

Programme Specification

BA (Hons) Performing Arts



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.

PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **BA (Hons) Performing Arts** 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.

<u>Key Course Information</u>	
Final Award	BA (Hons)
Course Title	Performing Arts
Award Title	BA (Hons) Performing Arts
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 clarkv@bpc.ac.uk
Professional accreditation	None
Length of course / mode of study	One year full-time
Level of final award (in FHEQ)	Level 6
Subject benchmark statement	Dance, Drama and Performance 2015
UCAS code	W470
Language of study	English
External Examiner for course:	Lois Drawmer Bucks New University
<i>Please note that it is not appropriate for students to contact external examiners directly</i>	
Date of Validation	April 2016
Date of most recent review	N/A
Date programme specification written/revised	April 2016

Course Philosophy

This course believes in the power of creative arts practice in social, emotional and political contexts and the importance of the role it plays in regional, national and international communities. It will challenge you to engage with and interrogate the arts as well as encourage and support you to become an independent, well informed and highly skilled Performing Arts graduate. You will complete this course ready and able to enter the competitive industry with a clear career goal. This course recognises and understands that in order to be competitive and active within the arts you are required to be independent, forward thinking, proactive, flexible and engaged in your practice.

The course concludes the consolidation of two years intensive training in appropriate study of Contemporary Theatre Performance, Music Theatre or Dance. In order to fully embrace the creative industries as an equipped practitioner you will experience both theoretical and vocational contexts as related to your specific discipline. During this one year programme you will have the opportunity to further your understanding of the various machinations of the arts world in general and your potential role within it. You will be afforded the opportunity to learn about how to actively lead in creative arts practice and how to engage with social cultural and political contexts. You will further develop your understanding of the business and employment laws that will directly affect your after graduation and we believe that the culmination of this mode of study will allow you to make firm career choices. Our overall aim for the course is that you will graduate with the knowledge, skills and materials to enable you to enter the world of employment or further study in the arts at post-graduate level.

Course Aims

The course aims to support and develop forward thinking creative individuals ready to play an active role within arts communities. You will be engaged in current social and political contexts and be able to interrogate and challenge the status quo. You will be a confident arts practitioner with a clearly defined specialism.

We will support you to:

1. Develop and apply independent learning and analytical skills so that they inform the integrity of your work
2. Identify clear progression into further study or development and active application of business skills
3. 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
4. Assist you in establishing yourself as a creative, independent, freelance practitioner
5. Challenge you to engage with seminal published pieces working ethically at all times
6. Support you in gaining confidence in understanding your own unique skill set and how best to assure your progress and achievement

7. Encourage you to question, debate and discuss at a level that acknowledges social and political contexts and the impacts these have on performance and culture

Course Outcomes

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

1. Independently utilise and apply specific performance and transferable skills across a variety of employment possibilities both as performers and in the wider arts community.
2. Demonstrate an advanced knowledge and understanding of the performing arts in order to further your career.
3. Recognise, facilitate and integrate artistic creativity in yourselves and others.
4. Critically evaluate discourse and practice demonstrating established and imaginative understanding of analytical techniques displaying sensitivity to context.
5. Competently identify, organise and participate in the work required in the preparation of performance.
6. Apply critical arguments conducting logical, systematic, independent and resourceful approaches to problem solving and research.
7. Confidently liaise with outside agencies, peers and lecturing staff with a mature and well informed knowledge of your possible career opportunities in the arts.

Reference Points

UK Quality Code for higher education, including:

- Subject Benchmark Statement: *Dance, Drama and Performance 2015*
 - Framework for Higher Education Qualifications (FHEQ)
- AUB Undergraduate Regulatory Framework

Learning, Teaching and Assessment

Learning and Teaching Strategies

6.7 'Students will usually experience work in or related to practical and professional performance contexts (both live and recorded), undertaking a variety of roles as appropriate to their subject area.' **Dance, Drama and Performance QAA Benchmarks Statements 2015**

Outline:

- **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

The BA (Hons) is focused on ensuring you have a varied learning experience as noted above in practical and professional contexts and are fully supported in becoming independent and autonomous learners. Units will begin with a strong tutor/practitioner led focus allowing you to have confidence in your skill set and move toward independent learning as you begin to be assured in your skills. You will continue to work in a workshop, studio based environment. You will have autonomy on scheduling your own rehearsals and process whilst being fully supported by your tutors and lecturers. The BA sees a move to lecturers as mentors available to guide you and provide support alongside you emerging as an independent artist.

You will submit assessments that include portfolios and evaluations and will continue to be assessed on process and performance as appropriate to your discipline. In response to industry demands you will take part in a Q&A as part of your 'Artistic Practice and Production' unit providing you with the opportunity to verbally articulate your responses and ideas.

Wherever possible you will be afforded the opportunity to engage in work based learning opportunities and will be actively encouraged to take your practical work to outside audiences.

At level 6 you will also be expected to attend regular 1:1 tutorials with your unit leaders regarding your progress. This may be for both practical work and theoretical study. It is expected that you will attend these sessions fully prepared with your portfolios and working notes to allow effective discussion and target setting. You are responsible for the management of this process and need to attend sessions when booked rather than relying on ad hoc appointments.

Learning Agreements

Learning Agreements are introduced at Level 6 as a way of supporting you to define your individual learning in the context of the course. Within the Learning Agreement you will indicate why and how you are going to fulfil the unit aims and outcomes. This

allows you to vary the work you produce according to your own personal and professional aspirations whilst meeting the specified aims and learning outcomes of the unit.

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 Honours degree course, you will be awarded a degree classification based on your unit marks. The final classification is determined using all unit marks at Level 6 using two different algorithms. If the two algorithms produce different results, you will be awarded the higher class of degree.

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 BA (Hons).

For the award of a BA (Hons) you must have achieved a minimum of 120 credits at Level 6. This qualification will be awarded upon successful completion of your course.

A BA without Honours may be awarded if you have achieved a minimum of 60 credits at Level 6.

Course Content

RESOLUTION

Level 6 study is an advanced course that moves beyond the FdA Level covered in levels 4 and 5, encouraging you to become owners of your own academic and career journey culminating in a significant body of assessed work. You will be expected to produce work that is sophisticated in its form and content both practically and theoretically, working toward a 'resolution' of your skill base as an arts practitioner.

The theoretical journey concludes with 'Special Subject' a 5000 word extended essay in which you engage critically and theoretically with a topic of your choice. You will be encouraged to consider and apply various critical theoretical concepts to performance and further your knowledge of a particular area of the arts to BA level. You will conduct effective and in depth research presenting your findings in a Literature Review. You will then attend 1:1 tutorials and group sessions to support your final written submission.

Your skills journey moves into gaining practical working strategies in the 'Professional Development' unit providing you with the opportunity to showcase your skills in a show reel that is of a professional standard. In addition you will engage in performing arts business looking at entrepreneurial strategies, how to set up a business and manage yourself as a freelance artist.

In the unit 'Artistic Practice and Production' you will have the opportunity to learn how to direct and lead, with the unit culminating in a short directed 30 minute piece. You will be responsible for cutting a published script, score or dance repertoire and working with students as your company members. The final showings will take place in the studios with an invited audience and you will be given the opportunity to discuss your work in a post-show Q&A. This is specifically included to mirror the industry and what would be expected of you from a funding body or playhouse interested in staging your work.

The final unit 'Performance Laboratory' is the culmination of skills covered across the three years of study. You have had the chance to work with in-house and out-house directors, you have worked in performance in alternative contexts and you have been responsible for leading your own creative practice. This unit therefore supports you in deciding on your specialism for assessment and in collaboration with your peers you will work on creating an original piece of material for an outward facing project. As actor, singer, dancer, director, script-writer or choreographer (this list is not exhaustive and is open for negotiation with your supervisors) you will be required to work as a production company toward a final performance.

Course Units

Unit Code	Unit Title	Credit Weighting
EPFA651	Professional Development	20 Credits
EPFA652	Special Subject	20 Credits
EPFA653	Artistic Practice and Production	40 Credits
EPFA654	Performance Laboratory	40 Credits

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 6																														
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
EPFA651 Professional Development (weeks 1-25) (20 credits)																														
EPFA652 Special Subject (weeks 1-19) (20 credits)																			EPFA654 Performance Laboratory (weeks 20-30) (40 credits)											
EPFA653 Artistic Practice and Production (weeks 1-19) (40 credits)																														
<i>Tutorial / PDP 1.5 hours per week</i>																														

Resources

Specialist resources:

The Jellicoe Theatre

The Jellicoe Theatre is an extensively equipped versatile theatre venue that seats 120 audience members and facilitates all live performances for students within the department. Students have the opportunity to perform twice a year and watch a minimum of 22 performances in each academic year.

The Dance Studio

The Dance Studio is a full spec studio with ballet bars, mirrors and a sprung floor. Primarily used by students for dance classes and assessment, the studio is also a space that facilitates showcasing student work and has fully equipped male and female changing rooms and showers. Students are able to book the studio (alongside other classrooms) for independent rehearsal. Wifi is also installed and available.

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

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 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 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

You will be supported within the Performing Arts team via a consistent tutorial programme. This will allow you to attend group tutorial sessions, 1:1 tutorials, support with your personal and professional development alongside ad-hoc support and referral to student services.

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