Rose Bruford College

UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

Scenic Arts

Programme Specification

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1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Scenic Arts	3/4 Years	FT and PT Flexible

Intermediate Awards

Dip HE	Scenic Arts	2/3 Years	FT and PT Flexible
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	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Dance, Drama and Performance 2019 Art and Design 2017
Other Points of Reference	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: https://vle.bruford.ac.uk/pluginfile.php/84491/mod_resource/content/1/LearningTeachingSupportstrategy%20FINAL.pdf iv. Development Events, with Industry and Graduate consultation

2. STATEMENT

The Scenic Arts Programme at Rose Bruford College:

The 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.

The skills gained will enable you to pursue a rewarding career in performance and media industries including theatre, film, television and themed attractions.

Tutors work closely with you, supporting 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.

3. AIMS OF THE PROGRAMME

As a student and future graduate of Rose Bruford College, 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 BA (Hons) Scenic Arts programme aims:

Develop you as a Scenic Arts Practitioner 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.

- Give you an understanding of Scenic Arts within the live performance, business, cultural, social, ethical, historical and theoretical contexts.
- Give you the artistic, technical and organisational skills appropriate to the Scenic Arts Practitioner.
- Develop your critical and analytical skills.

- Enable you to make an effective, responsive and innovative contribution to the creative industries.
- Develop your understanding of and adherence to appropriate regulatory and legislative frameworks.
- 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 and in meeting the expectations associated with each learning theme is assessed as part of each module. The grading descriptors within each assessment set out what you need to be able to show to achieve each grade, in relation to the learning theme expectations associated with the task and level of study.	◄	**Curriculum content** The curriculum content is outlined in the module specifications, which describe the field of knowledge and practice for each module. Theory and practice will be enabled within the context of modules as appropriate through a variety of specialist areas.

5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills, knowledge and understanding, all relevant to the work of designer for performance and digital media, 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.

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

1. **Creativity**
   …make, create, innovate, develop, improvise, be resourceful, problem-solve and use your initiative.

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 - processes, practices, techniques, technologies, materials, 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, and be responsible for your own learning.

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.

6. 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 mastery 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 various programmes in Rose Bruford College of Theatre and Performance. 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.

Indicative Content

Learning Strand – Materials and Techniques

Level 4 module 1	**Level 5 module 1**	**Level 6 module 1**
SA431 Materials and Techniques	SA531 Advanced Materials and Techniques	SA631 Production Practice - scenic manufacture

Learning Strand – Professional Preparation

Level 4 module 1	**Level 5 module 1**	**Level 6 module 1**
SA432 Industry Study and Professional Preparation 1	SA532 Industry Study and Professional Preparation 2 SA533 Production Practice 1	SA632 Production Practice - scenic management

Learning Strand – Collaboration and Research

Level 4 module 1	**Level 5 module 1**	**Level 6 module 1**
TEX411SA The Practitioner in Context – taken over the course of the year	TEX511SA The Sustainable Practitioner – taken over the course of the year	TEX612SA Professional Preparation and TEX611SA Independent Research Project – taken over the course of the year

7. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment and the marking criteria on the assessment brief as part of each module. The College has high expectations of you and expects you to have high expectations of yourself. The assessment expectations are written to provide clarity about what you might need to do in order to achieve the highest grades. Assessments are based on obtaining a fair, rigorous, equitable and valid view of the extent to which you have met the expectations of a particular assignment.

The programme uses two approaches to assessment: formative and summative. There is a strong focus on formative assessment the purpose of which is to monitor your learning and provide ongoing feedback to you and your tutors as to your progress. Formative assessment is focused on assessment for learning. It helps you to identify your strengths and weaknesses and enables you to maximise how you manage your learning. Formative assessment also provides information about the areas you may be struggling with so that appropriate and sufficient support can be put in place.

