

ROSE BRUFORD COLLEGE

Programme Specification

BA(Hons)

Performance Sound

Rose Bruford College Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Award	Programme Title	Duration	Mode of study
WJ49	BA (Hons.)	Performance Sound	3 Years	Full Time

Institution	Rose Bruford College
Awarding Institution	The University of Manchester
Programme Accreditation	N/A
Relevant QAA benchmark(s)	<p>Dance, Drama and Performance (DDP) Communication, Media, Film and Cultural Studies (CMFCS)</p> <p>Performance Sound is an inter-disciplinary programme and this is reflected in its referencing of 2 QAA Benchmark statements. The majority of learning outcomes originate within the DDP benchmark statement as this accurately represents the culture and context within which Performance Sound is generally practised. However, some detailed discipline specific skills and knowledge components are found in greater detail within the CMFCS benchmark statement. The programme represents in part a re-contextualisation of skills and knowledge generally associated with 'recorded' media, by placing them within a live performance context.</p>
Other Points of Reference	<ul style="list-style-type: none"> i. The framework for higher education qualifications in England, Wales and Northern Ireland – January 2001 (FHEQ) ii. The Code of Practice for the assurance of quality and standards in higher education iii. Guidelines for Preparing a Programme Specification (QAA) iv. Rose Bruford College Mission Statement v. Industry Consultation: <ul style="list-style-type: none"> Gareth Fry, Sound Designer (National Theatre, Royal Court) Mic Pool, Sound Designer / Director of Creative Technology (West Yorkshire Playhouse) Mimi Epstein, Sound Designer (Actors Theatre of Atlanta, Aurora Theatre) Thor McIntyre, Outdoor Event Sound Designer Antenna Audio, Gallery / Event Sound Installation Company AVT, Corporate Event Sound Installation Company

**Rose Bruford College
Undergraduate Programme Specification**

2. AIMS OF THE PROGRAMME(S)

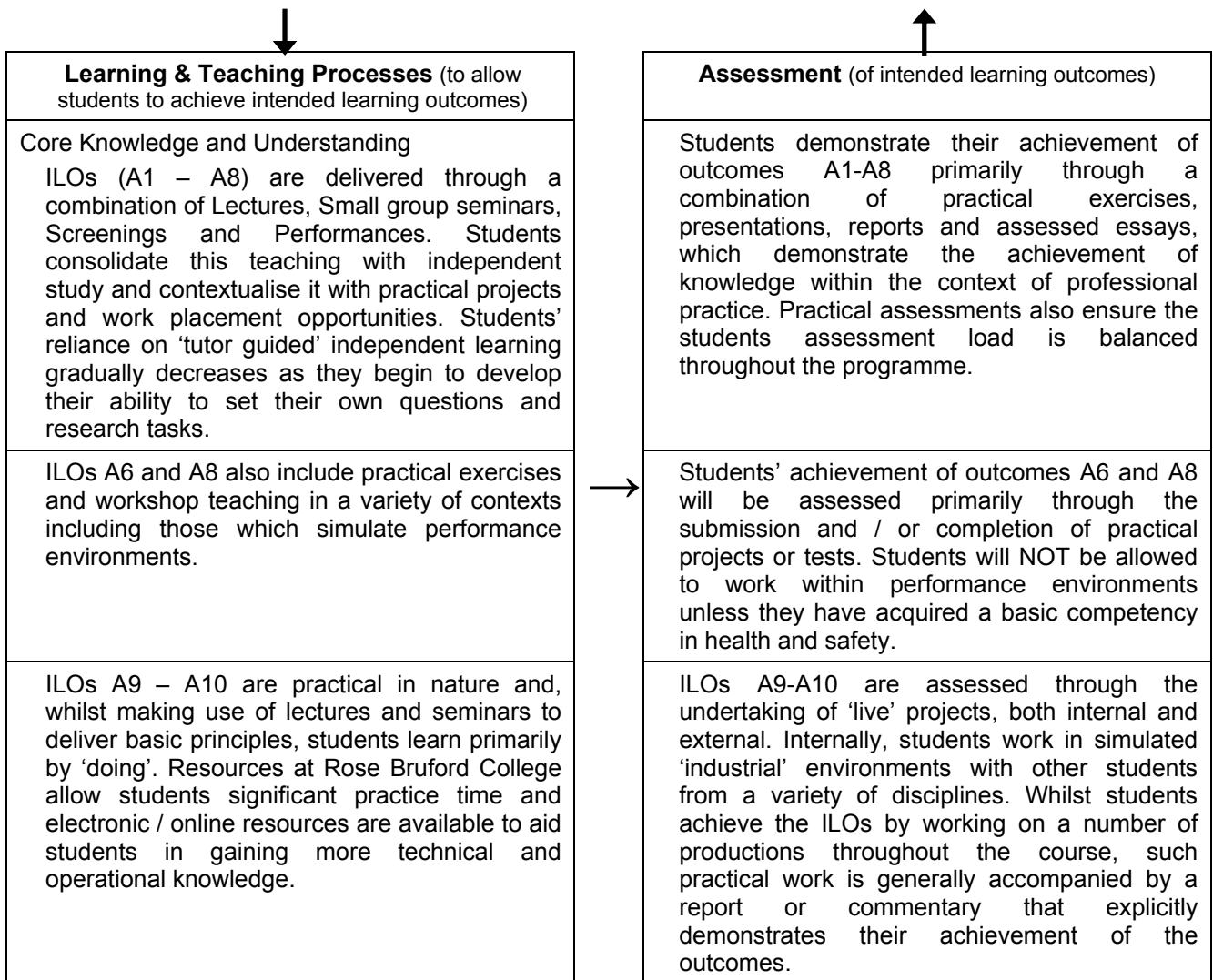
The programme aims to:

