UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (HONS) DESIGN FOR THEATRE AND SCREEN

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2020/21]
This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts[1]
Teaching Body	University for the Creative Arts
Final Award Title and Type	Bachelor of Arts with Honours
Course Title	Design for Theatre and Screen

Course Location and Length	Campus: Rochester	Length: Full-time - 3 years

Mode of Study	Full-time	✓	Part-time	

Period of Validation	2016/17 to 2020/21
Name of Professional, Statutory or Regulatory Body	Not Applicable
Type of Accreditation	Not Applicable
Accreditation due for renewal	Not Applicable

Entry criteria and requirements[2]

As the UK's highest-ranking creative arts university, we want to attract the best and most creative minds in the country – so we take a balanced approach to candidate assessment, taking both individual portfolios and exam results into account.

That's why your portfolio is an especially important part of your application to study with us – and we can help. Our academics can offer you expert advice on how to showcase your creative work and build a portfolio that will make your application stand out.

More advice on how to create an exceptional portfolio is also available here, along with specific portfolio requirements for this course.

Along with your portfolio, the standard entry requirements** for this course are:
- 112 UCAS tariff points from accepted qualifications*, or
- Pass at Foundation Diploma in Art & Design (Level 3 or 4), or
- Distinction, Merit, Merit at BTEC Extended Diploma, or
- Merit at UAL Extended Diploma, or
- 112 UCAS tariff points from an accredited Access to Higher Education Diploma in appropriate subject

And four GCSE passes at grade A*-C and/or grade 4-9 including English (or Functional Skills English/Key Skills Communication Level 2).

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[1] Regulated by the Office for Students

[2] This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

Other relevant and equivalent level 3 UK and international qualifications are considered on an individual basis, and we encourage students from diverse educational backgrounds apply.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

To see the accepted QCF qualifications, visit: http://uca.ac.uk/study/accepted-qualifications/
** We occasionally make offers which are lower than the standard entry criteria, to students who have faced difficulties that have affected their performance and who were expected to achieve higher results. In these cases, a strong portfolio is especially helpful.*

Overall methods of assessment[3]	Written exams:	Practical exams:	Coursework:
Level 4	0%	0%	100%
Level 5	0%	0%	100%
Level 6	0%	0%	100%
Overall Learning & Teaching hours[4]	Scheduled:	Independent:	Placement:
Level 4	34.6%	65.4 %	0%
	415 hours	785 hours	0 hours
Level 5	32.9 %	67.1 %	0 %
	395 hours	805 hours	0 hours
Level 6	23.8 %	76.3 %	0%
	285 hours	915 hours	0 hours
General level of staff delivering the course	The University's current recruitment policy for Lecturers and Senior Lecturers states that they must have either an MA or equivalent professional practice in a relevant discipline or field. All lecturing staff are encouraged to work towards a teaching qualification or professional Recognition by the Higher Education Academy and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Sessional Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement:			

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[3] As generated by the most popular unit descriptors and calculated for the overall course stage data.

[4] As generated by the most popular unit descriptors and calculated for the overall course stage data.

QAA Subject benchmark statement - Art and Design

Framework for Higher Education Qualifications (FHEQ)

The course structure

The structure of all of the University's awards complies with the University's Common Credit Framework. The Common Credit Framework includes information about the:
- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	If elective is this the most popular student choice?
Year/Stage 1				
RDTS4001 Visual Narrative One	4	30	Core	
RDTS4002 Visual Narrative Two	4	30	Core	
RDTS4003 Cultural Contexts 1	4	30	Core	
RDTS4004 Toolbox	4	30	Core	
Year/Stage 2				
RDTS5001 Visual Narrative Three	5	30	Core	
RDTS5004 Cultural Contexts 2	5	30	Elective*	Yes
RDTS5002 Visual Narrative Four	5	30	Elective	Yes
RDTS5003 Professional and Collaborative Practice	5	30	Elective	Two options in unit: Collaborative Projects and Work Placement/Experience. Collaborative Projects is the most popular choice.
XXXX5060 Study Abroad Exchange	5	60	Elective	No
RDTS5005 Cultural Contexts 2 (study abroad option)	5	30	Elective*	No
Year/Stage 3				
RDTS6001 Visual Narrative Five	6	30	Core	
RDTS6003 Visual Narrative Six	6	60	Core	
RDTS6002 Practice in Context	6	30	Core	

*Dependent on study abroad preference

Section B - Course Overview

Founded upon a history of engagement with contemporary social and political issues, design for performance frequently encompasses the languages of theatre, film, new media and architecture to challenge the way we communicate with contemporary audiences in a live environment. Consequently, performance designers are increasingly in demand across a wide range of associated professional practices, such as exhibition design, music promotion and globally significant events such as the Olympic Games.

The programme curriculum is informed by this premise and aims to equip students with the appropriate knowledge and understanding necessary to work professionally across different aspects of performance design practice. A broad skill-base will also allow students to operate effectively in a range of different fields in the creative industries. By supporting the development of their design practice and making skills, we aim to create flexible professionals equipped to initiate concepts and solutions and work as part of a team, in order to sustain employability in an ever-changing sector of the creative industries.

The course is underpinned by a series of stimulating and challenging design projects, which form the core of the programme.

In stage 1, students are introduced to aspects of design for performance through design and making projects. In creating imaginative and experimental responses via, interrogation of text, and applied research, in support of interpretation. Students develop designs for performance in scale model form and at this stage develop key technical skills using a range of materials, processes, techniques and technologies which support set and costume design. This stage situates design for performance within historical cultural contexts in which art and design histories and ideas are examined in light of influence on contemporary scenographic practice.

Stage 2 introduces students to opportunities to examine text based work within a contemporary socio-political context. In creating imaginative and experimental responses reflecting identity and place; through applied research supporting development of a personal voice within visual language for performance. Higher standards of Industry practice are applied to process work, with advanced key skills serving to replicate professional studio practice. Following a period of focused engagement with a design project, students will self-identify through a chosen craft skill to promote design and technical making. This stage deepens students' engagement and understanding of materials and processes for construction. Professional practice within placements and with collaborations for 'live or recorded' projects follows. Skills in project management, teamwork, and effective communication are developed in ways mirroring the practices of the profession. Practice is accompanied by more depth and focus to cultural and contextual studies.

Stage 3 focuses on independent strategies, planning and proposals within the parameters of a self-designed brief in respect of a text/narrative for performance. With aim of a synthesis of learning, knowledge and practice from the previous two stages, informing developing concepts and practical solutions in-line with professional practitioners. Development of personal practice is accompanied by an increased placing of their practice into more specific critical contexts. The development of a professional identity is communicated via visual presentation and writings promoting in-depth insight to professional practice.

Situated in the School of Architecture, the course has shared interests in spatial practice with colleagues within the School. Based at the Rochester campus, the course's location encourages dialogue and collaborative work across a range of courses within the university, and draws on a network of skills available on the campus through its technical resource. In this way the course fosters curiosity and interdisciplinary working in students – optimising the opportunity to gain enrichment through the context of the campus as well as the university as whole.

Section C - Course Aims

The content, nature and outcomes of the course aim to

A1 Develop diverse approaches to analysis and research for the design and orientation to making of costume and set elements for performance, and to the materials, processes and techniques used to articulate and construct environments for performance

A2 Equip students with the critical skills required for interrogating narratives and engaging with theoretical and cultural ideas associated with current practice, in response to the demands of production for a range of performance contexts.

A3 Provide the necessary advanced design and material knowledge and skills to develop and articulate detailed performance design proposals in response to identified demands and opportunities, and in consideration of material, technical and contextual constraints

A4 Develop an understanding of first hand engagement in professional performance design practices, enabling students to become confident and resourceful individuals with the capacity to collaborate with a range of professional positions in society

A5 Encourage creative, conceptual and technical exchange across different but complementary disciplines

A6 Develop communication skills in students, enabling the articulation of ideas, arguments and work in presentation formats as appropriate to particular situations and audiences, including with performance directors, designers and managers

A7 Develop the subject specific and transferable skills of an independent learner that support further study and employment

Section D - Course Outcomes

Upon successful completion of the course students are able to:

LO1   Demonstrate knowledge of the relationship between performance design, production technologies and processes, and contexts for performance

LO2 Apply knowledge of historical, cultural and theoretical contexts to the understanding of design for performance

LO3 Demonstrate knowledge of the socially situated nature of professional practice, the value of the designer's role in society, and the procedures involved in working professionally to develop and realise design propositions

