

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Theatre and Performance Design

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	W460
Programme Duration	Full-Time: 3 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance, Drama and Performance 2015
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Bachelor of Arts with Honours in Theatre and Performance Design Diploma of Higher Education in Theatre and Performance Design Certificate of Higher Education in Theatre and Performance Design
Link Tutor	Tim Miles

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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

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/ Interim Award Learning Outcomes - Diploma of Higher Education

A student who is eligible for this award will be able to:

- 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)

Target award Learning Outcomes - Bachelor of Arts with Honours

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

Knowledge and understanding

A student who is eligible for this award will be able to:

- A1. Synthesise and evaluate historical performance traditions and techniques applied to contemporary arts practice
- A2. Critically assess aesthetic, cultural, technological and theoretical perspectives in emergent performance practice
- A3. Evaluate textual interpretations, visual interpretations and practitioner readings, and integrate into performance

A4. Deconstruct practitioner approaches, synthesising, technological, cultural and historical influences

A5. Utilise appropriate techniques and skills for managing people, information, resources and operations to achieve project outcomes

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

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

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

B1. reason and argue effectively drawing upon a comprehensive range of critical perspectives and evidence (Context)

B2. Formulate original ideas, negotiating an argument and appropriate means of dissemination (Context)

B3. Implement an independent critical research investigation in order to create an original new work (Context)

B4. Synthesise cultural ideologies and contextual frameworks in performance works, evaluating their impact of on future events (Context)

B5. Critically examine forms of discourse and their impact on spectators in performance (Context)

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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

Professional practical skills

A student who is eligible for this award will be able to:

C1. Critique and select appropriate, creative, technological and design production processes (Vocational Practise)

C2. Synthesise the design / technological management of a performance event and evaluate the effectiveness of key techniques and components in its creation (Vocational Practise)

C3. Integrate imaginative collaborative practices within ensemble and group performance work, evaluating the effectiveness of these techniques (Vocational Practise)

C4. Evaluate the practical application of theoretical concepts in performance, and the effect of this integration in practice (Vocational Practise)

C5. Produce advanced creative interdisciplinary collaborations within conceptual frameworks (Vocational Practise)

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

Skills C1-C4 are primarily assessed through contribution to projects and The placement.

Transferable / key skills

A student who is eligible for this award will be able to:

D1. Synthesise a range of approaches to achieve successful professional relationships, and evaluate techniques to solve creative collaborative issues

D2. Measure and rise to challenging, professional working contexts; setting complex goals and targets; collaborating when appropriate to negotiate positive outcomes

D3. Assess responsibilities as a designer, technician, stage or production manager in a working environment, synthesising risk factors for participants and ethical considerations

D4. Develop research skills, synthesising and organising results, and evaluate the significance of the material in practice

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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. Regular feedback on this is given to the student to develop not only their understanding but also their powers of expression.

Students are offered a good range of opportunities to develop and demonstrate their written and verbal communication skills, culminating in the 4,500 word Context 3 Research Paper, verbal presentations are embedded in many practical modules, for example presentation of designs to the cohort and director. In the Design from Text modules at levels 4,5 & 6 the students present their concept and modle box to assessing staff and the rest of the cohort.

Skills are developed in classes, seminars and tutorials, relying on discussion and interaction, as well as presentations given by individuals or groups of students.

Students work in teams in a number of modules and at times, they receive a team mark rather than individual mark.

Students are frequently required to reflect on their strengths, weaknesses, performance and development in skills D1-D4 as part of their self-evaluations.

Assessment

Skills are generally assessed by the continuous assessment of practical work, recognising that the working process can be as important as the finished product in demonstrating good working practice. Teaching staff hold regular tutorials and group production meetings to support work and gauge progress. Students are asked to submit self-evaluations that recognise their strengths and weaknesses, fostering their ability to develop self-awareness and critical judgement.

Transferable skills are developed within the practical and group projects the students undertake across all three years are particularly taught by lecture and small group seminar, using dedicated computer facilities and the internal learning resources at hand are developed in the creation of portfolios & presentations of researched and designed material. The effective preparation, presentation and communications of material in design presentations, production meetings and through a peer mentoring is a key part of delivering these outcomes. (1-8) are fostered in the realisation of practical projects, the student's interaction in group endeavours, for curriculum and performance and in planning and tackling live work in new environments, with tight deadlines and production schedules. In order to stimulate personal development and illuminate more diverse career opportunities the broader applications of theatre skills in the wider world of work are continually discussed throughout the programme. These transferable skills a further developed at level 6 through professional development 3 and The Portfolio

Practical competencies and group working skills are continually assessed within project working times (1-8). Student's evaluative skills and planning and management skills are also assessed by the submission of students evaluations of the strengths and weaknesses of their own practical work, and of virtual designs and projects (1-8). A research project in the final level is the ultimate measure of academic quality, but throughout the course written work, particularly researched essays must be submitted in the appropriate format (5).

Programme structure - programme rules and modules

Programme rules

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.

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6541TPR Design from Text 3 (20 credits) 6542TPR Vocational Practice (40 credits) 6543TPR The Professional 3 (20 credits) 6544TPR Context 3 (20 credits) 6545TPR The Portfolio (20 credits)		120 core credits at level 6 0 option credits at level 6
Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5534TPR Vocational Skills Project 1 -TPDT (20 credits) 5535TPR The Context 2 - TPT/D (10 credits) 5536TPR The Professional 2 (20 credits) 5537TPR The Placement (10 credits) 5538TPR Vocational Skills Project 2 - TPTD (20 credits) 5539TPR The Production Process - TPTD (20 credits)		120 core credits at level 5 0 option credits at level 5

5541TPR Design from Text 2 (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4532TPR CAD and Essential Production Skills (20 credits) 4533TPR Essential Lighting - TPD (10 credits) 4535TPR Making Skills - Costume Props (20 credits) 4536TPR Design From Text 1 (20 credits) 4539TPR The Context 1 - TPT/D (10 credits) 4540TPR Design and Construction Skills (20 credits) 4541PD1 The Professional 1 (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

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

1 x 40 at Level 6 (work based learning)

Opportunities for work-related learning (location and nature of activities)

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 be 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.

Criteria for admission

A/AS Level

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.

BTEC National Diploma

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).

Irish Leaving Certificate

From 5 subjects at higher level.

Scottish Higher

From 5 subjects, 3 of which must be at an Advanced level.

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.

Other

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.

Mature entry

We welcome applications from mature students. Given the wide range of backgrounds, qualifications and experience that mature applicants may offer, entry requirements are not necessarily rigid and can vary from one individual to another. Substantial experience in your chosen area of interest can be accepted instead of formal qualifications. You should make your experience clear in your application.

Overseas qualifications

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.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.