

Programme Specification

FdA Performing Arts (Dance)



This Programme Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Programme Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

ARTS UNIVERSITY BOURNEMOUTH

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **FdA Performing Arts course; with specialisms in Contemporary Theatre Performance, Music Theatre, and Dance**, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course. This Handbook is for the specialism **Dance**.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found in this Handbook.

<u>Key Course Information</u>	
Final Award	Foundation Degree (FdA)
Course Title	Performing Arts
Specialist pathways within the course	Contemporary Theatre Performance Music Theatre Dance
Award Title (for the Dance specialism)	FdA Performing Arts (Dance)
Teaching institution	Bournemouth and Poole College
Awarding Institution	Arts University Bournemouth
Professional accreditation	None
Length of course / mode of study	Two years full time
Level of final award (in FHEQ)	Level 5
Progression route Dedicated articulation to:	BA Hons Drama BA Hons Performing Arts BA Hons Dance University of Winchester
Subject benchmark statement	Dance, Drama and Performance (2007)
UCAS code	TBC
Language of study	English
External Examiner for course:	<i>To be confirmed</i> <i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	May 2014 (first validated by Bournemouth University in 2009)
Date of most recent review	May 2014
Date programme specification written/revised	Revised September 2014

Course Philosophy

The FdA Performing Arts is a multi-pathway degree comprising three specialist pathways: Contemporary Theatre Performance, Music Theatre and Dance. The course includes both academic study and vocational training with the aim of offering students the chance to progress to a third year BA (Hons) or equip them with the skills to work in the arts and related industries. The course is supported by carefully constructed specialist units that facilitate and support skills training, alongside developing transferable skills for the working world. Students interrogate, test and apply the most recent thinking in their specialist pathways ultimately producing and presenting their own performance work in their final unit. In addition students engage with in-depth critical study of their art form and are offered the opportunity to apply this study academically and vocationally.

The FdA in Performing Arts at Bournemouth and Poole College provides a distinctive curriculum, with a broad spectrum of studies including a strong emphasis on developing performance skills whilst underpinning practice with theory, study skills and continual personal and professional development. Throughout the course emphasis is placed on the reciprocal relationship between performance theory and practice.

Students begin by learning the key concepts, vocabularies and skillsets within: Performance Contexts, Introduction to Performance and Skills Development units before moving into the application of performance in Work Based Learning. In the second year the focus moves to the individual student's preference in theoretical study and the ability to work with current practitioners before producing their own collaborative performance in the final unit.

Philosophy of the Specialist Pathways

Contemporary Theatre Performance

The contemporary theatre pathway concerns itself with a theatrical landscape that is forever changing. Students will begin their learning based on various methods developed by practitioners over the years and these methods will form a basis for the development of their own individual technique. Experience of working with Industry based professionals prepares the learner for employment. Text is examined in relation to the context of contemporary performance, underpinning the learner's understanding of language and its relationship to the theory of performance. As the learner acquires more skills they will have various opportunities to experiment, explore and perform within in a carefully managed workshop environment.

Music Theatre

The music theatre course is aimed to equip students with the latest industry-based skills, and the knowledge of current working practice. Students will develop and refine the fundamental techniques in music theatre including singing, acting and dance alongside underlying theory as an essential tool to enhance and support their understanding of the rigorous demands of the industry. Employability and transferable skills are an integral part of the course, therefore each student is given opportunities to foster and develop links with industry professionals and focus on future career pathways throughout their time in study.

Dance

The ethos of the dance pathway is to champion current professional work and the practitioners that create it, both practically and theoretically. The aim is always to inspire the individual and to support dance development both at the College and in the wider community. The course is a launch pad for new choreographic and performance ideas, and embraces current trends and theories. Obviously the history of dance is also considered, to allow students to place themselves in the time line of the art form. Alongside creative projects, students are trained as thinking, progressive dancers with a strong focus on academic rigor, as well as studying a diverse range of techniques including contact improvisation, Pilates, Release Technique and Health and fitness. (The aim is not to fit a mould, but to create a new and exciting one, where all possibilities are considered.)

Within the Performing Arts department at Bournemouth and Poole College we aim to mirror professional practice and expectation. This is to ensure students are prepared for employment in the arts in whatever capacity they choose. This includes a keen emphasis on team work, supportive working environments, cross-course collaboration alongside high expectations regarding attendance and punctuality.

