

Programme specification

1. Overview/ factual information

Programme/award title(s)	BA(Hons) Performance Arts
Teaching Institution	Calderdale College
Awarding Institution	The Open University (OU)
Date of latest OU validation	New course
Next revalidation	--
Credit points for the award	120
UCAS Code	
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	Dance, Drama and Performance 2007.
Other external and internal reference points used to inform programme outcomes	QAA Framework for Higher Education Qualifications and SEEC Credit Level Descriptors (2010)
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	1 Year Full-time
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	January 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The course is designed to respond flexibly and creatively to students with varying academic backgrounds and is not solely designed around the needs of students progressing from a single level 5 HE course. The course was primarily designed with three routes of progression: employment (including self-employment), professional training and higher degree study.

The philosophical ethos of this course is based on the belief that deep, experiential and transformative learning about performance happens when students are given the opportunity to intensively engage in tasks and activities which develop their intellectual and creative processes. In this way, it is intended to produce motivated graduates capable of contributing, either individually or as collaborators, to the creative industries as well as employing their skills in a wide variety of presentational and interactive contexts, and inculcating the continued desirability and importance of embracing new learning opportunities.

The educational aims of the course are:

- To provide curricula, informed by external reference points, which develop a range of performance, technical, professional, vocational, employability, transferable and key skills appropriate to the level of the award.
- To develop the students' practical and theoretical interest, knowledge and understanding of current practices in performance and the performing arts industry
- To encourage individuals to harness their intellectual, organisational and performance skills to produce arts products for diverse audiences/clients
- To develop employment strategies for a career in the performing arts and related areas
- To provide the theoretical understanding that will inform practice and develop students' intellectual and imaginative powers.
- To critically analyse their own work, compare and contrast complex theories encountered in their studies, and utilise analysis of their own work to action plan for the future.
- To evaluate and discuss the application of a range of methods to solve complex problems

A range of generic graduate and key skills are embedded in all modules. All performance work will be industry credible and follow current standard practices within the industry. Students will be encouraged to make professional contacts and pursue professional work whilst studying.

It is intended that learners will further develop and apply their understanding of current professional practice in the industry through their project work, Professional Practice and PDP modules. The balance of learning within the proposed award will enable professional practice to be balanced with technical skills and standards appropriate to the creative industries, as well as business and enterprise skills.

The graduate attributes of enterprise and digital literacy will be integrated into the course. These attributes will enhance employability prospects and provide skills to cope in the wider World.

2.2 Relationship to other programmes and awards
N/A

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Develop an in depth knowledge of performance methodologies and techniques.</p> <p>A2 Understand the depth and breadth of the field of performing arts practices and be able to locate their own skills, interests and abilities within it.</p> <p>A3 Understand the significance of the work of other practitioners in their discipline.</p>	<p>All modules and learning outcomes are assessed either continuously, by the submission of coursework assignments, practical performances or viva voce, at regular intervals across the year.</p> <p>Teaching will utilise the following: lectures, seminars, practical workshops, individual and group tutorials. Staff created resources which support the above will be made available on the College VLE.</p> <p>The course approach to teaching and learning is informed by the following:</p> <ul style="list-style-type: none"> • A commitment to the promotion of a holistic personal development within which individual creativity, critical and contextual understanding, and technical and professional skills are integrated. • A recognition of the values that underpin equal opportunities and open access to education with a commitment to capability and 'graduateness' as defined by QAA Framework for Higher Educational Qualifications. • Awareness of potential difference in the needs, assumptions and values of students arriving from foundation degrees or other studies at level 5. • Recognition of the need to develop progressively the confidence and critical self-awareness of students in all aspects of their studies. • The importance of developing a collaborative learning environment for students by a range of means such as self-help and study skills groups for collective and individual study.

3A. Knowledge and understanding	
	<p>Knowledge and understanding will draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, group and individual tutorials, formative feedback. All teaching and assessment methods are reviewed at the end of year planning events.</p> <p>Knowledge and understanding will be assessed through both the practical performance work students undertake as well as their evaluation of work. Critical evaluation methods include: written work, viva voce and presentations.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Determine own learning needs and develop appropriate strategies to achieve academic career and personal aspirations, identifying areas for further development through critical reflection.</p> <p>B2 Apply research methodologies for the production of performance works and communicate outcomes clearly in a range of forms.</p> <p>B3 Effectively communicate to appropriate audiences: information, ideas, arguments, problems and solutions relating to performing arts.</p> <p>B4 Synthesise and apply an appropriate range of performance theory to own work.</p> <p>B5 Reflect upon the personal process of learning and be able to undertake critical self - evaluation.</p>	<p>Cognitive skills will draw on a range of learning and teaching methods appropriate to the demands of the module. These include: Lectures, seminars, practical workshops, formative feedback.</p> <p>Skills will be assessed through performance workshop activities and written and oral evaluations of work.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Demonstrate the performance strategies required to rehearse and perform material for a range of contexts and audiences..</p> <p>C2 Apply employability skills and strategies for securing work in the profession or other route of progression.</p> <p>C3 Exercise self management skills and work effectively, to deadlines and under pressure to achieve performance and progression aims.</p> <p>C4 Critically discuss issues associated with personal and professional development.</p>	<p>Practical and professional skills are taught through performance skills workshops, lectures, presentations, formative feedback during tutorials and industry credible performance projects. It is in this area that external industry professionals have an input into teaching and learning.</p> <p>Assessment methods will be appropriate to the particular module but include tutor assessment of observed activities, written work and viva voce. All practical work is linked to a method for evaluating the work and demonstrating understanding of the underlying theories. Students have to demonstrate the application of theory in their practice.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Apply oral and written communication skills and communicate accurately and reliably using structured and coherent arguments.</p> <p>D2 Apply information communication technology particularly with regard to research and information handling.</p> <p>D3 Apply problem solving skills and reasoning in the preparation and execution of performance tasks and related activities.</p>	<p>Teaching methods include: lectures, workshops, formative feedback on written work and presentations. Students are able to access, on demand or through referral, additional learning support for communication skills</p> <p>Key and generic graduate skills are embedded in the tasks for all modules and are included in the grading criteria for the assessment of all modules.</p>

