

Course Specification

A. Course Information																							
Final award title(s)	MA Creative Performance Practice																						
Intermediate exit award title(s)	<p>All modules marked as CPD are also offered as stand-alone, credit-bearing modules as per each module's specific credit value.</p> <p>Students accruing 60 credits from CPD who do not wish to complete the MA will be awarded a PG Certificate.</p> <p>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.</p>																						
UCAS Code		Course Code(s)	4930 FT																				
	London South Bank University																						
School	<input type="checkbox"/> ASC <input checked="" type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS																						
Division	Performance Arts																						
Course Director	Elena Marchevska																						
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input checked="" type="checkbox"/> Other: Lyric Hammersmith																						
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> other please specify																						
Length of course/start and finish dates	<table border="1"> <thead> <tr> <th>Mode</th> <th>Length years</th> <th>Start - month</th> <th>Finish - month</th> </tr> </thead> <tbody> <tr> <td>Full time</td> <td>1 year</td> <td>January</td> <td>January</td> </tr> <tr> <td>Full time with placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Part time with Placement/ sandwich year</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			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			
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Full time	1 year	January	January																				
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Part time																							
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Is this course generally suitable for visa sponsored students?	Yes																						
Approval dates:	Course(s) validated / Subject to validation																						
	Course specification last updated and signed off	28 September 2021																					

Professional, Statutory & Regulatory Body accreditation	N/A	
Reference points:	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Website School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2021
B. Course Aims and Features		
Distinctive features of course	<ul style="list-style-type: none"> • 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	<p>The MA in Creative Performance Practice aims to:</p> <ol style="list-style-type: none"> 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; <p>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.</p>	
Course Learning Outcomes	<p>a) Students will have knowledge and understanding of:</p> <p>A1 Demonstrate an in-depth understanding of practices of arts management and creative entrepreneurship</p> <p>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.</p> <p>A3 Determine the skills and attitudes required to working as self-employed in the creative industries and to develop a creative enterprise project</p>	

	<p>A4 Develop knowledge and understanding of new economic /business models in the creative industries</p> <p>A5 Develop the knowledge, skills and competencies required to develop a career as a theatre director, theatre practitioner, and in socially engaged arts</p> <p>A6 Demonstrate an understanding of innovation within the performing arts and the contemporary and historical context behind experimental practice.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1 Apply theories and concepts relevant to directing, devising, theatre making and socially engaged art approaches and techniques to real world practical projects</p> <p>B2 Reflect upon own creative practice and process, applying high level critical, reflexive and analytical judgements, identifying strengths, weaknesses and developmental strategies</p> <p>B3 Utilise advanced research practices and methodologies in relation to professional theatre and project work</p> <p>B4 Conceptualise creative practice for the purposes of experimentation and innovation</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1 Develop and apply practical arts management skills, such as developing a business plan, budgeting and setting up creative enterprise projects</p> <p>C2 Develop advanced practical skills in the areas of contemporary theatre making and theatre directing</p> <p>C3 Develop practical skills for supporting and developing community arts and socially engaged practice</p> <p>C4 Demonstrate excellent written communication in research, planning, pre-production and presentation</p> <p>C5 Utilise advanced organisational and methodological skills in the context of applying research to practice</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1 Develop professional skills essential for employment in the creative industries, such as fundraising and management</p> <p>D2 Develop confidence in own professional and creative capacity</p>
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	<p>D3 Work effectively as part of a creative team</p> <p>D4 Direct /lead on aspects of a project, while working to an agenda or live brief</p> <p>D5 Learning to work with a diverse range of participants in community settings</p> <p>D6 Develop awareness and understanding of current industry contexts and learn to work to industry demands</p>
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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.

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 in theatre studios, at LSBU. International 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

MA Creative Performance Practice – 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		

Placement information

H. Course Modules

Module Code	Module Title	Level	Semester	Credit value	Assessment
AAP_7_ST1	Survival Toolkit for the Creative Industries 1	7	1	10	Coursework 100%

AAP_7_ST2	Survival Toolkit for the Creative Industries 2	7	2	10	Coursework 100%
AAP_7_DIR	Low Residency: Directing	7	1	20	Coursework 100%
AAP_7_THM	Low Residency: Theatre Making	7	2	40	Coursework 100%
AAP_7_WCM	Low Residency: Working with Communities	7	3	40	Coursework 100%
AAP_7_CPP	Creative Practical Project	7	1,2, 3	60	Coursework 1: 20% Coursework 2: 60% Coursework 3: 20%

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: Personal Development Planning (postgraduate courses)

Appendix C: 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.

		Modules																							
L e v e l	Title	Code	A	A	A	A	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6		
			1	2	3	4																			
7	Survival Toolkit for the Creative Industries 1	NEW	D T A		D T A	DT A							DT A			DTA		DTA						DTA	
7	Survival Toolkit for the Creative Industries 2	NEW	D T A		D T A	DT A							DT A			DTA		DTA						DTA	
7	Low Residency: Directing	NEW		D T A			DTA	DTA	DTA	DTA	DTA	DTA		DT A			DTA		DTA	DTA	D T A		DTA		
7	Low Residency: Theatre Making	NEW		D T A			DTA	DTA	DTA	DTA	DTA		DT A			DTA		DTA	DTA	DTA			DTA		
7	Low Residency: Working with Communities	NEW		D T A			DTA	DTA	DTA	DTA	DTA			DTA		DTA		DTA	D T A	D T A	DTA	DTA			
7	Creative Practical Project	NEW	A	A	D T A	DT A	A	A	A	A	A	A	A	A	A	DTA	A	DTA	A		A	A	DTA		

Appendix B: 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 C: 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 learning
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

