

**Section 1: Basic Information**

<b>1.1</b>	<b>Awarding Institution:</b>	University of St Mark & St John
<b>1.2</b>	<b>Teaching Institution:</b>	University of St Mark & St John
<b>1.3</b>	<b>Locus of Delivery:</b>	University of St Mark & St John
<b>1.4</b>	<b>Final Award Title:</b>	<b>Bachelor of Arts (Hons)</b>
<b>1.5</b>	<b>FHEQ Level:</b>	<b>4, 5, 6</b>
<b>1.6</b>	<b>Programme Title:</b>	<b>Performing Arts Education</b>
<b>1.7</b>	<b>Mode and Duration of Study:</b>	Full Time (3 years) / part time (6 years)
<b>1.8</b>	<b>UCAS Code(s):</b>	N2L8
<b>1.9</b>	<b>Admission Criteria:</b>	<p>Grade CCC at 'A' level or equivalent in HND/BTEC (MMM)</p> <p>Points achieved from grade 6 or above Music examinations are acceptable.</p> <p>Evidence of engagement in Performing Arts as indicated through the personal statement.</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent</p>
<b>1.10</b>	<b>Accrediting Professional Body/ PSRB:</b>	None
<b>1.11</b>	<b>QAA Subject Benchmarking Group(s):</b>	<p>QAA Framework for Higher Education Qualifications (2008)</p> <p>Dance, Drama and Performing Arts Subject Benchmarks (2007) QAA</p> <p>Education Subject Benchmarks (2014) QAA</p>
<b>1.12</b>	<b>Other External Points of</b>	CWDC Common Core of Skills and Knowledge

	<b>Reference:</b>	(2010)
<b>1.13</b>	<b>Language of Study (for learning, teaching and assessment):</b>	English
<b>1.14</b>	<b>Work-Based Learning Arrangements:</b>	<p>Placements are an integral part of the programme and are managed in accordance with the Universities Placement Learning Policy. Specifically work-based learning takes place across three modules PRUC02, PRUD03 and PRUH02</p> <p>Work-based learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and nationally</p>
<b>1.15</b>	<b>Foundation Degree Progression Routes:</b>	N/A
<b>1.16</b>	<b>Arrangements for Distance Learning:</b>	Support from assigned University tutors, VLE support (Learning Space), electronic submission.
<b>1.17</b>	<b>Original Date of Production:</b>	May 2016
<b>1.18</b>	<b>Date of Commencement:</b>	September 2016
<b>1.19</b>	<b>Review Date:</b>	September 2022

## **2. Programme Outline**

The BA Performing Arts Education engages students in a challenging and high quality educational experience. Throughout the study period students are able to apply and develop their academic knowledge and understanding to their work practice with children and young people, families, communities and as part of wider professional networks. Students will through this programme develop knowledge, understanding and skills required to practice effectively and engage others in performance.

The programme enables students to engage in a process of personal performance development that informs and shapes their personal identity and equips them to practice in complex and changing performing arts environments.

In line with the University Strategy and vision the programme enables students to develop a range of skills, knowledge and understanding empowering them individually and as part of professional/social networks to contribute towards achieving socially just and sustainable communities and environments. The work based element of the programme provides opportunities for students to develop relevant experience in working with children and young people, their families and communities of practice as part of the Universities overall contribution to wider sustainable development locally, regionally and beyond.

### **2.1 Integrating Sustainability into the Curriculum**

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of the social sciences, but will be particularly addressed within the module CYC H14: Global Education and Sustainability. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we will aim to reduce our impact on the environment, through the use of e-learning, e-submission and e-books. We will promote student wellbeing and develop resilience, in the self and others. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

### 3. Distinctive Features

The proposed BA (Hons) Performing Arts Education will attempt to align with the University's mission, as outlined in the Strategic Plan 'Challenging Horizons' (2014

The integration of Performing Arts within Education is a unique feature of this course offering students the chance to not only develop their performance skills but also to gain practical experience of working within this discipline with children and young people thereby giving them an advantage in the pursuit of future employment opportunities.

