

PROGRAMME SPECIFICATION

Final

PART 1: COURSE SUMMARY INFORMATION

Course summary		
Final award	Foundation Degree Theatre Arts	
Intermediate award	FCert	
Course status	Validated	
Awarding body	University of Brighton	
Faculty	Northbrook College	
School		
Location of study/ campus	West Durrington, Northbrook College	
Partner institution(s)		
Name of institution	Host department	Course status
1.		SELECT
2.		
3.		
Admissions		
Admissions agency	UCAS	
Entry requirements <i>Include any progression opportunities into the course.</i>	<p>160 UCAS Points : 2 'A' Levels or National Diploma/ equivalent and or professional experience. Interview/ audition and portfolio presentation demonstrating skills, knowledge and understanding of performance necessary to complete the course.</p> <p>Prior experiential and/or certificated learning (APE/CL according to guidelines on the accreditation of prior learning (QAA, 2004)) are used to accredit a variety of learning to assist learners in their entry to Foundation Degree programmes.</p> <p>Advanced Apprenticeships</p>	
Start date (mmm-yy) <i>Normally September</i>	Sept 2014	
Mode of study		
Mode of study	Duration of study (standard)	Maximum registration period
Full-time	60 weeks	2 years

Part-time	120 weeks	4 years	
Sandwich	Select	Select	
Distance	Select	Select	
Course codes/categories			
UCAS code	W410/E410. WP23/E461. W450/E450		
Contacts			
Course Leader (or Course Development Leader)	<p>Course development leaders: Nick Gardner / Andrew Nisbet - FdA Theatre Arts</p> <p>Course leaders Named Awards:</p> <p>Lisa Perry / Vanessa Cornford - FdA Acting and Contemporary Theatre Making</p> <p>Keryie Vickers – Musical Theatre</p> <p>TBA - FdA Dance</p> <p>Amanda Burns - FdA Make-up and Hair for Theatre and Media</p> <p>Janey Gardener - FdA Costume and Realisation</p> <p>Dan Jenkins - FdA Propmaking and Special Effects</p> <p>Dan Jenkins - FdA Production Design and Realisation</p> <p>Jo Loader - FdA Lighting and Sound Design and Realisation</p> <p>Jo Loader - FdA Stage and Production Management</p>		
Admissions Tutor	Dave Dunn, Anna Gerlei 01903 606001		
Examination and Assessment			
External Examiner(s)	Name	Place of work	Date tenure expires
	Esther Armstrong	Wimbledon College of Art UAL	2018
	Peter Bond2003	University of the Arts London	2014
	Penny Hargreaves	New College Nottingham	2016
Examination Board(s) (AEB/CEB)			
Approval and review			
	Approval date	Review date	
Validation	2000 ¹	2016	
Programme Specification	2014	2015	
Professional, Statutory and Regulatory Body 1 (if applicable):		2	
Professional, Statutory and Regulatory Body 2 (if applicable):			
Professional, Statutory and Regulatory Body 3 (if applicable):			

¹ Date of original validation.

² Date of most recent review by accrediting/ approving external body.

PART 2: COURSE DETAILS

AIMS AND LEARNING OUTCOMES

Aims

The aims of the course are:

1. Encourage students to explore a range of approaches to the production of creative work.
2. Locate Theatre Arts in a relevant cultural and historical context through engagement with research, analysis and practice.
3. Encourage the development of employable, responsible and self-reliant practitioners with strong personal and creative identities.
4. Foster students' understanding and practice of teamwork and collaboration in performance and production processes.
5. Encourage students to understand and respond to the needs of industry through work experience and in the context of employer engagement.
6. Develop suitable transferable and appropriate key skills.

The course has been developed in line with the general educational aims of the validating body which can be summarised as: the development of the students' intellectual and imaginative powers, problem solving abilities, communication skills and their ability to see relationships between disciplines within a field of study.

Course content was also developed in conjunction with regional and national employer recommendations.

The programme of study aims to stimulate an enquiring, analytical and creative approach, encouraging independent, judgement and critical awareness within the framework of Theatre Arts practice. These qualities are considered to be essential within the Theatre and Entertainment sectors.

Learning outcomes

The outcomes of the main award provide information about how the primary aims are demonstrated by students following the course. These are mapped to external reference points where appropriate³.

Knowledge and theory	<ol style="list-style-type: none"> 1. Develop a detailed practical and theoretical knowledge and a critical understanding of a specific theatre arts discipline in context with the professional environment. 2. Demonstrate a practical and theoretical knowledge and understanding of a specific theatre arts discipline and make connections between theory and practice which inform own practise. 3. Demonstrate a creative approach to interpreting and applying practical and theoretical frameworks relevant to a specific theatre arts discipline in relation to its broader historical, cultural and collaborative contexts.
Skills Includes intellectual skills (i.e. generic skills relating to academic study, problem solving, evaluation, research etc.) and professional/ practical skills.	<ol style="list-style-type: none"> 4. Effectively communicate information, arguments and analysis in a variety of forms. 5. Develop new specific theatre arts discipline based practice skills and competencies relevant to the professional working environment or further study. 6. Demonstrate aesthetic awareness, creativity and innovation in a professional context 7. Maintain and develop specific theatre arts discipline based competencies within new and existing technologies. 8. Work in a collaborative and interdisciplinary work related environment in line with industry led demands and trends.
QAA subject benchmark statement (where applicable) ⁴	The QAA Framework for Higher Education Qualifications and QAA Qualification Benchmark for Foundation Degrees for the subject area has informed the learning outcomes of the award

³ Please refer to *Course Development and Review Handbook* or QAA website for details.

⁴ Please refer to the QAA website for details.

PROFESSIONAL, STATUTORY AND REGULATORY BODIES (where applicable)

Where a course is accredited by a PSRB, full details of how the course meets external requirements, and what students are required to undertake, are included.

LEARNING AND TEACHING**Learning and teaching methods**

This section sets out the primary learning and teaching methods, including total learning hours and any specific requirements in terms of practical/ clinical-based learning. The indicative list of learning and teaching methods includes information on the proportion of the course delivered by each method and details where a particular method relates to a particular element of the course.

Learning and Teaching Method	% of Student Effort
VLE – Blackboard, blogs etc. Educational Visits Tutorials, Group Critiques - Formal Presentations & Q&A	15%
Lectures, Seminars, Skills Workshops	25%
Professional Practice/Projects, Directed Workshops and Rehearsals, Productions to invited audiences and public	40%
Project Work Independent practice, study & research	20%

ASSESSMENT**Assessment methods**

This section sets out the summative assessment methods on the course and includes details on where to find further information on the criteria used in assessing coursework. It also provides an assessment matrix which reflects the variety of modes of assessment, and the volume of assessment in the course.

Within the Foundation Degree Theatre Arts Programme the strategy that underpins assessment is founded on the principle that assessment is the measure of achievement of individual students within a specific study period contained by projects either within or constituting the whole of a unit of study.

The underlying assessment strategy aims to encourage deep approaches to learning. Students' progress against learning outcomes is assessed via coursework. Students are presented with clear project assessment briefs, which map against unit learning outcomes. Achievement of the learning outcomes is assessed against assessment and grading criteria.

Deadlines for presentation of work for summative assessment are identified in the unit/project scheme of work/timetable.

Formative assessment: reviews of work in progress made by tutors and peers at identified points during the process of the project. Formative assessment is presented in the form of feedback at studio presentations, demonstrations of practice and tutorials. The peer group may be providers of formative feedback in addition to the tutors. Comments that accompany summative assessment also have formative content. It must be understood that any use of or reference to graded achievement within formative assessment is for guidance purposes only. There is no guarantee that summative assessment will reproduce the indications of graded achievement made within formative assessment.

Formative assessment points:

1. studio reviews, presentations and demonstrations of practice

2. reviews of support materials for practice – research folder, logbook, sketchbook
3. tutorials
4. feedback accompanying summative assessment

Summative assessment: final evaluation of work made by tutors on completion of the project. Summative assessment is made separately of specific work-required identified in project briefs. The results from previous projects are not a consideration within assessment of a project. Summative assessment measures achievement on completion of work rather than cumulatively at stages towards completion. Students encountering difficulties fulfilling the work requirement should seek additional support from relevant staff during the time before the submission / completion / presentation deadlines. Only in exceptional circumstances accompanied by medical certificates or similar authoritative affidavits can extensions to deadlines be negotiated (see GEAR).

Summative assessment methods:

1. presentation of final outcome from practice – recorded/performed/exhibited/practical demonstration
2. group and/or individual oral Q&A
3. presentation of support materials for practice – research folder, logbook, sketchbook
4. seminar presentation
5. presentation of written work

Learning Outcome	Assessment method	Module	Number of credits
1. Develop and apply a detailed knowledge and a critical understanding of the well-established principles of specific theatre arts discipline based practice in the professional environment.	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 4. seminar presentation 5. presentation of written work 	<ol style="list-style-type: none"> 1. Introduction to Discipline Practice 2. Academic practice 3. Discipline Based Skills 4. Applied Discipline Based Skills 5. Inter-Discipline Practice 6. Discipline Based Skills Development 7. Specialist Discipline Skills Development 8. Applied Specialist Discipline Skills 9. Collaborative Practice 10. Applied Academic Practice 11. Industry Practice 12. Negotiated Project 	240
2. Demonstrate an understanding of relevant	<ol style="list-style-type: none"> 1. presentation of final 	<ol style="list-style-type: none"> 1. Introduction to Discipline 	240

<p>specific theatre arts discipline based principles and concepts and make connections which inform their own practise.</p>	<ol style="list-style-type: none"> 2. outcome from practice group and/or individual oral Q&A 3. presentation of support materials for practice 4. seminar presentation 5. presentation of written work 	<p>Practice</p> <ol style="list-style-type: none"> 2. Academic practice 3. Discipline Based Skills 4. Applied Discipline Based Skills 5. Inter-Discipline Practice 6. Discipline Based Skills Development 7. Specialist Discipline Skills Development 8. Applied Specialist Discipline Skills 9. Collaborative Practice 10. Applied Academic Practice 11. Industry Practice 12. Negotiated Project 	
<ol style="list-style-type: none"> 3. Demonstrate a creative approach to a variety of ideas and frameworks that relate specific theatre arts discipline based practice to its historical, social, cultural, political, philosophical, economic, and spiritual contexts. 	<ol style="list-style-type: none"> 1. seminar presentation 2. presentation of written work 	<ol style="list-style-type: none"> 2. Academic practice 10. Applied Academic Practice 	<p>40</p>
<ol style="list-style-type: none"> 4. Effectively communicate information, arguments and analysis in a variety of forms. 	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 4. seminar presentation 5. presentation of written work 	<ol style="list-style-type: none"> 2. Academic practice 5. Inter-Discipline Practice 9. Collaborative Practice 10. Applied Academic Practice 12. Negotiated Project 	<p>100</p>
<ol style="list-style-type: none"> 5. Develop new specific theatre arts discipline based practice skills and competencies relevant to the professional working environment or further study. 	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 4. seminar presentation 5. presentation of written work 	<ol style="list-style-type: none"> 1. Introduction to Discipline Practice 2. Academic practice 3. Discipline Based Skills 6. Discipline Based Skills 	<p>120</p>

		Development 7. Specialist Discipline Skills Development 10. Applied Academic Practice	
6. Demonstrate aesthetic awareness, creativity and innovation in a professional context	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 	<ol style="list-style-type: none"> 4. Applied Discipline Based Skills 5. Inter-Discipline Practice 8. Applied Specialist Discipline Skills 9. Collaborative Practice 11. Industry Practice 12. Negotiated Project 	120
7. Maintain and develop specific theatre arts discipline based competencies within new and existing technologies.	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 	<ol style="list-style-type: none"> 3. Discipline Based Skills 4. Applied Discipline Based Skills 6. Discipline Based Skills Development 7. Specialist Discipline Skills Development 8. Applied Specialist Discipline Skills 	100
8. Work in a collaborative and interdisciplinary work related environment in line with industry led demands and trends.	<ol style="list-style-type: none"> 1. presentation of final outcome from practice 2. group and/or individual oral Q&A 3. presentation of support materials for practice 	<ol style="list-style-type: none"> 5. Inter-Discipline Practice 9. Collaborative Practice 11. Industry Practice 12. Negotiated Project 	80

SUPPORT AND INFORMATION

Institutional/ University	All students benefit from: College induction Student Handbook Course Handbook Library facilities
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	<p>Computer pool rooms (<i>indicate number of workstations by site</i>)</p> <p>E-mail address</p> <p>Welfare service</p> <p>Personal tutor for advice and guidance</p> <p>Blackboard</p> <p>Access to additional learning support</p>
<p>Course-specific</p> <p>Additional support, specifically where courses have non-traditional patterns of delivery (e.g. distance learning and work-based learning) include:</p>	<p>In addition, students on this course benefit from:</p> <p>Bookable college studio time for project work</p> <p>Bookable time in professional studios</p> <p>Extended access to cutting edge/industry standard software and hardware.</p> <p>Contact with experienced practitioners.</p> <p>Industry contacts and related work experience/placements where and when appropriate</p>

PART 3: COURSE SPECIFIC REGULATIONS

COURSE STRUCTURE

This section includes an outline of the structure of the programme, including stages of study and progression points. Course Leaders may choose to include a structure diagram here.

