



Royal Conservatoire  
*of* Scotland

**Student Programme Handbook  
2023/24**

**BA Production Arts and Design**

## **Equality, Diversity & Inclusion Statement**

The Royal Conservatoire of Scotland embraces a diverse population of students and staff. We believe that excellence can be achieved through recognising and celebrating the value of every individual, and are committed to promoting equality, diversity and inclusion in all of our activities.

We are committed to developing and upholding a culture based on respect, inclusiveness, transparency and open-mindedness. We will proactively advance equity and inclusive practice in our activities and through effective and collaborative action, ensure that we all have the right to be seen, heard and celebrated.

## **Anti-Racism Statement**

The RCS Anti-Racism Action Plan (ARAP) was created in 2020 and shows key activities undertaken in our journey towards being a more equitable and just community of students and staff. RCS is next month (September 2023) launching a new institutional Strategic Plan taking us through to 2030. As part of this, we will be reflecting on lessons learned to date, as well as how we develop anti-racism further in a way that is embedded fully in our values and goals.

The Conservatoire has a zero-tolerance approach to racism and condemns all racist and discriminatory behaviour. We are committed to challenging and dismantling structural racism within our practices, policies, procedures, and community. In using the term 'Zero Tolerance', our meaning is that we do not tolerate acts of racism in RCS and that our response to any abuse will be timely, visible, credible, dealt with through transparent systems and in line with our policies. Students and staff, through their membership of RCS's Equality, Diversity and Inclusion Forum, worked together to refine a contextualising statement about Zero Tolerance, so that it would be clearly understood across our community what is meant in using this term within an RCS context.

It is unacceptable that anyone at the Conservatoire experiences racism or discrimination. The Conservatoire through its policies and practice pledges to support BIPOC staff and students and those from all under-represented ethnic groups. We will take action to ensure that the Royal Conservatoire of Scotland is an anti-racist environment where all staff and students can work, train, study and progress.

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## WELCOME

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

Studying at the Conservatoire will provide you with a series of unique opportunities, in a diverse and intellectually stimulating environment, where 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 both in your own practice and through opportunities across the Conservatoire.

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 and your subject staff will provide you with learning opportunities that can equip you to compete in the expanding and evolving industries of culture, entertainment and the performing arts.

Alumni of the department are already making 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.

If you take full advantage of the Conservatoire environment and successfully complete the BAPAD degree programme, 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 Department staff and I 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, 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 from diverse backgrounds, who are not only capable of taking advantage of the employment opportunities offered in production 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)
At the end of the level you will be able to:	
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

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

## Level Three

LO No.	Learning Outcomes (SCQF Level 9)
At the end of the level you will be able to:	
1	Autonomously apply and synthesise skills, creativity and professional standards of practice in a variety of contexts
2	Evidence the ability to evaluate, critically analyse and present research and knowledge.
3	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.
4	Autonomously and consistently apply effective communication and collaborative skills in a range of contexts

*It is a useful exercise to reword these outcomes for yourself in language you would normally use and with the specifics required for your own pathway.*

## **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 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, you only know a fraction of the whole story of someone else's personal circumstances.
- **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 practice and production work. 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. Leave work spaces as you would wish to find them.
- **Be self-motivated** – staff will be happy to make suggestions for self-motivated activities and support you but we can't do it for you!

## **SENSITIVE MATERIAL**

When working on productions, there may be some situations where research, discussion or representation of scenes is of a sensitive nature will occur. This may be difficult for you to engage with in relation to your own personal situation or on moral or religious grounds.

Staff will endeavour to highlight any materials of a sensitive nature or any potential triggers well in advance of the design and production process but sometimes these subjects emerge through rehearsals. In these cases, the information will be shared with all production students as soon as possible.

It is strongly recommended that you research the content of productions you are working on in relation to your own circumstances.

In any situation where you have concerns about the content of a production you should contact either your subject staff or the Head of Production to discuss this, in confidence.

Support can also be provided by the RCS Disabilities Advisor, Welfare staff and Counsellors. <https://portal.rcs.ac.uk/student-support/>

## **EQUALITY AND DIVERSITY**

The programme takes equality and diversity very seriously and is committed to raising awareness of different cultures and perspectives. You are encouraged to respond and engage with the curriculum intelligently, creatively, collaboratively and sensitively.

This process begins with the creation of a student charter at the start of level one to identify the behaviour and work ethic expected by your cohort of themselves and of each other.

The Personal and Professional Development 1 module introduces an open dialogue about behaviours in general and is underpinned by a zero-tolerance approach to bias, prejudice, discrimination and stereotyping.

We are privileged to be able to engage with a wide diversity of students and endeavour to treat each one as an individual regardless of age, gender identity, sexuality, race, religion, ethnicity, disability or other personal circumstances.

If you have any concerns or experience any behaviour contrary to this approach, please speak immediately to the Head of Production or any other member of staff. You can also contact the Conservatoire's Equality and Diversity Officers or Disability Advisor in confidence.

## SUSTAINABILITY

Sustainable practice is about providing for the present without compromising the future and so environmental sustainability is very important to both our current practice and your future.

Through the programme you will be informed about sustainable theatre practices and can apply these on productions in a variety of ways. We strongly recommend that you also consider your own activities and behaviours to make a contribution to the reduction of carbon emissions, however small.

- For example
  - buy reusable rather than disposable
  - walk when you can rather than taking the bus/train/car
  - reduce the amount you buy so you throw less away

You can make comments/suggestions about sustainable practice at the Conservatoire direct to the Sustainability Committee at [sustainability@rcs.ac.uk](mailto:sustainability@rcs.ac.uk) or visit our Climate, Sustainability and Creativity webpage at <https://www.rcs.ac.uk/greenroom/>

## 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.
- **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.
- Permission for an absence for work will only be given if there is **no impact on either your own learning or on the experience of other students**. It is therefore unlikely that requests for work-related absence will be approved at level one and level two due to the potential impact on learning and understanding later in the programme.
- **Unauthorised absence is a serious disciplinary matter and is not permitted.**
- Where programme commitments require you to attend during advertised breaks or during the designated independent learning week, time off in lieu of this attendance may be negotiated with subject staff.

- 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.
- **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 **trained to the appropriate level**, have been given **specific permission** by a member of staff, 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** perform any maintenance or repair work on any equipment at all.
- **Do not** lift or move heavy objects or equipment.
- **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 including tools and IT equipment.**

**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 around you are your responsibility.** The behaviour of one individual can affect the wellbeing of the whole team. 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.**

## 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:

<b>Ros Maddison</b>	Head of Production/Programme Leader
<b>Gary Fry</b>	Lecturer in Scenic Art
<b>Zander Lee</b>	Lecturer in Scenery Construction
<b>Martin Mallorie</b>	Lecturer in Props Construction
<b>Christine Murphy</b>	Lecturer in Costume Construction
<b>Robin Peoples</b>	Lecturer in Set & Costume 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:

<b>Susan May Hawley</b>	Lecturer in Stage Management
<b>Sam Burt</b>	Stage Management Tutor
<b>Steve Macluskie</b>	Lecturer in Stage Technology
<b>TBC</b>	Stage Supervisor/Tutor
<b>Christoph Wagner</b>	Lecturer in Lighting
<b>Dave Evans</b>	Lighting Tutor
<b>Clare Hibberd</b>	Lecturer in Sound
<b>Barry McCall</b>	Sound Tutor

- The Central Production Unit (CPU) staff who mentor and supervise students and are also responsible for the realisation of the actual shows. There are three Production Managers who along with the Senior Production and Operations Manager provide support for all realised production in the RCS. They will be your line managers on production work but also have tutor status and are there to support your learning. The CPU is led by the Head of Technical Production and is separate to the academic schools, supporting all Conservatoire productions as required.

- The Venue Technicians Team who provide technical support through information, maintenance and equipment bookings. The Venues Team work independently to the academic schools and have overall 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 staff will be:

**Grace Dunn** Programme Support Administrator (Production & Film)

You may also come into contact with:

**Dawn Forrest** Interim DDPF School Manager

**Derek Powell** RCS 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 Danny Persse, Former Head of Construction and Technical Stage Management at The Lir Academy, Trinity College, Dublin.***

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:

- If you fail a component due to either non-submission or plagiarism, **you will be charged a resit fee.**
- Work that is submitted late will not be accepted.
- Extensions to deadlines will only be considered using the **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.
- Extension request and PMC forms can be found on the portal - <https://portal.rcs.ac.uk/academic-support/>

## 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 to [bapa&dsubmissions@rcs.ac.uk](mailto:bapa&dsubmissions@rcs.ac.uk).

All attachments should be titled with the module name, the submission name and your name - e.g. PPD1 Reflective Summary Joe Bloggs

**Plagiarism is cheating.** Where you need to recall the particular words of another writer, you must *always* attribute the quotation to its source, both in your text and in a reference list. You must *never* adopt the precise language and phraseology of other writers (published or unpublished), nor paraphrase their work closely, without acknowledging the debt.

Please make sure all submissions are your own work and all sources used are appropriately referenced.

## 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	<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>

BAPTM staff	Ext 257/256	<a href="mailto:initial.surname@rcs.ac.uk">initial.surname@rcs.ac.uk</a> (except Dave Evans – <a href="mailto:d.evans2@rcs.ac.uk">d.evans2@rcs.ac.uk</a> )
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### Academic Administration and Support Staff (AAS)

Reception Desk (For general enquires)	Ext 241	<a href="mailto:aas@rcs.ac.uk">aas@rcs.ac.uk</a>
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Programme Support Administrators (For Programme related administration matters)		<a href="mailto:psa@rcs.ac.uk">psa@rcs.ac.uk</a>
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Effective Learning Service (For learning support and guidance)		<a href="mailto:els@rcs.ac.uk">els@rcs.ac.uk</a>
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Production Reception at Wallace Studios	Ext 101	
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International & Student Experience Advisors	Ext 281	<a href="mailto:international@rcs.ac.uk">international@rcs.ac.uk</a>
------------------------------------------------	---------	----------------------------------------------------------------------

RCS Counsellor [j.balmforth@rcs.ac.uk](mailto:j.balmforth@rcs.ac.uk)

Disabilities Advisor [d.powell@rcs.ac.uk](mailto:d.powell@rcs.ac.uk)

### **Workspaces**

Wardrobe Ext 106 [wardrobe@rcs.ac.uk](mailto:wardrobe@rcs.ac.uk)

Construction Workshop Ext 108 [s.cook@rcs.ac.uk](mailto:s.cook@rcs.ac.uk)

[m.doolan@rcs.ac.uk](mailto:m.doolan@rcs.ac.uk)

Paintshop Ext 107 [m.hari@rcs.ac.uk](mailto:m.hari@rcs.ac.uk)

Props Ext 105 [props@rcs.ac.uk](mailto:props@rcs.ac.uk)

Student Prod. Office (WS) Ext 117

Student Design Base (WS) Ext 118

Student Prod. Office (Renfrew Street) Ext 307

### **Other**

Client Services Ext 200 [clientservices@rcs.ac.uk](mailto:clientservices@rcs.ac.uk)

Student Union Ext 296 [su@rcs.ac.uk](mailto:su@rcs.ac.uk)

Venues Office Ext 207 [venuetechs@rcs.ac.uk](mailto:venuetechs@rcs.ac.uk)

AV Stores Ext 207 [avsupport@rcs.ac.uk](mailto:avsupport@rcs.ac.uk)

CPU Stores – Rhonda Barclay Ext 104 [cpustores@rcs.ac.uk](mailto:cpustores@rcs.ac.uk)

Box Office Ext 207 [boxoffice@rcs.ac.uk](mailto:boxoffice@rcs.ac.uk)

Production Management Ext 110

Ext 111

Email for submitting written assessments [bapa&dsubmissions@rcs.ac.uk](mailto:bapa&dsubmissions@rcs.ac.uk)

Please remember that many staff are frequently away from their desks so internal extension numbers may not be answered quickly. Email is recommended as the first point of contact.

## PROGRAMME REQUIREMENTS

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### THE WORKING WEEK

Although the standard working week is from 9am to 5pm 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 and weekends are automatically available 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 production 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. Your modules encourage you to become autonomous learners and, therefore, extra reading and research is expected from you in order to get the most from your experiences as a student.

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 that knowledge 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.

## **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 at the time.

To ensure you are aware of your progress, you will also be called for, and can request, a module specific tutorial with your subject or module staff. This tutorial is a culmination of the verbal feedback you have received across the module and will be 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 remind you of their ongoing feedback and offer their final conclusions and advice for future development.
- Finally, both of you will sign the tutorial document as a true record and to acknowledge that you understand what has been said and what action is expected of you.
- 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**

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.

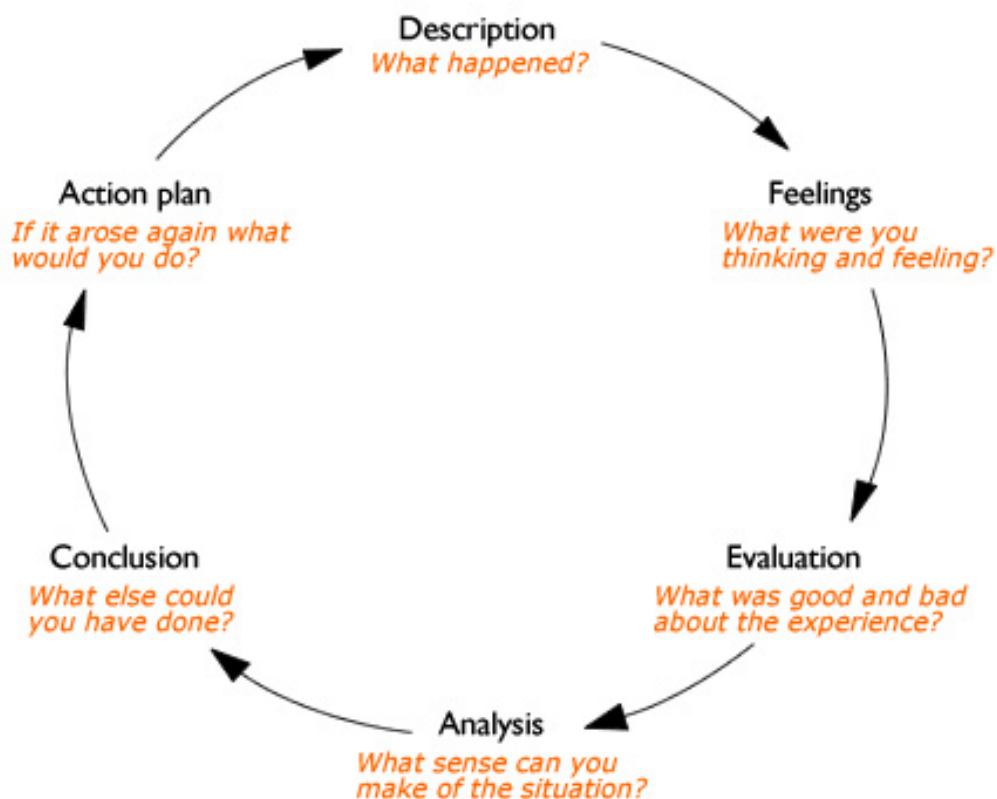
Reflection is a process of stepping back from your immediate experience in order to see the big picture of your learning journey. Without reflection you can only follow the path someone else has set for you, and you cannot be in control of your journey. At its simplest reflection is working out where 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.

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 through a reflective summary.

## Online Portfolio

Your online portfolio will be created in the RCS Portal and must be made visible to your lecturer and the Head of Production. You need not make your journal public to anyone else should you choose to keep it private. This should include your reflections on all aspects of your experiences and is most effective when it takes into account your key learning moments and your goals. You should contribute regularly so that you are recording your experiences and learning as it occurs.

The following reflective cycle (Gibbs') encourages you to think systematically about the phases of an experience or an activity and you should use all the questions to structure your reflection. It may assist you to use the questions as section headings in your journal entries and/or your reflective summaries.





## Reflective Summaries

At the end of your Personal and Professional Development module you will be required to include a reflective summary in your portfolio. Whilst your regular entries are not directly assessed due to the personal nature of the content, your reflective summaries will be assessed as a pass or fail outcome. These summaries must be drawn from the content of your journal and make reference to specific entries throughout (by date or subject heading). 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.

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

### Etiquette

There are a wide range of tools to maintain communication across the Conservatoire but, regardless of the method, it is important to **maintain a professional and courteous approach at all times and in digital communications, in particular**.

Think about who you need to contact and what the most suitable method might be. You should not expect an immediate reply but if your communication is urgent and requires a speedy response make sure this is made clear.

There are a variety of differing work patterns across the departments so think about how and when your communication will be received.

Set up a healthy working practice and turn your digital devices to silent at night if you can.

## Computers

There are computer workstations dedicated specifically to Production students in both of the production offices but these should only be used for production work and not homework or personal matters.

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 OneDrive or on removable media such as USB sticks or portable hard drives. The IT department 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 to be damaged.

There is also a student IT suite and a Digital Training Unit usable for both classes and personal study. All these rules regarding food, hygiene, tidiness and appropriate use apply equally to these computers.

*It is a serious disciplinary offence for students to use any staff computers.*

## RCS Portal

The Portal is the place you will find all relevant Conservatoire wide information and links to the key support systems such as Library, IT, Health and Safety. You can access your student contract, Asimut timetable, email account as well as module details in Moodle and your online portfolio. You can access the RCS Portal online at: <http://inspire.rcs.ac.uk>

## Moodle

Moodle is the Conservatoire's online, interactive environment. It is a dynamic resource that includes programme information, online courses, forums and discussions. As such it is a primary communication tool for module information.

You can access Moodle from any computer with internet access. 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.

## Asimut – Timetabling and Space Bookings

All students' outline schedules are provided via ASIMUT, the Conservatoire's official timetable and scheduling software, available at <https://rcs.asimut.net/public/login.php>. You will 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. 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 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 meetings can change frequently and will often be sent by Outlook appointment. Please ensure you accept/decline appointments with a comment as appropriate to ensure an effective line of communication.

Please also ensure that you have transported your Asimut schedule into your Outlook Calendar so you can see both at a glance.

**It is your responsibility to check your email account daily – preferably on regular occasions.**

### **Microsoft Teams/Zoom**

Both Microsoft Teams and Zoom are used across the Conservatoire for online meetings and classes so you should familiarise yourself with both systems.

Teams is used extensively to share information about RCS productions and departments. All production students have access to the Production Unit Hub team where production details are shared as well as a programme specific team and subject specific teams as relevant.

Teams chat is also used to communicate quickly across departments/productions, so it is advisable to download the Microsoft Teams app to your smartphone.

### **Telephones**

Production students are permitted to use Conservatoire telephones situated in the production office for production practice purposes or relating to an emergency situation. Please note that production calls should be made on the production telephones as **calls made on personal phones will not be reimbursed.**

**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.

## **ROOM USAGE**

There are several spaces that are allocated specifically to production students; some (like the Renfrew Street Production Office) are shared with BA Filmmaking 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 should 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, there will be some year group meetings for each cohort and some full production department meetings bringing together staff and students from both production programmes along with the Head of Production.

These programme and departmental meetings are normally scheduled on **Fridays from 9.15am – 9.45am.**

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

You are expected to attend all 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 their 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 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, Deputy Registrar – [m.green@rcs.ac.uk](mailto:m.green@rcs.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 School of DDPF Health and Safety Action Group meets monthly to discuss any matters relating to the safe and healthy working practice within the department.

## **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 and footwear. You should wear clothes that you feel comfortable in and that you are not too precious about, as they will undoubtedly get quite dirty. Work overalls are strongly recommended and sensible shoes or safety footwear are compulsory.

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 for safety reasons.

### **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**

You are strongly advised to have a personal laptop or tablet with web cam and microphone for your studies. Digital cameras are also very useful 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. However, you will 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. To cover the cost of these items, as well as regular tool replacement, consumable PPE and the occasional organised field trip or outing, we charge a one-off compulsory payment of **£350.00 per student** which will be collected by the Finance Office at the start of your studies in year one.

### **Graduation costs**

There is no fee to graduate and attend the Graduation Ceremony. However, there is a fee to hire a gown which is compulsory. A fee of approximately £50 is payable to an external gown supplier and you will be advised of how to do this as part of the registration process.

## 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 a Conservatoire wide module in level one, promotes the development of high levels of collaboration and communication skills.

Collaboration and choice is consolidated in a discrete cross-conservatoire experience in level one 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.

A digital showcase is also produced to ensure this work can be disseminated more widely amongst the industry.

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.

### **Interdisciplinary and Extended Practice**

**Interdisciplinary and Extended Practice (IXP)** is designed to enrich your creative and educational journey during your studies at the Royal Conservatoire of Scotland through learning experiences centred on creative discovery, experimentation, extension, and innovation. The modules within IXP provide a locus for collaboration, interdisciplinary investigation, and creative citizenship, encouraging these aptitudes and understandings to be interwoven with your core-studies—activating and energizing new connections, ideas, and partnerships beyond core-curricula. IXP acts as a formal and core element of connection between the curricula of the School of Music and the School of Drama, Dance, Production, and Film.

This is articulated as:

Year 1 – Creative Citizenship (SCQF 7, 10 Credits) *Core-module*

Year 2 – Selection of 10 Credits from IXP portfolio (SCQF 7/8/9)

Year 3 – Selection of 10 Credits from IXP portfolio (SCQF 7/8/9)

## **Creative Citizenship**

Beginning in the first term of study at RCS, you engage with the core IXP module ***Creative Citizenship***. In classes of peers from across all undergraduate programmes, you are introduced to the cultural, artistic, political, and educational context of learning in a Higher Education Performing Arts institution. *Creative Citizenship* is concerned with equipping you with understandings and skills which enable you to be resilient, pro-active, compassionate, and ethical collaborators and peers within this context.

It is also an opportunity for you to meet and work with peers from across the Conservatoire, building relationships beyond your programme and awareness of the different priorities, skills, aspirations and worldviews of peers. Such relationships and awareness are integral to creative citizenship.

Through the lens of artistic practice you will explore four key areas of creative citizenship:

- Artistic Critique and Conversation;
- Working with others—awareness of others' needs and identities;
- Ethics, Consent, and Responsibilities;
- Digital and Media Literacies.

The end of the module acts as a marker in your journey to understanding and applying creative citizenship, as your core-programme continues to develop and nurture these aptitudes and skills in your core-studies.

## **IXP in Years 2 and 3**

In second and third year of undergraduate study, you select 10 Credits from the IXP portfolio in the form of an intensive, week-long Winter or Spring School, or a student-led Personal Creative Project.

The IXP Winter and Spring Schools provide a concentrated and protected space outside your core-programme to engage in multi-disciplinary learning environments with an aim to discover new skills outside your core-studies; apply your arts practice to experimental and interdisciplinary contexts; extend your arts practice to social contexts outwith the RCS; or innovate your practice through business, accelerator, and entrepreneurial activities.

Each academic year, a range of topics are offered within the four strands of IXP that relate to student-interest, staff research, priorities in the performing arts industry, and external partnerships.

Each module in IXP should engage you in a conscious synthesis of these learning experiences with your arts practice and core-studies—promoting an understanding and development of *praxis*.

## 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 (Major Subject Core Skills)					ILW	Introduction to the Production Processes (Rotations)				Culture Week	
		Personal & Professional Development 1						Personal & Professional Development 1					
Term Two	Introduction to the Production Processes (Projects & Major Subject Core Skills)				Reading Week	Major Allocation 1 OR Fundamentals of Design					PPD1		
Term Three	Major Subject Allocation 1 OR Fundamentals of Design				Minor Subject Allocation 1				Tutorials	Bridge week			

**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				IXP or Self Study
Term Two	Minor Subject Allocation 2 OR Major Subject Allocation 2 (Extended) OR The Production Context (Extended)				Reading Week	Major Subject Allocation 3 OR Design In Practice					IXP or Self Study	
	Visual Communication											
	Self-Awareness and Promotion											
Term Three	Major Subject Allocation 3 OR Design In Practice							Tutorials	Bridge week			
	Visual Communication											
	Self-Awareness and Promotion											

**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				IXP or Self Study
	Negotiated Pathway - Work Placement and Core Options							Negotiated Pathway - Work Placement and Core Options				
	The Emerging Professional							The Emerging Professional				
Term Two	Major Subject Allocation 4 OR The Designer											IXP or Self Study
	Negotiated Pathway - Work Placement and Core Options											
	The Emerging Professional											
Term Three	Major Subject Allocation 4 OR The Designer							Tutorials	Bridge week			
	Negotiated Pathway - Work Placement and Core Options											
	The Emerging Professional											

## **SHE LEVEL 1 IN OUTLINE**

(Level Coordinator – Christine Murphy)

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.

Creative Citizenship 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>
Creative Citizenship	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 Coordinators – Robin Peoples)

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 sustainability and employment tools such as CVs, websites and presentation skills which are incorporated into the overall reflective journey towards end of year goal setting.

Ten credits are available for Interdisciplinary and Extended Practice modules (IXP) in level two.

<b>Production Arts and Design Level Two</b>		
<b>Module Title</b>	<b>SCQF Credits</b>	<b>SHE Level</b>
Major Subject Allocation 2 (30) AND Minor Subject Allocation 2 (10)	40	Two
OR The Production Context (30) AND Minor Subject Allocation 2 (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	40	Two
Interdisciplinary and Extended Practice	10	Two

### SHE LEVEL 3 IN OUTLINE

(Level Coordinator – Gary Fry)

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.

Ten credits are available for Interdisciplinary and Extended Practice modules (IXP) in level two.

<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	60	Three
The Emerging Professional	10	Three
Electives 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 20cdt Workshop Management 30cdt Personal Project 10cdt * Personal Project 20cdt * Minor Subject (Production Arts) 30cdt Minor Subject (Production Arts) 20cdt Minor Subject (Design) 20cdt		
Interdisciplinary and Extended Practice	10	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 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**

**Level Co-ordinator and Transitions Tutor – Christine Murphy**

### **Module Co-ordinators**

<b>Module Title</b>	<b>Module Co-ordinator</b>
Creative Citizenship	Josh Armstrong
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

Section 1: Module descriptor

<b>Module Title</b>	<b>Creative Citizenship</b>
<b>SCQF Level</b>	7
<b>Credit Rating</b>	10
<b>Total notional student effort hours</b>	100
<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:  All Undergraduate Year 1
<b>Pre-requisites</b>	None
<b>Co-requisites</b>	None
<b>Anti-Requisites</b>	None
<b>Module overview</b>	<p>This module is designed to introduce you to the cultural, artistic, political, and educational context of learning in a Higher Education Performing Arts institution.</p> <p>This module is concerned with equipping you with understandings and skills which enable you to be resilient, pro-active, compassionate, and ethical collaborators and peers within the Conservatoire context.</p> <p>It is also an opportunity for you to meet and work with peers from across the Conservatoire, building relationships beyond your programme and awareness of the different priorities, skills, aspirations and worldviews of peers. Such relationships and awareness are integral to creative citizenship.</p> <p>Through the lens of artistic practice you will explore four key areas of creative citizenship:</p> <ul style="list-style-type: none"> <li>• Artistic Critique and Conversation;</li> <li>• Working <i>with</i> others—awareness of</li> </ul>

	<p>others' needs and identities;</p> <ul style="list-style-type: none"> <li>• Ethics, Consent, and Responsibilities;</li> <li>• Digital and Media Literacies.</li> </ul> <p>Through the workshops you will practise skills in critique, giving and receiving feedback, conversation, statements of positionality, working with a range of peers, communicating in front of and with peers, and sharing your creative practice.</p> <p>The module culminates in an assessment in which all of these understandings are applied in the context of a collaborative creative critical presentation.</p>
<b>Learning Modes</b>	<b>Hours (Actual and Notional)</b>
<b>Lecture</b>	<b>2</b>
<b>Workshops</b>	<b>16</b>
<b>Directed Study</b>	<b>20</b>
<b>Assessment</b>	<b>3</b>
<b>Independent Study</b>	<b>59</b>
<b>Learning Outcomes</b>	
<b>LO1</b>	Understand basic ethical skills relevant to performing arts education and collaboration;
<b>LO2</b>	Communicate effectively and accessibly, including a foundational approach to positionality.
<b>Assessment</b>	
<b>Assessment 1, Type, scope and Weighting</b>	<p><b>Collaborative Creative Presentation</b> Pass/Fail</p> <p>(5 minutes)</p>

**Section 2: Delivery and Assessment**

<b>Module Coordinator</b>	<b>Manager of Interdisciplinary and Extended Practice</b>
<b>Module schedule 2023-24</b>	
<p>At the start of the module you will be allocated to a class with peers from a variety of undergraduate programmes. You will attend the rotation of workshops with this class throughout the module.</p> <p>In addition, you will be allocated to a working group of 3 or 4 peers. Throughout the module you will be expected to work together in discussion and activities both in workshops and in your independent learning time. This will be your group for the assessment at the conclusion of the module. All workshops will be structured to allow for 20 – 30 minutes of group activity.</p> <p>Through this module you will have digital resources and workshops related to the following topics and schedule:</p> <p><b>Week 1</b> Lecture: Finding the Joy in Creative Practice</p> <p><b>On Rotation</b> Workshop 1: Giving and Receiving Feedback: Resilience in Critique Workshop 2: Methods for Creative Conversations Workshop 3: Anti-Racism in the Arts Workshop 4: Intersectionality in the Arts Workshop 5: Digital and Media Literacies Workshop 6: Positionality as a Creative Practitioner Workshop 7: Ethics in the Arts</p> <p><b>Week 9</b> Workshop 8: Structuring a Collaborative Response</p> <p><b>Week 10</b> Directed Study: Assessment Preparations</p> <p><b>Week 11</b> Assessment: Collaborative Creative Presentation</p> <p>In your multidisciplinary class, you will cycle through Workshops 1 – 7 on a weekly basis.</p> <p>All classes will culminate on Workshop 8 in Week 9 of Term 1. This will enable you to begin synthesising the module and structuring your Collaborative Creative Presentation.</p> <p>Assessment will take place in Week 11 of Term 1 through a 3-hour session.</p>	

**Glossary of terms:**

**Anti-racism:** Anti-racism refers to the active and conscious opposition to racism, discrimination, and systemic inequities based on race or ethnicity. It is a framework that recognizes and challenges the power dynamics, prejudices, and structures that perpetuate racial injustices in society.

**Digital Literacy:** Digital literacy refers to the ability to critically analyse, evaluate, and understand information, media messages, and digital technologies, enabling individuals to navigate, create, and participate responsibly and effectively in the digital world.

**Ethics:** Ethics refers to the principles and values that guide individuals' behaviour and decision-making, emphasizing concepts like fairness, integrity, respect, and responsibility towards oneself, others, and the wider society.

**Intersectionality:** Intersectionality is a framework that recognizes how multiple forms of oppression (such as race, gender, class) intersect and interact, shaping individuals' experiences and creating unique systems of discrimination and privilege.

**Positionality:** Positionality refers to an individual's social and cultural positioning, shaped by factors like gender, class, ethnicity, disability, and experiences, which influence their perspectives, biases, and the way they perceive and interact with the world.

**Resilience:** Resilience is the capacity to endure and thrive in the face of critique, setbacks, hardships, and stressors. It entails developing inner strength, flexibility, and positive coping strategies to maintain one's emotional balance and overall wellbeing.

**Assessment Outline**

**Formative feedback**  
Description and timeline

You will receive formative feedback from staff during the workshops/contact hours.

**Summative assessment**  
Description

**Assessment 1: Collaborative Creative Presentation**

In multidisciplinary small groups (3 or 4 students), you will select an issue or topic that has resonated with your group from the module and present a creative critical reflection on your learning. You are encouraged to think creatively and artistically in how you present this information.

You should think of these questions:

- Why does this resonate with me/us?
- Where am I speaking from?



	<ul style="list-style-type: none"> <li>• How do I communicate its impact to a wider audience?</li> </ul>
	<p>The presentation may take the form of:</p> <ul style="list-style-type: none"> <li>• A reading of a collaborative text;</li> <li>• A podcast;</li> <li>• A video essay;</li> <li>• An audio essay;</li> <li>• A digital or printed zine;</li> <li>• A synthesis of text and music;</li> <li>• A synthesis of text and movement;</li> <li>• A synthesis of text and visual language;</li> <li>• Some other creative form.</li> </ul> <p>You are required to include at least three relevant, reputable, and appropriately cited and referenced sources.</p> <p>After your presentation, you will receive facilitated feedback from your peers.</p> <p><b>Assessed LOs:</b></p> <ul style="list-style-type: none"> <li>• Understand basic ethical skills relevant to performing arts education and collaboration;</li> <li>• Communicate effectively and accessibly, including a foundational approach to positionality.</li> </ul>
<b>Feedback methods</b>	<ul style="list-style-type: none"> <li>• Peer and Staff Group Feedback Session;</li> <li>• Pass/Fail mark.</li> </ul>
<b>Assessment Criteria and Rubric</b>	
<b>Assessment 1 Criteria</b>	<p>Assessors will look for:</p> <ul style="list-style-type: none"> <li>• An understanding of the basic ethical skills relevant to performing arts education and collaboration;</li> <li>• Effective and accessible communication;</li> <li>• A foundational approach to positionality;</li> <li>• Appropriate and well-researched sources and citations.</li> </ul>

<b>Resources</b>	
<b>Essential</b> Resources will be provided through the Virtual Learning Environment.	
<b>Recommended</b> Resources will be provided through the Virtual Learning Environment.	
<b>Other Information</b>	For BSL Users, each Micro-Lecture will be presented through an hour's moderated session to facilitate language clarification and comprehension.
<b>Next Steps</b>	Any Interdisciplinary and Extended Practice Module

<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>		<b>30 SCQF Credits / 15 ECTS credits</b>	
<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>			Total (hours)
Lectures			30
Seminars			20
Directed Study			40
Independent Study			210
Total Notional Student Effort			<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. key organisations and practitioners.</li> <li>• Seminars and group discussions around issues such as racial 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>Budget from one off payment for field trips</li> </ul>		
<b>Other Relevant Details</b>	This module has shared delivery between students in BAPTM1 and BAPAD1  Sessions will be blended with a mix on online and in person activities.		
<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>		

<b>Module Content</b>	<ul style="list-style-type: none"> <li>• Allocation in major study workshop</li> <li>• Personal project</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>	Apply foundation level practical and creative skills required to realize performance designs in major subject in a safe and appropriate manner												
<b>LO2</b>	Evidence a foundation level understanding of the role of the production artist in major subject												
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Continuous Observation</li> </ul>												
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• Foundation level practical and creative skills applied appropriate to subject area.</li> <li>• Effective collaboration and communication skills appropriate to assistant role</li> <li>• A fundamental 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>• Pass/Fail (LO2) Presentation (Personal Project)</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>													
	<table border="1"> <thead> <tr> <th></th> <th>Assessment 1</th> <th>Assessment 2</th> <th>Assessment 3</th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>LO2</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>		Assessment 1	Assessment 2	Assessment 3	LO1	✓			LO2		✓	
		Assessment 1	Assessment 2	Assessment 3									
LO1	✓												
LO2		✓											