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### 4. Programme Aims

The programme is designed to enable students to simultaneously develop their knowledge and skills and provides opportunities to develop their own scholarship through holistic, inter-disciplinary, critical and rigorous enquiry. Students will be enabled to engage in high level reflection, literature-based and practice-based activities. Programme outcomes have been developed in such a way that they emphasise the envisioning and integration of theory and practice; so that students develop as effective, reflective practitioners in the field of Performing Arts Education.

All of the outcomes include aspects of knowledge and understanding; intellectual abilities practical skills, key and transferable skills and can be categorised as follows.

General aims:

1. To provide a stimulating, focused and supportive learning environment in which students feel secure and motivated to learn.
2. To develop and broaden students' skill base, knowledge, understanding and capacity for critical thought and intellectual reasoning.
3. To enable students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical/creative skills.
4. To generate a vibrant and creative learning culture in which students are able to work together effectively in order to achieve shared goals.
5. To prepare students for employment or postgraduate study by equipping them with a diverse range of skills.
6. Develop student's knowledge, understanding, reflection, analysis, articulation and ability

to learn independently, commensurate with an Honors level award.

The specific programme aims to:

1. Provide an education to promote knowledge and understanding of Performing Arts Education; in the context of difference, diversity and inequality and as a method of developing inclusive and anti-oppressive practice in meeting the current and future needs of children, young people and communities;
2. Develop student's systemic and critical awareness of the role of values and ethics in the theory and practice of Performing Arts Education.
3. Develop personal and professional confidence and a strong sense of their own performing arts identity and ability to engage critically with a range of complex performance contexts.

#### **5. Programme Learning Outcomes**

##### **Knowledge & understanding:**

By the end of this programme students should be able to:

1. provide an in depth critical evaluation of key concepts and theoretical perspectives and frameworks within and surrounding Performing Arts Education Practice;
2. demonstrate a commitment to the application of the values in Performance teaching, as well as a critical awareness of them in practice;
3. have an in depth understanding of a range of formal and informal educational roles played by Performing Arts Practitioners alongside the different models, approaches and methods of practice;
4. provide an understanding of the skills required in production practices and processes and

support the development of skills in the reading and analysis of dramatic, interdisciplinary and musical texts;

5. have an awareness of the imaginative power of texts and enable students to develop a high standard of literacy, communication skills, and skills of critical argument.

#### **Intellectual skills:**

By the end of this programme students should be able to:

6. analyse policies and practices informed by a range of theoretical perspectives;
7. use their knowledge and understanding critically to locate and justify their position in relation to their role as a Performing Arts educator as well as a performer themselves;
8. demonstrate a high level of skill in integrating theory to practice;
9. engage in practice related enquiry within an ethical research framework to develop and extend professional Performing Arts practice and provision.

#### **Practical skills:**

By the end of this programme students should be able to:

10. set high expectations which inspire, motivate and challenge all children and Young People;
11. plan education Performance arts experiences taking account of the needs of all children and Young People;
12. adapt practice to respond to the strengths and needs of the group;
13. develop their own performance skills;
14. safeguard and promote the welfare of children and Young People, and provide a safe learning environment.

#### **Transferable / key skills:**

By the end of this programme students should be able to:

15. develop competence in a range of 'relationship' skills including interpersonal communication and group work;
16. a capacity to evaluate their limitations and strengths as Performers and Performance

educators;

17. recognise the need for continuing professional development and ability to plan to address those needs as an indication of commitment to improve practice and in order to respond to the changing nature of the workplace;
18. have confidence in presenting and justifying their ideas.

## **6. Learning and Teaching Methods**

A range of learning and teaching approaches is utilized on this programme to enable flexible, student-centered learning. Considerable emphasis is placed on critical enquiry and dialogue in relation to learning and development through practice and for advanced scholarship. The programme seeks a balance between teaching and learning methods that include, working in small seminar groups, lecture inputs, workshops, independent study, and individual supervision. As the new programme develops there will be increasing emphasis on blended learning via the University Virtual Learning Environment (Learning Space).

