1: Basic Information

1.1	**Awarding Institution:**	Plymouth Marjon University
1.2	**Teaching Institution:**	Plymouth Marjon University
1.3	**Locus of Delivery:**	Plymouth Marjon University
1.4	**Final Award Title:**	BA (Hons)
1.5	**FHEQ Level:**	4, 5 and 6
1.6	**Programme Title:**	Performing Arts Education
1.7	**Mode and Duration of Study:**	Full Time – 3 Years Part Time- N/A
1.8	**School:**	School of Arts, Humanities and Social Sciences
1.9	**HECoS Code:**	100067
1.10	**Collaborative Provision Arrangement:**	n/a
1.11	**UCAS Code(s):**	N2L8
1.12	**Admission Criteria:**	Normal University entrance criteria apply (please refer to the website for further details). Applicants will be expected to pass an audition before being offered a place International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.13	**Accrediting Professional Body/ PSRB:**	N/A
1.14	**QAA Subject Benchmarking Group(s):**	Dance, Drama and Performance 2015 Education Studies (2015)

1.15	Other External Points of Reference:	*Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework*
1.16	Language of Study (*for learning, teaching and assessment*):	English
1.17	Work-Based Learning Arrangements:	N/A
1.18	Foundation Degree Progression Routes:	N/A
1.19	Arrangements for Distance Learning:	N/A
1.20	Original Date of Production:	2019
1.21	Date of Commencement:	1st September 2019
1.22	Review Date:	By 31st August 2025

2. Programme Outline

The programme is designed for those interested in combining the creative processes associated with drama, acting, music, movement and dance within an educational context. By equipping students with an understanding of pedagogy and formal and informal educational contexts, they are able to devise and create a suite of workshops that respond to social and political issues. Rooted in the historical traditions of theatre in education, forum theatre through the Theatre of the Oppressed, students are able to use theatre to explore transformative experiences and social change. The degree shares modules from the Acting and Musical Theatre degree programmes together with education modules enabling students to engage with values and outcomes of performance, education and their relationship to society.

2.1 Integrating Sustainability into the Curriculum

The programme team is responsible for embedding sustainability into the curriculum. The overarching aim is to empower students to become global citizens while also increasing their employability. We implement this through adherence to the broad term of

sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities, ethics and cultural diversity and transferrable skills. The programme team work alongside other University-wide agendas such as student engagement to embed these concepts more widely. The curriculum has been thoughtfully aligned and made relevant to ensure these principles are being implemented. As with all performing arts-based programmes, the opportunities to perform in public help to build confidence, strengthen oral skills and develop the ability to work within groups with a common aim or goal.

3. Distinctive Features

The Performing Arts Education programme gives students the opportunity to embed themselves within the community to create and co-create performances and workshops with the aim of social change. It is therefore very distinctive from the Musical Theatre and Acting programmes which both explore performance skills with the end goal of public production. Instead, the Performing Arts Education programme's goals are to use performance as a means of exploring social, political and cultural issues with a specific community group. Assessments and major projects throughout the programme will be the culmination of drawing together various skills and knowledge acquired across the performance-based and education programmes so that workshops and performances can be created to suit specific community audiences and needs.

4. Programme Aims

The BA (Hons) Performing Arts Education programme trains students to use the performing arts within formal and informal education to initiate social change and articulate political and social issues. Drawing on the traditions of Theatre in Education, Community Theatre and Applied Theatre, this programme will allow students to build up their performing arts skills across music, singing, dance and acting whilst also learning how to develop workshops for a variety of clients.

General aims:
- To provide a stimulating, focussed and supportive learning environment in which students can develop the skills to develop their learning with autonomy.
- To develop and broaden students' capacity for critical thought and intellectual reasoning and understanding through processes of research, action, reflection and

evaluation of ethical practice and arts citizenship.

- To generate a community of learning in which students can collaborate effectively whilst feeling safe to experiment with and develop either ideas whilst remaining respectful of others' experiences, needs and viewpoints.
- To prepare students for employment or postgraduate study by equipping them with a range of communication, problem solving, organisation and digital skills that are transferrable to a range of employment and education contexts.
- To develop students' knowledge, understanding, reflection, analysis, articulation and ability to learn independently, commensurate with an Honours level award.

Specific Programme aims:

- To develop the student's music, dance, singing, acting and storytelling skills as tools that will enable them to confidently plan, devise and deliver workshops and performances that have positive social and cultural impacts on the lives of their clients.
- To develop the student's ability to devise and facilitate workshops that are responsive to client needs and their wider social and cultural contexts.
- To provide the student with a broad and balanced knowledge and understanding of the principal features of performance, education and applied practice in a wide range of formal and informal education contexts.
- To develop the student's ability to construct and sustain a reasoned argument about educational issues in a clear, lucid and coherent manner.
- To develop the students' appreciation and awareness of the practical and ethical issues of creating theatre and workshops for children and wider communities.
- To focus the student on their professional future, through regular contact with industry professionals, by providing regular and varied opportunities to perform and work within the community.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A comprehensive understanding of the effects of cultural, societal, political, historical, technological and economic contexts and issues of social justice on learning.

2. Comprehensive knowledge and understanding of current and historical interdisciplinary contexts and of theoretical approaches to performing arts within education and community settings.

3. Comprehensive knowledge and understanding of storytelling for a range of audiences through practical synthesis of skills in music, singing, acting, dance and dramaturgy.

4. An ability to apply a comprehensive understanding of business skills and working with clients to applied theatre practice.

Intellectual skills:

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

5. An ability to apply a range of interdisciplinary performance techniques to the creation of work for social change suitable for and/or with a variety of complex informal and formal educational environments.

6. Critical analysis of the processes of learning, including key paradigms and their impact on the delivery of education or community theatre.

7. The ability to identify, critically analyse and select appropriate material from a range of sources in order to offer detailed written research and evaluation.

8. An ability to critically reflect upon own and peer creative and facilitation practice and apply this with confidence to develop own practice.

Practical skills:

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

9. Confident development of material for a variety of informal and formal educational contexts that is consistently responsive to and respectful of clients and the wider community.

10. An ability to deliver the intended social and educational aims of performance and facilitation work to a range of audiences through confident and autonomous application of expressive performance skills with technical control and creativity.

11. An effective autonomous working process in which theory and practice inform one another, supported by sophisticated and nuanced use of relevant vocabularies in devising, facilitation, reflection and research.

12. An ability to engage successfully with contacts and interact with community stakeholders, professional practitioners and employers.

Transferable / key skills:

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

13. Confident, clear and coherent expression of complex ideas in writing, facilitation, performance and the spoken work with respect for diverse values and beliefs.

14. The ability to work effectively with advanced organisation, communication, leadership and negotiation skills with others, applying creative, reflective and analytical skills to successfully overcome obstacles and complete project goals.

15. The ability to work with complex ideas and justify judgements made through effective use of evidence responding positively and constructively to creative and academic processes.

16. Confident and flexible application of a wide range of digital skills to a variety of academic and practical contexts.

6. Learning and Teaching Methods

A range of learning and teaching approaches is utilised on this programme to enable flexible, student-centred 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 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 own and others' learning. Practice-based learning is central to the programme and this is integrated into the programme with opportunities to

apply those skills within live briefs for external clients.

Lecturers are central to students' learning and professional development 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. The lecturer's role contributes to ensuring a 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. University lecturers play a significant role in supporting this dimension of the learning experience.

In line with the University Learning and Teaching Strategy the teaching team is committed to engaging with and developing further new approaches to teaching and learning, including the full and active use of the Virtual Learning Environment (VLE), the use of open learning resources and audio capture of lectures where appropriate.

| Collaborative Work | Students work in 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, preparation of performance work or discussion. |
| Critical Reflection | Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness. |

Directed Study and reading	Time set aside by the teacher for learners to study a particular subject including reading, and analysis of set texts.
Directed Study	Time set aside by the teacher for learners to study a particular subject.
Discussion	Group discussions to analyse aspects of practical work and gauge responses to specific stimuli.
Group Work	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.
Group Seminars	A session conducted in a group following up a topic that has already been introduced on the course, often within a lecture; it can involve reading of a paper or observing a performance followed by discussion.
Guest Lecturers	Using specialists from the field to students. Typically refers to when a guest speaker explains or shows some content to a learning audience; similar to a lecture.
Independent Study	Self-directed study to fulfil a range of tasks. Commonly used for additional rehearsals for productions.
Individual Tutorials	One-to-one teaching based on the learner's work. Tutorials can also be used for pastoral care.
Lead Lectures	Introduction of a subject or topic delivered by the teacher in a specific time aimed at transmitting key ideas and areas for further enquiry.
Lecture	Subject introduced and delivered by the teacher in a specific time which transmits information.
Practical Sessions	Practical workshops in which students learn, practice and explore creative practical skills and processes.
Problem Based Learning	Sessions focussed on working through a given scenario, usually in groups, to identify the issues that it raises and consider approaches to managing these.
Rehearsals	Sessions focused on the development of a text-based, non-text

	based and/or devised production.
Seminars	A group session following up a topic that has already been introduced on the course, often within a lecture; it can involve reading of a paper or observing a performance followed by discussion.
Theory embedded within practice	Combining intensive study, research and practical work in a creative or practical field.
Technique Classes	Practical classes in which students learn and practice the techniques associated with a particular discipline such as dance, music, singing or acting.
Tutorials	One-to-one teaching based on the learner's work. Tutorials can also be used for pastoral care.
Visits	Group or individual visits for cultural enrichment or professional enhancement.
Workshops	A group of people engaged in intensive study or work in a creative or practical field.

6.1 Learning Enhancement

Students will work in collaboration with external agencies to co-produce materials, workshops and performances. Responding to the needs of clients and audiences will be at the core of the work that is created. Students will engage with introductions and developments within education studies and pedagogy to underpin the creation of appropriate work.

6.2 e-Learning

The programme team recognises the increasing contribution that digital re-sources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme will also have a Twitter feed and Facebook page that encourages collaborations within schools and professional organisations and the development of professional networks. In addition, students have open access to extensive digital and media facilities

within the University to support their studies.

7. Modes of Assessment

Assessment methods for this programme are designed to reflect industry practice, and as such have a strong weighting towards the practical project form of assessment. The assessments vary in format in order to effectively link to the learning outcomes; examples of practical project assignments range from group work to individual practice, from professionally directed to peer-led creative work, from one large project to a collection of short projects, from recorded to live performance projects.

The practical project assignments complement the practice-based pedagogy, research and scholarly activity which underpin the whole degree programme. The processes students follow over the course of such projects require them to engage in academic research and to exercise critical judgement. The academic requirements of the project are clearly outlined in module handbooks, and the assessment criteria incorporate evaluation of the level of academic research and critical reflection that has gone into each practical performance.

The practice-based pedagogical approach to learning will be balanced with more conventional written forms of assessment as appropriate. These forms of assessment will gauge students' level of knowledge, understanding, analytical, critical and contextual skills.

The assessment methods of each module are designed to assess achievement of the module and programme learning outcomes; some are weighted heavily on the end product while, importantly, others place particular emphasis on the elements of process and rehearsal, where continuous assessment is undertaken. Module learning outcomes are explicitly stated in the module descriptors and module guides and are incorporated into assignment marking criteria in order to guide the student along in their cumulative learning. The nature

of the assessments develops as the student progresses through the programme - they are less prescriptive in the later stages in order to encourage and enable student autonomy, independent thought and creative practice. The latter stages have a greater focus on the skills required to develop their own work, be pro-active in gaining employment or places on programmes of further study.

Method	Description
Coursework	A written response to a question or task based on synthesis and analysis, demonstrating appropriate knowledge and understanding of key current debates in the subject.
Essay	A critical written response to a question or title related to an aspect of live or pre-recorded performance.
Honours Project	An in-depth independent study of 10,000 words. This study may be the result of carrying out a primary research project.
In Class Test	Assessment in class of practical performance skills or techniques such as aural musical skills, the playing or singing of scales, and verbal questioning on theory related to these practices. Students will be given an outline of what they will be tested on at the start of the module and the date and time of the in-class examination.
Individual Viva	A verbal examination in students provide a critical reflection of their work in response to questions.
Presentation	Research, development, methodologies and/or critical reflections and analyses presented using oral communication skills, usually but not always accompanied by visual aids.
Portfolio	A collection of assessments covering the learning outcomes of the module, which usually takes several different forms such as a performance, report, evaluation, presentation, or tasks utilising various media formats.
Practical	An assessment designed to assess what the student has learnt through practical application to one or more tasks or exercises.

Practical Performance	Creative practical work, either undertaken in groups or individually. This enables students to apply skills in a range of performance disciplines (signing, music, acting, dancing) either singly or in combination through the creative processes involved in various forms of live or recorded performance.
Practical Project	A piece of creative practical work, either undertaken in groups or individually. Projects might include developing various forms of performance work for specific audiences with a view to engendering social or cultural change or development and delivery of workshops.
Project Proposal	A precise and coherent summary of a proposed practical project setting out the topic to be addressed, the format of the project, participants and ethical procedures to be followed.
Reflective Journal	A critical account of the work undertaken usually accompanying a Practical Project, which may include personal and group reflection. It will involve explanation, analyses and interpretation of processes and practices under consideration.
Research Portfolio	A collection of individually sourced research items which are analysed and contextually grounded. All independent projects are negotiated with and supervised by an appropriate lecturer.
Research Proposal	A precise and coherent summary of a proposed research project setting out the central issues to be addressed and the ethical procedures to be followed.
Structured Assessment	A tutor specified format usually consisting of a range of short entries (typically 500 words) relating to a series of topics; concepts or theories.
Written Coursework	Research, development, methodologies and/or critical reflections and analyses presented using formal written communication, set out in a style appropriate to the content, purpose and intended reader.

8. Exemptions to University Regulations

Due to the nature of the work, anonymous marking is not possible during the presentation and performance assessments and many of the reflective journal and evaluative write-ups refer to character or workshops that immediately identify a student. To ensure parity of marking and transparency of grading decisions, all practical work will be marked by two members of staff using 'blind' marking procedures. The Education studies modules will, if possible, be marked anonymously.

9. Work-Based Learning / Placement Learning

Whilst a work-based learning module does not form part of their programme, students will have a range of opportunities to produce work within the community and follow an industry led working practice within the programme.

As the programme is vocationally focussed there will be regular input from industry specialists, regional organisations and guest inputs from professional companies. Through this input we will actively encourage industry networking and the acquisition of work experience, which will complement the learning and training acquired through participation in the programme.

10. Programme Structure

	Module Code	Module Title	Credits	% Course work	% Exam	% Practical	Semester/ Term^	C/O*	Non-condonable#
Level 4	ACTC52	Craft and Discipline	20	20%	0%	80%	A	C	
	PRUC01	Introduction to Education Studies	20	30%	0%	70%	A	C	
	PAEC53	Dance Technique and Improvisation	20	50%	0%	50%	A	C	
	PAEC52	Children's Literature and Drama in Education	20	50%	0%	50%	B	C	
	PAEC51	The Interdisciplinary Practitioner 1	20	20%	0%	80%	B	C	
	MUTC01	Singing and Music: Theory and Practice 1	20	0%	50%	50%	B	C	
Level 5	ACTD52	Theatre for Social Change	20	30%	0%	70%	A	C	
	PAED51	The Interdisciplinary Practitioner 2	20	40%	0%	60%	A	C	
	PAED52	Dance in the Community and Schools	20	100%	0%	0%	A	C	
	ACTD53	The Actor as Theatre Maker	20	20%	0%	80%	B	C	
	PRUD05	Education Research	20	100%	0%	0%	B	C	
	MUTD01	Singing and Music: Theory and Practice 2	20	20%	0%	80%	B	C	
Level 6	PAEH53	Portfolio Career Management	20	70%	0%	30%	A	C	
	PRUH01	Developing a Personal Philosophy of Education	20	100%	0%	0%	A	O	
	PAEH54	Global Education and Sustainability: Formal and Informal Learning and Change	20	100%	0%	0%	A	O	
	PRUH04	Supporting Children and Young People	20	60%	0%	40%	B	O	
	PAEH51	Performing Arts Education Honours	40	100%	0%	0%	X	C	

		Project						
PAEH52	Collective Performance Making		20	30%	0%	70%	B	C
MUTH02	Acting Through Song		20	30%	0%	70%	A	O

Key:

^ - For modules delivered by semester: A or B = Semester A or B; X = modules delivered across A and B

* C = compulsory; O = optional   # - A √ indicates that the module is non-condonable

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 4	ACTC52	Craft and Discipline	2, 5
	PRUC01	Introduction to Education Studies	1
	PAEC53	Dance Technique and Improvisation	2, 3, 5
	PAEC52	Children's Literature and Drama in Education	1, 5
	PAEC51	The Interdisciplinary Practitioner 1	3, 4, 5
	MUTC01	Singing and Music Theory and Practice 1	2, 3
Level 5	ACTD52	Theatre for Social Change	3, 4
	PAED51	The Interdisciplinary Practitioner 2	3, 4, 5
	PAED52	Dance in the Community and Schools	2, 3, 4
	ACTD53	The Actor as Theatre Maker	3, 4, 5
	PRUD05	Education Research	1

	MUTD01	Singing and Music: Theory and Practice 2	2, 3
Level 6	PAEH53	Portfolio Career Management	1
	PRUH01	Developing a Personal Philosophy of Education	1
	PAEH54	Global Education and Sustainability: Formal and Informal Learning and Change	1, 4
	PRUH04	Supporting Children and Young People	1, 4
	PAEH51	Performing Arts Education Honours Project	1
	PAEH52	Collective Performance Making	3, 4, 5
	MUTH02	Acting Through Song	2, 3, 5

1: Critical theory, research perspectives in education, and career

development 2: Practical skills development in acting, dance and music

3. Development of performance making techniques

4. Applied Performing Arts: Effecting change through applying skills in facilitation,

performance, and collective performance making

5: Approaches to storytelling

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

N/A

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Graduates will have the opportunity to pursue postgraduate education, notably Master's and PhD research. Students will be made aware that postgraduate progression is available within the context of lifelong learning and relationships with the alumni often results in further study in the future. Performance-based students are actively encouraged to remain part of the Marjon community by utilising rehearsal space, collaborating with undergraduates and sharing performance opportunities.

14. Employability and Career Progression Opportunities

This degree has been designed in consultation with industry professionals. It reflects the changing needs of the profession and prepares students to enter this highly competitive job market. Flexibility in approaches to work is essential for the work within the community and education. Developing skills in business, networking and fundraising will be essential, as the majority of people will be self-employed within this career and rely on grant funding or collaborations to create job opportunities. All modules are designed to promote future employability, and students will have the necessary skills needed to create and deliver a series of workshops or one-off performances/workshops within an educational or transformative setting. They will have the opportunity to develop networking skills, entrepreneurship, devising and performance skills as well as a strong understanding of pedagogy and educational policy.

15. Support for Students and for Student Learning

Students have full access to University facilities for academic and pastoral support and guidance.

Academic support is provided by:

- A personal development tutor
- Extensive library and other learning resources and facilities
- Library and study skills guidance material

- Programme handbooks, and module guides

- Student support

- Tutorial staff, including programme leaders, module leaders and tutors

Pastoral support is provided by:

- Accommodation

- Careers advice

- Chaplaincy

- Counselling service

- Disability support

- Financial support

- Nursery

- Welfare advice

Personal Development Tutors

Every student in the University is allocated a Personal Development Tutor. Tutors assist in evaluating student's progress and provide appropriate subject advice to support a student's area of study. Tutors will also be aware of guidance services provided by Student Support, the Library, Counsellors, Student Union and IT services.

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with students to ensure there is an ongoing and continuous dialogue to allow for regular communication and feedback. The team aims to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience. Student reps will form part of the SSLC for the performance-based programmes and more widely, students are invited to contribute to the University's SEC.

Students will be invited to participate in the National Student Survey (NSS). In addition, feedback at programme level will be encouraged through mid-module and end of semester evaluation surveys.

17. Other Stakeholder Feedback

Graduates and current students that have been contacted feel positively and strongly about the 'company' approach to learning and feel strongly for the need for their own identity within the suite of performing arts programmes. This has been at the core of the redevelopment of the programme. It has a clear direction that is not production-based but instead draws on the practice of Theatre-in-Education and community practice.

Professional external directors and new staff members that have worked across the three programmes rate the discipline and work ethic of each year group and acknowledge the approach to the company discipline that is instilled through teaching and learning in this way. Professional directors and practitioners have offered insightful advice on curriculum design and aligned the student experience and knowledge gained to working practices and equity guidelines.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies 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 at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

19. Learning Outcomes Mapping Matrix

Module Code		Knowledge & understanding				Intellectual skills				Practical skills				Transferable / Key skills			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Level 4	ACT C52			X													
	PRU C01	X					X							X			X
	PAEC53								X								
	PAE C02			X			X										X
	PAE C51		X	X		X			X	X	X						
	MUT C01								X								
Level 5	ACT D52	X	X		X		X		X	X	X		X				
	PAE D51		X	X	X	X			X		X	X		X	X	X	
	PDN D01	X	X				X			X	X		X	X			
	ACT D53			X		X					X				X	X	
	PRU D05						X	X						X			X
	MUT D01			X		X			X					X			
	MUT H02			X		X			X		X	X		X	X		

Level	Module	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Level 6	PRU H01	X					X	X						X		X	X
	PAE H03	X					X	X						X		X	X
	PRU H04	X					X		X			X	X	X			X
	PAE H53				X		X	X	X				X	X	X		X
	PAE H51	X	X				X	X				X		X	X	X	X
	PAE H52		X	X	X	X		X	X	X	X	X	X	X	X	X	