

Rose Bruford College

Undergraduate Programme Specification

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Scenic Arts	3 Years	Full Time

Intermediate Awards (Exit awards only)

Dip HE	Scenic Arts	2 Years	Full Time
Cert HE	Scenic Arts	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
Programme Accreditation	N/A
External Examiner	Grit Eckhert, Course Leader, Mountview, London
Relevant QAA subject benchmark(s)	Dance, Drama and Performance 2015 (DDP) Art and Design 2019 (AD)
Other Points of Reference	<ul style="list-style-type: none"> i. The UK Quality Code for Higher Education which contains the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies ii. Guidelines for Preparing a Programme Specification (QAA) iii. The statement of characteristics of RBC programmes in the L&T strategy: http://vle.bruford.ac.uk/mod/resource/view.php?id=31732 iv. Development Events, with Industry and Graduate consultation

2. STATEMENT

The Scenic Arts Programme at Rose Bruford College

BA (Hons) Scenic Arts is designed to equip you with a range of skills including prop making, scenery building and scenic painting, alongside the digital skills required of the Scenic Arts practitioner. You will emerge from the programme with a forward-looking professional knowledge of the technical arts that support all types of performance, based on traditional experience and practice as well as modern materials and emerging technologies. Your skills will enable you to pursue a rewarding career in performance and media industries including theatre, film, television and themed attractions.

We will work closely with you on developing your creative skills and ambitions, so that you can become a confident, enterprising and resourceful performance maker and artist, empowered to build a career in a broad range of creative fields.

In changing industries in a changing world, the Scenic Arts practitioner is at the heart of creating the environments we see on stage and on screen. Traditional techniques go hand-

in-hand with current and emerging digital technologies.

After a general grounding in key skills at level 4, at level 5 you will be given the opportunity to specialise in a particular area of Scenic Arts (primary), with a secondary specialism in another, connected area (secondary). For example, one student might specialise in Construction with CAD, whilst another might specialise in Prop Making with Paint Techniques. The aim is to support individual strength and aspiration.

At level 6, this specialism becomes your main focus as you develop the key skills, techniques and behaviours that will set you up for a successful career in your chosen field. It is expected that at level 6, you will choose to focus your Independent Research Project on you developing specialist practice, whilst also putting this into the context of a production or event as part of SA621.

3. AIMS OF THE PROGRAMME

As a student and future graduate of the School of Design, Management and Technical Arts, our ambition is for you to...

...seek to make a positive difference to those around you, by working collaboratively to create value

...be curious, creative and take responsibility for your own life-long learning

...be mindful of the impact of your actions on others – those you work and study with, those in your professional and social community, in wider society, and globally

...respect and value diversity and difference, showing tolerance and understanding

The Scenic Arts programme aims to:

1. develop you as a Scenic Arts specialist with a comprehensive grounding in performance practice as a creative, aesthetic and communicative process, able to respond to the demands of the rapidly changing creative industries
2. give you an understanding of Scenic Arts within the live performance, business, cultural, social, ethical, political, historical and theoretical contexts
3. give you the artistic, technical and organisational skills appropriate to the Scenic Arts specialist
4. develop your critical and analytical skills
5. enable you to make an effective, responsive and innovative contribution to the creative industries
6. develop your understanding of and adherence to appropriate regulatory and legislative frameworks
7. develop your understanding of the sustainability agenda as it applies to the Scenic Arts Practitioner

4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT

Your process of learning on the programme is outlined here in terms of learning, teaching, curriculum and assessment. Further detail appears below and in the module specifications.

Learning themes

The seven learning themes set out the kinds of abilities you will need to succeed on the programme and as a Scenic Arts Practitioner. The programme is designed to help you develop these abilities.

The learning themes are embedded within each module to enable you to plot your development over the course of the programme. Learning and teaching activities are designed around these themes and assessment tasks enable you to demonstrate your learning in that context.

