

Programme Specification

Overview

Programme Code	31215
Programme Title	Theatre and Performance Design
Programme Type	Degree
Language of Programme	All LIPA programmes are delivered and assessed in English
Programme Leader	Lois Maskell

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours – BA (Hons)	See Learning Outcomes below
Alternative Exit	Bachelor of Arts - BA	<p>Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects.</p> <p>A detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject.</p> <p>Demonstrate a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject.</p>
Alternative Exit	Diploma of Higher Education - DipHE	<ol style="list-style-type: none"> 1. Engage creatively and critically with the skills, processes and technologies within their chosen specialism, and have an ability to select, refine and apply these in performance projects. 2. Examine a range of contrasting critical perspectives and explore their significance in the creation of work. 3. Demonstrate a developed competency in scheduling, time

		<p>management and administration of practical projects.</p> <ol style="list-style-type: none"> 4. Demonstrate developing skills in creating, developing and realising projects, working both individually and as part of a team. 5. Evaluate their own performance and learning needs, and undertake relevant learning and action as a result. 6. Apply original, creative thinking in the development and presentation of critically engaged arguments. 7. Identify relevant skills for effective oral and written communication. 8. Produce practical work within a range of production areas to a specific brief and with guidance. 9. Assimilate independent research in response to existing performance practices.
Alternative Exit	Certificate of Higher Education - CertHE	<ol style="list-style-type: none"> 1. Demonstrate basic competency in a range of design and making skills. 2. Appreciate how design can be a contributing and communicative element of performance and the impact it can have on theatre and the audience. 3. Recognise the basic processes in the development of ideas involved set design and costume design for theatre and performance. 4. Document production and making processes adequately. 5. Apply basic skills in written and oral communication, teamwork and problem solving. 6. Identify and implement industry and discipline specific health and safety regulations and safe working practices. Selecting and using tools and equipment safely, competently, and appropriately. 7. Produce practical work within a range of production areas to a specific brief and with guidance.

External Benchmarks

Subject Benchmark Statement	UG-Dance, Drama and Performance (2019)
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Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Programme Length
Full-Time, Face to Face	September	3 Years

Learning Outcomes

Code	Description
PL01	Demonstrate an understanding of the influence of legacy and tradition in terms of current and future practices in relation to design for performance.
PL02	Critique and select appropriate, creative, technological and design production processes.
PL03	Developing a repertoire of interpretative skills, practices and making techniques and applying them effectively to engage with an audience/performance.
PL04	Taking responsibility as an individual artist whether working independently or within a group for creative decision-making.
PL05	Realising the design possibilities of a script, score and other textual and documentary sources and/or creating new work using the skills and crafts of performance making/writing.
PL06	Synthesise a range of approaches to achieve successful professional relationships, and evaluate techniques to solve creative collaborative issues.
PL07	Assess responsibilities as a designer in a working environment, synthesising risk factors for participants and ethical considerations.
PL08	Work effectively under pressure and to deadlines.
PL09	Engage in performance and production, based on acquisition and understanding of appropriate performance and production vocabularies, skills, structures, working methods and research paradigms.
PL010	Understand group dynamics to operate collaboratively within collective, creative and professional contexts to generate and pursue shared goals.
PL011	Develop research skills, synthesising and organising results, and evaluate the significance of the material in practice.
PL012	Critical perspectives on relevant theories and debates in relation to performance design.
PL013	Plan self-learning and improve performance as the foundation for life-long learning.

PL014	Evaluate professional opportunities and create plans for successful personal development.
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Aims and Outcomes

Educational Aims of the Programme

To stimulate and focus the students' enthusiasm, creativity, joy, and passion in their discipline as a designer and maker.

To cultivate a critical awareness of the social, economic and cultural factors that impact on performance, both nationally and internationally.

To develop professional level design and technical skills, across a range of performance, utilising well-established and emerging technologies, as well as encouraging creative innovation.

To encourage the ability to act independently, or as part of a team, as an effective, and creative multi-skilled professional.

To promote working methods that follow recognised industry good practice.

Programme Structure

Programme Structure Description

All modules at Level 4 are core, with no options.

At Level 5, 90 credits are core. In addition, students choose 1 x 30 credit option from Design Practice A or B. There are no prerequisites in these choices.

All modules at Level 6 are core, with no options.

Programme Structure - 360 credit points
Level 4 - 120 credit points
CORE - 120 credit points
[MODULE] 4601TPDT Research Project 1 - 15 credit points
[MODULE] 4602TPD Design and Fabrication - 30 credit points
[MODULE] 4603TPD Design and Making Skills - 30 credit points
[MODULE] 4604TPD The Production Process - 30 credit points
[MODULE] 4605TPD Design from Text - 15 credit points
Level 5 - 120 credit points
CORE - 90 credit points
[MODULE] 5601TPDT Research Project 2 - 15 credit points
[MODULE] 5602TPDT Industry Placement - 15 credit points
[MODULE] 5603TPD Hypothetical Design Project - 30 credit points

[MODULE] 5604TPD The Assistant Designer - 30 credit points
OPTIONAL - 30 credit points
[MODULE] 5605TPD Making and Design Practice A - 30 credit points
[MODULE] 5606TPD Making and Design Practice B - 30 credit points
Level 6 - 120 credit points
CORE - 120 credit points
[MODULE] 6601TPD The Designer - 60 credit points
[MODULE] 6602TPD Portfolio and Professional Career - 30 credit points
[MODULE] 6603TPD Research Informed Practice - 30 credit points

Teaching, Learning and Assessment

The aim of the programme is to develop a flexible, scaffolded curriculum, which with progression increases the responsibilities and challenges through deliberate practise primarily through project-based learning. Students are required to progress through levels of skill development and apply them in creative and technical learning environments that mirror professional practice. Methods of delivery include:

Lectures/Talks

A member of staff or a visiting lecturer giving a talk on a given theme or subject matter as stimulus or information pertinent to the module. Visits by industry and current practitioners are embedded in delivery to ensure currency and to strengthen links between theory, practice and vocational skills. The majority of lectures will be face-to-face but occasionally some content may be delivered online.