Level 4: HE Level 1

This level is focused on providing a discipline specific practical, factual and conceptual knowledge base.

Unit 1 Introduction to Discipline Practice introduces and establishes key discipline specific routines and standards for studio and workshop practice.

Unit 2 Academic practice introduces and establishes key methods and standards for academic practice together with historical and theoretical contexts for the study of theatre arts.

Unit 3 Discipline Based Skills establishes standard methods and techniques for discipline based practice.

Unit 4 Applied Discipline Based Skills provides an opportunity for student independent application of discipline based skills in given work based contexts for their practice.

Unit 5 Inter-Discipline Practice provides an opportunity for guided adaptation of discipline based practice to contexts for joint practice with other theatre arts disciplines.

Unit 6 Discipline Based Skills Development provides a guided opportunity for students to expand a range of discipline skills with further specific methods and techniques.

Projects are designed for each discipline within frameworks for students to work within an appropriate ethos and to use and access a range of learning resources. Students are assessed within their disciplines on their ability to operate in predictable, defined contexts that require use of a specified range of standard techniques.

Level 5: HE Level 2

This level is focused on students developing a detailed knowledge of discipline based theory and practice.

Unit 7 Specialist Discipline Skills Development focuses on the guided development of defined specialist methods and techniques for discipline practice.

Unit 8 Applied Specialist Discipline Skills provides an opportunity for supervised independent application of defined methods and techniques for specialist discipline practice in work based contexts for practice.

Unit 9 Collaborative Practice provides a supervised opportunity for students in groups to incorporate personal practice working collaboratively within, between and across disciplines.

Unit 10 Applied Academic Practice focuses on supervised student independent selection of a topic of interest and application of standard methods and techniques for academic research and presentation of findings from research.

Unit 11 Industry Practice provides a guided opportunity for students to independently establish and develop a basis for progression to industry practice.

Unit 12 Negotiated Project provides an opportunity for students to negotiate, define and implement a solo or group project for furthering development as an autonomous independent practitioner.

Projects are designed for each discipline within a framework for students to manage their learning using

resources for their discipline to develop inter and cross disciplinary working relationships of a professional nature. Students are assessed within their disciplines on their ability to operate in situations of varying complexity and predictability requiring application of a wide range of standard and innovative techniques.

Units 8, 11, 12 can each involve placements according to arrangements agreed between specific discipline based awards and placement providers. Units 4, 5, 8, 9, 11, 12 can each be framed within work-based or simulations of work-based learning contexts.

Modules

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

Level^f	Module code	Status	Module title	Credit
4	FdATA1	C	1. Introduction to Discipline Practice	20
4	FdATA2	C	2. Academic practice	20
4	FdATA3	C	3. Discipline Based Skills	20
4	FdATA4	C	4. Applied Discipline Based Skills	20
4	FdATA5	C	5. Inter-Discipline Practice	20
4	FdATA6	C	6. Discipline Based Skills Development	20
5	FdATA7	C	7. Specialist Discipline Skills Development	20
5	FdATA8	C	8. Applied Specialist Discipline Skills	20
5	FdATA9	C	9. Collaborative Practice	20
5	FdATA10	C	10. Applied Academic Practice	20
5	FdATA11	C	11. Industry Practice	20
5	FdATA12	C	12. Negotiated Project	20

Status:

M = Mandatory (modules which must be taken and passed to be eligible for the award)

C = Compulsory (modules which must be taken to be eligible for the award)

O = Optional (optional modules)

A = Additional (modules which must be taken to be eligible for an award accredited by a professional, statutory or regulatory body, including any non-credit bearing modules)

⁵ All modules have learning outcomes commensurate with the FHEQ levels 0, 4, 5, 6, 7 and 8. List the level which corresponds with the learning outcomes of each module.

AWARD AND CLASSIFICATION							
Award type	Award*	Title	Level	Eligibility for award		Classification of award	
				Total credits ⁶	Minimum credits ⁷	Ratio of marks ⁸ :	Class of award
Final		FdA Acting and Contemporary Theatre Making	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Acting and Contemporary Theatre Making	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Dance	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Dance	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Make-up and Hair for Theatre and Media	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Make-up and Hair for Theatre and Media	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Costume and Realisation	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Costume and Realisation	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Propmaking and Special Effects	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Propmaking and Special Effects	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Production Design and Realisation	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Production Design and Realisation	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
Final		FdA Lighting and Sound Design and Realisation	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Lighting and	4	Total credit 120	Minimum credit at level	Level 4 marks	FCert

⁶ Total number of credits required to be eligible for the award.

⁷ Minimum number of credits required, at level of award, to be eligible for the award.

⁸ Algorithm used to determine the classification of the final award (all marks are credit-weighted). For a Masters degree, the mark for the final element (e.g, dissertation) must be in the corresponding class of award.

		Sound Design and Realisation			of award 120		
Final		FdA Stage and Production Management	5	Total credit 240	Minimum credit at level of award 240	Level 5 marks	Foundation degree
Intermediate		F Certificate Stage and Production Management	4	Total credit 120	Minimum credit at level of award 120	Level 4 marks	FCert
*Foundation degrees only		Industry					
Progression routes from award:		Level 6 BA (Hons) Theatre Arts					
Award classifications	Mark/ band %	Foundation degree		Honours degree		Postgraduate⁹ degree (excludes PGCE and BM BS)	
	70% - 100%	Distinction		First (1)		Distinction	
	60% - 69.99%	Merit		Upper second (2:1)		Merit	
	50% - 59.99%	Pass		Lower second (2:2)		Pass	
	40% - 49.99%			Third (3)			

⁹ Refers to taught provision: PG Cert, PG Dip, Masters.

EXAMINATION AND ASSESSMENT REGULATIONS	
Please refer to the <i>Course Approval and Review Handbook</i> when completing this section.	
The examination and assessment regulations for the course should be in accordance with the University's General Examination and Assessment Regulations for Taught Courses (available from staffcentral or studentcentral).	
<p>Specific regulations which materially affect assessment, progression and award on the course</p> <p>e.g. Where referrals or repeat of modules are not permitted in line with the University's <i>General Examination and Assessment Regulations for Taught Courses</i>.</p>	<p>The course regulations are in accordance with the University's General Examination and Assessment Regulations (available from the School Office, Faculty Office or the Registry)</p> <p>General Principles of Assessment See G.E.A.R. Section B: Assessment Regulations, 1-14</p> <p>Extensions to Deadlines See G.E.A.R. Section B: Assessment Regulations, 5</p> <p>Referral See G.E.A.R. Section C: Progression Regulations, 3</p> <p>Fail/Repeat See G.E.A.R. Section C: Progression Regulations, 4</p> <p>Mitigating Circumstances See G.E.A.R. Section B: Assessment Regulations, 6</p> <p>Exclusion on Academic Grounds See G.E.A.R. Section F: Academic Misconduct, 1-11</p> <p>Certain units in particular awards may stipulate a required minimum attendance in relation to assessed components specified in the project brief to qualify for assessment.</p> <p>Honours degree progression route on application to Northbrook College's BA (Hons) Theatre Arts level 6 top-up, which is inclusive of a required bridging module, or on application to level 6 programmes elsewhere.</p>
<p>Exceptions required by PSRB</p> <p>These require the approval of the Chair of the Academic Board</p>	

KEY INFORMATION SETS

Allocation of study hours to activities	Activity	Study hours	%
10 credits = 100 learning hours	<p>SCHEDULED</p> <p>Lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshop/ studio, fieldwork, external visits, work-based learning</p>	850	35%
	<p>GUIDED INDEPENDENT STUDY</p> <p>Independent study including wider reading/ practice, follow-up work, completion of assessment tasks, revision etc</p>	1550	65%
	<p>PLACEMENT</p> <p>Learning away from the University that is not a year abroad or work-based learning</p>		

Assessment tasks	Activity	Further details	%
Type of assessment tasks Summative assessment tasks which lead to the award of credit or which are required for progression (expressed as a %)	WRITTEN Written exam		
	COURSEWORK Written assignment/ essay, report, dissertation, portfolio, project output	Unit folder Reflective report Critical Essays	20-30%
	PRACTICAL Oral assessment and presentation, practical skills assessment	Demonstrations of practice, Performed/made product from application of discipline based skills and Q&A	80-70%
	OTHER Set exercises assessing application of knowledge, analytical, problem-solving or evaluative skills		