KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	**Faculty responsible for the programme** Faculty of Media and Communication

Final award(s), title(s) and credits MA Sound Design for Screen (180 credits)

Intermediate award(s), title(s) and credits PGCert. Sound Design for Screen (Requires 60 credits) PGDip. Sound Design for Screen (Requires 120 credits)

UCAS Programme Code(s)	**HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load.** 100887

External reference points The UK Quality Code for Higher Education in particular: • Part A – Setting and maintaining academic standards (Comprising) • Chapter A1: UK and European reference points for academic standards • Chapter A2: Degree-awarding bodies' reference points for academic standards • Chapter A3: Securing academic standards and an outcomes-based approach to academic awards • Part B – Assuring and Enhancing Academic Quality

Professional, Statutory and Regulatory Body (PSRB) links The International Moving Image Society (IMIS): www.societyinmotion.com The International Association of Film and Television Schools (CILECT): www.cilect.org

Places of delivery Bournemouth University, Talbot Campus

Mode(s) of delivery Full-time	**Language of delivery** English

Typical duration 12 months full-time (12 months duration)

Date of first intake September 2022	**Expected start dates** September

Maximum student numbers n/a	**Placements** n/a
Partner(s) n/a	**Partnership model** n/a

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PROGRAMME STRUCTURE

Programme Award and Title: MA Sound Design for Screen							

Stage 1 / Level 7							

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Sound Design: Theory & Practice	Core	40		100%		55	1.0	100887
Storytelling	Core	20		100%		20	1.0	100058
Sound Design: Format & Genre	Core	40		100%		55	1.0	100887
Approaches to Industry	Core	20		100%		20	1.0	100443

Progression requirements: Requires 120 credits at Level 7

Exit qualification:
Postgraduate Certificate (PG Cert Sound Design for Screen) requires 60 credits at Level 7
Postgraduate Diploma (PG Dip Sound Design for Screen) requires 120 credits at Level 7

Stage 2 / Level 7							

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Media Production Masters Project	Core	60		100%		10	1.0	100443

Exit qualification: MA Sound Design for Screen

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

The MA Sound Design for Screen programme aims to produce graduates who combine the technical skills, creative abilities and contextual insights to enable them to work in the audio production industry as it is currently constituted, as well as to be instrumental in the development of that industry in the future. The aims are as follows:

1. To provide students with advanced study of the evolution, aesthetics and critical function of sound design & audio production for screen-based media in a range of cultural contexts;
2. To prepare students for and/or develop a career in the sound design & audio production field by developing skills to a professional or equivalent level, or as preparation for research or further study in the area;
3. To provide students with the development of the critical ability to apply knowledge and understanding of sound design & audio production for screen-based media to complex issues, both systematically and creatively, to improve working practice;
4. To provide students with the enhancement of lifelong learning skills and personal development so as to be able to work with self-direction and originality and to contribute to the sound design for screen-based media working environment.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

This programme is informed by and aligned with the BU 2025 strategic plan and fusion ethos to inspire learning, advance knowledge and enrich society through the fusion of education, research and practice. The BU 2025 values of excellence, inclusivity, creativity and responsibility are woven throughout the programme.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection and *practice*).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 7 INTENDED PROGRAMME OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 Demonstrate an in-depth practical and theoretical understanding of forms, workflows and processes in designing sound for screen-based media, including ethical considerations; A2 Demonstrate in-depth critical and reflective understanding of the potential role of sound and music within the relevant cultural, industrial and historical context in screen-based media; A3 Demonstrate in-depth knowledge of contemporary technical principles and requirements for the creation and delivery of sound design & audio production for screen-based media at a level appropriate for entry into work; A4 Demonstrate in-depth critical and reflective understanding of current and/or historical cultural contexts of sound design & audio production including academic enquiry and debate which may include the development of original knowledge.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures deliver didactic and contextualising material (A1-A4); • Seminars provide sharing, debate and formative feedback (A1-A4); • Tutorials support students' individual enquiry and development (A1-A4); • Directed and independent reading (A1-A4); • Use of the VLE (A1-A4); • Independent research and practical enquiry (A1-A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (A1, A2 ,A3); • Written or otherwise critical reflection and analysis of student-produced artifacts (A1, A2 , A4).
B: Intellectual skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:
B1 Apply reflective practice in the development of practice-based approaches to enquiry; B2 Apply critical thinking with regard to academic enquiry and practical experiment; B3 Contextualise their own and others' work in the milieu of industrial practice and academic debate; B4 Evaluate their own and others' work in relation to cultural context, intent, industrial practice and academic debate.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures allow students to discuss and debate delivered material (B1-B4); • Seminars provide sharing, debate and formative feedback (B1-B4); • Tutorials support students' individual enquiry and development (B1-B4);

