



School of Design, Management and Technical Arts

Bachelor of Arts (Honours)
Theatre Design

Programme Specification

15 May 2012
(Updated July 2017)

Introduction: What are programme specifications?

Programme specifications focus on single programmes of study, and outline the intended knowledge, understanding, skills and attributes of a student successfully completing that programme. A programme specification also gives details of teaching and assessment methods as well as linking the programme to the Framework for Higher Education Qualifications and any subsequent professional qualification and career path.

Since the College gained Taught Degree Awarding Powers in January 2017 it validates the programmes taught at Rose Bruford College and as part of the validation process, the College produces approved programme specifications for all the programmes that it offers. On some programmes, The University of Manchester validates the award for students who have opted to remain on a University degree.

This programme specification forms one part of a set of different types of document about your programme that also includes the prospectus, module specifications and information on the College's website and VLE. The Programme Specification is published on the College's website.

There may be concern that 'specifying' what a student will have learnt at the end of the programme might inhibit innovation within that programme. For this reason it is important not to see programme specifications as 'tick lists'. They offer broad indications of the types of things students might be expected to learn and the types of skills and abilities they might be expected to gain.

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
W460	BA (Hons)	Theatre Design	3 Years	Full Time

Dip HE	Theatre Design	2 Years	Full Time
Cert HE	Theatre Design	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	The University of Manchester
External Examiner	Liam Doona
Programme Accreditation	None
Relevant QAA subject benchmark(s)	Dance, Drama and Performance 2007 (DDP) Art and Design 2008 (AD)
Other Points of Reference	<ul style="list-style-type: none"> i. The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014) ii. The UK Quality Code for Higher Education iii. Guidelines for Preparing a Programme Specification (QAA) iv. Rose Bruford College Mission Statement v. Industry consultation

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2. AIMS OF THE PROGRAMME(S)

The Theatre Design programme will support and guide your development towards a professional career in theatre and associated live and recorded performance events. You will experience the total design process from the initial creative dialogue, through visualisation to full performance. Placing equal emphasis on costume and set design, you will learn to respond visually and creatively to stimuli ranging from text and character to music, shape and movement. The programme will also develop your professional awareness and understanding of the responsibilities of the designer through a comprehensive programme of classes, projects and public performances.

We will work closely with you on developing your creative skills and ambitions, so you can become a confident, enterprising and resourceful designer.

The programme aims to:

01.	develop you as a theatre designer with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, able to respond to the demands of the rapidly-changing theatre and performance industries
02.	give you an understanding of live performance in its business, cultural, social, ethical, political, historical and theoretical contexts
03.	give you the artistic, technical and organisational skills appropriate to the theatre designer
04.	develop your critical and analytical skills
05.	enable you to make an effective, responsive and innovative contribution to the performance industries

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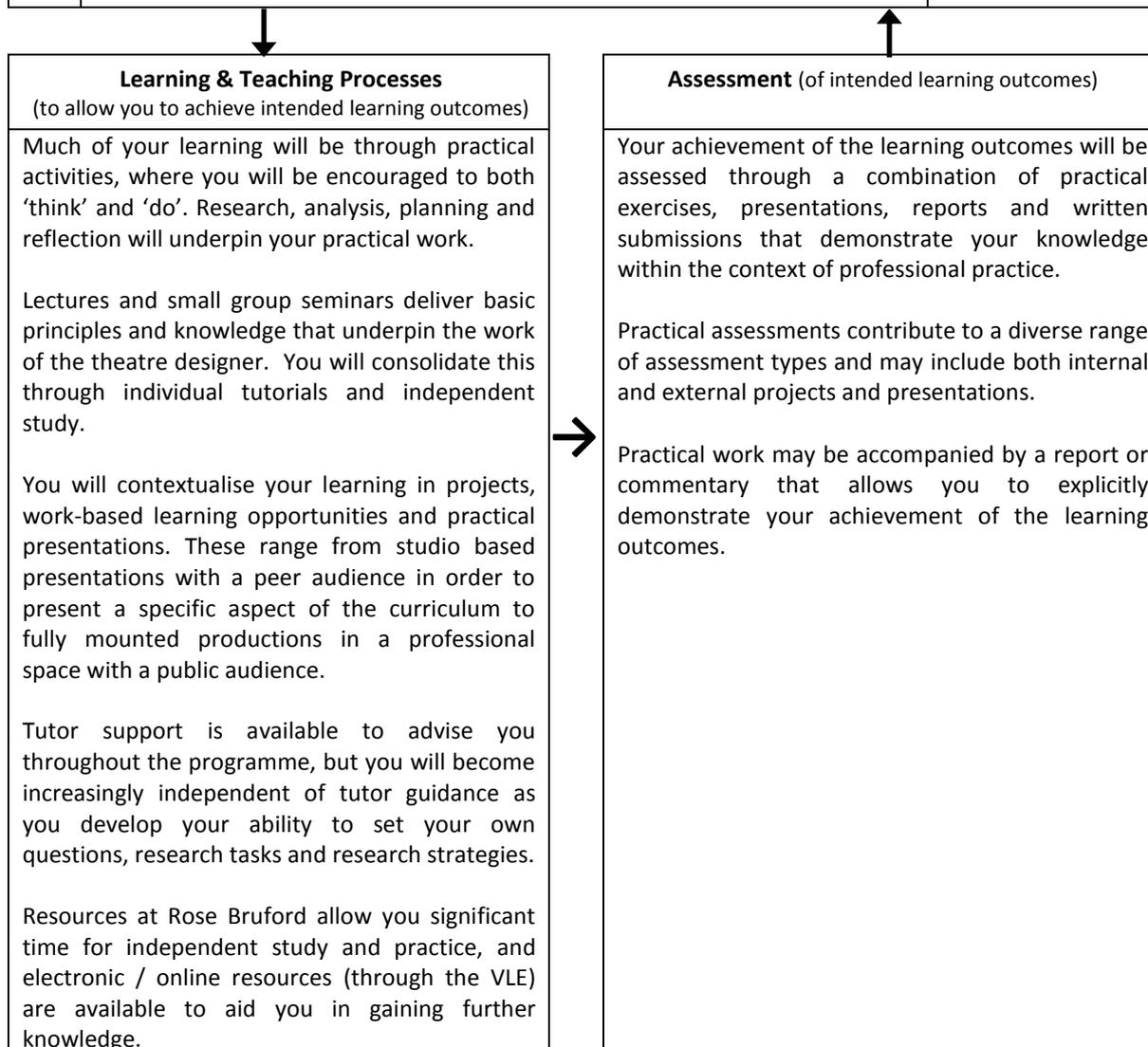
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3. INTENDED LEARNING OUTCOMES OF THE PROGRAMME

A. Knowledge and Understanding

On successful completion of the programme you will be able to:

		Benchmark
A1	locate the theatre designer within specific historical, current and emerging performance traditions, processes and practices	DDP 7.12.1,2
A2	articulate the cultural, creative and aesthetic values and principles that inform a range of types of live performance	DDP 7.12.2,3,6
A3	locate different types of performance and their audiences in their social and cultural contexts, and describe economic and business environments in which they occur	DDP 7.12.3,4,5
A4	demonstrate an awareness of issues related to sustainability and the environment within the performance and related industries	DPP7.12.7, (6)
A5	Demonstrate and apply a comprehensive knowledge of industry practice, protocols and health and safety regulations relevant to the theatre designer	DPP7.12.4,5,7



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B. Intellectual Skills

On successful completion of the programme you will be able to:

		Benchmark
B1	apply critical reasoning in the evaluation and analysis of information from a range of sources	DDP 7.14.1,6
B2	devise and implement a research strategy for a range of different projects including a sustained independent enquiry	DDP 7.14.2
B3	Identify and articulate appropriate questions and approaches in order to find creative solutions to artistic, practical and conceptual problems	DDP 7.14.2,3
B4	formulate complex arguments and express them in visual, written, oral or other forms	DDP 7.14.1
B5	reflect critically upon and evaluate your work and the work of others using a variety of conceptual frameworks	DDP 7.14.6



Learning & Teaching Processes
<p>You will develop your intellectual skills through practical projects and workshops as well as through lectures and seminars.</p> <p>You will be required to respond to a variety of briefs that may not have a predetermined solution, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life.</p> <p>The principles of scholarly referencing, language, structure and research are delivered formally through lectures and seminars, but achievement of the learning outcomes also relies on significant amounts of group and independent study and project work.</p> <p>You will receive frequent formative and summative feedback.</p>



Assessment
<p>Your achievement of the learning outcomes will be assessed through written work, portfolios, research projects and small group and individual presentations.</p> <p>You will be required to demonstrate these skills through critical reflection on practical activities in reports, commentaries and presentations, and through reflective journals which evaluate your developing practice as a theatre designer.</p>

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C. Practical Skills

On successful completion of the programme you will be able to:

		Benchmark
C1	select appropriate processes, strategies, techniques and technologies in response to a given artistic/creative brief	DDP 7.13.1-4 AD 4.1, 4.2
C2	develop and deliver appropriate artistic/creative strategies, techniques, and processes in response to a given brief	DDP 7.13.2-5 AD 4.3,4.4
C10	analyse, evaluate and adapt your contribution in response to the needs of a range of performance contexts, and to changes in the creative process	DDP 7.13.3-6 AD 4.4, 4.5
C11	apply concepts to your practice	DDP 7.12.6 AD 4.4.1



Learning & Teaching Processes
<p>Practical skills are gained through a variety of learning activities guided by both resident and guest practitioners.</p> <p>Your learning in lectures, practical classes and small group seminars is consolidated through numerous practical projects with students from your own and other programmes within the College.</p> <p>These practical projects are the laboratory for your learning and may be workshop, studio/theatre based or in a professional environment through work-based learning. Use of the College's extensive resources means you are offered opportunities to develop your practical skills through focused independent study.</p>



Assessment
<p>The learning outcomes are assessed through tutor assessment of your projects and through the submission of reports, commentaries and evaluations which demonstrate the achievement of the practical skill outcomes. You will also submit creative and technical documents, proposals and pitches for assessment.</p> <p>Some projects are deliberately developed with built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.</p> <p>In addition, some skills-based technical competencies are assessed on a pass/fail basis for some modules at levels 4 and 5. The competencies required vary between modules, but will set a baseline competence appropriate to professional practice for a range of relevant skills and processes.</p>

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D. Transferable Skills/Personal Qualities

On successful completion of the programme you will be able to:

		Benchmark
D1	work independently showing initiative and setting your own deadlines	DDP 7.14.4,5
D2	work collaboratively with specialists from a range of disciplines	DDP 7.14.3
D3	be innovative in problem solving and decision making	DDP 7.14.2,5
D4	present ideas, specifications and plans using communication techniques appropriate to the intended audience	DDP 7.14.1,7
D5	confidently adapt to a range of different contexts and situations, including circumstances of ambiguity, uncertainty and unfamiliarity	DDP 7.14.3
D6	effectively and efficiently manage people and resources, including physical resources and financial resources	DDP 7.14.4
D7	employ a range of interpersonal skills and demonstrate an ability to listen and respond to the ideas of others	DDP 7.14.5
D8	take full responsibility for your own learning strategy	DDP 7.14.6
D9	promote effectively your own skills and abilities, and develop a coherent career plan	AD 4.3.6



Learning & Teaching Processes
<p>All aspects of your studies help to develop your transferable skills.</p> <p>Tutor guided practical work and presentations will develop your personal qualities, interpersonal skills and ability to work collaboratively.</p> <p>Your studies will demand that you are able to meet deadlines through the timely submission of work and demonstrate independence through initiating and leading projects, and in setting goals for your self-directed studies.</p> <p>You will be required to respond to a variety of briefs that may not have a predetermined outcome, which will prepare you for the situations and scenarios that you are likely to encounter in your professional life.</p> <p>Seminars and tutorials support your professional development and preparation for entry into work.</p>



Assessment
<p>Your achievement of the learning outcomes is demonstrated through continuous assessment of practical coursework, assessment of presentations and through portfolio submissions.</p> <p>Portfolios may contain visual and aural material, design work, video and photographic records together with written material such as objective descriptions, constructive evaluation, personal development plans and copies of CVs.</p>

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4. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
DMT411	The Practitioner in Context	40	20
TD401	Introduction to Theatre Design	20	10
TD402	Conceptual Design Project 1	20	10
TD403	The Designer in Collaboration	20	10
TD404	Conceptual Design Project 2	20	10
Level 5			
DMT511	The Sustainable Practitioner	20	10
TD502	Industry Study	20	10
TD501	Collaboration in Practice	20	10
TD503	Conceptual Design Project 3	20	10
TD504	Design Practice 1	40	20
Level 6			
TD601	Design Practice 2	40	20
TD602	<i>Either:</i> Contexts of Design (realised design)	20	10
TD603	<i>Or:</i> Contexts of Design (non-realised design)	20	10
DMT611	Independent Research Project	40	20
DMT612	Professional Preparation	20	10

Programme Structure

Level 4			
Semester 1		Semester 2	
The Practitioner in Context		The Practitioner in Context	
Introduction to Theatre Design		The Designer in Collaboration	
Conceptual Design Project 1		Conceptual Design Project 2	
Level 5			
Semester 1		Semester 2	
The Sustainable Practitioner			
Industry Study			
Collaboration in Practice	Conceptual Design Project 3		
	Design Practice 1		
Level 6			
Semester 1		Semester 2	
Design Practice 2			
Independent Research Project			
Contexts of Design		Professional Preparation	

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5. CURRICULUM PROGRESSION: INTENDED LEARNING OUTCOMES FOR EACH YEAR

Year	Intended learning outcomes
<p>Year 1 (Level 4) (Certificate of Higher Education)</p>	<p>Level 4 introduces and develops the academic and intellectual skills that you will need for study and professional development. You will begin to learn the practical and technical skills of the theatre designer and contextualise these in a developing understanding of the creative and performing industries.</p> <p>On completion of level 4, you will be able to:</p> <ul style="list-style-type: none"> • identify key principles and concepts informing the discipline of theatre design • employ basic techniques, practices and processes of theatre design • form arguments and make judgements in accordance with basic theories and concepts • communicate ideas clearly • develop personal and transferable skills suitable for employment • exercise some personal responsibility for your development
<p>Year 2 (Level 5) (Diploma of Higher Education)</p>	<p>Level 5 develops your skills towards a level appropriate to professional work and gives some initial experience in simulated professional contexts.</p> <p>On completion of level 5, you will be able to:</p> <ul style="list-style-type: none"> • engage critically with the principles and concepts involved in theatre design • place those principles within a number of critical contexts; • employ the techniques, practices and processes of the theatre designer • demonstrate the ability to assess the appropriateness of particular approaches to given situations • form and present complex arguments using different forms of communication • demonstrate well-developed personal and transferable skills suitable for employment including exercising personal responsibility • demonstrate an awareness of issues related to sustainability and the environment within the live performance industries
<p>Year 3 (Level 6) (Bachelor's Degree with Honours)</p>	<p>Please refer to programme level Learning outcomes</p>

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6. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

Student induction and support take place at both the programme and College level.

At the programme level:

- You receive a Student Handbook at Registration.
- Each module throughout the programme is introduced with a briefing by the module coordinator.
- You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
- Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
- You will receive written feedback on all assessment tasks, and will be debriefed in a tutorial following the majority of practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

- Welfare advice and counselling is available to all students.
- A Specialist Support and Equality Officer is available to all students (students are contacted at admissions stage and invited to disclose any disabilities).
- Dyslexia support is available.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction, and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing academic support is available through the specialist Academic Support Team, and through on-line support materials.
- Placements operate within the College's Placement Policy, to ensure that you, employers and tutors have a common understanding of the purpose of the placement and of their various responsibilities.

The programme is designed to be developmental; each successive level represents a distinct phase in your development, and the level Learning outcomes reflect this. At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are aided in putting all aspects of your studies into the context of the live performance industry and your developing professional practice.

At Level 5, projects are more complex and demand greater personal responsibility; associated tutorials will both guide you through projects and encourage reflection and contextualisation.

Placements and studies of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.

At Level 6, you are expected to be a self-directed learner; again regular tutorials associated with specific projects will guide you and ensure that your learning is appropriately contextualised.

Through all three levels, Personal Development Planning will frame your learning in individual and professional terms.

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7. CURRICULUM MAP OF MODULES AGAINST INTENDED LEARNING OUTCOMES OF THE PROGRAMME

				Knowledge & Understanding					Intellectual Skills					Practical Skills				Transferable Skills & Personal Qualities								
	Code	Module title	Cr	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	C1	C2	C1 0	C1 1	D1	D2	D3	D4	D5	D6	D7	D8	D9
Level 4	DMT411	The Practitioner in Context 1	20	X				X	X		X		X				X		X					X		
	TD401	Introduction to Theatre Design	20	X	X						X			X	X			X		X	X					
	TD402	Conceptual Design Project 1	20		X	X			X	X	X	X	X	X	X			X	X		X			X	X	
	DMT412	The Practitioner in Context 2	20	X	X	X				X	X	X					X	X			X					
	TD403	The Designer in Collaboration	20	X	X			X						X					X		X			X		
	TD404	Conceptual Design Project 2	20		X	X				X	X	X	X	X	X	X			X			X				X
Level 5	DMT511	The Practitioner in Context 3	20			X	X	X		X	X						X	X								
	TD502	Industry Study	20	X				X	X	X	X	X	X				X				X					
	TD501	Collaboration in Practice	20	X		X			X	X	X	X					X								X	
	TD503	Conceptual Design Project 3	20	X	X			X	X	X	X	X	X	X	X	X			X			X	X			X
	TD504	Design Practice 1	40	X	X			X	X	X	X	X	X	X	X	X			X	X	X		X	X	X	X
Level 6	TD601	Design Practice 2	20	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	
	TD602 or 603	Contexts of Design	40		X				X	X	X			X	X	X			X	X			X	X	X	X
	DMT611	Independent Research Project	40	X					X	X	X	X	X			X		X	X			X		X	X	
	DMT612	Professional Preparation	20	X		X															X					X

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8. CRITERIA FOR ADMISSION

Criteria for admission is set out on the College website and prospectus.

9. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to Rose Bruford College Undergraduate Academic Regulations.

10. MECHANISM FOR PROGRAMME REVISION

The programme is regularly reviewed through the College's annual programme monitoring process. As part of this process, the Programme Committee receives feedback from students, external examiners and academic staff. Recommendations for any revisions to the programme can be discussed as part of this annual monitoring process.

Any proposed modifications by the programme team should be discussed with the Head of School and Director of Learning, Teaching & Curriculum Development. They should then be sent for consideration by the relevant External Examiner. The proposed modifications, together with the completed proforma, will then be sent to the Learning, Quality & Standards Committee.

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