01.	Respond to the rapidly changing live performance industry by delivering discipline specialists with a comprehensive grounding in performance as a creative, aesthetic and communicative process
02.	Give graduates a working understanding of live performance in its business, cultural, social, ethical, political, historical and theoretical contexts
03.	Enable graduates to make an effective, responsive and innovative contribution to the live performance industries
04.	Give graduates the artistic, technical and organisational skills to enable them to create, operate and perform using a range of audio and related technologies in a variety of different performance contexts

3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME(S)

Able to:	A. Knowledge & Understanding
	CORE
A1.	Demonstrate a broad knowledge of current and emerging performance technologies (DDP 5.k / CMFCS 3.1.6)
A2.	Understand the economic and business context within which different types of performance occur (CMFCS 3.1.2)
A3.	Understand the social and cultural context of different types of live performance (DDP 5.n, DDP 3.d)
A4.	Understand the history of performance and how specific traditions, processes and practices have emerged (DDP 3.1d / CMFCS 3.2.1)
A5.	Articulate the creative and aesthetic values and the design principles that inform different types of live performance (DDP 5.a, 3.2h / CMFCS 3.4.2)
A6.	Demonstrate a comprehensive knowledge of industry practice, protocols and health and safety regulations (IR)
A7.	Demonstrate an awareness of the environmental issues associated with the live performance industry (IR)
A8.	Demonstrate a detailed knowledge of current and emerging live performance practices and protocols in a range of performance environments (CMFCS 5.d, 3.2a)
A9.	Demonstrate a detailed knowledge of audio content creation, capture and manipulation technologies (CMFCS 4.3.1, 4.3.3)
A10.	Demonstrate a comprehensive knowledge of live performance sound and communication technologies (IR)

