Programme Specification: BA Hons Theatre, Performance and Event Design

Awarding Institution / Body:	**Birmingham City University**
Teaching Institution:	**Birmingham Institute of Art and Design**
Interim Awards and Final Award:	**Cert HE, Dip HE, BA Hons**
Programme Title:	**BA Hons Theatre, Performance and Event Design**
Main fields of Study:	**The Entertainment Industry**
Modes of Study:	**Full Time**
Language of Study:	**English**
UCAS Code:	**W460**
JACS Code:	**W460**

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

Art and Design Subject Benchmark Statement 2008

Programme philosophy and aims

BA (Hons) Theatre, Performance and Event Design (TPE) is a unique program of study that actively embraces a wide range of Entertainment Design Practices.

The course draws together a community of students who share an interest and excitement in the role of design for the performing arts. It is at once both broad and highly specific, requiring individuals to be both independent and collaborative. The students are encouraged to be ambitious in their thinking and to embrace all aspects of Performance related design.

The course is concerned with providing a dynamic and potent interplay of professionally based and experimental projects, encouraging students to take risks and explore the full potential of their skills in relation to their chosen career route. The School is committed to offering courses and specialisms which respond to the changing needs of the workplace and contemporary practice. This highlights the need for students to become reliable, self-motivated, versatile and entrepreneurial.

The aims of the programme are to enable students to:

Take responsibility for and develop creative strategies to resolve complex Theatre, Performance and Event design problems

Take responsibility for personal development and lifelong learning, including self-

evaluation and self-management.

Develop sophisticated communication and presentation skills.

Apply technical and analytical skills to the conception and/or production of a wide range of creative Theatre, Performance and Event design solutions, at an appropriate standard.

Critically evaluate historical, contemporary and personal practice(s) within the broad context of the field(s).

Work effectively both individually and as a member of a team.

Acquire a range of skills necessary to progress to professional practice, further study, or other career contexts.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes

1. 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.

2. 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.

3. Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.

4. Develop qualities and transferable skills necessary for employment

The programme level descriptors

Level Four

The first level introduces the basic skills and critical framework for Theatre Design as a practice. These modules form the basis from which further exploration of the world of event and performance can be taken. Modules that deal with the application and use of colour, light, scale, composition, the figure and space are a major part of the curriculum. Fundamental issues will be addressed concerning the balance between the application of traditional skills and new media, helping to initiate students into an understanding of the creative role and responsibility of the contemporary theatre designer.

Level Four Learning Outcomes

For the successful completion of Level Four, students must be able to:

    a. Articulate knowledge of the underlying concepts and principles associated with Theatre Design practice

    b. Demonstrate an understanding of the social, cultural, artistic, technical, vocational

and historical contexts within which theatre design operates.

c. Comprehend and interpret the underlying concepts and principles within Theatre Design

d. Demonstrate competence in general 'traditional' theatre design and awareness of its relationship to contemporary theatre practice

e. Employ technical, creative, analytical, interpretive and reflective skills

f. Effectively communicate coherent ideas and proposals to others

g. Engage successfully in both self-directed study and team work

h. Creatively employ different approaches to problem solving within the context of Theatre Design

Level Five

Level five provides a broadening experience and increasingly critical approach to the role of the designer within theatre performance and event. Combining theory and experiment with opportunities for placement, field study, collaborative and interdisciplinary work. Initiatives intended to provide students with an opportunity to build a sense of personal direction towards specialised and flexible practice within the arena of Theatre, Performance & Event design.

By completion of this level students should be able to:

a. Apply their design skills outside the context in which they were first studied with reference to different areas of performance

b. Evaluate and apply Theatre, Performance & Event Design principles to professional practice

c. Demonstrate knowledge of the main methods of enquiry in Theatre, Performance & Event and an ability to evaluate critically the appropriateness of different approaches to solving problems.

d. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences

e. Demonstrate critical and reflective analysis of their work and skills in the context of design for Theatre, Performance & Event

f. Demonstrate development of an individual style and perspective with reference to influences and direction

g. Evidence their understanding of collaborative working environments, and to work successfully within collaborative projects

Level Six

At Level Six students are expected to be capable of asserting a distinctive identity for their work, and to take a critical view of the world of Theatre, Performance and Event design and their potential place in it. Work should have a challenging, experimental feel, whilst indicating a solid foundation in the basic skills and conventions of Theatre, Performance and Event. Students are required to demonstrate in their work a particular view of what constitutes a design proposition, and be capable of articulating that to others.

By the completion of Level six students should be able to:

a. Demonstrate a systematic, extensive and advanced knowledge of contemporary Theatre, Performance or Event Design

b. Work autonomously or collaboratively to a professional standard on self-generated projects and identify a range of solutions to a problem.

c. Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences

d. Review, consolidate, extend and apply their knowledge and understanding in response to the parameters of briefs with creativity and imagination

e. Devise and manage a Theatre, Performance or Event design proposal from conception to completion

f. Synthesise theory and practice towards personal career ambitions and reflect upon their position within Theatre, Performance and Event Design practice

Learning teaching, and assessment methods used:

Knowledge and understanding along with practical skills are acquired through formal lectures, seminars, group and personal tutorials, work checks, critiques, demonstrations, academic counselling, individual and collaborative projects, development of common skills, workshops, studio practice, critical studies reflective journals and problem based learning.

- Assessment is formative and summative. Knowledge is assessed by a number of methods including display of project work and written presentations. Grades are awarded for problem analysis, research, creativity, technical skills and project resolution and student discussion.

- Each project has its own written brief outlining aims and objectives, and the criteria for assessment.

- Assessment criteria for each module are specified, and align directly with the module learning outcomes.

- All TPE design modules focus on intellectual, cognitive and practical skills and these are reflected in module assessment criteria.

- The course team maintains continuous evaluation. This is achieved via direct studio teaching, one to one teaching, collaborative practice, tutorial contact, discussion of recorded details, work checks, student centred design forums, seminars and tutorials.

- The assessment of individual project work, topics and modules is carried out by staff teaching the modules.

- A feature of assessment and teaching is peer group evaluation. This consists of group discussion of individual work of visual/verbal presentations.

- The teaching programme is augmented by specialist lecturers and visiting teachers currently engaged in professional practice.

- E learning using forums and resources on the virtual learning environment is used as an integral part of the course.

- A variety of work placements and live projects within the industry along with study visits to many aspects of the entertainment industry.

- Transferable/key skills are integrated into the aims and objectives for projects, modules and specialism's.

- Students are encouraged to use their imagination, organisational and collaborative

abilities and develop entrepreneurial skills.

Programme structure and requirements, levels, modules, credits and awards

The structure of the course, the modules, levels and credit values, and the awards which can be gained are shown in the diagram below.

Theatre, Performance & Event Design 2009 – 2010

Term 1 Weeks 1 - 12			Term 2 Weeks 13 - 24		Term 3 Wks 25 - 30

Level 4	Introduction to TPE 15 credits	Theatre Design Principles 30 credits	The Figure in Space 15 credits	The Performance 30 credits	Text to Design 30 credits

Level 5	Collaborative practice 30 credits		Design in Context 30 credits		Identifying Personal Direction 30 credits
	Investigating Industry Practice 30 credits				

Level 6	Negotiated project 30 credits		Major Personal Project 60 credits		
	Critical Investigation 15 credits		Professional Studies 15 credits		

Key: ----------------------- Indicates module overlap

NB (All modules are core modules)

Successful completion of Level 4 – Certification of Higher Education

Successful completion of Level 5 – Diploma of Higher Education

Successful completion of Level 6 – Bachelor of Arts with Honours

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and with guidance to reflect on their own learning needs and are offered the following support as appropriate to those needs:

A comprehensive induction including an introduction to the course, staff, resources and University/Faculty support systems.

PDP Log Book Support and personal tutorials.

A student handbook, which outlines the course philosophy, structure and aims.

A well-resourced academic environment.

English Language support is available for overseas students.

A reflective visual journal as a basis for tutorials.

Access to module tutors and Course Director. There are opportunities to meet with the Head of department with reasonable advanced notice.

An Equal opportunities policy and student charter is operating at BCU.

Student copies of assessment.

Comprehensive written and verbal feedback from all formal tutorials and assessments.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Module Feedback

National Student Satisfaction Survey

Committees:

Staff/Student Forums

Course Team Meetings

Course Board of Studies

Examination Boards

Departmental Academic Monitoring Committee

Institute Board