

BA (Hons)

**PRODUCTION DESIGN
FOR STAGE & SCREEN**

PROGRAMME SPECIFICATION

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CLEVELAND COLLEGE OF ART & DESIGN

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Production Design for Stage & Screen** programme, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the programme.

Further detailed information on the learning outcomes, content and learning and teaching methods of each module can be found in your *Module Handbooks*.

Key Programme Information

| | |
|--|---|
| Final award | BA Honours |
| Programme title | BA (Hons) Production Design for Stage & Screen |
| Teaching institution | Cleveland College of Art & Design [CCAD] |
| Awarding Institution | Arts University Bournemouth [AUB] |
| Professional accreditation | None |
| Length of programme / mode of study | 3 years full-time |
| Level of final award (in FHEQ) | Level 6 |
| Subject benchmark statement(s) | Art and Design |
| UCAS code | W490 |
| Language of study | English |
| External Examiner for programme: | Helen Morlewska University Centre Croydon <i>Please note that it is not appropriate for students to contact External Examiners directly</i> |
| Date of validation | 1996 |
| Date of most recent review | March 2013 |
| Date programme specification written/revised | September 2013 |

Programme Philosophy

The BA (Hons) Production Design for Stage & Screen programme focuses on developing the skills required for the research, design and development of a broad range of entertainment productions. This incorporates the three elements of design for sets, properties (props) and character development and explores themes relating to contemporary and period contexts. The programme aims to produce graduates with an understanding of these three main areas, how they are distinctive from each other, but also how they interconnect in the context of entertainment productions. There is also a strong emphasis on the development of practical skills and expertise. Whilst the specific areas of the entertainment industries can be described as theatre, film and TV, the programme equips students with a host of transferable skills pertinent to employment in a range of creative industries.

There is an emphasis on enabling you to develop a wide knowledge of production design, and becoming proficient in a number of different areas throughout the programme. This promotes a strong ethos of individual practice and teamwork in preparation for employment in this highly competitive and creative sector. These practical and transferable skills form the backbone of the programme, underpinned by research and design throughout the three Levels of study. The portfolio of skills development includes drawing and visualisation using traditional and digital media, storyboarding, model making, character development and related costume construction, moulding and casting, sculpting, scenic painting, digital art and spatial design.

The programme develops skilled practitioners who can work independently with confidence in their own abilities and a professional work ethos that will help them to secure employment in the diversity of the entertainment industries. Career opportunities include TV, film and theatre production and related career destinations such as arts education, community arts and arts administration. The programme also provides an ideal academic foundation for progression to postgraduate study or teacher training.

Programme Aims

- Encourage the development of specialist skills and knowledge for the design and production of sets, props and character development
- Develop cultural and professional structures that enable you to understand and explore the relationship between research, theory and practice
- Develop creative investigative approaches to design and production, and the processes of research, analysis, interpretation, problem-solving, realisation and evaluation
- Provide opportunities for you to develop transferable skills that enhance your employability and enable you to locate your practice within a professional context
- Establish your competence in, and professional application of, practical and technical skills, and the safe use of appropriate materials, tools, equipment and technologies

- Cultivate an environment that stimulates and challenges you, in order to equip you with the qualities essential for career development and collaboration
- Develop your ability to formulate proposals and solutions and to effectively communicate ideas and information to a variety of audiences, including potential employers in the production for stage and screen industries

Programme Outcomes

By the end of the programme you will be able to:

- Demonstrate a comprehensive and detailed knowledge of production design for stage and screen, including theoretical, practical and professional contexts
- Synthesise, evaluate and apply research from a diverse range of appropriate sources to make independent judgements
- Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems relevant to the design and production of sets, props and characters for stage and screen
- Take responsibility for independent learning and decision-making, demonstrating effective reflection, evaluation, organisation and time-management
- Effectively apply an appropriate range of practical and technical skills to resolve problems and produce professional design solutions for stage and screen and their related professional practice
- Demonstrate readiness for employment, continuing professional development and/or postgraduate study, acknowledging the legal, ethical and sustainable constraints and professional expectations of the relevant creative industries
- Communicate effectively, confidently and professionally in a range of formats to specialist and non-specialist audiences, including potential employers

Reference Points

UK Quality Code for Higher Education, including:

- Subject Benchmark Statement: Art and Design
- Framework for Higher Education Qualifications (FHEQ)
- Code of Practice

AUB Undergraduate Regulatory Framework

CCAD Higher Education Learning, Teaching and Assessment Strategy

Learning, Teaching and Assessment

Learning and Teaching Strategies

Your programme has been designed to give you a clear and logical learning experience, which encourages you to take an active part in the learning process. Each Level of the programme has explicit learning outcomes that indicate the range

of your knowledge and understanding, including intellectual, practical, professional and transferable skills.

The programme helps you to develop the ability to plan, manage and evaluate your learning, which is vital to the process of becoming an independent and professional practitioner. It also encourages you to take a more questioning approach, so that you can resolve problems with increasing confidence in your own judgements.

Formative feedback throughout modules helps you to evaluate your progress and to identify your individual strengths and areas for development, based on feedback from tutors, other students, and your own self-evaluations.

The programme objectives are met by deploying a wide variety of teaching and learning methods including assignments, projects, lectures, seminars, group critiques and tutorials. In consultation with the Programme Leader, academic staff are responsible for co-ordinating individual modules of study, and for selecting appropriate methods of delivery according to the subject matter and the student experience.

The learning and teaching methods used enable you to develop the skills, knowledge and critical awareness required to become a creative practitioner and promote the development of transferable skills, which are essential for employability.

Teaching is directed at supporting your individual engagement in learning although there will be opportunities for students to work in groups to enable them to learn the value of peer co-operation. Also, due to the vocational and professional orientation of the programme, and to enable you to benefit from the range of resources and disciplines within the College, it is anticipated that there will be opportunities for you to collaborate with peers in, for example, costume, photography or film-making. It is also envisaged that live project work may benefit from student collaboration, particularly with students from BA (Hons) Costume Interpretation with Design.

The study time allocated to each module in the programme incorporates a balance of formal teaching, tutorial support and independent learning. The programme is structured progressively to provide increased opportunities for independent learning as you reach the later stages of the programme. The promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals.

The integration of theory and practice is crucial in your development as a well-rounded and informed creative practitioner. This is promoted and reinforced through a team teaching approach in both practical and written modules. Lectures, seminars and tutorials may be delivered by academic staff, as appropriate, in the creative environment of the studio, lecture theatre and seminar room.

Level 4 – Foundation and Orientation

Level 4 provides you with an introduction to the concepts, skills and knowledge associated with your subject area. You can access guidance and support from tutors during teaching sessions, but you are also expected to use independent study time to develop your skills further. Verbal and written formative feedback in tutorials and teaching sessions provides you with a clear indication of your progress, and you can

use formative self and peer evaluation to help you to develop your critical and evaluative abilities.

Level 5 – Development and Exploration

The learning and teaching strategies used in Level 5 encourage you to take a more active involvement in your personal development. You are provided with opportunities to extend your subject knowledge and associated skills, and to study specific areas in greater depth. As you progress through Level 5, you are able to focus increasingly on your individual areas of interest and specialism. This is determined through the introduction of Learning Agreements, in which you can negotiate your own routes of enquiry, including research, development and realisation. Throughout Level 5, work-related learning and potential work experience opportunities enable you to develop your professional practice and experience of working in a commercial context. Increased levels of formative self and peer evaluation, in conjunction with the Learning Agreements, help you to take more responsibility for your learning.

Level 6 – Consolidation and Expertise

In Level 6, you undertake a range of intellectually challenging work involving in-depth study, which helps you to consolidate your prior experience, knowledge and skills to a higher level of expertise. Emphasis is placed on self-initiated projects and your ability to plan and manage your own learning within all modules. You are expected to work with a considerable degree of independence and to exercise effective critical analysis, evaluation and professional practice. However, your specialist tutors will give you guidance throughout Level 6 in order to provide a structured and supportive learning environment, promoting a manageable level of student autonomy while continuing to address any potential issues. Individual student-initiated projects, negotiated through the Learning Agreements for the Minor Project and Final Major Project modules, are undertaken within the module framework to assist you in the realisation of your creative aspirations as an independent practitioner. The Professional Practice and Dissertation modules are characterised by a high level of independent learning, critical thinking, communication and organisation.

Methods of Learning Glossary

A variety of methods are used to help you to engage with your learning, both by you as a student and by your tutors – some of these methods are described below.

Timetabled Teaching Sessions

Your student timetables indicate the teaching sessions that have been arranged for you across the modules that you are studying, and are available to you on the VLE. Within your teaching sessions, you will take part in a variety of activities that will help you to learn and develop as appropriate to each module and assignment. Specific learning and teaching strategies used in teaching sessions can include:

- Projects and assignments - covering a range of learning areas
- Tutorials - for appraisal and development as an individual or in groups
- Critiques - to provide formative feedback and to develop your presentation skills
- Lectures - formal and informal
- Seminars - discussions that develop your critical responses

- Demonstrations - practical and workshop-based activities
- Enhancement activities - visiting speakers, educational visits, workshops

Independent Study

In addition to teaching sessions, the development of your skills and knowledge requires extra individual input defined as independent study. This will appear on your timetables and is an important part of the learning hours required for each module. During these periods, tutors are not timetabled to teach you, but technician/demonstrators and Library staff are available to help you to undertake research and the development of ideas and practical work. It is your responsibility to make good use of independent study time and the facilities available. It is essential that you access the specialist workshops during this time to develop your skills with materials, equipment and processes. The College's opening times and access to resources are intended to provide extra opportunities for you to benefit from your studies and to achieve your goals.

Assignments

A strategy based on practical and/or written work, ranging from staff-initiated activities at Level 4, and leading progressively to increasingly student-led activities at Levels 5 and 6.

Live Assignments or Live Briefs

An assignment negotiated between a tutor and a relevant external agency, providing an opportunity for you to work within the constraints of a commercial brief. Live assignments/live briefs can also include competitions and awards.

Projects

An activity initiated by you as a student in which the emphasis is on student-centred learning. The tutor acts as a supervisor, negotiating the choice of topic with you through the Learning Agreement and supporting you through the project, which can be undertaken on an individual basis and/or in groups.

Lectures

A structured presentation of ideas, concepts and content knowledge by academic staff and visiting lecturers to groups of students, followed by feedback, questions and answers.

Academic Tutorials

A meeting with an academic tutor or tutors either to discuss the progress of your work on a formative basis, or to give summative feedback about your achievement in individual modules or the programme in general. Academic tutorials can take place on an individual basis, or to a group of students.

Seminars

A group activity involving the open discussion and analysis of topics. Seminars may be tutor-led or student led and can include short presentations.

Group Critiques

These involve all students in presenting and discussing work with tutors and the peer group within modules, giving you the opportunity to evaluate and respond to feedback.

Workshops

Specific activities within specialist modules that provide the skills required for assignments and can be delivered by tutors and/or technician/demonstrators. Technical and practical skills are developed in a range of techniques, processes and materials relevant to your area of study and specialism.

Educational Visits

Educational visits to a range of external venues provide opportunities for you to broaden your field of research and knowledge related to your area of study. You will be given information about your programme's planned educational visits throughout the academic year.

Learning Agreements

As you progress through the programme, there are increasing opportunities for you to negotiate your own learning. Learning Agreements are introduced at Level 5 as a mechanism to support you in defining your individual learning in the context of the programme. Within the Learning Agreement, you will outline how you intend to fulfil the module aims and outcomes and how you plan to achieve this. This enables you to vary the work you produce according to your own personal and professional goals and aspirations whilst meeting the specified aims and learning outcomes of the module. At Level 6, you are expected to use the Learning Agreements for your Minor Project and Final Major Project. The Learning Agreements contribute towards evidence of your Personal Development Planning.

Assessment

Each module is assessed separately, and the assessment forms part of the module. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing. For collaborative projects, both within and across disciplines, each student's work is assessed individually against the learning outcomes and assessment criteria of the specific module in which the work is produced.

At every Level of your programme you will be provided with a *Module Handbook* for each module, which contain information about the individual modules you will be studying. This includes what you are expected to learn within each module; the work that you have to submit; how it will be assessed and the deadline for submitting your work for assessment.

You will receive a final mark for each module in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is marked using a notched marking scale, whereby only certain marks are used within each banding of marks. The only marks available within any ten-point band are *2, *5 and *8 (eg. 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each banding of marks.

On successful completion of your Honours degree programme, you will be awarded a degree classification based on your module marks. The final classification is determined using all module marks at Levels 5 and 6 using two different algorithms, which are detailed in the *Assessment & Regulations Handbook* (available on the VLE and as a printed booklet). If the two algorithms produce different results, you will be awarded the higher class of degree.

If you have joined Level 6 having completed a Foundation Degree (FdA), or equivalent, the final classification is determined using only your module marks at Level 6.

For further information on progression, awards and classifications, please visit the VLE.

Transferable Skills and Employability

To be successful, graduates need to be multi-skilled, responsive and adaptable people who are innovative and flexible enough to operate in a fast-changing world. During the course of undergraduate study, you will develop specialist skills and knowledge in your subject area. However, you will also develop a range of skills and behaviours that prepare you for employment in a wide range of fields. These skills and behaviours are variously known as “transferable skills”, “graduate skills” or “generic skills”, and employers expect all graduates to possess them; indeed many employers value these skills more than subject-specific knowledge, given the rapid pace of change within the creative disciplines.

In the first year of your programme, transferable skills will include academic conventions and good academic practice (such as the avoidance of plagiarism); information retrieval; and general skills which support academic study within higher education. As you progress through the programme, you will increasingly be expected to demonstrate advanced skills in communication (verbal, visual and written); an ability to apply knowledge to new situations; critical reflection and self-evaluation; an ability to research, evaluate and analyse information; team-working; and higher-level problem solving. You will also be expected to develop your organisation and time management skills, and to demonstrate through your work the professionalism required of a graduate.

You will be encouraged to reflect on your development of transferable skills throughout the programme.

To ensure that you graduate with the personal attributes and attitudes required to practice effectively at a professional level, your programme provides a wide range of experiences and opportunities that develop your knowledge and understanding of the workplace, such as:

- Live assignments
- Educational visits
- Exhibiting work within theatres and heritage venues
- Work experience opportunities
- Competitions and awards
- Visiting lecturers and speakers from the professional community such as model and prop makers, theatre designers, producers, directors

Assignments on the programme relate to ‘real life’ situations and are managed within the framework of the studio-based modules. The BA (Hons) Production Design for Stage & Screen has developed extensive links with industry that generate a wide range of live assignments. These activities enable you to interact with and respond to the needs of external partners and potential employers in the stage and screen industries, working to professional parameters and deadlines to develop your

employability and professional practice. They can also help you to identify your key areas for further exploration during the programme as you develop your individual career aspirations. Examples of live assignments include designing sets, props and characters for professional regional and national stage and screen productions.

You will be taught by professionally qualified staff who are subject specialists and understand the requirements of the relevant industries, so their knowledge and experience will provide valuable support to help you develop your potential and plan your career.

Throughout your study on the programme, you will be encouraged to collaborate and interact with students from other disciplines to reflect the realities of working in the contemporary creative industries. This can be achieved, for example, by working with costume students on collaborative stage, screen or heritage projects, or by providing sets and props for photography and film students. These opportunities forge working relationships between students that may lead to future professional partnerships.

The College's HE programmes are informed by an Industrial Liaison Group [ILG], whose support is invaluable in ensuring that the curriculum and resources enable you to develop employability skills that are appropriate to the needs of industry. It also provides feedback for both academic staff and students regarding the currency, relevance and quality of work produced at each Level, as well as contributions to curriculum content. The ILG brings a range of experience and skills from Visiting Fellows and Lecturers into the reach of all students and academic staff, and has identified interests relating to specific programmes.

Further information about the ILG is available on the College website at: <http://hartlepool.ccad.ac.uk/industrial-liaison>

Personal Development Planning

Personal Development Planning [PDP] is a process that will give you the opportunity to plan and reflect on your learning and development throughout your programme in preparation for future professional practice. PDP will help you to measure and monitor your academic and professional progress based on your own self-evaluations, and on feedback from tutors, peers and interaction with potential clients (eg. within live assignments). It will also help you to develop a range of skills and information that will contribute towards the development of independent learning and employability. PDP will be evidenced in a range of assessment components, eg. Learning Agreements and self-evaluations, and supported by tutorial records and written feedback.

PDP will benefit you by:

- Providing a clear overview of your studies
- Helping you to reflect critically on your progress and performance
- Enabling you to become more independent
- Encouraging you to take an active role in your learning and career development
- Providing you with opportunities for self-evaluation, forward planning and working towards the achievement of personal goals
- Enhancing your opportunities for learning and development

Work Experience

Work experience refers to any period of industrial, professional or commercial experience arranged with an employer or external agency while you are studying on the programme. It can be an invaluable aspect of your development towards employability, providing you with the opportunity to put your knowledge and skills into a professional context and to give you a realistic view of employment. It can also provide professional contacts and potential future employment opportunities. Your tutors can help you to find appropriate work experience, and more information is available in the *Work Experience Handbook*, which you can access on the VLE.

Although work experience is not assessed, creative work produced therein may, with the agreement and verification of academic staff, be included in assessment portfolios if appropriate to the learning outcomes and assessment criteria of specific modules.

A placement is generally defined as extended work experience of more than two weeks. You may wish to seek and undertake an appropriate placement during summer vacations. This is not recommended within the academic year, as it may impinge upon your academic progress.

Programme Structure

All students are registered for the award of BA (Hons); however exit awards are available if you leave the programme early, having successfully completed one or two Levels. If you successfully complete a Level of the programme, you will automatically be entitled to progress to the next Level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave CCAD following successful completion of the first year of your programme.

For the award of a Diploma of Higher Education (DipHE), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification may be awarded if you leave CCAD following successful completion of the second year of your programme.

For the award of a BA (Hons) you must have achieved a minimum of 360 credits of which a minimum of 240 must be at Level 5 or above, of which a minimum of 120 credits must be at Level 6. This qualification will be awarded upon successful completion of your programme.

A BA without Honours may be awarded if you have achieved 300 credits, at least 180 of which are at Level 5 or above, and at least 60 of which are at Level 6.

Programme Content

The programme is structured to provide you with the skills, knowledge and abilities that will help you to become increasingly independent as a creative practitioner in production design for stage and screen, and to develop the skills required for employment and professional practice.

The programme's modules have been designed and organised to provide opportunities for you to develop, integrate and consolidate a wide range of knowledge and expertise. The practical and design-based modules enable you to develop the skills and abilities you will need to produce creative solutions, underpinned and enhanced by the written modules through integrated activities and the development of knowledge and transferable skills. The module structure, in which all modules support each other, provides you with a holistic and coherent learning experience and a comprehensive framework for assessment and progression that will enable you to gain recognition for your progress and achievement.

The Visual Communication modules, which run throughout Levels 4 and 5, support the production design modules by enabling you to develop drawing as a visual language to explore and promote your ideas. Material Culture modules support your learning by extending your research methodologies and generating an ethos of academic research within studio-based modules.

Professional practice is the key to being an employable graduate in the creative industries. The Professional Studies modules support all professional aspects of the programme by encouraging you to develop professional skills and a knowledge of how the relevant creative industries operate.

The programme consists of three Levels (4, 5 and 6), each lasting one academic year of full-time study. Each Level is divided into modules, which may vary in size. A standard module represents 200 hours of study and is worth 20 credits. Depending on the complexity of the area being studied, some modules may be larger, for example, at Level 5 you can study a double module (40 credits), and at Level 6 you can study a treble module (60 credits).

Level 4

The structure of Level 4 modules provides the foundation of skills and knowledge required for you to extend and develop as you progress through the programme. All modules are 20 credits in value, to help you to develop the skills and knowledge you need at Level 4 and to support you in managing your workload.

The **Introductory Specialist Techniques** module (20 credits) introduces the fundamental skills required for the design and production of sets, props and character development, and provides a basis for specialist development and safe workshop practice. You will explore a wide range of media, materials, tools and equipment, and will acquire the basic practical and technical skills appropriate to the three areas of construction. The module also develops your learning skills in organisation, planning and self-management.

The **Introductory Visual Communication** module (20 credits) establishes a wide range of fundamental visualisation skills, which are extended further in the **Visual Communication** module (20 credits). You will investigate the formal elements of objective and figurative drawing, perspective drawing, technical drawing, visual composition and the expressive use of a range of materials and processes relevant to sets, props and character development. You will be introduced to a variety of media, equipment, techniques and technologies, including digital media manipulation, which will be used with an experimental approach to the development of both 2D and 3D visualisation. The modules emphasise the importance of visual

research as a stimulus for the design process and the critical and analytical skills required for the synthesis of your own visual solutions.

The **Concept Development** module (20 credits) instigates the design process for sets, props and character development. It provides the basis on which concepts and research can be applied to the generation of ideas in the production of design work and a means to explore, communicate, develop and realise design proposals.

The **Introductory Professional Studies** module (20 credits) introduces aspects of professional practice and employability that are relevant to creative practitioners, including IT, communication, research, presentation and individual weblogs. The relevant creative industries are explored at a general level in order to raise your awareness of these industries and how they operate, and the range of career options available.

The **Introductory Material Culture** module (20 credits) explores the chronology and history of material culture in a series of lectures and research seminars, and encourages you to appreciate the broader contextual influences on contemporary culture. It supports the development of research, study and analytical skills in the production of a Material Culture Journal, which includes an essay based on an aspect of the lecture programme. The module content is relevant to students on all design-based programmes, and students are taught in larger mixed groups to encourage collaboration across disciplines.

Level 5

Level 5 modules have been designed to enable you to explore and study specific subject areas in greater depth and to extend your understanding of future career routes, within a structure of four 20 credit modules and one 40 credit module.

The Learning Agreement is introduced in Level 5 to enable you to take more responsibility for your learning through negotiation with your tutors. It is used to help you to identify and plan your individual focus within specific modules and supports the progression of independent learning.

The **Production Design** module (40 credits) explores the process of production design and aims to stimulate an enquiring and imaginative approach to the creative opportunities within two of the three specialist areas of sets, props and character development. You will undertake research-based design assignments based on the selection of these specialist areas, which will be negotiated and defined within the Learning Agreement. You will identify appropriate research methods and sources, and critically evaluate and interpret information to inform and support your design proposals. The module encourages the development of perceptive, critical, analytical, communication and technical problem-solving skills, related to the process of design realisation.

The **Specialist Focus** module (20 credits) enables you to identify, explore, develop and apply specific skills and knowledge suited to your aspirations as a designer/maker within your future specialist discipline of sets, props or character development. You will locate your specific area of interest within a context that embraces specific subject knowledge and potential areas of emphasis, develop

specific skills in more depth, and maximise the opportunity for creative practical activity with greater independence.

The **Advanced Visual Communication** module (20 credits) extends and develops the visualisation skills that underpin your design and production work. Through the Learning Agreement, you can identify individual areas of focus and further development relevant to your choice of specialism in sets, props or character development. You will be encouraged to develop your practical and creative abilities in visualisation using traditional and/or digital media as appropriate to the context of your specialism.

The **Professional Studies** module (20 credits) extends and develops the knowledge of your chosen creative industry, its international perspective, and the roles available within it. This is enhanced by primary and secondary research into specific career pathways, with particular emphasis on employability and enterprise. The module aims to develop a practical focus on the further development of employability skills, professional practice and networking, including the application of IT for professional promotion, such as curriculum vitae and digital archives, and the further development of individual student weblogs.

The **Material Culture Theory** module (20 credits) extends your knowledge and awareness of issues that shape, define and influence contemporary material culture, based on a series of thematic lectures and research seminars. The module further develops your skills in research and critical analysis, and extends your ability to formulate and conclude a written argument in essay format with adherence to academic conventions. At the end of the module, you are allocated time and tutorial guidance to research and propose a Dissertation topic in preparation for Level 6. The module is delivered to larger groups from a number of design-based programmes to encourage students to work collaboratively.

Level 6

Level 6 modules enable you to consolidate and demonstrate the knowledge, understanding and skills acquired during previous Levels of the programme and to develop greater levels of expertise and independence in preparation for future professional practice. Extended and increasingly complex projects encourage in-depth study and sustained research toward the realisation and presentation of substantial bodies of work to a professional standard. These are supported by a dissertation which enables you to develop a self-identified theoretical hypothesis related to your creative practice.

Modules are 20 credits in value with the exception of Final Major Project which has a value of 60 credits.

The **Minor Project** module (20 credits) and **Final Major Project** module (60 credits) enable you to consolidate skills and expertise appropriate to your individual career aspirations and develop a professional portfolio of work in preparation for your future independent practice after completion of the programme. Within these modules, you will produce your own project briefs through the Learning Agreement in negotiation with specialist tutors, to include research, design development and realisation that demonstrate appropriate levels of skill and design acumen. The modules can be explored as two separate projects or as one longer investigation of study in two

distinctive parts to meet the learning outcomes of each module. The modules are designed to develop your ability to sustain and manage complex projects in unpredictable situations, with effective evaluation, organisation and planning to facilitate the progression to related employment and/or postgraduate study. You can include live projects, collaborations and competitions in these modules, but must demonstrate a wide breadth of skills and abilities, as well as appropriate levels of critical analysis and enquiry, aesthetic awareness, professionalism and independent learning.

The **Dissertation** module (20 credits) provides the opportunity for extended research and academic investigation into an individual topic negotiated and agreed with your Dissertation Supervisor. The nature and content of your dissertation should support and enhance your creative practice and demonstrate an advanced level of critical analysis. It also equips you with a wide range of skills that can be applied to any area of information retrieval and analysis, and academic writing.

The **Professional Practice** module (20 credits) enhances your preparation for progression to employment, self-employment and/or postgraduate study through the research and production of a professional promotional portfolio. This will be appropriate to your individual career aspirations as a creative practitioner, and requires you to analyse your own employment potential in relation to relevant markets and industries.

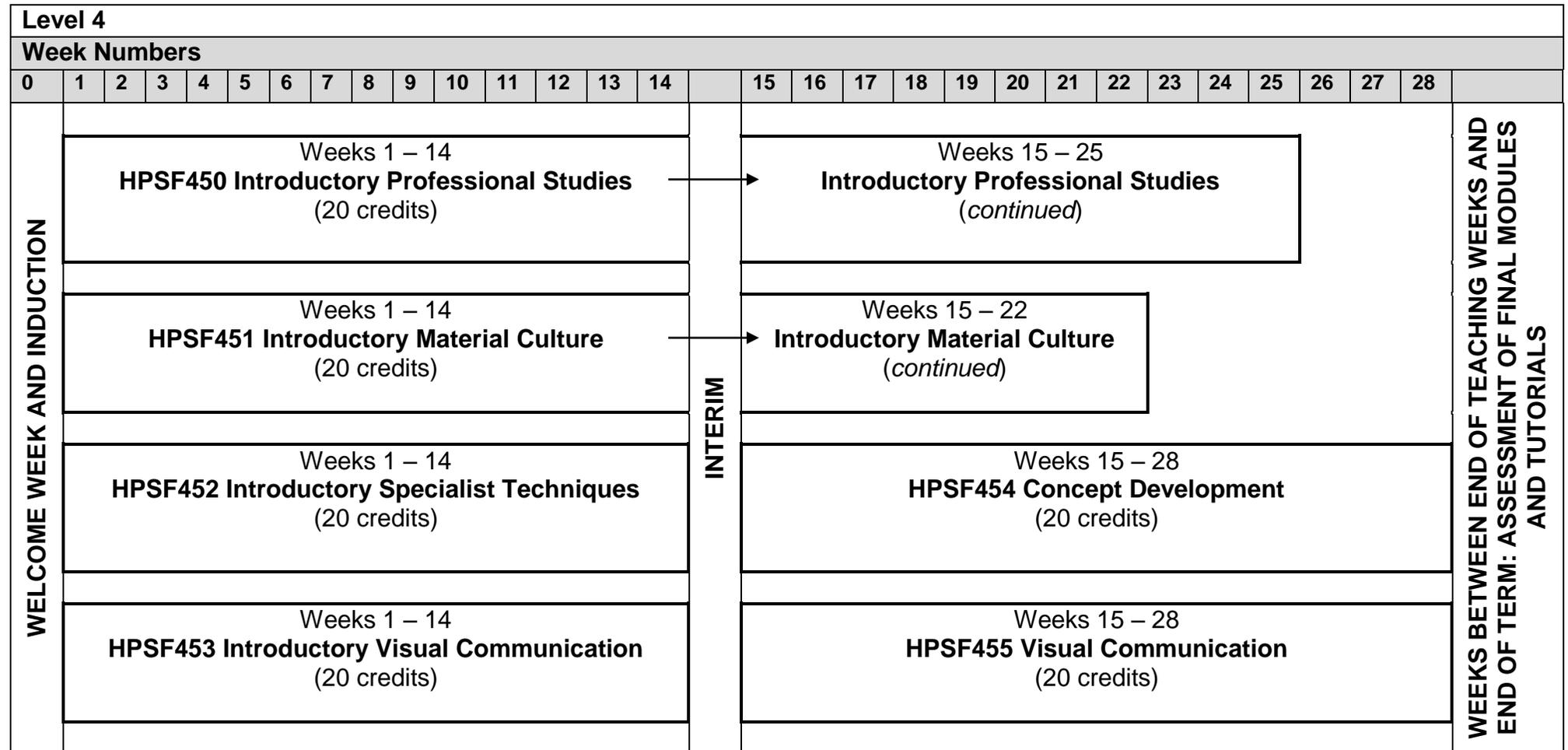
Throughout the programme, you will have opportunities to make contacts in the entertainment industries through participation in live assignments, work experience, competitions and exhibitions to enhance your professional practice in preparation for employment and/or postgraduate study.

Programme Modules

| Module Code | Module Title | Credit Weighting |
|--------------------|------------------------------------|-------------------------|
| Level 4 | | |
| HPSF452 | Introductory Specialist Techniques | 20 |
| HPSF453 | Introductory Visual Communication | 20 |
| HPSF454 | Concept Development | 20 |
| HPSF455 | Visual Communication | 20 |
| HPSF450 | Introductory Professional Studies | 20 |
| HPSF451 | Introductory Material Culture | 20 |
| Level 5 | | |
| HPSF552 | Production Design | 40 |
| HPSF553 | Specialist Focus | 20 |
| HPSF554 | Advanced Visual Communication | 20 |
| HPSF550 | Professional Studies | 20 |
| HPSF551 | Material Culture Theory | 20 |
| Level 6 | | |
| HPSF650 | Minor Project | 20 |
| HPSF651 | Dissertation | 20 |
| HPSF653 | Final Major Project | 60 |
| HPSF652 | Professional Practice | 20 |

Programme Diagram

This schematic diagram shows the proposed start and end dates for each module. Assessment takes place at the end of each module and you will normally receive summative assessment feedback within 4 academic weeks of the original submission date. Further information on the structure of each module is included in your *Module Handbooks*.



Level 5

Week Numbers

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| WELCOME WEEK AND INDUCTION | | | | | | | | | | | | | | | INTERIM | | | | | | | | | | | | | | | WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Weeks 1 – 14 HPSF550 Professional Studies (20 credits) | | | | | | | | | | | | | | | Weeks 15 – 25 Professional Studies (<i>continued</i>) | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Weeks 1 – 14 HPSF551 Material Culture Theory (20 credits) | | | | | | | | | | | | | | | Weeks 15 – 18 Material Culture Theory (<i>continued</i>) | | | | | | Weeks 19 – 22 Dissertation proposals | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Weeks 1 – 14 HPSF552 Production Design (40 credits) | | | | | | | | | | | | | | | Weeks 15 – 28 HPSF553 Specialist Focus (20 credits) | | | | | | | | | | | | | | |
| Weeks 15 – 28 HPSF554 Advanced Visual Communication (20 credits) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Level 6

Week Numbers

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | | | | | | | | | | |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|--|--|----|----|----|----|----|----|----|----|--|----------------|--|----|----|--|--|--|--|--|--|--|---|--|---|
| WELCOME WEEK AND INDUCTION | | | | | | | | | | | | | | | | Weeks 1 – 10 | | | | | | | | | | INTERIM | Weeks 11 – 25 | | | | | | | | | | | | WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS |
| | | | | | | | | | | | | | | | | HPSF651 Dissertation (20 credits) | | | | | | | | | | | HPSF652 Professional Practice (20 credits) | | | | | | | | | | | | |
| WELCOME WEEK AND INDUCTION | | | | | | | | | | | | | | | | Weeks 1 – 9 | | | | | | | | | Weeks 11 – 28 | | | | | | | | | | | | WEEKS BETWEEN END OF TEACHING WEEKS AND END OF TERM: ASSESSMENT OF FINAL MODULES AND TUTORIALS | | |
| | | | | | | | | | | | | | | | | HPSF650 Minor Project (20 credits) | | | | | | | | | HPSF653 Final Major Project (60 credits) | | | | | | | | | | | | | | |

Mapping of Module Learning Outcomes to Level Outcomes

| Level 4 | Introductory Specialist Techniques | Introductory Visual Communication | Concept Development | Visual Communication | Introductory Professional Studies | Introductory Material Culture |
|---|---|--|----------------------------|-----------------------------|--|--------------------------------------|
| Level Outcome | 20 credits | 20 credits | 20 credits | 20 credits | 20 credits | 20 credits |
| Apply and evidence key elements of specialist knowledge and concepts, and influences on, production design for stage and screen in defined contexts | * LO1 | * LO1 | | * LO1 | | * LO1 |
| Select, describe and apply research from a defined range of primary and secondary sources | | | * LO1 | | * LO1 | * LO2 |
| Apply taught methods to develop your problem-solving skills and recognise the changing nature of production design for stage and screen | | | * LO2 | * LO2 | | |
| Apply a range of approaches to learning and evaluate your strengths and areas for development in order to manage your work and meet deadlines | * LO2 | | * LO2 | | | |
| Use a range of practical and technical skills that are appropriate to the context of your work | * LO3 | * LO2 | | * LO3 | | |
| Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility | | | * LO3 | | | |
| Communicate information accurately and reliably with structured and coherent solutions and arguments | | * LO3 | | * LO1 | * LO2 | * LO2 |

| Level 5 | Production Design | Specialist Focus | Advanced Visual Communication | Professional Studies | Material Culture Theory |
|---|--------------------------|-------------------------|--------------------------------------|-----------------------------|--------------------------------|
| Level Outcome | 40 credits | 20 credits | 20 credits | 20 credits | 20 credits |
| Demonstrate a knowledge and critical understanding of the established principles of, and influences on, production design for stage and screen and apply these to a variety of contexts | * LO1 | | * LO1 | * LO1 | * LO1 |
| Select, analyse and apply research from appropriate sources to inform your work and routes of enquiry | * LO2 | * LO1 | | * LO2 | * LO2 |
| Approach problem-solving with critical enquiry and analysis and demonstrate the ability to integrate theory and practice | * LO2 | * LO1 | | | |
| Take personal responsibility for the development of existing skills and new competences and the management of your work | * LO2 | * LO2 | | | |
| Apply appropriate practical and technical skills to enable you to experiment and develop ideas and outcomes based on your own decisions | * LO3 | * LO2 | * LO2 | | |
| Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making | | * LO3 | | | |
| Effectively communicate and present information, arguments and analysis in a variety of forms and situations | | | * LO3 | * LO3 | * LO2 |

| Level 6 | Minor Project | Dissertation | Final Major Project | Professional Practice |
|---|----------------------|---------------------|----------------------------|------------------------------|
| Level Outcome | 20 credits | 20 credits | 60 credits | 20 credits |
| Demonstrate a comprehensive and detailed knowledge of production design for stage and screen, including theoretical, practical and professional contexts | | | * LO1 | * LO1 |
| Synthesise, evaluate and apply research from a diverse range of appropriate sources to make independent judgements | * LO1 | * LO1 | * LO2 | |
| Demonstrate confidence and intellectual flexibility in identifying, defining and resolving complex problems relevant to the design and production of sets, props and characters for stage and screen | * LO2 | | * LO2 | |
| Take responsibility for independent learning and decision-making, demonstrating effective reflection, evaluation, organisation and time-management | | * LO2 | * LO3 | |
| Effectively apply an appropriate range of practical and technical skills to resolve problems and produce professional design solutions for stage and screen and their related professional practice | * LO3 | | * LO4 | * LO2 |
| Demonstrate readiness for employment, continuing professional development and/or postgraduate study, acknowledging the legal, ethical and sustainable constraints and professional expectations of the relevant creative industries | | | * LO3 | * LO3 |
| Communicate effectively, confidently and professionally in a range of formats to specialist and non-specialist audiences, including potential employers | | * LO3 | * LO4 | * LO3 |

Resources

Library

The Library provides specialist art and design resources to support the learning, research and curriculum needs of both students and staff at CCAD. All new students receive a Library induction and a subject specific resource guide which is followed up by an information skills and e-learning session. Additional help is available within the Library for research and there is a proof reading service for essays and dissertations to check for spelling and grammatical errors.

The Library holds a variety of learning materials including books, academic journals, DVDs, and magazines. There is also a wide range of specialist electronic resources focusing on art, design and media, including e-books and e-journals. The Library resources are catalogued onto the Heritage Library Management System, which can be accessed either within the Library or by the online version via the VLE and CCAD portal.

The Library is Wi-Fi enabled and facilities include study spaces and a photocopier. The resources, and help from the knowledgeable, friendly staff, make the Library a popular space for work and study.

The Library consistently receives high scores in both the in-house and national student surveys, which are carried out annually.

Information technology

CCAD provides a comprehensive range of IT resources based around Windows PCs and Apple Macintosh computers using the latest in specialist hardware and software solutions. In our studio and open access facilities every computer is pre-loaded with the latest versions of Adobe Creative Cloud and Microsoft Office 365 applications. Specialist programmes demand specialist requirements and the College caters for this with IT resources utilising industry standard software and hardware solutions.

Studio and open access facilities are complemented by our Bring Your Own Device system allowing access of all your personal hand-held devices to our wireless network and the internet. Our internet provision employs the same network as used by all the major universities and colleges throughout the country and enjoys speedy access and unrivalled access.

IT resources are supported by a knowledgeable and friendly IT team that endeavours to put the student first and resolve any issues. IT support is accessible via our in-house helpdesk, which is open from 8.30am to 5pm from Monday to Thursday and from 8.30am to 4.30pm on Fridays, email: helpdesk@ccad.ac.uk. Out of hours IT support is provided on Mondays and Tuesdays from 5.00pm to 9.00pm.

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the programme. This is provided through “critiques” and written feedback, as well as guidance on practical work and informal discussion about your progress. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to have in-depth discussions about your work, or the programme in general. You will be entitled to at least one formal recorded academic tutorial per semester with a nominated member of the Programme Team. For further information about academic tutorials, you can refer to the *Undergraduate Academic Tutorial Policy*, which is available on the VLE.

Support and advice is also provided on an informal basis throughout the programme, through discussions between staff and students.

Academic Support Team

The Academic Support Team provides additional taught sessions for all students in areas that will support your academic studies. These sessions are scheduled to align with the curriculum and relevant module deadlines and are delivered on a weekly basis throughout the academic year on topics including:

- Note taking
- Academic conventions (referencing)
- Academic research, reading and writing
- Time-management
- Definition of Summative and formative feedback
- Writing an evaluation
- Essay research, planning, writing and presentation
- Report writing
- Presentation of work
- Confidence-building
- Dissertation preparation (Level 5)
- Writing a Learning Agreement (Level 5 and Level 6)

In addition, the Academic Support Team provides one-to-one support tutorials for all students throughout the academic year. More information is available on the Academic Support section of the Study Skills site on the VLE.

Career Education, Information and Guidance

Advice and guidance for careers support and further training is offered throughout your programme and developed in the Professional Studies modules to help you understand the career routes available within your chosen profession. In addition to activities on your programme that will help to guide you towards your individual career path, it is important that you do your own additional research into potential careers. The academic staff on your programme, many of whom are creative

practitioners, will be able to give you further advice about careers in your subject area. In the Professional Studies modules, a variety of external business support specialists are invited into the College to talk to you about career planning and to offer advice about starting your own business. There is also a careers section in the Library.

Learning Support

Support for students with disabilities (including dyslexia)

CCAD is committed to the principles of equality and diversity and welcomes applications from students with a disability or learning difficulty. The College aims to support all students' individual needs wherever possible to enable all students to achieve their full potential.

If you experience a disability, mental health condition, specific learning difficulty eg. dyslexia, Autistic Spectrum Disorder, or long-term health condition, the Student Services team will support you to access additional funding (Disabled Students Allowances - DSA), which may fund the cost of any support needs you have. To help ensure you have all the support you need as quickly as possible, a member of the team will contact you before you enrol to ask about any support you need, and put in place interim support while they are helping you to access DSA funding.

In addition, all students are asked to complete a dyslexia screening test when they start their programme. This is called the LADS (Lucid Adult Dyslexia Screening) test, and helps to identify if you need any extra support, even if you have never accessed support before. If you do, the team will work with you to identify what support you need, and help you access further diagnostic tests and funding. The Student Services team can also offer dyslexic thinkers one-to-one support from a specialist tutor to help develop learning skills, as well as offering all students facilities such as a proof reading service via the Library.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within the Student Services team. This includes an onsite counselling service, which you can access whether or not you have seen a counsellor before. This service is entirely confidential. If the counsellor feels that they are unable to support you or that you would benefit from a different type of service, they will discuss this with you, and help you to seek the support that is appropriate for you.

Advice and support with practical issues such as finance, funding, accommodation and welfare is also available from the Student Services team.

You can find contact details and further information about Student Services on the Student Services section of the VLE and in various printed booklets available on the noticeboard outside the Student Services office.

Monitoring the quality of your programme

The programme is subject to rigorous quality assurance procedures which involve subject specialist and peer review of the programme by the Arts University Bournemouth at periodic intervals, normally of 5 years. This process ensures that the programme engages with the QAA Quality Code.

In addition all programmes undertake an Annual Programme Review which takes account of relevant information such as:

- External Examiners' Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey [NSS]
- Results of the internal Student Perception Survey [SPS]
- Feedback from Student Representatives and Student Assemblies
- Feedback from relevant employer groups, including the Industrial Liaison Group [ILG]

All programmes develop an Action Plan from the Annual Programme Review process, which is monitored by the Programme Boards of Study, held twice a year. Your Student Representatives can keep you informed about progress against the Action Plan.

Staff development priorities for the Programme Team as a whole are identified through the Annual Programme Review process, and for individuals through the staff Performance Management process.

Indicators of Quality and Standards

All students on taught higher education programmes at CCAD are enrolled on a programme validated by the Arts University Bournemouth, which was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013.

In 2011, CCAD underwent a very successful IQER Summative Review, which made no recommendations for improvement and highlighted areas of good practice in the quality of higher education provision at the College. This was an excellent outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of programme outcomes, and the quality of the educational experience we deliver.

Please note that this specification provides a concise summary of the main features of the programme.

More detailed information about studying on your programme at CCAD is available on the VLE.