

Programme Specification: BA (Hons) Community & Applied Theatre / Applied Dance Theatre

NOTE: This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes advantage of the learning opportunities that are provided. More detail on the specific learning outcomes, indicative content and the teaching, learning and assessment methods of each module can be found (1) at <http://www.bcu.ac.uk/pme>, (2) in the Module Specifications and (3) in the Student Handbook.

The accuracy of the information contained in this document is reviewed by the University and may be checked within independent review processes undertaken by the Quality Assurance Agency.

Awarding Institution / Body:	Birmingham City University
Teaching Institution:	Birmingham School of Acting
Interim Awards and Final Award:	Cert HE, Dip HE, BA Honours Degree
Programme Title:	BA Honours Community & Applied Theatre / Dance Theatre
Main fields of Study:	Theatre / Dance Theatre
Modes of Study:	Full time
Language of Study:	English
UCAS Code:	CAT – W490 CADT – W590
JACS Code:	as above

Relevant subject benchmark statements and other external reference points used to inform programme outcomes:

- QAA Dance, Drama and Performance.

Programme philosophy and aims

Through both practical and theoretical studies students will be able to draw on the wide history and culture of theatre and the performing arts and be able to appreciate and analyse present day practice within a larger social and cultural context. Practical workshops and projects are designed to enable students to develop their skills in hands on drama and dance and further their creative talents. Students will develop techniques of researching material appropriate to different communities and constituencies and create imaginative responses to their particular needs. The course stresses the need to know why someone might do a particular piece for a specific group, to be aware of all the implications of the work and to have appropriate models of practice. It encourages students to discover and create as wide a range of material as possible: to be creative in their approach but also to be detailed, to know how to plan well and thoroughly, and to evaluate their work in order that it might progress.

The aims of the programme are to:

- Create an understanding of the core skills required to work as community theatre / dance practitioner and the ability to apply them within a professional context.
- Develop the students' ability to creatively and imaginatively to research material and to the constituencies to which it might be applied.
- Develop the students' ability to contextualise the geographical, cultural and historical framework of both performance and spectatorship.
- Embody within the student skills in communication and presentation, teamwork, group leadership and reflective practice.
- Develop within the student skills of self-reliance and a proactive attitude to creating employment opportunities.

Intended learning outcomes and the means by which they are achieved and demonstrated:

Learning Outcomes¹

1. The ability to work as a community and applied theatre / dance theatre facilitator / practitioner / artist to a professional standard.
2. Use a firm theoretical knowledge and practical skills to create workshops, performances and other socially engaged theatre practices.
3. Be able to operate in a professional career environment.
4. Be pro-active in the creation of employment activities.

Learning teaching, and assessment methods used

Much teaching is done through a series of studio based workshops and through the practice of material both within contact hours and students directed time. Students pass on certain skills to their fellow students and asked to develop skills for themselves in new areas as well as being led through exercises with the tutor.

There are lectures and group seminars.

Students will work in small discussion groups as well as working as a class on interactive exercises and projects. Students give presentations in areas of their own research. Course content is reinforced by hand-outs and other reading material such as essays and relevant articles there is also provision of discussion groups on Moodle.

Classes will include visits from specialist speakers who will talk about their work within field of expertise.

Students are asked to created work on their which is supervised by a tutor, work and ideas are developed through personal reading, research and self-directed study.

Work is assessed through class presentation and contribution, workshop practice and performance, written work and reflective journals.

¹ Guidance on the specification of learning outcomes is available from the Centre for the Enhancement of Learning and Teaching.

Programme structure and requirements, levels, modules, credits and awards

The table in part one, section 3 – *Your Course* (page 12) of this document shows the modules that must be passed if the student is to be eligible for the award of BA (Hons) Community and Applied Theatre / Dance Theatre. Each module is followed by the credits it attracts. There are no optional modules, the diagram shows how you progress through the 3 years.

Support for Learning including Personal Development Planning (PDP)

Students are encouraged to identify and, with guidance, to reflect on their own learning needs and are offered the following support as appropriate to meet those needs:

An induction period of normally one week.

Student handbook and module guides.

Library and study skills are taught as part of Contextual Studies.

On site library and computer facilities, plus further facilities through Perry Barr, TEE and Conservatoire libraries.

Student support through the Course Director.

All staff are open to personal access to advice on pastoral and course issues.

Professional counselling and student support through BCU student services.

Criteria for admission

Candidates must satisfy the general admission requirements of the programme.

The current admission requirements can be found under the 'Entry Requirements' tab of the web page for this course.

Methods for evaluation and enhancement of quality and standards including listening and responding to views of students

Feedback

Student feedback questionnaires.

Student feedback meetings with Course Director.

Staff feedback questionnaires.

All feedback is discussed and evaluated at Course Boards and reported upon in the Annual Course report written by the Course Director.

Items arising from meetings between N.U.S and Academic Directorate are reported to and evaluated by Course Boards.

Students are represented on both Course and Academic Boards

Academic Monitoring

External examiner report.

External assessors are used to give professional benchmarking.

The examination board meets to consider marks, progression and awards.

Internal Monitoring

Peer teaching observation.

Assessment workshops.

Yearly course monitoring meetings allow staff to comprehensively examine the programme in detail across disciplines, and its relationship to training and the profession at large.

Staff development

All staff are encouraged and supported to undertake professional and academic development.