The learning and teaching approaches employed through the programme contribute directly to the development of key and transferable skills and professional practice skills. Students are encouraged to develop confidence in using their practice as a site of analysis and to enable discussion and enhance their and others' learning. Practice-based learning is central to the programme and this is integrated into the programme. Tutors are central to students' learning and professional development in their role as practice supervisors where they assist the students' task of relating and integrating theory and practice. In addition to the module leader students are assigned a Personal Development Tutor who will provide tutorial support teaching practice. The Personal Development Tutor role contributes to ensuring an holistic approach to professional development supported by module specific support and learning resources. Throughout the programme students are encouraged to identify and engage in independent reading to supplement and consolidate teaching and learning and to broaden individual knowledge and understanding of their subject area/s. Tutors play a significant role in supporting this dimension of the learning experience.

In line with the University Learning and Teaching Strategy the teaching team are committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the VLE, the use of open learning resources and audio capture of

lectures where appropriate.

The programme has been designed around progression and development within four key themes namely:

### **Progression of performance theory and music**

Year 1 ACTC02-The Roots of Theatre and LMXC02 The Language of Music

Year 2 ACTD02-The Community Centred Actor and LMXD04-Composition

Year 3 ACTH03 (40 credit project forming an educational theatre company) or traditional dissertation SSCHD1 and PAEH01

Dance is developed through workshops in PRUC02, PRUD03, PRUH02 and specific performance dance in PAED11 and PAEH01

### **Progression of personal performance links to employability**

Year 1 PAEC02 Participating in a Drama in Education Project-a piece of drama to present as a project piece to schools e.g., Friend or Foe links with PRUC02 (Theatre in Education-working with children, tutors and teachers on a project)

Year 2 PAED11 Devising a performance for a child audience, performing at Marjon for invited school audiences and leading audience discussion afterwards. Links with PRUD03 (Performance by the students for touring Primary/Secondary schools and community settings)

Year 3 PAEH02 Working with children (maybe in an after-school club or youth group) and training and directing them in a production that they might perform at Marjon and in their own settings. Links with PRUH02 or ACTH03 (part B)-A Festival for Schools-just before semester B ends.

### **Progression in Education Studies**

Year 1- PAEC02-Children's Literature and Drama in Education

PAE01- Introduction to Social Studies

Year 2- PRUD01 Key Thinkers in Education

Year 3-PRUH01-Developing a Personal Philosophy of Education

PAEH03- Global Education and Sustainability: Formal and Informal Learning and Change

OPTION PRUH03 Performativity, Assessment and Accountability



### Progression in Research Skills

Year 1-PRUC03-Study Skills plus opportunity to work on TiE project with academic staff  
(reflective and observational skills)

Year 2-PRUD05-Researching Education, Health and Welfare

Year 3- Either ACTH03 (part A and B) or SSCHD1

The key theme of **Global Citizenship** is evident within PRUD01, Key Thinkers in Education  
PAEH03- Global Education and Sustainability: Formal and Informal Learning and Change as  
well as PRUH01-Developing a Personal Philosophy of Education

<b>Lecture:</b>	Subject introduced and delivered by the lecturer in a specific time which transmits information.
<b>Experiential Learning:</b>	Students utilising their direct lived and practice based experiences to make meaning and inform their own theories of practice.
<b>Case Studies:</b>	Students using case studies as a site of analysis and to develop their thinking in an area that has already been introduced on the course – involves reading, review or observation of resources including discussion and feedback.
<b>Independent study:</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own. This will often include internet resources, sound and video files on LS, book and hand out based exercises.
<b>Group work:</b>	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group. It can include exercises, activities, debates, and discussion.
<b>Directed Study &amp; Reading:</b>	Time set aside by the teacher for learners to study a particular subject.
<b>Group critique:</b>	The presentation of work in progress to peers and/or staff/professionals in order to gain constructive criticism to enable development.

<b>Group Discussions:</b>	A focus group (normally between 8-10 people) work together to discuss opinions and gauge responses to specific stimuli.
<b>Guest Speakers:</b>	Typically Presentations refers to when a guest speaker explains or shows some content to a learning audience; similar to a lecture.
<b>Tutorials &amp; Supervision:</b>	Tutorials offer guidance, supervision and support and can be conducted via telephone, e mail or skype.
<b>Student presentations:</b>	Typically involves individuals or small groups of students researching, preparing and presenting information to their peers.
<b>E learning:</b>	Utilisation of electronic media, normally via the University's virtual learning environment (Learning Space) to support learning in a variety of ways. Examples include providing direct access to relevant reading, the development of blogs and interactive discussions, for notices and updates, exercises
<b>Master Class:</b>	Learning delivered by a highly regarded practitioner sometimes in the form of a lecture demonstration and sometimes using students as subjects with which to explain concepts and techniques
<b>Work Based learning:</b>	Learning achieve by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.
<b>Workshop:</b>	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding.

## **6.1 Learning Enhancement**

A distinctive feature of the programme will be an emphasis on the student as producers (rather than reproducers) of knowledge (Neary, 2012). This approach involves the students 'doing' performance art and education, involving a considerable amount of project/placement work; and will necessitate a strong understanding of both disciplines.

## **6.2 e-Learning**

E-learning and digital literacy development will be a central component of the programme. However, the relationship with e-learning and digital literacy will differ depending on the pedagogy of the module. All modules will at least provide information and links to literature and other resources on the University's learning space. Most of the modules will utilise a blended learning approach via the VLE in which e-learning activities support the face to face interaction and learning environment as well as providing the students with opportunities to further enhance and apply their knowledge and practice.

## **7. Modes of Assessment**

The purpose of assessment is to demonstrate to staff and students the achievement of individuals in specific areas of work. Assessment is viewed as an aid to learning and as a means of professional and academic self-evaluation. Moderation by an External Examiner enables a wider reference point of the standards attained.

Assessment takes place for each stage (module) of the programme in line with level descriptors for the programme (see Appendix 2 for level descriptors). The pass mark is 40% and assessment borderlines are expressed as per the University Student Handbook.

In line with the University Assessment Policy, formative assessment is offered via the assigned University tutor. Assessment is by coursework. A wide range of assessment methods are used on the programme in recognition of the impact assessment has on student learning, approaches to learning and how this informs professional development. The assessment strategy recognises and values the variety of learning styles within any given cohort and takes account of students' academic and learning needs. Consideration is given to the development of particular key skills which may be developed through assessment. Examples include presentation skills and self -assessment. An overview of assessment details with dates is provided in the Programme Handbooks. Module Outlines or their equivalent provide the details of individual assessment tasks.

## **Glossary of Assessment Terms**

**Creative/Practical Project:** A piece of creative/practical work which might include music production, performance, sound design, video soundtrack, multimedia, or event planning and realisation which is undertaken individually or in a small group

**Dissertation:** An in-depth independent study of 10000 words.

**Essay:** A written response to a question based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.

**Literature review:** A critical review of scholarly articles, books and other sources (e.g. dissertations, conference papers) relevant to a particular issue, area of research, providing a description, summary, and critical evaluation of each work. The purpose is to offer an overview of significant literature published on a topic.

**Online Assessment:** Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies

**Placement File:** A set of reflective observations kept whilst undertaking a placement

**Presentation:** Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and

analysis.

**Practical Performance Assessment;** A piece of creative practical work, either undertaken in Assessment (PPA) groups or individually realised, enabling students to engage the actors craft through the creative processes involved in live and pre-recorded performance.

**Reflective journal:** A piece or pieces of writing that uses reflective practice tools and techniques that enable the writer to develop and position themselves within practice, debates, literature and theory.

**Research case study:** An individual case-study, collecting data within a specific theme.

**Research proposal:** A detailed proposal to design a small-scale primary research study.

**Research study:** This will be an empirically based study within a placement module which should indicate the capacity to synthesise a range of elements on the programme and undertake independent research.

**Structured assignment:** A tutor specified format usually related to an extended piece of research and/or own reflective practice.

**Structured portfolio:** A tutor specified format usually consisting of a range of short Entries (typically 500 words) relating to a series of topics; concepts or theories overall

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## 8. Exemptions to University Regulations

None

## 9. Work-Based Learning / Placement Learning

There is an element of work-based learning in each year of the course. The total assessment linked to work-based learning is 60 credits. This work gives students the minimum equivalent of 15 days education based work experience with children and young people.

Level	Module Code	Credits	Placement days	Total days
4	PRUC02	20	5 days	5
5	PRUD03	20	5 performances	3
6	PRUH02	20	10x 2hours sessions 2 days rehearsal 2 performances	7
Total:		60		15

The focus of each level of placement is intrinsically linked to the associated taught modules in that stage to support students to apply their academic learning to their practice.