<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>	With guidance, develop a range of secure foundation level skills in the realisation or production of performance designs/project work in minor subject
<b>LO2</b>	Evidence a foundation level understanding of the role of the production artist or designer in minor subject
<b>Assessment 1, Type and Weighting</b>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/ Fail (LO1, LO2) Continuous Observation</li> <li>Skills Competency</li> </ul>
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <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>	On successful completion of this module, you may consider taking the following module: <ul style="list-style-type: none"> <li>• Visual Communication Skills</li> </ul>

## **SHE Level Two**

### **Level Co-ordinator & Transitions Tutor – Robin Peoples**

#### **Module Co-ordinators**

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



<b>Module Title</b>		<b>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, interview techniques and website as well as continuing the reflective journey established in year one.		
<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
Total Notional Student Effort				<b>200</b>
<b>Module Co-ordinator</b>		Christine Murphy		
<b>Module Aims</b>		This module is designed to:  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.
<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>• 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 (Reflective Summary)</li> </ul>
<b>Assessment Criteria for Assessment 2</b>	<p>Assessors will look for:</p> <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> </ul>

	<ul style="list-style-type: none"> <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>																	
	<table border="1"> <thead> <tr> <th></th> <th>Assessment 1</th> <th>Assessment 2</th> <th></th> </tr> </thead> <tbody> <tr> <td>LO1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>LO2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>LO3</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>		Assessment 1	Assessment 2		LO1	✓			LO2		✓		LO3		✓	
		Assessment 1	Assessment 2														
	LO1	✓															
LO2		✓															
LO3		✓															
<b>Feedback</b>	<p>Formative</p> <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> <p>Summative</p> <ul style="list-style-type: none"> <li>Written summative statement on each assessment</li> <li>Pass/Fail outcome</li> </ul>																
<b>Recommended Resources</b>	<p>Indicative Reading – See Moodle</p> <ul style="list-style-type: none"> <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> <p>The Emerging Professional</p>																

<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)
Classroom Workshops		3.5	9	31.5
Online Workshops		3.5	9	31.5
Directed Study		1	1	1
Tutorials		1	1	1
Independent Study				35
<b>Total Notional Student Effort</b>				<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>• Hand drafted technical drawing</li> <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>	You will be assessed through: <ul style="list-style-type: none"> <li>• Pass/Fail (LO1) Other Documentation (Portfolio of Drawings)</li> </ul>							
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <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>	Major Allocation 4/ The Designer							

<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 Technology and Management production team.		
<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 Technology and Management production team as well as taking a minor allocation.		

<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, 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>

Alignment of Assessment and Learning Outcome		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>	You will also take Minor Allocation 2 if you choose this module.			
<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 Technology and Management production team.		
<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 Technology and Management production team without a minor allocation.
<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>You will not take Minor Allocation 2 if you choose this module.</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>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>		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: <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				125.5
Total Notional Student Effort				<b>400</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>	<p>You will be assessed through:</p> <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>	On successful completion of this module, you may consider taking the following module(s): <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>		40 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: <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				172.5
Total Notional Student Effort				<b>400</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, LO2.LO3) 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% (LO1) 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**

**Level Co-ordinator & Transition Tutor – Gary Fry**

### **Module Co-ordinators**

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

<b>Module Title</b>		<b>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>		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:  <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>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>		60 SCQF Credits / 30 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				170.5
Total Notional Student Effort				<b>600</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 1	Assessment 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>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>		60 SCQF Credits / 30 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				435
Total Notional Student Effort				<b>600</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>				

## SHE Level 3 Core Elective Module Descriptors

### Module Co-ordinators

<b>Module Title</b>	<b>Module Co-ordinator</b>
Workshop Management 20	Martin Mallorie
Workshop Management 30	Martin Mallorie
Work Placement 10	Ros Maddison
Work Placement 20	Ros Maddison
Personal Project 10	Martin Mallorie
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 40 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

<b>Module Title</b>	<b>Work Placement 10</b>		
<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>	Hours per week/task	No. of Weeks	Total (hours)
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 detailed 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>	No financial support is given for this module. Students must provide their own travel and living expenses as necessary

<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> <p>Written, verbal or recorded report</p>
<b>Assessment Criteria for Assessment 1</b>	Assessors will look for: <ul style="list-style-type: none"> <li>• A comprehensive 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>	No financial support is given for this module. Students must provide their own travel and living expenses as necessary



<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		✓		

<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>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>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>	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>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
	LO1		
	LO2		
	LO3		
	LO4		
<b>Feedback</b>	As negotiated		
<b>Recommended Resources</b>	As negotiated		
<b>Other Relevant Details</b>	As negotiated		

<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>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>		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  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>		

	departments in the realisation of a small-medium scale realised production(s)	
<b>Learning Outcomes</b>	On successful completion of this module you will be able to:	
<b>LO1</b>	Consolidate and apply intermediate practical and creative level 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 intermediate 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>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.



## **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) 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 Cruise Lines, Scottish Opera, Scottish Ballet, Pitlochry 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.

### **Production Showcase**

At the end of level three, a digital showcase of work will be created and shared through the Conservatoire's website with the intention of introducing graduating students to the industry and celebrating their achievements thus far. Where possible this will be supported by a live exhibition, curated by the students, to provide opportunities to meet employers face to face to discuss portfolios and aspirations.

### **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.