Importantly, formative assessment does not carry a mark or grade but it provides you with a clear idea of how you are progressing, the quality of your work and the areas where you might improve. There are a number of formative assessment points throughout the programme where you will receive feedback on your work, this could be written, in class or during scheduled meetings with a tutor and/or mentor to discuss your work. Formative assessment is a dialogic process in which you are an agent in the assessment of your own work and, possibly, that of other students. Although there is no grade attached to formative assessment it is essential that you engage fully with it as it has a significant impact on the summative assessment grade that you receive at the end of the year.

Summative assessment is an ‘end point’ form of assessment and takes the form of a grade or mark. You will get feedback on your assessment strengths and weaknesses and whilst these will not be able to be addressed for the specific assessment that has been marked, the feedback will enable you to enhance your future performances.

The generic grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes. Specific assessment criteria, showing what you need to do to achieve each grade band are provided with each assessment task and will be tailored to the specific task, based on the generic criteria below.

Assessment, both formative and summative, is undertaken through a combination of practical projects, presentations, productions and through written and oral 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.

In addition, some skills-based technical competencies are assessed on a pass/fail basis, setting a baseline competence appropriate to professional practice for a range of relevant skills and processes, with a focus on safe working practice.

Your successes and achievements on the programme will depend on the extent to which you meet the following expectations. ***(Note: Not all expectations will be met on every assignment/project, but all need to be fulfilled across the assessment diet of the programme.) Further detail of the expectations at each level of the programme will be detailed in the marking criteria provided for each assessment task.***

1. Creativity

Your work is expected to demonstrate:

- high levels of engagement in and commitment to making/creating/inventing/innovating/ developing/improvising.
- high levels of resourcefulness and problem-solving.

2. Organisation and collaboration

Your work is expected to demonstrate:

- high levels of organisation, planning, collaboration, prioritisation, decision-making, taking responsibility, motivating yourself and others, negotiating, valuing difference, leading others, creating value for others.

3. Communication

Your work is expected to demonstrate the ability to articulate clearly, coherently and effectively (verbally, in writing, and in visual and other forms) according to the needs of the situation and audience. You are also expected to demonstrate the ability to listen and respond to others in a positive and constructive way. Your work is expected to demonstrate a clear ability to communicate ideas of significance and sophistication through presentations, performances, written or oral presentations demonstrating method and medium unified with personal style.

4. Professional practice & competences

Your work is expected to be relevant to task, structured, designed, presented, performed throughout in a manner which is entirely suited to the role, performance, project, subject-matter and audience. It will exhibit high levels of competence, commitment and professionalism combined with high levels of knowledge and application of technologies, materials, processes, practices, techniques, regulations and protocols.

Where technical competencies and abilities are assessed, your work is expected to demonstrate that the technical aspects of the work – within the control and skill

range expected in the level of study – have been skilfully dealt with, demonstrating a relevance that contributes to the concept of the work, and – where applicable - a complete and satisfying fusion of the technical and the creative.

5. Research & knowledge skills

Your work is expected to demonstrate the ability to engage with ideas and concepts, investigate, identify, analyse, evaluate, debate, justify, critique, conceptualise, embrace different perspectives and develop persuasive and complex arguments.

6. Understanding context

Your work is expected to demonstrate your ability to recognise and adapt to relevant contexts - historical, current and future - across societal, cultural, professional, economic, environmental, artistic and ethical domains.

7. Reflection & learning

Your work is expected to demonstrate:

- your ability to engage positively and constructively in reflection and evaluation and to show high levels of curiosity and self-awareness.

- your ability to respond, to learn, to adapt (to unfamiliar, changing and ambiguous circumstances), to plan future action based on past experience, and be responsible for your own learning.

- clear evidence that your learning journey - which may include journals, sketchbooks, recording of data, files, portfolios – demonstrates relevant detail, productive processes of research, exploration and/or technical experimentation.

8. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method
SA431	Materials and Techniques	60	1. Practical projects over the course of the year, with an Annotated Research Portfolio 2. Assessed tutorial 3. Safe working practices
SA432	Industry Study and Professional Preparation	20	1. Marketing pack A portfolio of promotional materials appropriate to the Scenic Arts Practitioner. 2. Reflective self-evaluation

Code	Module Title	Credits	Summative Assessment Method
TEX411SA	The practitioner in Context – taken over the course of the year	40	Practical project: Realised creative project (for example: installation, laboratory-scale performance, event) Reflective journal or seminar presentation: Reflective journal or seminar presentation offering a critical reflection on the creative production process. Risk assessment assignment: Preparation of a risk assessment for a given activity.
SA531	Advanced materials and techniques	40	1. Practical project or artefact with annotated research portfolio 2. Module evaluation
SA532	Industry Study and Professional Preparation 2	30	1. Industry analysis materials 2. Module presentation
SA533	Production Practice	30	1. Annotated research portfolio 2. Reflective tutorial
TEX511SA	The Sustainable Practitioner	20	Environmental practices: reflection and research Project proposal Research proposal for TEX611SA Independent Research Project, with literature review and research methodology
SA631	Production Practice: Scenic Manufacture	30	1. Reflective tutorial supported with visual aid 2. Summative assessment OR seminar presentation

Code	Module Title	Credits	Summative Assessment Method
SA632	Production Practice: Scenic Management	30	1. Reflective tutorial supported with visual aid 2. Summative assessment OR seminar presentation
TEX611SA	Independent Research Project	40	Option A: Research colloquium Final submission: dissertation Option B: Research colloquium Final submission: critical commentary and event / artefact
TEX612SA	Professional Preparation	20	Professional portfolio or social media platform: Range of business stationery: Professional promotion plan – five-year plan. Should include updated CV.

The following assessment marking scale is used for undergraduate assessment, as defined in the Undergraduate Academic Regulations, with the exception of any pass/fail only assessments.

Classification	Banding	Equivalent Mark Range
First	High 1st	90-100
	Mid 1st	80-89
	Low 1st	70-79[i]
Upper second	High 2.1	66-69
	Mid 2.1	63-65
	Low 2.1	60-62
Lower Second	High 2.2	56-59
	Mid 2.2	53-55
	Low 2.2	50-52
Third	High 3rd	46-49
	Mid 3rd	43-45
	Low 3rd	40-42
Fail	Fail	0-39

9. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	SA431	SA342	TEX411SA	Weighted av. for L 4*	SA531	SA532	SA533	TEX511SA	Weighted av. for L5*	SA631	SA632	TEX612SA	TEX611SA	Weighted av. For L6(Diss)*	Weighted av. For L6(Prac)	Weighted av. for degree	Weighted av. for degree
Credits	60	20	40	120	40	30	30	20	120	30	30	20	40	120	120	360	360
1. Creativity	20 %	0%	15 %	12 %	20 %	0%	20 %	10 %	17 %	10 %	10 %	15 %	10 %	7%	10 %	9%	11 %
2. Organisation & Collaboration	10 %	0%	10 %	6%	10 %	0%	10 %	15 %	6%	20 %	20 %	15 %	10 %	7%	10 %	7%	9%
3. Communicatio n	10 %	20 %	15 %	12 %	10 %	20 %	20 %	15 %	13 %	20 %	20 %	20 %	20 %	22 %	20 %	20 %	19 %
4. Professional practice & competences	20 %	0%	15 %	16 %	20 %	20 %	20 %	20 %	25 %	10 %	10 %	20 %	10 %	8%	7%	11 %	9%
5. Research & knowledge skills	20 %	30 %	15 %	22 %	20 %	20 %	10 %	10 %	16 %	10 %	10 %	10 %	20 %	25 %	20 %	24 %	20 %
6. Understanding context	0%	30 %	15 %	13 %	0%	20 %	10 %	15 %	11 %	10 %	10 %	10 %	20 %	20 %	20 %	19 %	19 %
7. Reflection & learning	20 %	20 %	15 %	19 %	20 %	20 %	10 %	15 %	11 %	20 %	20 %	10 %	10 %	12 %	13 %	12 %	13 %