3D. Key/transferable skills	
D4 Manage own time and take responsibility for own learning.	
D5 Improve learning and performance through critical evaluation and reflection.	

4. Programme Structure

Programme Structure			
Compulsory modules	Credit points	Optional modules	Credit points
Performance Project 1	30	Teaching Project (alternative to Performance Project 2)	30
Professional Practice	15		
Performance Skills	15		
Performance Project 2	30		
PDP	15		
Theoretical Study	15		

Students achieving a minimum of 120 credit points exit with the award of BA(Hons) Performance Arts

Students achieving a minimum of 60 credit points exit with an unclassified BA Performance Arts

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

All students will take part in a comprehensive induction that includes a College wide induction into higher education as well as award specific induction. Induction will cover:

- The course philosophy, curriculum and teaching, learning and assessment strategies
- The theatre, workshops, technical facilities including health & safety inductions
- The Learning Resource Centre (LRC)
- Student support including HE Study Support
- Meeting the course team
- Student handbook – all students will be provided with this at the beginning of the course providing detailed requirements of the programme and of each module.

In order to provide a supportive learning environment, applicants will undertake initial assessment to identify additional learning support needs which may be required at this level of study.

A wide range of academic and pastoral support is available to students including:

- Academic guidance and tutorial support.
- Pastoral and welfare support from both personal tutors and Student Services.
- Careers information and guidance.

Staff associated with the award will provide support through group and individual tutorials and other formal and informal meetings, some of which may be carried out electronically. The course team provide high levels of formative feedback on student work, particularly on semester 1 modules. Experience has shown that such support eases the transition students must make from FD's and HND's to working at an appropriate honours degree level.

Students will be allocated a personal tutor, who is also a member of the teaching team and has been involved with the induction activities. Personal tutors provide academic and pastoral support to students. During both levels the students will meet their personal tutor during induction week and at regular intervals (at least once per semester, more often if individuals have particular problems), to ensure they are progressing with their studies. Notes are taken during these tutorials a copy of which is later given to the student. This would include any agreed actions that were to be taken before the next tutorial meeting.

Students may also contact their Personal Tutors at any time during the academic year if they have any problems or issues that need resolving.

It is recognised that students benefit from peer group critiques and collaborative learning as this can provide the opportunity for comparison and sharing of experiences and ideas as well as fulfilling a support function.

Academic staff will support students in their academic study through formative feedback on work in progress, however, students are expected to employ independent learning skills to ensure successful achievement of the award.

Individual learning programmes will be developed through the PDP and Professional Practice modules to support students.

Students will receive guidance with regard to potential progression opportunities both into work and on to higher degrees and other post graduate courses.

7. Criteria for admission

This is a level 6 entry programme and applicants will normally be expected to have an undergraduate qualifications worth 240 credit points including:

- FdA in Acting Performance or related area
- HND in Performing Arts or related area
- The first two years of an Honours Degree in performing arts or related area
- Diploma in Higher Education in Performing Arts or related area

The College actively supports claims for Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) and applications will be considered on an individual basis. All credit from prior learning to be approved by the University.

All programmes of study are conducted and assessed in the English language. Hence, applicants seeking admission are expected to be able to communicate effectively in the English language. Suitably qualified overseas applicants may be required to evidence this by achieving a minimum of International English Language Testing System (IELTS 6.0) or Test of English as a Foreign Language (TOEFL: 550 or equivalent).

Applicants who demonstrate in their UCAS application that they have met the academic requirements, thought about the appropriateness of the course, have a clear idea of their progression route and have the relevant personal skills and qualities will be invited to a group presentation. The presentation provides a detailed overview of the course, its aims and objectives, assessment methods, limitations etc. It also provides applicants with an opportunity to have any questions answered. Current students are usually present at these sessions to give a view of the course from a student perspective. We regard this feature of the recruitment process as a key contributor to the very high retention rates achieved (100% over the last three years). Applicants are then individually interviewed.

All applicants are subject to the same criteria and selection procedure whether they are our own students progressing from our FD Acting Performance course or outside applicants.

