

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview / factual information

Programme/award title(s)	BSc (Hons) Audio Engineering & Production
Teaching Institution	Futureworks
Awarding Institution	The Open University (OU)
Date of first OU validation	19 th March 2026
Date of latest OU (re)validation	
Next revalidation	
Credit points achieved for the award	360
UCAS Code (if applicable)	J9W3
HECoS Code (if applicable)	100222
LDCS Code (FE Colleges England only)	N/A
Programme start date and cycle of starts if appropriate.	September 2026
Underpinning QAA subject benchmark(s)	Communication, Media, Film and Cultural Studies (2024) Music (2025)
Other external and internal reference points used to inform programme outcomes (including QAA	FHEQ Level 6 outcome classification descriptions. Industry Advisory Group. Avid Technology.

Characteristics Statements). For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory/ accreditation recognition	N/A
For apprenticeships more information on integrated Assessment. EPAO being used.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face-to-Face
Duration of the programme for each mode of study	3 years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme overview

2.1 Educational aims and objectives

- To create the next generation of audio professionals.
- To create audio specialists able to work in a contemporary environment, drawing on a critical appreciation of key technological and historical developments underpinning the creative production process.
- To encourage students to explore and integrate diverse cultural influences through their technical and creative work, contributing to a more inclusive creative community.
- To produce audio engineers who can meet creative and technical challenges within the commercial constraints of production resources.
- To develop and nurture an awareness of the audio engineer's role and responsibilities within the media industry as an individual and as part of a team.
- To equip audio engineers with the skills and knowledge to address professional challenges within a multi-media industry.
- To equip audio engineers with the capability to build and sustain a path of personal and career development.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

N/A

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education in Audio Engineering & Production
 Diploma of Higher Education in Audio Engineering & Production
 BSc Audio Engineering & Production
 BSc (Hons) Audio Engineering & Production

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Please adjust 'levels' to reflect SCQF if applicable

Programme Structure - LEVEL 4					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Recording 1	40		40	No	1&2
Digital Tools	20		20	Yes	1&2
Introducing Research	20		20	Yes	1
Mixing Music	20		20	Yes	2
Portfolio Development	20		20	Yes	2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Use audio engineering principles and sound theory to develop practical work. A2. Use historical and contemporary developments to develop practice and theoretical understanding.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Projects • Documentation, logs and archives • Practical demonstration • Portfolios • Essays • Presentations (group) • Viva voce • Exam (online assessment)

Learning Outcomes – LEVEL 4

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

- B1. Research and interpret material in order to construct and communicate informed ideas.
- B2. Evaluate production and performance standards through critical listening and responding to feedback to identify areas for further development

Learning and teaching strategy/ assessment methods

Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Feedback on written and oral assignments will include comment on the employment of cognitive skills. However these are more specifically evidenced in:

- Projects
- Documentation and logs
- Essays
- Viva voce

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Respond to creative requests, generate ideas, and implement strategies in response to a brief. C2. Produce written work and documentation adhering to academic standards and formatting.	Practical and professional skills will be primarily assessed through practical outputs, specifically: • Projects • Testing • Exam (online assessment) • Practical demonstration • Presentations, individual and group • Documentation, logs and archives Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Work successfully in teams and or interact with others in a variety of professional contexts. D2. Demonstrate a broad range of technical and ICT skills.	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are: • Practical Demonstrations • Presentations • Projects • Portfolios • Essays • Viva Voce Throughout the programme feedback on formative and summative assessments will help students develop their

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	employability and personal development skills.
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[Certificate of Higher Education in Audio Engineering & Production]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Recording 2	20		20	Yes	1&2
Mixing for Picture	40		40	No	1&2
			40		

Programme Structure – LEVEL 5					
Compulsory modules	Credit points		Credit points	Is module compensatable?	Semester runs in
Mixing Techniques	40		20	No	1&2
Research Project	20			Yes	1

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A3. Develop a repertoire of learned techniques through practice across other disciplines, including audio-visual work.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Projects

Learning Outcomes – LEVEL 5

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

3A. Knowledge and understanding

A4. Investigate creative techniques used to manipulate and process sound.

- Documentation, logs and archives
- Practical demonstration
- Portfolios
- Essays
- Presentations (individual)

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B3. Critically analyse and evaluate a variety of complex information. B4. Construct evidence-based arguments and engage in debate.	Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. The principal methods of assessment for this skill area will be: • Projects • Documentation and logs • Portfolios • Essays

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Presentations

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

- C3. Adapt established and contemporary techniques to capture and develop sound.
- C4. Integrate techniques for the creative manipulation and processing of sound.
- C5. Produce a coherent final product, balancing multiple sources, integrating production and post-production content.

