



**Definitive Programme Document: Performing Arts  
(Bachelor's with Honours)**

Awarding institution	Bath Spa University
Teaching institution	UCW, The Brighton Academy
School	College of Liberal Arts
Department	Field of Music and Performance
Main campus	Knightstone Campus (UCW) Hove Campus (TBA)
Other sites of delivery	Winter Gardens Campus (UCW) Preston Park Campus (TBA)
Other Schools involved in delivery	NA
Name of award(s)	Performing Arts
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Sandwich year	No
Duration of award	3 years full-time
Modes of delivery offered	Campus-based
Regulatory Scheme <sup>1</sup>	Undergraduate Academic Framework (TBA Only) UCW Academic Regulations (UCW only)
Exemptions from regulations/framework	Yes
Professional, Statutory and Regulatory Body accreditation	NA
Date of most recent PSRB approval (month and year)	NA
Renewal of PSRB approval due (month and year)	NA
UCAS code	
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	<a href="#">Dance, Drama and Performance July 2015</a>
Date of most recent approval	July 2018
Date specification last updated	July 2018

### Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date

<sup>1</sup> This should also be read in conjunction with the University's Qualifications Framework

## **Programme Overview**

BA (Hons) Performing Arts trains you to be a versatile, imaginative and employable performer. Its embodied approach develops graduates, adept at working in a variety of genres across the classical and contemporary repertoires at the forefront of industry. It prepares you for the option of postgraduate study. This challenging programme requires considerable stamina and continued application.

Level 4 introduces the key practitioners and processes that underpin performer training. You develop devising, movement, vocal and acting skills for working effectively as members of an ensemble and as a solo performer. We initiate the principles of academic writing, research, analysis, and critique at this level.

Level 5 builds your knowledge of interpretation, analysis and text performance. As a performer/actor/creator you develop an understanding and application of a range of theatrical approaches, practitioners and dramaturgical choices to make meaningful and imaginative work. Critical theory develops your academic and cognitive skills and ongoing technical classes, acting for camera, solo performance training, expand your skills in preparation for level 6.

Level 6 is your professional practice year. You engage in professional projects, in which you collaborate with peers, industry practitioners and professional venues. You learn about professional and commercial practice, acquiring the skills to be self-starting entrepreneurial performance practitioners. You also hone your skills and knowledge for a range of employment scenarios.

Performances take place throughout the year in public venues, encouraging professional working relationships and networking skills vital for future employment. Professional preparation includes invited practitioners and graduates sharing their knowledge and experience of the workplace. Advice on developing an online presence, including the application of social media, complements your professional training.

At the heart of this Performing Arts programme are the essential practical and creative skills and rigorous theoretical enquiry, often led by external professionals, who prepare you to become independent thinkers, self-motivated artists and freelance practitioners.

## **Programme Aims**

1. To provide a relevant, diverse and challenging programme that develops the practical and creative skills at the forefront of performance training
2. To develop your creative, critical, analytical and interpersonal skills in a range of settings and contexts as interpreter of existing texts and/or maker of new performance
3. To foster your ability to select, refine and effectively engage appropriate skills and processes of acting in a range of performance genres
4. To encourage highly responsive, creative and investigative approaches to developing and sustaining individual projects and/or collaborative contexts
5. To optimise critical and analytical engagement with theoretical perspectives of performance and their application to practice through a rigorous programme of study
6. To prepare you for a career in performing arts by offering industry-focused support that complements and enhances entrepreneurship and proactive engagement with the cultural industries
7. To improve your career opportunities by developing an acute awareness of the depth and range of transferable subject specific skills applicable to fluctuating and evolving employment scenarios and lifelong learning
8. To develop your ability to assess and manage risk, health and safety and to employ ethical working practices