8. Language of study

English

9. Information about assessment regulations

Forms of assessment.

Students will experience a range of assessment methods including: continuous assessment of process and performance, seminar presentations, viva voce, critical evaluations, files of evidence, personal development plans and critical essays.

Methods chosen are intended to provide a range of opportunities for students to demonstrate learning in different ways according to module elements. For example Written elements encourage students to construct writing in a range of different styles and for a range of audiences appropriate to the tasks. Written pieces also allow students to demonstrate knowledge and understanding of relevant theoretical bases as well as demonstrating skills in critically reflecting on their own learning during the development of a particular project.

Assessment for the PDP module use presentations as part of the assessment method to allow students the opportunity to engage in presenting non-performance work in an oral format to an audience of their peers and tutors. The presentations will be subject to peer and tutor questioning. Presentation skills will be assessed as well as the understanding of the key aspects of their personal development plan and the issues arising from it.

The development of a personal development plan allows students to demonstrate how they have created a credible path that will support them in achieving their individual development goals and additionally demonstrating how that plan is subject to continuous review and updating. The assessment also allows students to develop and demonstrate skills in reflective writing.

For performance based modules there is one other assessment method besides the observation of the process and performance: Performance Skills and Professional Practice use a viva voce to provide an alternative opportunity for students to demonstrate understanding of performance skills and relevant theoretical underpinning through responding to probing questions. Performance Project modules include a written critical evaluation that allows students to demonstrate the use and evaluation of research appropriate to individual projects and also to demonstrate skills in the organisation and management of information.

Methods and regulations of assessment.

Modules are assessed continuously by the submission of coursework assignments and/or practical performances, at regular intervals across the year. There are no formal written examinations. The course team provide assignment briefings that include a description of the task, the learning outcomes and the assessment criteria plus clear indications concerning the modes of assessment and marking and grading practices.

All written work must be submitted electronically through the College VLE (Moodle). It is then marked by the tutor, or tutors, responsible for delivery of the module. A sample is then second marked by another tutor. Submissions close to the grade boundaries may

be marked a third time. A sample across all classifications is made available to the External Examiner at the end of each semester.

All live performance work is assessed by two tutors one of whom has had no input into the process. The External Examiner is provided with performance dates for all production work in order to give her an opportunity to attend. Live performance work is also recorded on video and the videos are made available to the Visiting Examiner. There are no group assessments, all students are marked as individuals. Contributions to group projects are assessed on an ongoing basis through tutor observation of the projects as well as the students own critical evaluations of their input into any group performance work.

Failure to submit work for assessment by the time and date detailed on the assignment brief will result in a penalty of 5% loss of marks for each working day. After ten days it will be recorded as a failure to submit which will be reported to the Examination Committee

All formal written assignments should normally be word processed. The Harvard reference system is to be used and support is provided for students who are not familiar with this. Assessments are planned on an annual basis to mitigate against bunching and to ensure a mix of assessment types.

Feedback on Assessment

Both oral and written formative and summative assessments will support students reflecting on their progress. Written summative feedback will normally be provided within three weeks of the completion of an assignment.

Much of the course is continually assessed in terms of the developmental process, particularly in relation to performance modules. This provides an opportunity for continual formative feedback and discussion with tutors (formally and informally), however, this feedback is not formally recorded or tracked. Students are also encouraged to feedback to their peers and engage in ongoing self assessment, informal peer assessment and discussion.

Students are encouraged to obtain formative feedback of assessments from their tutors during scheduled meetings and timetabled sessions.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

A range of methods are used for evaluating and improving the quality and standards of teaching and learning. These include:

- The annual Course Leader Report which includes an action plan for developments and improvements. This report is informed by the annual Course Review, External Examiner reports and the course team responses, as well as feedback from students.
- Student feedback, which is collected in a variety of ways including module evaluations and focus groups, these then feed into the bi-annual Enhancement and Development meetings. The student course representative is present at the enhancement and development meetings and they take back responses to feedback almost immediately, closing the feedback loop. For issues that can't be responded to at the meetings, the course representatives are regularly updated on progress. Feedback is also disseminated by the Course Leader who endeavours to flag up changes to the College and the course based on student feedback to highlight the strength and influence of the student voice.
- Students surveys such as the NSS are reviewed at the end of the year in processes such as the SED and the College Annual Review. Although top up students are not eligible to take part in the NSS we do take notice of the feedback provided by FD students which can impact on the top up.
- Academic staff attend a range of staff development events aimed at improving teaching and learning.
- The sharing of best practice through the HE Forum.
- Course leaders are expected to keep themselves aware of any changes to external reference points such as subject benchmarks and QAA guidance.
- The course team is expected to keep themselves aware of changes in industry practice

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																											
		A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5											
1	Professional Practice		x	x	x				x				x		x			x											
	Performance Project 1	x				x		x	x	x				x		x	x												
	Performance Skills	x						x	x	x				x															
	Personal Development Planning		x		x		x		x		x		x	x	x			x											
	Performance Project 2					x		x	x	x		x		x		x	x	x											
	Teaching Project	x						x	x		x	x					x	x											
	Theoretical Study			x			x							x	x														

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.