UNDERGRADUATE SCHOOL
BACHELOR OF ARTS (HONOURS)

Stage Management

Programme Specification

Contents

1. GENERAL INFORMATION 3
2. STATEMENT 4
3. AIMS OF THE PROGRAMME 5
4. LEARNING, TEACHING, CURRICULUM AND ASSESSMENT 5
5. LEARNING THEMES 6
6. LEARNING AND TEACHING PROCESSES 8
7. CURRICULUM CONTENT 8
8. INDICATIVE CONTENT 9
8. ASSESSMENT 11
9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT 14
10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT 17
11. THE STRUCTURE OF THE PROGRAMME 18
12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT 18
13. CRITERIA FOR ADMISSION 19
14. PROGRESSION AND ASSESSMENT REGULATIONS 19
15. MECHANISM FOR PROGRAMME REVISION 19
16. APPENDIX 1: SUBJECT BENCHMARK MAPPING 20
17. APPENDIX 2: ATTAINMENT AT EACH LEVEL 22

1. GENERAL INFORMATION

UCAS Code	Name of Final Award	Programme Title	Duration	Mode of study
	BA (Hons)	Stage Management	3/4 Years	Full Time

Intermediate Awards

Dip HE	Stage Management	2 Year	Full Time
Cert HE	Stage Management	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	Karen Mulcahey, Industry Professional – Break-Out Arts Limited
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Dance, Drama and Performance 2019
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 Stage Management Programme at Rose Bruford College

The BA (Hons) Stage Management programme is designed to offer a rich and unique opportunity to embark on an individually tailored programme of study within the broad spectrum of stage management.

Whether you are interested in managing people and events, or working closely with actors, writers and directors to develop new and exciting projects, the Stage Management programme will support and guide your development towards a professional career in the theatre and related performance industries. While the programme focuses primarily on stage management for the theatre, you will acquire knowledge, skills and experience that can be applied to many related roles (such as company, production and technical management) and industry sectors (such as corporate, sports and leisure events, live music, and broadcast media).

Technology moves on apace; you need to be aware of this technological change, be open to it, embrace it and use it. As you build your experience and go on to lead further change in our industries, you will influence the ways in which management disciplines engage with such technology, playing their parts in developing new systems for facilitation and productivity.

In line with the College's vision to create *social and cultural as well as artistic and economic value*, the Stage Management Programme at Rose Bruford College addresses the challenges posed by the changes and developments in our industries, preparing management graduates to engage with the increasingly varied range of fields within which you can build a successful career. Additionally, in terms of *diversity and opportunity*, the programme is designed to offer a balance of content, delivery and assessment to make it accessible to, and ensure the success of, a diverse body of students.

The programme is designed to sit at the centre of the College, which provides many opportunities for collaboration on projects, events and performances. This unique multi-disciplinary context is a key contribution to the rich experience that Stage Management has to offer.

We take theatre as the central paradigm for creative events which create experiences for audiences and participants, and the traditional skills of Theatre Stage Management are a starting point for many disciplines in a range of fields; corporate, festivals, events and exhibitions to name but a few. In recognising this breadth and given the varied nature of the productions and events we present at Rose Bruford College, Stage Management is uniquely placed to prepare you for diverse management and leadership roles across a broad spectrum of events and industries.

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) Stage Management programme aims:

1. Develop your understanding of management in the theatre, events and related performance industries as a creative, aesthetic and communicative process, coordinating a range of disciplines; enabling, supporting and facilitating the work of others whilst recognising the value and creativity of management in its own right;
2. Prepare you not merely to respond to the challenges of a rapidly changing environment, but to lead and manage that change;
3. Enable you to become an adaptable, reflective practitioner;
4. Encourage you to become a confident, enterprising and resourceful professional, able to engage with, and innovate within, the broadest possible range of fields;
5. Develop your creative, digital, technical and organisational skills;
6. Give you an understanding of theatre, events and performance in their cultural, social, ethical, political, historical and theoretical contexts whilst developing your critical and analytical skills.

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 stage manager. 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 the stage manager 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 Stage Manager will depend on your ability to show:
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 - 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, 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 and small group seminars deliver basic principles and knowledge that underpin the work of the stage manager. You will consolidate this through independent study.

The programme will host a series of masterclasses that are integral to supporting the professional practice and development of your skill set.

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 over the three years of study.

Resources at Rose Bruford College 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 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 management and on industry study and professional preparation that encourage development progressively from level to level. *Management* develops from administration at level 4, through management at level 5 to leadership at level 6. You will develop an understanding of self-as-business at level 4, through the understanding of your place in the industry you want to go into at level 6. You will also develop practical and applied skills and knowledge through *Practical Skills* at level 4 and *Applied Technologies* at level 5.

These strands running through the programme are complemented by a further strand, shared with many programmes in the School. This strand focuses on developing your understanding of events and performance in their 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. INDICATIVE CONTENT

By the end of Level 4 you will need to have a sound knowledge of the basic concepts of Stage Management. 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:

- identify key principles and concepts informing the discipline of management in the stage, events and related performing arts industries
- 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

By the end of Level 5 you will have to develop a sound understanding of the principles of Stage Management 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:

- engage critically with the principles and concepts involved in management. and business in the stage, events and related performing arts industries
- 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

To complete level 6 successfully, 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. 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.

You will have shown you can:

- engage with and analyse the principles and concepts involved in management and business in the stage, events and related performing arts industries
- 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 management in the stage, events and related performing arts industries

8. 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 the form of assessment most students have experienced (e.g. A levels). It 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, performances and 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 and 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, and 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 or 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 competences 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.

9. ASSESSMENT MAP SHOWING METHODS OF ASSESSMENT

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
SM431	Production Practice 1	30	Portfolio and assessed tutorial	Production paperwork portfolio 20-minute assessed tutorial
SM432	Management	20	Marketing pack and reflective self-evaluation	1500 words
SM433	Production Practice 2	30	Portfolio and assessed tutorial	Production paperwork portfolio 20-minute assessed tutorial
TEX411SM	The Practitioner in Context	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.	Project dependent 20 mins assessed tutorial or 2000-2500 assignment Pass/Fail

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
SM531	Continuing Production Practice 1	40	Portfolio and assessed tutorial Management theory essay	Production paperwork portfolio 20-minute assessed tutorial 2000-word essay
SM532	Continuing Production Practice 2	20	Practical production role	Production paperwork portfolio
SM533	Beyond Stage Management	40	Seminar presentation Portfolio and tutorial	20 minutes 20 minutes
TEX511SM	The Sustainable Practitioner	20	Environmental practices: reflection and research Project proposal research proposal for TEX611SM Independent Research Project, with literature review and research methodology	1000 words 800-1000 word completed proposal
SM631	Advanced Production Practice 1	40	Portfolio and assessed tutorial Self-development essay	Production paperwork portfolio 20-minute assessed tutorial 2000-word essay

Code	Module Title	Credits	Summative Assessment Method	Assessment length / duration
SM632	Advanced Production Practice 2	20	Practical production role	Production paperwork portfolio
TEX612SM	Professional Preparation	20	Promotion plan including career path analysis	1500 words and pack
TEX611SM	Independent Research Project	40	**Option A** Research colloquium Final submission: Dissertation **Option B** Research colloquium Final submission: critical commentary and event / artefact	**Option A** 15 minutes (not including Q&A) 8000 – 10000 words **Option B** 15 minutes (not including Q&A) 4000 – 5000 words

10. ASSESSMENT MAP SHOWING LEARNING THEME ASSESSMENT

Module	**SM431**	**SM432**	**SM433**	**TEX411SM**	**Weighted av. for L 4***	**SM531**	**SM532**	**SM533**	**TEX511SM**	**Weighted av. for L5***	**SM631**	**SM632**	**TEX612SM**	**TEX611SM**	**Weighted av. For L6***	**Weighted av. for degree**
Credits	30	20	30	40	120	40	20	40	20	120	40	20	20	40	120	360
1. Creativity	15 %		20 %			20%	20%				20 %	20 %				
2. Organisation & Collaboration	20 %		20 %			20%	20%	5%			20 %	20 %	10 %			
3. Communication	20 %	30 %	20 %			20%	20%	10 %			20 %	20 %	30 %			
4. Professional practice & competences	20 %		20 %			10%	10%	10 %			10 %	10 %	20 %			
5. Research & knowledge skills	15 %	20 %				10%	10%	30 %				10 %				
6. Understanding context		10 %				10%		25 %			15 %		20 %			
7. Reflection & learning	10 %	40 %	20 %			10%	20%	20 %			15 %	20 %	20 %			

* With rounding errors

11. THE STRUCTURE OF THE PROGRAMME

Level 4		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
TEX411SM	TEX411SM	Production Practice 2
Management	Production Practice 1	
Level 5		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
TEX511SM	TEX511SM	TEX511SM
Continuing Production Practice 1	Continuing Production Practice 1/2	Continuing Production Practice 2
Beyond Stage Management	Beyond Stage Management	Beyond Stage Management
Level 6		
Block 1 (11 Weeks)	**Block 2 (11 Weeks)**	**Block 3 (8 Weeks)**
TEX611SM IRP	TEX611SM IRP	TEX611SM IRP
Advanced Production Practice 1	Advanced Production Practice 1/2	Advanced Production Practice 2
Professional Preparation	Professional Preparation	Professional Preparation

12. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme and module level:

- Each module throughout the programme is introduced with a briefing and accompanied by a module handbook.
- 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 each 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:

- Student counsellors are available to all students via Student Services.

- A disability advisor is available to all students (students are contacted at admissions stage and invited to disclose any disabilities or learning needs).
- Study support is available, including specialist dyslexia and ESOL support.
- You will take part in the College's Personal Development Planning scheme. At key points during the programme, you will discuss your personal and professional development with a programme tutor, and plan future action.
- You will be introduced to the Learning Resources Centre at induction and receive both targeted and ongoing research skills and information literacy instruction and support during the remainder of your programme.
- Ongoing 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.

13. CRITERIA FOR ADMISSION

Please refer to the College Undergraduate Academic Regulations

14. PROGRESSION AND ASSESSMENT REGULATIONS

Please refer to the College Undergraduate Academic Regulations

15. MECHANISM FOR PROGRAMME REVISION

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

16. APPENDIX 1: SUBJECT BENCHMARK MAPPING

The BA (Hons) Stage Management Programme has been developed using the QAA Subject Benchmark Statements for Dance, Drama and Performance. 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

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

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

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

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

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

7. Reflection and 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.

17. 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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