Programme Specification Document

Approved, 2022.03

Overview

Programme Code	31215
Programme Title	Theatre and Performance Design
Awarding Institution	Liverpool John Moores University
Programme Type	Degree
Language of Programme	All LJMU programmes are delivered and assessed in English
Programme Leader	
Link Tutor(s)	Griff Griffiths

Partner Name	Partnership Type
Liverpool Institute for Performing Arts	Validated

Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Bachelor of Arts with Honours - BAH	See Learning Outcomes Below
Alternative Exit	Certificate of Higher Education - CHE	A1 Summarise and explain basic theories, traditions and techniques that shape the creation of live performance and the way it is received A2 Identify a range of critical perspectives, outlining their significance in the contribution of design and technology to performance A3 Explain the interpretation of texts and music forms in order to realise the production and design of performance A4 Recognise practitioner approaches and review the contextual impact of their work A5 Outline the key components in design and technology production and discuss their relationship B1 Articulate the contextualisation of practitioner techniques and vocabularies (Context) B2 Recognise and identify skills necessary to build a critically informed argument (Context) B3 Assimilate independent research in response to existing performance practices (Context) B4 Accumulate and summarise cultural ideologies and contextual frameworks evident in performance (Context) B5 Identify appropriate presentation and communication skills, articulating ideas in various forms (Context) C1 Review appropriate design and technological production techniques. C2 Identify project management skills required to realise performance (PD) C3 Recognise collaborative working methods within ensemble and group project work (PD) C4 Explain the relationship between theory and practical application in production processes (PD) C5 Example understanding of interdisciplinary skills and their integration in the production process (PD) D1 recognise the principles of professional working and record approaches and identify problems (PD) D2 identify relevant skills for effective oral and written communication (PD) D3 recognise interpersonal networking skills including effective listening, negotiating, persuasion and presentation (PD) D4 learn to learn and develop an appetite for learning (PD)

| Alternative Exit | Diploma of Higher Education - DHE | A1 Distinguish and apply historical and contemporary performance traditions and techniques in differing theatrical and performance forms A2 Examine a range of contrasting critical perspectives and explore their significance in the creation of work A3 Analyse texts and practitioner interpretations in order to realise performance A4 Critique practitioner approaches, cultural contexts and analyse artistic and technological applications A5 Appraise the effectiveness of appropriate components of design and technology in live performance, apply into practice. B1 Examine necessary working methods, research theories and performance structures (Context) B2 Apply original, creative thinking in the development and presentation of critically engaged arguments. (Context) B3 Employ independent research in critical response to existing performance practices (Context) B4 Compare and interpret cultural ideologies and contextual frameworks evident in performance (Context) B5 Example informed communication skills in appropriate forms and analyse audience engagement (Context) C1 Practise appropriate design and technological production techniques C2 Analyse and apply appropriate management and working practices to realise performance projects (PD) C3 Initiate effective collaborative working strategies and skills within ensemble and group project work (PD) C4 Employ the realisation of theory through practical application in production (PD) C5 Appraise the application of interdisciplinary skills and their integration in the production process (PD) D1 effectively self-manage in terms of time, planning, behaviour, motivation, self-starting, individual initiative and enterprise (PD) D2 communicate effectively, orally and in writing, using a range of media which are widely used in business (PD) D3 demonstrate interpersonal networking skills including effective listening, negotiating, persuasion and presentation (PD) D4 evaluate their own performance and learning needs, and undertake relevant learning and action as a result (PD) |

Alternate Award Names	

External Benchmarks

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

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Face to Face	September	Liverpool Institute for Performing Arts	3 Years

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 or technician.

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.

To provide the student with the skills to sustain a career in the field of theatre and performance design and technology.

Learning Outcomes

Code	Description
PLO1	Synthesise and evaluate historical performance traditions and techniques applied to contemporary arts practice
PLO2	Critically examine forms of discourse and their impact on spectators in performance (Context)
PLO3	Critique and select appropriate, creative, technological and design production processes (Vocational Practise)
PLO4	Synthesise the design / technological management of a performance event and evaluate the effectiveness of key techniques and components in its creation (Vocational Practise)
PLO5	Integrate imaginative collaborative practices within ensemble and group performance work, evaluating the effectiveness of these techniques (Vocational Practise)
PLO6	Evaluate the practical application of theoretical concepts in performance, and the effect of this integration in practice (Vocational Practise)
PLO7	Produce advanced creative interdisciplinary collaborations within conceptual frameworks (Vocational Practise)
PLO8	Synthesise a range of approaches to achieve successful professional relationships, and evaluate techniques to solve creative collaborative issues