Learning and teaching processes

The learning and teaching processes of the programme are designed to meet the needs of a diverse body of students, and to be appropriate to the kinds of learning you will be undertaking, as set out in the learning themes.

▶ The specific learning and teaching processes for each module are described in the module specifications.

Assessment

▲ Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Curriculum content

▼ The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module.

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5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills and knowledge, all relevant to the work of the Scenic Arts practitioner, and many that are valuable in all fields of human endeavour.

The seven learning themes set out below are intended to help you think about and direct your own learning. They will be referred to throughout your studies and are the basis for all assessment and written feedback, as well as tutorial guidance.

At the end of each level, you will be encouraged to review your progress in terms of each theme, to help you plan future action. At the end of the programme, the Learning Themes will form the basis for a summative transcript, in addition to your module marks and associated credit.

Your success on your programme and as a Scenic Arts Practitioner will depend on your ability to...

1. Creativity

...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

2. Organisation & collaboration

...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

3. Communication

...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

4. Professional practice & competences

...show knowledge of and apply technologies, materials, processes, practices, techniques, regulations, protocols

5. Research & knowledge skills

...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

6. Understanding Context

...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains

7. Reflection & learning

...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

6. LEARNING AND TEACHING PROCESSES

Much of your learning will be through practical activities, where you will be encouraged to both 'think' and 'do'.

Lectures, workshops and small group seminars deliver basic principles and knowledge that underpin the work of the Scenic Arts practitioner. You will consolidate this through independent study.

You will contextualise your learning in projects, work-based learning opportunities and practical presentations. These range from studio-based presentations with a peer audience in order to present a specific aspect of the curriculum, to productions and events in a variety of venues with a public audience.

Tutor support is available to advise you throughout the programme, but you will become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies.

Resources at Rose Bruford allow you significant practice time and electronic/online resources (through the VLE and the internet) are available to aid you in gaining further knowledge.

The specific learning and teaching methods for each module are described in the module specifications.

7. CURRICULUM CONTENT

The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. The programme is designed to be broadly-based, flexible and future-looking, so as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements.

For some modules, particularly at levels 4 and 5, the detailed curriculum content will be determined largely by your tutors. In other modules, you can tailor your learning through the choice of areas of study, according to your interests and ambitions. At level 6, you can negotiate projects and roles on events and productions, to help you prepare for professional practice in your chosen industry sector.

Assignment briefs, tutorial guidance and the College's Virtual Learning Environment will help you identify the core and additional areas of knowledge that you should be studying, and resources to help you do it. No programme can cover everything you might need to know, so you will need to take responsibility for extending your studies beyond the core we provide; your tutors can give you further advice and guidance.

Over the course of the programme, you will engage with modules focusing on Skills and on Industry Study and Professional Preparation that encourage development progressively from level to level. *Materials and Techniques* develops from introductory and core skills at level 4, through advanced skills at level 5 to specialism at level 6 usually expressed through the *Independent Research Project*. *Industry Study and Professional Preparation* develops from understanding self-as-business at level 4, through the understanding of business in an industry context at level 5, to business strategy and impact at level 6. You will also develop practical and applied skills and knowledge through *Production Practice* at levels 5 and 6.

These strands running through the programme are complemented by a further strand, shared

with all programmes in the School of DMTA. This strand focuses on developing your understanding of the work of the Scenic Arts Practitioner in its wider context, collaborative working across disciplines, and research: *The Practitioner in Context* at level 4, *The Sustainable Practitioner* at level 5, and the *Independent Research Project* at level 6.

8. ASSESSMENT

Your success in demonstrating the abilities described in the learning themes is assessed as part of each module. The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Assessment is done through a combination of practical projects, presentations, reports and written submissions.

Practical assessments contribute to a diverse range of assessment types and may include both internal and external projects and presentations.

Practical work may be accompanied by a report or commentary that allows you to reflect on and demonstrate your learning.

Some projects are deliberately developed with built-in ambiguities, ensuring you develop the ability to adapt to dynamic and changing circumstances.

In addition, some skills-based technical competencies are assessed on a pass/fail basis for some modules at level 4. The competencies required vary between modules but will set a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Grading descriptors

Grade	Short descriptor	Full descriptor	Associated language
A1 (95%)	Excellent in all respects - exceptional	<ul style="list-style-type: none"> The work produced is exceptional in most / all aspects, substantially exceeding expectations Work that may achieve or be close to publishable standard and / or which questions / challenges prevailing paradigms 	Accomplished, authoritative, creative, exceptional, exciting, exhaustive, illuminating, insightful, inspiring, outstanding, profound
A2 (85%)	Excellent in almost all respects, outstanding but not exceptional	<ul style="list-style-type: none"> The work produced exceeds expectations Work that may be close to publishable standard and / or which begins to question / challenge prevailing paradigms 	Ambitious, critical, extensive, meticulous, original, penetrating, persuasive, reflective, unexpected
A3 (75%)	Excellent in most respects	<ul style="list-style-type: none"> Able to integrate the various component elements of the task Able to perform multiple complex tasks / roles Able to generalise based on a thorough and critical analysis the information available Able to develop and sustain a personal judgement / perspective which extends beyond the limits of the task / role 	Comprehensive, convincing, discerning, perceptive, precise, rigorous, skilful, sophisticated

		<ul style="list-style-type: none"> Includes creative and original elements / approaches 	
B (65%)	Good or very good, in most respects	<ul style="list-style-type: none"> Demonstrates a broad understanding of the subject Able to critically analyse and integrate a range of key / relevant aspects into a coherent whole Able to perform / engage in various aspects of the task / role concurrently as part of a planned approach to the work 	Analytical, careful, confident, detailed, efficient, fluent, intelligent, judicious, purposeful, shrewd, systematic, thoughtful
C (55%)	Satisfactory - competent but no more	<ul style="list-style-type: none"> Focusses on and demonstrates understanding of several key / relevant aspects, but these are treated in isolation – there is little or no recognition of (inter) dependencies Able to describe or otherwise articulate tasks or perform serial skills as required by the task / role (as in a task list) but not necessarily understand their context or how they relate or link 	accurate, clear, coherent, competent, consistent, disciplined, intuitive, organized, questioning, rational, responsive
D (45%)	Just sufficient to pass	<ul style="list-style-type: none"> Focusses on one or a very limited number of aspects of the subject Able to identify issues and complete task at the simple / procedural level The response to the task / role is relevant but limited in range. 	basic, descriptive, explanatory, identifies, limited, minimal, mostly, occasionally, reasonable, sufficient
E (35%)	Compensatable fail – not quite sufficient to pass	<ul style="list-style-type: none"> The student has only understood the subject area at a basic / elementary / rudimentary / fragmentary level Often misses the point and uses simplistic ways of thinking and articulating The task has either not been attempted properly or is significantly deficient in some way In undertaking the task / role the student does not adequately address the problem / situation or theme of enquiry 	contradictory, derivative, detrimental, inadequate, incomplete, inconsistent, irrelevant, lacking, poor, superficial, weak
F1 (25%)	Weak, with some attempt made but clearly insufficient	<ul style="list-style-type: none"> Some attempt at the task, but clearly insufficient Work mostly of little merit Some work relevant to the brief, but clearly insufficient 	erroneous, extremely limited, formless, inappropriate, incoherent, insufficient, lacking, missing, misunderstood, non-existent, unstructured, vacuous
F2 (15%)	Poor, with little attempt made	<ul style="list-style-type: none"> Little attempt at the task Work of very little merit Mostly irrelevant to the brief 	
F3 (5%)	Very Poor, no or minimal attempt made	<ul style="list-style-type: none"> No serious attempt at the task Work of no merit Completely irrelevant to the brief 	

9. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
SA421	Materials and Techniques	60	30
SA422	Industry Study and Professional Preparation 1	20	10
DMT411LT*	The Practitioner in Context	40	20
Level 5			
SA521	Advanced Materials and Techniques	40	20
SA522	Industry Study and Professional Preparation 2	20	10
SA523	Production Practice 1	40	20
DMT511LT*	The Sustainable Practitioner	20	10
Level 6			
SA621	Production Practice 2	40	20
SA622	Industry Study and Professional Preparation 3	40	20
DMT621LT* or DMT622LT*	Independent Research Project (Practice Research) Independent Research Project (Dissertation)	40	20

* Modules DMT411LT and DMT511LT are the same as modules DMT411 and DMT511 respectively, except the weightings of the assessment elements are different. DMT621LT and DMT622LT are the same as the two routes through DMT611 (practice research and dissertation) except again the weightings of the assessment elements are different. In each case the aims, content and delivery of the modules is the same.

Programme Structure

Owing to the nature of the project, production and event work you will be involved with at Rose Bruford College, you may take modules at different times over the course of a year. For example, at level 5, some students might take SA522 in the spring term and SA523 in the summer term; others might take SA523 in the spring term and SA522 in the summer term. Submission and assessment deadlines are therefore determined by project schedules and some may be determined individually for each student.

Level 4	
Semester 1	Semester 2
SA421 Materials and Techniques	SA422 Industry Study and Professional Preparation 1
DMT411LT The Practitioner in Context – taken over the course of the year	
Level 5	
Semester 1	Semester 2
SA521 Advanced Materials and Techniques	SA522 Industry Study and Professional Preparation 2
	SA523 Production Practice 1
DMT511LT The Sustainable Practitioner – taken in one of the three terms	
Level 6	
Semester 1	Semester 2
SA621 Production Practice 2	SA622 Industry Study and Professional

	Preparation 3
DMT621LT or DMT622LT Independent Research Project – taken over the course of the year	

10. 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:

- A welfare advisor and student counsellor is available to all students.
- A Disability 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 on-going research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing study support is provided through tutorial, and 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.
- 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.

- Placements and the study of a variety of industry contexts will enable you to assess the appropriateness of different approaches to given situations.
- Through all three levels, Personal Development Planning through tutorial support will frame your learning in individual and professional terms.

11. CURRICULUM MAP OF MODULES AGAINST LEARNING THEMES OF THE PROGRAMME

Module	Level 4				Level 5				Level 6				Weighted average for degree (practice-based)	Weighted average for degree (dissertation)			
	SA421	SA422	DMT411LT	Weighted average for level 4	SA521	SA522	SA523	DMT511LT	Weighted average for level 5	SA621	SA622	DMT622LT (dissertation)			DMT621LT (practice-based)	Weighted average for level 6 (practice-based)	Weighted average for level 6 (dissertation)
Credits	60	20	40	120	40	20	40	20	120	40	40	40	40	120	120	360	360
1. Creativity	30%		10%	16%	30%		20%		17%	20%			10%	7%	10%	9%	11%
2. Organisation & collaboration			10%	3%			10%	15%	6%	20%			10%	7%	10%	7%	9%
3. Communication		20%	15%	10%		20%	20%	20%	13%	20%	20%	25%	20%	22%	20%	20%	19%
4. Professional practice & competences	30%		10%	16%	30%		20%	15%	19%	10%		15%	10%	8%	7%	11%	9%
5. Research & knowledge skills	20%	30%	20%	23%	20%	30%	10%	20%	18%	10%	30%	35%	20%	25%	20%	24%	20%
6. Understanding context		30%	20%	14%		30%	10%	30%	13%	10%	30%	20%	20%	20%	20%	19%	19%
7. Reflection & learning	20%	20%	15%	19%	20%	20%	10%		13%	10%	20%	5%	10%	12%	13%	12%	13%

12. CRITERIA FOR ADMISSION

Please refer to the College Full-time Undergraduate Academic Regulations

13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Full-time Undergraduate Academic Regulations

14. MECHANISM FOR PROGRAMME REVISION

Please refer to the College Academic Monitoring and Review Overview and associated documents

15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The Scenic Arts Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance (DDP) and for Art and Design (AD). The benchmark statements underpin the programme's Learning Themes as shown below:

1. Creativity

...make, create, invent, innovate, develop, improvise, be resourceful, problem-solve

- DDP 7.12 viii demonstrate comprehension and creative and intelligent understanding of group and collective processes
- DDP 7.12 ix demonstrate comprehension and creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment
- DDP 7.12 x demonstrate comprehension and creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines

- AD 6.4 i present evidence that demonstrates some ability to generate ideas independently and/or as self-initiated activity and/or in response to set briefs
- AD 6.4 ii demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making
- AD 6.4 iii develop ideas through to outcomes that confirm the student's ability to select and use materials, processes and environments
- AD 6.4 iv make connections between intention, process, outcome, context and methods of dissemination.

- AD 6.8 i generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively as self-initiated activity and/or in response to set briefs
- AD 6.8 ii employ both convergent and divergent thinking in the processes of observation, investigation, speculative enquiry, visualisation and/or making
- AD 6.8 iii select, experiment with and make appropriate use of materials, processes, technologies and environments showing understanding of quality standards and attention to detail

2. Organisation & collaboration

...organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

- DDP 7.14 iii be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work
- DDP 7.14 iv be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others
- DDP 7.14 v have developed the ability to constructively and effectively manage creative, personal and interpersonal issues

- AD 6.8 v manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination
- AD 6.8 vi be resourceful, ethical and entrepreneurial.

- AD 6.6 SM i exercise self-management skills in managing workloads and meeting deadlines
- AD 6.6 SM ii accommodate change and uncertainty.

- AD 6.6 GT i apply interpersonal, social and negotiation skills in interaction with others.

- AD 6.10 SM i study independently, set goals, manage workloads and meet deadlines
- AD 6.10 SM ii anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.

3. Communication

...articulate (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience, listen and respond to others.

- DDP 7.14 vii acquired and developed appropriate information technology skills and have developed considerable awareness of their application and potential within the field of study.

- AD 6.6 CP i communicate ideas and information in visual, oral and written forms
- AD 6.6 CP ii present ideas and work to their audiences.

- AD 6.10 GT i interact effectively with others, for example, through collaboration, collective endeavour and negotiation
- AD 6.10 GT ii articulate ideas and information comprehensibly in visual, oral and written forms
- AD 6.10 GT iii communicate and present ideas and work to audiences in a range of situations.

4. Professional practice & competences

...show knowledge of and apply technologies, materials, processes, practices, techniques,

regulations, protocols

- DDP 7.12 i demonstrate comprehension and creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance
- DDP 7.12 ii demonstrate comprehension and creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented
- DDP 7.12 vii demonstrate comprehension and intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance
- DDP 7.12 xi demonstrate comprehension and intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.
- DDP 7.13 i engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance
- DDP 7.13 ii engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance
- DDP 7.13 iii engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods

- AD 6.5 i the broad critical and contextual dimensions of the student's discipline(s)
- AD 6.5 ii the issues which arise from the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, and/or participants
- AD 6.5 iii major developments in current and emerging media and technologies in their discipline(s)
- AD 6.5 iv the significance of the work of other practitioners in their discipline(s)
- AD 6.5 v the role and impact of intellectual property.