Rose Bruford College Undergraduate Programme Specification



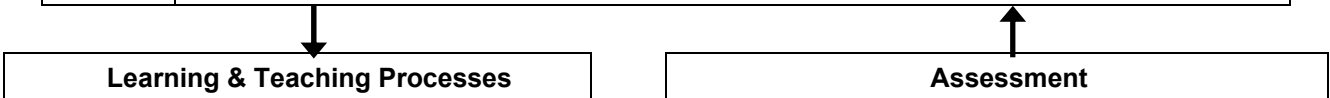
B. Intellectual Skills	
Able to:	
	CORE
B1.	Apply critical reasoning in the evaluation of information from a range of sources (DDP 6.a, 6.n)
B2.	Develop and implement a research strategy for a range of different projects including a sustained independent enquiry (DDP 6.n)
B3.	Formulate sophisticated arguments and express them in written, oral or other forms (DDP 6.h)
B4.	Contextualise own learning within the wider field of practice and the existing body of theoretical work (DDP 3.2b)
B5.	Frame appropriate questions in order to identify solutions to both practical and theoretical problems (CMFCS 4.2.2)
B6.	Be innovative and apply lateral thinking in problem solving and decision making (CMFCS 4.4)
B7.	Critically reflect and evaluate performances of self and others using a variety of conceptual frameworks (DDP 5.a, CMFCS 4.1.5)



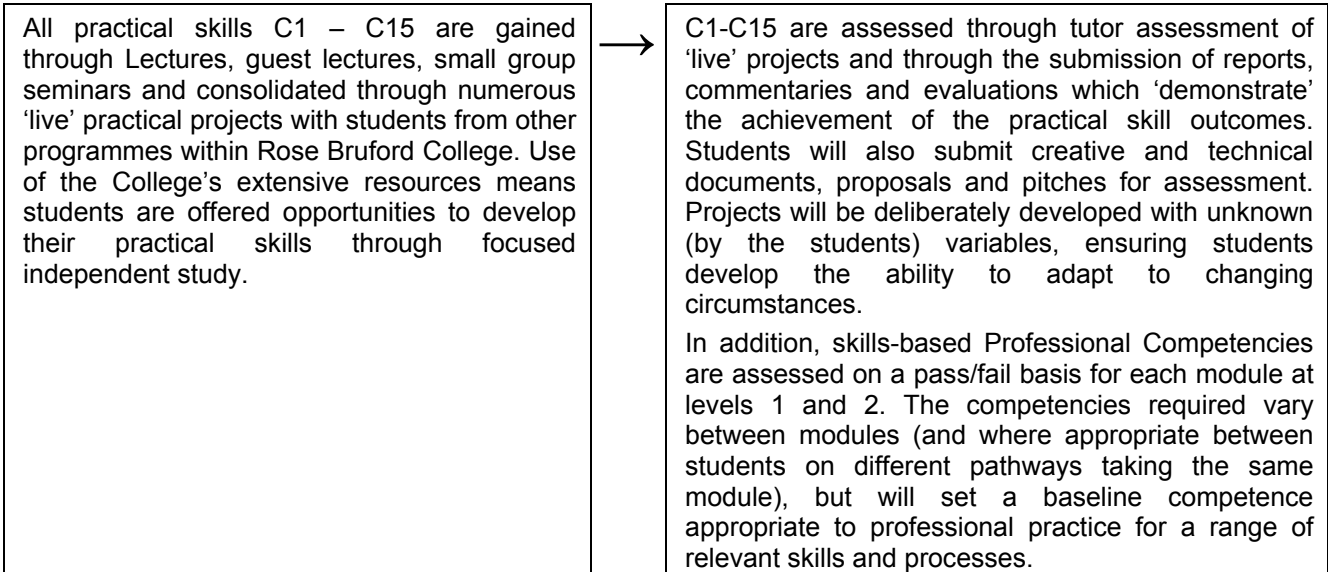
Rose Bruford College Undergraduate Programme Specification