Learning and teaching strategy/ assessment methods

Practical and professional skills will be primarily assessed through practical outputs, specifically:

- Projects
- Testing
- Presentations
- Documentation, logs and archives

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

	Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.
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3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D3. Communicate complex ideas and arguments confidently and effectively using oral and written methods. D4. Develop independence and motivation in self-directed work and study.	The centrality of vocational skills throughout the programme results in all assessments being directly or indirectly related to employability and personal development. The assessment methods which are particularly significant are:

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Personal Development Tutorials
- Presentations
- Projects
- Portfolios
- Essays

Throughout the programme feedback on formative and summative assessments will help students develop their employability and personal development skills.

[Diploma of Higher Education in Audio Engineering & Production]

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Programme Structure – LEVEL 6						
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in	Available as single registerable module?
Recording 3	40		40	No	1&2	
Major Project	40		40	No	1&2	
Mastering	20		20	Yes	1&2	
Portfolio Management	20		20	Yes	1&2	

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A5. Demonstrate detailed system level knowledge of professional working practices, associated technology and terminology. A6. Employ advanced theoretical knowledge of audio engineering principles and workflow to underpin practical work.	Knowledge and understanding is assessed using a variety of methods. The principal methods of assessment for this skill area will be: • Projects • Documentation, logs and archives • Practical demonstration • Portfolios • Essays • Presentations • Viva voce

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Formative assessment supported by tutor feedback will be employed throughout the programme and will aid the development of knowledge and understanding. Feedback will be a crucial component of summative assessments.

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
B5. Critically evaluate and resolve a range of complex, multifaceted problems. B6. Synthesise, refine and communicate ideas, concepts and strategies supporting technical and creative development.	Assignments which primarily assess knowledge, understanding and practical skills implicitly contain a cognitive skills component; thus, every assignment will assess these skills to varying degrees. Formative assessment of cognitive skills, supported by tutor feedback, will be employed throughout the programme. Feedback on written and oral assignments will include comment on the employment of cognitive skills. The principal methods of assessment for this skill area will be: • Projects • Documentation, logs and archives • Portfolios • Essays

3B. Cognitive skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

- Presentations
- Viva voce

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:

- C6. Integrate principles and techniques to achieve project goals through the planning and management of human, technical and creative resources.
- C7. Deliver media in formats which meet production requirements and professional standards.

Learning and teaching strategy/ assessment methods

- Practical and professional skills will be primarily assessed through practical outputs, specifically:
- Projects
 - Testing
 - Presentations
 - Documentation, logs and archives
 - Viva voce

3C. Practical and professional skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Formative assessment takes the form of work-in-progress submissions supported by tutor feedback / feed-forward, employed throughout the programme to aid the development of subject-specific skills. Feedback will be a crucial component of summative assessments.

3D. Key/transferable skills

For apprenticeship delivery: detail the KSBs to show that link/alignment with degree apprenticeships (and which support that curriculum map edatured at the end of the document)

Learning outcomes:	Learning and teaching strategy/ assessment methods
D5. Implement time management techniques to plan and execute complex projects. D6. Perform critical self-analysis, identify skills gaps and plan personal development to maximise employment potential.	The individual nature of stage 3 work results in extensive tutorial input with a strong focus on continuing personal and professional development supporting the consolidation and refinement of vocational skills developed throughout the programme. The assessment methods which are particularly significant are: • Personal Development Tutorials • Presentations • Projects • Portfolios • Essays • Viva voce

[BSc Audio Engineering & Production]

To be awarded an Ordinary Degree, the student must complete 120 credits at Level 4, 120 credits at Level 5 and a minimum of 60 credits at Level 6 achieved through completing a combination of the following modules:

- Major Project (40 credits)
- Recording 3 (40 credits)
- Mastering (20 credits)
- Portfolio Management (20 credits)

[BSc (Hons) Audio Engineering & Production]

To be awarded an Honours Degree, the student must complete 120 credits at Level 4, Level 5 and Level 6.

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

N/A

5. Support for students and their learning

(For apprenticeships this should include details of how student learning is supported in the workplace)

Student Services Support

Futureworks has dedicated Student Services team operating from the Student Advice Centre on floor 3. The Student Advice Centre (SAC) is open 10am–12.30pm & 1.30pm–4.30pm Monday–Friday. Students can visit SAC any time during opening hours to speak to a member of staff or make contact via email. The nature of support offered is dependent on the individual seeking it but in general includes:

1-1 pastoral advice and guidance to students who may be experiencing anything affecting their time at university, for example:

- mental health
- financial support
- disability support
- feeling homesick
- a confidential space to discuss worries or concerns.

Also, advice with regards to

- health
- bullying
- discrimination
- harassment
- Referral and signposting for additional support e.g., counselling (via an external provider)

Personal Tutor Support

Students are allocated a Personal Tutor who plays a central role in student support. Working in conjunction with Module Leaders and Heads of Schools, Personal Tutors provide the support, advice and guidance that will enable students to gain the most from their studies at Futureworks.

The Personal Tutor roles include:

- Academic monitoring and advice
- personal development tutorials
- General pastoral care (referring more complex / sensitive issues to the Student Welfare Officer)

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Standard Entry: Applicants are required to have at least a Level 4 or grade 'C' in GCSEs Maths and English Language or equivalent and 104 or above UCAS points (for example B, C, C or above at A2 Level, DMM or

above at BTEC Extended Diploma Level, M or above at UAL Level 3 Extended Diploma Level) and a proven interest in the subject area. Qualifications such as Graded Examinations in Music Performance and Arts Award (Gold) can also count towards your UCAS points.

International Entry: Equivalent international qualifications will be considered towards meeting the entry requirements for standard entry. Additionally, international applicants will need to have an English Language qualification at International Level B2 or higher, such as an IELTS of 6.0 or better (with 5.5 in each skill: reading, writing, speaking and listening). Students with equivalent qualifications will also be accepted.

Equivalences include:

- Trinity College London: a pass in test ISEI and a pass in test ISEII
- Language Cert: Academic SELT (from 18 December 2023): 60 or International ESOL SELT: 33/50
- Pearson PTE Academic for UKVI: 59
- PDI Services (UK) Ltd: Pass in Skills for English UKVI

Non-standard Entry: Applications from individuals with non-standard qualifications, relevant work or life experience will be equally considered. These applicants will be required to attend an interview as part of the application process. Interviews will be in person or online, depending on the location and availability of the applicant.

Accreditation for Prior Learning: UK and International applicants with qualifications or professional experience equivalent to the knowledge and skills developed during years one or two of this programme may be granted Accreditation for Prior Learning (APL), enabling them to join the programme at the start of year two or three.

If an applicant thinks they may be eligible for APL they should contact our Admissions team on admissions@futureworks.ac.uk. Please note that APL will not exempt applicants from the selection process, or, for international students, the IELTS 6.0 (or equivalent) requirement.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including Professional Statutory Recognised Body requirements)

A Level 4 module, Digital Tools (20 credits) embeds the early stages of an industry / vendor-based qualification through Futureworks as an Avid Learning Partner.

One 40% weighted assessment in the module follows Pro Tools 101, an Avid online, multiple-choice exam to test the theoretical and practical application of skills and knowledge. Students undertaking this module have the opportunity to take an optional Pro Tools 110 exam at a later date, which if passed awards them the industry recognised 'Pro Tools Specialist' certification.

A second 60% weighted assessment takes a more traditional stance, with students undertaking a prescribed practical project to demonstrate their grasp of the DAW.

10. Methods for evaluating and improving the quality and standards of teaching and learning including the student experience

As the senior academic authority of Futureworks the Academic Board has responsibility for the monitoring of academic quality and standards, as delegated by the Board of Directors.

Annual review is conducted at module, programme, school and institutional level by relevant staff using both internal and external data, as outlined in the Academic Quality Handbook. Interim review of programmes is conducted 3 times per year as data becomes available. Reviews incorporate Module Evaluation and Student Experience Survey feedback from students, External Examiner reports, feedback from industry professionals via the Industry Advisory Group and Link Tutor feedback. Interim and annual reviews include Action Plans which are monitored by relevant committees. Futureworks uses benchmarking in relation to the OfS dashboard and NSS data to ensure that Futureworks programmes are delivering comparable outcomes and student experiences and this is included in the Academic Board Annual Report.

11. Changes made to the programme since last (re)validation

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 – Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Please amend this mapping to suit frameworks used within the different nations if appropriate.

Level	Study module/unit	Programme outcomes																								Available as single registrable module?		
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6		
4	Recording 1	<							<					<							<							N
	Digital Tools	<												<								<						N
	Introducing Research		<					<							<													N
	Mixing Music		<						<					<	<						<							N
	Portfolio Development							<							<							<						N

Level	Study module/unit	Programme outcomes																										Available as single registerable module?	
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6		
5	Recording 2			<	<					<	<							<	<										N
	Mixing for Picture			<	<					<							<	<	<					<	<				N
	Mixing Techniques				<					<							<	<	<										N
	Research Project									<	<													<	<				N

Level	Study module/unit	Programme outcomes																								Available as single registerable module?		
		A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6		
6	Recording 3					<	<					<	<						<									N
	Major Project					<						<							<	<					<	<		N
	Mastering						<					<	<							<						<		N
	Portfolio Management												<							<					<	<		N

Annexe 3: Notes on completing programme specification templates

- 1 – This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#)
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: [Subject Benchmark Statements](#)
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 – Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 – For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.