

## Overview

<b>Programme Code</b>	36034
<b>Programme Title</b>	Costume Making
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Masters
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	
<b>Link Tutor(s)</b>	Carol Ryder

<b>Partner Name</b>	<b>Partnership Type</b>
Liverpool Institute for Performing Arts	Validated

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Arts - MA	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	1. undertake complex exploration and evaluation of professional arts working contexts and practice in the light of critical frameworks; 2. negotiate and exercise sophisticated judgement in complex and unpredictable professional arts collaborative projects; 3. formulate and apply sophisticated creative strategies in the creation of performance; 4. review and interpret evidence and communicate conclusions; 5. critically evaluate and reflect upon personal practice; 6. critically appraise a wide range of research strategies in the arts.
Alternative Exit	Postgraduate Diploma - PD	1. undertake complex exploration and evaluation of professional arts working contexts and personal practice in the light of critical frameworks and peer professional practice; 2. negotiate and exercise sophisticated judgement in complex and unpredictable professional arts collaborative projects and appraise leadership in creative contexts; 3. formulate and apply sophisticated creative strategies in the creation of performance; 4. review and interpret evidence and communicate conclusions; 5. critically evaluate and reflect upon personal practice and create advanced career plans; 6. appraise options for and design practice as research strategies for specific creative projects and personal practice.

### Alternate Award Names

## External Benchmarks

### Subject Benchmark Statement

## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Part-Time, Face to Face	September	Liverpool Institute for Performing Arts	2 Years

## Aims and Outcomes

### Educational Aims of the Programme

Advance, renew and develop existing practice and critically evaluate its efficacy and future direction in the context of industry conditions.

Develop a professional career plan and initiate opportunities informed by knowledge at the forefront of your academic and professional discipline.

Develop strategies for investigation in the arts through the drafting and refining of questions and premises, knowledge of documenting performance making and the ability to reason on the basis of evidence.

### Learning Outcomes

Code	Description
PLO1	Critically evaluate complex perspectives in current critical debates, concepts and discourses in advanced professional practice
PLO2	Develop and apply documentation to disseminate their practice
PLO3	Design and conduct research and present findings
PLO4	Collaborate on and communicate creative intentions in a complex, sophisticated professional performing arts working environment
PLO5	Engage, using sophisticated strategies, in the creative process recognizing a wide range of approaches
PLO6	Negotiate the challenges of working in complex and unpredictable situations e.g. making decisions independently or in dialogue with peers and/or external bodies
PLO7	Engage with relevant industries and develop as a collaborator, working skilfully and professionally with others and contributing to effective project management
PLO8	Reflect upon personal development and engage in professional career planning
PLO9	Evaluate a wide range of advanced discipline techniques and engage in sophisticated judgement in their use
PLO10	Debate comprehensively the condition of the performing arts economies and its platforms, partners and networks
PLO11	Critically interrogate practice as research
PLO12	Critically compare and evaluate relevant theoretical knowledge and its impact upon advanced costume making and performance practice
PLO13	Critically evaluate and reflect upon their own and others' relevant current practice
PLO14	Systematically gather evidence and evaluate its significance and propose conclusions

<b>Code</b>	<b>Description</b>
PLO15	Observe and analyse a range of contemporary theatre and performance and evaluate practice
PLO16	Practise specialist costume making skills and techniques in the process of performing or facilitating and making of performance

## Programme Structure

### Programme Structure Description

Year 1

Professional Development, Inquiry and Critique 1(20 credits) Advanced Technique 1 (20 credits) Practice 1(20 credits) Professional Development, Inquiry and Critique 2(20 credits)

Year 2

Advanced Technique 2 (20 credits) Practice 2(20 credits) Practice Dissertation or Dissertation (60 credits)

### Programme Structure - 180 credit points

#### Level 7 - 180 credit points

#### Level 7 Core - 120 credit points

CORE

[MODULE] 7500COS Advanced Techniques I - Costume Approved 2022.01 - 20 credit points