The Performing Arts department is positioned alongside the highly successful Media, Music and Art and Design departments at Bournemouth and Poole college. The team regularly supports cross-collaboration and students are offered many opportunities to engage in these subject areas both as embedded within the curriculum and independently as motivated and reflective learners.

The FdA Performing Arts has developed over the years into a course that acknowledges and recognises the traditional and historical elements of each specialist discipline, however, beyond this the emphasis has moved to examine new work, new writing, the creation of original material and focuses on creating employees of the future that are fully prepared and adaptable to the challenges presented by an ever-changing vibrant industry.

We have continued to foster links to the performance industry with working relationships with Lila Dance, Forest Forge Theatre Company, Pavilion Dance South West amongst others and students will have opportunities to engage with these and other employers. A foundation degree by its very nature maintains a focus on supporting students in their journey to become valuable employees. As the majority of those working in the arts are self-employed, the department maintains continual focus on fostering entrepreneurial skills. The intention being that students complete their FdA with numerous job opportunities and possible career routes.

Transferable skills are built into the course and whether students are studying an academic subject or engaging in practical training, the hidden curriculum will support skills that are relevant to all areas of academia and employment. Engaging in class debate, critical thinking, presentation skills, audition etiquette and technique, academic and scholarly writing alongside the rigour and discipline of rehearsal and performance all contribute to a widely desirable repertoire of personal skills for any future employer.

The Performing Arts team are highly dedicated, experienced lecturers and practitioners with a wide spectrum of specialisms. Many members of the team also maintain their professional practice and great care is taken to afford students as

many opportunities as possible to engage with these staff members. The FdA Performing Arts is the beginning of a lifelong journey in the arts and the OFSTED Grade 1 department of Performing Arts is best placed to foster and support students studying at the college at the beginning of this exciting journey.

Course Aims

1. Inspiring you as an artiste by providing a safe working environment in which to foster the development of a strong skills base alongside a professional and employable work ethic.
2. Encourage you to develop a comprehensive knowledge and application of a wide range of techniques to improve performance skills.
3. Acquaint students with a range of research techniques with which to consider the role of performance in a variety of historical topological contexts, relating those to contemporary, theoretical and practical concerns
4. Foster learners' creativity in the respective field of performance by acquainting them with a range of seminal practitioners
5. Stimulate your creative potential and emotional intelligence to work effectively in collaboration with others in your own and other disciplines
6. Provide you with a range of transferable skills in writing, working as an ensemble and IT including electronic communications and resources, as a basis for professional activity and future employment
7. Prepare you to be imaginative, intellectual, sensitive and confident artistes
8. Develop your independent learning and analytical skills so that they inform the integrity of your work
9. Ensure progression into further study or development of business skills
10. Introduce you to a wide range of industry links and provide you with the opportunity to enter the international community as successful and productive employees

Course Outcomes

By the end of this course you will be able to:

- 1) Demonstrate an in-depth knowledge of the historical, social, political and economic aspects of your specialism and be able to apply this knowledge to both written and practical work
- 2) Engage creatively with a wide range of seminal practitioners and utilise these principles to inform your creative decisions
- 3) Analyse and evaluate key principles and concepts developing a critical understanding of your subject area
- 4) Reflect upon your own practice and achievement in relation to your own employability
- 5) Display an ability to use research methodologies, academic and scholarly protocols and written and verbal presentation skills whilst considering the role of performance

- 6) Collaborate with others demonstrating an understanding of group dynamics and sensitivity to creative, personal and interpersonal contexts
- 7) Take responsibility for the independent operation of a range of routine practice aimed at the maintenance and enhancement of performance skills
- 8) Utilise specific performance and transferable skills across a variety of employment possibilities both as performers and in the wider arts community
- 9) Demonstrate an in depth knowledge and understanding of improvising, devising, rehearsal and performing strategies
- 10) Show an ability to recognise and facilitate artistic creativity in yourselves and others
- 11) Prove ability to respond critically and imaginatively displaying sensitivity to context
- 12) Competently identify, organise and participate in the work required in the preparation of performance
- 13) Demonstrate an ability to integrate your skills creatively with the work of others
- 14) Conduct logical, systematic, independent and resourceful approaches to problem solving

Reference Points

UK Quality Code for Higher Education, including:

- Subject Benchmark Statement: Dance, Drama and Performance (2007)
- Framework for Higher Education Qualifications (FHEQ)
- Foundation Degree Qualification Benchmark

AUB Undergraduate Regulatory Framework

BPC Teaching Learning and Assessment Strategy

BPC HE Strategy 2014-17

Learning, Teaching and Assessment

Learning and Teaching Strategies

'6.2 Within DDP, teaching and learning will be closely related, through a variety of approaches that facilitates students' creative development, and cohere, to a greater or lesser degree around the integration of practice and theory. The relative contribution of each approach is likely to vary from programme to programme and new conceptual frameworks constantly arise to challenge traditional ways of theorising practice'

Dance, Drama and Performance QAA Benchmarks Statements 2007

Considering the above, all pathways across the FdA Performing Arts foster a wide and varied teaching strategy as appropriate to the discipline. With each unit underpinned by the key principles of the Performing Arts Industry that of collaboration, creativity, rigour and discipline staff deliver in a wide variety of continually evolving contexts.

Throughout the FdA, you will engage in tutor-led, student led and self-directed study as advised by your lecturers. The primary focus being that you develop the skills to become an independent, motivated and reflective learner.

The course aims and objectives are met by deploying a wide variety of teaching and learning methods including workshops, rehearsals, productions, practical classes, lectures seminars and tutorials. Students will engage in both group and individual learning programmes as appropriate to the unit and area of study. Students will also engage in professional placements in various contexts (in-house and out-house opportunities will vary).

The methods employed induct you to the disciplines required of a creative practitioner and promote the development of transferable skills.

The study time allocated to each unit in the course incorporates a balance of formal teaching, tutorial support and independent learning. The course is structured as a clear journey to provide increased opportunities for independent learning as you reach the later stages of the course.

The progressive promotion of independent learning reflects your anticipated maturity as a student and allows you to direct your learning towards individual goals. The teaching in Level 4 is directed at providing you with the knowledge, concepts and skills to take increasing responsibility for the management of your own learning. As you move into Level 5 the emphasis moves toward you taking responsibility for your specialism alongside developing the skills to create and develop independent, original material.

The integration of theory and practice is promoted and reinforced through a team teaching approach. Lectures, seminars and tutorials may be delivered by team members, as appropriate, in the creative learning environment.

Assessment

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of your achievement, and also gives you regular feedback on how your learning is developing. Performance is considered holistically and there is a symbiotic relationship between practice, research and evaluation.

For every unit of your course you will be provided with a Unit Handbook, which will state what you are expected to learn within the unit; the work that you have to submit; and how it will be assessed. The Unit Handbook will also give the deadline for presenting your work for assessment.

You will receive a final mark for each unit in the form of a percentage, which will be recorded on your formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are *2, *5 and *8 (eg 42, 45, 48). These marks correspond to a low, mid, and high level of achievement within each grade band.

On successful completion of your FdA course, you will be awarded a classification based on your unit marks. The final classification is determined using unit marks at Level 5. If you progress to Honours level study, the algorithm for your degree calculation will be determined by the University where you take your Honours year.

Course Structure

All students are registered for the award of the Foundation Degree (FdA); however exit awards are available if you leave the course early, having successfully completed a stage. If you successfully complete a level of the course, you will automatically be entitled to progress to the next level.

For the award of a Certificate of Higher Education (CertHE), you must have achieved a minimum of 120 credits at Level 4. This qualification may be awarded if you leave the College following successful completion of the first year of your course.

For the award of the Foundation Degree (FdA), you must have achieved a minimum of 240 credits of which a minimum of 120 must be at Level 5. This qualification will be awarded upon successful completion of your course.

Course Content

Level 4 serves as an introduction to various elements of study at HE level. Your first practical project will introduce you to your chosen specialism and teaching and learning will focus on identifying your skill base and working toward some personal targets for development. You will engage in a public performance which is expected to be at a very high standard. You will have the opportunity to engage in on-going skills training relevant to your discipline assuring an on-going acquisition of technique and repertoire. You will also engage in a specialist skill unit to focus and refine your primary chosen specialism (Acting, Singing or Dance) and this training will then feed into other areas of study including rehearsal and performance.

This introduction to the arts will be mirrored in academic and theoretical study in which you will be introduced to a number of seminal practitioners and texts as relevant to your discipline. You will be introduced to the rigour of academic and scholarly standards including formal writing, presenting, debating, research and referencing. You will be encouraged to engage critically at every level and a high amount of this engagement will be evidenced via theory and practice.

As relevant to the FdA key principles you will engage with at least one work based learning opportunity at Level 4 in which you will experience a 'real-life' working environment and will be assessed on your ability to function as a valuable and employable member of the arts community.

You will be offered formative and summative assessments across all units to give you the opportunity to respond to feedback and improve through on-going personal and professional development. You will be actively encouraged to reflect upon your development and industry focused feedback.

Level 5 is a step up in terms of the level of independent engagement expected of you as a student. You will continue to develop your skills training and at level 5 will be encouraged to focus these skills in an outward facing environment responding to

varied audience and client needs. You will engage in practical projects that employ the disciplines of choreography, dramaturgy, script writing, musicianship (as relevant) and the focused creation of original material that challenges both the performer and the audience. The key focus in your second year is the identification of possible career routes, transferable skills and the course will place high emphasis on professional expectations and the needs of industry.

Academically you will move beyond the work covered at Level 4 by selecting an area of specialism in which you are particularly interested. Under the guidance of your supervisor you will select an academic or vocationally driven specialist subject and will be involved in research and scholarly engagement as expected at this level culminating in a well-informed written submission. The intention of this unit is to support the academic journey for those students who wish to progress to a third year BA (Hons) alongside engaging those that have a more professional/vocational focus.

Level 5 culminates in an independent unit in which students take responsibility for creating, producing and staging their own work. Building on the skills, discipline, rigour and knowledge of key practitioners in their field covered during the course students face the challenge of putting these elements into practice adhering to an industry written brief.

It is the intention that throughout the two years of study students are required to engage in evidencing continual professional and personal development via the constant reflection and evaluation within individual units as well as via the tutorial process that will track and target the student journey.

Course Units

Level 4 Unit Title	Credit weighting
EPDA450 Introduction to Performance	20
EPDA451 Skills Development	20
EPDA452 Performance Contexts	20
EPDA453 Specialist Skills	20
EPDA454 Work Based Learning 1	40

Level 5 Unit Title	Credit Weighting
EPDA550 Performance Practice	40
EPDA551 Special Subject	20
EPDA552 Professional Development	20
EPDA553 Work Based Learning 2	40

Assessment Methodology

- Where a unit includes 'Performance' it should be noted that performance will be considered holistically and there is a symbiotic relationship between practice, research and evaluation;
- Where assignments require students to work within a group. The assessment will be based on individual contribution against the assessment criteria;
- During the process of unit delivery formative assessment will regularly occur to chart individual progress;
- The summative assessment will complete the unit

FdA Term Dates 2014-15

22nd Sep – Higher Education starts

27th Oct – 31st Oct Half Term (no classes)

12th Dec – Last day of HE Term XMAS BREAK

6th Jan – Classes resume as per timetable

Week commencing 12th Jan - FDA Year 2 Dance show

Week commencing 19th Jan – FDA Year 2 CT show

Week commencing 26th Jan – FDA Year 2 MT show

Week commencing 2nd Feb - FDA Year 1 Dance show

Week commencing 9th Feb – FDA Year 1 CT show

16th Feb – 20th Feb Half Term (no classes)

Week commencing 23rd Feb – FDA Year 1 MT show

9th March – 13th March Skills Week Year 1

2nd April – End of HE Term EASTER BREAK

20th April – Classes resume as per timetable

20th April – 1st May Work Based Learning 2

4th May – 22nd May Work Based Learning 1

26th May – 30th May – Half Term (No Classes)

8th June – 12th June Specialist Skills

12th June – End of HE Course

8th July – Oscars Night

Date to be confirmed - “Goodbye LCH” event

Please note you may be called in to rehearse during some non-term time dates. You are not permitted to book any time off/holidays during term time.

Our schedule is unique to Performing Arts due to the amount of assessments and full productions that need to be completed by June – this may differ from the BPC website/AUB website. You must consult your tutor or Pathway Leader if anything is unclear. ALL dates for assessment have been set for this academic year and will only be changed in extreme circumstances (if theatre schedules change/staff become unavailable), you will be notified of any prospective changes as soon as possible.