Seminars

Smaller group discussions on given topics or themes, which may be led by staff or students.

Workshop Demonstrations

A member of staff may demonstrate how technical equipment or processes work.

Workshop Classes

A member of staff may work with up to 10 students in a technical environment. This method is primarily employed to demonstrate principles on a practical, one-to-one basis, while ensuring that this knowledge is imparted to an extended group of students and that conceptual links between theory and practice are made.

Production Work

Working either independently or under tutor direction in studio, theatre or other locations.

Tutorials

Normally on a one-to-one basis, individual tutorials are designed to help guide students through the process of their (largely) self-directed work at Level 6. Supervising tutors are allocated for research projects at Level 6 and practical projects, and their role is to support the student's own work process, as well as to monitor progress.

Field Study / Visit

An organised and normally accompanied student visit to alternative locations, for example recording studios, trade shows, venues, AV facilities.

The optional modules at Level 5 will include a variety of subjects which will vary from year to year, so not all subjects will be offered each year.

Opportunities for Work Related Learning

The programme design is focused on providing a vocational training which mirrors professional practice. Project, work-based learning is a core activity and the primary forum for teaching, learning and assessment. There is further engagement with the industry through the Industry Placement module at Level 5.

Entry Requirements

Type	Description
BTECs	<p>Extended Diploma (i.e. Merit, Merit, Pass profile) BTEC Diploma (i.e. Merit, Merit). Acceptable on its own and combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points) across both qualifications.</p> <p>90 Credit Diploma (Distinction, Merit). Acceptable on its own or can be combined with other qualifications such as an A Level, in which case total needs to be 64 (2017 UCAS tariff points) or 160 (2016 UCAS tariff points).</p>
A levels	<p>We are committed to accepting students on to this course who have the potential to succeed as practitioners and who will gain sustained work in the performing arts and entertainment industries. With this in mind we wish to identify through applications and interview or audition key attributes and achievements.</p> <p>The key attributes that we seek to identify are:</p> <ul style="list-style-type: none">• Knowledge, ability and experience of theatre and performance design• Commitment to the performing arts• Ability to work effectively with others• Broad interest and engagement• Self-awareness• Spirit of enterprise. <p>The minimum educational standard that we are looking for is:</p> <p>GCSEs</p> <p>We normally require a minimum of five GCSEs grade C. These should include Maths and English. Plus a minimum of 64 UCAS tariff points (2017 tariff) or</p>

	<p>160 UCAS tariff points (2016 tariff).</p> <p>We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with:</p> <p>A/AS Level</p> <p>This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills are not counted.</p>
International Baccalaureate	<p>Acceptable on its own and with other qualifications.</p> <p>Welsh Baccalaureate Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.</p>
Other international requirements	<p>We welcome applications from students with qualifications from outside of the UK. Each application is considered on an individual basis and mapped to the appropriate entry level. We value the diversity of experience that students from different backgrounds bring to the course. We require an IELTS score of 5.5, with a minimum of 5.5 in each component.</p>
Alternative qualifications considered	<p>Audition or Interview</p> <p>Candidates are invited to audition/interview on the basis of completing the LIPA and/or UCAS application form. We look for evidence of the key attributes and an ability to achieve the qualifications standard. In exceptional cases people may be invited to audition/interview who have not met or are not on course to meet the qualifications standard. In these cases there must be substantial potential demonstrated against the other attributes. The audition or interview allows us to evaluate you as a practitioner in your area of interest. Offers of a place will follow where you demonstrate high ability and the potential to succeed. At the interview for this course, candidates are given an overview of LIPA and the course and take part in an individual interview during which they present their portfolio. They also have to bring a written review to the interview.</p> <p>Equal Opportunity</p> <p>LIPA is an equal opportunities organisation and aims to successfully recruit students from a wide range of different socio-economic and personal backgrounds. To ensure we provide effective equality of opportunity within the application process we carefully consider each application individually and acknowledge differences that can exist between applicants' experiences from diverse backgrounds. We regularly update our approaches to take into account changing understanding of communities and cultures and we monitor applicant/student characteristics such as age, gender and ethnicity.</p> <p>Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers</p> <p>If you can demonstrate that you have already achieved learning equivalent to a module or modules, or a level of study, in the programme then you may be eligible to be awarded credit for this learning or to have credit transferred from another UK institution. You will be required to complete an application</p>

	<p>to have your qualifications or experience approved by the Head of Discipline and the university. This requires the presentation of appropriate evidence and we will map the evidence against the programme outcomes to be certain of equivalence. If approved credit will be awarded and you will proceed on to the appropriate level of the course to complete the remaining credit for the award.</p>
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