Learning & Teaching Processes	Assessment
<p>Whilst many basic principles of scholarly referencing, language, structure and research are delivered through lectures and small group seminars, ILOs B1 – B5 rely on significant amounts of independent study and frequent feedback, both formative and summative.</p>	<p>Students achievement of ILOs B1-B4 will be assessed through essays, reports, research projects and small group presentations given in a variety of contexts, including simulations of professional contexts such as design presentations. Students' achievement will also be assessed through critical analysis reflecting on practical projects.</p>
<p>ILOs B5-B7 cover academic writing. Students will develop broader intellectual skills through practical projects and workshops as well as through small group seminars. Students will respond to a variety of briefs including known and unknown variables preparing them for real world situations and scenarios that simulate those that they will encounter in their professional life.</p>	<p>B5-B7 requires the application of intellectual skills of analysis and critical evaluation to practical projects as well as essay submissions. Students demonstrate these skills through intellectual reflection on practical activities in reports, commentaries, presentations and project evaluations.</p>

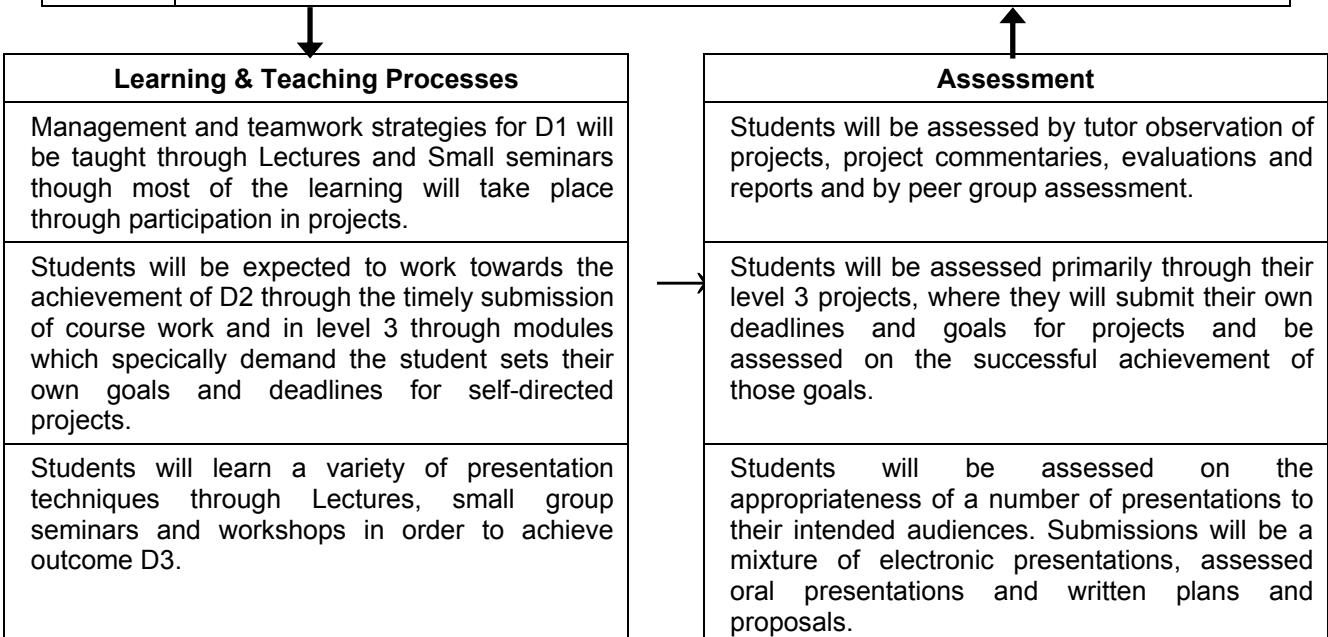
Able to:	C. Practical Skills
C1.	Specify the design and use of performance technologies in written, oral or diagrammatic forms in response to a brief or script (DDP 5.b, 4.3.2)
C2.	Write technical and/or creative briefs for others to respond to (DDP 5.p)
C3.	Prepare, setup and operate performance technologies safely and efficiently (IR)
C4.	Operate a broad range of live performance technologies with a high degree of proficiency (DDP 5.e, 5.k)
C5.	Design and Implement an effective and appropriate sound design in response to a variety of briefs and scripts (CMFCS 4.3.1, 4.4.1)
C6.	Confidently design sound for a variety of physical spaces including non-traditional performance spaces and outdoors (IR)
C7.	Create and / or capture audio content using appropriate technologies (CMFCS 4.3.3)
C8.	Manipulate, edit, process and mix audio content using appropriate technologies (DDP 5.1 / CMFCS 4.3.3)
C9.	Precisely deploy audio content using a range of live performance technologies (IR)



