



UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

AUDIO PRODUCTION

Programme Specification

September 2023

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Audio Production	3 Years	Full Time

Intermediate Awards

Dip HE	Audio Production	2 Years	Full Time
Cert HE	Audio Production	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	Ian Evans, Royal Welsh College of Music & Drama
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Dance, Drama and Performance 2015 (DDP) Music 2016 (M)

Other Points of Reference	<ul style="list-style-type: none">i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodiesii. Guidelines for Preparing a Programme Specification (QAA)iii. The statement of characteristics of RBC programmes in the L&T strategy: https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdfiv. Development events, with industry and graduate consultation
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2. STATEMENT

The Audio Production Programme at Rose Bruford College

The BA (Hons) Audio Production is designed to offer a rich and unique opportunity to study within the broader area of audio production, including technology, music and sound design.

The curriculum covers music and audio production, audio engineering, and sound design for theatre, live performance, film, TV and digital media, and video games.

You will be taught by academics and specialist practitioners, allowing you to acquire solid technical audio and sound design skills, as well as critical and general professional skills. At level 5 you will learn more advanced skills and will be able to focus on your preferred subject area(s) by choosing your production roles and obtain relevant mentoring. Level 6 will give you the opportunity to work on more projects best suited to your aptitude and interests in order to extend your creative practice.

Central to the ethos and the character of the course are the breadth and flexibility of the curriculum, and a strong collaborative element.

You will be able to discover your strengths and weaknesses while working on various productions in the safe environment of the College. This will allow you to engage in imagination, experimentation, exploration of things, thoughts, ideas, and possibilities.

Depending on the course choices you make, and your skills and interests, as a graduate you will be able to work as a music producer, sound engineer, creative technologist, or sound designer in theatre, film, TV or in digital media and video games.

The programme sits within the whole College which provides many opportunities for collaboration on projects, events and performances. This unique multi-disciplinary context is a key contribution to the rich experience that the BA Audio Production offers.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, our ambition is for you to:

seek to make a positive difference to those around you, by working collaboratively to create value

be curious, creative and take responsibility for your own life-long learning

be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

respect and value diversity and difference, showing tolerance and understanding.

The BA (Hons) Audio Production programme aims to:

1. Develop your understanding of audio and music production and sound design for theatre, live events, film, TV and interactive media from a creative, aesthetic and technical perspective;
2. Prepare you not merely to respond to the challenges of a rapidly changing technological environment, but to actively contribute to that change;
3. Enable you to become an adaptable, reflective practitioner;
4. Encourage you to become a confident, enterprising and resourceful professional, able to engage with, and innovate within, the broadest possible range of fields;
5. Develop your creative, digital, technical and organisational skills;
6. Give you an understanding of audio in theatre, live events, film, TV and interactive media in their cultural, artistic, technical, theoretical and business contexts whilst developing your critical and analytical skills.

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

<p>Learning themes</p> <p>The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as an audio production specialist. The programme is designed to help you develop these abilities.</p> <p>The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.</p>	▶	<p>Learning and teaching processes</p> <p>The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes.</p> <p>The specific learning and teaching processes for each module are described in the module specifications.</p>
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<p>Assessment</p> <p>Your success in demonstrating the abilities described in the learning themes and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.</p>		<p>Curriculum content</p> <p>The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.</p> <p>Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.</p>

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of audio production specialist, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action.

Your success on your programme and as an Audio Production specialist will depend on your ability to show:

1. Creativity

Make, create, invent, innovate, develop, improvise, be resourceful, problem-solve.

2. Organisation & collaboration

Organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others.

3. Communication

Articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

4. Professional practice & competences

Show knowledge of and apply - processes, practices, techniques, technologies, materials, regulations, protocols.

5. Research & knowledge skills

Investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives.

6. Understanding Context

Recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning.

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both think and do.

Lectures and seminars deliver basic principles and knowledge that underpin practical audio work. You will consolidate this through independent study.

You will contextualise your learning in projects, work-based learning opportunities, practical skill application, written assignments and presentations. In addition, you will have the opportunity to participate in productions and events in a variety of venues with a public audience.

Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies.

The specific learning and teaching methods for each module are described in the module specifications.

7. CURRICULUM CONTENT

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. The programme is designed to be broad-based and flexible, so as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements.

