Rose Bruford College
Undergraduate Programme Specification

Undergraduate School

Bachelor of Arts (Honours)
Design for Performance

Programme Specification
March 2023

1. GENERAL INFORMATION

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

Intermediate Awards

Dip HE	Design for Performance	2/3 Years	FT and PT Flexible
Cert HE	Design for Performance	1 Year	Full Time

Teaching Institution	Rose Bruford College of Theatre and Performance
Awarding Institution	Rose Bruford College of Theatre and Performance
External Examiner	**TBA**
Programme Accreditation	Rose Bruford College of Theatre and Performance
Relevant QAA subject benchmark	Art and Design (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 Design for Performance Programme at Rose Bruford College

The BA (Hons) Design for Performance is a unique course where design is the starting point and the core throughout the three years of study. It has been developed in consultation with industry partners to create a cutting edge, distinctive programme offering specialist training and education for those wishing to work as designers for live performance and experiences, digital theatre makers or creative technologists. The course follows the ethos of the College in that it places collaboration at the heart of learning, preparing you for work in the creative industries.

The programme is routed in the concept of the thinking practitioner and is multi-disciplinary in nature, with design being at the core of the programme, the concepts of design then being applied through the module teaching and learning strategies to a variety of contexts, primarily: lighting, set, costume, digital content, virtual technologies and visual design for public spaces. The programme delivery will ensure a broad foundation across all areas in its early stages, whilst providing the opportunity for an increased focus for students on one or more of the areas as they progress. This approach will ensure graduates are fully rounded practitioners, able to contribute effectively to the world of work on graduation. Praxis is used within the programme documentation to indicate practice that is informed and interlinked with theory.

The new programme will celebrate and interrogate what Design means within the realm of performance in its widest sense in the 21st century. Using the core principles of Performance Design as its starting point, students will study different concepts and principles of design, creation and performance production to enable them to enter career pathways in live, virtual and blended performance. This includes theatre, dance, music, screen media, games and immersive experiences, architecture and events design.

It is a contemporary, distinctive programme which meets student and industry needs in line with the college's academic plan. The programme builds on our existing expertise within theatre and live performance and responds to developments in new media and forms. The curriculum is designed to increase optionality and personal choice; with students negotiating their learning journey alongside their academic tutors to create a graduate destination and career.

The programme offers breadth and flexibility in the curriculum, including project-based, cross-disciplinary and collaborative learning. The students' work can be performed both at the college and externally in inter-disciplinary collaborations and a wide range of professional work opportunities formed in collaboration with a broad sector of industry partners. The optionality built into this and increasingly in other degree courses will allow students to choose their ensemble, working methods and performance location.

In line with the College's Learning, Teaching and Student Support Strategy, students will be taught and supported by academics, specialist professional practitioners and other specialists within the learning support team, allowing them to acquire a wide range of intellectual, creative, technical and entrepreneurial skills while ensuring that their health and well-being are supported. Students with particular needs will be supported through the College's study and student support areas with learning agreements and, where necessary, adjustment to learning projects or assessment.

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The programme will attract student who might already have a clear idea of the discipline and skill area they wish to focus on as well as students who might have a keen general interest in the design, technical and production areas of the performing arts and have yet to decide on a particular professional/skills pathway. While students have ample opportunity in Levels 5 and 6 to specialise in one or more areas, Level 4 is designed to ensure that all students gain knowledge, understanding and skills in a range of Design for Performance disciplines to ensure they are fully rounded practitioners of the future and to help them make an informed choice in regard to the direction they wish to pursue or have their original preference confirmed.

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) Design for Performance programme aims:
- Understanding and developing personal attributes, aptitudes and creative abilities to work in clearly defined ways of practice aligned with self-identified creative disciplines
- Understanding, exploring and applying practical ideas and concepts
- Understanding and applying a range of (praxis) research methods across multiple materials and ways of thinking in order to generate ideas
- Learning to learn
- Developing personal resilience
- Presenting, explaining and exploring ideas within a specific context
- Working within and across multiple disciplines
- Demonstrating creative abilities to work in a clearly defined mode of practice
- Demonstrating practical skills and competencies both individually and in groups at a professional level
- Demonstrating specific (praxis) research methods within a self-defined research context
- Demonstrating respect through supporting, mentoring and setting professional standards of working across the college

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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 designer for performance. 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.

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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.

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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.

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Curriculum content

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

Design theory and practice will be enabled within the context of each module through a variety of specialist areas including: lighting, set, costume, digital content, virtual technologies and visual design for public spaces.

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5. LEARNING THEMES

The programme is designed to help you acquire a diverse range of personal attributes, skills and knowledge, all relevant to the work of 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 Designer for Performance 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 technologies, materials, processes, practices, techniques, regulations, protocols.

5. **Research & knowledge skills**

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

6. **Understanding Context**

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

7. **Reflection & learning**

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

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6. LEARNING AND TEACHING PROCESSES

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

Much of your learning will be through practical, project-based, immersive activities which will involve you in creating, making, collaborating, producing, leading, researching, reflecting… (see Learning Themes).

Those practical, immersive projects are supported and underpinned by lectures and seminars that deliver principles and knowledge from basic/essential at Level 4 through to complex and sophisticated (Level 6). You will consolidate your learning through independent study.

Your learning will be demonstrated and contextualised via practical projects, work-based learning opportunities, practical skill application, written assignments and presentations. In addition, you will have the opportunity to participate in productions and events in a variety of venues and formats with a public audience.

Tutor support is available to advise you throughout the programme, but you are expected to become increasingly independent of tutor guidance as you develop your ability to set your own questions, research tasks and learning strategies. The College acknowledges that performing arts disciplines attract students who may display neurodivergent attributes, and there are systems and people in place to provide the appropriate and relevant support throughout each student's studies.

There will be a focus on shared teaching of core academic skills such as reflection (including peer review), communication, research and knowledge skills, and understanding context, as well as creative and practical skills.

The learning will take place through defined skills acquisition with a heavy emphasis on project-based learning. A project may include combinations of the following common themes: visual dramaturgy, space (physical and virtual), aesthetics, narrative, audience, the body, movement, communication, craft, research, management and leadership.

Learners will be able to apply their concepts and practices within live settings with multiple opportunities to work collaboratively with students on our wide portfolio of Undergraduate and Postgraduate courses and externally through our network of industry partners.

Tutorials, mentoring and feedback are key factors in every student's learning journey. All students on the programme will have regular access to one-to-one or, where relevant, small group tutorials, mentoring and feedback sessions over the whole programme. These sessions will allow tutors to monitor the progress of your work, advise on the building of your portfolio, helping you to reflect on your learning, identifying your achievements, successes and good practices as well as identifying gaps in your knowledge and skills.

7. CURRICULUM CONTENT

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

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During Level 4, you will collaborate and work across contexts, which will prepare you to move on to a more focused negotiated pathway in Level 5 and Level 6. During Level 4 concepts and skills will be introduced to all students in order to build the foundations required by the sector and help them identify their preferred focus. You will have regular tutorials to support your development and help inform your choices.

The programme is designed to be broad-based and flexible, so that as a student and as a graduate you will be able to apply your abilities to a diverse range of situations and requirements.

Optionality will be core to the learning experience so that you can increasingly work to your desired subject discipline preferences; the choices you make will dictate your end point identity, as you move through Levels 5 and 6.

At Level 5 you will be able to increase your focus on your chosen conext. The programme will continue developing the values and design principles introduced in Level 4 and allow you to develop your skills and practice in a more focused specialist direction. Towards the end of Level 5, you develop a proposal for your independent research project (IRP) which is to be completed at Level 6.

At Level 6, you further develop your own specialist practice and complete an independent research project. You will complete a range of creative projects that include at least one individual and one collaborative project. At this level you will consolidate the personal and professional development journey started at Level 4 into a fully developed business and career plan.

As you progress through the levels of the programme (see FHEQ Section 16), the work and assignments you are required to undertake and the knowledge, skills and understanding you are expected to demonstrate (see Assessment Section 8) become increasingly complex and sophisticated. For example, we would expect a Level 4 student to find a Level 6 project and/or assignment very challenging and a Level 6 student to easily fulfil a Level 4 project and/or assignment.

INDICATIVE CONTENT

DP 401 **Designer as Creative Practitioner**	DP 501 **Designer as Creative Practitioner**	DP 601 **Designer in Practice**
INTRODUCTIONS Designer, Text, Space, Audience, Time 3D Modelling: physical and digital Attribute analysis Audience engagement Character development Cinematography Composition Costume & Materials Design Software (2D & 3D)	**FURTHER INTRODUCTIONS & DEVELOPMENTS** Designer, Text, Space, Audience, Time Advanced 3D modelling Advanced design software (2D & 3D) Advanced Game Engines Advanced Projection mapping	**PRACTICES, PROJECTS & PRODUCTIONS** Designer, Text, Space, Audience, Time Advanced Immersive technologies (VR, AR, MR) Advanced Media servers Advanced Virtual Production Costume & Materials in production Design processes and communication

Dramaturgy Game Engines Light Narrative & Storytelling Projection mapping Projection systems Scenography Scoring Storyboarding Surfaces and materials Visual communication Visual perception Visualisation (soft and hard)	Advanced Visual communication Advanced Visualisation (soft and hard) Animation Automation technologies Cinematography Costume & Materials: design and making Design processes and communication Designer in production Designer in rehearsal Immersive digital technologies (VR, AR, MR) Leadership, Management, Collaboration and Synergy Media servers fundamentals Realtime engines fundamentals	Designer in production Designer in rehearsal Interactive technologies Leadership. Management, Collaboration and Synergy
DP 402 Designer as Researcher	**DP502 Designer as Researcher**	**DP 602 Designer as Researcher**
Research methods Sourcing, referencing, citation Critique and analysis Academic and creative integrity Plagiarism Visual, cultural, historical contexts Introduction to academic writing Writing an essay Writing a report Writing a reflective analysis Creating a journal	Research methods - primary, secondary Practice as Research Practice-based Research Practice-Led Research Qualitative and Quantitative research Research methods in creative and performing arts Creating an abstract Creating/writing a research proposal Visual, cultural, historical context	The Researcher in Practice The Practitioner as Researcher The Thinking Practitioner Practice as Research Practice-based Research Practice-led Research Research methods in creative and performing arts Creative work as research outputs Creating/writing/presenting a research proposal Presenting research findings

DP403 Personal and Professional Development 1	**DP 503 Personal and Professional Development 2**	**DP 603 Personal and Professional Development 3**
Collaboration Consent EDI	Collaboration Communication, mediation and negotiation	Collaboration Communication, mediation and negotiation

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Group Dynamics Health & Safety Maintaining health and well-being Management structures Networking Portfolio building Presentation techniques Time Management Power, data, rigging, fit ups, plotting, building, equipment	Conflict resolution Consent Creating a proposal CV writing EDI Health & Safety Maintaining health and well-being Management structures in practice Placement Portfolio building Presentation techniques Professional etiquette and ethics Professional networks and networking Installation and operation of equipment and systems	Cultural real-politik Funding applications Health & Safety Intellectual Property Maintaining health and well-being Management structures in practice Networking and developing industry and professional relationships Portfolio presentation Presentation techniques Professional etiquette and ethics Social media for professionals Tax ,Insurance, Professional Indemnity Managing Installation and operation of equipment and systems

8. ASSESSMENT

Your success in demonstrating the abilities and expectations described in the learning themes is assessed through each assessment marking criteria 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 meet with a tutor and/or mentor and 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. While there are a number of summative assessment points throughout the Design for Performance programme, there is a great emphasis on formative assessment which provides a highly effective and risk-free environment in which you can learn and experiment. Through engaging with formative tasks and engaging fully in the formative discussions about your work and progress you will gain experience with your assessments, risk-free, and can develop far stronger skills in order to obtain better grades in the summative assessments.

The grading descriptors below set out what you need to be able to show to achieve each grade, in relation to the learning themes.

Assessment, 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 need to be met on every single assignment/project, but all need to be fulfilled - in a relevant and appropriate way- over the course of the year). 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/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/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.

Assessment Map showing methods of assessment

Code	Module Title	Credits	Assessment Method	Assessment length / duration
DP 401	Designer as Creative Practitioner	60	Portfolio submission and presentation of specific tasks completed during the module as identified on the assessment brief, including initial design brief, and associated documents / drawings / artifacts etc as appropriate and tutor feedback received through the year	Portfolio plus 20 min presentation
DP 402	Designer as Researcher	40	A critical commentary on the learning journey completed through the module with an analysis of how research and practice are linked, illustrated by evidence of tasks completed during the module.	2500-3000 word critical commentary with examples of work completed during the module as an appendix
DP 403	Personal and Professional Development 1	20	An individual presentation outlining a career plan and evaluation of strengths and areas for development to reach the identified goals accompanied by the submission of a portfolio of tasks completed through the module including reports on	20 min presentation

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			practical work and personal reflections on the tasks completed.	
DP 501	Designer as Creative Practitioner	40	Project: Evidence, in the form of a portfolio, of practical work undertaken through the academic year, personal reflections and tutor feedback provided, supported by a critical commentary of the strengths and areas for development of the final artifacts and the ways of working to reach the desired outcome.	Project Portfolio of work as outlined within the assessment brief, accompanied by a 2500-3000 word critical commentary
DP 502	Designer as Researcher	40	60% Presentation and supportive documentation: Presentation and critical commentary on the reflection of a design project completed as part of the module as agreed with the tutor 40% IRP Proposal: Research proposal for Independent Research Project to be undertaken at level 6	20 min Presentation and 2500-3000 word critical commentary 800-1000 word completed proposal
DP 503	Personal and Professional Development 2	40	A personal pitch / audition as would be completed for gaining work in the industry and CV / Resume in an appropriate format or media platform	20min Presentation including questions, accompanied by a resume on an appropriate media platform
DP 601	Designer in Practice	40	Project: Evidence of project work (portfolio, seminar presentation, showreel, website…) completed during the academic year as agreed with the tutor, along with appropriate documentation that supports the design brief and stages to the completion of the task.	Portfolio of an agreed selection of design work completed through the year
DP 602	Designer as Researcher	40	Dissertation Or Practice Research: 50% Critical Commentary And 50% Practice and Viva-Voce	8000-10000 words or equivalent 4000-5000 words or equivalent Presentation by Negotiation and 20 minute viva-voce
DP 603	Personal and Professional Development 3	40	Personal career or business plan in an appropriate format to meet current expectations of the industry sector being targeted	1500 words (with supporting materials)

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Assessment Map showing learning theme assessment

Module	Level 4				Level 5				Level 6				Final
	DP 401	DP 402	DP 403	Weighted average for level 4*	DP501	DP502	DP503	Weighted average for level 5*	DP601	DP602	DP603	Weighted average for level 6*	Weighted average for degree
Credits	60	40	20	120	40	40	40	120	40	40	40	120	360
1. Creativity	50%	10%		20%	30%	10%		13%	25%		10%	12%	15%
2. Organisation & Collaboration	10%	10%	20%	13%	20%	10%	20%	17%	15%	10%	25%	17%	16%
3. Communication	20%	20%	20%	20%	15%	20%	20%	18%	20%	20%	25%	18%	20%
4. Professional practice & competences	10%		30%	13%	15%		30%	15%	20%	10%		10%	13%
5. Research & knowledge skills		20%		7%		25%		8%		25%		8%	8%
6. Understanding context	10%	20%	10%	13%	10%	20%	10%	13%		20%	20%	13%	13%
7. Reflection & learning		20%	20%	13%	10%	20%	25%	18%	20%	15%	20%	25%	17%

* With rounding errors

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9. THE STRUCTURE OF THE PROGRAMME

Modules and Credit Weighting

Module Code	Module Title	Credits	ECT Credits
Level 4			
DP401	Designer as Creative Practitioner I	**60**	**30**
DP402	Designer as Researcher I	**40**	**20**
DP403	Personal and Professional Development I	**20**	**10**
Level 5			
DP501	Designer as Creative Practitioner II	**40**	**20**
DP502	Designer as Researcher II	**40**	**20**
DP503	Personal and Professional Development II	**40**	**20**
Level 6			
DP601	Design in Practice	**40**	**20**
DP602	Designer as Researcher III	**40**	**20**
DP603	Personal and Professional Development III	**40**	**20**

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Programme Structure

Level 4		
Term 1	**Term 2**	**Term 3**
DP401 Designer as Creative Practitioner I (taken over the course of the year)		
DP402 Designer as Researcher I (taken over the course of the year)		
DP403 Personal and Professional Development I (taken over the course of the year)		
Level 5		
Term 1	**Term 2**	**Term 3**
DP501 Designer as Creative Practitioner II (taken over the course of the year)		
DP502 Designer as Researcher II (taken over the course of the year)		
DP503 Personal and Professional Development II (taken over the course of the year)		
Level 6		
Term 1	**Term 2**	**Term 3**
DP601 Design in Practice (taken over the course of the year)		
DP602 Designer as Researcher III (taken over the course of the year)		
DP603 Personal and Professional Development (taken over the course of the year)		

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10. STUDENT INDUCTION, SUPPORT AND DEVELOPMENT

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

At the programme level:

● You receive a Student Handbook at Registration.
● Each module and project throughout the programme is introduced with a briefing.
● You are allocated a personal tutor from the programme team, to provide both academic and pastoral support.
● Peer learning and mentoring, both within a year group and programme and between year groups and programmes, are intrinsic to the programme's learning and teaching strategy.
● You will receive written feedback on all 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).
● 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 learning outcomes reflect this.

● At Level 4, induction and study support equip you for degree-level study, while regular tutor contact with core programme staff ensures that you are 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 practical projects in either simulated or real-life professional projects 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.

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11. CURRICULUM MAP AND MAP OF MODULES AGAINST LEARNING THEMES OF THE PROGRAMME
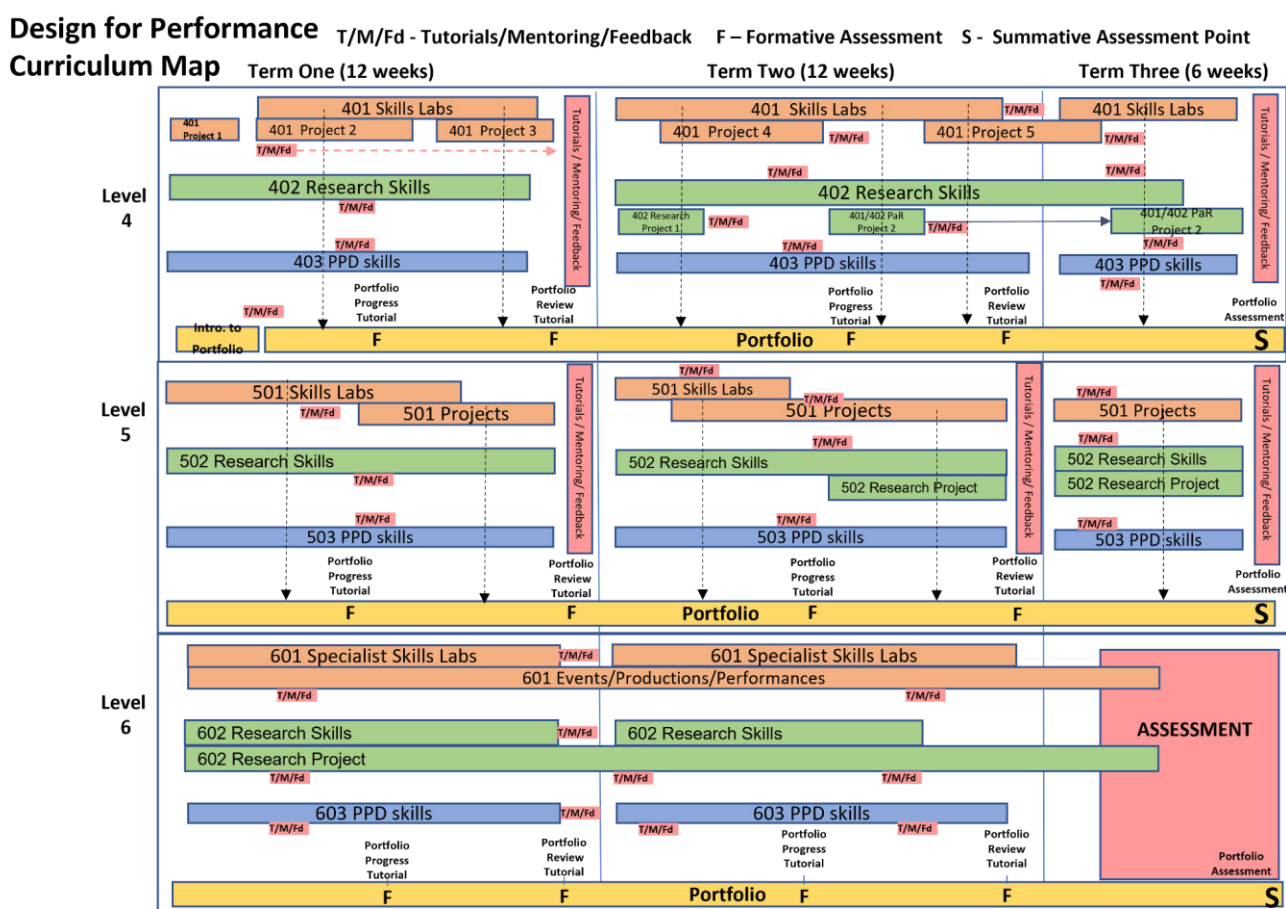
12. CRITERIA FOR ADMISSION

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

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15. APPENDIX 1: SUBJECT BENCHMARK MAPPING

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

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

- 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 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 6.8 vi be resourceful, ethical and entrepreneurial.

Organisation & collaboration
…organise, plan, prioritise, decide, take responsibility, motivate yourself and others, negotiate, collaborate, value difference, lead others, create value for others

- AD 6.10 (Self-management) i study independently, set goals, manage workloads and meet deadlines
- AD 6.10 (Self-management) ii anticipate and accommodate change, and work within contexts of ambiguity, uncertainty and unfamiliarity.
- AD 6.10 (Group/team working and social skills) i interact effectively with others, for example, through collaboration, collective endeavor and negotiation
- AD 6.10 (Group/team working and social skills) ii articulate ideas and information comprehensibly in visual, oral and written forms
- AD 6.10 (Group/team working and social skills) iii communicate and present ideas and work to audiences in a range of situations.
- AD 6.8 vi be resourceful, ethical and entrepreneurial.

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.

- AD 6.10 (Group/team working and social skills) iii communicate and present ideas and work to audiences in a range of situations.
- AD 6.10 (Critical engagement) ii articulate reasoned arguments through reflection
- AD 6.10 (Research and information skills) ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources
- AD 6.10 (Research and information skills) iii select and employ communication and information technologies
- AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.

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Professional practice & competences

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

- 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
- 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 iv knowledge and understanding of the role and impact of IP within the art and design practice.
- AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.

Research & knowledge skills

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

- 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 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 6.8 v manage and make appropriate use of the interaction between intention, process, outcome, context and the methods of dissemination
- AD 6.10 (Critical engagement) i analyse information and experiences, and formulate independent judgements
- AD 6.10 (Critical engagement) ii articulate reasoned arguments through reflection
- AD 6.10 (Critical engagement) iii question, review and evaluate
- AD 6.10 (Critical engagement) iv use the views of others in the development or enhancement of their work
- AD 6.10 (Research and information skills) i source and research relevant material, assimilating and articulating relevant findings
- AD 6.10 (Research and information skills) ii navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources
- AD 6.10 (Research and information skills) iv innovation, creativity and enterprise: the ability to generate, develop and communicate ideas; manage and exploit IP; gain support and deliver successful outcomes.

Understanding Context

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

- AD 6.9 i the critical, contextual, historical, conceptual, economic, social environmental and ethical dimensions of the student's discipline in particular, and art and design in general
- AD 6.9 ii the creative practitioner's relationship with audiences, clients, markets, environments, users, consumers, participants, co-workers and co-creators within a professional environment
- AD 6.9 iii the implications and potential for their discipline(s) presented by the key developments of current and emerging media and technologies, and of inter and multi-disciplinary approaches to contemporary practice in art and design
- AD 6.9 iv knowledge and understanding of the role and impact of IP within the art and design practice

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

- AD 6.8 vi be resourceful, ethical and entrepreneurial.
- AD 6.10 (Critical engagement) v identify personal strengths and needs, and reflect on personal development.
- AD 6.10 (Personal qualities) i enquire into their discipline, their place within that discipline, and the motivation to advance it
- AD 6.10 (Personal qualities) i apply ethical principles and personal values to their work.

16. APPENDIX 2: ATTAINMENT AT EACH LEVEL

Level 4 (Certificate of Higher Education)	To successfully complete level 4 (QAA Framework 4.10.1 Certificate of Higher Education), you will need to have a sound knowledge of the basic concepts of design for performance. 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 design for performance ● employ basic techniques, practices and processes ● form arguments and make judgements in accordance with basic theories and concepts ● communicate ideas clearly ● develop personal and transferable skills suitable for employment ● exercise growing personal responsibility for your development
Level 5 (Diploma of Higher Education)	To successfully complete level 5 (QAA Framework 4.12.2 Diploma of Higher Education), you will have to develop a sound understanding of the principles of design for performance 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 design for performance ● 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
Level 6	To successfully complete level 6 (QAA Framework 4.15.1 Bachelor's Degree with Honours), you will have to show an understanding of a

(Bachelor's Degree with Honours)	complex body of knowledge, some of it at the current boundaries of the academic discipline. You will need to be able to demonstrate analytical techniques and problem-solving skills that can be applied in many types of employment. You will need to be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. In addition (QAA Framework 4.15.2), you will have to show the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. You will have shown you can: ● engage with and analyse the principles and concepts involved in design for performance ● 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 design for performance

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