London South Bank University

Course Specification

A. Course Information	
Final award title(s)	MA Creative Performance Practice
Intermediate exit award title(s)	All modules marked as CPD are also offered as stand-alone, credit-bearing modules as per each module's specific credit value. Students accruing 60 credits from CPD who do not wish to complete the MA will be awarded a PG Certificate. Students accruing 120 credits from CPD (that is, who have completed all modules offered as CPD) and who do not wish to complete the MA will be awarded a PG Diploma.
UCAS Code		**Course Code(s)**	4930 FT
	London South Bank University		
School	☐ ASC ☒ ACI ☐ BEA ☐ BUS ☐ ENG ☐ HSC ☐ LSS		
Division			
Course Director			
Delivery site(s) for course(s)	☒ Southwark ☐ Havering ☒ Other: Lyric Hammersmith		
Mode(s) of delivery	☒Full time ☐Part time ☐other please specify		

Length of course/start and finish dates

Mode	Length years	Start - month	Finish - month
Full time	1 year	January	January
Full time with placement/ sandwich year			
Part time			
Part time with Placement/ sandwich year			

Is this course generally suitable for students on a Tier 4 visa?	Please complete the International Office questionnaire Yes No Students are advised that the structure/nature of the course is suitable for those on a Tier 4 visa but other factors will be taken into account before a CAS number is allocated.
Approval dates:	Course(s) validated / Subject to validation	
	Course specification last updated and signed off	September 2020

Professional, Statutory & Regulatory Body accreditation	N/A	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016

B. Course Aims and Features

Distinctive features of course	• Low residency model of delivery • Delivery by high calibre industry professionals • Lyric Hammersmith as an official partner on the programme • Focus on employability • Professional practice module • Transferable skills • International partnership with Ryerson University Canada
Course Aims	The MA in Creative Performance Practice aims to: 1. Offer practical, experiential, and applied learning, developing high quality theatre practitioners; 2. Place students within professional networks from the outset; 3. Provide students with working experience of real-life scenarios and projects through the Lyric Hammersmith partnership; 4. Offer students the opportunity to explore in depth the dynamics of the processes of theatre making within professional venues, working with real communities, through live briefs, public sharing and public events; Equip students with practical and critical strategies and the necessary skills-base, enhancing their ability to seek and find appropriate employment opportunities in the creative industries sector.
Course Learning Outcomes	a) Students will have knowledge and understanding of: A1 Demonstrate an in-depth understanding of practices of arts management and creative entrepreneurship A2 Develop the ability to analyse and develop sophisticated critique of current approaches to contemporary performance making, theatre directing, and working with communities in theatre and performance contexts. A3 Determine the skills and attitudes required to working as self-employed in the creative industries and to develop a creative enterprise project A4 Develop knowledge and understanding of new economic /business models in the creative industries

A5 Develop the knowledge, skills and competencies required to develop a career as a theatre director, theatre practitioner, and in socially engaged arts

A6 Demonstrate an understanding of innovation within the performing arts and the contemporary and historical context behind experimental practice.

   b) Students will develop their intellectual skills such that they are able to:

B1 Apply theories and concepts relevant to directing, devising, theatre making and socially engaged art approaches and techniques to real world practical projects

B2 Reflect upon own creative practice and process, applying high level critical, reflexive and analytical judgements, identifying strengths, weaknesses and developmental strategies

B3 Utilise advanced research practices and methodologies in relation to professional theatre and project work

B4 Conceptualise creative practice for the purposes of experimentation and innovation

   c) Students will acquire and develop practical skills such that they are able to:

C1 Develop and apply practical arts management skills, such as developing a business plan, budgeting and setting up creative enterprise projects

C2 Develop advanced practical skills in the areas of contemporary theatre making and theatre directing

C3 Develop practical skills for supporting and developing community arts and socially engaged practice

C4 Demonstrate excellent written communication in research, planning, pre-production and presentation

C5 Utilise advanced organisational and methodological skills in the context of applying research to practice

   d) Students will acquire and develop transferrable skills such that they are able to:

D1 Develop professional skills essential for employment in the creative industries, such as fundraising and management

D2 Develop confidence in own professional and creative capacity

D3 Work effectively as part of a creative team

D4 Direct /lead on aspects of a project, while working to an agenda or live brief

	D5 Learning to work with a diverse range of participants in community settings
	D6 Develop awareness and understanding of current industry contexts and learn to work to industry demands

C. Teaching and Learning Strategy

All programme outcomes are being delivered by a mixture of intensive low residency modules (practical), workshops, supported/guided rehearsals, lectures, seminars, individual tutorials, small group work, practical tasks/exercises and entrepreneurship education. Students are expected to develop an independent working practice through academic study, development of practical and creative practice, and application of professional practice tasks and projects.

D. Assessment

Most modules are assessed by a professional level performance outcome that is accompanied by portfolio documentation, which documents and presents the creative journey of the individual and includes a self-reflexive piece of writing. This type of assessment applies to all low residency modules and, partly, the Creative Practical Project module. The two Survival Toolkit modules are being assessed by essays. The Creative Practical Project module is also partly assessed by an essay (40%).

E. Academic Regulations

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

F. Entry Requirements

A minimum of a BA (Hons) 2:2 degrees in Drama or other relevant subject;
Or other international equivalent: we welcome students with qualifications from around the world;
Or demonstrable equivalent practical experience: mature applicants with relevant practical experience are also encouraged to apply.

Applicants must be able to demonstrate an active interest in a relevant aspect of the performing arts and will be required to undergo an audition* and submit a portfolio of practice in order to secure a place on the programme.

*All students, regardless of their mode of study, will be required to attend a one-and-a-half-hour audition workshop (multiple workshops will run throughout the year). Workshops will test the students' capacity to work as part of a team and to lead on aspects of a creative project, as well as their practical skills in theatre and performance making. The workshops will take place them in theatre studios, at LSBU. International and EU students who cannot attend a physical workshop will be invited to an extensive one-to-one Skype interview.

** All students, regardless of their mode of study, will be required to submit a portfolio of practice, presenting their relevant creative work to date.
    -

G. Course structure(s)

Course overview

- how the academic year is organised; and
- the building blocks of the course - modules
- provide structures for all modes of delivery, full time, part time, block delivery, etc.

{Enter course title} – **Full time**

January start:

	Semester 1 (Jan to June)		Semester 2 (Sep to Jan)	
YEAR 1	Survival Toolkit for the Creative Industries 1 (2 hours weekly contact time) (compulsory)	(10 credits) **(Feb to May)**	Survival Toolkit for the Creative Industries 2 (2 hours weekly contact time)	(10 credits) **(Sep to Dec)**
	Low Residency: Theatre Making (compulsory) (3-week intensive block with preparation before /reflection after)	(40 credits) **(three weeks in January)**	**Low Residency: Directing** (2-week intensive block with preparation before /reflection after) (compulsory)	(20 credits) **(two weeks during Easter)**
	Creative Practical Project (compulsory) (student-led practical project supervised through weekly or bi-weekly tutorials, rehearsals and business support as required; offered as collaborative or solo option)	(60 credits) **Jan to Jan – 12 months**		
	Summer			
YEAR 1	**Low Residency: Working with Communities** (compulsory) (3-week intensive block with preparation before /reflection after)	(40 credits) **three weeks late July/early August**		

Placements information

H. Course Modules

[Provide information on:
- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

Module Code	Module Title	Level	Semester	Credit value	Assessment
	Survival Toolkit for the Creative Industries 1	7	1	10	
	Survival Toolkit for the Creative Industries 2	7	2	10	
	Low Residency: Directing	7	1	20	
	Low Residency: Theatre Making	7	2	40	
	Low Residency: Working with Communities	7	3	40	
	Creative Practical Project	7	1,2, 3	60	
	Survival Toolkit for the Creative Industries 1	7	1	10	
	Survival Toolkit for the Creative Industries 2	7	2	10	

I. Timetable information

[indicate:
Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

J. Costs and financial support

Course related costs

- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

Tuition fees/financial support/accommodation and living costs

- Information on tuition fees/financial support can be found by clicking on the following link - http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding or
- http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding
- Information on living costs and accommodation can be found by clicking the following link- https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses

List of Appendices

Appendix A: Curriculum Map
Appendix B: Educational Framework (undergraduate courses)
Appendix C: Personal Development Planning (postgraduate courses)
Appendix D: Terminology

Appendix A: Curriculum Map
This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Level	Title	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
7	Survival Toolkit for the Creative Industries 1	NEW	DTA		DTA	DTA							DTA			DTA		DTA					DTA
7	Survival Toolkit for the Creative Industries 2	NEW	DTA		DTA	DTA							DTA			DTA		DTA					DTA
7	Low Residency: Directing	NEW		DTA			DTA	DTA	DTA	DTA	DTA	DTA		DTA			DTA		DTA	DTA	DTA		DTA
7	Low Residency: Theatre Making	NEW		DTA			DTA	DTA	DTA	DTA	DTA	DTA		DTA			DTA		DTA	DTA	DTA		DTA
7	Low Residency: Working with Communities	NEW		DTA			DTA	DTA	DTA	DTA	DTA	DTA			DTA		DTA		DTA	DTA	DTA	DTA	DTA
7	Creative Practical Project	NEW	A	A	DTA	DTA	A	A	A	A	A	A	A	A	A	DTA	A	DTA	A		A	A	DTA

Appendix B: Embedding the Educational Framework for Undergraduate Courses

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:
- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment *for* learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	Outcomes focus and professional/employer links All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.	
Embedded learning development	Support for transition and academic preparedness At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.	
High impact pedagogies	Group-based learning experiences The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to **professionalism** and **inclusivity**. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<u>Accessible materials, resources and activities</u> All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.	
Assessment *for* learning	<u>Assessment and feedback to support attainment, progression and retention</u> Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to **excellence**.	
High impact pedagogies	<u>Research and enquiry experiences</u> Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should	

	build student autonomy and are likely to encourage **creativity** and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.	
Curricula informed by employer and industry need / Assessment *for* learning	<u>Authentic learning and assessment tasks</u> Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including **excellence**, **professionalism**, **integrity** and **creativity**. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.	
Inclusive teaching, learning and assessment	<u>Course content and teaching methods acknowledge the diversity of the student cohort</u> An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to **inclusivity** enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.	
Curricula informed by employer and industry need	<u>Work-based learning</u> Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, **professionalism** and **integrity**. Work-based learning can take the form of work experience, internships or placements as	

	well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.	
Embedded learning development	Writing in the disciplines: Alternative formats The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.	
High impact pedagogies	Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including **inclusivity**, communication and networking.	
Assessment *for* learning	Variation of assessment An inclusive approach to curriculum recognises diversity and seeks to create	

	a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.	
Curricula informed by employer and industry need	Career management skills Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of **excellence** and **professionalism**.	
Curricula informed by employer and industry need / Assessment *for* learning / High impact pedagogies	Capstone project/dissertation The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including **professionalism**, **integrity** and **creativity**.	

Appendix C: Personal Development Planning
Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	**Linked** to the curriculum. (Personal tutor system operational throughout, in addition to in curricula one-to-one tutorial time.)
2 Supporting the development and recognition of skills in academic modules/modules.	**Embedded** – PDP is a strong focus throughout.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	**Embedded** – in all modules
4 Supporting the development and recognition of skills through research projects and dissertations work.	**Integrated** – in Creative Practical Project, through the Survival Toolkit essays, and through practice as research approaches throughout.
5 Supporting the development and recognition of career management skills.	**Embedded** throughout the curriculum
6 Supporting the development and recognition of career management skills through work placements or work experience.	**Embedded** _ through the low residency modules that are delivered by industry professionals, and the Creative Practical Project's approach to live briefs and industry engagement.
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	**Extended** -students are encouraged to engage in extra curricula activities throughout their study, through networks such as LSBU Student Theatre company, the Enterprise centre and more.
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	**Embedded** –as all modules have a strong professional practice focus
9 Other approaches to personal development planning.	**Discrete & Expanded** –learners are encouraged to engage with PDP through the Enterprise Centre and the Employability Office, and to link their learning to extra-curricula activities.
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	**Embedded** –through several reflective assessment elements.

Appendix D: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social earning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions