Programme Specification

1	**Awarding Institution/Body**	Leeds City College
2	**Delivery Location(s)**	Quarry Hill Campus
3	**Programme Externally Accredited by (e.g. PSRB)**	N/A
4	**Award Title(s)**	Foundation Degree Screen Audio
5	**FHEQ Level** [see guidance]	5
6	**Bologna Cycle** [see guidance]	Short cycle (within or linked to the first cycle) qualifications
7	**HECoS Code and Description**	100221 Music Technology
8	**Mode of Attendance** [full-time or part-time]	Full Time Part Time
9	**Relevant QAA Subject Benchmarking Group(s)**	QAA Subject Benchmarks Music 2019 FD Characteristics Statement, 2015
10	**Relevant Additional External Reference Points** (e.g. National Occupational Standards, PSRB Standards)	National Occupational Standards Sound Recording & Music Technology
11	**Date of Approval/ Revision**	
12	**Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others)**	

Foundation Degree Entry Criteria

	Typical offer	Minimum Offer
A Levels:	2xD grades one of which to be in a relevant subject	1xE grade in a relevant subject
BTEC L3 Diploma or Extended Diploma:	MP, MPP grade in relevant subjects	PP, PPP grade or a Subsidiary Diploma with an E grade in relevant subjects
IELTS:	IELTS 6.0 with no less than 5.5 in any component.	
International qualifications:	International qualifications will be assessed against these criteria	
Mature applicants:	Leeds City College welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application. *21 years and over at the start of the course	
RPL claims:	The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)	

	Criteria
Interviews / audition:	A successful interview or audition required.
Portfolio:	A portfolio of work is required.

13 Educational Aims of the Programme

The overall aims of the programme are to:

- Provide a challenging, high quality practical sound programme incorporating music, voice and sound effects
- Produce industry ready audio practitioners able to work across a range of screen audio disciplines
- Produce graduates for Leeds growing screen industries
- Equip graduates with a wide range of additional skills, such as writing, project management, enterprise and interdisciplinary working
- Deliver a wide range of professional skills relevant to the contemporary industry, including emerging technologies
- Instil an interdisciplinary approach to screen audio by collaborating with other creative disciplines on internal and external projects
- Maximise opportunities for industry engagement to enable graduates to develop sustainable careers
- Contextualise screen audio practice within the wider social and cultural environment
- Produce new and innovative work, with the potential to produce tomorrow's great practitioners

14	**Learning Outcomes**
	The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:

	Knowledge and Understanding
K1	Evaluate ideas, theories and principles to contextualise screen audio
K2	Analyse issues relevant to screen audio practice

	Cognitive/Intellectual Skills
C1	Analyse sources to create balanced, logical and supported arguments
C2	Interpret theories and concepts and apply to screen audio practice
C3	Identify problems within screen audio and generate solutions

	Practical/Professional Skills
P1	Operate ethically in a professional context
P2	Autonomously create screen audio projects
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of screen audio
P4	Use specialist equipment and working methodologies to produce technically accomplished audio projects

	Key Transferable Skills
T1	Reflect on performance
T2	Develop knowledge, skills and competencies informed by career aspirations

	T3	Effectively use a range of communication methods

15	**Key Learning & Teaching Strategy and Methods**

This course is practical, and the teaching and assessment is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional audio skills to enable them to succeed and build a sustainable practice in a constantly evolving industry. This degree will refine students' skills and the critical relationship with their audio practice.

Creating, editing and implementing audio are the three skills that are central to this programme. As such 60 credits of Level 4 are focussed in these areas to develop the students' technical and critical skills in these areas. These can then be applied to the practical and theoretical aspects of other modules. For example, the training delivered in 'Sound Recording', 'Sound Design' and 'Music Skills' will inform the 'Audio Practice in the Industry' and 'Major Audio Project' modules in which these skills are applied to create commercially viable outcomes. These foundation skills underpin future work as students begin to focus their practice and refine their own personal styles, collaborate with other students, external partners and develop personal projects. The development of core skills at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create engaging audio. 'Music Skills 2' will build on 'Music Skills 1' and support students to realise their ideas into well resolved screen audio projects in the 40 Credit module 'Major Audio Project'.