Placements are managed in accordance with the University's Placement Learning Policy and are supported by the Placement Co-Ordinator. Placement learning takes place in a range of settings, in the statutory and voluntary sectors, locally, regionally and occasionally nationally.

The programme team provide briefings to tutors and instructors who supervise students on placement/work-based learning. The briefing sessions ensure that tutors and instructors have update information and support.

## 10. Programme Structure

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester/ Term <sup>^</sup>	C/O*	Non- condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	<a href="#">PRUC03</a>	Learning@Marjon	20	100	0	0	X	C	
	<a href="#">ACTC02</a>	The Roots of Theatre	20	100	0	0	A	C	
	<a href="#">LMXC02</a>	Language of Music	20	100	0	0	X	C	
	<a href="#">PAEC02</a>	Children’s Literature and Drama in Education	20	100	0	0	B	C	
	<a href="#">PRUC02</a>	Engaging with Practice	20	100	0	0	B	C	
	<a href="#">PRUC01</a>	Introduction to Education Studies	20	100	0	0	A	C	
Level 5	<a href="#">ACTD02</a>	The Community Centred Actor	20	100	0	0	A	C	
	<a href="#">PRUD01</a>	Key Thinkers in Education	20	100	0	0	A	C	
	<a href="#">PAED11</a>	Performance Skills-Directed Performance	20	100	0	0	X	C	
	<a href="#">PRUD05</a>	Researching Education Health and Welfare	20	100	0	0	B	C	
	<a href="#">LMXD04</a>	Composition	20	100	0	0	X	C	
	<a href="#">PRUD03</a>	Experiential Placement Module	20	100	0	0	B	C	
	<a href="#">PRUH01</a>	Developing a Personal Philosophy of Education	20	100	0	0	A	O	
	<a href="#">PAEH01</a>	Music and Interdisciplinary Practice	20	100	0	0	X	C	
	<a href="#">SSCHD1</a>	Dissertation	40	100	0	0	X	O	

<a href="#">PAEH03</a>	Global Education and Sustainability: Formal and Informal Learning and Change	20	100	0	0	A	O	
<a href="#">ACTH03</a>	Theatre Production	40	100	0	0	X	O	
<a href="#">PRUH03</a>	Leadership and Quality in Education	20	100	0	0	B	O	
<a href="#">PRUH02</a>	Experiential Placement	20	100	0	0	A	O	
<a href="#">PAEH02</a>	Performance-Directing Others	20	100	0	0	X	O	

Key:

- ^ For modules delivered by semester:
- A or B = Semester A or B
  - X = modules delivered across Semesters A and B
  - X = modules delivered across terms 1, 2 and 3
- \* C = compulsory; O = optional
- # A √ indicates that the module is non-condonable on this programme.

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<sup>1</sup> a definitive module descriptor is required for each module



### Two possible pathways are available in Year 3

For those who decide on pursuing a career in education the pathway would be

PRUH01 or PAEH03	PAEH01	SSCHD1-Dissertation	PAEH02	PRUH02
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For those who decide to develop a career in performance the pathway would be

PRUH01 or PAEH03	PAEH01	ACTH03 (part A)	PRUH03	PAEH02	ACTH03 (part B)
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This pathway allows students to participate in modules (ACTH03 parts A and B) that help them to create a Theatre in Education Company. Study of education is maintained through PRUH03 which is included on the second pathway to make sure that students still have some Education Studies component in each 'H' level semester to validate the 'Education' part of the degree title.

#### 11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/a

#### 12. Professional Advisory Group

The University recognises the importance of employer engagement through on going partnership with the field in the development of its' Performing Arts courses. Staff members have extensive links with a range of organisations and groups locally and nationally.

The Performing Arts Professional Advisory Group is made up of practitioners and employers in the field. This provides on-going formalised liaison with the field to help ensure the courses remain relevant in terms of current practice, and informed by national and regional developments. The PAG is also integral to the wider arrangements to ensure the quality of the programme. Student representatives are invited to the Professional Advisory Group Meeting. The group meets once a semester, receive External Examiner Reports and Responses and Programme and Placement Reports. Minutes of the meetings are received by the Department and Faculty Leadership teams.