## **Programme Intended Learning Outcomes (ILOs)**

**(NB These will also be the ILOs for level 6)**

### A Subject-specific Skills and Knowledge

- A1 An embodied systematic understanding of the interplay between performing arts skills, vocabularies, structures and methodologies in the realisation of industry appropriate performances (text-based and/or devised)
- A2 A systematic working knowledge of the interaction between the work of key practitioners, practices and theories and the way they inform creative processes within the contemporary performing arts industry
- A3 Performing Arts skills that reflect the synthesis of a range of complex creative and professional contexts; including the analysis, interpretation and reiteration of a stimulus or text in the process of creating an industry appropriate performance.
- A4 The systematised interaction of a range of specialist and transferable skills and knowledge that enable you to sustain a career across a range of employment scenarios in the performing arts industry or for postgraduate study
- A5 The ability to communicate a comprehensive understanding of performing arts practice and theories (global, professional and critical) to varied audiences and by using a range of technologies and media
- A6 Comprehensive working knowledge and understanding of assessing and managing risk, health and safety issues and of the ethical working practices expected of the performance industry and its allied professions

### B Cognitive and Intellectual Skills

- B1 The integrated application of creative, analytical, critical and reflective skills across a range of performance genres to support the interpretation of an industry appropriate performance (text-based and/or devised)
- B2 The analytical ability to formulate, conduct and evaluate the approaches required to effect the transition from stimulus to performance and to do so within the ethical frameworks defined by professional codes of conduct and their associated practices
- B3 Independent and systematic engagement with research and critical thinking that draws on a range of sources (evaluative and critical) to underpin the creative processes that underpin professional performing arts practice
- B4 The ability to identify and employ interpersonal strategies in collaborative scenarios that draw on critically evaluative self-reflection and the constructive and supportive evaluation and critique of others

### C Skills for Life and Work

- C1 Autonomous learning<sup>2</sup> (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts
- C2 Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively
- C3 Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences
- C4 IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies

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<sup>2</sup> ie the ability to review, direct and manage one's own workload

## **Intermediate awards**

### **Level 4 Intended Learning Outcomes (CertHE)**

#### A Subject-specific Skills and Knowledge

- A1 A practical understanding of the performing arts skills, vocabularies, structures and methodologies require to create performance (text-based and/or devised)
- A2 A working knowledge of the work of key practitioners, practices, theories and the creative processes that inform the performing arts
- A3 Performing Arts practice informed by a range of creative and professional contexts; including how to analyse, interpret and reiterate a stimulus or text in the process of creating a performance.
- A4 Engagement of the range of specialist and transferable skills and knowledge appropriate for performing artists
- A5 An understanding of performing arts practice and theories and the range of technologies and media that can be used to communicate this understanding
- A6 Understanding of the core principles of assessing and managing risk, health and safety issues and of the ethics surrounding dance performance

#### B Cognitive and Intellectual Skills

- B1 The ability to create and reflect upon a series performance genres and skills to support the interpretation of a performance (text-based and/or devised)
- B2 The ability to effect the transition from stimulus to performance in line with recognised professional practice.
- B3 Engagement with research and analytical thinking that draws on a range of sources to underpin the creative processes that underpin performing arts practice
- B4 Employ evaluative self-reflection and the constructive and supportive evaluation and critique of others.

#### C Skills for Life and Work

- C1 Autonomous learning (including time management) as would be necessary for employment requiring the exercise of some personal responsibility
- C2 Team work as would be necessary for employment requiring the exercise of some personal responsibility for effective work with others
- C3 Communication skills that demonstrate an ability to communicate outcomes accurately and reliably, and with structured and coherent arguments
- C4 IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment

### **Level 5 Intended Learning Outcomes (DipHE)**

#### A Subject-specific Skills and Knowledge

- A1 A working critical understanding of the interplay between performing arts skills, vocabularies, structures and methodologies in the realisation of performances (text-based and/or devised)
- A2 A critical working knowledge of the work of key practitioners, practices and theories and the way they currently inform the creative processes that inform the performing arts industry
- A3 Performing Arts skills that engage with a range of complex creative and professional contexts; including the analysis, interpretation and reiteration of a stimulus or text in the process of creating a performance.

- A4 Engagement with the specialist and transferable skills and knowledge required across a range of performing arts industry and wider contexts
- A5 The ability to communicate an understanding of performing arts practice and theories (global, professional and critical) using a range of technologies and media
- A6 Comprehension of the principles of assessing and managing risk, health and safety issues and of the ethical working practices expected of the performance industry

B Cognitive and Intellectual Skills

- B1 The utilisation of creative, analytical, critical and reflective skills across a range of performance genres to support the interpretation of a performance (text-based and/or devised)
- B2 The ability to conduct and evaluate the approaches required to effect the transition from stimulus to performance in line with the ethical frameworks and professional practice
- B3 Systematic engagement with research and critical thinking that draws on a range of sources (evaluative and critical) to underpin the creative processes that underpin performing arts practice
- B4 Employ critically evaluative self-reflection and the constructive and supportive evaluation and critique of others when working in collaborative scenarios

C Skills for Life and Work

- C1 Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed
- C2 Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed
- C3 Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively
- C4 IT skills and digital Literacy that demonstrate the development of existing skills and the acquisition of new competences

**Programme content**

This programme comprises the following modules

Key:

Core = C

Required = R

Optional = O

Not available for this status = N/A

If a particular status is greyed out, it is not offered for this programme.

Subject offered as single award

Performing Arts				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	PAR4001-20	Acting 1	20	C			
4	PAR4002-20	Voice 1	20	C			
4	PAR4003-20	Movement 1	20	C			
4	PAR4004-20	Singing for the Performer 1	20	R*			
4	PAR4005-20	Ensemble Performance 1	20	R*			
4	PAR4006-20	Individual Performance	20	R*			
4	PAR4007-20	Ensemble Devising	20	R*			
4	PAR4008-20	Performing Arts in Context 1	20	C			
5	PAR5001-20	Acting 2	20	C			
5	PAR5002-20	Voice 2	20	R*			
5	PAR5003-20	Movement 2	20	R*			
5	PAR5004-20	Singing for the Performer 2	20	R*			
5	PAR5005-20	Ensemble Performance 2	20	C			
5	PAR5006-20	Performing Arts in Context 2	20	C			
5	PAR5007-20	Theatre Making	20	R*			
5	PAR5008-40	Performance Event	40	R*			
6	PAR6001-20	Performing Arts Independent Study	20	C			
6	PAR6002-20	The Professional Performer	20	C			
6	PAR6003-40	Professional Performance Projects	40	C			
6	PAR6004-40	Performing Arts Showcase	40	R*			
6	PAR6005-40	Individual Contemporary Performance	40	R*			

### **Assessment methods**

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

### **Work experience and placement opportunities**

This programme is a professional practical training programme with a clear focus on graduate level employment in the theatre and its allied industries. Equity, the UK trade union for professional performers and creative practitioners, does not permit students to undertake any formal work experience or placement as a professional dancer before graduation. Instead, the programme replicates the professional workplace environment at all three levels, with level 6 focusing on live projects presented across a range of professional scenarios.

**Graduate Attributes**

	Bath Spa Graduates...	In Performing Arts we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By developing a breadth of specific and transferable skills and fostering essential team building and leadership skills relevant to employment in the industry and a wider global context
2	Will be able to understand and manage complexity, diversity and change	By engaging you in the complex nature of the process of production and therefore the need to address change directly, whilst observing the needs of a diverse community of practitioners and practices. Tasks at all three levels of study facilitate your recognition of this attribute
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	By placing in you in a simulated professional environment that requires you to draw together the key skills appropriate to your area of the performing arts and beyond, to find imaginative and innovative solutions to practical and conceptual problems and to do so both as an individual performer and as a member of an ensemble.
4	Will be digitally literate: able to work at the interface of creativity and technology	By encouraging you to become 21 <sup>st</sup> century performers who work across live and mediated performance, devised and non-devised work and who draw on digital skills to promote and manage your professional profile, ensuring that you develop transferable skills that support a broader range of employment opportunities
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Through collaboration with international institutions, comprehension of the worldwide market place for acting and were possible the recruitment of non-UK students
6	Will be creative thinkers, doers and makers	By utilising a series of industry-focused activities and learning scenarios that encourage you always to demonstrate the importance of the relationship between theory and practice within the performing arts, thereby encouraging you to consider how these skills are transferable to other scenarios
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	By developing your ability to critically evaluate your work and that of others, be that in a rehearsal situation where responses must be instant and responsive, or in

		reflective tasks where you present your understanding in a variety of oral and written forms
8	Will be ethically aware: prepared for citizenship in a local, national and global context	Through your growing awareness of professional codes of conduct and practices, both at home and abroad, and your understanding of the need to work with a diverse range of practices and colleagues whose perspectives will challenge and enrich your own

**Modifications**

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

**Appendix 1: Programme Structure - BA (Hons) Performing Arts Single Honours Diagram**

TBA Delivery only

<b>Level 4 (take 100 credits core modules only and 20 Credits of R*)</b>	
<b>Performing Arts in Context 1 (C)</b> 1 x 20 Credits	<b>Movement 1 (C)</b> 1 x 20 Credits
<b>Acting 1 (C)</b> 1 x 20 Credits	<b>Singing for the Performer 1 (R*)</b> 1 x 20 Credits
<b>Voice 1 (C)</b> 1 x 20 Credits	<b>Ensemble Performance 1 (R*)</b> 1 x 20 Credits
<b>Level 5 (take 60 credits core modules and 60 credits of R*)</b>	
<b>Performing Arts in Context 2 (C)</b> 1 x 20 Credits	<b>Movement 2 (R*)</b> 1 x 20 Credits
<b>Acting 2 (C)</b> 1 x 20 Credits	<b>Singing for the Performer 2 (R*)</b> 1 x 20 Credits
<b>Voice 2 (R*)</b> 1 x 20 Credits	<b>Ensemble Performance 2 (C)</b> 1 x 20 Credits
<b>Level 6 (take 80 credits core and 40 credits of R*)</b>	
<b>Performing Arts Independent Study (C)</b> 1 x 20 Credits	<b>The Professional Performer (C)</b> 1 x 20 Credits
<b>Professional Performance Projects (C)</b> 1 x 40 Credits	
<b>Performing Arts Showcase (R*)</b> 1 x 40 Credits	

UCW Delivery only

<b>Level 4 (take 80 credits core modules and 40 credits of R*)</b>	
<b>Performing Arts in Context 1 (C)</b> 1 x 20 Credits	<b>Movement 1 (C)</b> 1 x 20 Credits
<b>Acting 1 (C)</b> 1 x 20 Credits	<b>Individual Performance (R*)</b> 1 x 20 Credits
<b>Voice 1 (C)</b> 1 x 20 Credits	<b>Ensemble Devising (R*)</b> 1 x 20 Credits
<b>Level 5 (take 60 credits core modules and 60 credits of R*)</b>	
<b>Performing Arts in Context 2 (C)</b> 1 x 20 Credits	<b>Ensemble Performance 2 (C)</b> 1 x 20 Credits
<b>Acting 2 (C)</b> 1 x 20 Credits	<b>Theatre Making (R*)</b> 1 x 20 Credits
<b>Performance Event (R*)</b> 1 x 40 Credits	
<b>Level 6 (take 80 credits core and 40 credits of R*)</b>	
<b>Performing Arts Independent Study (C)</b> 1 x 20 Credits	<b>The Professional Performer (C)</b> 1 x 20 Credits
<b>Professional Performance Projects (C)</b> 1 x 40 Credits	
<b>Individual Contemporary Performance (R*)</b> 1 x 40 Credits	

**Appendix 2: Map of module outcomes to programme outcomes BA (Hons ) Performing Arts**



Level	Module Code	Module Title	Status (C,R,O)	Intended Learning Outcomes												
				Subject-specific Skills and Knowledge						Cognitive and Intellectual Skills				Skills for Life and Work		
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3
4	PAR4001-20	Acting 1	C		✓	✓						✓		✓		
4	PAR4002-20	Voice 1	C	✓					✓	✓		✓			✓	
4	PAR4003-20	Movement 1	C	✓					✓	✓		✓			✓	
4	PAR4008-20	Performing Arts in Context 1	C	✓	✓		✓	✓				✓				✓
4	PAR4005-20	Ensemble Performance 1	R*			✓	✓	✓		✓	✓		✓		✓	✓
4	PAR4004-20	Singing for the Performer 1	R*		✓	✓			✓		✓		✓	✓		
4	PAR4007-20	Ensemble Devising	R*			✓	✓	✓		✓	✓		✓		✓	✓
4	PAR4006-20	Individual Performance	R*		✓	✓			✓		✓		✓	✓		
5	PAR5001-20	Acting 2	C		✓	✓					✓		✓	✓		
5	PAR5005-20	Ensemble Performance 2	C			✓	✓	✓		✓	✓		✓		✓	✓
5	PAR5006-20	Performing Arts in	C	✓	✓		✓	✓				✓				✓

		Context 2															
5	PAR5002-20	Voice 2	R*	✓					✓	✓		✓				✓	
5	PAR5003-20	Movement 2	R*	✓					✓	✓		✓				✓	
5	PAR5004-20	Singing for the Performer 2	R*		✓	✓			✓		✓		✓	✓			
5	PAR5008-40	Performance Event	R*		✓	✓			✓		✓		✓	✓			
5	PAR5007-20	Theatre Making	R*			✓	✓	✓		✓	✓		✓		✓		✓
6	PAR6001-20	Performing Arts Independent Study	C		✓			✓				✓		✓		✓	✓
6	PAR6002-20	The Professional Performer	C				✓	✓				✓	✓			✓	✓
6	PAR6003-40	Professional Performance Projects	C	✓		✓	✓		✓	✓	✓		✓		✓		✓
6	PAR6004-40	Performing Arts Showcase	R*	✓	✓	✓				✓	✓	✓	✓	✓			
6	PAR6005-40	Individual Contemporary Performance	R*	✓	✓	✓				✓	✓	✓	✓	✓			



**Map of summative assessment tasks by module**  
**BA (Hons) Performing Arts**

Level	Module Code	Module Title	Status (C,R,O) <sup>3</sup>	Assessment method													
				Coursework						Practical					Written Examination		
				Composition	Dissertation	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4	PAR4001-20	Acting 1	C										2 pieces				
4	PAR4002-20	Voice 1	C							1 piece			1 piece				
4	PAR4003-20	Movement 1	C							1 piece			1 piece				
4	PAR4008-20	Performing Arts in Context 1	C			1 x 2000 words							1 piece				
4	PAR4005-20	Ensemble Performance 1	R*					1 piece									
4	PAR4004-20	Singing for the Performer 1	R*							3 songs							
4	PAR4007-20	Ensemble Devising	R*							1 piece			1 piece				
4	PAR4006-20	Individual Performance	R*						1 Viva Voce	1 piece							
5	PAR5001-20	Acting 2	C										2				

<sup>3</sup> C = Core; R = Required; O = Optional

													pieces				
5	PAR5005-20	Ensemble Performance 2	C			1 x 1500 words		3 Events									
5	PAR5006-20	Performing Arts in Context 2	C					1 piece					1 piece				
5	PAR5002-20	Voice 2	R*							2 pieces							
5	PAR5003-20	Movement 2	R*					1 profile									
5	PAR5004-20	Singing for the Performer 2	R*							5 songs							
5	PAR5007-20	Theatre Making	R*							1 piece		1 work-shop					
5	PAR5008-40	Performance Event	R*							1 piece							
6	PAR6001-20	Performing Arts Independent Study	C			1 x 5000 words											
6	PAR6002-20	The Professional Performer	C					1 piece					1 piece				
6	PAR6003-60	Professional Performance Projects	C							2 x pieces							
6	PAR6004-20	Performing Arts Showcase	R*							1 piece							
6	PAR6005-40	Individual Contemporary Performance	R*							1 piece							