

COURSE SPECIFICATION

Course Aim and Title	BA (Hons) Performing Arts BA (Hons) Performing Arts (with Foundation Year)
Intermediate Awards Available	BA, DipHe, CertHe Performing Arts
Teaching Institution(s)	University of East London
Alternative Teaching Institutions (for local arrangements see final section of this specification)	
UEL Academic School	ADI
UCAS Code	
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	Dance, Drama Performance (2015)
Additional Versions of this Course	N/A
Date Specification Last Updated	2017

Course Aims and Learning Outcomes

This course is designed to give you the opportunity to:

- To develop knowledge, understanding of the social, cultural, technological, commercial, arts contexts of contemporary interdisciplinary performance practice.
- To develop practical skills and understanding in rehearsal and devising practices, technique development, performance production, technical operations and production arts, using digital media, within the context of interdisciplinary practice.
- To develop intellectual and creative skills, to foster and support innovation, experimentation and creative output in a range of social, cultural, technological, commercial and professional contexts.
- To identify, evaluate, and develop skills and aptitudes in interdisciplinary arts practices that reflect professional practice, and in particular, those prized by employers in a range of related sectors.

What you will learn:

Knowledge

- To develop knowledge of forms, practices, techniques, traditions, histories and applications of performance
- To develop knowledge of forms, practices, techniques, traditions, histories and applications of performance
- To develop knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts

- To develop knowledge of the role and function of performance in social, educational, community and other participatory settings

Thinking skills

- To demonstrate understanding of group and collective processes
- To demonstrate understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply them
- To develop understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, space, sound, text, movement and environment
- To demonstrate understanding of the responsibilities of performance practitioners to facilitate safe and ethical working practices.

Subject-Based Practical skills

- To create and maintain an engaging professional web portfolio, reflecting current skills, creative ideas and practice, and framed appropriately for relevant industry context/s
- Demonstrate technical skills and practice in the management of production arts projects (e.g. sound, lighting, audio-visual, set-design, costume)
- To develop and extend techniques in one or more discipline through collaboration and integration with other practitioners, in the devising, rehearsal, performance and production contexts

Skills for life and work (general skills)

- To develop and apply practical skills creatively through effective collaboration with other arts practitioners
- To recognise and achieve professional standards in a range of industry contexts
- To develop skills in reflective practice and self-awareness as a creative practitioner
- To demonstrate the ability to organise and manage a schedule of work effectively, in solo and collaborative creative projects, recognising and implementing professional practice as appropriate to the context

Learning and Teaching

Teaching Strategy

Knowledge, thinking skills, practical skills and skills for life and work are developed across modules through live project work that integrates disciplinary skills, collaboration, and the application of creative practice in professional contexts.

Students will also develop the ability to reflect critically on their work and the work of others, the ability to develop a broad theoretical appreciation of drama, dance, music and creative writing and, in particular, the interconnections between them. The nature of teaching,

learning and assessment will be interdisciplinary, captured in the delivery of collaborative project work.

Teaching and Learning Activities

1. Studio workshops (creative practice skills and knowledge)
2. Individual and group-based production work (creative practice skills and knowledge)
3. Performance (creative practice skills and knowledge)
4. Formal and interactive lectures (thinking skills and knowledge)
5. Interactive seminar discussions (thinking skills and knowledge)
6. Individual and group presentations (creative practice skills, thinking skills and skills for life and work)
7. Individual tutorials and independent learning (thinking skills and knowledge)
8. Analysis of practical and theoretical issues (thinking skills and knowledge)
9. Project sessions (creative practice skills, thinking skills and knowledge)
10. Research seminars (creative practice skills, thinking skills and knowledge)
11. Project supervision (creative practice skills, thinking skills and knowledge)
12. Work placement (creative practice skills, thinking skills, skills for life and work, and knowledge)

Projects

Interdisciplinary creative projects will be the main mode of delivery, providing a context for learning and skills development and operating as a vehicle for the development of creative practice and skills development, critical analysis, research skills, and theoretical understanding. Project work will be assessed within 3 discrete modules each term, assessing Skills Development, Collaboration, and Applied Interdisciplinary Practice, respectively.

Types of project include:

Soft Projects: modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment. Project briefs will be designed and based upon previous live briefs from previous years.

Soft Projects will exist predominantly but not exclusively at level 3 and 4.

Industry Projects: live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement.

Industry Projects will exist predominantly but not exclusively at Level 5

Student-led Projects: As students progress through the levels of the courses within the cluster, they will develop independence and creative agency, to the extent that by Level 6, students will be designing and managing their own projects, supervised by lecturers and mentors.

Student-Led projects exist predominantly but not exclusively at Level 6.

Cross-cluster collaboration and collaboration between levels will lead to the emergence of hybrid project models, supported by the Professional Life / MW module strand.

Assessment

Assessment Strategy

A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions

Thinking skills are assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Long dissertation / extended essay / written reports

Creative Practice skills are assessed by:

- Completion of practical work relevant to each discipline or interdisciplinary practice
- Presentation and delivery of practical work / Portfolio
- Use of the rehearsal studios and theatre production spaces for devising, rehearsal, and performance
- Performance skills
- Production skills
- Reflexive reports / portfolios on creative work
- Ability to work individually and in groups

Skills for life and work (general skills) are assessed by:

- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

Students with disabilities

The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the course induction. Additionally, the DDT is able to provide additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the course handbook and the following Links:

www.uel.ac.uk/undergraduate/student-support/disability

www.uel.ac.uk/undergraduate/student-support www.uel.ac.uk/students/student-support/specific-learning-difficulties www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students

Assessment & Feedback Policy.

