

**Programme Specification**      **B.A. (HONS) PERFORMING ARTS (TOP UP)**

<b>Awarding Institution:</b>	The University of Bolton
<b>Teaching Institution:</b>	The University of Bolton
<b>Division and/or Faculty/Institute:</b>	Arts and Media Technologies
<b>Professional accreditation</b>	Not applicable
<b>Final award(s):</b>	BA (Hons) (Top Up)
<b>Interim award(s)</b>	
<b>Exit or Fallback award(s)</b>	Not applicable
<b>Programme title(s)</b>	Performing Arts
<b>UCAS Code</b>	W401
<b>JACS Code</b>	W310
<b>University Course Code(s)</b>	Full time - TFS0002 Part time – TFS5018
<b>QAA Benchmark Statement(s)</b>	Dance Drama and Communications
<b>Other internal and external reference points</b>	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice  UK Quality Code for Higher Education  University of Bolton awards framework
<b>Language of study</b>	English
<b>Mode of study and normal period of study</b>	Full Time 1 year Part Time 1.5 years

**Admissions criteria**

You should have completed an HND or Foundation Degree in a relevant subject

If English is not your first language you will need to complete a Secure English Language

Test at IELTS 6.0 or equivalent.

**Interview Policy** Since this course is taking those of you who have studied elsewhere at HE4/5 and may arrive with a range of different skills and expertise the programme team deem it judicious to undertake interviews. Applicants will be called to interview if they have completed or are in their final year of an HND or Foundation Degree in Performing Arts or have completed HE4/5 of an undergraduate programme in Performing Arts/Theatre Studies or Drama.

### **Additional admissions matters**

Not applicable

### **Fitness to practise declaration**

Not applicable

### **Aims of the programme**

The principal aims of the programme are to develop:

1. Academic and transferable skills at level HE6 including knowledge of the professional environment in the context of the performing arts.
2. Awareness of the discursive practices pertaining to the discipline of the performing arts and their connection to wider public debate.
3. A creative and critical engagement with the interplay between practice and theory with the performing arts.
4. An ability to manage personal workloads, meet deadlines and negotiate and pursue goals with others in the light of the demands of professional practice.
5. Effective presentation skills in written and oral forms.
6. An awareness of the potential of information technology in the generation of research materials, the marketing of oneself and the establishment of professional networks.

### **Distinctive features of the programme**

1. Its usefulness in helping you to learn about the roles and the environments in which performing artists work so you can become effective in the workplace.
2. It is delivered by academic staff and practitioners and this ensures it is up-to-date and relevant to the workplace. Regular visits from theatre practitioners and staff from the theatre inform student learning and offer you the opportunity to observe practice – modules such as Text into Performance (EST6020) giving direct access to rehearsal process.
3. The focus of the assessments are varied and include planned work-based projects which means that you undertake professionally relevant and useful project work
4. There is opportunity for you to be involved in negotiating your own learning and

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Date: [March 2012](#)

assessment plans. The Major Project module( EST6001) in Semester 2 gives you the scope to devise and realise an individually tailored assessment drawing on and developing individual skills and knowledge

5. There is a balance between individual and group working
6. There is a combination of theory and practice.

## **Programme Learning Outcomes**

### **K. Knowledge and understanding**

On completion of the programme successfully you will be able to demonstrate systematic knowledge and understanding of:

1. The histories, forms and traditions of performance.
2. Key practitioners and practices including writers, actors, critics, directors, designers and producers.
3. How intellectual, practical and research skills have contributed to employability.
4. The relation of the creative industries and careers to the academic study of performing arts

### **C. Cognitive, intellectual or thinking skills**

On completion of the programme successfully you will be able to demonstrate the ability to:

1. Evaluate the interplay between practice and theory in the performing arts.
2. Analyse the relationship between the dramatic text and the performance text.
3. Apply interdisciplinary elements of other disciplines to the performing arts.
4. Apply practices and theories of the performing arts within a diverse range of social educational and community contexts.