5. Research & knowledge skills

...investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives

- DDP 7.13 iv engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
- DDP 7.14 i have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
- DDP 7.14 ii have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life
- DDP 7.14 vi have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance

- AD 6.9 i the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general

- AD 6.9 ii the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment
 - AD 6.9 iii the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design
 - AD 6.9 iv knowledge and understanding of the role and impact of IP within the art and design practice.
 - AD 6.6 RI i navigate, retrieve and manage information from a variety of sources
 - AD 6.6 RI ii select and employ communication and information technologies
 - AD 6.6 RI iii the ability to identify IP issues, prevent infringements of other's IP rights and take the appropriate steps to safeguard the innovation and commercialisation processes.
 - AD 6.10 RI i source and research relevant material, assimilating and articulating relevant findings
 - AD 6.10 RI ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources
 - AD 6.10 RI iii select and employ communication and information technologies
 - AD 6.10 RI iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.
- 6. Understanding Context**
 ...recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains
- DDP 7.12 iii demonstrate comprehension and intelligent engagement with critical and theoretical perspectives appropriate to the study of performance
 - DDP 7.12 iv demonstrate comprehension and intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts
 - DDP 7.12 v demonstrate comprehension and creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings
 - DDP 7.12 vi demonstrate comprehension and intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study
 - AD 6.6 CE i analyse information and experiences, and formulate reasoned arguments
 - AD 6.6 CE ii benefit from the critical judgements of others and recognise their personal strengths and needs.
 - AD 6.10 CE i analyse information and experiences, and formulate independent judgements
 - AD 6.10 CE ii articulate reasoned arguments through reflection
 - AD 6.10 CE iii question, review and evaluate
 - AD 6.10 CE iv use the views of others in the development or enhancement of

their work

- AD 6.10 CE v identify personal strengths and needs, and reflect on personal development.

7. Reflection & learning

...show curiosity, reflect, show self-awareness, evaluate, respond, learn, adapt (to unfamiliar, changing and ambiguous circumstances), plan future action based on past experience, be responsible for your own learning

- DDP 7.13 v identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.
- AD 6.8 iv show judgement and self-critique in the development ideas through to outcomes, for example, images, artefacts, environments, products, systems and processes, or texts
- AD 6.10 PQ i enquire into their discipline, their place within that discipline, and the motivation to advance it
- AD 6.10 PQ ii apply ethical principles and personal values to their work.

16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 (Certificate of Higher Education)	To successfully complete level 4 (QAA Framework 4.10.1 Certificate of Higher Education), you will need to have a sound knowledge of the basic concepts of Scenic Arts. You will need to be able to take different approaches to solving problems and to communicate accurately. You will have to show the qualities needed for employment requiring the exercise of some personal responsibility. You will have shown you can: <ul style="list-style-type: none">• identify key principles and concepts informing the discipline of Scenic Arts• employ basic techniques, practices and processes• form arguments and make judgements in accordance with basic theories and concepts• communicate ideas clearly• develop personal and transferable skills suitable for employment• exercise growing personal responsibility for your development
Level 5 (Diploma of Higher Education)	To successfully complete level 5 (QAA Framework 4.12.2 Diploma of Higher Education), you will have to develop a sound understanding of the principles of Scenic Arts and show you can apply those principles more widely. You will need to be able to evaluate the appropriateness of different approaches to solving problems. You will have to show the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. You will have shown you can:

	<ul style="list-style-type: none"> • engage critically with the principles and concepts involved in Scenic Arts • place those principles within critical contexts • employ appropriate techniques, practices and processes • demonstrate the ability to assess the appropriateness of 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 performance and related industries
<p>Level 6 (Bachelor's Degree with Honours)</p>	<p>To successfully complete level 6 (QAA Framework 4.15.1 Bachelor's Degree with Honours), you will have to show an understanding of a complex body of knowledge, some of it at the current boundaries of the academic discipline. You will need to be able to demonstrate analytical techniques and problem-solving skills that can be applied in many types of employment. You will need to be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. In addition (QAA Framework 4.15.2), you will have to show the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.</p> <p>You will have shown you can:</p> <ul style="list-style-type: none"> • engage with and analyse the principles and concepts involved in Scenic Arts • employ advanced techniques, practices and processes • reflect critically on your own performance within a professional context, relating it to the work of others and your development as an adaptable practitioner • demonstrate readiness for the world of work and an understanding of the contexts within which your chosen field exists • complete a major research project relevant to Scenic Arts