



Royal Conservatoire  
*of* Scotland

**Student Programme Handbook  
2019/20**

**BA Production Arts and Design**

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## **Equality and Diversity Statement**

The Royal Conservatoire of Scotland welcomes a diverse population of staff and students. The Conservatoire is committed to promoting equality in its activities and it aims to provide a performing, learning, teaching, working and research environment free from unlawful discrimination against applicants, staff and students on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, actual or perceived religious or similar belief, sex and actual or perceived sexual orientation.

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## WELCOME

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Welcome to the Bachelor of Arts Ordinary Degree in Production Arts and Design (BAPA&D) at the Royal Conservatoire of Scotland (RCS).

Studying at the Conservatoire will provide you with a series of unique opportunities, in an environment where, for those who feel passionately about their careers, rewarding successes and important failures will take place and throughout your training you will be encouraged to integrate practical skills with theoretical knowledge and to extend your creative curiosity.

The programme will demand that you are a self-determined learner and your ability to combine creativity and analytical thought with skills and technique will be constantly challenged. Now you are with us we have a duty of care to ensure that upon graduation you are best equipped to compete in the expanding and evolving industries of culture, the arts and entertainment.

Alumni of the department are already using these skills to make original contributions to the arts, both nationally and internationally. In turn the events and projects they are engaged in can have a profound influence on the people and way of life in the localities in which they are produced and performed. As such, training at the Conservatoire is more than just a personal commitment; it is also a commitment to the future of the arts and culture and their meaning and direction in society and for future generations to come.

Take full advantage of the Conservatoire environment and successfully complete the BAPA&D degree programme and you will have the potential to play a leading role in the future of the arts sector and, in consequence, will have an excellent opportunity to develop into an industry leading practitioner.

The Production staff teams look forward to working with you in achieving this goal.

**Ros Maddison**  
Head of Production

## OUR CURRICULUM PRINCIPLES

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Our curriculum at RCS is based on the six principles below and facilitates choice and flexibility for all students whilst maintaining disciplinary focus.

Our curriculum:

- Develops excellence alongside high levels of reflection in all of our disciplines
- Fosters the creative attitudes and skills needed for collaborative learning in and through practice
- Enables students to take responsibility for managing and evaluating their own learning
- Provides students with insight into a diversity of artistic fields and experience of what is required to succeed in their individual arts practice
- Develops the ability to use theoretical understanding to inform practice and practice to inform theory
- Enables students to make a contribution in the world as artists, educators, advocates and active citizens

We're the only Conservatoire in the UK and one of few in the world to offer such a rich range of art forms – music, drama, dance, production and film. Our curriculum enables students to work with each other across the disciplines via choice modules, learning from each other, creating together and expanding as artists in a way that would be hard to experience elsewhere.

## THE PROGRAMME

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### RATIONALE OF THE PROGRAMME

As the only HE programme of its kind in Scotland, we recognize our responsibility to develop graduates in the full range of production arts and design roles who are not only capable of taking advantage of the employment opportunities offered, but also to act as advocates and develop as leaders of the future of the industry. Our programme is designed to allow students to develop autonomy in their own learning and development ensuring that they are more able to adapt and respond to new challenges, technologies and innovations as they emerge.

The BA Production Arts and Design has been developed to facilitate the need for Production Artists and Designers who are both highly skilled in their own disciplines but who also understand and engage with the production and design process as collaborative and creative contributors. It is our intention to help you develop as a self-motivated learner and an independent, inter-dependent, collaborative, articulate, and reflective practitioner.

Whilst all graduates may not enter the industry at a senior level, the programme is designed to allow you to develop skills in the management of resources and leadership of people through taking on responsibilities on public productions in as close to a professional environment as possible. In short, we provide a unique opportunity for the aspiring enthusiast to transform into a confident, skilled and motivated professional designer, scenic artist, prop maker, costume maker or set constructor, capable of contributing to the development of this vital creative art sector.

### AIMS OF THE PROGRAMME

Within the programme's overarching aim of producing employable Designers and Production Artists, the BA Production Arts and Design embraces the Conservatoire's general aims and learning outcomes – with each being given an appropriate (and varying) emphasis in the context of the programme's vocational and professional focus. Within the framework established by the Conservatoire, the programme will place particular emphasis on:

- High level skills development through practice in both a personal project and a production based setting.
- The development of reflective and autonomous practice through an emphasis on goals setting and personal development planning.
- The development of conceptual and theoretical insights to both support and contextualise practical knowledge of the production process.



- The enrichment of personal praxis through the exposure of students to a range of theories, practices and learning experiences in a diverse range of performance outcomes and settings.
- The development of communication skills and digital documentation practices including portfolios.
- The importance of the production practitioner role in the changing landscape of the professional industry and their potential involvement in shaping the future of that landscape.

Naturally, there will be a changing emphasis on each of these aspects of the programme as a student progresses through its three levels. Given the absolute focus on the needs of the individual student, emphasis will also vary from student to student – all moderated and agreed through the Student Contract. All of that will culminate in praxis which, for graduates of the BA Production Arts and Design will, primarily, be evident through (and evidenced by) the practice of their specialism at a professional level.

**NB:** Programme aims and levels are benchmarked across the Higher Education sector in Scotland. You can find the national benchmark statements in your *Conservatoire Undergraduate Handbook*.

## PROGRAMME LEARNING OUTCOMES

### Level One

LO No.	Learning Outcomes (SCQF Level 7)
1	Identify key skills and practices across all Production Arts & Design subjects and have developed their discipline practical and creative skills to a secure foundation level
2	Identify key Health and Safety related practices within the Production environment and apply these practices in a range of supported contexts.
3	Evidence the ability to investigate and present creative ideas and knowledge in a supported classroom environment.
4	Identify their personal learning needs and development priorities.
5	Identify key collaborative and communication skills and apply them in a range of supported contexts

### Level Two

<b>LO No.</b>	<b>Learning Outcomes (SCQF Level 8)</b>
<b>1</b>	Evidence a secure working knowledge of practices, skills and creativity within your disciplines and effectively and safely apply these in a range of contexts
<b>2</b>	Evidence the ability to independently research and present creative concepts and knowledge
<b>3</b>	Reflect on your emerging professional practice including the effectiveness of self-promotional tools and identify your personal learning and development plan
<b>4</b>	Apply effective communication and collaboration skills in a range of contexts

### Level Three

<b>LO No.</b>	<b>Learning Outcomes (SCQF Level 9)</b>
<b>1</b>	Autonomously apply and synthesise skills, creativity and professional standards of practice in a variety of contexts
<b>2</b>	Evidence the ability to evaluate, critically analyse and present research and knowledge.
<b>3</b>	Critically evaluate your own effectiveness and creativity in both practice and theory and implement self-promotional and entrepreneurial approaches as part of your Continued Professional Development plan.
<b>4</b>	Autonomously and consistently apply effective communication and collaborative skills in a range of contexts

## **GRADUATE ATTRIBUTES**

The Conservatoire has identified key attributes by which it expects its graduates will be identified professionally. You should consider these attributes within your goals setting and identify how you will aspire to achieve them.

The full list of attributes can be found in your Undergraduate Handbook but here is a list of areas you could consider.

### **What kind of graduate will you be?**

- Excellence in practice and reflective in outlook. How will you get the best out of your programme in order to become a leader, an innovator and fulfil your potential?
- You are creative. You are a collaborator. Your opinion is valid. Consider the teams around you and watch how they function. What is your natural position in a team? How can you develop this?
- Responsibility is inherent in all production work. You are responsible for yourself and for your team. Take advantage of the opportunities available to you over your time as a student at RCS. If you don't nobody else will.
- Glasgow is a cultural hub. You are at the centre of it. Make the most of where you are and open your eyes to the professional world you aspire to join. What's going on? How can you learn from what you see and how will you make a difference in the future?
- Don't be afraid of theory. It will inform your practice and broaden your outlook. You will never stop learning so never assume you know it all. What do you want to learn?
- We are a diverse institution, unlike any other, full of people and opportunities to link you with other cultures, opinions, beliefs, backgrounds and professions. Explore the potential of this, meet new people, share your ideas and aspirations with students and staff from across the building and beyond. How will you take your own learning and ensure that it makes a difference?

## PROFESSIONALISM AND PEOPLE

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### GUIDELINES ON PROFESSIONAL CONDUCT

#### Professional Conduct and Assessment

In the School of Drama, Dance, Production and Film the development of professionalism is one of our primary objectives. In so doing the School educates not only towards the acquisition of skills and methodology, but also towards an understanding of self and the world.

The effectiveness of this educational process depends upon respect. That is respect of self, of peer and of lecturer. Inevitably this implies acceptance of certain Guidelines on Professional Conduct, which will be rigorously observed by all involved. The performance profession operates a legally binding contractual system, which invokes stern penalties if breached. As part of your preparation for the profession, the School of DDPF' Guidelines on Professional Conduct are consistent with those operating in professional contexts.

#### Students are expected:

- To behave in class, rehearsal, performance and production in a disciplined manner at all times.
- To work, explore and experiment outside supervised time.
- To contribute fully to the work of the group.
- To respect and value the contributions of others and be willing to work supportively with their peers outside of supervised time.
- To prepare thoroughly and independently for the work in hand and to come.
- To be willing to respond positively to new challenges.
- To relate their work within the School to the wider context of the arts, culture and society.

Your wholehearted commitment to the above Guidelines is essential to your progress in the School and in the profession.

**Your demonstration of this commitment will form part of your assessment throughout your programme.**

## WORK STRATEGIES

Apart from the obvious, like working hard and not leaving everything until the very last minute, here is some advice on the way to succeed on this programme, and how to avoid some of the more common traps.

- **Get up and get involved.** Don't sit around waiting for someone to tell you what to do. A full idea of what really needs to be done usually comes through active participation.
- Take creative risks and **challenge yourself.** Don't be scared of making mistakes.
- Don't stick with the first solution you come up with. Try to **generate** as many alternatives as possible and **explore** as many of these as you can.
- **Be positive.** Always try and see the potential benefits of situations and embrace the challenges they present.
- **Talk to us.** If you have a problem don't sit around moaning, see a lecturer and get some help, we are as keen for you to succeed as you are yourself.
- **Treat your colleagues with respect.** You will not get on with everyone on your programme but you will have to work with them all, so be respectful of individual differences and remember, one day they may be in a position to employ you or recommend you for work.
- **Enjoy the programme.** The Royal Conservatoire should not be intimidating or boring, but an open, friendly, creative, humorous, dynamic and stimulating environment; a pleasure to be in.
- **Plan ahead** where possible, particularly in terms of reflective journals and blogs. If you stay on top of it, the workload stays manageable.
- Treat all Professional Services staff (Administration, Domestic Services, Client Services etc) with **respect.** Remember they have to deal with issues for over 1000 students across the institution. Two good simple rules to remember are:
  1. Thank staff for their help
  2. Do not leaving work spaces in a mess

**Be self-motivated – staff will support you but we can't do it for you!**

## WORKING PRACTICES AND PROCEDURES

In practice the Royal Conservatoire Regulations are reflected in the following Working Procedures:

- **Punctuality is essential at all times.** You are expected to be in attendance and ready to work at the start of each session.
- To be early is to be on time. To be on time is to be late. To be late is UNACCEPTABLE.
- Unexpected absences should be reported immediately using ASIMUT.
- Authorised absence must be applied for through your Student Contract. It will then be considered by your Programme Leader in consultation with your subject lecturer and your departmental line manager, where appropriate.
- **Unauthorised absence is a serious disciplinary matter and is not permitted.**
- It is essential that **correct footwear** and **appropriate clothing** should be worn. Guidance as to suitable clothing and footwear will be given at the start of your programme. If your class requires you to have bare feet then you must put your shoes back on before walking into the corridors.
- **No food or drink (other than water where applicable)** is allowed in working spaces including venues other than by permission.
- Procedures for room bookings and room standards must be strictly observed and respected.

**NB: Any student considered to be under the influence of either drugs or alcohol during a working session will be asked to leave the premises immediately and may be subject to disciplinary action.**

## HEALTH AND SAFETY PRACTICE

**The Conservatoire's procedures on Health and Safety will apply at all times. You should fully acquaint yourself with the Production Department Operational Responsibilities and Procedures.**

These are some critical things that you must NEVER do unless you have been given specific permission by a member of staff, or trained to the appropriate level or you are being directly supervised on each and every occasion.

- **Do not** enter restricted venue areas including mains-power or dimmer rack areas, grid, cat-walks, fly floor or high level rigging areas.
- **Do not** adjust or operate workshop or stage machinery including access equipment.
- **Do not** wear headsets for mobile devices such as smart phones or MP3 players in the workshops or in backstage areas.
- **Do not** perform any maintenance or repair work on any equipment at all.
- **Do not** lift or move heavy objects or equipment.
- **Never** remove stock items from any workshop/store without the approval of the relevant member of staff.
- **Always** keep long hair tied back in the workshops and backstage areas and wear appropriate footwear at all times.
- **Always** wear PPE (such as goggles, ear-defenders, safety masks, hard hats, gloves, aprons) as instructed.
- **Always** observe safety signage posted in individual workshops, and additional safety regulations, such as *COSHH* data-sheets.
- **Do not** work with chemicals, accelerants, hardeners, solvents, adhesives or other unfamiliar substances at any time unless you have been specifically trained in the use of that substance and authorised to use it. If you are in doubt, then ask before you touch.

**Do not** leave personal valuables unattended. The Conservatoire does not insure personal items.

**If you are unsure about what you have been asked to do (or how to do it) then please ask to be shown again.** Production staff will always be more than willing to demonstrate techniques and practices as often as is necessary, as far as is reasonably practicable.

**Your safety and the health and safety of others are your responsibility!** The behaviour of one individual can affect the wellbeing of all. Good safe working practice is the result of anticipation, common sense, maintenance of regulations, adherence to procedures and care and attention at all times.

**Failure to follow any of the above Working Practices and Procedures will be considered to be an infringement of regulations and is likely to result in appropriate disciplinary action. Please see Production Department Operational Responsibilities and Procedures for full details of departmental Health and Safety practice.**

## PROGRAMME STAFF

There are three levels of full time staffing support for students on the BA Production Arts and Design Programme. They are:

- The Programme Teams who oversee the academic process and deliver formal teaching and tutorials. The BAPAD team is made up of the Head of Production and a team of lecturers:

**Ros Maddison**                      Head of Production/Programme Leader

**Gary Fry**                              Lecturer in Scenic Art  
**Zander Lee**                          Lecturer in Scenery Construction  
**Martin Mallorie**                      Lecturer in Props Construction  
**Christine Murphy**                      Lecturer in Costume Construction  
**Robin Peoples**                        Lecturer in Design

- The BA Production Technology and Management Programme team deliver a range of sessions on your programme especially throughout year one. That team is also led by the Head of Production and consists of four dedicated lecturers and four tutors. They are:

**Susan May Hawley**                      Lecturer in Stage Management  
**Yvonne Carruthers**                      Stage Management Tutor  
**Steve Macluskie**                        Lecturer in Stage Technology  
**Malcolm Stephen**                        Stage Supervisor/Tutor  
**Christoph Wagner**                        Lecturer in Lighting  
**Dave Evans**                              Lighting Tutor  
**Clare Hibberd**                            Lecturer in Sound  
**Barry McCall**                              Sound Tutor

- Central Production Unit (CPU) Tutors who mentor and supervise students in the production arts workshops including tuition and tutorial support. There are also three Production Managers in the CPU who will be your line managers on production work but who also have tutor status and are there to support your learning. The CPU is separate to the academic schools and supports all Conservatoire productions as required.
- The Venues' Team Technicians who help supervise students in the Conservatoire's venues and provide technical information in production practice. The Venues Team also work independently to the academic schools and have responsibility for all the Conservatoire's internal venues.

The Programme also has administration support from the Academic Administration and Support (AAS) staff. Your first point of contact in the AAS office will be:

**Kirstin Halliday**      Programme Support Administrator



You may also come into contact with:

<b>Ruth Calder</b>	Programme Support Administrator (BA Acting, BA Performance in BSL/English)
<b>Sophie McAlpine</b>	Programme Support Administrator (BA Musical Theatre, MA Musical Theatre)
<b>Suzanne Shanks</b>	Programme Support Administrator (BA Modern Ballet, MA Classical & Contemporary Text)
<b>Josie Stay</b>	Programme Support Administrator (Vocal Performance)
<b>Hana Graham</b>	Programme Support Administrator (BA Contemporary Performance Practice, Introduction to Collaborative Practice and Choice Modules)
<b>Dawn Forrest</b>	PA to the Director of Drama, Dance, Production & Film
<b>Jane Balmforth</b>	Conservatoire Counsellor and Disabilities Advisor

## **EXTERNAL EXAMINER**

Each programme has an External Examiner whose primary function is to ensure fairness to students and comparability of standards with comparable institutions. They are appointed by the Academic Board for their experience of assessment procedures and/or their expertise in certain areas of the Programme work. Their main duties are:

- To judge your work impartially, in accordance with the School's assessment regulations and compare your work with that other comparable Programmes.
- To approve the form, content and delivery of the School's assessment procedures.
- To consult with internal assessors and to moderate, if required, the marks given.

***Your External Examiner is Kate Burnett, formerly Reader in Theatre Design, Nottingham Trent University.***

The External Examiner normally visits the programme twice in the academic year and also attends the Examination Board meeting at the end of the year. The External Examiner will see at least one stage production and a range of student project work and written assessments.

## PROGRESS AND EXAMINATION REGULATIONS

Full details of the role of the External Examiner and the Progress regulations of the Conservatoire can be found in your UG Handbook but here are some important things to remember about assessment:

- **You will be charged** for the resit of any assessment component you fail due to either non-submission or plagiarism.
- Work that is submitted late will not be accepted.
- Extensions to deadlines will only be considered using the RCS Extension Request form.
- If you do not attend we cannot assess you and you will not pass.
- If you have good reason for non-attendance or late submission you must declare personal mitigating circumstances so this can be considered.

## SUBMISSION OF WRITTEN WORK

### Layout

All written submissions **MUST** be presented in the following formatting and procedures:

- All written work should be **single sided** and lines **double-spaced** (except for indented quotations).
- All written work should have a **title cover** with name, programme, title, date and lecturer's name (available from the AAS Office).
- Pages should be **numbered** consecutively.
- The name of the student should appear on **every page**.
- Leave a **4cm margin** at the sides and top of the page.
- All work should be in Arial 12 point, justified.
- Indicate the **word count** at the end of the work (excluding quotations).
- You are responsible for keeping a **copy** of your work.

Unless otherwise specified, all written work should be submitted for assessment by email attachment to [bapa&dsubmissions@rcs.ac.uk](mailto:bapa&dsubmissions@rcs.ac.uk). Email submissions are automatically time/date stamped.

NB This may be different for Options modules so please check details carefully!

When work is submitted to the Academic Administration and Support Office, it must be **signed for, and date stamped in the presence of the student on the agreed date and within the times specified.**

## Submission Deadline Extensions

Full guidelines on individual extensions and mitigating circumstances can be found in your Conservatoire Undergraduate Handbook.

Please note however, that failure to submit work due to computer or software failure e.g. virus, damaged/lost information storage, damaged computer etc. will not be considered as legitimate reasons to not submit work. This includes submission to the incorrect email address!

**It is your responsibility to ensure that all of your work is backed up regularly. E-mail submissions should also be saved in order that a copy can quickly be retrieved in the event of non-receipt of a submission.**

## SOME USEFUL CONTACT DETAILS

You can dial direct to an internal extension from outside by dialling:  
(0141) 270 8 + ext

The Royal Conservatoire's main switchboard 0141 332 4101

### BA Production Arts and Design Staff

Ros Maddison	Ext 326	<a href="mailto:r.maddison@rcs.ac.uk">r.maddison@rcs.ac.uk</a>
Christine Murphy	Ext 116	<a href="mailto:c.murphy@rcs.ac.uk">c.murphy@rcs.ac.uk</a>
Zander Lee	Ext 108/116	<a href="mailto:z.lee@rcs.ac.uk">z.lee@rcs.ac.uk</a>
Martin Mallorie	Ext 116	<a href="mailto:m.mallorie@rcs.ac.uk">m.mallorie@rcs.ac.uk</a>
Gary Fry	Ext 207	<a href="mailto:g.fry@rcs.ac.uk">g.fry@rcs.ac.uk</a>
Robin Peoples	Ext 116	<a href="mailto:r.peoples@rcs.ac.uk">r.peoples@rcs.ac.uk</a>
BAPT&M staff	Ext 257/256	<a href="mailto:initial.surname@rcs.ac.uk">initial.surname@rcs.ac.uk</a>

### Academic Administration and Support Office (AAS)

Reception Desk (For general enquires)	Ext 241	<a href="mailto:aas@rcs.ac.uk">aas@rcs.ac.uk</a>
Kirstin Halliday Programme Support Administrator (For Programme related administration matters)	Ext 356	<a href="mailto:k.halliday@rcs.ac.uk">k.halliday@rcs.ac.uk</a>
Effective Learning Service (For learning support and guidance)		<a href="mailto:els@rcs.ac.uk">els@rcs.ac.uk</a>
Prod. Reception Desk at Wallace Studios	Ext 101	
International & Student Experience Advisors	Ext 281	<a href="mailto:international@rcs.ac.uk">international@rcs.ac.uk</a>
Counsellor and Disabilities Officer	Ext 282	<a href="mailto:j.balmforth@rcs.ac.uk">j.balmforth@rcs.ac.uk</a>

## Workspaces

Wardrobe	Ext 106	<a href="mailto:wardrobe@rcs.ac.uk">wardrobe@rcs.ac.uk</a>
Construction Workshop	Ext 108	<a href="mailto:s.cook@rcs.ac.uk">s.cook@rcs.ac.uk</a> <a href="mailto:m.doolan@rcs.ac.uk">m.doolan@rcs.ac.uk</a> <a href="mailto:s.mcintosh@rcs.ac.uk">s.mcintosh@rcs.ac.uk</a> <a href="mailto:a.oldham@rcs.ac.uk">a.oldham@rcs.ac.uk</a> or <a href="mailto:m.currie@rcs.ac.uk">m.currie@rcs.ac.uk</a>
Paint shop	Ext 107	
Props	Ext 105	
Student Prod. Office (WS)	Ext 117	
Student Design Base (WS)	Ext 118	
Student Prod. Office (Renfrew Street)	Ext 307	

## Other

Client Services – Renfrew Street	Ext 200	<a href="mailto:clientservices@rcs.ac.uk">clientservices@rcs.ac.uk</a>
Student Union	Ext 296	<a href="mailto:su@rcs.ac.uk">su@rcs.ac.uk</a>
Venues Office	Ext 207	<a href="mailto:venuetechs@rcs.ac.uk">venuetechs@rcs.ac.uk</a>
AV Stores	Ext 207	<a href="mailto:avsupport@rcs.ac.uk">avsupport@rcs.ac.uk</a>
CPU Stores – Rhonda Barclay	Ext 104	<a href="mailto:cpustores@rcs.ac.uk">cpustores@rcs.ac.uk</a>
Box Office	Ext 207	<a href="mailto:boxoffice@rcs.ac.uk">boxoffice@rcs.ac.uk</a>
Production Management	Ext 109	<a href="mailto:l.mackenzie@rcs.ac.uk">l.mackenzie@rcs.ac.uk</a>
	Ext 110	<a href="mailto:s.roe@rcs.ac.uk">s.roe@rcs.ac.uk</a> <a href="mailto:k.murray@rcs.ac.uk">k.murray@rcs.ac.uk</a> <a href="mailto:c.bell@rcs.ac.uk">c.bell@rcs.ac.uk</a>
	Ext 111	
Email for submitting written assessments		<a href="mailto:bapa&amp;dsubmissions@rcs.ac.uk">bapa&amp;dsubmissions@rcs.ac.uk</a>

## PROGRAMME REQUIREMENTS

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### THE WORKING WEEK

Although the working week is from 9am to 6pm Monday to Friday, it is usual for production work and student generated work to continue into the evening and over the weekends. It should not be assumed, therefore, that evenings, Saturdays and Sundays are automatically for part time jobs, home visits and other recreational activities. There will certainly be time for these, but great care must be taken to study schedules, which will be published in advance. However, in line with professional practice there may inevitably be last minute changes to work schedules. You are expected to accommodate these changes other than in the most exceptional circumstances.

### INDEPENDENT LEARNING

**You are responsible for your own progress.**

It is stressed from the outset, and throughout the programme, that your development will require your systematic pursuit of Self Determined study. You will need, and are expected, to undertake **Independent Learning** to support and develop lecturer-led work initiated in class, rehearsal etc.

Independent learning can be done at any time when you don't have timetabled commitments.

### PEER LEARNING

On your journey through the programme you will come across a lot of new information. This may come from staff, from independent study or possibly even from other students, that is to say - your peers. There is a lot of peer to peer learning on the programme - across subject specialisms or across year groups. There is wealth of knowledge in the people around you so make the most of this resource. Be open and receptive to what other students have to say. Learn to listen. If you are in any doubt about advice given to you by another student, always check with a staff member.

Peer to peer learning works both ways. The more you explain something to someone else, the more you will consolidate those skills for yourself.

### TRANSFERABLE SKILLS

The programme will prepare you for work in the entertainment industry by teaching you the core knowledge, skills and understanding of traditional stage production but remember this learning is transferable into a range of disciplines. Over your time at the Conservatoire and through your work placement you might also engage with areas such as devised theatre, site specific performances, parades, film making, TV

programmes, videos, theme parks, festivals or concerts. The skills you learn on the programme will be transferable across these experiences and many more.

You will be encouraged to be a self-motivated learner and to seek out new opportunities, approaches and experiences. Even if you have never done something before you should be able to work out what is required, based on that core knowledge and understanding.

## **MUTUALLY CONSTRUCTED FEEDBACK**

You will receive feedback in a range of ways throughout your studies. Most frequently your subject staff will be offering advice and guidance regularly as you work on production work or projects. This is valuable 'in the moment' feedback which can be acted on immediately but is not documented.

In order to ensure you are aware of your progress, you will also be called for, or can request, a regular tutorial with your subject or module staff. This tutorial is documented and agreed upon by both you and the staff member.

The process for this 'mutually constructed feedback' is as follows:

- First you will be asked to offer any observations you have about your experiences and learning on your most recent project or module.
- Then the staff will offer their feedback and, where appropriate, discuss with you why it differs from yours.
- Finally both of you will sign the tutorial document as a true record and to acknowledge that you understand what has been said.
- The document is then uploaded to your Student Contract for future reference.

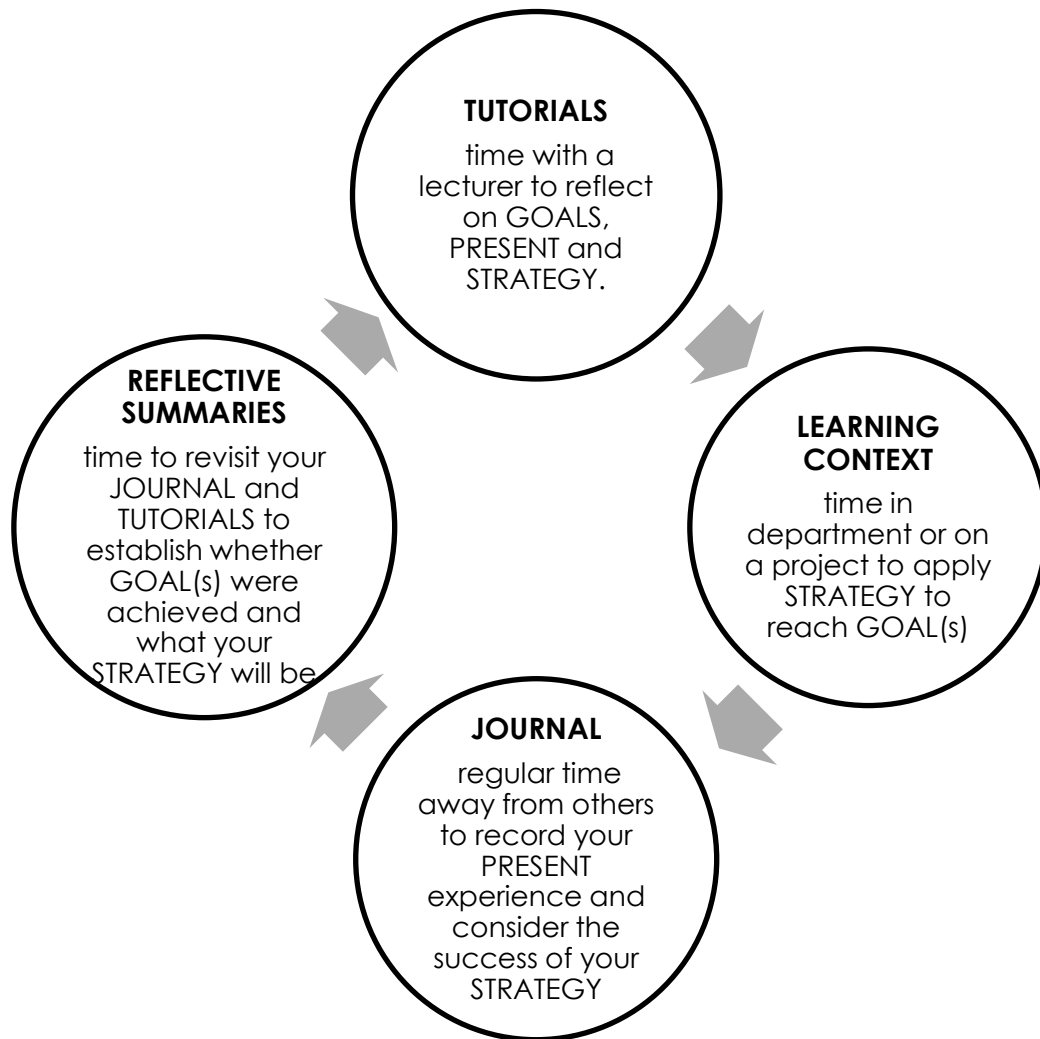
This process is designed to ensure you are fully aware of your progress and fully involved in reflecting on your development so please ensure you attend your tutorials ready to contribute.

## **REFLECTIVE PRACTICE**

### **When to Reflect**

Your three years of study at the Conservatoire forms a small but crucial part of your own unique learning journey. This journey began well before you made the decision to study here and will continue well after the end of the programme into your future career. Whilst you have to reach specific learning outcomes for the programme, you will also have personal reasons for choosing to study here. Your motivation to learn depends on a number of factors, some of which will be directly to do with your studies and some of which will be to do with your external life outside of the Conservatoire.

Throughout your time on this programme, you will be required to begin and maintain a process of actively reflecting on your learning. This reflection will take many forms and will be assessed in a number of ways. The following diagram indicates the contexts in which you will be asked to actively reflect on the progress of your learning journey:



## **Tutorials**

These include individual subject/module tutorials, group tutorials and Transition tutorials. These are intended to help you reflect on where you are now, where you want to get to and how you intend to get there.

## **Learning Context**

This refers to time spent working in a department, on a project or on a realised design. During this time you will be absorbed in the task, but should take time to consider what you are doing, why you are doing it and how you might improve your performance.

## **Journal**

During your entire programme of study you are encouraged to keep an electronic record of your progress. This should include your reflections on all aspects of your experiences and is most effective when it takes into account your goals, present

reality and strategy. You should contribute regularly so that you are recording your experiences and learning as it occurs.

You should use the E-Portfolio on the RCS Portal to create your journal. You must submit a link to your lecturers and ensure that they have access. You need not make your journal public to anyone else should you choose to keep it private.

### **Reflective Summaries**

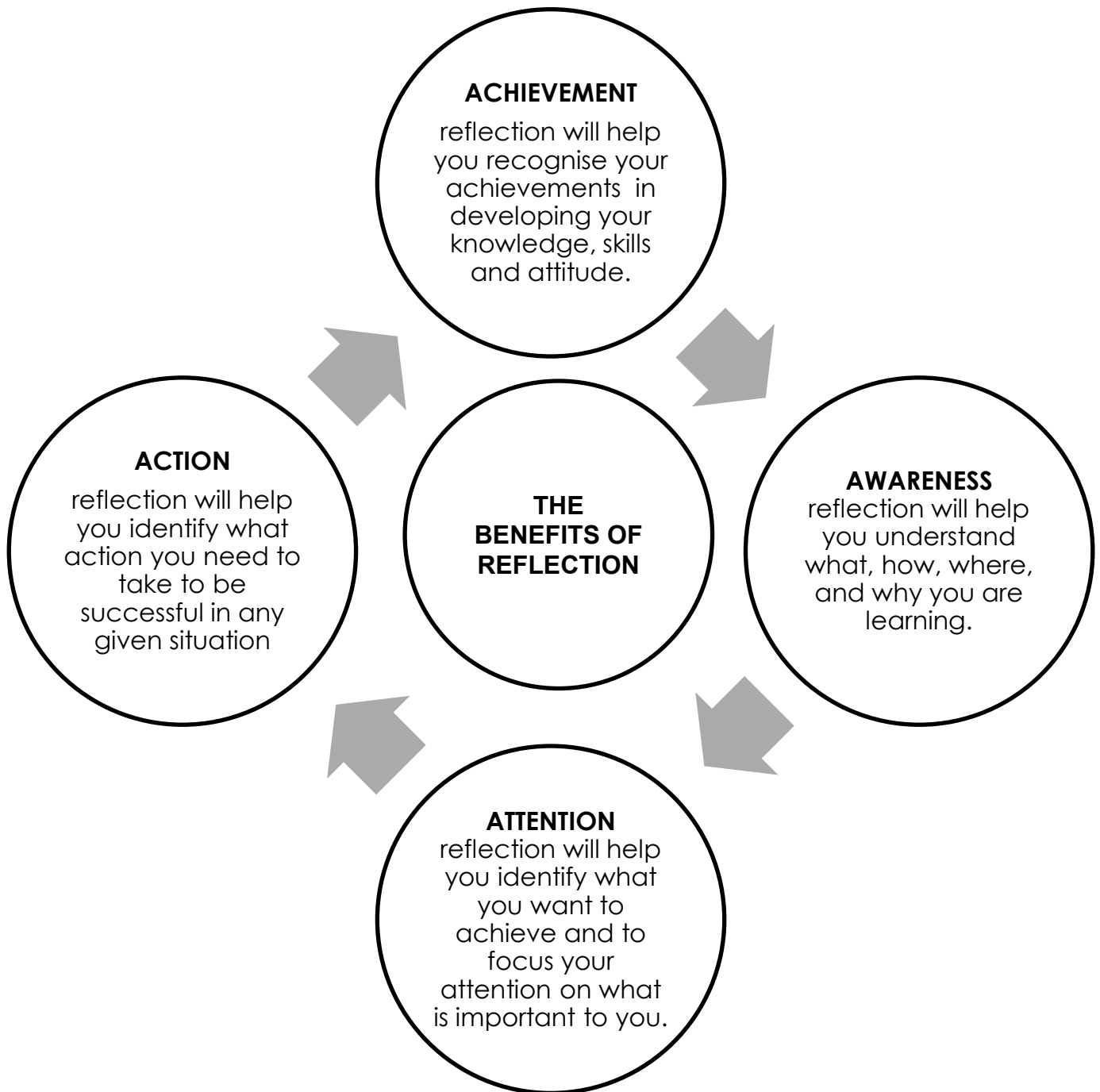
At the end of your Personal and Professional Development module you will be required to include a reflective summary in your journal. Whilst your journal is not directly assessed due to the personal nature of the content, your reflective summaries will be assessed as a pass or fail outcome. Your reflective summaries must be drawn from the content of your journal and make reference to specific entries throughout (by date or subject heading). Your summaries should be a more formal summary of your learning focusing on your Goals, your Present reality in relation to your Goals, the success of your Strategy so far, and what you need to do next to continue your development. You should avoid general descriptions of what happened (this would be in your journal), but instead you should focus on summarising key learning points. All summaries are formal submissions and must follow the guidelines for written submissions.

### **The Benefits of Reflection**

Developing an active reflective practice will help you become an autonomous learner, capable of managing your own on-going learning beyond the formal education system and into your professional life. Your time at the Conservatoire amounts to a very small fraction of your learning journey, however this time will be crucial in supporting the development of habits that will ensure your future success.

The following diagram outlines some of the benefits of reflection:





**Achievement** – It is easy to become so involved in working on a project or production that you don't step back and see what you have achieved. Only through regularly reflecting on where you were and where you are now can you see how far you have come.

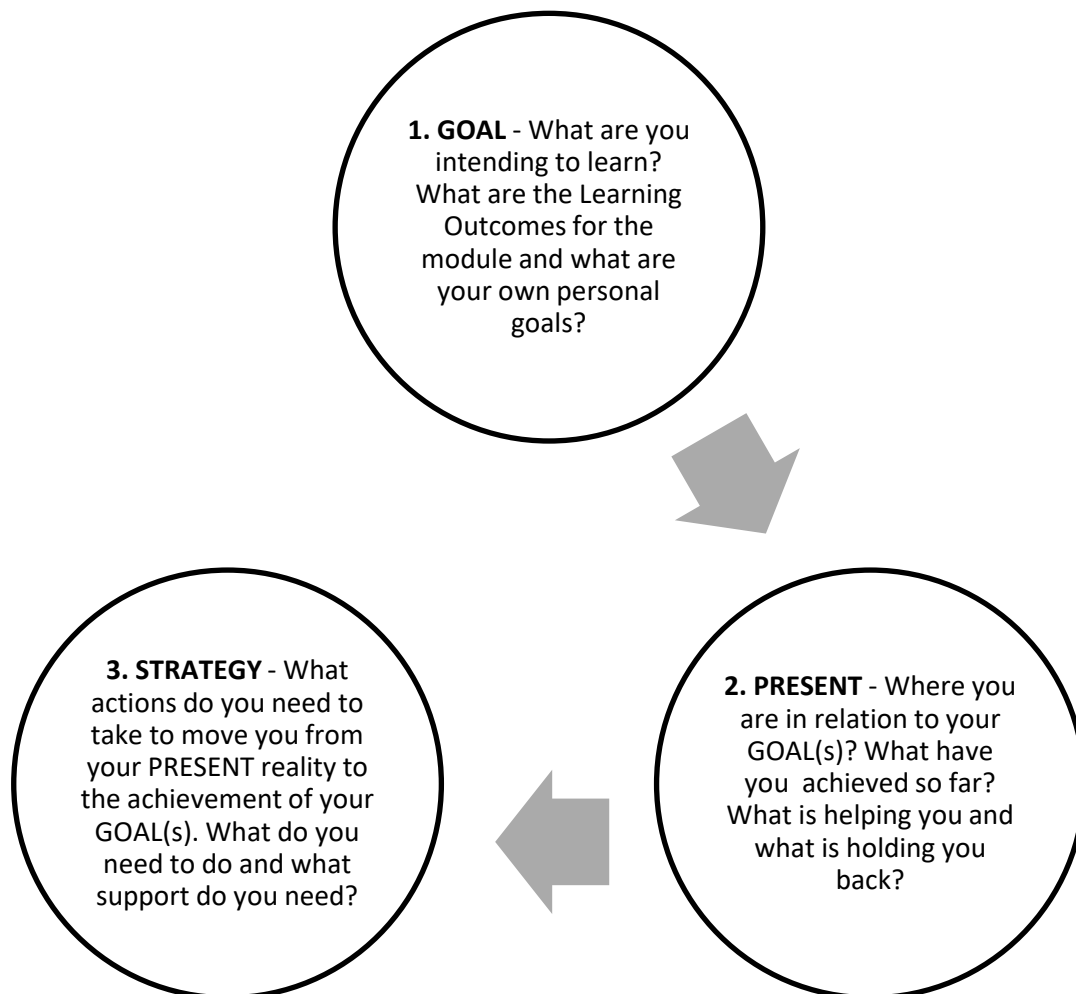
**Awareness** – Reflection forces you to remain aware of what you are actually doing and how it relates to your personal learning journey. Only through regular reflection can you ensure you are focused on your learning and not just on performing well.

**Attention** – It can be very difficult to stay focused on your goals when the day to day work is very challenging. Regular reflection keeps your goals in mind and will help you remain motivated and focused.

**Action** – The majority of what you experience here will be new to you in some way. You will often find that you do not know what to do next. Regular reflection helps you step back, consider your challenges and make appropriate decisions on what to do and what support to ask for.

### How to Reflect

Successful reflection happens when it becomes a natural process of considering your overall learning journey. Your journey is unique and only you have a full understanding of where you have been, where you are now and where you want to go. Whilst reflection is a personal process, it must address some key points and the following diagram identifies a process that can be applied to all aspects of reflection:



This process of GPS takes you through establishing what you are intending to learn in **Goals**, where you are now in relation to the goals i.e. your **Present** situation and crucially what actions you will take to reach your goals i.e. your **Strategy**.

**Goal** – Your goals for any learning experience will be a combination of what you need to do to prove you have reached the learning outcomes and what you personally want to achieve. When reflecting at the end of a module, consider how your goals changed or how successful you were in achieving them.

**Present** – Everything happens in the present moment. In reflecting, it is often tempting to describe everything that has happened as a diary, however reflection only happens when you relate your present moment to your goal. Your present moment contains evidence of progress and learning and this is far more valuable than a dry description of who did what.

**Strategy** – Your strategy is your plan for how to move from your present moment to your goal. It is a series of actions in order that you must undertake to make progress. At the start of a module this will be an estimation, and by the end of the module you can consider how successful your strategy was and what you will now do in the future.

## Summary

Reflection is a process of stepping back from your immediate experience in order to see the big picture of your learning journey. Without reflection you can only follow the path someone else has set for you, and you cannot be in control of your journey. At its simplest reflection is working out where you want to be in the future, where you are now and how you will bridge the gap. Reflection may not come easily to you, but it is a vital part of being a successful learner and professional.

## Online Portfolio

Your online portfolio will be created in the RCS Portal and must be made visible to the PAD Lecturing team and the Head of Production. The portfolio should be as detailed as you like and you will need to quote key learning moments in your end of year summary.

Quotes from your Online Portfolio should be used to **contextualise** your Reflective Summary and so you **should not reference the whole post**.

When referencing your posts in your Reflective Summary you should note the post name and the date as well as actually quoting your own words. The quote itself should also be italicised, in single quote marks and not counted as part of your word count.

e.g. *'I really feel like my understanding of opera has improved'* (Getting the Hang of It, 8/3/19)

If referencing an opinion from another source you should at least include the source, the author and the date.

e.g. *'It is impossible for a production manager to predict all of the problems they will encounter.'* (Production Management – Making Shows Happen, Dean, 2002)

## COMMUNICATION

### Computers

As well as the dedicated Royal Conservatoire IT suite at Renfrew Street and the general computer terminals kiosks across both buildings, there are computer workstations dedicated specifically to Production students in both of the production offices. These should only be used for production work and not homework or personal matters – including social networking.

Drinking and eating are strictly prohibited in the IT areas including the production offices. All computer pre-settings should be left as found and no unauthorised software should be installed onto the hard disk of any computers in the department. Students are instructed to store all their own work files on removable media such as USB sticks or portable hard drives. The Head of Production must be informed immediately should any changes to a computer set-up appear or if IT equipment in the department fails to function or appears damaged.

The IT facilities within the Conservatoire are constantly expanding and there will be additional IT resources available such as video editing and sound design facilities elsewhere in the buildings. All these rules regarding food, hygiene, tidiness and appropriate use apply equally, if not more so, to these specialist computers. *It is a serious disciplinary offence for students to use any staff computers.*

### Asimut – Timetabling and Space Bookings

All students' schedules are provided via ASIMUT, the Conservatoire's official timetable and scheduling software, available at <https://rcs.asimut.net/public/login.php>. Students have access to book studios and rehearsal spaces via the ASIMUT system up to 48 hours in advance. Please see the Student ASIMUT Bookings Rules and Regulations for further details. Access to performance venues are for practice only and can be reserved through your Programme Support Administrator. The ASIMUT system also holds all of the Conservatoire's timetabled information.

ASIMUT training is given in induction week as part of the IT induction. Studios and rehearsal spaces cannot be booked until ASIMUT training has been received.

Policy, Rules and Regulations are available on Moodle & RCS Portal.

For further details or to report any anomalies in your timetables, please contact your Programme Support Administrator or the Space Planning Department at: [spaceplanning@rcs.ac.uk](mailto:spaceplanning@rcs.ac.uk)

### Email/Outlook Calendar

You will receive a Conservatoire e-mail account as part of your induction to the Conservatoire. You should also acquaint yourself with the Outlook Calendar in your account and use this as your main time management tool. This is particularly important for Production students as calls, schedules, class times etc. change

frequently and will be sent by Outlook appointment or via Asimut wherever possible. Please ensure you accept/decline appointments as appropriate to ensure an effective line of communication.

Please also ensure that you have transported your Asimut schedule into your Outlook Calendar.

Additional access points are available around the Conservatoire buildings to send and retrieve your e-mail. The Head of Production also uses email and Outlook appointments to communicate quickly and efficiently with individual students, year groups and the whole programme. **It is your responsibility to check your email account daily – preferably in the morning and again at the end of the day.**

### **Moodle**

Moodle is the Royal Conservatoire's online, interactive environment. It is a dynamic resource that includes programme information, production information, online courses, forums, discussions, chat rooms, instant messaging, news announcements, web links and hosts Production podcasts. As such it is one of the primary communication tools for both Production staff and students. You can access Moodle online at: <http://inspire.rcs.ac.uk>

All students can access Moodle from any computer with internet access, either within or without the RCS. It is also available from the many computer terminals situated around the Conservatoire buildings. There is also a link on the Conservatoire website. During your induction you will be given your Moodle username and password and a brief introductory session on how to enjoy and get the best out of this Virtual Learning Environment.

### **Telephones**

Production students are permitted to use Conservatoire telephones situated in the production office **providing** the calls are for production practice purposes or relating to an emergency situation. However, the Conservatoire monitors these telephones closely and the use of these phones for personal calls will not be tolerated. Please note that production calls should be made on the production telephones as calls made on personal phones will not be reimbursed. The telephone in the Design base is for internal calls only.

**All mobile phones should be switched to silent during the working day.**

### **STORAGE**

The Conservatoire allocates one secure locker for every student. You will be required to pay a deposit. The key to this locker is then exclusively yours during your time at the Conservatoire. Prior to leaving/graduating you **MUST** empty your locker and remove all belongings and return the key. Your deposit will be refunded on return of the locker key. Please do not ignore this as any possessions found in lockers when you leave will be thrown out.

## SPACES

There are several spaces that are allocated specifically to production students; some (like the Renfrew Street Production Office) are shared with BA Film Making students. These spaces must be treated with respect and with regard for the other users. They are not common rooms and should not be treated as such.

- No food and drink except for bottled water should be consumed in these areas.
- All work surfaces should be left tidy, free from clutter and ready for the next person to use.
- Put your rubbish in the bins provided.
- Take your turn at emptying recycling bins as appropriate.
- No practical making should take place in offices.

## PROGRAMME MEETINGS

In keeping with the philosophy of the programme, where students are not only involved in their own work but also involved in the development of the programme, each fortnight the whole programme will meet with the Programme Staff to discuss items of importance relating to the programme.

Programme meetings will not be long, formal, tedious or confrontational but should be a valuable forum for you to exchange ideas with staff and each other in a joint effort to get the best from the programme. It is therefore important that you all attend, make your ideas heard, and listen to others. In addition, full production department meetings are scheduled once each term bringing together staff and students from both production programmes along with the Head of Production.

These programme and departmental meetings are scheduled on **Fridays from 9am – 9.30am or on Monday from 11am – 12pm.**

All of these meetings are compulsory and should not be missed.

You are expected to attend all programme and year group meetings including those called, with reasonable notice, by student representatives. If you are to be unavoidably absent from any meeting, it is your responsibility to inform a member of the programme team in advance of the meeting and to make sure that you inform yourself about everything that was discussed and get all the information that is handed out as appropriate.

## **STUDENT REPRESENTATION**

Each year group is required to elect one student representative who will normally serve for the duration of his/her programme. It is the job of the elected student representatives to collect information from the year group to bring to meetings, and to provide feedback from the meetings to the students. There is a range of ways in which you can represent your programme within the conservatoire.

### **Programme Meetings**

Elected student representatives are expected to help lead discussion and feedback at weekly programme meetings and to ensure the whole group is being represented in the dialogue. Occasionally the student reps might be asked to lead these meetings or may request to do so either with or without staff in attendance as appropriate.

### **Programme Committee Meetings**

The Programme Committee meets three times a year and is convened by the Programme Leader with all teaching staff and all elected student representatives in membership. This committee is integral to the ongoing management and development of the programme as it reports to the Quality and Standards Committee. Student representatives are full members and have an equal voice on this committee although some reserved business relating to student progress may be conducted after the student representatives have been excused.

For further information on the remit and membership of your Programme Committee please contact Marie Green, Assistant Registrar (Programme Support) – [m.green@rca.ac.uk](mailto:m.green@rca.ac.uk)

### **Programme Open Forum**

This is an annual forum in which all students can participate and express their views on the operation of their programme. It is convened by a student representative and reports directly to the Programme Committee.

### **Health and Safety Action Group**

There is a Health and Safety Action Group representing each operational area of the Conservatoire. The Production Health and Safety Action Group meets monthly to discuss any matters relating to the safe and healthy working practice within the department. There is a student representative on this group from each of the production and film programmes.

## **READING LISTS**

There are detailed specialism reading lists in your level handbooks which you will have access to once you matriculate.

## **EQUIPMENT**

### **Clothing**

Most of your work will be practical and will mean that you need to wear suitable clothing. You should wear clothes that you feel comfortable in and that you are not too precious about, as they will undoubtedly get quite dirty. You are required to provide a set of overalls for the really messy work.

You will be provided with safety footwear and other personal protective equipment as relevant to your subjects for use in workshops and on stage. If you do not have this equipment you will be excluded from certain classes.

### **Tools**

In level one you will be expected to have the basic equipment as per your induction pack. You will receive specialism specific equipment lists separately from this handbook as you progress through the programme.

The cost of these items will vary depending on quality but if you have any concerns about these requirements, please feel free to contact a member of staff for advice.

## **OTHER COSTS**

### **Production Visits**

As part of your own professional development you will be expected to attend as many professional productions as possible in your free time over the three years. You will also be specifically required to see some productions as part of your studies. We will help with some costs where possible but you should think of these outings as an integral part of your budgeting for the year.

### **Laptops and Other Digital Equipment**

Whilst it is not essential to have a personal laptop or tablet for your studies, you would find one of great use throughout your programme and beyond. Digital cameras are excellent for all kinds of documentation and creative projects.

### **Consumables One-off Payment**

Unlike most Art Colleges and creative art programmes, we do not expect you to provide your own materials for class based or production related work, you will, however be required to pay for any materials required for personal projects whether curriculum based or not.

Throughout your studies you will also use an inordinate amount of 'consumables'; this includes PVC tape, chalk, screws, nails, sewing needles, thread, charcoal, paper, paint etc. In order to cover the cost of these items, as well as certain safety equipment and the occasional organised field trip or outing, we charge a one-off compulsory payment of **£300.00 per student** which will be collected at matriculation in your first week.



## PROGRAMME OVERVIEW

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The BA in Production Arts and Design is a practice based programme which incrementally develops skills, knowledge and understanding.

There are five major study subjects split into two module pathways; Design (Set & Costume Design) and Production Arts (Scenic Art, Prop Making, Costume Construction, Set Construction).

The Design pathway incorporates a large amount of directed investigation and independent study through personal projects as relevant to the development of a designer, whereas the Production Arts pathway uses staff led workshops and practical production work, primarily on Conservatoire productions, as its main approach.

In brief, **level one** consolidates existing skills and introduces new approaches through workshops, projects and (for Production Artists) production work.

**Level two** is based on project and production work with contextualised exercises in areas such as management and self-promotion along with focused skills classes in each subject area.

**Level three** gives an opportunity for a more individual pathway, with one major study module and a range of other modules from which to choose including personal projects, management opportunities and a work placement.

The two pathways provide opportunities within them for contextualised learning both with each other and with other programmes. This, combined with two Conservatoire wide modules, promotes the development of high levels of collaboration and communication skills.

Collaboration and choice is consolidated in discrete cross-conservatoire experiences in levels one and two and in options modules in levels two and three in order to consolidate and/or broaden both interests and abilities.

**NB:** *Levels, credits and credit allocations are explained in full in your Conservatoire Undergraduate Handbook. Please ask a member of staff if you require clarification.*

## **PERSONAL AND PROFESSIONAL DEVELOPMENT**

Reflection and goal setting underpins the approach to learning across the programme and as such, personal journals, goal statements and reflective summaries take into consideration the whole student journey as part of a wider personal and professional development agenda rather than being assigned to shorter project based modules.

Personal and Professional Development modules therefore run through each year as the backbone to all other learning activities. As well as reflective practice, the modules include a range of opportunities and discussions in areas such as the cultural context, equality and diversity, sustainability, self-awareness and self-promotion.

Reflection is captured using an e-portfolio but there is also a focus on professional websites for promotional use.

Beginning with classes in photography in level one, there is an opportunity to research what makes a website successful as a promotional tool and the requirement to create your own digital portfolio in level three.

This culminates in the Production Arts and Design Showcase at the end of the programme, which is an opportunity for you to practise your self-promotional skills to a public audience including representatives from your peers and from the industry.

The Showcase is extra-curricular and, therefore, unassessed, enabling you and your year group to take full ownership of the curation of the event as well as your own personal involvement.

It is strongly recommended that you begin to think about this opportunity from level one onwards and digitally document your work from the beginning of your time at RCS. Photographic evidence of your work is not only a useful promotional tool but you will find it helpful in your reflective practise as well.

**DIAGRAMMATIC STRUCTURE OF PROGRAMME**

**Level One**

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Term One	Welcome Week	Introduction to Production Processes (Classes and workshops)					ILW	Introduction to Production Processes (Classes and workshops)					
		Induction Sessions	Major Subject			PTM Sessions		Workshop Rotation 1	Workshop Rotation 2	Workshop Rotation 3	Elective Rotation 4	Culture Week	
	Personal & Professional Development 1					Personal & Professional Development 1							
Term Two	Introduction to the Production Processes				Major Allocation 1 OR Fundamentals of Design							Learning to Collaborate	
	Design project	Major Subject	Major Subject (PA) / Elective Rotation (Design)	Reading Week									
	Learning to Collaborate												
Term Three	Major Allocation 1 OR Fundamentals of Design				Major Allocation 1 OR Fundamentals of Design				Tutorials	Bridge week			
	Personal & Professional Development 1												

**Level Two**

Week	1	2	3	4	5	6	7	8	9	10	11	12	
Term One	Major Subject Allocation 2 OR The Production Context						ILW	Major Subject Allocation 2 OR The Production Context					
	Visual Communication							Visual Communication					
	Self-Awareness and Promotion							Self-Awareness and Promotion					
	Options							Options					
Term Two	Minor Allocation 2 OR Major Subject Allocation 2 (Extended) OR The Production Context (Extended)				Reading Week		Major Allocation 3 OR Design In Practice					Options Week	
	Visual Communication												
	Self-Awareness and Promotion												
	Collaborative Project/Options												
Term Three	Major Allocation 3 OR Design In Practice							Tutorials	Bridge week				
	Self-Awareness and Promotion												
	Options												

**Level Three**

	1	2	3	4	5	6	7	8	9	10	11	12
Term One	Major Subject Allocation 4 OR The Designer						ILW	Major Subject Allocation 4 OR The Designer				
	Negotiated Pathway - Work Placement and Core Options							Negotiated Pathway - Work Placement and Core Options				
	The Emerging Professional							The Emerging Professional				
	Options							Options				
Term Two	Major Subject Allocation 4 OR The Designer										Options Week	
	Negotiated Pathway - Work Placement and Core Options											
	The Emerging Professional											
	Options											
Term Three	Major Subject Allocation 4 OR The Designer							Tutorials	Bridge week			
	Negotiated Pathway - Work Placement and Core Options											
	The Emerging Professional											
	Options											

## SHE LEVEL 1 IN OUTLINE

Level one of the programme is based on experiential learning and skills acquisition, mainly focused on the collaborative nature of production, and an examination of the individual roles within that.

Students engage with a broad-based introduction to the production arts and design environment and standard practices both in core subject areas and more broadly in other areas of production. The production arts and design process is deconstructed and examined through a range of workshop rotations and collaborative projects culminating in term two in the choice of a minor subject.

The remainder of term two and term three focuses entirely on practical projects in major and minor subjects and the student's reflection on that journey.

Personal and Professional Development 1 introduces and embeds themes such as equality and diversity, cultural and historical context and professional practice as well as investigating skills in communications and knowledge exchange. Collaborative Practice is also introduced in level one

<b>Production Arts and Design Level One</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Learning to Collaborate	10	One
Introduction to Production Processes	40	One
Personal and Professional Development 1	30	One
Major Subject Allocation 1 OR Fundamentals of Design	30	One
Minor Subject Allocation 1	10	One

## SHE LEVEL 2 IN OUTLINE

Level two aims to consolidate foundation level skills and knowledge and introduce more intermediate level practices and techniques including drawing skills, management techniques and self-promotion.

Production arts students engage fully with practice-based work on conservatoire productions as part of a collaborative team at level two.

Tasks will be allocated based on each student's individual learning needs.

Design students will engage in more advanced 'text to final model' projects and potentially work towards a realised design in some cases.

Minor study is still available to level two students although some may elect to take extended major study at this stage instead.

Personal and professional development module, self-awareness and promotion, looks at employment tools such as CVs, websites and presentation skills and incorporates these into the overall reflective journey towards end of year goal setting.

Twenty credits are available for Option modules.

<b>Production Arts and Design Level Two</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Major Subject Allocation 2 AND Minor Subject Allocation 2	30  10	Two
OR The Production Context AND Minor Subject Allocation 2	30  10	Two
OR Major Subject Allocation 2 (Extended)	40	Two
OR The Production Context (Extended)	40	Two
Self-Awareness and Promotion	20	Two
Visual Communication Skills	10	Two
Major Subject Allocation 3 OR Design in Practice	30	Two
Options	20	Two

### SHE LEVEL 3 IN OUTLINE

Level Three facilitates synthesis of all prior learning and exploration and the development of autonomous practice.

Each student negotiates their individual pathway in order to take advantage of the available production roles and work placement opportunities over the year.

The student will undertake a final role one or more Conservatoire productions in which the knowledge, skill and understanding learned on the programme can be applied and tested. Students will be working collaboratively with other students from across the conservatoire in complex senior roles. This offers the opportunity to operate at the entry level expected by employers

Core options modules are designed to promote the development of operational skill, whether in the Conservatoire or on an industry based work placement. They consist of management roles, personal project and minor subject roles as well as the work placement which is compulsory.

The Emerging Professional module continues the reflective journey and consolidates employment and entrepreneurship skills along with Continued Professional Development planning.

There are twenty credits available for Options modules in Level Three.

<b>Production Arts and Design Level Three</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Major Subject Allocation 4 Or The Designer	50	Three
The Emerging Professional	10	Three
Selected modules amounting to 40 credits from list below <i>(at least one must be a Work Placement)</i>	40	Three
Work Placement 10cdt Work Placement 20cdt Workshop Management 20 cdt Workshop Management 30 cdt Personal Project 10cdt Personal Project 20ct Minor Subject (Production Arts) 30 cdt Minor Subject (Production Arts) 20 cdt Minor Subject (Design) 20 cdt		
Options	20	Three

\* Personal Projects have negotiated learning outcomes which are then aligned to level learning outcomes by staff.



## MODULE DESCRIPTORS

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### UNDERSTANDING MODULES

The following pages of module descriptors contain the key details about every module that makes up BA Production Arts and Design. They contain the information both you and your lecturers may refer to in order to understand (amongst other things):

- What you are expected to be able to achieve in order to pass the module
- How you will be assessed
- How long work should take
- The aims of the module and the indicative content
- Which core member of staff is responsible for the module
- What reading may be helpful to better prepare for the module
- How many credits the module carries

### Module Terms Glossary

The following glossary introduces each term. If you have further questions about your modules or the way they are recorded contact your Module Co-ordinator, Programme Leader or Subject Lecturer.

**Module Title:** e.g. Design in Practice, refers to the official title of the module.

**Brief Description:** Gives a brief overview of the wider aims/content of the module.

**Level:** e.g. SCQF7, refers to the level at which you are studying. All module levels are defined in relation to the Scottish Credit Qualifications Framework (SCQF).

**Credit Rating:** Amount of credit assigned to the module (1 credit equals 10 hours of notional effort).

**Status:** A module may either be core, open core, closed, choice or elective.

Core – Compulsory within the programme

Open Core – Compulsory within the programme but open to other participants

Closed – Only available within the programme

Options – Chosen by student from menu of modules across the institution

Elective – Elective within programme, chosen by student

**Pre-requisites:** Lists the modules you are required to have passed before taking the given module.

**Co-requisites:** Lists the modules required to be undertaken simultaneously of the given module.

**Anti-Requisites:** Lists of modules, completion of which, prohibits you from taking given module.

**Learning Modes:** The ways in which you will learn on the module and the notional hours assigned to each mode.

**Module Co-ordinator:** This is the core member of staff who is charged with organising the delivery of the module to a good standard. Although the Module Co-ordinator may not actually teach any part of the module they are responsible for briefing the staff who do and oversee the correct application of marking practices. You may always approach the Module Co-ordinator with questions and comments about their module.

**Module Aims:** The module aims give a succinct indication of the purpose of the module and its role in the development of your practice at the given point in the level.

**Module Content:** Provides an expansion of the concepts mentioned in the module aims highlighting the main areas of study. Note this content is indicative and liable to be adapted by the tutor/lecturer/artist delivering the module.

**Learning Outcomes:** Lists the skills and understanding you must be able to demonstrate in order to pass the module. You must meet each of the outcomes to pass the module and demonstrate your grasp of the learning outcomes in the work that you are assessed on.

**Assessment Type and Weighting:** Lists the ways in which you will be assessed by the tutors delivering the module and the weightings assigned to these assessments.

**Note that you must complete and pass all modes and components of a module in order to pass the module.**

Modes may include the following:

- Performance (in production terms this means assessment of a final outcome or artefact)
- Continuous Observation (assessment of your production/practical work based on staff observations based on assessment criteria )
- Reflective Journal or Summary (see section on Reflective Practice for more details)
- Presentation or Project (either written or practical)
- Other documentation (normally clarified on the descriptor - this might be a portfolio or production based paperwork etc)

**Assessment Criteria:** Identifies what you are being assessed on and what criteria you are being measured against. You should also consider this in the context of the assessment calibration matrix in the Undergraduate Handbook.

**Alignment of Assessment and Learning Outcomes:** A table identifying which Learning Outcomes are assessed by which modes.

**Feedback:** How you will receive feedback.

You will get feedback in one or more of the following ways:

- Formative Verbal – Informal discussion or tutorial based feedback with your tutor as you progress through the module. This is vital up to the moment and regular feedback which is specific to the close working nature of the programme.
- Formative Written – Documentation of mutually constructed feedback tutorials as appropriate
- Summative Written – Written module report. This is sometimes the notes from your final tutorial.
- Summative Mark – Mark from the Assessment Grading Scale
- Pass/Fail outcome

**Resources:** Resources required for module including:

- Online resources including use of Moodle, RCS Portal, Paperclip etc. You will find everything you need and in more detail here
- Access/specific room requirements
- Specific software/equipment requirements

**Other Relevant Details:** Notes important information not covered anywhere else in the Module Descriptor.

## MODULE DESCRIPTORS

### SHE Level One

#### Module Co-ordinators

<b>Module Title</b>	<b>Module Co-ordinator</b>
Learning to Collaborate	Una McGlone
Personal and Professional Development 1	Ros Maddison
Introduction to Production Processes	Christine Murphy
Major Subject Allocation 1	Zander Lee
Fundamentals of Design	Robin Peoples
Minor Subject Allocation 1	Gary Fry

<b>Module Title</b>	<b>Learning to Collaborate</b>			
<b>Brief Description</b>	This module introduces methods for practical collaboration with other artists. During lectures you will explore a range of artistic case-studies, working processes and questions to develop a basic understanding of collaborative skills and challenges. In workshops you will apply these skills in practice with students from other programmes in the Conservatoire. Through the module you will develop an understanding of other artforms and practices in the conservatoire, with a view to developing new collaborative work and ideas.			
<b>Level</b>	SCQF 7			
<b>Credit Rating</b>	<b>10</b> SCQF Credits / <b>5</b> ECTS credits			
<b>Status (Core/Option/CRSC)</b>	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: Year 1 of all Undergraduate Conservatoire programmes			
<b>Pre-requisites</b>	N/A			
<b>Co-requisites</b>	N/A			
<b>Anti-Requisites</b>	N/A			
<b>Maximum number of Students</b>	All Year One	<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Lectures		2	4	8
Workshops		2	4	8
Facilitated Learning – Intensive Choice Week		18	1	18
Directed Learning – Intensive Choice Week		20	1	20
Independent Study		5.75	8	46
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>	Una McGlone			
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>To interrogate collaboration as a core skill for the contemporary artist</li> <li>To explore a range of collaborative methods</li> <li>To develop a meaningful understanding of the diverse range of skills and practices within the RCS community</li> </ul>			

	<ul style="list-style-type: none"> <li>To model a best practice approach to working collaboratively</li> <li>To make a short piece of practical collaborative work</li> <li>To propose a collaborative project to realise in Level 2</li> </ul>
<b>Module Content</b>	<p>This module will include:</p> <ul style="list-style-type: none"> <li>A module briefing session</li> </ul> <p><b>Lectures</b></p> <ul style="list-style-type: none"> <li>Four lectures by visiting artists and practitioners around the four key learning questions:</li> </ul> <p><i>What is collaboration?</i>  <i>How can we collaborate?</i>  <i>What are our resources?</i>  <i>What can we achieve together?</i></p> <p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>Four facilitated practical workshops which explore the four key questions in cross disciplinary groups</li> </ul> <p><b>Facilitated/Directed Learning in Independent Learning Week</b></p> <ul style="list-style-type: none"> <li>Facilitated practical workshops each morning</li> <li>Classroom sharing of short pieces of practical collaborative work from the sub-groups on the final morning of the week</li> </ul> <p><b>Independent Learning</b></p> <ul style="list-style-type: none"> <li>Development of proposals for pitching cross discipline collaborations for level 2</li> <li>Independent attendance at a range of performance events at RCS during the remainder of the academic year</li> <li>Facilitate each other to observe class work from other disciplines during the remainder of the academic year</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Collaborate with students from different disciplines in small groups
<b>LO2</b>	Plan a collaborative project for level 2
<b>Assessment 1 Type and Weighting</b>	You will be assessed through: <b>Classroom sharing of collaborative work (LO1)</b> PASS/FAIL
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>An understanding of the personal and professional qualities required for successful collaboration</li> <li>An ability to offer ideas and to actively respond to the ideas of others</li> <li>An ability to develop a bespoke collaborative method in a small group</li> </ul>
<b>Assessment 2 Type and Weighting</b>	You will be assessed through: <b>Written proposal</b> for a collaborative project at level 2 (LO2) PASS/FAIL

<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A clear proposal demonstrating a theoretical and practical understanding of the implications of cross disciplinary work</li> <li>• Evidence of how the proposal may enhance the student's own skills and practice</li> <li>• Evidence of creativity, innovation and challenge</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	x		
	LO2		x	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Pass/Fail result</li> <li>• Formative feedback from staff and peers</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Moodle</li> <li>• Online internet-based</li> <li>• You Tube</li> </ul>			
<b>Other Relevant Details</b>	<p><u>Indicative Reading List:</u></p> <ul style="list-style-type: none"> <li>• Edit. Williams. D; 1999, <i>Collaborative Theatre: The Theatre Du Soleil Sourcebook</i>,</li> <li>• Landy, L and Jamieson, E; 2000, <i>Devising Dance and Music: Idee Fixe-Experimental Sound and Movement Theatre</i></li> <li>• John-Steiner, V; 2006, <i>Creative Collaboration</i>,</li> <li>• Waincott. R &amp; Fletcher, K; 2003, <i>Theatre: Collaborative Acts</i></li> <li>• Meill, D and Littleton, K; 2004 <i>Collaborative Creativity: Contemporary Perspectives</i>, – London Free Association Books, 2004</li> <li>• Keirnander, A; 1993 <i>Ariane Mnouchkine &amp; the Theatre du Soleil</i></li> <li>• Graham, S; 2009, <i>The Frantic Assembly Book of Devising Theatre</i></li> <li>• Govan, E; 2007, <i>Making a Performance, Devising Histories</i></li> <li>• Edit Bicat, T &amp; Baldwin, C; 2002, <i>Devised and Collaborative Theatre: A Practical Guide</i></li> </ul> <p>NB: The titles in this list appear to be theatre focused. However, it is their emphasis on inter-disciplinary work which makes them best suited for consideration</p>			
<b>Next Steps</b>	This module is a foundation for all future creative collaborations, whether mono- disciplinary or inter-disciplinary. It is the pre-requisite for collaborative projects in level 2.			

<b>Module Title</b>		<b>Personal and Professional Development 1</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		An introduction to and exploration of the cultural and interpersonal issues relevant to the performing arts industry. You will discuss key areas relating to an equality and diversity awareness as well as responding to current topics that may arise at the time as agreed with the group. You will learn to share experiences and skills with peers as well as learning from others students. You will also begin the process of reflecting on your own practice both individually and within the team context towards setting personal development goals for the future.		
<b>Level</b>		Level 7		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		X Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design 1 BA Production Technology & Management 1 <hr/>		
<b>Pre-requisites</b>		None		
<b>Co-requisites</b>		Core modules in either BAPAD level 7 or BAPTM level 7		
<b>Anti-Requisites</b>				
<b>Maximum number of Students</b>	40	<b>Minimum number of Students</b>	20	
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Lectures		1	30	30
Seminars		4	5	20
Directed Study		4	10	40
Independent Study		7	30	210
<b>Total Notional Student Effort</b>				<b>300</b>



<b>Module Co-ordinator</b>	Ros Maddison
<b>Module Aims</b>	To introduce you to a broad range of concepts relevant to the performing arts. This will cover cultural awareness, equality and diversity, knowledge exchange and reflective practice.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Module Briefing</li> <li>• Lectures and talks covering Health and Safety; Theatre History; Cinema History; Digital Technologies incl. Moodle, Portal &amp; Paperclip; the Reflective Practitioner; the Scottish Cultural Landscape incl. the national companies and other key organisations and practitioners.</li> <li>• Seminars and group discussions around issues such as prejudice, disability, mental health and deaf culture (other subjects may arise from group discussion)</li> <li>• Group project work</li> <li>• Reflective practice and reflective summaries</li> <li>• Goal setting</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Show evidence of an enquiry into and basic understanding of the wider creative and cultural landscape including the relevance of history and the potential of the future.
<b>LO2</b>	Be able to demonstrate the ability to reflect on your own practice and develop learning goals from that reflection
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO 1) Pass/Fail Presentation (Group Project)</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of developing cultural awareness identifying one particular area where deeper investigation and learning has occurred through research and knowledge exchange.</li> <li>• Collaborative approach and team participation</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• (LO2) Pass/Fail Reflective Journal (Reflective summary and goals statement)</li> </ul>

<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>a summary reflective statement of your experiences during year one referencing key points of learning from your journal and identification of future learning goals</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>	Assessment components are equally weighted		
		Assessment 1	Assessment 2
	LO1	✓	
	LO2		✓
	Pass/fail components in this module are equally weighted.		
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>Regular verbal feedback in classes and seminars</li> <li>Verbal group feedback on group projects</li> <li>Written or verbal feedback on initial reflective summary submission</li> </ul> Summative <ul style="list-style-type: none"> <li>Written feedback on reflective summary from statement bank</li> <li>Final outcome (P/F)</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>Indicative Reading – see Moodle</li> <li>E- Portfolio &amp; reflection on E-Portfolio</li> <li>Documentation and archiving through Paperclip</li> <li>Digital design software</li> <li>DTU/Production Classroom as required</li> <li>Budget from one off payment for field trips</li> </ul>		
<b>Other Relevant Details</b>	This module has shared delivery between students in BAPT&M1 and BAPA&D1		
<b>Next Steps</b>	Self-Awareness and Promotion		

<b>Module Title</b>		<b>Introduction to Production Processes</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module provides the student with an understanding of the production process and related disciplines, in order to contextualise their specialist study and gain the experience required to make a decision on their minor study subject		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 7		
<b>Credit Rating</b>		40 SCQF Credits / 20 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <u>BA Production Arts and Design Year 1</u> <hr/>		
<b>Pre-requisites</b>		None		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		26	14	364
Seminars		1	6	6
Independent Study				30
Total Notional Student Effort				<b>400</b>
<b>Module Co-ordinator</b>		Christine Murphy		
<b>Module Aims</b>		This module is designed to: Introduce the fundamental skills and processes required to realise productions, to enable basic acquisition of the skills in core subjects and facilitate a cohesive and holistic understanding of the production and design process.		

<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Overview of the production process</li> <li>• Rotations in the production arts workshops</li> <li>• Experience of Production Technology and Management practice</li> <li>• Design project</li> <li>• Venue &amp; workshop health and safety</li> <li>• Reflective practice</li> </ul>			
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	Evidence an understanding of the fundamental skills required to realise performance designs.			
<b>LO2</b>	Evidence an understanding of the role of the scenic artist, prop maker, costume maker, scenic carpenter, and designer			
<b>LO3</b>	Evidence a basic knowledge of working procedures and health and safety requirements for production			
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/ Fail ( LO1, LO2, LO3) Continuous Observation</li> </ul>			
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Safe and appropriate application of fundamental practical skills in production subjects</li> <li>• A basic knowledge of safe and appropriate production practice</li> </ul>			
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2, LO3) Presentation (Design Project)</li> </ul>			
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A fundamental knowledge of the design process and application of design skills</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓	✓	
	LO2	✓	✓	
	LO3	✓	✓	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Verbal feedback during practice and project work as required</li> <li>• Summative Outcome (Pass/Fail)</li> </ul>			

	<ul style="list-style-type: none"> <li>• Summative Written Report</li> </ul>
<b>Recommended Resources</b>	Indicative Reading – see briefing paper E- Portfolio Digital design software Subject specific Workshop access
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"> <li>• Major Subject Allocation 1</li> <li>• Fundamentals of Design</li> </ul>

<b>Module Title</b>		<b>Major Subject Allocation 1</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		Allocation to your major study subject to develop your skills base and broaden your understanding of the workplace, primarily work on productions with the Central Production Unit.		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 7		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design Year 1		
<b>Pre-requisites</b>		Introduction to Production Process		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		27	10	270
Tutorials		0.5	3	1.5
Seminars		0.5	8	4
Independent Study				24.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Zander Lee		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to analyse and develop foundation level skills and techniques in your major subject and apply them safely and appropriately in a practical context. This will include the development of collaborative skills in the production context</li> </ul>		



<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>• Verbal feedback during practice and project work as required</li> <li>• Verbal and written tutorials</li> <li>• Summative Outcome (Pass/Fail)</li> <li>• Summative Written Report</li> </ul>
<p><b>Recommended Resources</b></p>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>
<p><b>Other Relevant Details</b></p>	<p>Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.</p>
<p><b>Next Steps</b></p>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"> <li>• Major Subject Allocation 2</li> </ul>



<b>Module Title</b>		<b>Fundamentals of Design</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		Workshop based module investigating the tools and processes of the designer.		
<b>Level</b>		Level 7		
<b>Credit Rating</b>		30SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design Year 1		
<b>Pre-requisites</b>		Introduction of Production Processes		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Lectures		12	8	96
Tutorials		0.5	6	3
Seminars		1.5	8	12
Independent Study				189
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Robin Peoples		
<b>Module Aims</b>		This module is designed to enable you to analyse and develop practical and conceptual skills and techniques in design applied to given texts. This will include the development of collaborative skills and risk assessment for designers		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>• Workshop based conceptual investigation into the designer's tools and processes</li> <li>• Short play design project</li> <li>• Collaborative project</li> <li>• Risk assessment for design</li> </ul>		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Apply foundation level skills required to produce and present creative concepts and designs for performance in a safe and appropriate manner.		
<b>LO2</b>	Evidence a foundation level understanding of the design process and the role of the designer		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>(LO1) Pass/Fail Presentation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>Evidence of fundamental knowledge and application of creative design skills in a theoretical context</li> </ul>		
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>(LO2) Pass/Fail Other Documentation (Visual Communication Project)</li> </ul>		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>Evidence of basic visual communication skills in a theoretical design context</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
	LO1	✓	
	LO2		✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Formative oral</li> <li>Summative written</li> <li>Summative grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>Indicative Reading – see Moodle</li> <li>E- Portfolio and Reflection on E-Portfolio</li> <li>Subject specific Workshop access</li> <li>Digital design software</li> </ul>		
<b>Other Relevant Details</b>			
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"> <li>The Production Context</li> </ul>		

<b>Module Title</b>		<b>Minor Subject Allocation 1</b>		
<b>Brief Description</b>		An opportunity to develop skills in a second or 'minor' PA&D subject.		
<b>SCQF Level</b>		<b>Level 7</b>		
<b>Credit Rating</b>		<b>10 SCQF Credits / 5 ECTS credits</b>		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  BA Production Arts and Design Year 1		
<b>Pre-requisites</b>		Introduction to Production Process		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		22	4	88
Tutorials		0.5	1	0.5
Seminars		0.5	5	2.5
Independent study				9
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>		Gary Fry		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to analyse and develop fundamental skills and techniques in your minor subject and apply them in a practical context. This will include the development of collaborative skills in the production context</li> </ul>		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>• Four week block of time in minor study workshop.</li> <li>• Working as a team</li> <li>• Health and safety practice as relevant to level and department</li> </ul>		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	<ul style="list-style-type: none"> <li>• With guidance, develop a range of secure foundation level skills in the realisation or production of performance designs/project work in minor subject</li> </ul>
<b>LO2</b>	<ul style="list-style-type: none"> <li>• Evidence a foundation level understanding of the role of the production artist or designer in minor subject</li> </ul>
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/ Fail (LO1, LO2) Continuous Observation</li> </ul> <p>Skills Competency</p>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Application of foundation level practical and creative skills appropriate to minor subject area</li> <li>• A foundation level knowledge and understanding of safe and appropriate production arts or design practice within minor subject.</li> </ul>
<b>Alignment of Assessment and Learning Outcome</b>	
	Assessment 1
	LO1 <span style="float: right;">✓</span>
	LO2 <span style="float: right;">✓</span>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative - oral</li> <li>• Written summative</li> <li>• Summative grade</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>
<b>Other Relevant Details</b>	Minor subject choice will be determined by available spaces per department.
<b>Next Steps</b>	<p>On successful completion of this module, you may consider taking the following module:</p> <ul style="list-style-type: none"> <li>• Visual Communication Skills</li> </ul>

## **SHE Level Two**

### **Module Co-ordinators**

<b>Module Title</b>	<b>Module Co-ordinator</b>
Major Subject Allocation 2	Zander Lee
The Production Context	Robin Peoples
Self-Awareness and Promotion	Christine Murphy
Visual Communication Skills	Christine Murphy
Minor Subject Allocation 2	Gary Fry
Major Subject Allocation 3	Martin Mallorie
Design in Practice	Robin Peoples

<b>Module Title</b>		<b>PPD2 Self-Awareness and Promotion</b>		
<b>Brief Description</b>		This is the second module in your personal and professional development journey. The module is delivered over all three terms of second year and focuses on the development of key employment skills such as CVs and interview techniques as well as continuing the reflective journey established in year one. You will further your knowledge of health and safety practices and production management techniques as well as investigating other core areas of personal development such as cultural awareness and knowledge exchange.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: BA Production Arts and Design Year 2 <hr/>		
<b>Pre-requisites</b>		PDD1		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Tutorials		0.5	4	2
Seminars		3	6	18
Directed Study		6	28	168
Independent Study				12
<b>Total Notional Student Effort</b>				<b>200</b>

<b>Module Co-ordinator</b>	Christine Murphy
<b>Module Aims</b>	<p>This module is designed to:</p> <p>Support the development of your personal reflective practice and begin to develop the professional tools of self-promotion, The module enables you to investigate the key tools required such as CVs, online portfolios and interview techniques as well as encouraging you to develop a deeper understanding of areas such as cultural awareness and knowledge exchange.</p>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Promotional portfolio and self-promotion research</li> <li>• CVs &amp; interview techniques</li> <li>• Self-employed tax</li> <li>• Micro teaching exercises</li> <li>• Presentation skills</li> <li>• Creative and cultural awareness discussion seminars</li> <li>• Reflective practice</li> <li>• Goal setting</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Evidence research into digitised self-promotion skills
<b>LO2</b>	Evidence exploration of knowledge exchange techniques
<b>LO3</b>	Reflect effectively on your learning journey and your place within the a broader cultural context including identification of learning goals for future action
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Other Documentation (online portfolio and cv)</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• A partially populated online portfolio evidencing self-promotion, conforming to copyright and accreditation conventions</li> <li>• A draft CV drawing on research documented in journal</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO2, LO3) Reflective Journal</li> </ul>

	(Reflective Summary)			
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Analysis and exploration of effective self-promotional techniques appropriate to your major subject including                             <ul style="list-style-type: none"> <li>- Evidence of investigation into the online portfolios of a range of practitioners</li> <li>- Analysis of a range of CV formats and styles</li> </ul> </li> <li>• Detailed reflective summary of your learning journey through year two including your                             <ul style="list-style-type: none"> <li>- Production and project work in major and minor subjects</li> <li>- Introduction of knowledge exchange techniques and their application</li> <li>- Awareness of a broader cultural context and its relevance to professional practice</li> <li>- Other relevant experiences</li> </ul> </li> <li>• SMART goal setting including one year and five year goals</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓		
	LO2		✓	
	LO3		✓	
<b>Feedback</b>	Formative <ul style="list-style-type: none"> <li>• Group seminar feedback at mid-point presentation of research</li> <li>• Verbal feedback from group during class exercises</li> <li>• Written comment on journal at mid-point</li> </ul> Summative <ul style="list-style-type: none"> <li>• Written summative statement on each assessment</li> <li>• Pass/Fail outcome</li> </ul>			
<b>Recommended Resources</b>	Indicative Reading – See Moodle <ul style="list-style-type: none"> <li>• Digital design software</li> </ul>			
<b>Other Relevant Details</b>				
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"> <li>• The Emerging Professional</li> </ul>			



<b>Module Title</b>		<b>Major Subject Allocation 2</b>		
<b>Brief Description</b>		Your second opportunity to work on productions within the Central Production Unit for those students wishing to continue with a minor subject allocation in second year.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  BA Production Arts and Design Year 2		
<b>Pre-requisites</b>		Major Subject Allocation 1		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		26	11	286
Tutorials		0.5	3	1.5
Independent Study				12.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Zander Lee		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to develop and apply intermediate level skills safely and appropriately in a production context and undertake research in your major subject</li> </ul>		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>• Assistant role on a realised production in major subject</li> <li>• Research project in major subject area</li> <li>• Health and safety practice as relevant to level and department</li> </ul>		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	With guidance apply intermediate level practical and creative skills required to realise performance design		
<b>LO2</b>	Work collaboratively as an effective member of a team in realising production designs		
<b>LO3</b>	Evidence an understanding of the duties and responsibilities of the production artist in the area of major subject		
<b>LO4</b>	Document and evaluate research in specialist subject		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 90% (LO1, LO2, LO3) Continuous Observation (Skills Competency)</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• An intermediate knowledge of safe and appropriate production arts practice within major subject</li> <li>• Effective and creative contribution to the production process.</li> </ul>		
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 10% (LO4) Other Documentation (Research in Journal)</li> </ul>		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Investigation of major subject and application of foundation level skills in the realisation of a self-generated project</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
	LO1	✓	
	LO2	✓	
	LO3	✓	
	LO4		✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative – oral</li> <li>• Written summative</li> <li>• Summative grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> </ul>		

	<ul style="list-style-type: none"><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"><li>• Major Subject Allocation 3</li></ul>

<b>Module Title</b>		<b>Major Subject Allocation 2 (extended)</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		Your second opportunity to work on productions within the Central Production Unit for those students NOT wishing to continue with a minor subject allocation in second year.		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 8		
<b>Credit Rating</b>		40 SCQF Credits / 20 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  BA Production Arts and Design Year 2		
<b>Pre-requisites</b>		Major Subject Allocation 1		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		25	15	375
Tutorials		0.5	3	1.5
Independent Study				12.5
Directed Study				11
Total Notional Student Effort				<b>400</b>
<b>Module Co-ordinator</b>		Zander Lee		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to develop and apply intermediate level skills safely and appropriately in a production context, undertake research in your major subject, engage in the full process of realising a design.</li> </ul>		

<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Assistant role on a realised production in major subject</li> <li>• Research project in major subject area</li> <li>• Health and safety practice as relevant to level and department</li> </ul>			
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	With guidance apply intermediate level practical and creative skills required to realise performance design			
<b>LO2</b>	Work collaboratively as an effective member of a team in realising production designs			
<b>LO3</b>	Evidence an understanding of the duties and responsibilities of the production artist in the area of major subject			
<b>LO4</b>	Document and evaluate research in specialist subject.			
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 90% (LO1, LO2, LO3) Continuous Observation  (Skills Competency)</li> </ul>			
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• An intermediate knowledge of safe and appropriate production arts practice within major subject</li> <li>• Effective and creative contribution to the production process</li> </ul>			
<b>Assessment 2, Type and Weighting</b>	You will be assessed through <ul style="list-style-type: none"> <li>• 10% (LO4) Other Documentation  (Research in Journal)</li> </ul>			
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Investigation of major subject and application of foundation level skills in the realisation of a self-generated project</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓		
	LO2	✓		
	LO3	✓		
	LO4		✓	

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Formative - oral</li><li>• Written summative</li><li>• Summative grade</li></ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"><li>• Indicative Reading – see Moodle</li><li>• E- Portfolio</li><li>• Subject specific Workshop access</li><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	
<b>Next Steps</b>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"><li>• Major Subject Allocation 3</li></ul>

<b>Module Title</b>		<b>The Production Context</b>		
<b>Brief Description</b>		This module enables you to broaden your understanding of designing for a range of genres and visual languages and develops a practical understanding of the impact of design solutions on the Technical and Management production team along with PA&D2 your minor subject allocation.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		30 SCQF Credits / 15 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design Year 2		
<b>Pre-requisites</b>		Fundamentals of Design		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		21	7	147
Directed Study		25	4	100
Tutorials		0.5	8	4
Independent Study		7	7	49
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Robin Peoples		

<b>Module Aims</b>	This module enables you to broaden your understanding of designing for a range of genres and visual languages and develops a practical understanding of the impact of design solutions on the Technical and Management production team.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Design Project</li> <li>• Visual Communications Project</li> <li>• Practical Research</li> <li>• Health &amp; Safety practice as relevant to production realisation.</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	With guidance, apply intermediate level skills in a safe and appropriate manner, producing one creative design from a drama text.
<b>LO2</b>	Document an investigation of a range of design genres
<b>LO3</b>	Demonstrate an intermediate level understanding of technical stagecraft from a design perspective
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 60% (LO1) Other Documentation /Design Project Presentation</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of intermediate level knowledge and application of creative design skills in a theoretical context for a short play.</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 20% (LO2) Other Documentation Research Project</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• A visual presentation at a foundation level investigation into performance genres</li> </ul>
<b>Assessment 3, Type and Weighting</b>	<p>You will be assessed through:</p> <p>20% (LO3)</p> <p>Presentation/Group Project</p>
<b>Assessment Criteria for Assessment 3</b>	<ul style="list-style-type: none"> <li>• Evidence of understanding of technical stagecraft as it affects, informs and empowers designers in the origination of stage settings,</li> </ul>



	<p>and as it may affect the ultimate realisation of these designs by a stage production team.</p> <p>The presentation will be delivered in the form of a short documentary for an invited audience of relevant staff and students.</p>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	Assessment 3
	LO1	✓		
	LO2		✓	
	LO3			✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative oral</li> <li>• Formative Written</li> <li>• Summative written</li> <li>• Summative grade</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio and Reflection on E-Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>			
<b>Other Relevant Details</b>				
<b>Next Steps</b>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"> <li>• Design in Practice</li> </ul>			

<b>Module Title</b>		<b>The Production Context (extended version)</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module enables you focus entirely on broadening your understanding of designing for a range of genres and visual languages and develops a practical understanding of the impact of design solutions on the Technical and Management production team, without a minor subject allocation.		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 8		
<b>Credit Rating</b>		40 SCQF Credits / 20 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  BA Production Arts and Design Year 2		
<b>Pre-requisites</b>		Fundamentals of Design		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		21	7	147
Directed Study		25	8	200
Workshops		9	6	54
Tutorials		0.5	8	4
Independent Study			11	49
Total Notional Student Effort				<b>400</b>
<b>Module Co-ordinator</b>		Robin Peoples		

<b>Module Aims</b>	This module enables you to broaden your understanding of designing for a range of genres and visual languages and develops a practical understanding of the impact of design solutions on the Technical and Management production team.
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Design Projects</li> <li>• Visual Communications Project</li> <li>• Practical Research</li> <li>• Health &amp; Safety practice as relevant to production realisation.</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	With guidance, apply intermediate level skills in a safe and appropriate manner, producing one creative design from a drama text and one from another genre.
<b>LO2</b>	Document an investigation of a range of design genres
<b>LO3</b>	Demonstrate an intermediate level understanding of technical stagecraft from a design perspective
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 60% (LO1) Other Documentation /Design Projects (2) Presentation</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of intermediate level knowledge and application of creative design skills in a theoretical context for a short play.</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 20% (LO2) Other Documentation (Research Project)</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• A visual presentation at a foundation level investigation into performance genres</li> </ul>
<b>Assessment 3, Type and Weighting</b>	<p>You will be assessed through:</p> <p>20% (LO3)</p> <p>Presentation/Group Project</p>

<p><b>Assessment Criteria for Assessment 3</b></p>	<ul style="list-style-type: none"> <li>Evidence of understanding of technical stagecraft as it affects, informs and empowers designers in the origination of stage settings, and as it may affect the ultimate realisation of these designs by a stage production team.</li> </ul> <p>The presentation will be delivered in the form of a short documentary for an invited audience of relevant staff and students.</p>			
<p><b>Alignment of Assessment and Learning Outcome</b></p>		<p>Assessment 1</p>	<p>Assessment 2</p>	<p>Assessment 3</p>
	<p>LO1</p>	<p>✓</p>		
	<p>LO2</p>		<p>✓</p>	
	<p>LO3</p>			<p>✓</p>
<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>Formative oral</li> <li>Formative Written</li> <li>Summative written</li> <li>Summative grade</li> </ul>			
<p><b>Recommended Resources</b></p>	<ul style="list-style-type: none"> <li>Indicative Reading – see Moodle</li> <li>E- Portfolio</li> <li>Subject specific Workshop access</li> <li>Digital design software</li> </ul>			
<p><b>Other Relevant Details</b></p>				
<p><b>Next Steps</b></p>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"> <li>Design in Practice</li> </ul>			

<b>Module Title</b>		<b>Minor Subject Allocation 2</b>		
<b>Brief Description</b>		An opportunity to further develop skills in your chosen 'minor' PA&D subject.		
<b>SCQF Level</b>		Level 8		
<b>Credit Rating</b>		10 SCQF Credits / 5 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  BA Production Arts and Design Year 2		
<b>Pre-requisites</b>		Minor Subject Allocation 1		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		22	4	88
Tutorials		1	2	2
Seminars		0.5	4	2
Independent Study				8
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>		Gary Fry		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to develop foundation level practical and creative skills and techniques in your minor subject and apply them safely and appropriately in a practical context.</li> </ul>		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>• Four week block of time in minor study workshop</li> <li>• Assistant role on a realized production/project in minor subject</li> </ul>		
<b>Learning Outcomes</b>		On successful completion of this module you will be able to:		

<b>LO1</b>	Autonomously apply foundation level practical and creative skills in a production/project context in minor subject	
<b>LO2</b>	Work collaboratively as an effective member of a team in developing/realising production designs in your minor subject	
<b>LO3</b>	Evidence an intermediate level of understanding of the duties and responsibilities of the production artist or designer in the area of minor subject	
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 100% (LO1, LO2, LO3) Continuous Observation</li> </ul>	
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A foundation level knowledge of safe and appropriate production arts practice or design practice within a minor subject</li> </ul>	
<b>Alignment of Assessment and Learning Outcome</b>		
	Assessment 1	
	LO1	✓
	LO2	✓
	LO3	✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative - oral</li> <li>• Written summative</li> <li>• Summative grade</li> </ul>	
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Digital design software</li> <li>• Subject specific Workshop access</li> </ul>	
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.	
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module:  Minor Allocation ( 20 Credits) or Minor Allocation (30 Credit) (Production Arts and Design )	

<b>Module Title</b>		<b>Visual Communication Skills</b>		
<b>Brief Description</b>		An introduction to the fundamentals of visual communication for production artists and designers incorporating a range of drawing-based disciplines		
<b>Level</b>		8		
<b>Credit Rating</b>		10 SCQF Credits / 5 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Arts and Design Year 2 <hr/>		
<b>Pre-requisites</b>		None		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>	N/A	<b>Minimum number of Students</b>	N/A	
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Workshops		3.5	18	63
Directed Study		1	1	1
Tutorials		1	1	1
Independent Study				35
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>		Christine Murphy		
<b>Module Aims</b>		This module is designed to introduce the fundamentals of visual communication for production artists and designers. The module aims to develop your skills and understanding in a range of drawing-based disciplines		
<b>Module Content</b>		Classroom based drawing skills sessions: <ul style="list-style-type: none"> <li>• Vectorworks</li> <li>• Hand drafted technical drawing</li> </ul>		

	<ul style="list-style-type: none"> <li>• Technical sketching</li> <li>• Photoshop rendering</li> <li>• Life drawing</li> </ul>								
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:								
<b>LO1</b>	Evidence fundamental visual communication skills								
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Other Documentation (Portfolio of Drawings)</li> </ul>								
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of fundamental visual communication skills across a range of media</li> </ul>								
<b>Alignment of Assessment and Learning Outcome</b>									
	<table border="1"> <tr> <td></td> <td>Assessment 1</td> <td></td> <td></td> </tr> <tr> <td>LO1</td> <td>✓</td> <td></td> <td></td> </tr> </table>		Assessment 1			LO1	✓		
		Assessment 1							
LO1	✓								
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative – oral</li> <li>• Summative grade</li> </ul>								
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – See Level Handbook</li> <li>• Digital design software</li> </ul>								
<b>Other Relevant Details</b>									
<b>Next Steps</b>									



<b>Module Title</b>		<b>Major Subject Allocation 3</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		Your third opportunity to work on productions within the Central Production Unit .		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 8		
<b>Credit Rating</b>		30SCQF Credits / 20 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Arts and Design Year 2 <hr/>		
<b>Pre-requisites</b>		Major Subject Allocation 2		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		21	13	273
Tutorials		0.5	3	1.5
Independent Study				25.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>		Martin Mallorie		
<b>Module Aims</b>		This module is designed to:  Enable you to analyse and develop intermediate skills and techniques in your major subject and apply them in a practical and creative context. This will include a study of management processes within your major subject area and the development of collaborative skills in the production context		

<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Allocation in major study workshop</li> <li>• Working as a team</li> <li>• Management written assignment</li> <li>• Freelance Costing Assignment</li> <li>• Health and safety practice as relevant to level and department</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Autonomously apply intermediate level practical and creative skills required to realise performance design
<b>LO2</b>	Evidence a functional understanding of workshop management in your major subject
<b>LO3</b>	Present accurate resource projections for an identified piece of work appropriate to subject
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 80% (LO1) Continuous Observation</li> </ul> <p>(Skills Competency)</p>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• An intermediate knowledge of safe and appropriate production arts practice within major subject</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 10% (LO2) Other Documentation (Management Assignment)</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Evidence of a basic understanding of resource management as applicable to major subject</li> </ul>
<b>Assessment 3, Type and Weighting</b>	<ul style="list-style-type: none"> <li>• 10% (LO2) Other Documentation</li> </ul>
<b>Assessment Criteria for Assessment 3</b>	<ul style="list-style-type: none"> <li>• A comprehensive projection of the resource implications of reproducing a particular piece of work. This would include detailed information on the: <ul style="list-style-type: none"> <li>• Time</li> <li>• Materials</li> <li>• Labour</li> <li>• Space</li> </ul> required to realise this piece of work as a freelance professional. </li> </ul>

<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	Assessment 3
	LO1	✓		
	LO2		✓	
	LO3			✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative oral</li> <li>• Summative written</li> <li>• Summative grade</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>			
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.			
<b>Next Steps</b>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"> <li>• Major Subject Allocation 4</li> </ul>			

<b>Module Title</b>		<b>Design in Practice</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		An exploration of the role of designer in the production phase focusing on core design skills and reflect on progress including creation of personal goals for third year.		
<b>Level</b>		Level 8		
<b>Credit Rating</b>		30 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below: <hr/> BA Production Arts and Design Year 2 <hr/>		
<b>Pre-requisites</b>		The Production Context		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		15	13	195
Tutorials		.5	13	6.5
Directed Study		2	13	26
Independent Study				72.5
Total Notional Student Effort				<b>300</b>
<b>Module Co-ordinator</b>	Robin Peoples			
<b>Module Aims</b>	<ul style="list-style-type: none"> <li>Allow you to explore the role of designer in the production phase, to develop core practical and creative design skills and to reflect on progress and create clear goals for final year of study.</li> </ul>			
<b>Module Content</b>	<ul style="list-style-type: none"> <li>Design project</li> <li>Period styles</li> <li>Health and safety as applied to design proposals.</li> </ul>			

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Autonomously apply practical, creative and analytical skills to realise an intermediate level design project in a safe and appropriate manner.		
<b>LO2</b>	Evidence a fundamental understanding of period styles.		
<b>LO3</b>	Effectively resolve design challenges in a safe and appropriate manner, in a complex production environment in a range of contexts.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 85% (LO1) Other Documentation /Design Project Presentation</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	<ul style="list-style-type: none"> <li>• Evidence of intermediate knowledge and application of practical and creative design skills in a theoretical context, including:                         <ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Research</li> <li>• Development of concept</li> <li>• Development of a range of design solutions</li> <li>• Presentation of materials required by production department to realise design.</li> </ul> </li> </ul>		
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 15% (LO2) Other Documentation  (Portfolio of Drawings)</li> </ul>		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of accurate period research incorporating intermediate level drawing skills</li> </ul>		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
	LO1	✓	
	LO2		✓
	LO3	✓	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative oral</li> <li>• Formative Written</li> <li>• Summative written</li> <li>• Summative grade</li> </ul>		
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> </ul>		

	<ul style="list-style-type: none"><li>• Subject specific Workshop access</li><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	
<b>Next Steps</b>	<p>On successful completion of this module, you may consider taking the following module(s):</p> <ul style="list-style-type: none"><li>• The Designer</li></ul>

## **SHE Level Three Core Modules**

### **Module Co-ordinators**

<b>Module Title</b>	<b>Module Co-ordinator</b>
Major Subject Allocation 4	Zander Lee
The Designer	Robin Peoples
The Emerging Professional	Christine Murphy

<b>Module Title</b>		<b>PPD3 - The Emerging Professional</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		This module focuses on the key employability skill required for self-employment such as online portfolios, CVs, interview techniques etc		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		<b>10</b> SCQF Credits / <b>5</b> ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <u>BA Production Arts and Design Year 3</u> <hr/>		
<b>Pre-requisites</b>		PPD2 - Self-Awareness and Promotion		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>	N/A	<b>Minimum number of Students</b>	N/A	
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		2	3	6
Tutorials		0.5	2	1
Seminars		3	3	9
Independent Study		2.5	28	70
Directed Study		14	1	14
Total Notional Student Effort				<b>100</b>
<b>Module Co-ordinator</b>		Christine Murphy		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>To fully prepare students for the transition into employment/self-employment, including</li> </ul>		



	<p>a working knowledge of appropriate practice, behaviours and legislation.</p> <ul style="list-style-type: none"> <li>• To develop existing online portfolio and curriculum vitae to an advanced level, evidencing the skills, abilities and experience relevant to gaining employment in your specialism.</li> <li>• To complete the student reflective journey set goals for the future.</li> </ul>
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Online portfolios and promotional requirements of self-employed artist</li> <li>• Self-directed development of portfolio</li> <li>• External networking and self-promotion</li> <li>• Mock interview</li> <li>• Reflective Practice</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Evidence advanced level self-promotion skills in an online environment
<b>LO2</b>	Reflect on your learning journey including a goals statement in respect of future employment plans
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Other Documentation (Online portfolio)</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• A fully populated online portfolio evidencing self-promotion, developed skills and conforming to copyright and accreditation conventions.</li> <li>• A fully populated and current CV evidencing relevant experience, skills and ambitions</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• Pass/Fail (LO2) Reflective Journal (Reflective Summary)</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• Reflection on level three including interview preparation and performance.</li> <li>• Goals statement outlining major career goals beyond graduation</li> </ul>

<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓		
	LO2		✓	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative - oral</li> <li>• Written summative</li> <li>• Pass/ fail outcome</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Level Handbook</li> <li>• Digital design software</li> </ul>			
<b>Other Relevant Details</b>				
<b>Next Steps</b>				

<b>Module Title</b>		Major Subject Allocation 4		
<b>Brief Description</b> <i>(Max 100 word count)</i>		Your final opportunity to work on productions within the Central Production Unit in a senior role your major subject		
<b>Level</b>		Level 9		
<b>Credit Rating</b>		50 SCQF Credits / 25 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  BA Production Arts and Design Year 3		
<b>Pre-requisites</b>		Major Subject Allocation 3		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		28	15	420
Tutorials		0.5	4	2
Seminars		0.5	15	7.5
Independent Study				70.5
Total Notional Student Effort				<b>500</b>
<b>Module Co-ordinator</b>		Zander Lee		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>Develop the ability to undertake a senior role in your specialist Production Arts department, developing and applying advanced level practical and creative skills safely and appropriately on a large-scale realised production(s)</li> </ul>		
<b>Module Content</b>		Senior level role in Production Arts department, working on a production(s), collaborating with designer(s) and other departments		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	Apply advanced level practical and creative skills in the realisation of performance designs in your major subject			
<b>LO2</b>	Evidence an understanding of the duties and responsibilities of the production artist in the area of major subject			
<b>LO3</b>	Apply effective leadership, communication and interpersonal skills in a senior role			
<b>L04</b>	Present accurate costings for an identified piece of work appropriate to subject			
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 85% (LO1) Continuous Observation (Skills Competency)</li> </ul>			
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• An advanced knowledge of safe and appropriate production arts practice within major subject</li> </ul>			
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 15% (LO1) Other Documentation (Freelance costing exercise)</li> </ul>			
<b>Assessment Criteria for Assessment 2</b>	<ul style="list-style-type: none"> <li>• A comprehensive projection of the resource implications of reproducing a particular piece of work.</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment	Assessment	
		1	2	
	LO1	✓		
	LO2	✓		
	LO3	✓		
	L04		✓	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative - oral</li> <li>• Written summative</li> <li>• Summative grade</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> </ul>			

	<ul style="list-style-type: none"><li>• Subject specific Workshop access</li><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s): <ul style="list-style-type: none"><li>• Workshop Management</li></ul>

<b>Module Title</b>		<b>The Designer</b>		
<b>Brief Description</b> <i>(Max 100 word count)</i>		An exploration of the role of designer in the production phase focusing on core design skills..		
<b>Level</b> 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11		Level 9		
<b>Credit Rating</b>		50 SCQF Credits / 25 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input checked="" type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  If Core or Option please identify the programme(s)/year(s) below:  <hr/> BA Production Arts and Design Year 3 <hr/>		
<b>Pre-requisites</b>		Design in Practice		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		10	13	150
Tutorials		1	13	15
Independent Study				335
Total Notional Student Effort				<b>500</b>
<b>Module Co-ordinator</b>		Robin Peoples		
<b>Module Aims</b>		Develop a full understanding of the role of designer on a realised production through undertaking all relevant responsibilities from the generation of a full design to the realisation of the work within a performance		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>Development and presentation of completed designs</li> </ul>		

	<ul style="list-style-type: none"> <li>• Collaboration with director, production manager, production teams, Production Technology and Management teams</li> <li>Risk assessing designs</li> </ul>
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Apply advanced level practical and creative skills in the realisation of performance designs in a safe and appropriate manner in your major subject
<b>LO2</b>	Undertake management and leadership responsibilities associated with role of designer in the realisation of a project.
<b>LO3</b>	Effectively resolve design challenges, in a complex production environment in a range of contexts.
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 85% (LO1, LO3 ) Continuous Observation /Design Project Presentations</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	<ul style="list-style-type: none"> <li>• Application of advanced design origination skills, and effective management and leadership skills in the realisation of a production</li> <li>• Evidence of advanced design process in visual communication, including sketchbooks and research</li> <li>• Observed evidence of effective management and leadership skills in maintaining the integrity of your design through effective management of resources, planning, professional conduct, problem-solving, communication and negotiation.</li> </ul>
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>• 15% (LO2) Other Documentation</li> </ul> <p>(Documentation of Process)</p>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for: Working documentation evidencing relevant aspects of design management and leadership such as:</p> <ul style="list-style-type: none"> <li>• Email communication</li> <li>• Time-planning</li> <li>• Budget tracking</li> <li>• Records of meetings attended</li> <li>Production information</li> </ul>

<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓		
	LO2		✓	
	LO3	✓		
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative oral</li> <li>• Formative Written</li> <li>• Summative written</li> <li>• Summative grade</li> </ul>			
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – see Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>			
<b>Other Relevant Details</b>				



### Level 3 Core Elective Module Descriptors

#### Module Co-ordinators

Module Title	Module Co-ordinator
Workshop Management 20	Martin Mallorie
Workshop Management 30	Martin Mallorie
Work Placement 10	Ros Maddison
Work Placement 20	Ros Maddison
Negotiated Personal Project 10	Martin Mallorie
Negotiated Personal Project 20	Martin Mallorie
Minor Subject (Production Arts) 20	Gary Fry
Minor Subject (Production Arts) 30	Gary Fry
Minor Subject (Design)	Robin Peoples

You may choose which module to take to make up the remaining 60 credits in Level Three:

- All students must take one Work Placement module
- Workshop Management modules are only available for Production Arts students
- Minor Subject (Production Arts) and (Design) modules refer to the minor subject taken in previous years of study

Module Title	Work Placement 10
<b>Brief Description</b>	A two week off-site learning opportunity on a work placement with a professional company or practitioner.
<b>SCQF Level</b>	Level 9
<b>Credit Rating</b>	10 SCQF Credits / 5 ECTS credits
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Anti-Requisites</b>	None

<b>Learning Modes</b>	<b>Hours per week/task</b>	<b>No. of Weeks</b>	<b>Total (hours)</b>
Tutorials	1	2	2
Independent Study			18
Directed Study	40	2	80
Total Notional Student Effort			<b>100</b>
<b>Module Co-ordinator</b>	Ros Maddison		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>• Develop an understanding of your specialist area in an industry context, to evaluate your own progress and learning as an emerging professional and to identify areas for further development</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Identify, research and fulfil a two-week work placement within a chosen professional environment</li> <li>• Research into professional standards and practices, key industry practitioners and the professional environment in which your employer operates</li> <li>• Documentation of learning and reflection</li> </ul>		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		
<b>LO1</b>	Present an analysis of the background and operational practice of your work placement 'employer' and evaluate how they are placed within the Creative and Cultural Industry.		
<b>LO2</b>	Identify professional standards applied in the industry and evaluate how they relate to the professional standards already established through the programme.		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Presentation</li> </ul> Written, verbal or recorded report		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A high level reflective and analytical evaluation including visual documentation of your experiences and observations in the context of your chosen professional working environment.</li> </ul>		

<b>Alignment of Assessment and Learning Outcome</b>	
	Assessment 1
	LO1 ✓
	LO2 ✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative Oral</li> <li>• Formative Written – from ‘employer’</li> <li>• Summative Grade</li> <li>• Summative Written – Report</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• E- Portfolio and reflection on E-Portfolio/Blog</li> </ul>
<b>Other Relevant Details</b>	<ul style="list-style-type: none"> <li>• No financial support is given for this module. Students must provide their own travel and living expenses as necessary</li> </ul>

<b>Module Title</b>	<b>Work Placement 20</b>		
<b>Brief Description</b>	A four or five week off-site learning opportunity on a work placement with a professional company or practitioner.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	<b>20</b> SCQF Credits / <b>10</b> ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Tutorials	1	2	2
Independent Study			38
Directed Study	40	4	160
Total Notional Student Effort			<b>200</b>
<b>Module Co-ordinator</b>	Ros Maddison		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>• Develop an understanding of your specialist area in an industry context, to evaluate your own progress and learning as an emerging professional and to identify areas for further development</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Identify, research and fulfil a five-week work placement within a chosen professional environment</li> <li>• Research into professional standards and practices, key industry practitioners and the professional environment in which your employer operates</li> <li>• Documentation of learning and reflection</li> </ul>		

<b>Learning Outcomes</b>	On successful completion of this module you will be able to:
<b>LO1</b>	Present a comprehensive analysis of the history and operational practice of your work placement 'employer', evaluate how they are placed within the Creative and Cultural Industry and identify their recruitment practices.
<b>LO2</b>	Identify professional standards applied in the industry, evaluate how they relate to the professional standards already established through the programme.
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1, LO2) Presentation</li> </ul> Written, verbal or recorded report
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A high level reflective and analytical evaluation including visual documentation of your experiences and observations in the context of your chosen professional working environment</li> </ul>
<b>Alignment of Assessment and Learning Outcome</b>	
	Assessment 1
	LO1 <span style="float: right;">✓</span>
	LO2 <span style="float: right;">✓</span>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative Oral</li> <li>• Formative Written – from 'employer'</li> <li>• Summative Grade</li> <li>• Summative Written – Report</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• E- Portfolio and reflection on E-Portfolio/Blog</li> </ul>
<b>Other Relevant Details</b>	<ul style="list-style-type: none"> <li>• No financial support is given for this module. Students must provide their own travel and living expenses as necessary</li> </ul>

<b>Module Title</b>	<b>Workshop Management 20</b>		
<b>Brief Description</b>	The opportunity for Production Arts students to undertake a 20 credit Workshop Management role.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	<b>20</b> SCQF Credits / <b>10</b> ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	Major Subject Allocation 4		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity	29	6	174
1:1 lessons	0.5	3	1.5
Seminars	0.5	6	3
Independent Study			21.5
Total Notional Student Effort			<b>200</b>
<b>Module Co-ordinator</b>	Martin Mallorie		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>• Develop a full understanding of leadership and management within your specialist area through taking responsibility for costing, planning, implementing and supervising a small-scale realised production(s)</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Attending production meetings</li> <li>• Producing costings</li> <li>• Planning work schedules</li> <li>• Goal-setting</li> <li>• Managing resources</li> <li>• Assuring quality of work</li> </ul>		

	<ul style="list-style-type: none"> <li>Leading a team</li> </ul>			
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	Apply advanced skills in leading the realisation of performance designs for a small-scale production			
<b>LO2</b>	Undertake management and leadership responsibilities associated with role of the production artist in the realisation of a small-scale production.			
<b>LO3</b>	Document management process for a small-scale production			
<b>LO4</b>	Identify future strategies for effective management and leadership for a large-scale production			
<b>Assessment 1, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>60% (LO1, LO2) Continuous Observation</li> </ul>			
<b>Assessment Criteria for Assessment 1</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>Evidence of knowledge and application of safe and appropriate production arts management practice within major subject</li> </ul>			
<b>Assessment 2, Type and Weighting</b>	<p>You will be assessed through:</p> <ul style="list-style-type: none"> <li>40% (LO3) Other Documentation</li> </ul> <p>Documentation of Process</p>			
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>Documented evidence relating to all aspects of management process</li> <li>A personal statement referencing key points of learning from your experience in this role and identify development strategies for future management roles.</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>				
		Assessment 1	Assessment 2	
		1	2	
	LO1	✓		
	LO2	✓		
LO3		✓		
LO4		✓		
				<ul style="list-style-type: none"> <li></li> </ul>

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Formative - oral</li><li>• Written summative</li><li>• Summative grade</li></ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"><li>• Indicative Reading – see Moodle</li><li>• E- Portfolio and Reflection on E-portfolio</li><li>• Subject specific Workshop access</li><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	



<b>Module Title</b>	<b>Workshop Management 30</b>		
<b>Brief Description</b>	The opportunity for Production Arts students to undertake a 30 credit Workshop Management role.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	<b>30</b> SCQF Credits / <b>15</b> ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	Major Subject Allocation 4		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity	29	8	232
1:1 lessons	0.5	6	3
Seminars	0.5	12	6
Independent Study			59
Total Notional Student Effort			<b>300</b>
<b>Module Co-ordinator</b>	Martin Mallorie		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>Develop a full understanding of leadership and management within your specialist area through taking responsibility for costing, planning, implementing and supervising a large-scale realised production(s)</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>Attending production meetings</li> <li>Producing costings</li> <li>Planning work schedules</li> <li>Goal-setting</li> <li>Managing resources</li> <li>Assuring quality of work</li> </ul>		

	<ul style="list-style-type: none"> <li>Leading a team</li> </ul>			
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:			
<b>LO1</b>	Apply advanced skills in leading the realisation of performance designs for a large-scale production			
<b>LO2</b>	Undertake management and leadership responsibilities associated with role of the production artist in the realisation of a large-scale production.			
<b>LO3</b>	Document management process for a large-scale production			
<b>LO4</b>	Identify future strategies for effective management and leadership for a large-scale production			
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>60% (LO1, LO2) Continuous Observation</li> </ul>			
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>Evidence of knowledge and application of safe and appropriate production arts management practice within major subject</li> </ul>			
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>40% (LO3) Other Documentation</li> </ul> Documentation of Process			
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>Documented evidence relating to all aspects of management process</li> <li>A personal statement referencing key points of learning from your experience in this role and identifying personal and professional development strategies for future management roles.</li> </ul>			
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2	
	LO1	✓		
	LO2	✓		
	LO3		✓	
	LO4		✓	

<b>Feedback</b>	<ul style="list-style-type: none"><li>• Formative - oral</li><li>• Written summative</li><li>• Summative grade</li></ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"><li>• Indicative Reading – see Moodle</li><li>• E- Portfolio and Reflection on E-portfolio</li><li>• Subject specific Workshop access</li><li>• Digital design software</li></ul>
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	

<b>Module Title</b>	<b>Personal Project 10</b>		
<b>Brief Description</b>	The opportunity for Production Arts students to undertake a 10 credit Personal Project – as negotiated with module staff.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	10 SCQF Credits / 5 ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity			
1:1 lessons			
Seminars			
Independent Study			
Total Notional Student Effort			<b>100</b>
<b>Module Co-ordinator</b>	Martin Mallorie		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>• Enable the student to conceive and execute a personal project tailored to their personal learning goals.</li> <li>• Students will work closely with their assessor to create learning outcomes and assessment type, weighting and criteria appropriate to SCQF level 9.</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• As negotiated with module coordinator and assessor</li> </ul>		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		

<b>LO1</b>	As negotiated with module coordinator and assessor		
<b>LO2</b>	As negotiated with module coordinator and assessor		
<b>LO3</b>	As negotiated with module coordinator and assessor		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 0% Choose an item. As negotiated</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for:  As negotiated		
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 0% Choose an item. As negotiated</li> </ul>		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for:  As negotiated		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
	LO1		
	LO2		
	LO3		
	LO4		
<b>Feedback</b>	As negotiated		
<b>Recommended Resources</b>	As negotiated		
<b>Other Relevant Details</b>	Please complete this form in consultation with your assessor and then submit to the Module Coordinator for final approval.		
<b>Next Steps</b>			

<b>Module Title</b>	<b>Personal Project 20</b>		
<b>Brief Description</b>	The opportunity for Production Arts students to undertake a 10 credit Personal Project – as negotiated with module staff.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	<b>20</b> SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	None		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity			
1:1 lessons			
Seminars			
Independent Study			
Total Notional Student Effort			<b>200</b>
<b>Module Co-ordinator</b>	Martin Mallorie		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>• Enable the student to conceive and execute a personal project tailored to their personal learning goals.</li> <li>• Students will work closely with their assessor to create learning outcomes and assessment type, weighting and criteria appropriate to SCQF level 9.</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>• As negotiated with module coordinator and assessor</li> </ul>		
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:		

<b>LO1</b>	As negotiated with module coordinator and assessor		
<b>LO2</b>	As negotiated with module coordinator and assessor		
<b>LO3</b>	As negotiated with module coordinator and assessor		
<b>LO4</b>	As negotiated with module coordinator and assessor		
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 0% Choose an item. As negotiated</li> </ul>		
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for:  As negotiated		
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 0% Choose an item. As negotiated</li> </ul>		
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for:  As negotiated		
<b>Alignment of Assessment and Learning Outcome</b>		Assessment 1	Assessment 2
		1	2
	LO1		
	LO2		
	LO3		
	LO4		
<b>Feedback</b>	As negotiated		
<b>Recommended Resources</b>	As negotiated		
<b>Other Relevant Details</b>	As negotiated		
<b>Next Steps</b>			

<b>Module Title</b>		<b>Minor Subject (Production Arts) 20</b>		
<b>Brief Description</b>		An opportunity to further develop your skill and ability in your minor subject, where your minor subject was a production arts subject.		
<b>SCQF Level</b>		Level 9		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>		Minor Subject Allocation 2		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity		28	6	168
Tutorials		0.5	2	1
Seminars		0.5	5	2.5
Independent Study				28.5
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>		Gary Fry		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>Develop the ability to undertake an assistant role in your minor subject department, consolidating intermediate practical and creative skills on a small-medium scale realised production(s).</li> </ul>		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>Assistant role in Production Arts department, collaborating with designer(s) and other departments in the realisation of a small-medium scale realised production(s)</li> </ul>		



<b>Learning Outcomes</b>	On successful completion of this module you will be able to:	
<b>LO1</b>	Consolidate and apply intermediate level practical and creative skills in the realisation of performance designs in minor subject area on a small-medium scale realised production(s)	
<b>LO2</b>	Evidence a wide and detailed enquiry into an aspect of your minor specialist subject	
<b>LO3</b>	Demonstrate developed and effective communication and interpersonal skills in the realisation of a small-medium scale realised production(s)	
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• 100% (LO1, LO2, LO3) Continuous Observation</li> </ul>	
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Evidence of advanced knowledge and application of safe and appropriate production arts practice within minor subject</li> </ul>	
<b>Alignment of Assessment and Learning Outcome</b>		
	Assessment 1	
	LO1	✓
	LO2	✓
	LO3	✓
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Formative – oral</li> <li>• Written summative</li> <li>• Summative grade</li> </ul>	
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>• Indicative Reading – See Moodle</li> <li>• E- Portfolio</li> <li>• Subject specific Workshop access</li> <li>• Digital design software</li> </ul>	
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.	
<b>Next Steps</b>		

<b>Module Title</b>	<b>Minor Subject (Production Arts) 30</b>		
<b>Brief Description</b>	An opportunity to further develop your skill and ability in your minor subject, where your minor subject was a production arts subject.		
<b>SCQF Level</b>	Level 9		
<b>Credit Rating</b>	<b>30</b> SCQF Credits / <b>15</b> ECTS credits		
<b>Status (Core/Option/CRSC)</b>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>	Minor Subject Allocation 2		
<b>Co-requisites</b>	None		
<b>Anti-Requisites</b>	None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>	
<b>Learning Modes</b>	Hours per week/task	No. of Weeks	Total (hours)
Supervised / Taught group activity	28	9	252
Tutorials	0.5	3	1.5
Seminars	0.5	10	5
Independent Study			41.5
Total Notional Student Effort			<b>300</b>
<b>Module Co-ordinator</b>	Gary Fry		
<b>Module Aims</b>	This module is designed to: <ul style="list-style-type: none"> <li>Consolidate and apply intermediate level practical and creative skills in the realisation of performance designs in minor subject area on a large-scale realised production(s) or range of medium-scale productions.</li> </ul>		
<b>Module Content</b>	<ul style="list-style-type: none"> <li>Assistant role in Production Arts department, collaborating with designer(s) and other</li> </ul>		



<b>Module Title</b>		<b>Minor Subject ( Design)</b>		
<b>Brief Description</b>		An opportunity to further develop skills in your chosen minor subject where your minor was Design		
<b>SCQF Level</b>		Level 9		
<b>Credit Rating</b>		20 SCQF Credits / 10 ECTS credits		
<b>Status (Core/Option/CRSC)</b>		<input type="checkbox"/> Core <input checked="" type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course  Core Elective - BA Production Arts and Design Year 3		
<b>Pre-requisites</b>		Minor Subject Allocation 2		
<b>Co-requisites</b>		None		
<b>Anti-Requisites</b>		None		
<b>Maximum number of Students</b>		<b>Minimum number of Students</b>		
<b>Learning Modes</b>		Hours per week/task	No. of Weeks	Total (hours)
Directed Study		2	5	10
Tutorials		1	5	5
Seminars		1	5	5
Independent Study				180
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>		Robin Peoples		
<b>Module Aims</b>		This module is designed to: <ul style="list-style-type: none"> <li>• Enable you to undertake an assistant designer role consolidating intermediate level skills on a realised production(s)</li> </ul>		
<b>Module Content</b>		<ul style="list-style-type: none"> <li>• Assistant designer role on a realised production collaborating with relevant production departments</li> </ul>		
<b>Learning Outcomes</b>		On successful completion of this module you will be able to:		
<b>LO1</b>		Evidence a fundamental understanding of effective design leadership		

<b>LO2</b>	Apply practical, creative and analytical skills to assist in realisation of a design
<b>LO3</b>	Demonstrate developed and effective communication and interpersonal skills
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>70% (LO1) Other Documentation  Documentation of the process</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>A comprehensive document identifying activity undertaken, key points of learning and identification of future learning needs. The documentation should include extensive visual references to communicate processes undertaken.</li> <li></li> </ul>
<b>Assessment 2, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>30% (LO2, LO3) Continuous Observation</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	Assessors will look for: <ul style="list-style-type: none"> <li>Evidence of intermediate knowledge and application of safe and appropriate assistant design practice</li> </ul>
<b>Alignment of Assessment and Learning Outcome Recommended Resources</b>	
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Formative - oral</li> <li>Written summative</li> <li>Summative grade</li> </ul>
<b>Recommended Resources</b>	<ul style="list-style-type: none"> <li>Indicative Reading – see Moodle</li> <li>E- Portfolio</li> <li>Digital design software</li> <li>Subject specific Workshop access</li> </ul>
<b>Other Relevant Details</b>	Full details of the delivery pattern, module content, assessment modes and criteria required for each discipline will be provided in the Module briefing paper.
<b>Next Steps</b>	On successful completion of this module, you may consider taking the following module(s):

## **PERSONAL DEVELOPMENT PLANNING – TOWARDS THE FUTURE**

Throughout your studies you will be constantly reminded that your ultimate goal is to gain successful employment in the industry of your chosen specialist field. The graduate employment percentage rate from the Conservatoire's production programmes is traditionally very high, consistently in the high nineties, but this is no reason to be dilatory in your approach to job seeking. It has been achieved by previous students actively chasing, and sometimes creating, the opportunities for themselves.

Throughout the programme you are encouraged to develop your own professional contacts, website and CV so that on graduation you are well placed to pursue a diversity of employment opportunities. You are required to actively engage in the Personal and Professional Development modules throughout the programme.

We develop your autonomy and offer you clear guidance for your career as a professional in the following ways, through:

- Specific programme modules
- Contact with visiting practitioners
- Work placements within the industry
- Links with local and national organisations
- Advertising job opportunities
- Continuing professional development support

### **Specific Programme Modules**

All programme modules within the curriculum will in some way prepare you for employment but there are specific Personal and Professional Development modules aimed at developing your readiness to be a self-employed artist. You will be guided on core skills such as C.V.s, interview techniques and portfolios but you will also develop a broader awareness of reflective practice, communication techniques and knowledge sharing, equality and diversity, presentation of the self and networking.

The use of reflection to develop as an autonomous, self-motivated learner and practitioner is central to the philosophy of both the programme and the Conservatoire. All students are encouraged to keep a journal or blog to document their thoughts, feelings and activities and to consider and build upon their key moments of learning whether achieved through success or failure.

## **Contact with Visiting Practitioners**

During formal teaching in the classroom there are many opportunities to interact with professional practitioners. Most formal taught programmes employ guest speakers at some point in the curriculum and master classes are normally opened for all year groups to attend. These sessions invariably take the form of a lecture demonstration followed by an informal question and answer session during which a wealth of career advice is generally given.

Your main contact with visiting practitioners, however, will be in production practice when you will be working on Conservatoire productions alongside a broad range of Set and Costume Designers. It is well known that no two designers work in exactly the same way but this is also true for most production roles. Through observation and investigation over and above your production work you will be able to learn a great deal from these guests and, if used to its fullest potential, the experience will broaden your outlook and options regarding both employment and career decisions.

## **Placements within the Industry**

Another exciting feature of the programme is the opportunity to become involved with outside projects on work placement. These take place mainly in year three and are designed to give you work practice in 'real life' situations. They are also an extremely useful way of making contacts. Whilst on a placement you are in a position to establish relationships in a professional context and to practise your newly acquired skills in a supportive environment. The placements last between two and four weeks although in certain circumstances this can be extended to allow you to follow a project through to its completion.

## **Links with Local and National Organisations**

The Production Programmes at the Conservatoire have, over the past few years, established strong contacts with a broad range of local and national companies and organisations. Through our membership to Association of British Theatre Technicians (ABTT), United States Institute for Theatre Technicians (USITT), Professional Lighting and Sound Association (PLASA), the Production Services Association (PSA) and the Society of British Theatre Designers (SBTD), we are able to stay abreast of developing technologies in the industry as well as attend trade shows and seminars across the country. The contacts made at these events bring more companies to the attention of our students and vice versa. Close ties with companies such as Disney, Scottish Opera, Scottish Ballet, Edinburgh Festival Theatre, Citizens Theatre, Tron Theatre and many more ensure that on graduation you will know exactly where to start looking for work.

### **Advertising Job Opportunities**

Throughout the year the Head of Production and departmental staff frequently distribute information regarding casual and vacation work, which has come to their attention through their own contacts or through graduates of the programme. This type of work is strongly encouraged, however, it is imperative that students prioritise their programme work and do not over stretch themselves either physically or emotionally, which is why this type of work is closely monitored.

A database of contact details is kept, with your permission, by the Head of Production who constantly passes on information and job opportunities for several years after graduation.

Whilst we actively encourage you to seek employment in the industry you do require explicit permission from the Head of Production before you take up any industry related external employment.

### **Continuing Professional Development Support**

As well as passing on job opportunity information, the department endeavours to stay in contact with as many graduates as possible and staff continue to give support and advice on request as you take your first steps in the industry and beyond. The process eventually comes full circle when you find yourself in a position needing to employ people and turn to the Conservatoire for assistance! Many excellent job opportunities have been filled in this way.