The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to foster a non-simulated culture, engaging with the screen and audio communities to embed a professional ethos within the students whilst on the programme. This collaborative and real-world approach to the creative industries will support students' progression into professional practice or further study beyond the course. Students will be taught in a variety of ways. Studio based teaching will be the emphasis for practical work. Regular formative feedback will take the form of regular critiques, where students are able to give and receive peer feedback. Theoretical aspects of various modules will be taught in a range of lectures and seminars to explore the key themes and ideas. To support autonomous study in these areas students will be given a personal supervisor to provide guidance through the modules.

The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout the programme modules. The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Projects are sequenced to support the student to act with increasing levels of autonomy to develop engaging personal projects and produce creative and innovative responses to briefs. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure student engagement and to teach transferable skills in a way that is purposeful for the students training as an audio artist.

Within the 'Working in the Audio Industry' and 'Screen Audio in Context' modules, key academic skills will be delivered to support the students' transition into higher education

from a range of educational backgrounds and experiences. 'Creative Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within to the contemporary industry within the modules, 'Alternate Technologies', 'Major Audio Project', and 'Voice'.

Work related learning opportunities are at the core of the programme. The course content is developed in such a way as to change student perceptions of what it is to function within the creative industries and to educate them in strategies to survive within it. For this to be successful, the teaching of these core ideas and values within a classroom setting needs to be coupled with direct experience of the creative field. This will be achieved through our strong local links with institutions such as Sleepy Brain Studios Ltd, Game Republic and others who are central to the industry within the region and beyond.

Learning opportunities are also provided by BLANK_, the project space and eponymous publication run by the department. The ethos of these projects is to provide a platform for emerging and mid-career artists to bridge the gap between Leeds' thriving DIY activities and larger institutions giving students access to industry professionals who are at the next stage of their career. This will enable the students to engage with artists and their work regularly by assisting with live briefs for Sleepy Brain, industry contacts and mentorships within Game Republic and publishing through BLANK_.

The college supports online learning by providing all HE students with a device to support the access to onlne learning and the Google platform throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning.

16	**Key Assessment Strategy and Methods**
	This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments such as creating soundtracks, sound libraries, rescores of films and games, and composition portfolios to reflect the vocational nature of the programme, the students' specialisms and career trajectories. The rationale for this is that our industry consultation has outlined a need for graduates to have good practical skills across a breadth of audio disciplines.

These assessments have been developed to prepare students to reflect industry practices wherever possible to create audio practitioners. These occur in a range of contexts, from working on live briefs set by industry professionals, to sharing work with an audience in public screenings or exhibitions of work. This reflects the breadth of situations that they may encounter in professional life beyond the course and expands their understanding of the potential professional outputs of an audio professional. To reflect the practical nature there are many 'portfolio' assessments throughout the foundation degree. The format of these changes throughout the programme; some ask the student to create a range of sounds, short compositions, or small implementations, whereas some require a more resolved bodies of work, such as 'Music Skills 2' and 'Major Audio Project' in Level 5. These provide the student with the real experience of producing audio for a range of contexts. These practical assessments are contextualised by the module's other assessment in the form of reflections, blogs, statements or presentations. This will develop the students' understanding of their personal practice, and to understand the effect of their creative decisions on the audience.

Several of the assessments require students to engage with an audience either by showing work, or by creating promotional materials engage with a real or perceived live audience using physical and online platforms. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps students to develop their professional network and entrepreneurial skills.

The assessments have been developed in the light of feedback from industry professionals in order to ensure the currency of the programme and to equip students with the skills they need to enter the contemporary workplace. Where appropriate employers will set external projects and give feedback on students' work to enable the student to engage in real world industry activities. Through these assessments the graduate should be well equipped to bid for work and fulfil client briefs and creative audio projects.

Students will produce logbooks, statements and reflections to contextualise their practice to build a critical relationship with their work. These assessments are constructed to create graduates with an engaged, reflective and developmental audio practice beyond the course. There is one formal piece of academic writing per year, and this will prepare students for further study should they wish to continue onto a BA(Hons) Top-up. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing.

The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at Leeds City College, and with their personal |

	tutor, they will produce individual learning plans to support their development as autonomous practitioners. Tutor, peer and self-assessment will be used throughout the programme to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.

17	**Programme Modules**					
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Level 4

Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable
	Commercial Practice	20	Core		Yes
	Music Skills 1	20	Core		Yes
	The Creative Professional	20	Core		Yes
	Screen Audio in Context	20	Core		Yes
	Sound Design	20	Core		Yes
	Sound Recording	20	Core		Yes

Level

Code	Title	Credits	Core/ Option	Non-Compensatable	Compensatable
	Music Skills 2	20	Core		Yes
	Major Audio Project	40	Core	Yes	
	Alternate Technologies	20	Core		Yes
	Voice	20	Core		Yes
	Working in the Audio Industry	20	Core		Yes

18	**Programme Structure**
	The module structure is designed so that each module enhances the other and builds into a coherent whole, providing a well-rounded education within audio for screen media.
	In Level 4, the semester 1 practical units are Sound Design and Sound Recording, where the students are required to create, edit and implement audio, learning the fundamentals of industry standard tools and processes.
	Semester 2 builds on this with the introduction of music skills, which incorporates the critical listening skills required to create music tracks for screen media with a specific purpose and context. In this semester students will examine the way the industry works and industry practices will become embedded into the students' practice, enhancing employability skills.
	Level 5 builds on this strategy by incorporating voice and dialogue as well as further music skills and further implementation skills; specifically dynamic and interactive audio. Students here will have the opportunity to both deepen their understanding and skills in these areas as well as learning new tools and skills as alternative ways of finding solutions to audio-based problems.
	The modules have been developed through consultation with industry professionals so that key themes from the industry feedback have been implemented to ensure the currency of the programme and that the necessary skills are imparted to the students. The practical skills development in the first year will provide a foundation for the students to refine their practice and apply it to professional and creative situations, such as live briefs and projects.
	The necessary critical skills are embedded throughout the practical modules and are explored in greater depth in 'Screen Audio in Context', and 'Major Audio Project'. 'Screen Audio in Context' provides students with the vocabulary and critical understanding of audio in order to meaningfully engage with their own practice, and the work of others. ''Alternate Technologies builds on this, and requires the student to look at alternate software, hardware and solutions to audio problems in screen media, and use of physical as well as virtual space for audio. The 'Major Audio Project' supports the students to understand the industry that they hope to enter and provides the opportunity to produce a well resolved body of work reflective of their interests to support those students wishing to progress their studies to Level 6, or those entering the industry.
	Level 4 modules:
	The purpose of Level 4 is to provide a solid foundation of practical skills, critical awareness of themes and debates within audio, to encourage the students to experiment and to take

risks and to introduce the creative industries. During Level 4, students will gain intrinsic practical skills and develop creative methodologies which will underpin the development of personal practice and creative identity during Level 5. Level 4 introduces students to a range of foundation audio techniques, practices, ideas and methodologies, and supports their transition into Higher Education.

The Level 4 modules introduce the students' key audio techniques in a range of disciplines, and then challenge them to experiment with those more creatively. The broad techniques that they will engage with during these modules are the recording, editing and implementation of audio. Practically this will be through the Sound Recording, Sound Design and Music Skills 1 modules, with the theory and contextual understanding being developed through the Sound and Music in Context module. The techniques learnt within these modules will enhance the students' understanding of audio practice and inform the work that they produce throughout the programme, as well as introducing students to industry standard workflows, tools and processes. These modules will require the students to think conceptually around audio practice, for example in 'Sound Design' students are challenged to consider the range of items in an environment that make different sounds, similarly in 'Sound Recording,' students consider how to capture sounds and create audio.

Throughout these modules, students will be encouraged to think about contemporary practices in a professional context by continually focusing on the use of these methods within the industry through exposure to different examples of relevant media.

