

# Rose Bruford College

## Undergraduate Programme Specification

### 1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA/BSc (Hons)	Audio Production (Technology / Music / Sound Design)	3 Years	Full Time

#### Intermediate Awards (Exit awards only)

Dip HE	Audio Production (Technology / Music / Sound Design)	2 Years	Full Time
Cert HE	Audio Production (Technology / Music / Sound Design)	1 Year	Full Time

<b>Teaching Institution</b>	Rose Bruford College of Theatre and Performance
<b>Awarding Institution</b>	Rose Bruford College of Theatre and Performance
<b>Programme Accreditation</b>	
<b>Relevant QAA subject benchmark(s)</b>	Dance, Drama and Performance 2015 (DDP) Music 2016 (M)
<b>External Examiner</b>	
<b>Other Points of Reference</b>	<ul style="list-style-type: none"> <li>i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies</li> <li>ii. Guidelines for Preparing a Programme Specification (QAA)</li> <li>iii. The statement of characteristics of RBC programmes in the L&amp;T strategy: <a href="http://vle.bruford.ac.uk/mod/resource/view.php?id=31732">http://vle.bruford.ac.uk/mod/resource/view.php?id=31732</a></li> <li>iv. Development Events, with Industry and Graduate consultation</li> </ul>

### 2. STATEMENT

#### **The Audio Production (Technology / Music / Sound Design) Programme at Rose Bruford College**

The BA/BSc (Hons) Audio Production (Technology / Music / Sound Design) is designed to offer a rich and unique opportunity to embark on an flexible programme of 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, radio and digital media, such as virtual and augmented reality (VR and AR), and computer 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 select two out of three subject areas (technology, music and sound design) to focus on. At

level 6 you choose to study either for a more design-focused BA or a more technical BSc qualification, depending on your aptitude and interests.

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

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

The programme sits within the School of Design, Management and Technical Arts (DMTA), 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/BSc Audio Production (Technology / Music / Sound Design) offers.

### 3. AIMS OF THE PROGRAMME

As a student and future graduate of the School of Design, Management and Technical Arts, 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 Audio Production (Technology / Music / Sound Design) 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.

##### **Learning themes**

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.

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.

##### **Learning and teaching processes**

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.

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

##### **Assessment**

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors set out what you need to be able to show to achieve each grade, in relation to the learning themes.

##### **Curriculum content**

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.

## 5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills and knowledge, all relevant to the work of the 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. At the end of the programme, the Learning Themes will form the basis for a summative transcript, in addition to your module marks and associated credit.

***Your success on your programme and as an Audio Production specialist will depend on your ability to...***

**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 technologies, materials, processes, practices, techniques, 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.

You will acquire a solid foundation in basic audio skills and audio production aesthetics at Level 4. At Level 5, you can tailor your learning through the choice of areas of study, according to your interests and ambitions, by choosing two out of three available options (technology / music / sound design). At this level, you can negotiate projects, placements or roles on events or productions, to help you prepare for professional practice in your chosen areas of interest. At Level 6, you can further develop your professional practice and undertake further study or practical projects with a technical/technological focus, leading to a BSc (Hons) qualification, or a creative focus, leading to a BA (Hons) qualification.

These strands running through the programme are complemented by a further strand, shared with all programmes in the School of DMTA. 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. ASSESSMENT

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Assessment is done through a combination of practical projects, presentations and written 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.

Some projects are deliberately developed with built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.

### Grading descriptors

Grade	Short descriptor	Full descriptor	Associated language
<b>A1</b> (95%)	Excellent in all respects - exceptional	<ul style="list-style-type: none"> <li>The work produced is exceptional in most / all aspects, substantially exceeding expectations</li> <li>Work that may achieve or be close to publishable standard and / or which questions / challenges prevailing paradigms</li> </ul>	Accomplished, authoritative, creative, exceptional, exciting, exhaustive, illuminating, insightful, inspiring, outstanding, profound
<b>A2</b> (85%)	Excellent in almost all respects, outstanding but not exceptional	<ul style="list-style-type: none"> <li>The work produced exceeds expectations</li> <li>Work that may be close to publishable standard and / or which begins to question / challenge prevailing paradigms</li> </ul>	Ambitious, critical, extensive, meticulous, original, penetrating, persuasive, reflective, unexpected
<b>A3</b> (75%)	Excellent in most respects	<ul style="list-style-type: none"> <li>Able to integrate the various component elements of the task</li> <li>Able to perform multiple complex tasks / roles</li> <li>Able to generalise based on a thorough and critical analysis the information available</li> <li>Able to develop and sustain a personal judgement / perspective which extends beyond the limits of the task / role</li> <li>Includes creative and original elements / approaches</li> </ul>	Comprehensive, convincing, discerning, perceptive, precise, rigorous, skilful, sophisticated
<b>B</b> (65%)	Good or very good, in most respects	<ul style="list-style-type: none"> <li>Demonstrates a broad understanding of the subject</li> <li>Able to critically analyse and integrate a range of key / relevant aspects into a coherent whole</li> <li>Able to perform / engage in various aspects of the task / role concurrently as part of a planned approach to the work</li> </ul>	Analytical, careful, confident, detailed, efficient, fluent, intelligent, judicious, purposeful, shrewd, systematic, thoughtful

<b>C</b> (55%)	Satisfactory - competent but no more	<ul style="list-style-type: none"> <li>• Focusses on and demonstrates understanding of several key / relevant aspects, but these are treated in isolation – there is little or no recognition of (inter) dependencies</li> <li>• Able to describe or otherwise articulate tasks or perform serial skills as required by the task / role (as in a task list) but not necessarily understand their context or how they relate or link</li> </ul>	accurate, clear, coherent, competent, consistent, disciplined, intuitive, organized, questioning, rational, responsive
<b>D</b> (45%)	Just sufficient to pass	<ul style="list-style-type: none"> <li>• Focusses on one or a very limited number of aspects of the subject</li> <li>• Able to identify issues and complete task at the simple / procedural level</li> <li>• The response to the task / role is relevant but limited in range.</li> </ul>	basic, descriptive, explanatory, identifies, limited, minimal, mostly, occasionally, reasonable, sufficient
<b>E</b> (35%)	Compensatable fail – not quite sufficient to pass	<ul style="list-style-type: none"> <li>• The student has only understood the subject area at a basic / elementary / rudimentary / fragmentary level</li> <li>• Often misses the point and uses simplistic ways of thinking and articulating</li> <li>• The task has either not been attempted properly or is significantly deficient in some way</li> <li>• In undertaking the task / role the student does not adequately address the problem / situation or theme of enquiry</li> </ul>	contradictory, derivative, detrimental, inadequate, incomplete, inconsistent, irrelevant, lacking, poor, superficial, weak
<b>F1</b> (25%)	Weak, with some attempt made but clearly insufficient	<ul style="list-style-type: none"> <li>• Some attempt at the task, but clearly insufficient</li> <li>• Work mostly of little merit</li> <li>• Some work relevant to the brief, but clearly insufficient</li> </ul>	erroneous, extremely limited, formless, inappropriate, incoherent, insufficient, lacking, missing, misunderstood, non-existent, unstructured, vacuous
<b>F2</b> (15%)	Poor, with little attempt made	<ul style="list-style-type: none"> <li>• Little attempt at the task</li> <li>• Work of very little merit</li> <li>• Mostly irrelevant to the brief</li> </ul>	
<b>F3</b> (5%)	Very Poor, no or minimal attempt made	<ul style="list-style-type: none"> <li>• No serious attempt at the task</li> <li>• Work of no merit</li> <li>• Completely irrelevant to the brief</li> </ul>	

## 9. THE STRUCTURE OF THE PROGRAMME

### Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
<b>Level 4</b>			
AP401	Audio Production Principles	40	20
AP402	Audio Aesthetics in Different Media	40	20
DMT411	The Practitioner in Context	40	20
<b>Level 5</b>			
AP501*	Creative Audio Concepts (Technology) - <i>optional</i>	30	15
AP502*	Creative Audio Concepts (Music) - <i>optional</i>	30	15
AP503*	Creative Audio Concepts (Sound Design) - <i>optional</i>	30	15
AP504	Production Practice	40	20
DMT511	The Sustainable Practitioner	20	10
<b>Level 6</b>			
AP601	Professional Preparation and Practice	40	20
AP602**	Specialist Practice BA (Creative Pathway) - <i>optional</i>	40	20
AP603**	Specialist Practice BSc (Technological and Scientific Pathway) - <i>optional</i>	40	20
DMT611	Independent Research Project (Practice Research or Dissertation)	40	20

\* At Level 5, students take two of Modules AP501 Creative Audio Concepts (Technology), AP502 Creative Audio Concepts (Music) and AP503 Creative Audio Concepts (Sound Design).

\*\* At Level 6, students choose either AP602 Specialist Practice BA (Creative Pathway) or AP603 Specialist Practice BSc (Technological Pathway).

### Programme Structure

<b>Level 4</b>	
<b>Semester 1</b>	<b>Semester 2</b>
AP401 Audio Production Principles	
AP402 Audio Aesthetics in Different Media	
DMT411 The Practitioner in Context – taken over the course of the year	
<b>Level 5</b>	
<b>Semester 1</b>	<b>Semester 2</b>
AP501 Creative Audio Concepts (Technology)	
AP502 Creative Audio Concepts (Music)	
AP503 Creative Audio Concepts (Sound Design)	
AP504 Production Practice	
DMT511 The Sustainable Practitioner – taken over the course of the year	
<b>Level 6</b>	
<b>Semester 1</b>	<b>Semester 2</b>
AP601 Professional Preparation and Practice – taken in one of the three terms	
AP602 Specialist Practice BA (Creative Pathway) – taken in one or two of the three terms	
AP603 Specialist Practice BA (Technological and Scientific pathway) – taken in one or two of the three terms	
DMT611 Independent Research Project – taken over the course of the year	



## 10. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- 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 assessment tasks, and will be 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 welfare advisor and 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.
- 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 on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorial, 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 Learning outcomes reflect 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 select broad areas of interest within the broader audio and music production context. You will take on practical projects in either simulated or real-life professional projects and productions and develop a greater sense of personal and professional responsibility.
- At Level 6, you are expected to be a self-directed learner and select a technological or creative pathway which will lead you to either a BSc or BA qualification, while 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.

## 11. CURRICULUM MAP OF MODULES AGAINST LEARNING THEMES OF THE PROGRAMME

Module	Level 4				Level 5							Level 6							Final		
	AP401	AP402	DMT411	Weighted average for level 4	AP501	AP502	AP503	AP504	DMT511	Weighted av. for level 5 (with 501)	Weighted av. for level 5 (without 501)	AP601	AP602 (BA)	AP603 (BSc)	DMT621 (practice-based)	DMT622 (dissertation)	Weighted average for level 6 (BA, practice-based)	Weighted average for level 6 (BA, dissertation)	Weighted average for level 6 (BSc, practice-based)	Weighted average for level 6 (BSc, dissertation)	Range of final outcomes, depending on Level 5 and Level 6 modules taken
Credits	40	40	40	120	30	30	30	40	20	120	120	40	40	40	40	40	120	120	120	120	360
1. Creativity	20%	40%	10%	23%		25%	25%	15%		11%	18%		30%	20%	10%		7%	10%	7%	9%	8-14%
2. Organisation & collaboration		10%	10%	7%				20%	15%	9%	9%		20%	20%	10%		7%	10%	7%	10%	7-10%
3. Communication		10%	15%	8%	25%	20%	20%	10%	20%	18%	17%	30%		20%	25%		22%	20%	20%	19%	17-18%
4. Professional practice & competences	50%	10%	10%	23%	20%	10%	10%	25%	15%	18%	16%		20%	30%	10%	15%	8%	7%	9%	8%	11-16%
5. Research & knowledge skills	10%	10%	20%	13%	30%	20%	20%		20%	16%	13%	20%		20%	35%		22%	17%	22%	18%	13-18%
6. Understanding context	10%	10%	20%	13%	10%	10%	10%	10%	30%	13%	13%	30%	10%	10%	20%	20%	22%	22%	21%	21%	19-19%
7. Reflection & learning	10%	10%	15%	12%	15%	15%	15%	20%		14%	14%	20%	20%	20%	10%	5%	13%	15%	13%	15%	15-16%

## 12. CRITERIA FOR ADMISSION

Please refer to the College Full-time Undergraduate Academic Regulations

## 13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Full-time Undergraduate Academic Regulations

## 14. MECHANISM FOR PROGRAMME REVISION

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

## 15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The Audio Production Programme has been developed using the QAA Subject Benchmark Statements for both Dance, Drama and Performance (DDP. 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

- M Demonstrate the ability to work in combination with others on joint projects or 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
  
- **Research & knowledge skills**  
...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

- DDP 7.13 iv engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
- DDP 7.14 i have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
- DDP 7.14 ii have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life
- DDP 7.14 vi have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- **Understanding Context**  
...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains
- DDP 7.12 iii demonstrate comprehension and intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
- DDP 7.12 iv demonstrate comprehension and intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts
- DDP 7.12 v demonstrate comprehension and creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings
- DDP 7.12 vi demonstrate comprehension and intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study
- 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
- M Demonstrate knowledge and understanding of how music interconnects with other disciplines in the arts, humanities, social and physical sciences as appropriate
- **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
- DDP 7.13 v identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.
- M Demonstrate intellectual curiosity and the potential for continuing artistic and creative development

## 16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

<p><b>Level 4 (Certificate of Higher Education)</b></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"> <li>• identify key principles and concepts informing the discipline of audio production</li> <li>• employ basic techniques, practices and processes</li> <li>• form arguments and make judgements in accordance with basic theories and concepts</li> <li>• communicate ideas clearly</li> <li>• develop personal and transferable skills suitable for employment</li> <li>• exercise growing personal responsibility for your development</li> </ul>
<p><b>Level 5 (Diploma of Higher Education)</b></p>	<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"> <li>• engage critically with the principles and concepts involved in audio production</li> <li>• place those principles within critical contexts</li> <li>• employ appropriate techniques, practices and processes</li> <li>• demonstrate the ability to assess the appropriateness of approaches to given situations</li> <li>• form and present complex arguments using different forms of communication</li> <li>• demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility</li> <li>• demonstrate an awareness of issues related to sustainability and the environment within the performance and related industries</li> </ul>
<p><b>Level 6 (Bachelor's Degree with Honours)</b></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"><li>• engage with and analyse the principles and concepts involved in audio production</li><li>• employ advanced techniques, practices and processes</li><li>• reflect critically on your own performance within a professional context, relating it to the work of others and your development as an adaptable practitioner</li><li>• demonstrate readiness for the world of work and an understanding of the contexts within which your chosen field exists</li><li>• complete a major research project relevant to audio production</li></ul>
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