



PROGRAMME SPECIFICATION  
SEPTEMBER 2016

FDA PERFORMING ARTS  
(DANCE)

**PROGRAMME SPECIFICATION**

The Programme Specification provides a summary of the main features of the **FdA Performing Arts (Dance)** course, and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if he/she passes the course.

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

<b><u>Key Course Information</u></b>	
Final Award	Foundation Degree (FdA)
Course Title	Performing Arts (Dance)
Award Title	FdA Performing Arts (Dance)
Teaching institution	Bournemouth and Poole College
Awarding Institution	Arts University Bournemouth
Offered in the School of: <i>Contact details:</i> Telephone number Email	Performing Arts Victoria Clark 01202 205717 <a href="mailto:clarkv@bpc.ac.uk">clarkv@bpc.ac.uk</a>
Professional accreditation	None
Length of course / mode of study	Two years full time
Level of final award (in FHEQ)	Level 5
Dedicated articulation to:	BA (Hons) Performing Arts <i>(validated by Arts University Bournemouth)</i>
Subject benchmark statement	Dance, Drama & Performance (2015)
UCAS code	WD54
Language of study	English
External Examiner for course:	Dr Lois Drawmer Bucks New University  <i>Please note that it is not appropriate for students to contact external examiners directly</i>
Date of Validation	September 2005
Date of most recent review	April 2016
Date programme specification written/revised	Revised May 2016

## **Course Philosophy**

The FdA Performing Arts is a multi-disciplinary pathway degree comprising the specialist pathways of Contemporary Theatre Performance, Music Theatre and Dance. The course provides you with high quality academic teaching alongside continued rigorous vocational training as relevant to your chosen discipline and the wider arts community. You will have opportunities to work with our highly experienced staff team as well as industry professionals throughout your time of study with us. You will be exposed to the varying areas of your chosen discipline to facilitate an exploration of the far reaching job opportunities open to you as a Performing Arts graduate. On completion of your two years you can choose to graduate with your FdA Performing Arts (validated by Arts University Bournemouth) or continue your studies by embarking on a BA Top-Up which will allow you to gain a full BA (Hons) degree.

The department ethos is one of creativity and aspiration in the Arts. We believe in supporting you in the development of your careers and exposing you to a wide range of teaching methods, staff expertise and visiting professionals to support you on your journey.

In the *Dance* pathway you will work closely within your discipline exploring dance theatre histories, current contexts and debates as well as undertaking skills training and development as appropriate to the current dance climate. Our aim is to equip you with the skills we believe are fundamental to embark on a successful career and therefore we will be focusing our delivery on looking very closely at the cutting edge of dance today and what it may mean to enter the industry as a future professional. You will begin to situate yourself as an arts practitioner and formulate an understanding of arts in the 21<sup>st</sup> century. It is this forward thinking and cutting edge perspective that will expose you to the type of work that challenges you as an undergraduate and pushes you as a performer. There are many possible career routes including choreographer, dancer, teacher and many more. We hope that this detailed insight into the various disciplines will help you realise your own role within the creative industries.

You will have the opportunity to play and explore in level 4, to engage with current trends, further your skill base with a focus on ballet, contemporary dance, jazz and contact improvisation; as well as working intensively with an outside professional dance company. You will critique dance material, visit key local venues such as Pavilion Dance and the Lighthouse, and take part in industry standard productions while you are supported and guided by an exemplary pastoral care programme. In level 5 there will be a greater focus on specific performance techniques and training. You will be able to develop your fitness training as well as looking at developing your role as a teacher of dance. You will be able to engage in critical theories and social/political contexts, have the opportunity to work with an in-house director and the encouragement to begin to create and contribute to your own performance practice.

We as a department continue to foster links with the performance industry establishing successful working relationships with Pavilion Dance South West, Lighthouse and Virgin Active. As well as many primary and secondary schools in the local area. You will have the chance to engage with these professionals 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 your entrepreneurial skills.

Transferable skills are built into the course and whether you are studying a theoretical subject or engaging in practical training, the hidden curriculum will support skills that are relevant to all areas of arts academia and employment. Engaging in class debate, critical thinking, learning presentation skills, audition etiquette and technique alongside the rigor and discipline of rehearsal and performance all contribute to the development of a widely desirable repertoire of personal skills for any future employer. As the programme is multi-disciplinary in nature you will work alongside your peers studying Contemporary Theatre Performance and Music Theatre in certain units and will be required to discuss and engage in work beyond your chosen subject. The arts are not just one discipline; they are ever moving, ever-changing, it is multi-disciplinary, and this collaborative element is intended reflect the expectations of you in the workplace.