LO4 Demonstrate understanding of the necessity for advanced research and critical skills to the creation of technically and conceptually appropriate design proposals for a range of performance contexts

LO5 Appropriately select and safely apply fabrication techniques, technologies and tools to the practical manipulation and use of materials in creating physical realisations of designs

LO6 Apply professional communication methods to present concepts, proposals, and evaluative responses clearly and effectively to both specialist and non-specialist audiences

LO7 Work reflectively and with a high degree of autonomy and responsibility for own learning and continuing creative and professional development

LO8 Demonstrate advanced professional, enterprise skills and operate effectively across a range of contexts in the performance design profession, both independently and collaboratively

Section E - Learning, Teaching and Assessment

<u>Learning and Teaching Strategy</u>

The course aims to produce skilled, imaginative, resourceful and employable graduates. The distinctive nature of the course derives from its balance of design and theatre craft making skills supported by the ability to critically engage with the historical and contemporary contexts of performance. In particular, students develop the skills required to interrogate and interpret the needs of a range of performance genres, from new writing to opera and classics through a sequence of exciting design projects. These projects demand that students respond creatively to solve problems and develop an advanced understanding of the contexts, processes, materials and techniques needed to design innovative performance environments.

Stage 1 of the course is a largely integrated, foundational introduction to the fundamental aspects of performance design - set design and costume design - supported by a broad cultural frame of reference and trips to see exhibitions and/or live productions. Strategies that promote teamwork are introduced. Methods of sourcing and adapting (upcycling) facilitate understanding of sustainable approaches to work practice. As students progress through the second stage of the course they deepen their focus through challenging and structured design projects that facilitate self-determination and support furthering key skill material handling. Students' technical and presentational skill base is developed in a

more independent, focused and specific way.   Outward-facing collaborative projects with external and internal partners and organisations develop students' understanding of professional practice within live contexts. Engaging in periods of work placement offers insights into the industry. These collaborative and professional experiences enable students to experience some of the challenges of working in live environments, promoting the development of important transferable skills. Stage 2 also offers the opportunity for a period of international exchange. Stage 3 of studies focuses on independent working, self-determination and areas of craft specialism through the development of a personal practice and understanding of its critical context. Presentation and communication of students' practice to a professional standard is of paramount importance in increasing employability and preparing students for a career. By stage 3, students have the necessary confidence and the beginnings of an outward-facing profile to support them at the start of their careers.

The course uses the online learning environment to post course material that widens access to students and enables the use of independent learning styles. Students also engage in research using academic online resources, journals, and eBooks and are given exposure to online review and critical theatre and film writing. They develop blogs, websites and online profiles to facilitate engagement in the professional field.

The course fosters and develops students to be reflective practitioners with a mature professional ethos, who can anticipate the demands, expectations and opportunities within their potential career development.

Overall, the course encourages the incremental synthesis and application of cultural and contextual awareness, design practice and sophisticated technical skills.

Assessment Strategy

The engagement of students with complex and challenging projects is reflected in the inclusivity of the assessment strategy. Units allow for alternative forms of assessment to test learning outcomes. Coursework is assessed by means of portfolio submissions, which could include writing, scale practical work in costume and set, scale models, design proposals, drawings, digital work, photographic evidence of performance designs, journals, and suchlike. Formative assessment feedback through group critiques promotes a critical culture that supports the development of communication skills and abilities required for professional work. Summative assessment enables students to reflect on and evaluate their performance incrementally. Formative and summative assessments are made available to students online through myUCA in order that students and staff can track the assessment journey across all three stages.

The assessment strategy tests students' readiness to progress through the course at each stage. Foundational skills, curiosity, working with others and ability to research are of primary importance in stage one and are assessed accordingly. Assessment strategies around self-management in stage two respond to how the student negotiates and manages the increasing levels of independence required through creative ownership and skill delivery within their portfolio towards outward facing collaborative work. The assessment strategy ultimately tests students' professional skills and employability. At stage two students' ability to collaborate externally and work in teams is assessed as an essential skill. Following this, in stage three independence and employability is assessed through the opportunity to self-initiate ambitious projects and connect directly with industry artistic policy, where outcomes are in line with socio-political ideals.

The course is subject to the University's rigorous quality assurance procedures that involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:
- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives