PROGRAMME SPECIFICATION

Master in Arts in Creative Technologies and Performance

Awarding institution	Liverpool John Moores University
Teaching institution	Liverpool Institute for Performing Arts
JACS Code	W900
Programme Duration	Full-Time: 4 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Dance, Drama and Performance (July 2015) Communication, Media, Film and Cultural Studies (October 2016)
Programme accredited by	N/A
Description of accreditation	N/A
Validated target and alternative exit awards	Master in Arts in Creative Technologies and Performance
	Bachelor of Arts with Honours in Creative Technologies and Performance
	Diploma of Higher Education in Creative Technologies and Performance
	Certificate of Higher Education in Creative Technologies and Performance
Link Tutor	Mark Smith

Educational aims of the programme

Provide a programme that develops in students an understanding of the complex and constantly developing nature of practice in the area of Creative Technologies and Performance.

Provide a programme that develops in students performance and production skills which they can apply to create complex and sophisticated content.

Provide a programme that develops in students analytical and problem-solving techniques and strategies which they can apply in creative and professional contexts.

Provide a programme that develops in students the ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Provide a programme that is relevant to contemporary local, national and global creative industries.

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

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

Recognise and explain professional standards and principles in performance or production skills in the context of collaborative practice.

Describe a selected group of theories and critical perspectives and explain their purpose in respect of film and performance making.

Describe the key features of the creative arts economies and explain the key issues.

Identify the main themes in the study of the contexts of filmmaking and performance and explain the key issues.

Describe the chronological development of selected creative arts and identify key questions for examination.

Recount the processes of making and experience of filmmaking and performance by referencing to records and

documentation and explain the core issues.

Identify and review problems in the making of film and performance.

Review information and evidence and identify its value in the creation and consideration of film and performance.

Identify established arguments about creative arts and explain their significance.

Recognise and explain the difference between established types of enquiry.

Identify appropriate approaches to skills development and undertake and repeat successfully defined activities in the creative arts.

List appropriate professional objectives and explain how they will be achieved.

Identify risks both in working environments and in ethical terms and describe actions to mitigate risk.

Identify demands and define workload in professional contexts and explain approaches to successful management of working situations.

Recognise the principles of group working and differences in individual types and describe ways in which groups can maximise performance.

Describe personal achievements and identify new goals.

Describe long term goals and indicate priorities in professional and educational development.

Identify the basis of good working relationships and describe ways in which they can be achieved.

Identify information technology uses in the creative arts and explain their use in own practice.

Describe a number of known project management approaches and their use in professional practice.

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

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

Analyse and apply professional standards and principles in performance or production skills in the context of collaborative practice.

Analyse a selected group of theories and critical perspectives and apply them in respect of film and performance making.

Examine in detail the social and economic processes in the creative arts and utilise conclusions in the making of and reason about film and performance.

Compare and contrast perspectives on the social and educational impact of performance.

Appraise a number of histories and traditions in the creative arts and interpret them in the making of and reasoning about film and performance.

Analyse the evidence about the making of and experience of film and performance and demonstrate application of key insights.

Analyse practical and theoretical evidence and apply conclusions to situations.

Appraise information and evidence and apply understanding to effect in the creation of or discussion about performance, filmmaking and content creation.

Compare and criticise a range of perspectives on the creative arts and apply insights to debating work and creating film and performance.

Debate the differences between creative and critical modes of enquiry.

Apply developed skills to defined situations.

Examine enterprise opportunities, appraise professional needs and design a professional development plan.

Compare and contrast risk assessments and debate mitigation strategies and apply conclusions.

Analyse personal progress through appropriate self-reflection and set personal development goals.

Appraise collaborative working situations based on known theories about and approaches to group dynamics.

Appraise achievements with reference to appropriate critical perspectives and plan in detail ways of enhancing personal and professional objectives.

Appraise a range of factors which influence long term development by reference to appropriate evidence and debate strategies for managing these factors.

Appraise working relationships, distinguish between positive and negative approaches, debate examples and select appropriate approaches.

Compare and contrast arguments for and against the use of technology and specific types of technology and

propose effective approaches.

Compare and contrast approaches to project management and make successful selections for defined situations and outcomes.

Target award Learning Outcomes - Master in Arts

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

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

1. Critically evaluate complex perspectives in current critical debates, concepts and discourses in advanced professional practice.

2. Debate comprehensively the condition of the creative arts economies and its platforms, partners and networks.

3. Critically interrogate practice as research.

4. Critically compare and evaluate relevant theoretical knowledge and its impact upon advanced media practice.

5. Critically evaluate and reflect upon their own and others' relevant current practice.

6. Systematically gather evidence and evaluate its significance and propose conclusions.

7. Observe and analyse a range of contemporary filmmaking, emerging media and performance and evaluate practice.

8. Practice specialist skills in the process of filmmaking, emerging media and performance practice.

9. Develop and apply documentation to disseminate your practice.

10. Design and conduct research and present findings.

11. Engage, using sophisticated strategies, in the creative process recognizing a wide range of approaches.

12. Negotiate the challenges of working in complex and unpredictable situations e.g. making decisions independently or in dialogue with peers and/or external bodies.

13. Engage with relevant industries and develop as a collaborator, working skillfully and professionally with others and contributing to effective project management.

14. Reflect upon personal development and engage in professional career planning.

Alternative target awards

A student who is eligible for the following awards will be able to:

Bachelor of Arts with Honours in Creative Technologies and Performance -

Evaluate the significance of professional standards and principles in production skills in the context of collaborative practice.

Critically evaluate production practice in with reference to relevant theory.

Formulate a perspective on the different processes of production and distribution in the arts and argue for a distinct approach.

Deconstruct the social, community and educational and contexts of filmmaking, emerging media and performance and propose responses to complex contexts.

Evaluate the complex nature of histories and traditions and synthesise an approach to the past, which informs contemporary arts practice.

Investigate the challenges and contested complexities of recording performance and interpretation of scores, texts and associated evidence and determine approaches.

Solve problems creatively by reviewing practical (aural, spatial, visual) and theoretical evidence.

Research and examine information, materials (both secondary and primary sources) and experiences, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation.

Reason and argue effectively drawing upon a comprehensive range of critical perspectives and evidence with an awareness of the uncertainty and limits of our knowledge of filmmaking, emerging media and performance.

Propose relationships between creative and critical modes of enquiry in the discipline.

Evaluate, discriminate between and synthesise specialist skills of technique, craft and associated technologies.

Evaluate professional opportunities and create dynamic plans for successful enterprise utilising an advanced range of financial, risk analysis, project management and marketing, theories, skills and approaches.

Evaluate risk, identify ethical considerations and wider social responsibility and work safely and maturely in response.

Set a complex series of personal and professional goals, self-reflect and manage workload in achieving those goals.

Negotiate and manage conflict and work at an advanced level in collaborative, interdisciplinary teams.

Evaluate personal development through a process of critical reflection and self-appraisal.

Plan effectively for continuing professional and personal development and lifelong learning.

Synthesise a range of approaches to achieve successful working relationships, an effective professional manner or attitude in the realisation of common goals.

Critically evaluate and utilise technology creatively.

Use project management skills, involving the ability to investigate, organise, curate and realise activities.

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

This programme has been conceived around a number of key teaching and learning principles. The first is that the programme recognises that learning and teaching has been transformed by knowledge, information and digital revolution that has placed a flow of information and communication into all aspects of our daily lives. This embedding of digital tools in all activities means that the role of the teacher has been changed. The teacher as provider of information has been replaced by a role as curator and co-researcher working alongside students.

This programme will work with this new context by the establishment of a VLE pilot and high levels of online resources as well as the provision of small group working areas so that self-directed and collaborative learning can take place.

The structure of the curriculum allows for self-directed learning alongside project based professional simulations or actual professional placements.

The assessment has been designed holistically so students are required to make connections between different assessments and discover synergies and relationships between parts of the curriculum through collaborative projects.

Programme structure - programme rules and modules

There are three pathways throughout this programme: Film and TV Production; Story Script & Development; Emerging Technology & Digital Performance. All students must stay on their chosen pathway in Level 5 and Level 6.

Level 4

All modules are core. Students indicate a choice of pathway at the end of Level 4.