At Level 4, you will acquire a solid foundation in basic audio skills and audio production aesthetics theory and practice. At Level 5, you will gain advanced knowledge of audio technology and production techniques. At this level, you can negotiate projects, placements or roles on events or productions to tailor your learning according to your interests and ambitions and help you prepare for professional practice. During both Levels 4 and 5 you will be introduced to the various concepts and theories which underpin the creative decisions that inform the creation of sound design through a range of examples from classic and contemporary theatre, film, music and games. At Level 6, you can further develop your professional practice and undertake further study or practical projects with a technical and creative focus, leading to a BA (Hons) qualification.

These strands running through the programme are complemented by a further strand, shared with all other technical courses. This strand focuses on developing your understanding of events and performance in their wider context, collaborative working across disciplines, and research: *The Practitioner in Context* at Level 4, *The Sustainable Practitioner* at Level 5, and the *Independent Research Project* at Level 6.

8.

Indicative Content

<p>AP431 Audio Production Principles</p>	<p>AP531 Production Sound</p>	
<p>Recording Mixing Acoustics Microphones Digital audio workstations Playback software Digital audio Live sound Specific theory and practical book study Video resources learning</p>	<p>Location sound Live sound technology Recording Mixing Sound systems theory Schematics Audio networking Digital audio workstations Studio sessions Specific theory and practical book study</p>	

<p>AP432 Audio Aesthetics in Different Media</p>	<p>AP532 Creative Audio</p>	<p>AP631 Professional Preparation and Practice</p>
<p>Theatre sound design Film sound design Music production Scoring 3D/game audio Book study Pieces of work exploration Critical analysis Research</p>	<p>Theatre sound design Film sound design Film audio post-production Music production Existing pieces of work exploration Critical analysis Research Composing, scoring Film and animation Interactive audio</p>	<p>Gain experience of the professional workplace Develop a business plan Extend knowledge of chosen industry sector Acquire practical business skills Manage finances and taxes Pitch a project Develop research and analytical skills</p>

	AP533 Production Practice	AP632 Specialist Practice
	Sound design Theatre sound Recording Mixing Film sound Music production Game audio Composing, scoring Interactive audio Live sound	Sound design Theatre sound Recording Mixing Film sound Music production Game audio Composing, scoring Interactive audio Live sound
TEX411AP The Practitioner in Context	TEX511AP The Sustainable Practitioner	TEX611AP Independent Research Project
Artistic, cultural and economic context of our industry Performance making process Practice-based research Critical thinking Communication Analysis strategies Presentation skills Installations	Contemporary performance Research skills Critical thinking Self-development as practitioner IRP preparation Sustainability Environmental impact report Conceptual frameworks and methodologies	Setting research questions and strategies Research methodology Academic research Practiced-based research Writing as practice Structuring written work Documentation of practice Research Colloquium Presenting practice Research poster

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment and the marking criteria on the assessment brief as part of each module. The College has high expectations of you and expects you to have high expectations of yourself. The assessment expectations are written to provide clarity about what you might need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

The programme uses two approaches to assessment: formative and summative. There is a strong focus on formative assessment the purpose of which is to monitor your learning and provide ongoing feedback to you and your tutors as to your progress. Formative assessment is focused on assessment for learning. It helps you to identify your strengths and weaknesses and enables you to maximize how you manage your learning. Formative assessment also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are a number of formative assessment points throughout the programme where you will receive feedback on your work, this could be written, in class or during scheduled meetings with a tutor and/or mentor to discuss your work. Formative assessment is a dialogic process in which you are an agent in the assessment of your own work and, possibly, that of other students. Although there is no grade attached to formative assessment it is essential that you engage fully with it as it has a significant impact on the summative assessment grade that you receive at the end of the year.

Summative assessment is the form of assessment most students have experienced (e.g. A levels). It is an 'end point' form of assessment and takes the form of a grade or mark. You will get feedback on your assessment strengths and weaknesses and whilst these will not be able to be addressed for the specific assessment that has been marked, the feedback will enable you to enhance your future performances.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, presentations, productions, performances and written and oral submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

In addition, some skills-based technical competencies are assessed on a pass/fail basis, setting a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. (Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.

1. Creativity

Your work is expected to demonstrate:

- high levels of engagement in and commitment to making, creating, inventing, innovating, developing, and improvising.
- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, taking responsibility, motivating yourself and others, negotiating, valuing difference, leading others, creating value for others.

3. Communication

Your work is expected to demonstrate the ability to articulate clearly, coherently and effectively (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience. You are also expected to demonstrate the ability to listen and respond to others in a positive and constructive way. Your work is expected to demonstrate a clear ability to communicate ideas of significance and sophistication through presentations, performances, and written or oral presentations, demonstrating method and medium unified with personal style.

4. Professional practice & competences

Your work is expected to be relevant to task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role, performance, project, subject-matter and audience. It will exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies, materials, processes, practices, techniques, regulations and protocols.

