

ROSE BRUFORD COLLEGE

Module Specification

1. GENERAL INFORMATION

Title	The Practitioner in Context 3
Module code	DMT511
Credit rating	20
Level	5
Indicative scheduled learning and teaching activities	40 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	Adrian Sledmere
ECT*	10
Notional hours of Learning**	200

2. AIMS

The module aims to:

- Build on your learning in modules DMT411 *The Practitioner in Context 1* and DMT412 *The Practitioner in Context 2*, further broadening your knowledge and understanding of performance-making practice
- Develop your research and critical thinking skills, and your ability to apply them to your own practice and that of others
- Prepare you for study at level 6, particularly the DMT611 *Independent Research Project*
- Explore the topic of sustainability and the environment

3. BRIEF DESCRIPTION OF THE MODULE

Following on from DMT411 *The Practitioner in Context 1* and DMT412 *The Practitioner in Context 2*, and as part of your gradual transition from learners to professionals, this module moves the focus of study away from the perspective of the audience to examine performance-making from the perspective of the practitioner. In particular, the module emphasises research as a key component in developing new work and new ways of working.

Using a range of primary and secondary sources, you will examine examples of specific types of performances appropriate to your programme, which may include theatre, ballet, opera, musical theatre, pop and rock concerts, and corporate launches, together with the processes by which they are organised and produced. The module also develops your ability to apply conceptual frameworks to different types of performance (for example, ideas of race, gender, reality and mediation) with an emphasis on how theoretical and critical

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approaches can inform your own practice as well as that of others: 'how you think informs what you do'. Both the intellectual skills you develop and the material you study will be useful to you as you begin to think about the topic of your Independent Research Project.

You will explore the issues of sustainability and the environment in relation to the performance industries, and learn to draw up a basic environmental impact assessment. You will also continue to develop your personal development and career plan, helping you set objectives and plan your preferred projects and production roles in level 6.

In the later part of the module, you will undertake a significant amount of self-directed research in identifying a potential subject for your final year independent research project, appropriate to your programme specialism.

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Analyse a range of performance forms and explain their characteristic creative and organisational models (A3) Prepare an environmental impact assessment for a straightforward activity, following established procedures (A4, A5)
Intellectual skills	Develop a research topic and strategy for a sustained independent enquiry (B2) Formulate appropriate research questions and methods in response to a self-determined brief (B3, C11)
Practical skills	Apply concepts to your own practice and/or that of others (C11)
Transferable skills and personal qualities	Independently manage your time and workload in the context of a largely self-defined project schedule (D1)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures and seminars expand your knowledge and understanding of the role of research and critical thinking in performance-making practices, and give you the opportunity to apply a variety of conceptual frameworks to your own practice and that of others. You are introduced to the requirements of the *Independent Research Project* at Level 6 (DMT611) through briefings, which also give you a range of possible models for designing and realising both practice- and non-practice based research. The College's annual Symposium offers you a range of case studies and opportunities to examine a diverse range of research-oriented performance practice. Lectures and seminars also introduce you to a range of sustainability and environmental issues, and put them into a performance industry context.

Your learning is consolidated and tested through the module assessment, in which you propose the research-led project you will undertake at Level 6.

The College's virtual learning environment supports your work in the module by providing study materials and hosting on-line discussion forums.

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6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting within module (if relevant)
Formative Assessment Draft project proposal and research plan	300-500 word proposal, plus research plan	
Project proposal Research proposal for DMT611 Independent Research Project, with Research Portfolio of a minimum of 6 key resources	800-1000 word proposal, research portfolio, assessed tutorial	100%
Professional competencies Environmental impact assessment		Pass/fail

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ROSE BRUFORD COLLEGE

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1. GENERAL INFORMATION

Title	Industry Study
Module code	TD502
Credit rating	20
Level	5
Indicative scheduled learning and teaching activities	4 hours plus time at placement providers
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	
ECT*	10
Notional hours of Learning**	200

2. AIMS

The module aims to:

- Enable you to research and study theatre design practices in a range of professional contexts
- Enable you to gain experience of the professional workplace and to help you develop a career plan
- Extend your knowledge of the organisational and business models operating in your sector of the industry
- Continue to develop your research and analytical skills

3. BRIEF DESCRIPTION OF THE MODULE

This module focuses on the business and industry environment you are likely to encounter as a professional practitioner. With tutorial guidance, you will select a specific sector of the industry to examine in more detail, interrogating the work methods, processes and employment ecology of the sector. Depending on your chosen industry sector, you may look at businesses, individuals (generally self-employed professionals) or a mixture of both as a comparative analysis.

You will undertake a series of workplace investigations, which may take the form of extended placements over several weeks, or shorter periods of contact with the industry, such as interviewing practitioners, and site visits. These will enable you to contrast your own experiences with a range of professional environments and practices, to reflect on the working

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environment, and critically examine and advance your own professional development. The placements may take the form of a position within the performance or related industries, according to your career plans and aspirations. In certain cases, the placement may be within the College (undertaking a project that will serve as a simulated workplace environment).