Course Diagram

These schematic diagrams show the proposed start/end dates for each unit with assessment periods. Further information on the structure of each unit will be included in unit handbooks. This diagram shows teaching weeks only; holiday periods including half-term breaks are not included.

Level 4																														
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Induction week	EPDA450 Introduction to Performance (20 credits)													Assessment		Assessment	EPDA453 Specialist Skills <i>continued</i> (20 credits)	EPDA454 Work Based Learning 1 (20 credits) (Intensive Block including assessment)	Assessment											
	EPDA451 Skills Development (40 credits)																													
	EPDA452 Performance Contexts (20 credits)														Assessment															
	EPDA453 Specialist Skills <i>to be continued</i>																													

Level 5																									
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
EPDA550 Performance Practice (40 credits)												Assessment			EPDA553 Work Based Learning 2 (40 credits)						Assessment				
EPDA551 Special Subject (20 credits)																									
EPDA552 Professional Development (20 credits)												A													

A = Assessment

Resources

College Resources:

Library

Library resources available to students include the Learning Resource Centre at Bournemouth and Poole College's Lower Constitution Hill site and the LRC at the North Road site. Constitution Hill LRC carries an extensive range of resources across a range of media, both printed and non-printed, to support the curriculum areas on the site. Students also have access to resources on the 2 main sites at North Road and Lansdowne. They can use any of the LRCs in person or materials can be obtained through the Reservations system.

Resources:

- A book stock of more than 12,000 items at this site, backed up by 49,000 items across the other two sites.
- There are approximately 2,000 items to support this subject area in stock across the College LRCs, primarily based at Constitution Hill. There are also approximately 200 DVDs and videos on music and 150 CD's. Books based on other sites can be reserved and sent to the most convenient site for the student.

Journal Titles titles include:

- Broadcast – print and online subscription
- Movie Musicals
- Music Week – print and online subscription
- NME
- New Theatre Quarterly
- Popular Music – print and online subscription
- Radio Magazine
- The Stage
- Dancing Times
- Dance Theatre Journal
- Online Databases:
- Film and Sound Online
- Grove Music
- Infotrac
- KnowUK
- Oxford Reference Online
- Screenonline

Information technology

The College provides a comprehensive range of IT resources, utilising Apple Macintosh, Windows Personal Computers and specialist resources for its art, design, media and performance disciplines. The College uses Industry standard software from Microsoft, Adobe, Macromedia, Apple and leading software suppliers, and is continually investing in its technology and resources.

IT resources are also available to you via the Library, plus through a number of bookable HE suites and dedicated base room provision. To enable access to learning resources, wireless internet access is also available.

The MITS section (Media and Information Technology Services) provides a helpdesk facility for IT enquiries and fault notification. The Helpdesk is open from 8.30am until 5pm from Monday to Friday Email: helpdesk@bpc.ac.uk

Student Support

Academic Guidance

Academic staff are responsible for providing you with feedback on your work and your general academic progress, and for providing academic support and guidance through the course. This is provided through “critiques” and written feedback, as well as guidance on practical work and informal discussion about your concerns. These sessions may be individual or, in the case of collaborative work, in small groups.

Academic tutorials are scheduled to allow you to discuss in depth matters relating to creative or theoretical work, or the course in general. You will be entitled to at least one formal recorded academic tutorial per term with a nominated member of the course team.

Support and advice is also provided on an informal basis throughout the course, through discussions between staff and students.

Career Education, Information and Guidance

You will be prepared for employment, and given the opportunity to learn about the various career options available to you, through a wide range of projects which may include live briefs or external competitions. Academic staff remain very familiar with the discipline, and will often still work in the field, and are also able to advise on specific opportunities.

The Reed NCFE partnership works with The Bournemouth and Poole College to help as many students as possible find the job or career opportunity they are looking for. There are current live opportunities listed on the ‘Job Shop’ and you can visit the team in the eLabs at North Road or Lansdowne throughout the year.

The Reed Careers Employment Service within the college offers impartial, confidential advice, support and guidance, to help you explore and develop your career ideas and manage your future career successfully. The Service offers individual career guidance interviews, as well as advice on job seeking strategies, CVs and interview skills, self-employment / freelancing, and further study opportunities.

The Employment Team holds regular lunchtime lectures, which cover a range of popular careers topics, including Postgraduate study and funding, Career planning, Networking and self-marketing and Teaching as a career.

The Reed Careers Employment team also offers specialist events, working in partnership with local employers, BPC alumni, and external agencies to bring together a range of Employment opportunities.

Support for students with disabilities (including dyslexia)

The college is firmly committed to a policy of equal opportunities for all students and positively welcomes applications from people with disabilities and/or additional needs. Throughout all aspects of college life, we actively encourage and support the participation of students with disabilities. We aim to support disabled students by offering needs assessments and support plans which enable you to achieve your personal goals.

The Learning Support team provides academic support for students with specific learning difficulties including dyslexia. We ask all new Home students to complete a 'Quickscan' screening programme when they join the college. This screening is designed to check your learning style (the way you learn best) and whether you might have signs of dyslexia.

Students with a specific learning difficulty such as dyslexia are able to access individual tutorials aimed at improving your independent study skills, and are supported in applying for the Disabled Students' Allowance, which can provide specialist equipment and, if appropriate, personal support.

The Wellbeing Team provide on-going support and advice for students with all other types of disability, including mental health difficulties, physical disabilities, medical conditions and sensory impairments.

Bournemouth and Poole College has a duty to anticipate the needs of disabled students, and to make "reasonable adjustments" to ensure that these students can access education and related services. If you feel that some aspect of the learning, teaching or assessment on your course places you at a disadvantage because of your disability, please contact the Student Services Manager within Student Services, who will be happy to work with you and your course team to identify any appropriate reasonable adjustments. Contact Robin Coe on rcoe@bpc.ac.uk or telephone 01202 205450.

Support for students for whom English is a second language

If English is not your first language you may be invited to complete a brief written exercise during the initial weeks of your course, so that your current academic language skills can be assessed. Our Learning Support Team will review the exercise and contact you if your work indicates that you would benefit from additional support. A tutor will work with you to draw up an Individual Learning Plan, which will set out a structured approach to developing your independent academic and study skills. This may include helping you to develop strategies for interpreting assignment briefs, working on the structure of your written work, or developing your proof-reading skills, for example. The plan will be reviewed each term and will be shared with your course tutor so that they are aware of the work you are doing to improve your study skills.

Pastoral support and guidance

Support and advice on non-academic matters is provided through trained and qualified professional staff within Student Services. Students accessing the service are offered various levels of support ranging from regular weekly sessions, occasional support or just a “one off” consultation. If the situation is very urgent and you are very emotionally distressed, we also have a crisis support service and you will be seen by one of our team almost immediately.

Pastoral support is also available from the BPC Chaplaincy. 01202 465956

Advice and support with practical issues such as funding, accommodation or childcare is available from the Student Advice Centre within Student Services.

Monitoring the quality of your course

The course is subject to the Arts University Bournemouth’s rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the UK Quality Code for HE.

In addition all courses undertake an Annual Course Review which takes account of relevant information such as:

- External Examiners’ Reports
- Key statistics including data on application, retention and achievement
- Results of the National Student Survey
- Results of the in-house Student Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the Business Validation Partnership

All courses develop an action plan arising out of this exercise, which is monitored by the Performance Review Panel. Your student representatives can keep you informed about progress against the action plan.

Staff development priorities for the course team as a whole are identified through the Annual Review process, and for individuals through the Staff Appraisal process.

Indicators of Quality and Standards

The Arts University Bournemouth was granted taught degree awarding powers by the Privy Council in 2008; and University status was conferred in 2013. All students on taught higher education courses are enrolled on a course validated by the University.

The University was audited by the QAA in May 2011 and received a judgement of ‘Confidence’ in the management of the academic standards of its awards, and its management of the quality of learning opportunities. This is the best available outcome, and confirms that its quality assurance mechanisms are robust, meaning that the University can have full confidence in the standard of course outcomes, and the quality of the educational experience it delivers.

The College was audited by the QAA in March 2012 and received a judgement of confidence in Academic Standards and Quality of Learning Opportunities and reliance in the area of Public Information. This is the best available outcome, and confirms that our quality assurance mechanisms are robust, meaning that we can have full confidence in the standard of course outcomes, and the quality of the educational experience we deliver.

More detailed information is available in the following documents:

- Online course information
- Unit Handbooks
- HE Assessment Regulations