

Programme Specification

1	Awarding Institution/Body	Luminate Education Group												
2	Delivery Location(s)	Quarry Hill Campus												
3	Programme Externally Accredited by (e.g., PSRB)	N/A												
4	Award Title(s)	FD Production Arts (Technical Theatre & Stage Management) FD Production Arts (Design Realisation for Events, Stage and Screen)												
5	UCAS Code	W454, W453												
6	Apprenticeship	n/a												
7	HECoS Code and Description	100704 - technical stage management												
8	Mode of Attendance	Full Time												
9	Relevant QAA Subject Benchmarking Group(s)	FD Characteristics Statement 2015 Subject Benchmark Statement, Art and Design, 2019 Subject Benchmark Statement, Communication, Film, Media and Cultural Studies, 2019												
10	Relevant Additional External Reference Points <i>(e.g., National Occupational Standards, PSRB Standards)</i>	Nos Standards: Technical Theatre & Live Performance												
11	Date of Approval/ Revision	Sept 2023												
12	Criteria for Admission to the Programme (select the appropriate Entry Criteria for the award and remove the others) <p style="text-align: center;"><u>Foundation Degree Entry Criteria</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Typical Offer</th> <th style="width: 35%;">Minimum Offer</th> </tr> </thead> <tbody> <tr> <td>Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma</td> <td>48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject</td> <td>16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject</td> </tr> <tr> <td>IELTS:</td> <td colspan="2">IELTS 6.0 with no less than 5.5 in any component.</td> </tr> <tr> <td>International qualifications:</td> <td colspan="2">International qualifications will be assessed against these criteria</td> </tr> </tbody> </table>			Typical Offer	Minimum Offer	Level 3 qualifications such as: A Levels or BTEC L3 Diploma or Extended Diploma	48 UCAS tariff points from two A-levels (or equivalent qualifications), one of which must be in a relevant subject	16 UCAS tariff points from one A-level (or an equivalent qualification), in a relevant subject	IELTS:	IELTS 6.0 with no less than 5.5 in any component.		International qualifications:	International qualifications will be assessed against these criteria	
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	<p>University Centre Leeds welcomes applications from mature* applicants who may not have met the academic criteria, but who can demonstrate a wealth of experience in their chosen field. Candidates in this category and otherwise are likely to be interviewed to assess their suitability for the course and may be asked to provide a portfolio of evidence to support their application.</p> <p><i>*21 years and over at the start of the course</i></p>
	<p>RPL claims: The course structure actively supports claims for Recognition of Prior Certified Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL)</p>
<u>Additional entry criteria</u>	
	Criteria
GCSE English:	English grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Literacy are accepted in place of GCSEs.
GCSE Maths:	Maths grade 4 or above. Key Skills Level 2, Functional Skills Level 2 and the Certificate in Adult Numeracy are accepted in place of GCSEs.
Interviews / audition:	A successful interview.
References:	An appropriate reference required.
13	<p>Educational Aims of the Programme</p> <p>The overall aims of the programme are to:</p> <ul style="list-style-type: none"> • Provide a challenging, high quality practical Production Arts programme • Develop graduates with the ability to factor environmental considerations into creative practice • Produce graduates who can work independently, with resilience and self-determination • Produce industry ready creatives able to work across a range of disciplines • Provide graduates with the knowledge of the duties and working relations of backstage workers. • Equip graduates with a wide range of transferrable skills pertinent to the creative industries such as communication, team working, project management and interdisciplinary working, enterprise, and entrepreneurship • Deliver a wide range of professional skills relevant to the contemporary production arts industry • Instil an interdisciplinary approach to Production Arts by collaborating with other creative disciplines on internal and external projects • Produce creatives with skills that reflect the needs of the contemporary industries by embedding emerging technologies • Support the development of industry related Maths, English and IT skills.
14	<p>Learning Outcomes</p> <p>The programme will enable students to develop the knowledge and skills listed below. On successful completion of the programme, the student will be able to:</p>

Knowledge and Understanding	
K1	Analyse the purpose, working practices and responsibilities of a range of production professionals
K2	Apply knowledge & understanding of contemporary working practices and equipment/materials used in the Production Arts industry
K3	Evaluate the production process from initial design concepts, rehearsal processes to the final production.
Cognitive/Intellectual Skills	
C1	Analyse principles and concepts underlying production practices in a specialist area, identifying strengths and weaknesses in your own developing practice.
C2	Acquire problem solving and strategic thinking skills to effectively resolve production challenges whilst adhering to project constraints
Practical/Professional Skills	
P1	Manage professional development reflecting on progress and taking appropriate action
P2	Act with increasing autonomy, demonstrating a high degree of professionalism
Key Transferable Skills	
T1	Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT
T2	Develop effective collaborative working relationships using teamwork and leadership skills, recognising, and respecting different perspectives
Pathway Specific Outcome for the Technical Theatre & Stage Management Pathway	
TTSM1	Refine Technical Theatre and Stage Management methodologies to autonomously produce well resolved and technically accomplished outcomes
Pathway Specific Outcome for the Design Realisation for Events, Stage & Screen Pathway	
DRESS1	Refine Design Realisation skills and techniques to autonomously produce well resolved and technically accomplished outcomes
15	<p>Key Learning & Teaching Strategy and Methods</p> <p>This course is practical, and the teaching and learning is structured to reflect this. The purpose of this programme is to equip graduates with the practical and professional skills to enable them to succeed and build a sustainable practice in a constantly evolving industry.</p> <p>To reflect the practical nature of the programme the Level 4 modules are focussed on Knowledge acquisition, skills development and application of new techniques. This will develop the students' practical competence which can then be applied to the independent project, work-related modules at level 5. The development of industry knowledge at Level 4 will provide the foundation for students to build on in Level 5 enabling them to contextualise their practical work to begin to create accomplished and considered Production Arts work in 'Production Realisation'.</p> <p>The nature of the course is designed to encourage students to take ownership of their professional practice and creative identity. Students will work on a combination of self-initiated projects and work with external partners to work in a non-simulated culture by engaging with the creative community and embedding a professional ethos within the programme. This collaborative and real-world approach to the creative industries will support students' progression into professional practice or further study beyond the course.</p>

The importance of training production technicians who appreciate the sensitivities of working with various professionals (directors, actors, designers etc) and under pressured scenarios/circumstances is an important professional competence. The Production Roles and Production Realisations modules, which carry higher credits, will require the development of these skills as they will replicate demanding production circumstances and will be collaborative projects with a range of professionals.

Students will be taught in a variety of ways. Theatre/Workshop based teaching will be the emphasis for practical work. Regular formative feedback will take the form of production meetings, where students are able to give and receive peer feedback and personal tutorials. Contextual studies of industry practices and production theory will be taught in a range of lectures and seminars to explore the key themes and ideas of modules PA1, PA3 and PA6. Students will be taught research skills at the start of the course to allow independent research to be undertaken in PA1, these skills will be developed during PA6. Critical reflection is an important tool for successful practitioners and will be embedded in all practical work the students undertake. The assessment of all modules will involve different methods of reflective thinking and so students will spend time developing these skills throughout the course. To support autonomous study students will be given a personal supervisor to provide guidance through the modules. Projects are sequenced to support the student to act with increasing levels of autonomy to interpret briefs and produce creative and innovative responses. The personal development and industry-focussed elements of the course will be delivered in a range of lectures, workshops, group tasks and are embedded throughout all the programme modules.

The sequencing of the modules is designed to enhance the quality of the student learning experience and promote student retention and achievement. Within the modules, there are embedded work related, personal development and academic skills to support the student. The teaching of these skills will be contained within practical modules to ensure constant student engagement to maintain a professional contextualisation of practical work, and to teach the transferrable skills in a way that is purposeful for the students training as a backstage professional.

Within 'Sustainability Investigation' module, key academic skills will be delivered to support the students' transition into higher education from a range of educational backgrounds and experiences. 'The Production Professional' in Level 4 will embed personal development skills such as skills audits, time planning, personal development plans and reflective practice. Work related learning is embedded throughout the programme, and students are encouraged to reflect on their chosen career path and to make positive steps towards that goal. Creative skills will be contextualised within the contemporary industry in the modules, 'Personal Project', 'Production Roles,' and 'Project Management.' Work related learning opportunities change student perceptions of what it is to function within the creative industries are at the core of the programme. The course content is developed in such a way as to educate students in strategies to survive within them. For this to be successful, the teaching of these core ideas and values within a classroom setting will be coupled with direct experience of the creative field provided by industry professionals. This will be achieved through our strong local links with institutions who are central to the industry within the region.

The college supports online learning by providing all HE students with Chromebooks to support the use of digital technology throughout their studies. The current HE students have welcomed the direct feedback, ability to update live documents and the opportunities that this has provided for off-site learning. HE Creative Arts extend this scheme to give the students the opportunity to purchase iPads to support their studies. Should students not wish to purchase an iPad a number are available to loan from the Creative Arts Technical services.

16 Key Assessment Strategy and Methods

This programme will use a variety of assessment methods; however, there is a strong emphasis on practical assessments to reflect the vocational nature of the programme and the students' specialisms. To develop skills and a critical relationship with their practice there are many practical assessments. The format of these changes throughout the programme, some are reflective journals, production paperwork, and some are more resolved bodies of work. Others respond to a production brief to give the student real experiences of producing Production Arts work in a professional context. These practical assessments are contextualised by the module's other assessment in the form of a reflection, workbook, statement, or presentation. This is to develop the students' understanding of their practice as a creative professional, and to understand the impact of the creative decisions that they make to the audience/viewer.

To prepare students for industry these occur in a range of contexts, from presenting work in progress to industry panels in response to client briefs for formative feedback at project milestones, to producing work for a live audience. This reflects the breadth of situations that the students may encounter in professional life beyond the course and expands their understanding of the work involved in being an animator working as a freelance practitioner and in a studio environment.

Several of the assessments require students to engage with a wider audience whether that be through an event, to peer group or online. This public facing assessment prepares them for practice beyond their studies, reflects industry needs, and helps to develop their professional network. There are many assessments that require reflective contextualising of practice and on personal performance. These assessments are constructed to develop students as creatives, to support a reflective developmental practice which will help them to build sustainable careers.

Students will produce presentations, interviews, statements, and reflections to contextualise their practice to build a critical relationship with their work. The academic skills required for these assessments are embedded throughout the programme to ensure that they are supported with research and academic writing. The breadth of assessment methods will ensure that no individual student is disadvantaged by the overuse of one method. Students are supported by both tutor supervision and peer assessment. Assessments are structured to allow the student to act with increasing autonomy. Student's individual learning abilities are advanced with tutor support. Students will be allotted a personal tutor for their time at University Centre Leeds and with their personal tutor, they will produce individual learning plans to support their development as autonomous practitioners. The programme will use a variety of formative assessment methods. Tutor, peer, and self-assessment will be used throughout the programme to provide students with regular formative feedback. Peer feedback is important to this programme to create an environment of supportive critical practice within the cohort.

Extensions of submission dates will be reviewed if project parameters beyond the students' control change, such as changing performance dates. Projects with public performances that involve multiple students in booked spaces are difficult to move to accommodate individual circumstances. The year has been designed to allow for further assessment opportunities if a student is unable to complete a production role. L5 student module sequence can be altered to allow students to take up industry placements later in the year, or complete one their production realisation roles early or undertake their final role later.

17	Programme Modules	FD Production Arts (Technical Theatre & Stage Management)					
	Level 4						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
	PA1	The Production Professional	15	Core		Y	N/A
	PA3	Installation Realisation	25	Core		Y	N/A
	PA2	Industry Certificates	15	Core		Y	N/A
	PA6	Sustainability Investigation	25	Core		Y	N/A
	PA4	Technical Theatre & Stage Management Production Roles	40	Core	Y		N/A
	Level 5						
	Code	Title	Credits	Core/ Option	Non- Compensatable	Compensatable	Variance
	PA7	Project Management	20	Core		Y	N/A
	PA8	Industry Placement	20	Core		Y	N/A
	PA9	Production Realisations	60	Core	Y		N/A
	PA11	Personal Project	20	Core		Y	N/A

FD Production Arts (Design Realisation for Events, Stage and Screen)

Level 4						
Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable	Variance
PA1	The Production Professional	15	Core		Y	N/A
PA3	Installation Realisation	25	Core		Y	N/A
PA2	Industry Certificates	15	Core		Y	N/A
PA6	Sustainability Investigation	25	Core		Y	N/A
PA5	Design Realisation Production Roles	40	Core	Y		N/A
Level 5						
Code	Title	Credits	Core/Option	Non-Compensatable	Compensatable	Variance
PA7	Project Management	20	Core		Y	N/A
PA8	Industry Placement	20	Core		Y	N/A
PA10	Design Realisations	60	Core	Y		N/A
PA11	Personal Project	20	Core		Y	N/A

18 Programme Structure

This course has been designed to provide students with the skills, knowledge and understanding necessary to work in the production arts industry. Professional productions are structured into departments and the degree has been planned to reflect the roles and responsibilities. Each distinct pathway allows students to explore a variety of interrelated roles to give a broad range of skills for the future.

During semester 1 (15 weeks), students will spend 14.5 hours per week in taught lessons, 7 hours of these will be in a united Production Arts class and 7.5 hour with be with specialist pathway specific tutors. Student will have supervised access to specialist production facilities to work on projects and further develop their skills for a minimum of 7.5 hours each week, specialist technicians will supervise these sessions. There is an additional hour per week for group or individual tutorials.

During semester 2 (15 weeks for L4, 16 weeks for L5) the timetable becomes more project based and hours will vary dependent on production schedules and the role the student is undertaking. 5-week blocks will rota students through projects and roles. These will include Sustainability weeks for the level 4 students to complete Module PA6. Hours will be managed to ensure reasonable, best practice, industry working patterns are followed. Regular production meetings and 1-1 sessions will allow staff to monitor student progression. Teaching during semester 2 will be delivered on the job with one-to-one specialist instruction and support.

Technical Theatre & Stage Management pathway (TTSM)	Design Realisation for Events Stage & Screen pathway (DRESS)
Lighting	Scenic Construction
Sound	Prop Making
Video	Costume Making
Stage Management	Wardrobe Management

The Technical Theatre & Stage Management pathway (TTSM) will focus on lighting, sound and live video elements of a production and the stage management and 'calling' of a show. Each of these departments has its own specific roles, for example a lighting department will consist of a Chief Electrician, a Deputy Chief Electrician, a Programmer, general technicians, and Follow Spot Operators. The pathway has roles that have interrelated skills and competencies and ones that often work side by side in the industry.

The Design Realisation for Events Stage & Screen Pathway (DRESS) demands a different skill set and work pattern and will attract a different cohort of applicants. The crossover of skills and competencies will again allow for a broad training in production realisation and development of core skills relating to scenic, props and costume realisation.

As students' progress, both pathways will enable them to further specialise, following their chosen career pathway, offering a flexibility which allows interests and previous study to influence learning. There is an emphasis on independent learning with students taking responsibility for their own experience during their time on the course.

The level 4 qualification focuses on creating a portfolio of foundation skills and experiences. Students will apply the learnt practical skills to collaborative projects and develop creative and managerial methodologies, which will underpin the development of the students' specialist practice and creative identity during Level 5.

Level 4 modules:

Module 1 (shared): **The Production Professional** (15 credits) **PA1**

Module 2 (shared): **Industry Certificates** (15 credits) **PA2**

Module 3 (shared): **Installation Realisation** (25 credits) **PA3**

Module 4 (TTSM): **Technical/Management Production Roles** (40 credits) **PA4**

or Module 5 (DRESS): **Design Realisation Production Roles** (40 credits) **PA5**

Module 6 (shared): **Sustainability Investigation** (25 credits) **PA6**

		FDA L4			
		Theory 1	Theory 2	Specialist sessions	Independent/ external
1	18/9/23	Induction		Induction/ Skills Dev	
2	25/9/23				
3	2/10/22	PA1	PA3		PA1
4	9/10/23				
5	16/10/23				PA3 Installation projects
6	23/10/23		PA1		
	30/10/23				
7	6/11/23				
8	13/11/23				
9	20/11/23	PA1 TASK1 Report			
10	27/11/23	PA2	PA2		PA2 Mandatory certificate 1
11	4/12/23	PA1 TASK2 CPD Plan			PA2 Mandatory certificate 2
12	11/12/23		PA3	PA3 Task 1 Installation complete	
13	18/12/23		PA3 Task 2 Interview		PA2 Mandatory certificate 3
	25/12/23				
	1/1/24				
14	8/1/24	PA2	PA2	PA2	PA2
15	15/1/24				
16	22/1/24		PA6 Sustainability (Week 1)		
17	29/1/24	PA2 TASK1 & TASK 2	PA6 Sustainability (Week 2)		
18	5/2/24	PA4 or PA5 Show A LCON Musical 1		PA4 or PA5 Show B LCON Musical 2	
19	12/2/24				
20	19/2/24				
21	26/2/24				
22	4/3/24	in lieu of 1/2 term			
23	11/3/24	PA6 Sustainability (Week 3)			
24	18/3/24	PA4 or PA5 Show C NYCD at Leeds Playhouse		PA4 or PA5 Show D Mill School L6 Showcase	
25	25/3/24				
26	1/4/24				
	8/4/24				
	15/4/24	in lieu of Easter			
27	22/4/24	PA6 Sustainability (Week 4)			
28	29/4/24	PA6 task 1 Report Essay & Task 2 Pitch		Reserve PA4 or PA5 Show E Reserve TBC	
	6/5/24	in lieu of Easter		in lieu of Easter	
29	13/5/24				
30	20/5/24	PA4 & 5 Task 1 Portfolios	PA4 & 5 Task 2 Interviews		
	27/5/24	1/2 term			

Module 1: The Production Professional

The initial task will ask students to investigate and produce a case study of a contemporary production professional. This will provide them with a greater understanding of the working practices of the modern production arts industry. Guest speakers from a range of local organisation will inspire and inform the students of their practice and competencies.

Students will then consider their own career trajectory and personal development, auditing their skills in response their career aspirations and designing their own bespoke personal development plan. The development plan will be used to direct their studies and to promote reflective practice.

Module 2: Industry Certificates

The personal development plan created in module 1 will inform the 'Industry Certificates' module. Students will build a portfolio of professionally recognised training certificates, ensuring they are well prepared for work in professional venues. There will be a range of mandatory courses, which will include First Aid at Work, an industry recognised health and safety passport, and a selection of pathway specific optional courses to allow for personalisation of the module such as IPAF3a course for technical students or Introduction to Welding for our scenic students.

The Yorkshire Centre for Training and Development, part of the Luminare Group, already deliver many of the training certificates we are offering, and we are working with them to prove an 'at cost' package for the students. We have selected several free training packages, some delivered by our industry partners, and several are available to complete on-line.

Each course will carry notional credits and have a cost attached. Students will be required to gain 100 credits of training within a budget of £400.

Mandatory Certificates in:

First Aid at Work 2 day (30) £105
IOSH Safety Passport 1 day (20) £95
SAIL Carbon Literacy 1 day (20) £15

Optional Certificates include:

IPAF 3/3A 1 day (10) £195
PAT testing 1 day (10) £85
PASMA 1 day (10) £170
Pyrotechnic Awareness 1 day (10) £115
Dante L2 1 day (10) Free
RC Annie 1 day (10) £75
CNC Programming online (10) £45
Welding for beginners 2 day (10) £160
Excel spreadsheets online (10) Free
EOS Programming 2 day (20) Free

Module 3: Installation Realisation

This will be the students first practical module where the two pathways will collaborate for the first-time combining design realisation and technical theatre and stage management to realise a design brief project managed by level 5 students (this will be managed by staff in the first year of the course). The module will introduce collaborative working practices and ensure all students have a clear understanding of the health and safety considerations of their pathway.

The TTSM students will explore electrical safety whilst the DRESS students will focus on workshop safety and hazardous substances. The ability to work within the bounds of health and safety legislation, guidance notes and industry standard procedures is a vital first step to become an autonomous production professional. This will inform all future projects and the student's ability manage safety and their attitude to safety will be refined throughout the rest of the course.

Module 4 & 5: TTSM Production Roles or DRESS Production Role

These modules will run together allowing TTSM and DRESS students to collaborate on the same project. For this module students will be assigned to two distinct productions. They will perform a different pathway role of their choice for each production. For example, a TTSM student may work on Lighting Operation for one production and then Assistant Stage Management on their second production. Production allocations will be carefully planned by the Programme Manager to attached students to suitable projects. The list of productions we can work on is large and varied allowing students to experience different styles of shows. Throughout this module, students will be encouraged to think about contemporary practices in a professional context by continually focussing on the use of these methods within the industry through theatre visits and production process observations.

Working on large scale collaborative projects, students will develop the ability to work effectively, independently, and collaboratively within a production department. They will apply their learnt skills, knowledge, and experience to contribute to the success of a production.

Students will document their contribution to the two productions in the form of a portfolio which will include witness statements from production supervisors. The students will then be interviewed to review their developing practice.

Module 6: Sustainability Investigation

For this research module students will investigate environmental and sustainability issues within production arts. With sessions delivered in partnership with Sustainable Arts in Leeds (SAIL), students will compare current best practice in sustainable production methods and reflect on their own practice. Students will investigate theatre production practices across a range of organisations before suggesting sector wide strategies or proposals aimed at individual organisation to make productions more sustainable. Developing the student's confidence to present a proposal, the students will pitch sustainability changes to local companies and production managers.

Level 5:

Leeds is a creative hub of freelancers, touring companies, and larger producing organisations and the level 5 modules address the needs and replicates the practice of those companies within the city.

Level 5 builds upon the foundation skills and knowledge gained at level 4, focusing on a deeper development of practical skills and knowledge of contemporary issues that will strengthen the student's development as a production professional.

Collaboration, professional engagement, effort, and attitude are essential attributes for production professionals and for the potential employment opportunities of the students. The Level 5 programme aims to provide opportunities for student to develop these.

Level 5 modules:

Module 7 (shared): **Project Management** (20 credits) **PA7**

Module 8 (shared): **Industry Placement** (20 credits) **PA8**

Module 9 (TTSM): **Production Realisation** (60 credits) **PA9** or

Or Module 10 (DRESS): **Design Realisation** (60 credits) **PA10**

Module 11 (shared): **Personal Project** (20 credits) **PA11**

		FDA L5			
		Theory 1	Theory 2	Practical sessions (7.5 hours)	Independent/ external
1	18/9/23			Induction/ Skills Dev	
2	25/9/23	PA8 Placements planning			
3	2/10/22		PA7	PA7 Project management	
4	9/10/23				
5	16/10/23	PA9 task 1			
6	23/10/23	PA11 Project planning	PA7 task 1 Plan		
	30/10/23				
7	6/11/23				
8	13/11/23				
9	20/11/23		PA7 task 2		
10	27/11/23	PA8 Placements (or Show/Project)			
11	4/12/23				
12	11/12/23				
13	18/12/23				
	25/12/23				
	1/1/24				
14	8/1/24				
15	15/1/24				
	22/1/24	in lieu of 1/2 term			
16	29/1/24	PA 8 Task 1 & 2	PA 9 or 10 Show 1 (or placement/project)		
17	5/2/24				
18	12/2/24				
19	19/2/24				
20	26/2/24		in lieu of Easter		
21	11/3/24	PA 9 or 10 Show 2 (or placement/project)			
22	18/3/24				
23	25/3/24				
24	1/4/24				
25	8/4/24		in lieu of Easter		
	15/4/24				
26	22/4/24	PA 9/10 Task 1 & 2	PA11 Personal Project (or show)		
27	29/4/24				
28	6/5/24				
29	13/5/24				
30	20/5/24				
	27/5/24	1/2 term			
31	3/6/24	PA11 Task 1 & 2			

Module 7: Project Management

This module is designed to introduce students to the practice and process of project management in the production industry by asking the student to lead on an installation project.

This module will cover the main aspects of developing and executing a project proposition and plan. It will introduce business planning, entrepreneurial, and legal issues for production practitioners. The students will manage the level 4 students to realise their installation projects gaining experience of team leadership. This unit will serve as an opportunity to build effective working relationships between the two year groups before they work together on projects with other departments.

Module 8: Industry Placement

The Industry Placement module will give students the opportunity to experience what it is like to work in their chosen aspect of the production arts industry, while developing employability and increasing graduate career prospects. It will provide an understanding of contemporary practices and further develop practical knowledge and skills directly in relation to the student's career aspirations. Furthermore, the module requires students to actively engage in reflective practice of their own performance/experience and critically analyses current working practices within a section of the industry of their choice.

The Placement module requires students to complete a minimum of 100 hours in the workplace while also having weekly contact with a Module Tutor.

The excellent relations the department has built with our level 3 provision means we already have a list of placements agreed with prestigious companies such as Opera North, Leeds City Council and Northern Ballet. Our industry sponsors AC Entertainment and EPH Creative are also keen to run some extended placements. As back-up placements we also have agreements with the technical team at Leeds Conservatoire, Leed Playhouse Costume Hire, and opportunities to support the commercial lettings of the Chroma-Q Theatre.

Module 9: TTSM Production Realisation

The year culminates in a sixty-credit module 'Production Realisation,' this extended module will provide the opportunity for students to develop engaged and well resolved bodies of work in 'show critical' roles on at least two major productions. Roles for TTSM students could include; Stage Manager, DSM on the Book, Chief Electrician, Sound N°1 or Head of Video.

Module 10: DRESS Production Realisation

DRESS students will be given the opportunity to develop engaged and well resolved bodies of work in the realisation of scenic, costume or large-scale prop elements for at least two major productions. Roles could include; Head of Wardrobe, Master Carpenter, Head of Stage or Property Master.

It is within both modules 9 and 10 that students will combine the practical skills and specialisms that they have been developing on the course and utilise the professional training and experience that they have developed in the 'Industry Certificates' and 'Industry Placements' modules to realise production elements and fulfil senior production roles with managerial responsibility.

With these larger credit units, student progress will be checked against production milestones, such as production meetings, fit-up deadlines and technical rehearsals when formative feedback can be given, and production paperwork can be checked. This will ensure student

	<p>progress of the module will run alongside the progress of the production. If students are successfully performing their role, work for submission will be generated throughout the project. Weekly 1-1 meetings with a tutor will ensure students are supported and completing production tasks.</p> <p>Production allocations will be carefully planned by the Programme Manager to attached students to suitable projects. The list of productions we can work on is large and varied allowing students to experience different styles of shows.</p> <p>Productions could include: Mill School of Performance Level 6 Acting devised productions Mill School of Performance Level 5 Acting performance Leeds Conservatoire Level 6 Actor/Musician production (x2) Leeds Conservatoire Level 6 Musical Theatre production (x2) National Youth Dance Company (Sadlers Wells) Easter Showcase Dance Studio Leeds Annual Showcase Leeds City College Level 3 Acting school tour Explosive Dance company</p> <p><u>Module 11 Personal Project</u></p> <p>This self-led module allows students to focus on a specific aspect of their practice and spend time developing advanced skills or detailed knowledge. They will lead on this project and apply project management practice to ensure the desired outcomes are achieved. The scope of the project will be agreed with a tutor to ensure it is achievable and will allow for significant development of a targeted skill or knowledge to build professional level competence in such as lighting desk programming, dress making or development of a specific prop making process. The project could be an event, an artefact, a presentation, or piece of written work and should reflect the production interests of the student.</p> <p>Module 11 will over both semesters and will create flexibility in the schedule; gaps between productions undertaken for Module 10 and 11 can be filled with Personal Project time.</p>
<p>19</p>	<p>Apprenticeships</p> <p>N/A</p>
<p>20</p>	<p>Support for Students and Their Learning</p> <p>The award adopts the approach to student learning support as identified below:</p> <ul style="list-style-type: none"> • Programme underpinned by developing practical skills and students' own practice • Excellent professional network to support career trajectory • Taught in the cultural Quarter of Leeds in proximity to a network of stakeholders • Excellent links with Leeds cultural institutions to support professional practice, and to embed students into the creative community • Visiting lecturers to support breadth of techniques delivered