* With rounding errors

10. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
SA431 Materials and Techniques	**SA431 Materials and Techniques**	**SA431 Materials and Techniques**
	SA432 Industry Study and Professional Preparation	**SA432 Industry Study and Professional Preparation**
TEX411SA – The Practitioner in Context		
Level 5		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
SA531 Advanced Materials and Techniques	**SA533 Production Practice 1**	**SA531 Advanced Materials and Techniques**
SA532 Industry Study and Professional Preparation		**SA532 Industry Study and Professional Preparation**
TEX511SA – The Sustainable Practitioner		
Level 6		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
SA631 Production Practice - Manufacture	**SA632 Production Practice - Management**	
TEX612SA – Professional Preparation		
TEX611SA - IRP		

11. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

- The Programme Director and Year Leaders have responsibility for leading the programme and for your academic and professional development with the support of the Module Tutors and Programme Administration team. You will be encouraged to discuss module-related issues with your Module Tutors.
- The College's Virtual Learning Environment (VLE) contains all key information, including a year page which outlines requirements and provides access to information about processes and procedures.

- Each module throughout the programme is introduced with a briefing and accompanied by a VLE page with core resources, module specification, and assignment briefing.
- Each summative assessment will be introduced with a briefing and have a clear written brief, which includes the assessment criteria so you know what you need to demonstrate to get a grade in each classification.
- 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 summative assessment tasks and will be debriefed in a tutorial following all practical projects, to encourage reflection on practice and to identify future learning goals.

At the College level:

The services available within the College's Student Life include general, wellbeing, counselling, disability support and a range of learning support.

- Student counsellors are available to all students via Student Life.
- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities or learning needs). You can also disclose your disability or inform us about your new diagnosis during your studies.
- Study support is available, including specialist dyslexia and English writing support.
- 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 study support is provided through tutorials, 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 teaching and learning approach reflects 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 guided in developing core skills and a critical and aesthetic framework.
- At Level 5, you will develop your work and begin to integrate it into a simulated professional context. You will take on projects in either simulated or real-life professional contexts and productions and develop a greater sense of personal and professional responsibility.
- At Level 6, you are expected to be a self-directed learner, developing your specialist practice and getting ready for work in the industry. 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.

12. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

13. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College 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 BA (Hons) Scenic Arts Programme has been developed using the QAA Subject Benchmark Statements for Art and Design (AD) and Dance, Drama and Performance (DDP). 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 and 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 accommodates 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. **Professional practice & competences**
   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 14
- 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 multidisciplinary 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 15 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)	Descriptor for a higher education qualification at level 4 on the FHEQ: Certificate of Higher Education The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with level 4 of the FHEQ. Certificates of Higher Education are awarded to students who have demonstrated: ● knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to

	evaluate and interpret these within the context of that area of study ● an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Typically, holders of the qualification will be able to: ● evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work ● communicate the results of their study/work accurately and reliably, and with structured and coherent arguments ● undertake further training and develop new skills within a structured and managed environment. And holders will have: ● the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
Level 5 (Diploma of Higher Education)	Descriptor for a higher education qualification at level 5 on the FHEQ: foundation degree The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 5 of the FHEQ, including Diplomas of Higher Education, Higher National Diplomas, etc. Foundation degrees are awarded to students who have demonstrated: ● knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed ● ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context ● knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study ● an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. Typically, holders of the qualification will be able to:

	● use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis ● effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively ● undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. And holders will have: ● the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
Level 6 (Bachelor's Degree with Honours)	Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas. Bachelor's degrees with honours are awarded to students who have demonstrated: ● a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline ● an ability to deploy accurately established techniques of analysis and enquiry within a discipline ● conceptual understanding that enables the student: - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline ● an appreciation of the uncertainty, ambiguity and limits of knowledge ● the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). Typically, holders of the qualification will be able to:

	● apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects ● critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem ● communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. And holders will have: ● the qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility - decision-making in complex and unpredictable contexts - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

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	Updated Sep 26 post LTQC TEX611 removal of poster