Within the 'Sound Design' module, the students will begin to underpin their practice through the introduction of audio theories, concepts and ideas. Students will consider what it is to be a contemporary audio artist and how their work adds to the critical debate. This module functions both to advance their understanding of the history of sound design, but will give the students the knowledge and understanding to critically engage with their work and the work of others as they continue their studies, supporting more autonomous projects during Level 5. This module also works alongside the 'Sound Recording' where students will understand the process of recording sound, mic placement and recording techniques in order to capture sound for 'Sound Design'.

Through the 'Screen Audio in Context' module, students will consider their career trajectory and personal development by auditing their skills in response their career aspirations, and designing their own bespoke personal development plan to direct their studies and to promote reflective practice. During this module, they will present a case study of a professional artist to gain a greater understanding of the working practices of a professional.

Level 5 modules:

Level 5 builds upon foundation skills and knowledge, focusing on a deeper development of practical skills, professional engagement, and the student's artistry and creativity. This

year introduces them to their first forty-credit module 'Major Audio Project', this extended module will provide the opportunity for them to develop an engaged and well researched body of work. It is within this module that students can apply the practical skills that they have been developing on the course to build on their personal interests that they have developed to inform a body of work.

During 'Working in the Audio Industry' module students will create a public facing portfolio.   The marketing, promotion and archiving of this portfolio are integral to this module and introduce the student to the key principles of building a creative identity, branding and generating an audience. Collaboration is embedded into 'Voice' and this is key to the programme, and to the potential employment opportunities of the students. This has been developed in response to a changing industry. Leeds is becoming a creative hub of freelancers, microbusinesses, and more recently larger creative organisations and this module is responsive to this change within the city. Interdisciplinary collaboration is central to the audio artists' ability to thrive in the industry and this module provides the opportunity to collaborate with students within the wider Creative Arts department from other creative disciplines, and external creatives to produce a body of work. The 'Alternative Technologies' module builds on foundation techniques, theories, ideas and principles and examines the debates pertinent to expanded contemporary practice. This module will draw on media examples to critically examine their concepts and effectiveness to help the students to situate their own practice within the contemporary debate.

Modules shared with other programmes:

The shared modules are integral into nurturing a collaborative and interdisciplinary ethos within students working across a range of creative disciplines. Being taught regularly together from the beginning of the programme, alongside shared activities and events such as visiting speakers, work experience opportunities and extra-curricular projects, students will regularly encounter their peers working across a range of creative programmes. Students will be taught across disciplines from the beginning of Level 4 in the Creative Professional, and by undertaking industry research to underpin their practical projects they will be introduced to professional skills and working methodologies. In Semester 2 of Level 4 students will apply this to the production of a commercially focussed audio project giving them their first experiences of commercial practice. This module will invite the students to begin to focus their practices informed by their professional aspirations, and gain an understanding of the similarities and differences between audio practice and other creative disciplines.

Being taught together regularly in Level 4 will support students' practical collaborations in 'Voice' at Level 5. In this module students are asked to work with actors, filmmakers and others to produce a practical project. The aspiration is that this module will open the students to creating further collaborative works in 'Major Audio Project', 'Working in The Audio Industry' and beyond into Level 6 or in preparation for the realities of professional practice. Throughout these collaborative experiences the students will develop a network

of their peers to support each other to complete ambitious creative projects in the future which require input from a range of practitioners.

The delivery of the shared modules will be split between working alongside other curriculum areas and within the Screen Audio group. The delivery to the wider group will impart key creative principles such as self-reflection, networking, self-promotion or financial management. These broader principles will then be contextualised to Screen Audio through accompanying seminars and workshops.

Full time:

Full time delivery is typically 11 hours per week spread over two and a half days.

Level 4			
Semester One	Sound Design (20 Credits)	Sound Recording (20 Credits)	The Creative Professional (20 Credits)
Semester Two	Music Skills 1 (20 Credits)	Commercial Practice (20 Credits)	Screen Audio in Context (20 Credits)

Level 5			
Semester One	Voice (20 Credits)	Music Skills 2 (20 Credits)	Alternate Technologies (20 Credits)
Semester Two	Major Audio Project (40 Credits)		Working in the Audio Industry (20 Credits)

Part Time:

Part time delivery is 6 hours per week spread over three years.

Year 1	

Semester One	**Sound Design** (20 Credits)	**The Creative Professional** (20 Credits)	
Semester Two	**Music Skills** (20 Credits)	**Screen Audio in Context** (20 Credits)	
Year 2			
Semester One	**Sound Recording** (20 Credits)	**Alternate Technologies in Screen Audio** (20 Credits)	
Semester Two	**Commercial Practice** (20 Credits)	**Working in the Audio industry** (20 Credits)	
Year 3			
Semester One	**Voice** (20 Credits)	**Music Skills 2** (20 Credits)	
Semester Two	**Major Audio Project** (40 Credits)		

19	**Apprenticeships** N/A

20	**Support for Students and Their Learning**
	The award adopts the approach to student learning support as identified below:
	- Programme underpinned by developing practical skills and students own practice - Excellent professional network to support students career trajectory - Taught in the Cultural Quarter of Leeds in close proximity of a network of stakeholders - Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community - Visiting lecturers to support breadth of curriculum - Breadth of expertise within the department to support range of student work - Music store to loan specialist equipment - Range of film, computer games, and acting staff and students to develop collaborative projects - Student welfare and support from Registry, including counselling and financial advice - Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan - A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and classrooms - All students receive a device to support them with their studies - All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE. - There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by a Creative Arts librarian who provides bespoke study skills sessions for students
21	**Distinctive Features**

The very concept of Screen Audio makes this programme distinctive. By combining all forms of screen audio, whether that is interactive games, traditional screen-based media such as film, or more innovative applications of screen audio such as installation, VR and live art. This programme will equip graduates to undertake a range of roles within the screen audio industry. This programme will give the student a breadth of skills, including sound recording, design, composition and implementation. This programme responds to the needs of a rapidly growing and changing industry. Many graduates of sound and music degrees have excellent composition and orchestration skills but are unable to produce and implement quality audio projects to a tight deadline, as required by the industry. This programme addresses the need for the graduate to be multi-skilled in order to develop a sustainable career.

The Screen Audio programme's primary aim is to prepare students with the necessary skills to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. This programme aims to produce graduates with excellent technical skills alongside advancing their creativity and artistry in responding to briefs, collaborating with others and developing personal projects.

The programme is distinctive by asking students to work in a public facing manner, and by requiring the student to engage in a range of tasks that are valuable to the professional life |

of an audio artist, such as working on live briefs, self-promotion, interdisciplinary collaboration and delivering pitches. By doing this the programme enhances the students' employability by delivering a greater breadth of skills to enable them to take on a greater number of jobs and roles within the creative industries. This also allows the students to have a greater understanding of a range of practices to support interdisciplinary collaboration, which is increasingly important in the contemporary creative industries.

This programme is primarily devised to support the student's trajectory into working as a freelance practitioner or working within an independent studio, as this is reflective of the local creative ecology. The enterprising, entrepreneurial and work related aspects of the programme prepare the student to get work, fulfil briefs and build a sustainable practice.

This degree gives graduates the skills to undertake a greater number of screen-based projects than a traditional programme through the diverse content of the programme. This includes projects that require an alternate way of working than traditional means and students will develop skills with MAX/MSP, Isadora and other non-traditional ways of creating and producing audio screen media in both a traditional sense and an emerging sense in terms of installations, virtual reality and augmented reality.

Through strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme as they arise. These may include working with local studios as well as live briefs within a partner studio; Sleepy Brain Studios. Within the wider department we have worked with a range of clients including the NHS, Direct Line, Heart Research UK to develop design work for a range of outlets. By engaging with these opportunities during the programme students will develop a meaningful CV in order to support them to become professional practitioners.

Responding to feedback from industry the focus of the course responds to develop graduates technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to refine students' creative skills and ideas generation. Employers demand that creatives have a range of technical and creative skills and this is reflected in the content of the practical modules at Level 4 which includes taking audio projects from initial concept, through recording, editing and implementing processes.

Level 5 allows students to apply these skills in a range of professional, collaborative and creative contexts to develop the students' ability to work across a range of creative contexts and to manage projects, which were skills that the creative industries values in graduates.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Evaluate ideas, theories and principles to contextualise screen audio	Explain ideas, theories and principles to describe screen audio
K2	Analyse issues relevant to screen audio practice	Describe issues relevant to the audio practice
C1	Analyse sources to create balanced, logical and supported arguments	Review a variety of sources to create arguments
C2	Interpret theories and concepts and apply to screen audio practice	Use audio theories and concepts to make links between ideas and practice
C3	Identify problems within screen audio and generate solutions	Explore issues within audio practice and consider solutions

P1	Operate ethically in a professional context	Operate within defined ethical and legal boundaries to create audio projects
P2	Autonomously create screen audio projects	Act with some autonomy to create audio projects
P3	Demonstrate experimentation, intellectual flexibility and openness to new ideas in the production of screen audio	Evidence a developmental approach to audio projects
P4	Use specialist equipment and working methodologies to produce technically accomplished audio projects	Produce audio projects by competently using a range of equipment, technology, skills and software
T1	Reflect on performance	Reflect on performance
T2	Develop knowledge, skills and competencies informed by career aspirations	Demonstrate a match between career aspirations and personal aptitudes
T3	Effectively use a range of communication methods	Use communication methods appropriate to context

Map of Outcomes to Modules

Module Name Level 4	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Sound Design		X		X					X	X		
Sound Recording					X		X	X	X			
The Creative Professional		X						X		X	X	
Music Skills	X		X				X					X
Commercial Practice			X		X	X					X	
Screen Audio in Context	X			X		X						X

Module Name Level 5	K1	K2	C1	C2	C3	P1	P2	P3	P4	T1	T2	T3
Voice				X			X	X		X		
Music Skills 2		X	X	X				X				X
Alternate Technologies	X				X	X					X	
Major Audio Project	X	X	X				X		X	X		X
Working in the Audio Industry					X	X			X		X	

Map of Teaching and Learning Methods

Level 4

	Critical listening	Lectures	Location recordings	Practical / Technique development	Demonstration	Case studies	Tutorials	Seminars	Employer Engagement - Guest speakers / External Visits	Market Research	Discussions
Sound Design				X	X	X		X	X		
Sound Recording			X	X	X				X		
The Creative Professional		X					X		X		X
Music Skills 1		X		X	X	X					
Commercial Practice				X	X	X			X	X	
Screen Audio in Context	X	X						X	X		X

Level 5

	Self directed Study	Lectures	Studio Critiques	Practical / Technique development	Demonstration	Case studies	Tutorials	Seminars	Employer Engagement - Guest speakers / External Visits	Discussions
Voice	X	X		X	X			X		
Music Skills 2				X	X				X	
Alternate Technologies		X				X	X	X		X
Major Audio Project	X	X	X	X	X		X			
Working in the Audio Industry	X	X		X	X	X				

Map of Assessment Methods

	Case Study	Pitch/Presentation	Deconstruction of film/game	Practical Outcome	Professional Development Plan	Rescore of film/game	Foley Portfolio	Narrated Portfolio	Game Audio	Blog	Essay
Sound Design									60% Week 13	40% Week 14	
Sound Recording							60% Week 15	40% Week 9			
The Creative Professional	50% Week 14				50% Week 6						
Music Skills 1			30% 900w Week 28			70% Week 25					
Commercial Practice		30% Week 23		70% Week 30							

Screen						
Audio in Context	40% Week 22					1800w 60% Week 29

Level 5

	Presentation	Showcase	Essay	Live (work related) brief	Work related Project	Portfolio	Extended Project	Case Study
Voice			30% 1200w Week 10			70% Week 14		
Music Skills 2						60% Week 15		40% Week 10
Alternate Technologies			60% 2400w Week 13					40% Week 6
Major Audio Project	30% Week 29						70% Week 30	
Working in the Audio Industry				50% Week 23	50% Week 28			