Code	Description
PLO9	Measure and rise to challenging, professional working contexts; setting complex goals and targets; collaborating when appropriate to negotiate positive outcomes
PLO10	Assess responsibilities as a designer, technician, stage or production manager in a working environment, synthesising risk factors for participants and ethical considerations
PLO11	Develop research skills, synthesising and organising results, and evaluate the significance of the material in practice
PLO12	Critically assess aesthetic, cultural, technological and theoretical perspectives in emergent performance practice
PLO13	Evaluate textual interpretations, visual interpretations and practitioner readings, and integrate into performance
PLO14	Deconstruct practitioner approaches, synthesising, technological, cultural and historical influences
PLO15	Utilise appropriate techniques and skills for managing people, information, resources and operations to achieve project outcomes
PLO16	reason and argue effectively drawing upon a comprehensive range of critical perspectives and evidence (Context)
PLO17	Formulate original ideas, negotiating an argument and appropriate means of dissemination (Context)
PLO18	Implement an independent critical research investigation in order to create an original new work (Context)
PLO19	Synthesise cultural ideologies and contextual frameworks in performance works, evaluating their impact of on future events (Context)

Programme Structure

Programme Structure Description

The programme is studied over three years full-time. The programme is divided into study units called modules. A 10 credit module typically comprises 100 hours of learning activity comprising student contact (lectures, workshops, seminars, tutorials and performance project supervision),course work preparation and private study. All learners take modules to the value of 120 credits each year/credit level. The appropriate module-unit credits are awarded for the successful achievement of the learning outcomes for the module. The full programme award, BA with Honours, is achieved upon the successful completion of 360 credits.

Programme Structure - 360 credit points	
Level 4 - 120 credit points	
Level 4 Core - 120 credit points	CORE
[MODULE] 4532TPR CAD and Essential Production Skills Approved 2022.01 - 20 credit points	
[MODULE] 4533TPR Essential Lighting - TPD Approved 2022.01 - 10 credit points	
[MODULE] 4535TPR Making Skills - Costume Props Approved 2022.01 - 20 credit points	
[MODULE] 4536TPR Design From Text 1 Approved 2022.01 - 20 credit points	
[MODULE] 4539TPR The Context 1 - TPT/D Approved 2022.01 - 10 credit points	
[MODULE] 4540TPR Design and Construction Skills Approved 2022.01 - 20 credit points	
[MODULE] 4541PD1 The Professional 1 Approved 2022.01 - 20 credit points	
Level 5 - 120 credit points	
Level 5 Core - 120 credit points	CORE
[MODULE] 5534TPR Vocational Skills Project 1 -TPDT Approved 2022.01 - 20 credit points	
[MODULE] 5535TPR The Context 2 - TPT/D Approved 2022.01 - 10 credit points	
[MODULE] 5536TPR The Professional 2 Approved 2022.01 - 20 credit points	
[MODULE] 5537TPR The Placement Approved 2022.01 - 10 credit points	
[MODULE] 5538TPR Vocational Skills Project 2 - TPTD Approved 2022.01 - 20 credit points	
[MODULE] 5539TPR The Production Process - TPTD Approved 2022.01 - 20 credit points	
[MODULE] 5541TPR Design from Text 2 Approved 2022.01 - 20 credit points	
Level 6 - 120 credit points	
Level 6 Core - 120 credit points	CORE
[MODULE] 6541TPR Design from Text 3 Approved 2022.01 - 20 credit points	
[MODULE] 6542TPR Vocational Practice Approved 2022.01 - 40 credit points	
[MODULE] 6543TPR The Professional 3 Approved 2022.01 - 20 credit points	
[MODULE] 6544TPR Context 3 Approved 2022.01 - 20 credit points	
[MODULE] 6545TPR The Portfolio Approved 2022.01 - 20 credit points	

Module specifications may be accessed at https://proformas.ljmu.ac.uk/Default.aspx

Approved variance from Academic Framework Regulations

Variance

To run year long modules at level 4, 5, and 6

1 x 40 at Level 6 (work based learning)

Teaching, Learning and Assessment

Students are encouraged throughout the degree to become independent and self-directed. The provision of all resources (including Module Handbooks) by means of a VLE rather than through course handouts is consistent with this philosophy. The level of independence increases at each level, with students beginning to determine their own areas of specialisation at Level 5 and then working to professional expectations at level 6. These professional expectations are enhanced by a public season of performances that adhere in delivery and structure to a professional producing venue environment.

The 'making performance possible' philosophy sees learners at level 4 assuming various production assistant roles, work based learning, with an incremental increase in responsibility occurring at levels 5&6.

The Placement at level 5 affords further opportunity for application, reinforcement of knowledge and further establishment of areas of vocational interest.

Teaching and learning is delivered through a variety of methods. These include lectures, seminars and workshops, small group tutorials and individual tutorials.