[MODULE] 7501COS Advanced Technique II Approved 2022.01 - 20 credit points

[MODULE] 7505COS Practice 1 - Costume Approved 2022.01 - 20 credit points

[MODULE] 7506COS Practice 2 - Costume Approved 2022.01 - 20 credit points

[MODULE] 7507COS Professional Development, Inquiry and Critique I Approved 2022.01 - 20 credit points

[MODULE] 7508COS Professional Development, Inquiry and Critique 2 Approved 2022.01 - 20 credit points

#### Level 7 Optional - 60 credit points

OPTIONAL

[MODULE] 7502COS Dissertation Approved 2022.01 - 60 credit points

[MODULE] 7503COS Practice Dissertation Approved 2022.01 - 60 credit points

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



At Masters level we have the expectation that students operate in complex situations or face complex problems which require sophisticated judgement. That judgement should be clearly explained by reference to appropriate evidence. In addition there should be clear engagement with new and emergent areas in their chosen field.

FHEQ descriptors are clear in this regard “deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences” (FHEQ B1) and “originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline” (FHEQ A3)

With this in mind students are introduced to the ideas, policy arguments and critical concepts in the performing arts and asked to reflect on the presence of these issues in their own work. They are introduced to the principles of documentation and evidence recording in the performing arts so that any insights gained from the embodiment of ideas in practice can be supported or illustrated by data.

The course culminates in student led and designed pieces of practice which require the asking of contemporary key questions, answered in the work and evidenced by records and documentation.

Key to the success of the learning is the way in which students share as they progress both their practice and their ideas. Actors will work in an ensemble company where collaboration and shared interests will be explicit and teaching will include group evaluation and discussion. Costume makers will work as part of wider production teams where dialogue in respect of the creative process will be significant.

This emphasis upon on-going discussion is also reflected in the assessment strategy where the viva is used alongside approaches to evidence gathering as a way of drawing out depth in practice and identifying new directions. On-going dialogue means by definition that formative feedback is embedded in the practice.

As part of the introduction of the new curriculum, the development of a new bespoke VLE for the Institute is planned. This will mean that forums and on-going contact between students and between staff and students will be increased. The new VLE will allow for the digital sharing of work and the provision of individual learning profiles. An integrated on-line mark entry and feedback system will mean easy and efficient access to formal feedback and ways of searching feedback from across the course to identify common issues and strengths.

Summative feedback will be given on coursework in line with the LJMU policy given in the Programme Specification.

The Programme Leader has responsibility for ensuring that the programme has developed an assessment schedule before teaching commences. This will be managed at a local level by the Director of School/Head of Department.

We operate a combined Peer Review/Teaching Observation Scheme. Peer review is a constructive, developmental process with a focus on individuals' personal and professional development and is designed to encourage peer discussion and reflective practice. The main purpose of engaging in peer review of teaching is to enhance practice. It provides a means of focusing on teaching and engaging in reflective, constructive and analytical discussion with a peer about teaching practices. It is a mechanism to encourage openness and sharing amongst staff and to raise awareness of diverse pedagogies and approaches to teaching. It provides a forum for professional development conversations between peers.

## Opportunities for work related learning

Where appropriate student can take professional placements however the work of masters students in costume and acting will involve engagement with the professional standards and work industry simulations that are core to our professional training strategy.

## Entry Requirements

Type	Description
Alternative qualifications considered	Undergraduate Degree in a cognate area, normally at 2:1 or above or equivalent professional practice. This programme seeks to admit students who have an established level of professional practice either through employment or through recognised or appropriate training at undergraduate level. Entry will be by interview (with portfolio as appropriate). The emphasis on interview allows for individual assessment. The course places emphasis on individual methodologies for critical analysis and design of research and as such supports a diverse range of applicants. Costume Making Target 15 (max) 5 (min). All classes are conducted in English. The level of proficiency in English expected is IELTS 6.5.

## Extra Entry Requirements