The College has built up strong links within the industry in the past few years, including Soho Theatre, National Theatre and Ardent Theatre Company, and each year the performing arts students are encouraged to create work which will be considered for the annual National Student Drama Festival. The link with Ardent is an exciting one and we are thrilled to be included in their first Artist Development Programme which aims to provide graduating students from the regions with an opportunity to work with industry professionals in London and a showcase in a West End venue thus enabling the student access to a wider audience, that might otherwise be untapped due to a regional drama training outside of London. (<http://www.ardenttheatre.co.uk/artist-development2016-17/>)

The FdA Performing Arts in Dance is the beginning of a lifelong journey in the arts and the OFSTED grade 1 departments 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. Inspire 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.

### **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. Competently identify, organise and participate in the work required in the preparation of performance.

### **Reference Points**

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Dance, Drama and Performance 2015*
- Framework for Higher Education Qualifications (FHEQ)
- Foundation Degree Qualification Benchmark

AUB Undergraduate Regulatory Framework

### **Learning, Teaching and Assessment**

#### **Learning and Teaching Strategies**

*1.3 'There is a traditional intersection between dance, drama and performance and other subject domains, and whose continuation acknowledges a general interdisciplinary focus in the arts and humanities.'*

#### **Dance, Drama and Performance QAA Benchmarks Statements 2015**

It is in light of the above statement that the FdA Performing Arts aims to assure the collaborative nature of the current performance industries. While you will be working

toward a specialist programme focused on Dance, you will also be working closely with your peers in Contemporary Theatre Performance and Music Theatre. There will be opportunities for cross-disciplinary teaching and learning to assure preparation for the wider artistic climate.

*6.5 'In Dance, Drama and Performance experiential learning is a key principle of study.'*

### **Dance, Drama and Performance QAA Benchmarks Statements 2015**

All pathways across the FdA Performing Arts foster a wide and varied teaching strategy as appropriate to the discipline. Each unit is underpinned by the key principles of the Performing Arts Industry: collaboration, creativity, rigour and discipline with a highly engaged staff team working with you closely during your time of study.

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 work based experience 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. This journey can be considered as three distinct yet complimentary strands:

- Theoretical Study
- Skills & Training
- Process & Performance

These strands support a clear and focused learning journey throughout levels 4 & 5. With level 4 being an opportunity to learn, explore, question and play and level 5 moving you toward refining, training, debating and collaboration. It is during this journey that your programme of study will also *'facilitate progression in terms of subject-specific expertise, personal and social development.'* **Dance, Drama and Performance QAA Benchmarks Statement 2015.** Your development as a valuable employee, member of society and artistic practitioner is fostered and supported throughout.

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.

### **An outline of learning and teaching strategies:**

The modes of study are varied at HE level and the expectations of you as a learner are raised. You are expected to engage independently with your course (around 20 hours a week outside of class to include reading, note taking, rehearsing as examples). In addition your programme of study is likely to include the following:

- **Skills Workshops** offer practical training and exercises in which you will be able to engage in strategies and creative activities relating to a specific practitioner or theorist within a safe and supportive environment
- **Individual tutorials** provide an opportunity to discuss your individual progress within a skill, a unit or in the course generally. They are used by either your personal tutor to discuss specific issues arising or by your unit leader to provide constructive feedback on guidance regarding how to improve
- **Group tutorials** allow you to share your experiences with your group and tutors offering opportunities to assure effective strategies are adopted in the management of your work
- **Rehearsals** will be run with you as company members and unit leaders as Directors. This environment will emulate the expectations of the industry allowing you some insight into the working environment and supporting you with the application of your skill base
- **Lectures** are oral and/or visual presentations on a particular area of study intended to be presented in a formal environment
- **Seminars** are group based activities to generate discussion and debate around a particular topic and/or theory
- **Presentations** allow you the opportunity to prepare and present to a group of your peers. It enables you to engage with a topic on a more formal context assuring you are presenting in line with academic expectations

As HE students you are expected to take notes in all classes wherever possible to support your study outside of class and your formal assessment submissions. You will also be referred to academic material weekly and given tasks to undertake independently or in small groups.