To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

Assessment Tasks and Portfolios

Assessment frequently includes the creation of portfolios, comprising production reports, written reports, extended essays, and live practical assessments relevant to disciplinary and interdisciplinary practice.

Portfolio content will depend on the module assessment task in which the portfolio features, consisting of a wide variety of mediums from digital content, such as video and audio recordings, or digital images, which capture the production and performance/ media of practical work and technical 3D outcomes. Portfolios will be digital documents presented online using web publishing tools.

Details of the requirements and content for portfolios and assessment tasks will be provided in module guides for each module. To allow for diversity and inclusivity across course clusters, it will be appropriate, based on relevant course subject, to further stipulate the form of assessment required i.e. artefacts and performance/ media pieces captured as evidence digitally and or non-digital formats (e.g. published printed book), which may subsequently be documented digitally (i.e. coursework portfolio).

Portfolios will take the form of digital and physical documents presented online using web publishing tools and or physical portfolios that have been printed and curated into a portable portfolio.

From this practice, students demonstrate and reflect upon the process of creating and preparing a final professional body of work for professional display, further development in production and or industry.

Work or Study Placements

UEL increasingly recognises the importance of work-based and placement learning and its current and potential future impact on the way in which you will learn in Performing Arts. Work-based learning and placements provide invaluable opportunities for you to gain employability skills and if used well, can dramatically increase your chances of gaining employment when you leave University.

The QAA Code of Practice has informed the scope of the placement on Work-Based and Placement Learning published in September 2012. Placements in Performing Arts adhere to UEL's Work-based and Placement Learning Policy. This policy has been informed by the QAA Code of Practice on Work-Based and Placement Learning published in September 2007. In the Performing Arts subject area the modules that directly link with work-based learning is Word-Based Learning Project

This module is integral to the study of other 3rd year modules, providing an important link between practice and professional context. In particular, the placement module will attach to the Creative Research Project and Text: Narrating

Artistic Practice and Research, all of which are characterised by student choice and final creative project work.

Relationships with industry and professional engagement with a range of organisations feature across all of the undergraduate courses in Performing Arts. Engagement with the industry is an invaluable means through which undergraduates are exposed to and learn from the real-life demands of the work place in their chosen field. Industry engagement and work-based learning may take the form of placements, internships and the development of project-based activity (such as workshop delivery, project proposals, impact assessments, or evaluations) with and for industry, a business and/or a community-based organization. In work based settings students gain the opportunity to develop relevant entrepreneurial skills and experience of operating as a peer professional in, with or for an organization. All work-based learning activity contributes invaluable to the student's developing subject-based knowledge and understanding. Where students are interested in working with children and vulnerable adults they will be required to apply for Disclosure and Barring clearance [formally know as CRB]. On most performing arts courses [apart from Drama Applied Theatre and Performance where this is mandatory], applying for D&B clearance will be optional depending on their choice of industry engagement. All students in the Performing Arts are required to conduct themselves professionally at all times in the manner that is appropriate for the setting and as ambassadors of UEL.

Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
3	PA3017	Performing Arts Skills 1	20	Core	
3	PA3014	Group Work 1	20	Core	
3	PA3019	Professional Outcomes	20	Core	
3	PA3018	Performing Arts Skills 2	20	Core	
3	PA3015	Group Work 2	20	Core	
3	PA3016	Professional Life (Mental Wealth)	20	Core	
4	PA4021	Performing Arts Technique 1: Establish	20	Core	
4	PA4012	Collaboration 1	20	Core	
4	PA4023	Public Project 1	20	Core	
4	PA4022	Performing Arts Technique 2: Extend	20	Core	
4	PA4013	Collaboration 2	20	Core	
4	PA4017	Mental Wealth Professional Life Enterprise and Engagement 1	20	Core	

5	PA5018	Performing Arts Craft 1: Establish	20	Core	
5	PA5011	Multidisciplinary Collaboration 1	20	Core	
5	PA5013	Public Project 2	20	Core	
5	PA5019	Performing Arts Craft 2: Extend	20	Core	
5	PA5012	Multidisciplinary Collaboration 2	20	Core	
5	PA5010	Mental Wealth Professional Life Enterprise and Engagement 2	20	Core	
6	PA6028	Performing Arts Advanced Practice and Innovation	20	Core	
6	PA6022	Final Project: Research and Development	20	Core	
6	PA6021	Public Project 3	20	Core	
6	PA6029	Performing Arts Advanced Practice and Enterprise	20	Core	
6	PA6023	Final Project: Implementation and Impact	20	Core	
6	PA6020	Mental Wealth Professional Life Enterprise and Engagement 3	20	Core	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Course Specific Regulations

N/A

Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is 3 years full-time or 6 years part-time.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment (or 8 for foundation year).

Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

No significant additional costs are anticipated; however students will be required to pay for trips to theatre, music, and / or dance events and performances, and Disclosure and Barring Service (DBS) certificate when working in environments in which this is required (e.g. working with children).

Alternative Locations of Delivery

N/A