Level 5

All students will study the core modules: 5500CTP Core Ideas 2; 5501CTP Project 3; 5502CTP Project 4. Students must then study 2 modules from their chosen pathway and one module from a different pathway.

Pathway modules are:

Film and TV Production: 5506CTP Location Filming & Sound; 5507CTP Multi Camera & Studio Creation.

Story Script & Development: 5504CTP Devising & Collaborative Live & Digital Performance; 5508CTP Writing for Camera & Audio.

Emerging Technology & Digital Performance: 5503CTP Digital Performance – Motion Capture & VR; 5505CTP Digital Performance – Software, Coding and DIY Technology.

Level 6

All students will study the core modules: 6500CTP Core Ideas 3; 6501CTP Project 5; 6502CTP Project 6; 6503CTP Individual Specialist Project. Students can then choose either 2 modules from their chosen pathway or 1 module from their pathway and 1 module from a different pathway.

Pathway modules are:

Film and TV production: 6506CTP Live Event & Broadcast Production; 6507CTP Post Production Technology & Techniques.

Story Script & Development: 6504CTP Cross Platform Perspectives; 6508CTP Spoken Word.

Emerging Technology & Digital Performance: 6505CTP Digital Content Design for Interactive Performance;

6509CTP VR & Immersive Audio.

Level 7

All students will study the core modules: 7502CTP Advanced Techniques – Creative Technologies; 7503CTP Professional Development, Inquiry & Critique 1; 7504CTP Professional Development, Inquiry & Critique 2. Students must then choose either 7505CTP Dissertation or 7506CTP Final Practice Investigation.

Level 7	Potential Awards on completion	Master in Arts
Core	Option	Award Requirements
7502CTP Advanced Techniques – Creative Technologies (20 credits) 7503CTP Professional Development, Inquiry and Critique 1 (20 credits) 7504CTP Professional Development, Inquiry and Critique 2 (20 credits)	7505CTP Dissertation (60 credits) 7506CTP Final Practice Investigation (60 credits)	60 core credits at level 7 60 option credits at level 7

Level 6	Potential Awards on completion	
Core	Option	Award Requirements
6500CTP Core Ideas 3 (20 credits) 6501CTP Project 5 (20 credits) 6502CTP Project 6 (20 credits) 6503CTP Individual Specialist Project (20 credits)	6504CTP Cross Platform Perspectives (20 credits) 6505CTP Digital Content Design for Interactive Performance (20 credits) 6506CTP Live Event and Broadcast Creation (20 credits) 6507CTP Post Production Technology and Techniques (20 credits) 6508CTP Spoken Word (20 credits) 6509CTP VR and Immersive Audio (20 credits)	80 core credits at level 6 40 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5500CTP Core Ideas 2 (20 credits) 5501CTP Project 3 (20 credits) 5502CTP Project 4 (20 credits)	5503CTP Digital Performance - Motion Capture and VR (20 credits) 5504CTP Devising and Collaborative Live and Digital Performance (20 credits) 5505CTP Digital Performance – Software, Coding, DIY (20 credits) 5506CTP Location Filming and Sound (20 credits) 5507CTP Multi Camera and Studio Creation (20 credits) 5508CTP Writing for Camera and Audio (20 credits)	60 core credits at level 5 60 option credits at level 5

Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4500CTP Core Ideas 1 (20 credits) 4501CTP Digital Performance (20 credits) 4502CTP Introduction to Film Making (20 credits) 4503CTP Project 1 (20 credits) 4504CTP Project 2 (20 credits) 4505CTP Story, Script and Authorship (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.

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

The learning environment for this programme is entirely work related. Skill development is benchmarked consciously against industry needs and students are asked to reflect and comment on this in assessment. Two designated periods of project based learning are either professional or industry simulations or actual work placements where these can be secured.

Criteria for admission

Other
A minimum of 96 UCAS points is normally required.

Candidates will be interviewed and asked to provide evidence of or produce on the day examples of work (test tasks) relevant to the programme to demonstrate their suitability for the programme.

Candidates are also assessed during the selection process against the following attributes: Knowledge, ability and experience, commitment, ability to work effectively with others, broad interest and engagement, self-awareness, a spirit of enterprise.

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.