Where technical competences and abilities are assessed, your work is expected to demonstrate that the technical aspects of the work – within the control and skill range expected in the level of study – have been skillfully dealt with, demonstrating a relevance that contributes to the concept of the work, and – where applicable - a complete and satisfying fusion of the technical and the creative.

5. Research & knowledge skills

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments.

6. Understanding Context

Your work is expected to demonstrate your ability to recognize and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Your work is expected to demonstrate:

- your ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness.
- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future action based on experience, and be responsible for your own learning.
- clear evidence that your learning journey - which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
Level 4				
AP431	Audio Production Principles	40	AP431-1 Written and practical test AP431-2 Studio project	2 hours
AP432	Audio Aesthetics in Different Media	40	AP432-1 Critical analysis AP432-2 Portfolio (two show roles and one practical project)	1800-2200 words
TEX411AP	The Practitioner in Context	40	Practical project Written assignment/seminar presentation Risk assessment	
Level 5				
AP531	Production Sound	30	AP531-1 Research presentation AP531-2 Project assessment (one formative assessed tutorial given prior)	10 minutes 20 minutes
AP532	Creative Audio	30	AP532-1 Research presentation AP532-2 Project assessment (one formative assessed tutorial given prior)	10 minutes 20 minutes
AP533	Production Practice	40	AP533-1 Portfolio of practical work AP533-2 Reflective commentary (both should cover a minimum of two show roles)	2000-2500 words
TEX511AP	The Sustainable Practitioner	20	IRP proposal Environmental impact report	1000 words 800-1000 word completed proposal
Level 6				
AP631	Professional Preparation and Practice	40	Industry analysis Mock interview (20 minutes)	4000-4500 words 20 minutes
AP632	Specialist Practice BA	40	Assessed tutorial (20 minutes) Self evaluation (essay or presentation)	20 minutes

				2500-3000 words
TEX611AP	Independent research project	40	<p>Option A Research colloquium</p> <p>Final submission: Dissertation</p> <p>Poster</p> <p>Option B Research colloquium</p> <p>Final submission: critical commentary and event / artefact poster</p>	<p>Option A 15 minutes (not including Q&A) 8000 – 10000 words A2</p> <p>Option B 15 minutes (not including Q&A) 4000 – 5000 words A2</p>

10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	AP431	AP432	TEX411AP	Weighted av. for L	AP531	AP532	AP 533	TEX511AP	Weighted av. for L5*	AP631	AP632	TEX611AP	Weighted av. For L6*	Weighted av. for degree
Credits	40	40	40	120	30	30	40	20	120	40	40	40	120	360
1. Creativity	20%	40%	10%	23%	15%	25%	15%		11%		30%	10%	9%	8-14%
2. Organisation & Collaboration		10%	10%	7%	10%	10%	20%	15%	9%		20%	10%	10%	7-10%
3. Communication		10%	15%	8%	10%	10%	10%	20%	18%	30%		20%	19%	17-18%
4. Professional practice & competences	50%	10%	10%	23%	30%	10%	25%	15%	18%	10%	20%	10%	8%	11-16%
5. Research & knowledge skills	10%	10%	20%	13%	20%	20%		20%	16%	20%		20%	18%	13-18%
6. Understanding context	10%	10%	20%	13%		10%	10%	30%	13%	20%	10%	20%	21%	19-19%
7. Reflection & learning	10%	10%	15%	12%	15%	15%	15%		14%	20%	20%	10%	15%	15-16%

* With rounding errors

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (12 Weeks)	Block 2 (12 Weeks)	Block 3 (6 Weeks)
AP431 Audio Production Principles		
AP432 Audio Aesthetics in Different Media		
TEX411AP The Practitioner in Context – taken over the course of the year		
Level 5		
Block 1 (12 Weeks)	Block 2 (12 Weeks)	Block 3 (6 Weeks)
AP531 Production Sound		
AP532 Creative Audio		
AP533 Production Practice		
TEX511AP The Sustainable Practitioner		
Level 6		
Block 1 (12 Weeks)	Block 2 (12 Weeks)	Block 3 (6 Weeks)
AP631 Professional Preparation and Practice		
AP632 Specialist Practice BA (Creative Pathway)		
TEX611AP Independent Research Project – taken over the course of the year		

12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme and module level:

- You receive a Programme Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing and accompanied by a module handbook.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria so you know what you need to demonstrate to get each a grade in each classification.
- You are 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.
- You will receive written feedback on all summative assessment tasks and will be debriefed in a tutorial following all practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Student counsellors are available to all students via Student Services.
- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities or learning needs).
- Study support is available, including specialist dyslexia and ESOL support.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorials, and on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, 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 your development, and the level teaching and learning approach reflects this.

- At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are guided in developing core skills and a critical and aesthetic framework.
- At Level 5, you will develop your work and begin to integrate it into a simulated professional context. You will take on projects in either simulated or real-life professional contexts and productions and develop a greater sense of personal and professional responsibility.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. Regular tutorials

associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

13. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College's Undergraduate Academic Regulations

15. MECHANISM FOR PROGRAMME REVISION

Please refer to the College's Academic Monitoring and Review Overview and associated documents

16. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The Audio Production Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance. The benchmark statements underpin the programme's Learning Themes as shown below:

- **Creativity**
.Make, create, invent, innovate, develop, improvise, be resourceful, problem-solve
- DDP 7.12 ix demonstrate comprehension and creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment
- DDP 7.12 x demonstrate comprehension and creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines
- M Demonstrate intellectual curiosity and the potential for continuing artistic and creative development
- M Demonstrate the ability to produce independent work of high quality (rigorous, defensible, robust, imaginative)
- **Organisation & collaboration**
Organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others
- DDP 7.14 iii be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work
- DDP 7.14 iv be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others
- DDP 7.14 v have developed the ability to constructively and effectively manage creative, personal and interpersonal issues
- DDP 7.12 viii demonstrate comprehension and creative and intelligent understanding of group and collective processes
activities
- M Demonstrate advanced skills of teamwork, negotiation, organisation and decision making
- M Demonstrate the ability to organise and manage a timetable of work effectively
- M Demonstrate the ability to work independently, and to show self-motivation and critical self-awareness

- **Communication**
Articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.
- DDP 7.14 vii have acquired and developed appropriate information technology skills, and have developed considerable awareness of their application and potential within the field of study.
- M Demonstrate the ability to present work in accessible form, intelligible to both expert and non-expert audiences (readers, consumers)
- **Professional practice & competences**
Show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols
- DDP 7.12 i demonstrate comprehension and creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- DDP 7.12 ii demonstrate comprehension and creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented
- DDP 7.12 vii demonstrate comprehension and intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance
- DDP 7.12 xi demonstrate comprehension and intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.
- DDP 7.13 i engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance
- DDP 7.13 ii engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance
- DDP 7.13 iii engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods
- M Demonstrate appropriate ICT skills
- M Demonstrate an awareness of the legal and ethical frameworks relating to intellectual property rights
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18. APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p>Level 4 (Certificate of Higher Education)</p>	<p>To successfully complete level 4 (QAA Framework 4.10.1 Certificate of Higher Education), you will need to have a sound knowledge of the basic concepts of Stage and Events Management. You will need to be able to take different approaches to solving problems and to communicate accurately. You will have to show the qualities needed for employment requiring the exercise of some personal responsibility.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none">• identify key principles and concepts informing the discipline of audio production• employ basic techniques, practices and processes• form arguments and make judgements in accordance with basic theories and concepts• communicate ideas clearly• develop personal and transferable skills suitable for employment• exercise growing personal responsibility for your development
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Level 5 (Diploma of Higher Education)	<p>To successfully complete level 5 (QAA Framework 4.12.2 Diploma of Higher Education), you will have to develop a sound understanding of the principles of Audio Production and show you can apply those principles more widely. You will need to be able to evaluate the appropriateness of different approaches to solving problems. You will have to show the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none">• engage critically with the principles and concepts involved in audio production• place those principles within critical contexts• employ appropriate techniques, practices and processes• demonstrate the ability to assess the appropriateness of approaches to given situations• form and present complex arguments using different forms of communication• demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility• demonstrate an awareness of issues related to sustainability and the environment within the performance and related industries
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<p>Level 6 (Bachelor's Degree with Honours)</p>	<p>To successfully complete level 6 (QAA Framework 4.15.1 Bachelor's Degree with Honours), you will have to show an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline. You will need to be able to demonstrate analytical techniques and problem-solving skills that can be applied in many types of employment. You will need to be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. In addition (QAA Framework 4.15.2), you will have to show the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision- making in complex and unpredictable circumstances.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none"> • engage with and analyse the principles and concepts involved in audio production • employ advanced techniques, practices and processes • reflect critically on your own performance within a professional context, relating it to the work of others and your development as an adaptable practitioner • demonstrate readiness for the world of work and an understanding of the contexts within which your chosen field exists • complete a major research project relevant to audio production
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Date of current version	September 2023