### **P. Practical, professional or subject-specific skills**

On completion of the programme successfully you will be able to demonstrate the ability to

1. Engage in performance and production and have a developed understanding of appropriate performance and production, skills, structures and working methods.
2. Create original work using the skills and crafts of performance making
3. Use performance techniques associated with particular cultural forms and/or practitioners

### **T. Transferable, key or personal skills**

On completion of the programme successfully you will be able to demonstrate the ability to:

1. Produce written work with appropriate scholarly conventions.

2. Use information retrieval skills involving the ability to gather, sift, synthesise and organise material independently.
3. Understand group dynamics and ability to implement it in practical contexts.
4. Manage creative personal and interpersonal issues

### Programme structure

Module Code	Module title	Core/ Option/ Elective (C/O/E)	Credits	Length (1, 2 or 3 periods)
EST6000	Research	C	20	1
EST6001	Major Project	C	40	1
EST 6019	Street Theatre	C	20	1
EST6020	Text in Performance	C	20	1
EST6018	Professional Issues in Performance (Work Placement -15 hours min)	(C)	20	1

### Learning and teaching strategies

Throughout your year on the programme we aim to enable you to mirror professional practice. You will be led through a progressive programme of study to creative and critical independence.

A blended learning approach is used – this comprises face-to-face practical/theory workshops and online learning, with the majority of sessions being practical face-to-face sessions. You will attend workshop sessions, and small group and individual tutorial sessions. In addition, you will be supported by online learning support. Teaching and learning strategies are varied, and include practical workshops, discussions, research, and practical project work. There is a strong element of work-based learning and you will observe actors and directors working and will have the opportunity to develop your workshop leadership skills under the supervision and guidance of theatre professionals. Where possible, you will have the additional opportunity to have a work-experience placement which the Performing Arts Network and Development Agency (PANDA) will assist in organising.

### Assessment strategy

Each assessment is linked to the learning outcomes of the module and accompanied by a clear brief. Each module in your programme has a set of learning outcomes which you need to demonstrate to pass the module. You will undertake one or more pieces of assessment for each module and you need to show in the work you present for

assessment that the learning outcomes for the module are met. Most of the assessments you undertake have elements of negotiation where you can make decisions and agree with your tutor what work you will undertake. This is especially the case in the Major Project module which is designed to enable you to explore and investigate areas of theatre practice that you find of particular interest. This ensures that the work you do has personal and professional relevance. Assessments are designated as: practical, presentation, and coursework. You will receive considerable employer feedback on your progress and theatre staff and other industry professionals are in a position to give you on-going formative feedback. The work you present for assessment is varied and could include:

- practical performances;
- reflective activities where you look back over your experiences, analyse them with the assistance of relevant theory and reflective tools, and learn from the experience;
- online discussions that you have had with your peers, tutors and invited contributors to the programme;
- oral and written reports;
- journals and log books;
- plans (e.g., action plans, plans for your group activities);
- presentations;
- employer verification statements which verify that you have negotiated, agreed and conducted work-based activities
- portfolios of evidence.

## Assessment regulations

Assessment Regulations for Undergraduate Modular Programmes

### Grade bands and classifications

Grade Description	Mark %	Honours Degree Classification
Work of exceptional quality	70+	i
Work of very good quality	60-69	ii.i
Work of good quality	50-59	ii.ii
Work of satisfactory quality	40-49	iii
Borderline fail	35-39	
Fail	Below 35	

## Honours classification

You will normally be awarded the honours classification resulting from the application of Rule ACM6.

Rule ACM6 (an alternative if you do not have sufficient marks at Levels HE5 and 6 to apply ACM20)

A simple average of the equally weighted marks from modules worth 120 credits at Level HE6 which represent the best marks achieved by you at that Level.

Where the average falls unequivocally into one of the following bands: 48.00 – 49.99, 58.00 – 59.99, 68.00 – 69.99; and you have achieved marks clearly in an honours classification category higher than their average for modules worth at least 70 credits, then you will be awarded an honours degree in the classification category one higher than that indicated by their average.

Where you have marks available for fewer than 120 credits at Level HE6, honours classification shall normally be based **solely** on a simple average of the available marks for modules at Level HE6, subject to there being marks for a **minimum of 60 credits awarded by the University. Upgrading of the honours classification will not normally be available where there are marks available for fewer than 120 credits at Level HE6**, unless this is explicitly approved.

## Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

## Support for student learning

- The programme is managed by a programme leader
- Induction programme introduces the student to the University and their programme
- Each student has a personal tutor, responsible for support and guidance
- Personal Development Planning (PDP) integrated into all programmes
- Feedback on formative and summative assessments
- A Student Centre providing a one-stop shop for information and advice
- University support services include housing, counselling, financial advice, careers and a disability
- A Chaplaincy
- Library and IT services
- Student Liaison Officers attached to each Faculty
- The Students' Union advice services
- Faculty and Programme Handbooks which provide information about the programme and University regulations
- The opportunity to develop skills for employment
- English language support for International students

- Careers service

## Methods for evaluating and enhancing the quality of learning opportunities

- Programme committees with student representation
- Module evaluations by you
- Student surveys, e.g. National Student Survey (NSS),
- Annual quality monitoring and action planning through Programme Quality Enhancement Plans (PQEPs), Data Analysis Report (DARs) Subject Annual Self Evaluation Report (SASERs), Faculty Quality Enhancement Plans (FQEPs), University Quality Enhancement Plan (UQEP)
- Peer review/observation of teaching
- Professional development programme for staff
- External examiner reports

## Other sources of information

Student portal (add link) <http://www.bolton.ac.uk/students/Home.aspx>

Students' Union (add link) <http://www.ubsu.org.uk/>

Faculty Handbook <http://www.bolton.ac.uk/students>

Module database: <Http://modules.bolton.ac.uk>

External examiners' reports:

<http://www.bolton.ac.uk/Quality/QAECContents/ExternalExaminersReports/Home.aspx>

## Document control

<b>Author(s)</b>	Brid Andrews
<b>Approved by:</b>	Sarah Riches Chair, University Validation Panel
<b>Date approved:</b>	11 July 2012
<b>Effective from:</b>	2012/13

## Document History:

Learning outcomes map (amend levels as appropriate)

Module title	Mod Code	Status C/O/E	K1	K2	K3	K4	C1	C2	C3	C4	C5	P1	P2	P3	P4	T1	T2	T3	T4
Major Project	EST 6001	C	DTA	DTA	DT	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
Research	EST 6000	C	DTA	DTA	DT	DT	DTA	DTA	DT	DT	DTA	D	D	D	D	DTA	DTA	D	D
Street Theatre	EST 6019	C	DTA	DTA	DTA	DTA	DTA	DTA	D	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA
Professional Issues In performance	EST 6018	C	D	DTA	DTA	DTA	D	D	D	DTA	DTA	D	D	D	DT	DTA	DTA	DTA	DTA
Text in Performance	EST 6020	C	DTA	DTA	D	DT	DTA	DTA	DTA	D	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DTA

K. Knowledge and understanding P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills T. Transferable, key or personal skills

Complete the grid using the following (Developed = D, Taught = T, Assessed = A)



## Module listing

Module title	Mod Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite module	Assessment 1			Assessment 2			Assessment 3		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Major Project	EST 6001	new	6	40	STAN	CORE	N/A	CW	100 %	Y						
Research Methods	EST 6000	new	6	20	STAN	CORE	N/A	CW	100 %	Y						
Street Theatre	EST 6019	new	6	20	STAN	CORE	N/A	PRA	60%	N	CW	40 %	Y			
Professional Issues in Performance	EST 6018	new	6	20	STAN	CORE	N/A	PRA	40%	N	CW	60 %	Y			
Text in Performance	EST 6020	new	6	20	STAN	CORE	N/A	PRA	50%	N	CW	50 %	y			

Type = DISS (Dissertation); FLDW (Fieldwork), INDS (Independent study); OTHR (Other); PLAC (Placement); PRAC (Practical); PROJ (Project);

STAN (Standard); WBL (work-based learning)

Assessment = EX (Written Exam); CW (Coursework); PRA (Practical)

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**Bolton Key Core Curriculum requirements**

Module Title	Module Code	C/O/E	Employability											Bolton Values		
			PDP	Communication	Team work	Organisation & Planning	Numeracy	Problem solving	Flexibility & adaptability	Action planning	Self awareness	Initiative	Personal impact & confidence	Inter-nationalisation	Environmental sustainability	Social, public and ethical responsibility
Major Project	EST 6001	C	D	DT	DT	DT	D	DTA	DTA	DTA	DT	DTA	D	DT	D	DTA
Research Methods	EST 6000	C	D	DT	DT	D	DTA	DT	DT	D	DT	D	DT	DTA	D	DTA
Street Theatre	EST 6019	C	DT	DTA	DTA	DTA	DTA	DTA	DTA	DTA	DT	DTA	DTA	DT	DT	DTA
Text In Performance	EST 6020	C	DTA	DTA	DT	DTA	D	DT	DT	DT	DTA	DTA	DTA	DT	DT	DT
Professional Issues in Performance	EST 6018	C	DTA	DTA	DT	DTA	D	DT	DT	DT	DTA	DTA	DTA	DTA	DT	DT

**Complete the grid using the following (Developed = D, Taught = T, Assessed = A)**