	• Directed and independent reading (B3-B4); • Use of the VLE (B1-B4); • Independent research and practical enquiry (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (B1-B4); • Written or otherwise critical reflection and analysis of student-produced artefacts (B1-B4).
C: Practical skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
C1 Apply sound design and audio production principles to produce projects which display creativity and originality, whilst engaging appropriate narrative, aesthetic and stylistic considerations; C2 Develop skills in the operation of contemporary audio production and audio post production technologies, including appropriate hardware and software; C3 Develop skills in the articulation of complex arguments including writing in an academic context and the presentation of work and ideas; C4 Negotiate, plan, organise and execute complex practical and research-based activities.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical production project work (C1-4); • Workshops deliver technical skills, including with professional software (C2); • Lectures (C3); • Use of the VLE for supporting materials (C1-4); • Tutorials – Masters Project (C4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (C1-4); • Written or otherwise critical reflection and analysis of student-produced artefacts (C1-4).
D: Transferable skills This programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:

| D1 Listen to, watch and read complex information, evaluating its meaning in specific contexts, including technical, industrial, cultural and historical;

D2 Articulate and present complex information to both specialist and lay audiences;

D3 Individually and/or collaboratively, evaluate and synthesise solutions to complex creative and technical issues;

D4 Work with complex hardware and software to develop solutions to complex technical, creative and academic challenges. | Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):

• Individual and/or collaborative practical production project work (D1-4);
• Lectures (D1-D4);
• Use of the VLE for supporting materials (D1);
• Tutorials – Masters Project (D2-D4). |
| | Assessment strategies and methods (referring to numbered Intended Learning Outcomes):

Portfolio-based assessment comprising:
• Artefacts produced by the student (D1-D4);
• Written or otherwise critical reflection and analysis of student-produced artefacts (D1-D4). |

LEVEL 7/PG Dip INTENDED OUTCOMES

A: Knowledge and understanding This stage provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
A1 Demonstrate a practical and theoretical understanding of forms, workflows and processes in designing sound for screen-based media, including ethical considerations; A2 Demonstrate a critical and reflective understanding of the potential role of sound and music within the relevant cultural, industrial and historical context in screen-based media; A3 Demonstrate knowledge of contemporary technical principles and requirements for the creation and delivery of sound design & audio production for screen-based media at a level appropriate for entry into work; A4 Demonstrate a critical and reflective understanding of current and/or historical cultural contexts of sound design & audio production including academic enquiry and debate which may include the development of original knowledge.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures deliver didactic and contextualising material (A1-A4); • Tutorials support students' individual enquiry and development (A1-A4); • Directed and independent reading (A1-A4); • Use of the VLE (A1-A4); • Independent research and practical enquiry (A1-A4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (A1-A4);

	• Written or otherwise critical reflection and analysis of student-produced artefacts (A1-A4).
B: Intellectual skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
B1 Apply reflective practice in the development of practice-based approaches to enquiry; B2 Apply critical thinking with regard to academic enquiry and practical experiment; B3 Contextualise their own and others' work in the milieu of industrial practice and academic debate; B4 Evaluate their own and others' work in relation to cultural context, intent, industrial practice and academic debate.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Lectures allow students to discuss and debate delivered material (B1-B4); • Seminars (B2-B4); • Tutorials support students' individual enquiry and development (B1-B4); • Directed and independent reading (B3-B4); • Use of the VLE (B1-B4); • Independent research and practical enquiry (B1-B4).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (B1-4); • Written or otherwise critical reflection and analysis of student-produced artefacts (B1-4).
C: Practical skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
C1 Apply sound design and audio production principles to produce projects which display creativity and originality, whilst engaging appropriate narrative, asthetic and stylistic considerations; C2 Develop skills in the operation of contemporary audio production and audio post production technologies, including appropriate hardware and software; C3 Develop skills in the articulation of complex arguments including writing in an academic context and the presentation of work and ideas.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical post production project work (C1-C3); • Workshops deliver technical skills, including with professional software (C2); • Lectures (C3); • Use of the VLE for supporting materials (C1-C3).

	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (C1-3); • Written or otherwise critical reflection and analysis of student-produced artefacts (C1-3).
D: Transferable skills This stage provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the stage learning outcomes:
D1 Listen to, watch and read complex information, evaluating its meaning in specific contexts, including technical, industrial, cultural and historical; D2 Articulate and present complex information to both specialist and lay audiences; D3 Individually and/or collaboratively, evaluate and synthesise solutions to complex creative and technical issues; D4 Work with complex hardware and software to develop solutions to complex technical, creative and academic challenges.	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): • Individual and/or collaborative practical production project work (D1-4); • Lectures (D1-D4); • Seminars (D2, D3); • Use of the VLE for supporting materials (D1).
	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): Portfolio-based assessment comprising: • Artefacts produced by the student (D1-D4); • Written or otherwise critical reflection and analysis of student-produced artifacts (D1-D4).

Programme Skills Matrix

Units		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
		Programme Intended Learning Outcomes															
L E V E L 7	Storytelling	X			X			X		X	X				X		
	Approaches to Industry		X				X					X		X			
	Sound Design: Theory & Practice	X	X	X	X	X	X	X	X	X	X	X		X		X	X
	Sound Design: Format & Genre	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
	Media Production Masters Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: MA Sound Design for Screen| Bournemouth University

ASSESSMENT REGULATIONS

The regulations for this programme follow the University's standard assessment regulations.

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

None