In all 3 levels students are exposed to real world production issues by means of case studies, visits and regular series of inputs from established design and technology practitioners. This includes the annual Graduate Conference, when former LIPA TPTD graduates speak to current students about their experiences in employment since graduating.

Testing of the knowledge base is undertaken through a combination of methods as follows: • Unseen written examination • Short answer questions • Individual and group presentations • Essays • Interview • Portfolio collation • Written self-evaluation • Continuous assessment • Written research paper • Project-based assessment - combining practise and a written journal or evaluation

Intellectual skills are developed through the teaching and learning programme outlined above. Each module, whatever the format of the teaching, involves discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of material, and individual feedback (written or verbal) for students on work produced.

Students receive initial guidance on how to identify, locate and use material available in libraries and elsewhere. Comprehensive bibliographies are provided for each module at the outset, as are guidelines for the production of coursework essays, extended essays and dissertations.

Classes and tutorials are given on research design, data collection and analysis techniques. Throughout their studies, students take classes in a range of design / technology disciplines and are introduced and invited to use appropriate models in the realisation of their practical work.

Assessment: • Individual and group presentations • Essays • Interview • Written research paper

The aim of the programme is to produce a multi skilled practitioner who is able to analyse the employment opportunities and career progression within the industry, both as an employee and a freelancer. Throughout the Professional Development strand at levels, 4, 5 & 6 this is developed through research and active career planning

documentation. The Production Process and Vocational Practise both involve students working on a variety of roles, collaborating in the production of the LIPA public season as well as presenting opportunities for the learner to work externally at one of the many organisations the course has developed professional links with.

Skills C1-C4 are primarily assessed through contribution to projects and The placement. Most modules require regular written work that will include technical paperwork but also self-reflective essays that discusses both their learning and a critical diagnosis of the production process.

Opportunities for work related learning

Work related learning is a core teaching and learning activity across all three levels of study, amounting to 220 credits by level 6.

TPD Level 4: Design and Construction Skills – These modules place the student in an assistant capacity working on the LIPA public season, they are inducted into the essential skills that relate to their roles and then supported by tutorials and guidance from the teaching team, student heads of department are also expected to mentor and manage the level 4 learner.

TPD Level 5: Vocational Skills Project 1 & 2, The Production Process,– Developing skills acquired at Level 4 these modules place the learner in a more central role, with greater responsibilities in the production process. They are supported through tutorials and supervised by a relevant tutor. The Professional Development 2 – In addition to the production of a career plan and job application the students are expected to undertake a minimum of 100 hours of professional practice, including a collaborative project with students from other LIPA degrees. Students will be provided with regular support and guidance to help them to identify and take advantage of opportunities for professional practice. Professional practice could include collaborative projects; relevant work or voluntary experience and enterprise activities. The Placement - Second year students undertake a work placement, incorporating a minimum of 15 days of professional practice. They are expected to find and apply for their own placement, and are assessed on a portfolio of evidence and on their written reflective evaluation. Many students gain their first employment after LIPA as a direct or indirect result of their placement. Staff ensure that the work placements adhere to the QAA Code of Practice on Work-based learning and placements with learning outcomes clearly identified

Level 6: Vocational Practise – Working as heads of department on the LIPA public season, there is an emphasis on independent professional delivery, team management, peer mentoring and the perpetuation of good practise. The learner is supported by an appropriate supervising tutor. The Portfolio. – Recognising the opportunities that the learner has to develop a significant body of work through their practical work on the LIPA public season and that upon graduation their first professional employment will likely based on the presentation of this work. This module sees the student produce an extensive portfolio of their design work across the years of study. Professional Development 3 – third year students present a portfolio, summarising and evaluating their professional practice, and articulating future career and personal development plans, alongside their evaluation of a series of interviews with external employers.

Entry Requirements

Type	Description

Alternative qualifications considered	Audition or Interview 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. In exceptional cases an offer of a place may be made on the basis of the application form alone. Equal Opportunity 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. Recognition of Prior (Experiential) Learning [RP(E)L] and Credit Transfers 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 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.
International Baccalaureate	Acceptable on its own and with other qualifications. Welsh Baccalaureate Acceptable on its own but is ideally combined with other qualifications as it is equivalent to one A Level.
BTECs	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. 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).
A levels	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. The key attributes that we seek to identify are: • 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 The minimum educational standard that we are looking for is: GCSEs 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 160 UCAS tariff points (2016 tariff). We accept all types of equivalent qualifications, the following are the most common UK qualifications that people tend to apply to us with: A/AS Level This should be from two A Levels (i.e. grades C, C), excluding General Studies. Points from AS and Key Skills are not counted.
Other international requirements	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. IELTS score of 6 is required.

Extra Entry Requirements