- Student welfare and support from Registry, including counselling and financial advice
- Extended pastoral support in Level 4 (2 hours per week) to support students transition to higher education
- Academic skills scaffold throughout the programme to support student transition to higher education, and then from FD to BA (Hons (Top-up) should the student wish to continue their studies
- Autonomous skills scaffold throughout the programme to support students to become independent practitioners
- Creative Arts Technicians with a wide variety of expertise to support student projects in a range of specialisms
- Staff are practicing animators to support the student to understand developments in technology or emerging trends within Production Arts
- Students have a personal tutor that remains constant throughout their studies, this tutor support the student pastorally and will support the students with their personal development plan. Dedicated in-person tutorial time will run weekly during semester 1 with a follow on with 1-1 sessions on a rota. During placements and production periods in semester two, the tutor will switch to weekly 1-1 progress checking and support meetings to ensure the student is well supported. These will be a mix of in-person and remote sessions.
- A robust communications system functions to give students access to lecturers and management; this includes e-mail, google hangouts and Blackboard
- All students receive a device to support them with their studies
- All necessary information about the programme is provided by means of the student handbook, module handbooks and the VLE.
- There is an extensive range of creative learning resources in the HE Library within Quarry Hill Campus, supported by a HE Creative Arts Librarian who provides bespoke study skills sessions for students
- Creative Industry Link Coordinator and Progression Lead to support students to gain professional experience and progression into industry
- Students to be taught by staff that have ongoing relevant industry practice that feeds into teaching and learning
- At the University Centre there is a dedicated team that provide a range of support to students. This support includes welfare and student engagement, counselling and mental health, financial advice, and learning support for applications for DSA and one to one support for specific learning needs. For further information see <https://ucl Leeds.ac.uk/student-life/student-support/>

21 Distinctive Features

The department is uniquely placed in a hub of theatre, dance and opera companies based around the 'Cultural Quarter' of a vibrant, culture focused, city. These local companies and their network of freelance professionals have help design the content of the degree and are keen to further support the development of the next generation of production staff through placements and access and technical spaces to teach from.

The partnership between University Centre Leeds, Leeds Conservatoire and Leeds City College will allow for a rich mix of productions and opportunity to share resources and staff.

A thriving, excellently equipped and networked FE provision will be the foundation of this in-demand course. Student progression will be encouraged by passionate, well-regarded teachers.

Few production arts courses, if any, can boast of the significant industry sponsorship the course has secured from AC Entertainment Technologies and EPH Creative.

The Production Arts programme's primary aim is to prepare students with the necessary competencies to work as a professional creative by developing and honing key skills, techniques and working methodologies in a safe and supportive environment. This programme aims to produce graduates with excellent technical skills alongside advancing their creativity and artistry in responding to production demands, collaborating with others, and developing their own work. Other institutions offering Production Arts have a strong focus on producing graduates with production design experience; we know from industry consultation and conversations with graduates that this is not what is required in the workforce. Our foundation degree will equip graduates with the realisation and technical skills appropriate for the roles available to emerging theatre practitioners.

This programme is primarily devised to support the student's trajectory into freelance practitioner or working within a larger theatre company or as a producer, as this is reflective of the local creative ecology. The collaborative, skills building, and work-related aspects of the programme reflect this and prepare the student to get work, and for the breadth of the work they may undertake. Production Arts gives graduates the skills to undertake a greater number of projects, and the understanding to manage projects as they will understand, theatre, dance, opera, or any live event through the content of the programme and collaborative working.

Through strong industry links, students are encouraged to build a portfolio of professional work whilst on the programme. This may include working as a casual at one of our local theatres, shadowing freelance production professionals or working within the creative supply chain. Our two local industry sponsors EPH Creative and AC Entertainment share our belief that young people from the North should not have to go to London to train in production arts. They are as keen as we are to keep talent in our region.

Responding to feedback from industry, the focus of the course aims to develop graduates' technical skills by developing a broad skills base at Level 4, which is then applied at Level 5 to support the student to refine their production skills and technical competencies. Unlike other similar programmes this programme does not seek to train theatre designers. These roles are not offered to recent graduates and create false expectations to graduating students. Employers demand that graduates have a range of technical and professional skills, and this is reflected in the content of the practical and work-related modules. Level 5 allows students to apply these skills in a range of professional, collaborative, and creative contexts to develop the students' ability to work across a range of creative contexts and to manage projects, which were skills that the creative industry particularly valued in graduates.

The programme is structured to enable students to situate their practice within the context of the contemporary industry. In 'Sustainability Investigation' students will understand and question how to operate as a professional applying ethical and sustainability issues to their professional practice.

It is important to make sure our Production Arts graduates are ready for the industry when they leave. They will have the technical skills, the professional experience, the contextual awareness, and personal and professional skills to succeed in their chosen future.

Stage Outcomes (Undergraduate Awards only)

Key: **K** = Knowledge and Understanding **C** = Cognitive and Intellectual **P** = Practical Professional **T** = Key Transferable [see Section 16 programme specification]

No.	Programme Outcome	Stage/Level 4(1)
K1	Analyse the purpose, working practices and responsibilities of a range of production professionals	Explain the purpose, working practices and responsibilities of a range of production professionals
K2	Apply knowledge & understanding of contemporary working practices and equipment/materials used in the Production Arts industry	Demonstrate knowledge & understanding of contemporary working practices and equipment/materials used in the Production Arts industry
K3	Evaluate the production process from initial design concepts, rehearsal processes to the final production.	Explore the production process from initial design concepts, rehearsal processes to the final production.
C1	Analyse principles and concepts underlying production practices in a specialist area, identifying strengths and weaknesses in your own developing practice.	Review principles and concepts underlying production practices in a specialist area, identifying strengths and weaknesses in your own developing practice.
C2	Acquire problem solving and strategic thinking skills to effectively resolve production challenges whilst adhering to project constraints	Acquire problem solving and strategic thinking skills to resolve production challenges.
P1	Manage professional development reflecting on progress and taking appropriate action	Identify personal development goals in relation to career aspirations
P2	Act with increasing autonomy, demonstrating a high degree of professionalism	Act with limited support and increasing autonomy demonstrating a degree of professionalism
T1	Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT	Express ideas using communication methods appropriate to the context.
T2	Develop effective collaborative working relationships using teamwork and leadership skills, recognising, and respecting different perspectives	Work collaboratively developing teamworking and communication skills
TTSM1	Refine Technical Theatre and Stage Management methodologies to autonomously produce well resolved and technically accomplished outcomes	Develop Technical Theatre and Stage Management skills to produce well resolved and technically accomplished outcomes
DRESS1	Refine Design Realisation methodologies to autonomously produce well resolved and technically accomplished outcomes	Develop Design Realisation skills to produce well resolved and technically accomplished outcomes

Map of Outcomes to Modules

Module Name Level 4	K1	K2	K3	C1	C2	P1	P2	T1	T2	TTSM 1	DRES S1
The Production Professional (PA1)	X		X			X		X			
Industry Certificates (PA2)		X				X					
Installation Realisation (PA3)		X			X				X	X	X
TTSM Production Roles (PA4)	X			X	X		X		X	X	
DRESS Production Roles (PA5)	X			X	X		X		X		X
Sustainability Investigation (PA6)			X	X				X			
Module Name Level 5	K1	K2	K3	C1	C2	P1	P2	T1	T2	TTSM 1	DRES S1
Project Management (PA7)	X		X		X	X		X			
Industry Placement (PA8)			X			X			X		
TTSM Production Realisation (PA9)	X	X		X	X		X		X	X	
DRESS Production Realisation (PA10)	X	X		X	X		X		X		X
Personal Project (PA11)		X		X				X		X	X

Map of Teaching and Learning Methods

Level 4

	Lectures	Tutorials	Workshops	Demonstration	Case studies	Group Activities	Employer Engagement - Guest speakers / External Visits	Production practice	External trainers	1-1 skills training
The Production Professional	x				x	x	x			
Industry Certificates		x	x			x	x		x	
Installation Realisation	x		x	x		x		x		
Production Roles			x	x		x		x		x
Realisation Roles			x	x		x		x		x
Sustainability Investigation	x			x		x				

Level 5

	Lectures	Tutorials	Practical / Design Workshops	Case studies	Group Critiques	Employer Engagement -Guest speakers / External Visits	Production Practice	External trainer	1-1 skills training
Project Management	x				x	x	x		
Industry Placement	x	x				x		x	
Production Realisation		x	x		x		x		x
Design Realisation		x	x		x		x		x
Personal Project		x		x	x				x

Map of Assessment Methods						
Level 4	Presentation	Portfolio of Project work	Report	Professional Development Plan	Interview	
The Production Professional (PA1) 15 credits			T1: Report (60%) 1800-word equivalence Week 9	T2: Development Plan (40%) 1200-word equivalence Week 11		
Installation Realisation (PA3) 25 Credits		T1: Production Bible (70%) 3000-word equivalence Week 12			T2: Reflection (30%) 15 minutes Week 13	
Industry Certificates (PA2) 15 credits	T2 Presentation (20%) 10 minutes Week 17	T1: Portfolio of certificates (80%) 2000-word equivalence Week 15				
Production Roles (PA4) 40 credits		T1: Portfolio & Performance review (80%) 4000-word equivalence Week 30			T2: Interview (20%) 20 minutes Week 30	
Realisation Roles (PA5) 40 credits		T1: Portfolio & Performance review (80%) 4000-word equivalence Week 30			T2: Interview (20%) 20 minutes Week 30	
Sustainability Investigation (PA6) 25 credits	T2: Pitch (50%) 20 minutes Week 28		T1: Report (50%) 2000-word equivalence Week 28			
Level 5	Review	Presentation	Interview	Project Plan	Work Related Project	Report

Project Management (PA7) 20 credits	T2: Role Review (30%) 1000-word equivalence Week 9			T1: Plan (70%) 3000-word equivalence Week 6		
Industry Placement (PA8) 20 credits				T1: Placement Proposal (20%) 800-word equivalence Week 5		T1: Report (80%) 20 minutes Week 16
Production Realisation (PA9) 60 credits			T2: Interview (30%) 20 minutes Week 31		T1: Portfolio & Performance review (70%) 5000-word equivalence Week 31	
Design Realisation (PA10) 60 credits			T2: Interview (30%) 20 minutes Week 31		T1: Portfolio & Performance review (70%) 5000-word equivalence Week 31	

Personal Project (PA11) 20 credits		T2: Presentation (50%) 20 minutes Week 31			T1: Project (50%) 2000-word equivalence Week 31	
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