Through your placement activity and other research, you will investigate the business model that operates in your selected industry sector. You will research how your businesses and self-employed professionals work with their clients/customers, their financial model, and their organisational structures. Depending on the placement(s), you may also be able to examine the workshop and related processes by which a design is realised from initial ideas through to performance.

The module also gives you the opportunity to make contacts that may help you to achieve your future employment aims.

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Analyse the economic and business context within which the designer works (A3) Demonstrate a detailed knowledge of current and emerging professional practice within the industry sector (A1)
Intellectual skills	With guidance, plan research questions and methods to gather information from a range of sources, including primary sources (B2, B3) Select, synthesise and evaluate information from a range of sources (B1) Formulate and express a structured argument (B4)
Practical skills	Apply concepts to an analysis of the practices of others (C11)
Transferable skills and personal qualities	Identify and evaluate potential career paths in a selected industry sector (D9)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The learning on this module is primarily through self-directed research and study, making use of one or more industry placements. The placement(s) will give you the opportunity to observe professional practice at first hand, and to research the business through formal and informal interviews. Depending on your chosen sector of the industry and type of business (theatre company, self-employed practitioner, service provider, manufacturer) it may also be appropriate for you to conduct interviews outside your placement(s).

You will take the lead in locating and organising the placement, with the support of your programme tutors, and within the College's placement policy and system. The module briefing and tutorials will help guide you to find the most appropriate placement(s) to support your study and developing career plan, as well as helping you develop your research strategy.

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6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
<p>Formative Assessment</p> <p>Industry Analysis Proposal (Including details of the chosen mode of submission)</p> <p>A completed set of Placement Documentation in accordance with the College Placement Policy Guidelines, including placement proposal and proposed learning outcomes.</p>	<p>300 Word Industry Analysis Proposal & Placement Documentation</p>	
<p>Industry Analysis</p> <p>You may present your analysis in a variety of formats, including: illustrated essay; Seminar Presentation; hypertext document</p>	<p>Illustrated essay: 2000-2500 words</p> <p>Or:</p> <p>Seminar presentation: 15 minutes</p> <p>Or:</p> <p>Hypertext document: 2000-2500 words</p>	<p>100%</p>

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ROSE BRUFORD COLLEGE
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1. GENERAL INFORMATION

Title	Collaboration in Practice
Module code	TD501
Credit rating	20
Level	5
Indicative scheduled learning and teaching activities	60 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	
ECT*	10
Notional hours of Learning**	200

2. AIMS

The module aims to:

- Emphasise the importance to the designer of collaborative relationships with other theatre makers
- To broaden your experience of creative processes and practices
- Introduce you to the processes of rehearsal and their relationship with the designer's processes
- Give you the experience of realising your design ideas in laboratory-scale performance

3. BRIEF DESCRIPTION OF THE MODULE

This module explores the working relationships and processes within theatre making, emphasising design as an ongoing collaborative process from project inception through to performance. You will be introduced to a range of models of creative practice, and study the working methods of key practitioners and companies. You will go on to undertake practical projects, some of which are in conjunction with students from other disciplines, that explore the often complex relationship between creative process and performance outcomes.

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4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Critically examine and evaluate the role collaboration plays in performance-making (A1, A5)
Intellectual skills	Select appropriately and make use of a broad range of cultural and artistic works and practices, as part of a creative process (B1, B2, B3, B5) Formulate arguments and express them in written, visual, oral or other forms (B4)
Practical skills	Apply concepts from the wider field of practice to your own design ideas and methods (C11)
Transferable skills and personal qualities	Present information, ideas, and arguments using communication techniques appropriate to the intended audience (D4)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Lectures and seminars will establish the key themes of the module, introducing you to a range of strategies and techniques for collaborative working through case studies and examples. Workshops and practical projects will give you the opportunity to investigate these themes further and test your ability to apply them to your own practice.

Your learning will be supported by materials available on the College's VLE.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
Formative Assessment Realised collaborative project	N/A	
Design research paper Investigation into an aspect of collaborative design practice	4000-4500 words	100%

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1. GENERAL INFORMATION

Title	Conceptual Design Project 3
Module code	TD503
Credit rating	20
Level	5
Indicative scheduled learning and teaching activities	80 hours
Pre-requisite module	N/A
Co-requisite module	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	
ECT*	10
Notional hours of Learning**	200

2. AIMS

The module aims to:

- To allow personal responses through research
- Extend your understanding of visual and spatial language in relation to a text, and your ability to develop an artistic contribution to performance through research
- Introduce you to the particular requirements of designing for small scale touring productions
- Develop your ability to balance technical, budgetary, logistical and other constraints with artistic ambitions in formulating a design scheme
- Introduce you to a range of professional issues that frame the work of the theatre designer

3. BRIEF DESCRIPTION OF THE MODULE

The module continues to expand your understanding of design processes, while developing your ability to balance technical, budgetary, logistical and other constraints with artistic ambitions as you formulate a design scheme. You will explore the issues that frame designing for small scale touring by researching and creating a design scheme within the constraints of such tours. As well as responding to the text and artistic brief, you will develop your design within the limits of budget, performance venues, transport, crew and other requirements. The module also extends your knowledge of professional and production processes, and the professional issues that frame the work of the theatre designer.

