### Programme Specification – 2016/17

1. **Awarding body** | University of Surrey
2. **Teaching institution (if different)** | NA
3. **Final award and programme/pathway title** | BA (Hons) Performance Technologies and Production
4. **Subsidiary award(s) and title(s)** |
   - **Award** | **Title**
   - BA (Ord) | Performance Technologies and Production
   - Dip HE | Performance Technologies and Production
   - Cert HE | Performance Technologies and Production
5. **FHEQ Level** | 4, 5 and 6
6. **Credits and ECTS credits** | 360 UK credits, 180 ECTS credits
7. **Name of Professional, Statutory or Regulatory Body (PSRB)** | Drama UK
8. **Mode of study and route code**
   - **Mode of study** | **Route code**
   - Full-time | Y
   - Full-time with PTY | N
   - Part-time | N
   - Distance learning | N
   - Short course | N
9. **JACs code**
10. **QAA Subject benchmark statement (if applicable)** | Dance, Drama and Performance
11. **Other internal and / or external reference points** | National Occupational Standards
12. **Faculty and Department/School** | Faculty of Arts and Social Sciences; Guildford School of Acting
13. **Programme Leader** | David Roxburgh
14. **Date of production/revision of the specification** | Sept 2016

15. **Educational aims of the programme**
   - Train and develop production professionals within the definition of Production Arts providing a dynamic and challenging programme of study leading to the formation of reflective, innovative and collaborative practitioners;
   - Provide a theoretical understanding and critical awareness of key theatrical, cultural and social contexts
   - Develop intellectual and practical skills to reinforce and articulate self-reflection and critical awareness
   - Develop critical and independent practitioners imbued with a sense of learning as a lifetime pursuit via a commitment to professional and personal development
   - Provide an integrated approach within an academic and vocational creative training environment in pursuit of developing and sustaining a career within the performance and entertainment industries

16. **Programme learning outcomes** – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:
   - Training and education to a professional standard in skills of;
- Scenography (Design for Performance inc. Digital Scenography)
- Scenography Realisation (Scenic Construction, Prop Making, Scenic Painting, Wardrobe)
- Performance Lighting and Stage Electrics
- Sound for Performance
- Stage and Production Management
- General Resource Management
- Professional Development Planning

The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes:

1. Engage in a range of core production skills disciplines, to confidently acquire vocabulary and recognition of processes and components inherent in each

2. Develop confident motivation for independent study and research underpinning both practical and theoretical work

3. Undertake a Specialist Subject Pathway allowing for intermediate and advanced study within a single major discipline

4. Integrate new and emerging skills within the context of public production and critically reflect on their process and practice

5. Develop critical awareness of industry, specialist sectors and practitioners and create a framework for Professional Development Planning as a continuous commentary to studies at all levels,

6. Explore innovation, creativity and teamwork within the wider Arts and Entertainment sector

7. Develop understanding of and contribute to established theatre practice but not be limited by its traditions or processes.

Knowledge and understanding

- Histories, forms and traditions of performance, and theoretical explanations of those histories
- Historical and contemporary contexts of production and reception of performance
- Key practitioners and practices; theorists, which may include writers, actors, composers, critics, dancers, performance artists, directors, choreographers, designers and producers; and applied and community theatre practice
- Cultural and/or historical contexts of such practitioners and practices
- Traditional and contemporary critical perspectives on performance, and of relevant theories, issues and debates relating to the subject
- Processes by which performance is created, realised and managed, such as the processes of rehearsal, writing, scoring, devising, scenography, improvisation, choreography, performer training techniques and production arts
- Significant sources and critical awareness of research methodologies used to explore and interrogate the fields of study.
  The impact of past traditions on present practices
- The interplay between practice and theory in the discipline
- The reading of written texts, notations and/or scores, and of how to effect transitions from page to stage
- The reading, analysis, documenting and/or interpreting of performance
- The performance and production skills necessary to communicate to/with an audience
- Group processes in the creation of original work
- The interrelationships within and between different areas and aspects of DDP and production arts

The interdisciplinary elements of DDP, and how to apply appropriate knowledge, concepts and skills from other disciplines

### Intellectual / cognitive skills

- Knowledge of forms, practices, traditions and histories of performance and of some theoretical explanations of those histories
- Knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts
- Knowledge of the key components of performance and the processes by which it is created and realised
- Understanding of how to read texts, dance notations and/or scores, and how transitions from page to stage may be effected
- Understanding of the interplay between practice and theory within the field of study
- Understanding of appropriate interdisciplinary elements of DDP and how to apply knowledge, practices, concepts and skills from other disciplines.

### Professional practical skills

- able to describe and interpret performance texts, production techniques and disciplines and performance events
- aware of the skills and processes of production, design and rehearsal by which performance is created, and have experience of their realisation and presentation in performance
- able to understand the possibilities for performance implied by a text, dance notation or score and, as appropriate, realise these sources through design and performance
- able to contribute to the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods

### Key / transferable skills

- Critical, analytical and practical skills
- Applied creative and imaginative skills
- The capacity to analyse and critically examine diverse forms of discourse and their effects on representation in the arts, media and public life
- Communication in a variety of media
- Reflexive and independent thinking
- Sustaining concentration and focus for extended periods
- Awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
- Developing ideas and constructing arguments and the capacity to present them in appropriate ways
- Producing written work with appropriate scholarly conventions
- Information retrieval skills, involving the ability to gather, sift, synthesise and
- Organise material independently and critically evaluate its significance
- Information and communications technology skills
- Understanding of group dynamics and an ability to implement it in practical contexts
- Handling creative, personal and interpersonal issues
• Negotiation and pursuing goals with others
• Managing personal workloads and meeting deadlines.

18. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All programmes operate on a 15 credit modular structure over two semesters. All taught modules are semester based and are worth 15 credits, which is indicative of 150 hours of learning, comprised of student contact, private study and assessment. Project and dissertation modules can be either 15, 30, 45 or 60 credits.

This programme is studied full-time over three academic years. In order to achieve the principal award of BA (Hons) a student must complete 360 credits, 120 credits at FHEQ levels 4, 5 and 6 respectively. Students are also eligible to exit the programme with the following subsidiary awards:
• BA(Ord) – 300 credits with a minimum of 60 credits at FHEQ level 6
• Diploma of Higher Education (Dip HE) – 240 credits with a minimum of 120 credits at FHEQ level 5
• Certificate of Higher Education (Cert HE) – 120 credits at FHEQ level 4

In order for students to progress they must achieve a minimum average of 40% and have completed all 120 credits at FHEQ levels 4, 5 and 6.

Programme adjustments (if applicable)

NA

<table>
<thead>
<tr>
<th>FHEQ Level 4: potential awards – Cert HE</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
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<tbody>
<tr>
<td>Module code</td>
<td>Module title</td>
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<tr>
<td>PRO1015</td>
<td>Lighting Design and Technology</td>
<td>Compulsory</td>
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<tr>
<td>PRO1017</td>
<td>Stage Management</td>
<td>Compulsory</td>
<td>15</td>
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<tr>
<td>PRO1016</td>
<td>Sound for Performance</td>
<td>Compulsory</td>
<td>15</td>
</tr>
<tr>
<td>PRO1017</td>
<td>Production Team Role</td>
<td>Compulsory</td>
<td>15</td>
</tr>
<tr>
<td>PRO1018</td>
<td>Intro To Digital Scenography</td>
<td>Compulsory</td>
<td>15</td>
</tr>
<tr>
<td>PRO1020</td>
<td>Scenography Design</td>
<td>Compulsory</td>
<td>15</td>
</tr>
<tr>
<td>PRO1021</td>
<td>Scenography Realisation</td>
<td>Compulsory</td>
<td>15</td>
</tr>
<tr>
<td>PRO1019</td>
<td>Contextual Studies</td>
<td>Compulsory</td>
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How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

<table>
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<tr>
<th>FHEQ Level 5: Potential awards – Dip HE</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
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<td>Module code</td>
<td>Module title</td>
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<tr>
<td>PRO2016</td>
<td>Specialist Pathway Development</td>
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<td>PRO2018</td>
<td>Foundation Show Role 1</td>
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<tr>
<td>PRO2019</td>
<td>Work Experience</td>
<td>Compulsory</td>
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<td>PRO2017</td>
<td>Professional Development Planning</td>
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<tr>
<td>PRO2022</td>
<td>Foundation Show Role 2</td>
<td>Compulsory</td>
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<tr>
<td>*PRO2023</td>
<td>Foundation Show Role 2A</td>
<td>Optional</td>
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<tr>
<td>*PRO2021</td>
<td>Inter-Arts Collaboration</td>
<td>Optional</td>
<td>15</td>
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</table>
How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?  
Choose one optional module in semester 2.

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
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<tbody>
<tr>
<td>PRO2024</td>
<td>Skills Development</td>
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<td>PRO2020</td>
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<td>PRO3005</td>
<td>Industry Placement</td>
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<td>PRO3009</td>
<td>Final Show Role/s 1</td>
<td>Compulsory</td>
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<td>*PRO3010</td>
<td>Final Show Role/s 1A</td>
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<td>*PRO3011</td>
<td>Inter-Arts Project</td>
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<td>PRO3012</td>
<td>Professional Development Planning</td>
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</tr>
<tr>
<td>PRO3013</td>
<td>Final Show Role/s 2</td>
<td>Compulsory</td>
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<td>2</td>
</tr>
<tr>
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<td>Final Show Role/s 3</td>
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<td>PRO3015</td>
<td>Production Skills Showcase</td>
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<td>2</td>
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</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level?  
Choose one optional module in semester 1.

19. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- Associate Tutor(s)/Guest Speakers/Visiting Academics: Y
- Professional Training Year (PTY): N
- Placement(s) (study or work that are not part of the PTY or Erasmus Scheme): Y
- Clinical Placement(s) (that are not part of the PTY Scheme): N
- ERASMUS Study (that is not taken during Level P): N
- Study exchange(s) (that are not part of the ERASMUS Scheme): N
- Dual degree: N

20. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at:
http://www.surrey.ac.uk/quality_enhancement/index.htm