

Programme Specification

Every taught course of study leading to a UAL award is required to have a Programme Specification. This summarises the course aims, learning outcomes, teaching, learning and assessment methods, and course structure. Programme Specifications are developed through course validation and are formally approved by UAL Validation Sub Committee (VSC). They are available to prospective students through the course web page, and must be reviewed on an annual basis to ensure currency of information (for example, following any modifications or local developments).

Awarding Body Professional, Statutory or Regulatory Body (PSRB)	University of the Arts London (UAL)
Teaching Institution	Central Saint Martins
Final Award	MA Performance Design and Practice
Length of Course	Extended Full-Time (EFT), 2 years
UCAS code	N/A
Date of production/revision	May 2017

Course Aims

The aims of the course identify the rationale underlying the student's educational experience and own personal achievement from studying on the course and its affect upon the student's long term achievement and career.

This course aims to develop your creative abilities to instigate and produce work that is innovative, critical and explores the boundaries of contemporary performance practice and its surrounding debates. It will provide you with a challenging, supportive and inclusive environment for the production of performance orientated practice and its related research; enabling you to evaluate and position your work within an informed contemporary critical framework. The course prepares you for ongoing professional practice or for progress to research degree registration.

Course Outcomes

The course enables the student to demonstrate the following subject knowledge and understanding, intellectual and academic skills, practical subject skills, key attributes and transferable skills. Each outcome should be detailed below.

The outcomes that you will have demonstrated upon completion of the course, are:

Outcome:	An independent professional quality creative practice that engages in or challenges the field of performance design and practice.
Outcome:	An advanced ability to articulate a developed critical understanding of theories, contextual issues and debates positioning your practice within a relevant contemporary framework.
Outcome:	Demonstration of a highly developed and appropriate synthesis of practical, research, evaluative and reflective skills through the production of new work.
Outcome:	Effective communication of creative concepts, complex knowledge and critical thinking effectively through both written and visual forms.

Learning and Teaching Methods:

Provide a summary of the relevant learning and teaching methods for the course (i.e. lectures, seminars, independent learning).

Briefing materials for each unit outlining aim/task/assessment requirements and criteria:

Peer group meetings are timetabled throughout each unit as a means of analysing and discussing the underlying requirements for distinctive projects, their broader context and relevance, and potential responses that might start a process of making or prompt further research. These meetings are one of the mechanisms by which the learning community forms trust and develops an understanding of the social and creative dynamics within the group. For example, at each of three showings of student practice within Unit 1, a peer group discussion follows each showing analysing alternative readings within the group and identifying potential collaborative strategies and partners for future practice.

Inductions and workshops: at the beginning of the course the students will be offered opportunities for general introductory sessions in technical workshop areas and specialist studios. These are likely to cover the basics of health and safety of particular relevance but they also ensure that students are aware of options open to them throughout the courses of study that might inform their choices and their design decisions.

Lectures and guest speakers: the course team regularly work with or recruit external speakers who are currently concerned with practices or issues relevant to the teaching and events in the course timetable. These speakers extend the range of professional

influences open to students beyond the core staff who work on the course. All of the staff involved with teaching have an established professional profile and career history and the inclusion of guest speakers ensures that the course can offer both breadth and specific innovation in the discipline.

Student centred learning: placing emphasis on student responsibility for choices and decisions. The content and developmental projects that run throughout the courses are, effectively, co-designed. Every student is encouraged to share and exchange their ideas, reflections and insights; this ensures that each becomes adjusted to the expectation of independent professional working.

Project-based learning: facilitating the demonstration of student practice, both internal and external to the College, including the current offer of a collaborative European placement project. Project based learning places emphasis on the contextual drivers for creative decision making and allows the students to rehearse skills of negotiation and problem-solving.

Personal and peer group tutorials: at well-spaced intervals throughout the course, student will be offered feedback and tutorial support with individual academics. The purpose of these meetings is to ensure that the student is aware of and satisfied by their rate of progression and by those things that might help them to succeed further. Group tutorials pick up on generic themes that might typically apply to all of the cohort.

Seminars and debates: continuing throughout the course there will be opportunities to share information, research and knowledge within the learning cohort or the wider postgraduate community through structured and semi-structured conversational gatherings. These seminars are often timetabled within the course schedule, however, students are free to self-organize and co-resource their own seminar events.

Critiques and presentations; these are regularly timetabled as a means of building the students confidence and familiarity in talking about and defending or fielding questions about their work, their creative decision-making, and their research awareness.

Recommended reading, viewings and visits: there is a carefully selected booklist that accompanies the course document and there are regular updates on the courses VLE and in briefing meetings about what is current to see in London and what can be accessed through the CSM events programme. The course does organise visits and events that produce collective experience and help the group to communicate fluently around a focus of interest. Independent study; all students are asked to develop and enhance their own awareness, understanding, and creative habits through their independent and unsupervised learning. This includes reading and observing around practices and research themes that have individual significance. It also means

practising, exploring and experimenting with the creation of new work and new processes.

Peer and self-critical evaluation: inherently necessary to the ongoing process of invention, discovery and new creation is the habit of reflection and self-evaluation. The purpose of regular peer to peer feedback is that the cohort share those aspects of their study that are unresolvable or complex to the point of subjectivity. This does not make them irrelevant for critical appraisal or review but more a theme of discourse and negotiation. The process of peer review and self-evaluation gives the individual multiple opportunities to test and rehearsal ideas around the formation of their own independent success criteria.

Unit assessment feedback: an essential component of the learning journey is the effective usage of constructive feedback. The course team have designed both formative and summative assessment into the course so that it offers the student guidance and affirmation at relevant points in their development and study and gives them opportunities to rebalance the conviction of their learning to better meet with their own expectations.

Scheduled Learning and Teaching

State the notional learning hours and provide a percentage breakdown of timetabled teaching and learning activities per level.

Scheduled Learning and Teaching – this is the percentage of your time spent in timetabled learning and teaching. You are expected to study for 1,800 hours over 60 weeks; below is the amount of time which is timetabled activity. The rest of your learning time will be self-directed, independent study.

Percentage of time spent in timetabled learning and teaching – 32%

Assessment Methods:

Provide a summary of the relevant assessment methods for the course.

Formative Assessment is ongoing throughout the course. In the first year this is formalised largely within peer group meetings and tutorials. In the second year it is more student led, in the form of requested individual tutorials, addressing individual practice and related research themes. Over the two years of study, the course team tutors develop a dialogue with each student, aiming to locate practice and research agendas for continuing professional practice and/or further study.

Summative Assessment of each Unit against the stated Learning Outcomes is given at the end of each Unit.

An holistic assessment of achievement can be demonstrated through a number of assessed outcomes:

- research and preparatory work;
- documentation of performance-based practice;
- participation in site visits, debates, ad hoc activities etc.;
- presentations of performance-based practice (speculative proposals/realised performance fragments/public presentations, depending on stage of the course);
- Independent Project draft proposals;
- Independent Project written submission;
- peer and self-critical evaluations

Reference Points

List any policies, descriptors, initiatives or benchmark statements used in the development of the course.

The following reference points were used in designing the course:

- QAA Descriptors for Education Qualification @ Level 7, Master's Degree:

'Master's degrees are awarded to students who have demonstrated a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice'

'Holders of the qualification will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level'

- The Learning and Teaching policies of the University of the Arts London;
- College policies and initiatives;

- Art and Design Benchmark statement;
- Contemporary performance design and practice culture;
- External professional organisations

Programme Summary

Programme structures, features, units, credit and award requirements:

List the course details that constitute the agreed student entitlement for this course. This should include unit titles and credit, types of learning, and details of tutorial support. If the course includes a work or study placement (including Dip Professional Studies), the duration and a summary of expectations around arrangements must be highlighted.

The course is offered in extended full time mode; it runs for 60 weeks over two years of 30 weeks each. The course is credit-rated at 180 credits and comprises three assessed units.

Summative assessment is conducted for each unit. All three units must be passed in order to achieve the MA but the classification of the award of MA is derived from the mark for Unit 3 only.

The award of Post-Graduate Certificate in Higher Education is available to those students who have completed Unit 1 (60 credits) but cannot continue on the course. The award of Post-Graduate Diploma in Higher Education is available to those students who have successfully completed Units 1 and 2 and have achieved 120 Level 7 credits but cannot continue to the Final Masters award.

Units are as follows:

Unit 1: Practice in context (60 credits)

This introductory unit prepares you to engage with the postgraduate and research community at CSM.

During Unit 1 (weeks 1-15) we will help you to focus your individual practice and to better articulate your concerns in order to provide you with a stable platform from which to move forward in Units 2 and 3. During this time your developing practice is supported through seminars developing critical thinking and exploring key theories and critical issues, led by course tutors or visiting lecturers/practitioners. The assessment for Unit 1 requires that you submit a first draft proposal for your Independent Project that will be undertaken in the final Masters Unit; in this way, the course strategically and holistically

monitors and develops your practice and research interests.

The first few weeks of the course focusses on ideas and methodologies involved in the creation, contextualisation and evaluation of performance and how research in the arts and discourse is developed, shared and understood. You are introduced to the fundamental critical and research skills that will enable you to make informed decisions regarding potential methodologies and forms for your practice. The diversity of research activity at CSM provides a broad range of models and examples of how to work with and negotiate your theoretical and contextual concerns, with particular attention given to the role of practice. Regular weekly seminars examine specific theoretical approaches and potential research routes in relation to performance. In addition, regular site visits and critical thinking seminars focus on developing a critical language to articulate contextual knowledge of the work of others in relation to your own practice.

Over the 15 weeks of the Unit you are asked to present three proposals for performance-based projects – often presentations of performance fragments. These 'proposals' form the basis for peer/tutorial dialogue, which is intended to channel your practice and scholarly interests. Supporting these presentations are a series of weekly workshops led by visiting practitioners exploring alternative compositional strategies for creating performance normally incorporating student lead practical demonstrations. Other visiting practitioners discuss such strategies via a series of lectures.

In parallel to this practice-based learning you are introduced to the fundamental critical and research skills that will enable you to make informed decisions regarding potential forms and methodologies for your practice. Regular weekly seminars examine specific theoretical approaches and potential research routes in relation to performance. In addition, regular site visits and critical thinking seminars focus on developing a critical language to articulate contextual knowledge of the work of others in relation to your own practice.

Unit 2: Collaborative Practice (60 credits)

The second part of the course focuses on the development of your conceptual and practical abilities in order to support the completion of a relevant and refined second draft Independent Project proposal – and subsequently for the Independent Project itself.

Unit 2 centres on developing the collaborative skills and understanding essential for the creation of performance in the professional realm. In addition it develops the equally essential abilities of resilience, independence and resourcefulness required for the successful completion of the Masters award and in subsequent professional practice and/or environments for higher Research.

Over the 15 weeks of the Unit (weeks 16-30) you are asked to engage in and contribute to the outcome/s of a collaborative project which is either a single extended project (typically a 10 week placement) or a series of shorter projects. Normally this placement takes place in a city in mainland Europe and is organised and part-resourced by the course. This project gives you the opportunity to develop and demonstrate your practical, collaborative and conceptual skills in the initiation, resource management, marketing and presentation of a student-led performance-based event, within a professional context, usually engaging a public audience. Normally each student undertakes a placement in Europe part funded by an Erasmus mobility award. In addition to contributing to the collaboration and the final presentation, you are required to contribute to a record of the Unit, reflecting on the experience, and this is supported by a documentary film-maker, analysing methodologies for both the documentation and dissemination of creative practices.

Unit 2 asks that you consider your scholarly and research interests, building on research methods and skills in critical analysis that were developed in Unit 1. By the end of Unit 2 you will be required to produce a second draft proposal for the Independent Project in Unit 3 demonstrating effective reflective and critical thinking, and professional preparation.

Unit 3: Independent Project

During Unit 3 (second year, weeks 30-60), you will submit the practical and scholarly elements of the Independent Project which you have been developing since the beginning of the course and which were presented as a proposal at the end of your first year.

The final part of the course requires that you unite your ideas and research methods within the theoretical and professional contexts of your practice, to a level of resolution. The 30 weeks provide you with a substantial opportunity to develop your practice building on the accumulated knowledge that you have gained through the experiences within Units 1 and 2.

You are required to generate a body of independent practical work for presentation, combined with the completion of a written document. You continue to meet for critical debates and tutorial support throughout, and normally initiate interim presentations of or about your work, in person and online, discussing progress, challenges and discoveries, and issues of form, audience and presentation.

You will be expected to produce practical work in the form of presentation/s, either within or outside of the College environs, either as individuals or within creative collaborations, and within one of two defined modalities:

- representing *practice as research*, in which case work is experimental and explores clearly defined research area/question within performance practice;

or

- representing professional practice in some form, in which case work could be presented outside of the College, and engage with the specific demands of an external context

At the end of Unit 3 you are assessed through a combination of your practical work, the written paper and a self-evaluative report documenting and analysing your progress through the Unit. These outcomes combine to reflect your conceptual, practical and professional abilities. Your mark for Unit 3 determines the classification of your MA award.

Distinctive features of the course:

Identify and list those characteristics that distinguish your course from other, similar courses. Refer to both the student experience on the course and future possible career opportunities.