As well as producing materials to document and communicate your design scheme, you will record and reflect on your design processes in a reflective journal.

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4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Identify and select techniques, processes and materials appropriate to the artistic and technical requirements of a design scheme (A1, A2, C1) Take account of a range of sometimes conflicting requirements in formulating a performance design scheme (A2, A5, C10, D5)
Intellectual skills	Identify and evaluate technical and practical solutions to a range of complex but well-defined problems (B1, B2, B3, C1) Reflect critically upon and evaluate your work using given conceptual frameworks (B4, B5, D8)
Practical skills	Select and deploy appropriate techniques and processes to develop, communicate and document a design scheme (C1, C2)
Transferable skills and personal qualities	Independently manage your project, setting your own deadlines within a given overall schedule (D1, D8) Present your ideas and arguments clearly, using communication techniques and materials appropriate to a design presentation (D4)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

Much of your learning on this module is through self-directed study, research and practical work, supported by briefings and regular tutorials to monitor and guide project development. Lectures and seminars introduce you to a range of professional issues that frame the work of the theatre designer.

6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
Formative Assessment Initial design proposal		
Design presentation and evaluation Presentation of design project, with research documentation, story board, models, costume drawings and notes, lighting concept and technical drawings.	40 minute presentation, supporting documents, 2000-2500 evaluation	100%

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Module Specification

1. GENERAL INFORMATION

Title	Design Practice 1
Module code	TD504
Credit rating	40
Level	5
Indicative scheduled learning and teaching activities	60 hours
Pre-requisite modules	N/A
Co-requisite modules	N/A
School responsible	Design, Management and Technical Arts
Member of staff responsible	
ECT*	20
Notional hours of Learning**	400

2. AIMS

The module aims to:

- Give you the experience of undertaking a fully realised design
- Allow you to gain experience of creative collaboration in a complex working environment
- To develop your ability to manage resources and processes
- To develop further your self-understanding as a collaborative and reflective practitioner

3. BRIEF DESCRIPTION OF THE MODULE

This module gives you your first experience on the programme of designing a realised production. Working collaboratively with a range of students from other programmes, you will design set and costumes for a small scale theatre production, taking responsibility for the full design process. Following a period of research and collaborative development with the creative team, you will present your designs in model and drawing form at an interim point in the process. You will then oversee the practical work of realising your set and costume designs as you steer your ideas through to performance as part of the evolving creative process.

In this module you will:

- Work with other members of the team to develop a creative response to the initial brief
- Establish your role within the team and effective working relationships with other team members
- Use a range of research strategies and resources to develop your design scheme, in conjunction with the director and other designers working on the project

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- Work with students from other programmes to realise your design scheme as an integral part of the overall production
- In conjunction with other members of the production team, ensure that the design scheme is achieved within the budget, schedule, technical resources and other factors
- Respond to the developing creative processes and to external circumstances in a flexible manner

4. INTENDED LEARNING OUTCOMES

Category of outcome	<i>On successful completion of this module, you will be able to:</i>
Knowledge and understanding	Identify and select techniques, processes and materials appropriate to the artistic and technical requirements of a production (A1, A2)
Intellectual skills	Select, combine and apply existing ideas, techniques and processes to solve unfamiliar but well-defined problems, whilst showing an awareness and understanding of conventional procedures (B1, B3, B5, A5, D3) Carry out research and apply critical reflection to develop a design that responds and contributes appropriately to the artistic aims of a production (B2, B4, B5, D8) Reflect critically upon and evaluate your work, relating it to other production contexts, including professional contexts (B4, B5, D8)
Practical skills	Formulate a design scheme that balances artistic and practical requirements, and evolves with the developing creative process (C1, C2, C10)
Transferable skills and personal qualities	Manage your own time and working processes to meet given deadlines as part of the developing production process (D1, D5, C10) With guidance, and working with others, effectively and efficiently oversee the realisation of the set and costumes (D6) Establish and maintain effective working relationships so as to collaborate successfully with other production personnel (D2, D7)

5. LEARNING AND TEACHING PROCESSES (INCLUDING THE USE OF E-LEARNING)

The majority of learning from this module is self-directed, with tutor support through tutorials and at key points during the production period. You will be expected to show an increasing level of independence as you move towards the self-directed work at level 6. Peer learning is an important part of the module, as you will work with students from other programmes, who may be at levels 4, 5 and 6. Tutorials allow tutors to monitor the progress of your work, while enabling you to reflect on your progress and identify the good practice of your peers.

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6. ASSESSMENT (INCLUDING THE USE OF E-LEARNING)

Assessment task	Length	Weighting
Formative Assessment Design presentation through a range of media (which may include drawings, story board, mood board, scale model)	40 minute presentation, documentation	
Realised design in performance and design logbook		100%
Professional Competencies <ul style="list-style-type: none"> • Design and technical documentation (technical drawings, costume drawings other relevant paperwork) • Professional behaviour and relationships with other personnel 		Pass/fail

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