### **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.

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 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit.

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, your degree calculation will be based on your percentage marks at Level 6 only. For further information on progression, awards and classifications, please visit: <https://viewpoint.aub.ac.uk>

### **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**

#### ***EVOLUTION***

In your first year of study on the FdA you will be supported with your transition into HE study. The emphasis will be on you beginning to improve your skill base via technique classes and project rehearsals, encouraging you to work independently and in groups as well as supporting you with showing your ability to engage in theoretical study and debate. It is expected that your 'evolution' into an active undergraduate will support you in engaging with the arts in a way you have not done before.

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.



This introduction to the arts will be mirrored in 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.

### ***EXPLORATION***

In your second year of study you will be given the opportunity to further 'explore' the arts world and identify areas of particular interest. You will work on demonstrating key attributes within skills and theoretical study. You will be expected to apply your skill set and experiment in and outside of the rehearsal room.

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 dramaturgy, collaborative practice and the focused creation of material that challenges both the performer and the audience responding to an industry brief. 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 engaging firmly in current social and political debate, considering the plays and practitioners that are the pioneers within Dance contexts. You will explore the appropriate critical theoretical methods as appropriate to the content of the unit. The intention of this unit is to support the theoretical 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

<b>Unit Code</b>	<b>Unit Title</b>	<b>Credit Weighting</b>
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### **Level 4**

EPDA461	Introduction to Performance	40
EPDA462	Skills Development 1	20
EPDA463	Skills Development 2	20
EPDA464	Performance Contexts	20
EPDA465	Industry Project 1	20

### **Level 5**

EPDA561	Performance Practice	40
EPDA562	Specialist Skills 1	20
EPDA563	Specialist Skills 2	20
EPDA564	Theatre Arguments	20
EPDA565	Industry Project 2	20

## Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included. Further information on the structure of each unit will be included in Unit Handbooks.

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	<b>EPDA461 Introduction to Performance</b> <b>(weeks 1-15)</b> (40 credits)															<b>EPDA463 Skills Development 2</b> <b>(weeks 13-25)</b> (20 credits)										<b>EPDA465 Industry Project 1</b> <b>(weeks 26-30)</b> (20 credits)				
	<b>EPDA462 Skills Development 1</b> <b>(weeks 1-12)</b> (20 credits)												<b>EPDA464 Performance Contexts</b> <b>(weeks 13-25)</b> (20 credits)																	
	<i>Tutorial / PDP 1.5 hours per week</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	26	27	28	29	30
<b>EPDA561 Performance Practice</b> <b>(weeks 1-20)</b> (40 credits)																					<b>EPDA565</b> <b>Industry Project 2</b> <b>(weeks 21-28)</b> (20 credits)									
													<b>EPDA563 Specialist Skills 2</b> <b>(weeks 13-30)</b> (20 credits)																	
<b>EPDA562 Specialist Skills 1</b> <b>(weeks 1-12)</b> (20 credits)												<b>EPDA564 Theatre Arguments</b> <b>(weeks 13-30)</b> (20 credits)																		
<i>Tutorial / PDP 1.5 hours per week</i>																														

## **Resources**

### **College Resources:**

#### **Library**

Library resources available to students include the Learning Resource Centre at the North Road site. The Arts Library within the Performing Arts building 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 two 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 in the Arts Annexe. 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
- Online Databases:
- Film & 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](mailto: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 advice 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 E Labs 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](mailto: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 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 QAA Quality Code.

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 Perception Survey
- Feedback from Student Representatives
- Feedback from relevant employer groups, including the course Industry Liaison Group

All courses develop an action plan arising out of this exercise, which is monitored by the College. 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 Course Review process, and for individuals through the Staff Performance Review 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 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.

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
- Undergraduate Regulatory Framework and Assessment Regulations

WHATEVER YOUR PASSION, WE'LL  
HELP YOU EXPLORE IT. WHATEVER  
YOUR AMBITION, WE'LL PROVIDE THE  
ROUTE TO GET YOU THERE. ON THE  
WAY, YOU'LL COLLABORATE WITH  
OTHER COURSES, LEARN NEW SKILLS  
FROM INSPIRING STAFF AND CREATE  
WORK WITH INDUSTRY-STANDARD  
EQUIPMENT. WHATEVER YOUR  
JOURNEY, WE'LL HELP YOU GET  
FROM A TO B.