Rose Bruford College Undergraduate Programme Specification



Able to:	D. Transferable Skills and Personal Qualities
D1.	Efficiently manage people, resources and business finances (DDP 6.i, 6.l, 6.k)
D2.	Work independently showing initiative and setting own deadlines (CMFCS 5.1, 5.4)
D3.	Present ideas, specifications and plans using communication techniques appropriate to the intended audience (DDP 6.h)
D4.	Work collaboratively with specialists from a range of disciplines (IR / DDP 3.2i / CMFCS 5.6)
D5.	Confidently adapt to a range of different contexts and situations, including circumstances of ambiguity, uncertainty and unfamiliarity (CMFCS 4.4.4)
D6.	Take full responsibility for own learning strategy (FHEQ)
D7.	Effectively market own skills and abilities, and develop a coherent career plan (CMFCS 5.8)
D8.	Use a range of ICT skills to communicate ideas, research and carry out analysis (DDP 6.o / CMFCS 5.9)



Rose Bruford College Undergraduate Programme Specification

<p>D4 Central to the programme is the simulated 'industrial' environment – students will be set projects where they must work with students from a variety of performance based disciplines within the Colleges.</p>	<p>Students will be assessed by tutor observation of projects, project commentaries, evaluations and reports and by peer group assessment.</p>
<p>D5 Students will undertake a number of projects with 'unknown' variables which, through a process of formative and summative assessment will teach them how to successfully adapt to changing circumstances. Such a skill can only be achieved through 'doing'.</p>	<p>Students will be assessed on their ability to adapt to the unknown variables in specific practical projects.</p>
<p>D6 Students will develop, with their tutor, a progress file. This will enable them to set learning targets and goals and will be updated regularly. As part of the progress file students will be expected to carry out regular self-assessment exercises.</p>	<p>Students will be assessed on their ability to meet the targets and goals they have set in their progress file, and the appropriateness of those targets.</p>
<p>D7 + 8 Students will learn basic skills through lectures and small group seminars. Marketing skills will be gained through the internal market of the 'live' projects and ultimately through the production of a CV, portfolio and other marketing material. Budgeting skills will be enhanced and developed through the production of mock budgets whenever developing a project proposal or response to a brief, and the management of actual budgets on production projects.</p>	<p>Students will be assessed on the submission of a range of mock and actual budgets, CVs and marketing / business strategy documents.</p>
<p>In addition, during the programme students are expected to develop a professional standard of conduct that meets industry expectations. At level 1 students will be given guidance on meeting a professional standard, whilst at levels 2 and 3 they will be expected to meet that standard autonomously.</p>	<p>Professional Competencies are assessed on a pass/fail basis for each module at levels 1 and 2. The competencies will include (where appropriate) attendance, punctuality, personal organisation and teamwork, setting a baseline competence appropriate to professional practice.</p>

Rose Bruford College
Undergraduate Programme Specification

4. THE STRUCTURE OF THE PROGRAMME

Year 1

Session 1	Session 2	Session 3
DMT101 Preparation for Study 10 credits		DMT103 Context: Ideas of Performance 10 credits
PS101 Introduction to Audio Technologies 20 credits	PS102 Application of Audio Technologies 20 credits	
DMT102 Introduction to Performance 20 credits	PS103 Sound Installation 20 credits	DMT104 Performance Making Practice 20 credits

Year 2

Session 1	Session 2	Session 3
PS201 Sound for Theatre 20 credits	DMT201 Context: Ideas of Practice 10 credits	PS203 Production Practice: Operation 20 credits
PS202 Production Practice: Design 20 credits [session 1, 2 or 3]	DMT202 Show Control 10 credits	PS204 Modes of Performance 20 credits [session 1, 2 or 3]
	DMT203 Industry Study 20 credits [session 1, 2 or 3]	

Year 3

Session 1	Session 2	Session 3
DMT301 Independent Research Project 30 credits		
DMT303 Collaborative Projects 20 credits		
DMT302 Professional Practice 30 credits		
PS301 Major Project 40 credits		

Rose Bruford College
Undergraduate Programme Specification

5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
<p>Year 1 (Certificate of Higher Education)</p>	<p>Level 1 introduces students to the industry, to the nature of performance, and develops basic skills (both the skills of the practitioner and the learning skills that they will require).</p> <p>Students will</p> <ul style="list-style-type: none"> • Gain a knowledge of the underlying principles and concepts informing Performance Sound • Gain knowledge of the techniques, practices and processes of Performance Sound • Be able to make judgements and form arguments in accordance with basic theories and concepts • Be able to communicate ideas clearly • Have personal and transferable skills suitable for employment and be able to exercise some personal responsibility
<p>Year 2 (Diploma of Higher Education)</p>	<p>Level 2 develops skills to a level appropriate to professional work (though without the experience of the professional practitioner), and gives some initial experience in simulated professional contexts.</p> <p>Students will</p> <ul style="list-style-type: none"> • Gain a knowledge and a critical understanding of the principles and concepts involved in Performance Sound • Be able to place those principles within a number of critical contexts • Gain a broad knowledge of the techniques, practices and processes of their chosen specialism and the ability to assess the appropriateness of particular approaches to given situations • Be able to form sophisticated arguments using different forms of communication • Have well-developed personal and transferable skills suitable for employment including exercising personal responsibility

Rose Bruford College Undergraduate Programme Specification

6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT (in order to deliver the year learning outcomes)

Student support and induction take place at both the programme and college level.

At the programme level:

- Students receive a Student Handbook (which includes briefs, module and assessment information) at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- Module DMT101 introduces students to degree-level study, to the LRC and IT resources and systems, and a range of study skills.
- Each student is allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- Students receive written feedback on all assessment tasks, and are debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the college level:

- A Student Counsellor is available to all students.
- A Disability Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- Students take part in the College's Personal Development Planning scheme. At four points during the programme, students discuss their personal and professional development with a programme tutor, and plan future action.
- Ongoing study support is provided through one-to-one tutorials with a specialist tutor, and through on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that students, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in the student's development, and the level ILOs reflect this. At Level 1, induction and study support equip students for degree-level study, while regular tutor contact with core programme staff ensures that students are aided in putting all aspects of their studies into the context of the live performance industry and their developing professional practice. At Level 2, projects are more complex and demand greater personal responsibility; associated tutorials not only guide students through projects but also encourage reflection and contextualisation. Placements and studies of a variety of industry contexts enable students to assess the appropriateness of different approaches to given situations. At Level 3, students are expected to be self-directed learners; again regular tutorials associated with specific projects guide the student and ensure that learning is appropriately contextualised.

Through all three levels, Personal Development Planning frames students' learning in individual and professional terms.

Rose Bruford College
Undergraduate Programme Specification

8. CRITERIA FOR ADMISSION

Please refer to the College Full-time Undergraduate Academic Regulations Section 1.3

9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Full-time Undergraduate Academic Regulations Sections 4 & 5

Date of original production:	22-10-2009
Date of current version:	05-01-2010