### **13. Academic Progression Opportunities**

Students may choose to progress onto PGDip EYITT, PGCE, MA Education

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### **14. Employability and Career Progression Opportunities**

It is intended that the BA Performing Arts Education will make both a significant contribution to individual professional development and a general contribution to innovation and creativity in the fields of Performing Arts practice.

Successful completion of a BA (Hons) programme signals to employers advanced professional scholarship and practice experience. Part of the rationale for the programme is to enhance career prospects and progression in a competitive, challenging and rapidly changing jobs market. The programme team will continue to work with employers to encourage them to see the relevance of the BA (Hons) Performing Arts Education as both a statement of commitment to Education and Performance. It is expected that a number of students will progress onto PGCE and School Direct courses to achieve QTS. Other routes include the MA Youth Work. It is also envisaged that a number of students will wish to work within the private and voluntary sectors as community based practitioners either as part of an existing organisation or forming their own companies in TIE.

### **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the Universities facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being

- Student Volunteering

Student support and guidance is further promoted by the following:

- A Personal Development tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University College and is used for social gathering, quiet reflection and prayer.
- On-campus Nursery provision.

The Personal Development Tutor meets with the student to check on the student's progress and to develop an understanding of the student's career aspirations. The Personal Development Tutor is available throughout the student's time at university to offer pastoral and academic support and is responsible for writing references as and when requested in liaison with the student.

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## **16. Student Feedback Mechanisms**

A scoping session was taken with a number of Open Day potential students. They liked the fact that they studied education as well as Performing Arts. They also thought that the placement modules were a positive addition

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## 17. Other Stakeholder Feedback

The professional group felt that the programme was unique and useful in terms of potential employment.

Member 1- 'your new course sounds very positive and would definitely appeal to a lot of young people with an interest in performing arts'

Member 2- 'This sounds very interesting and I feel that there is definitely a place for more vocationally placed programmes which do not solely concentrate on performance within the Performing Arts Higher Education Field.'

## 18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the award of BA (hons) Performing Arts Education is managed and quality assured through the normal University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms. The quality of placements is assured through the normal University placement learning regulations and procedures. Feedback is continually sought from students, tutors and placement tutors in regards to the appropriateness of placement agencies, particularly given the ever changing nature and context of Performing Arts Education.

The University is an accredited Investor in People. This Award demonstrates the Universities on-going commitment to good employment practice and developing the potential of all of its employees. The University also holds the following awards Disability Two Tick, Mindful Employer and Stonewall which is a demonstration of its commitment as an anti-discriminatory and inclusive employer working with students and staff alike.

Module	Knowledge and Understanding					Intellectual Skills				Practice Skills					Transferable Skills			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
UMJC01															x			x
ACTC02	x		x	x		x						x			x	x	x	x
LMXC02	x			x				x				x			x	x	x	x
PRUC01	x	x			x	x		x		x				x		x	x	x
CYCC11	x				x	x	x	x		x		x	x	x	x	x	x	x
PAEC02	x	x	x		x	x	x	x	x						x	x	x	
ACTD02	x	x	x	x	x	x			x		x	x	x		x	x	x	x
CYCD01	x	x	x		x	x	x					x	x					x
PAED11				x			x				x	x	x		x	x	x	x
CYCD18		x				x			x									x
LMXD04	x			x	x						x				x	x	x	x
CYCD04	x		x				x	x	x					x	x	x	x	x
CYCH18 (o)	x	x	x		x	x	x	x							x		x	x
CYCH14(o)		x			x	x												
PAEH02	x			x				x		x	x	x	x		x	x	x	x

SSCHD1/2 (o)					x	x	x	x	x				x		x	x	x	x
ACTH03 (o)x2			x	x			x		x	x	x	x	x		x	x	x	x
PRUH03 (o)	x	x			x	x												x
PAEH01				x			x	x					x		x	x	x	x
CYCH19 (o)				x			x	x		x	x	x		x	x	x	x	x

Appendix 2:

<b>CREDIT LEVEL 4 (Certificate)</b>	<b>Students awarded a qualification at this level will have demonstrated:</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>- factual and/or conceptual knowledge and understanding of key concepts and principles associated with their area(s) of study using appropriate terminology;</li> <li>- an awareness of ethical issues in current areas of study with an ability to discuss these in relation to personal beliefs and values.</li> </ul>
<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>- the ability to analyse using given classifications/ principles;</li> <li>- the ability to synthesise ideas and information in a predictable and standard format;</li> <li>- the ability to evaluate the reliability of data using defined techniques and/or tutor guidance;</li> <li>- the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of issues.</li> </ul>
<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- the ability to operate in predictable, defined contexts using a range of specified (subject specific) techniques;</li> <li>- the ability to act with limited autonomy, under direction or supervision, within defined guidelines.</li> </ul>
<b>Transferable / key skills</b>	<ul style="list-style-type: none"> <li>- the ability to work effectively with others as a member of a group and meet obligations to others (e.g. tutors, peers and colleagues);</li> <li>- the ability to work within an appropriate ethos, using and accessing a range of learning resources;</li> <li>- the ability to evaluate their own strengths and weaknesses within criteria largely set by others;</li> <li>- responsibility for their own learning with appropriate support;</li> <li>- the ability to communicate effectively in a variety of formats appropriate to the discipline(s) and report practical procedures in a clear and concise</li> </ul>

	<p>manner;</p> <ul style="list-style-type: none"><li>- the ability to apply tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues of the discipline.</li></ul>
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<b>CREDIT LEVEL 5 (Diploma)</b>	<b>Students awarded a qualification at this level will have demonstrated:</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>- detailed knowledge of major theories of the discipline(s) and awareness of a variety of ideas, contexts and frameworks;</li> <li>- an awareness of wider social and environmental implications of area(s) of study;</li> <li>- an ability to debate issues in relation to more general ethical perspectives.</li> </ul>
<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>- the ability to analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information;</li> <li>- the ability to reformat a range of ideas and information towards a given purpose;</li> <li>- the ability to select appropriate techniques of evaluation and evaluate the relevant and significance of the data/ information collected;</li> <li>- the ability to identify key elements of problems and choose appropriate methods for their resolution in a considered manner.</li> </ul>
<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques;</li> <li>- the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines.</li> </ul>
<b>Transferable / key skills</b>	<ul style="list-style-type: none"> <li>- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate;</li> <li>- the ability to manage learning using resources relevant to the discipline;</li> <li>- a professional working relationships with others;</li> <li>- the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;</li> <li>- the ability to manage information; select appropriate data from a range of sources and develop appropriate research strategies;</li> <li>- the ability to take responsibility for own learning, with minimum direction;</li> <li>- the ability to communicate effectively and in a variety of formats appropriate to the discipline(s), in a clear and concise manner;</li> </ul>

	<ul style="list-style-type: none"><li>- the ability to identify key areas of problems and select appropriate tools/methods accurately for their resolution in a considered manner.</li></ul>
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<b>CREDIT LEVEL 6 (Honors)</b>	<b>Students awarded a qualification at this level will have demonstrated:</b>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>- comprehensive/detailed knowledge of a major discipline(s), with areas of specialisation in depth;</li> <li>- an awareness of the provisional nature of knowledge;</li> <li>- an awareness of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work.</li> </ul>
<b>Intellectual skills</b>	<ul style="list-style-type: none"> <li>- the ability to analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject;</li> <li>- the ability to transform abstract data and concepts towards a given purpose and design novel solutions, with minimum supervision;</li> <li>- the ability to critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance;</li> <li>- the ability to investigate contradictory information/identify reasons for contradictions;</li> <li>- confidence and flexibility in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution.</li> </ul>
<b>Practical skills</b>	<ul style="list-style-type: none"> <li>- the ability to operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques;</li> <li>- the ability to act autonomously, with minimal direction or supervision, within agreed guidelines.</li> </ul>

<b>Transferable / key skills</b>	<ul style="list-style-type: none"> <li>- the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict;</li> <li>- the ability to manage own learning using full range of resources relevant to the discipline;</li> <li>- the ability to work professionally within the discipline;</li> <li>- confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action;</li> <li>- the ability to seek and make use of feedback;</li> <li>- the ability to select and manage information, competently undertaking reasonably straight-forward research tasks with minimum guidance;</li> <li>- the ability to take responsibility for own work and be self-critical;</li> <li>- the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports;</li> <li>- confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, tools/methods for their solution.</li> </ul>
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Last intake: 2018/19