- The course promotes experimental, investigative and informed approaches to the conceptualisation and creation of performance.
- The course emphasises collaboration and professionalism: responsibility, negotiation, communication and self-promotional skills are particularly developed through external live projects, alternative spaces/venues.
- The course develops a range of personal qualities including resilience, resourcefulness and independence, which are transferable to industry related contexts and beyond.
- The course offers a richly diverse international and multi-cultural community of practice and is part of a postgraduate environment at CSM and UAL offering connection across disciplines and specialist interests.
- The course is delivered by a professionally and research active staff team also teaching on the BA, practicing nationally and internationally across a wide range of media and approaches.
- The course connects with numerous performance-related institutions, venues, associations and cultural centres in London, the UK, and Europe, providing a wide range of resources, contacts and opportunities.

Recruitment and Admissions

Selection Criteria

The criteria used to make a decision on selection must be fully listed. It must be clear how an applicant's suitability to study on the course as demonstrated at the pre-selection and/or interview stage will be judged (good practice examples are available through the Programme Specification Guidance). Procedures for selection must adhere to the Equal Opportunities Policy of UAL.

What we look for:

MA Performance Design and Practice suits artists with a background or demonstrable interest in theatre design, visual performance or related practice including live art, dance, film, installation art, video/time-based media or other interdisciplinary art practices.

Although it particularly suits individuals interested in time-based or narrative art forms, it also attracts those involved in broader performance-related practices, such as fine art, photography, fashion and architecture.

Student selection criteria:

Students would normally hold an honours degree or equivalent or should be able to demonstrate significant and sustained prior experience in a relevant field of performance, live art, art or design.

Applicants are asked to submit a portfolio of practice to date along with a CV, references and a short statement explaining their motives for applying and their expectations of the course.

Students can be asked to attend for interview at the College or via Skype if this is necessary, to better understand the content of the portfolio or the student's aspirations.

Portfolio and interview advice:

Portfolios of work and interviews help determine whether the personal and professional aspirations of the applicant are compatible with the aims and outcomes of the course. Interviews also give the opportunity for the applicant to demonstrate an objective, critical and reflective relationship to their work. If possible, it is a good idea to bring examples of current work since application.

MA Performance Design and Practice welcomes discussion with potential applicants regarding the appropriateness of initial proposals, and encourages applicants to take every opportunity to make contact in advance of their application.

A series of MA Performance Design & Practice Open Days, indicated on the website and normally scheduled between January and April, give an opportunity to meet course tutors, view course facilities and ask questions or even show samples of work if desired. Bookings can be made online. Attendance at such Open Days is highly recommended and can sometimes be facilitated on a 'one-to-one' basis via email to the Course Leader should the potential applicant be unable to attend a scheduled Open Day.

Entry Requirements

List the academic entry requirements relevant to the course, noting any requirements that are above the UAL minimum, or any course specific grade requirements. Language requirements such as IELTS must also be provided. Entry requirements will constitute the standard, conditional offer for the course.

An applicant will be considered for admission who has already achieved an educational level equivalent to an Honours Degree.

A candidates qualification for the course may be demonstrated by:

- possession of an Honours Degree or an equivalent academic qualification;
- possession of a professional qualification recognised as equivalent to an Honours Degree;
- prior experiential learning, the outcome of which can be demonstrated to be equivalent to formal qualifications otherwise required;
- a combination of formal qualifications and experiential learning, which taken together can be demonstrated to be equivalent to formal qualifications otherwise required

Applicants will normally hold an honours level qualification or equivalent professional recognition or significant and relevant prior experience. However, the possession of entry qualifications alone does not entitle a candidate to be admitted to the Course. Evidence of ability is demonstrated by the applicant's application and accompanying materials in the form of a portfolio and supporting statement.

The submission is used to evaluate the extent to which a candidate demonstrates:

- an intelligent and mature approach to their practice;
- the capacity for independent research;

- appropriate critical abilities;
- an awareness of the cultural and social context within which they practice;
- appropriate communication skills and a preparedness to participate collaboratively in debate and practice

Advanced entry: applicants may be considered for admitted at a point later than the start of the Course, provided that they have fulfilled, in a way judged to be equivalent, the requirements of the Course prior to the proposed point of entry.

English language ability: If your first language is not English you must demonstrate your competence in English to IELTS Level 7.0 by the production of an IELTS Certificate or evidence of an equivalent level of achievement.

Course Diagram

Insert a course diagram which includes; units and their credit values, plus credit values per year/level, category of units (i.e. core or specialist), progression routes, years/levels of the course, any other relevant characteristics that distinguishes the course

AUT										SPR										SUM												
1									10	11						15*	16						20	21								30*
Unit 1 (60 credits): <i>Practice in Context</i>															Unit 2 (60 credits): <i>Collaborative Practice</i>																	

STAGE 2

AUT										SPR										SUM										
31				35					40	41				45					50	51				55				*		60
Unit 3 (60 credits): <i>Independent Project</i>																														