferable skills</li> <li>• Visiting lecture observation</li> <li>• PDP focus</li> <li>• Co-curricular study tours and visits</li> <li>• e-learning activities</li> <li>• Portfolio creation</li> <li>• Independent research activities</li> <li>• Group research activities</li> <li>• Digital media analysis</li> <li>• Peer assessment</li> <li>• Essay writing development</li> <li>• Rehearsal log creation</li> <li>• Critical reflection</li> </ul>
<p>Practical skills relevant to employment:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> <li>• Apply the practical application of computer based music software within music creation activities</li> <li>• Demonstrate the practical application of music based computer hardware within music creation activities</li> <li>• Demonstrate the practical application of studio based recording equipment and techniques within music creation activities</li> <li>• Demonstrate a strong emphasis towards relevant music industry based practices</li> <li>• Apply the practical use of keyboards and synthesisers within music creation activities</li> <li>• Apply the practical set-up procedures involved in configuring a music-based computer</li> <li>• Apply the practical set-up procedures involved in planning, preparing and</li> </ul>	<ul style="list-style-type: none"> <li>• Group lectures</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Individual presentations</li> <li>• Group presentations</li> <li>• Individual tutorials</li> <li>• Group tutorials</li> <li>• Master classes</li> <li>• Directed study</li> <li>• Directed reading</li> <li>• Peer group study</li> <li>• Peer assessment</li> <li>• Work shadowing activities</li> <li>• Independent learning</li> <li>• Group project development</li> <li>• Individual project development</li> <li>• Profiling of student qualities and transferable skills</li> <li>• Visiting lecture observation</li> <li>• PDP focus</li> </ul>

<ul style="list-style-type: none"> <li>operating a studio recording session</li> <li>• Demonstrate technical and creative proficiency required for development of effective compositional skills by demonstrating imagination and an openness to new musical ideas</li> <li>• Apply entrepreneurship and business skills in the creation of music/media-based business plan</li> </ul>	<ul style="list-style-type: none"> <li>• Co-curricular study tours and visits</li> <li>• e-learning activities</li> <li>• Portfolio creation</li> <li>• Independent research activities</li> <li>• Group research activities</li> <li>• Digital media analysis</li> <li>• Peer assessment</li> <li>• Essay writing development</li> <li>• Rehearsal log creation</li> <li>• Critical reflection</li> </ul>
<p>Transferable/key skills:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<ul style="list-style-type: none"> <li>• To develop learning skills that are universally essential in forging professional expertise</li> <li>• To possess a reflective outlook upon learners' own and others work</li> <li>• To engage communicatively using a variety of mediums with a degree of confidence</li> <li>• To develop an awareness of technical-based approaches to tasks and problem solving activities</li> <li>• To generate initiative qualities</li> <li>• To develop collaborative qualities</li> <li>• To generate analytical skills</li> <li>• To develop critical and interpretive skills</li> <li>• To possess decision making qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Group lectures</li> <li>• Workshops</li> <li>• Seminars</li> <li>• Individual presentations</li> <li>• Group presentations</li> <li>• Individual tutorials</li> <li>• Group tutorials</li> <li>• Master classes</li> <li>• Directed study</li> <li>• Directed reading</li> <li>• Peer group study</li> <li>• Peer assessment</li> <li>• Work shadowing activities</li> <li>• Independent learning</li> <li>• Group project development</li> <li>• Individual project development</li> <li>• Profiling of student qualities and transferable skills</li> <li>• Visiting lecture observation</li> <li>• PDP focus</li> <li>• Co-curricular study tours and visits</li> <li>• e-learning activities</li> <li>• Portfolio creation</li> <li>• Independent research activities</li> <li>• Group research activities</li> <li>• Digital media analysis</li> <li>• Peer assessment</li> <li>• Essay writing development</li> <li>• Rehearsal log creation</li> <li>• Critical reflection</li> </ul>

## 14 Assessment Strategy

Assessment is an integral part of the learning process and the UW Assessment Policy has been used extensively to develop a holistic approach to programme design. The following principles apply to HND Urban and Electronic Music Production:

Each module has an assessment strategy, which is aligned with the intended learning outcomes.

- All stated learning outcomes for a module will be summatively assessed
- Assessments will enable students to demonstrate that they have met the learning outcomes of the module and the overall aims and learning outcomes of the course and will allow students to achieve the standard required to gain the award of HND.
- The HND Urban and Electronic Music Production course includes a variety of assessment types and an appropriate balance of assessment for summative and formative purposes. These include practical music production, recording and compositional activities, post-production assessments, music research and the creation and release of an album in Year 2.
- Information about assessment, including the details of assignments and due dates for submission, schedules for examinations, assessment for grading criteria, plus assessment regulations and arrangements for publication of results, will be published in the University Student Handbook, course handbooks and module guides at the start of the academic year.

Appendix 4 in the HND Urban and Electronic Music Production Course Book shows how assessment methods are mapped to modules.

The programme is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry](#) website or see the [UW Student Handbook](#).

## 15 Programme structures and requirements

The programme currently runs 15 modules. 14 of the modules are single modules worth 15 credits and a double module worth 30 credits. Full time students will complete a pathway of four modules in each semester, except Semester 2 in Year 2 (Level 5) where students will complete two single modules and the double module.

See Appendix 1 in the HND Urban and Electronic Music Production Course handbook for an example part time pathway.

## **Award map**

Award maps are designed to show which modules must be taken in order to gain different awards.

### **Level 4**

Module Code	Module Title	Credits	Status (Mandatory / Optional)	Prerequisites (Code of Module required)
ELEC1001	Computer Systems for Music	15	Mandatory	None
ELEC1002	MIDI and Audio Music Production	15	Mandatory	None
ELEC1003	Music Listening Skills	15	Mandatory	None
ELEC1004	Principles of Sound and Digital Audio	15	Mandatory	None
ELEC1005	Audio Production Techniques	15	Mandatory	None
ELEC1006	Creative Keyboard Techniques	15	Mandatory	None
ELEC1007	History of Electronic Music	15	Mandatory	None
ELEC1008	Studio Techniques and Practices	15	Mandatory	None

### **HND Requirements at Level 4**

Students must successfully complete 120 credits in total at Level 4 to gain the final award.

### **Level 5**

Module Code	Module Title	Credits	Status (Mandatory / Optional)	Prerequisites (Code of Module required)
ELEC2001	Advanced Production Techniques	15	Mandatory	None
ELEC2002	Creative Synthesis	15	Optional	None
ELEC2003	Music for Audio-Visual Contexts	15	Optional	None
ELEC2004	Music Industry and Entrepreneurship	15	Mandatory	None
ELEC2005	Creative Mixing and Mastering Techniques	15	Mandatory	None
ELEC2006	Music Production Analysis	15	Optional	None
ELEC2007	Final Music Project (Double Award)	30	Mandatory	None

### **HND Requirements at Level 5**

Some modules are designated optional, but at the time of validation all modules are currently mandatory. It is anticipated that the range may be expanded to provide more options in the future.

Students must successfully complete 120 credits in total at Level 5 to gain the final award. The full award is equivalent to 240 credits.

Students are expected to attend all teaching sessions on the courses for which they have registered. Practical projects, workshops and ensemble activities are collaborative in their nature and require full attendance. Students should be aware that at certain times a more intensive commitment is required which must be balanced against other life and work commitments.

## **16 QAA and Professional Academic Standards and Quality**

Like all Higher Education courses in the UK, HND Urban and Electronic Music Production is designed with reference to the UK Quality Code and the Framework for Higher Education Qualifications (FHEQ), a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered. This course is located at Level 5 of the FHEQ.

As part of the University's course approval and planning process it has been confirmed that University HND in Urban and Electronic Music Production has no equivalent BTEC Higher National programme. No mapping of the core content is therefore required.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The QAA benchmark statement for Music (2008) has been used in the development of the programme as an academic reference point.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/music08.asp>

Similarly, ongoing dialogue with music industry practitioners, academics, students and teaching staff as well as research activities has all had an impact on the programme.

## **17 Support for students**

The University of Worcester and Kidderminster College each has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. The Equality and Diversity Committee monitor progress in implementation.

The [Disability and Dyslexia Service](#) within [Student Services](#) at UW provides specialist support on a one to one basis. Various student support mechanisms are available at Kidderminster in addition to the services provided by University of Worcester.

### Induction Arrangements

A full induction programme is available prior to the commencement of the course. Students will be provided with an introduction to the course, the course modules, course structure and delivery. A Kidderminster Learning Resource Centre induction and Apple Mac introductory sessions are also provided, in addition to an induction session for The Hive at Worcester.

### Personal and Academic Support tutors

Each year group is allocated a personal tutor in addition to specific and specialist module leaders. A separate Academic Support tutor is also available for weekly advice and support regarding the academic component of the course.

Students will have access to a personal tutor during timetabled tutorial sessions and be able to book individual tutorial slots throughout each semester. Module leaders can also be booked for tutorials.

Students will also be able to book tutorials with module lecturers at a mutually convenient time, as required.

### PDP (Personal Development Plan)

Students will be given advice and guidance regarding PDP via tutorial and support sessions. PDP supports individual learning and development, and offers an opportunity to build a record of both academic and non-academic achievements that may enhance the transition to further study or employment.

### Study Skills Support

Effective study skills are essential to achieving success on the course. Study skills workshops will be offered including:

- Essay writing
- Oral presentations
- Referencing
- Note-taking

All the materials for these sessions are available on the Kidderminster College Intranet.

In addition to this the University of Worcester run free study skills sessions and have developed [Study Skills Advice Sheets](#) in order to help students plan and carry out coursework and assessments.

All study skills information can be found at the University of Worcester's Study Skills website: [www.worcester.ac.uk/studyskills](http://www.worcester.ac.uk/studyskills)

### Online Support

Students will have access to course documentation, resources, information and other support systems via the Intranet. The Intranet is designed to allow course specific electronic resources available to students 24 hours a day.

Students will also have access to UWs on-line resources from the Student Homepage of the University of Worcester's website.



## **18 Admissions policy**

### **Admissions policy**

The course is aimed towards learners with a variety of music related skills and career destinations. Applications from mature students that possess experience of music or music technology are welcomed. Recruitment targets a diverse and wide spectrum of possible learners on a local, regional, national and international basis.

### **Entry requirements**

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Admissions procedures**

Full-time applicants apply through UCAS (043W)  
Part-time applicants apply directly to University of Worcester.

### **Admissions/selection criteria**

Applicants are asked to attend a visit to discuss the programme and for an exploration of interviewees' knowledge, experience and abilities, unless this is deemed impractical or unnecessary. Offers of acceptance are based on students' ability to study the programme and evidence of ability, enthusiasm and dedication towards music and music production. Both full time and part time learners are welcomed.

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

A variety of methods are used to ensure that the quality and standards of teaching and learning are monitored and maintained. Student consultation is a valuable source of monitoring and will be gained through:

- Student evaluation of each module
- Completion of student questionnaires within tutorials
- Staff and student course committee meetings
- National Student survey reports
- Student Academic Representation (StARS) system process

Teaching and management staff will also be involved in the monitoring process through:

- Annual teaching observation of individual lecturers by Kidderminster College Quality Team
- Peer observations
- External Examiner visits and reports
- Kidderminster College Quality Assurance Policy
- Course Team Meetings
- Course Committee Meetings
- Creative Industries section meetings
- Course team participation in CPD and scholarly activity
- Annual Personal Development Report (APDR) to be completed by all teaching staff in conjunction with their line manager
- Annual Evaluation Reports

## **20 Regulation of assessment**

The course operates under the University's [Taught Courses Regulatory Framework](#).

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities, which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module guides and individual assessment briefs

### **Submission of assessment items**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see Taught Courses Regulatory Framework.

### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module)

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules

## Requirements for Awards

Award	Requirement
HNC	120 credits at Level 4
HND	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

## 21 Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

Indicators of quality and standards include:

- Internal reviews
- External Examiners visits and reports
- External reviews (Institutional Audit above)
- IQER Report (June 2010)
- Investors in People (renewed in 2005)
- Kidderminster College has the Investor in People kite mark
- Involvement in learning and teaching development projects
- Progression / employment rates for course
- Module Evaluation analysis
- Kidderminster College has the Matrix Standard for Information, Advice and Guidance
- Annual Evaluation Report
- NSS results

## 22 Graduate destinations, employability and links with employers

### Graduate destinations

The course is a vocationally focused programme that will allow students to gain the necessary skills, ability, attitude and work ethic to compete within the music industry. HND Urban and Electronic Music programme offers highly practical, creative and industry-focused knowledge to professional level. Graduates have entered numerous aspects of the area, including:

- Music production
- Sound designer / programmer
- Audio post-production
- Music for media
- Music for gaming
- DJ technology
- Studio engineering
- Radio production
- Media / broadcast engineer

- Record label entrepreneur
- Music marketing / promotions
- Music technology tuition / lecturer
- Music journalism
- Various record company / industry careers
- Further study – Level 6 music technology / music production

Some of these careers need further training and students will be offered advice and support concerning career choices.

### **Student employability**

To support students in preparation for employment, students study Music Industry and Entrepreneurship module, which is solely designed to provide students with the necessary knowledge and skills to enter the music industry, either via employment or self-employment.

All students also complete a full 5-year plan, in addition to the regular completion of PDP during Tutorials. Various workshops are also provided which are separate to module delivery. These include software-based instruction with Final Cut Pro and Photoshop workshops. Support for applications for industry roles and 3<sup>rd</sup> Year Top-up programmes are also available.

### **Industry Links**

Pioneer, Hed Kandi, Ministry of Sound, Picture Works, Skullcandy, Native Instruments, Akai Professional, Sound on Sound, Gatecrasher, The Yardbird, Rockfield Music Group, King of the Beats, Paul White and Hugh Robjohns (Sound on Sound), Timmy Vegas (DJ and producer: Soul Central), Noel Watson (influential DJ & producer), Andy Mac (Numark), David Lowe (TV music composer: BBC News, The One Show), Nicky Blackmarket (DJ), DJ Pierre (legendary Chicago producer and DJ), Jazzy Jay (New York DJ, producer and founder of Def Jam Records), Paul Farrer (TV music composer: Weakest Link), Riya (Vocalist / Songwriter: Total Science / Skream / Lenzman), Pritt Kalsi (Music documentary and filmmaker), Madflow (vocalist and music producer), Marcus Byrne (Producer and MD for Cheryl Cole, Taio Cruz).

Our industry links and personnel are utilised as visiting lecturers, industry advisers and possible career destinations. This allows access to various practitioners, organisations and businesses, including possible future career opportunities and relationships for students. Many of our visiting lecturers provide industry relevant workshops, Q&A sessions and practical career advice during sessions.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.