

Programme Specification

BA (Hons) Performing Arts

5th August 2021

Programme Specification

1	Awarding Institution	Warwickshire College
2	Teaching Institution	Warwickshire College Group
3	Final Award Title	BA (Hons) Performing Arts
4	Interim Award Titles	FdA Performing Arts
5	Modes of Attendance	Full-time, part-time, blended learning
6	Pathways available	Integrated Foundation Year at level 4 (120 credits) Foundation Degree at level 5 (240 credits) 'Top Up' Degree at level 6 (120 credits at level 6) BA (Hons) 3-year degree levels 4-6 (360 credits)
7	Locations of Study	Rugby College
8	UCAS Code	Institution Code: W25 Course Codes: W473 (BA), W474 (BA with IFY) W472 (BA Top up) W470 (FdA)
8	QAA Benchmark Statements	Subject Benchmark Statement: Dance, Drama and Performance (2019); Foundation Degree Characteristics Statement (2020) Frameworks for Higher Qualifications (FHEQ) (2014)
9	Accreditations	None
10	Other External Factors	None
11	Date of Approval	5 th August 2021
12	Date for Next Review	June 2025
13	Dates of Revision	None

14 Educational Aims of the Programme

The broad aim of this programme is to deliver vocational training for those seeking careers within performing arts, which includes aspiring performers, as well as providing a foundation for students who wish to progress into careers in the wider performance industry, such as musicians, broadcasters, presenters, educators and independent creative entrepreneurs. The degree is designed to foster and enable the development of the creative, interpretative and intellectual skills demanded of the contemporary professional performer who is entering a fast changing, culturally diverse industry in which they will be required to combine high level creativity alongside independence, stamina and entrepreneurship.

The aims of this programme are to:

- Provide a systematic understanding of Performing Arts including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of Performing Arts
- Enable students to deploy accurately established techniques of analysis and enquiry within Performing Arts
- Provide theoretical understanding that enables the student:
 - To devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of Performing Arts and
 - To describe and comment on particular aspects of current research, or equivalent advanced scholarship in Performing Arts
- Enable students to manage their own learning, and to make use of scholarly reviews and primary sources
- Develop students' ability to apply their knowledge and skills to new situations, including in the workplace
- Develop effective communication skills in a variety of forms and for a range of audiences within Performing Arts; and
- Develop students as T-Shaped Learners in order to prepare them for personal, social and economic success;

Typically, holders of this qualification will be able to:

- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

And holders will have:

- The qualities and transferable skills necessary for employment within the broad performing arts sector

15 Intended Learning Outcomes of the Programme

15 Intended Learning Outcomes of the Programme

The intended learning outcomes for the BA (hons) Performing Arts are shown in sections 15.1 to 15.4 below, grouped under the following headings

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- T-shaped employability behaviours (transferable skills)
- Professional competencies (set by PSRBs, where relevant)

Warwickshire College Group believes that students should be equipped with an entrepreneurial mind set – to be confident, innovative, resilient, enterprise-aware and willing to ‘have a go’ – in order to prepare them for personal, social and economic success. The college uses a T-Shaped employability behaviour model as a framework to develop transferable skills.

The T-Shaped framework connects this breadth of personal capabilities and qualities with a depth of technical competence through the development of three core behaviours: personal development, social skills and enterprise. The core enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The T-Shaped skills are as follows (see the platinum level of the T-Shaped employability framework, available in your Course Handbook, for more information):

T-Shaped Framework		
Personal Development	Enterprise	Social Skills
<ul style="list-style-type: none"> ● Resilience ● Focus and Drive ● Reliability ● Reflectiveness ● Adaptability 	<ul style="list-style-type: none"> ● Creativity ● Initiative ● Problem solving ● Risk taking ● Business awareness 	<ul style="list-style-type: none"> ● Teamwork ● Networking ● Empathy ● Communication ● Leadership

15.1 Knowledge and Understanding of the Subject	
On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:	
KU1	The importance and influences of key practices and practitioners including professional performers, directors, producers and choreographers in both contemporary and historical contexts
KU2	The interrelationships within and between different areas and aspects of dance, drama and performance
KU3	Forms, traditions, histories and social contexts that have developed theatre practice and performance within the performing arts environment.
KU4	The key processes by which performances are created, developed, realised and evaluated
KU5	A range of movement techniques, both pure and character-based which can be used safely and effectively.
KU6	Utilise a flexible body, breath and speech system
KU7	The use of written texts, media notations and/or scores to create performance
KU8	Critical awareness of research methodologies and methods used to navigate the fields of study
KU9	Applications of performance in educational, community and social contexts and pedagogical perspectives as appropriate to drama/dance/performance education.

15.2 Cognitive Skills	
On successful completion of the programme a student should be able to:	
CS1	Think reflexively, creatively, critically and technically to develop ideas and arguments
CS2	Apply a range of critical and technical perspectives using appropriate terminology
CS3	Develop creative problem solving and conceptual thinking skills within the creative context of live performance
CS4	Critically evaluate research methodologies and methods used to investigate the fields of study

15.3 Practical and/or Professional Subject Skills	
On successful completion of the programme a student should be able to:	
PS1	Perform and produce work based on the acquisition and understanding of relevant performance and production vocabularies, skills, working methods and research debates
PS2	Apply a range of interpretive skills in the creation of performance outcomes and deploy these effectively to engage with audiences and live environments
PS3	Contribute to the production of performance through outputs other than performance such as choreography, direction, administration, promotion
PS4	Apply a range of techniques informed or derived from diverse practitioners, histories, cultural forms or contexts.
PS5	Apply a range of skills that show an interdisciplinary understanding of the wider arts industry of dance, drama and performance
PS6	Contribute to the group processes in the creation of work such as ensemble, co-creation, and hierarchical and non-hierarchical structures
PS7	Market themselves as a performing arts professional in order to recognise the entrepreneurial portfolio aspects of the performing arts industry fo a successful career

15.4 T-Shaped Employability Skills (Transferable Skills)	
On successful completion of the programme a student should be able to:	
TS1	communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement;
TS2	evaluate and, through reflection, improve own confidence to take initiative;
TS3	evaluate own ability to reflect meaningfully and honestly on personal and professional performance and review strategies for using feedback from self and others to improve;
TS4	learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning;
TS5	develop transferable networking, commercial awareness, risk taking, problem solving, adaptability, team-work and leadership skills across projects.

16 Relationship with External Reference Points

The aims and outcomes of this award are clearly in alignment with the Frameworks for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (October 2014) at level 6, as referenced in the QAA's UK Quality Code for Higher Education (October 2013).

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for Dance, Drama and Performance. The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the core modules at the end of this document. The programme is also mapped to the defining characteristics of Foundation degrees identified in the QAA's Foundation degree qualification benchmark (2020).

17 Course Credit and Outcome Requirements

Warwickshire College Group higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include core modules. To achieve a named award, students must pass all core modules.

BA (Hons) Performing Arts (Honours degree)

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 100 credits must be at level 6, a minimum of 100 credits must be at level 5 and a minimum of 100 credits must be at level 4.

BA (Hons) Performing Arts (Honours degree level 6)

To be awarded a 'top up' honours degree, students must successfully achieve a total of 120 credits at level 6.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows;

- **BA Performing Arts (non-honours degree)**

Students will have obtained a minimum of 300 credits, of which 80 must be at level 6 and at least 80 must be at level 5 and at least 100 must be at level 4.

- **Performing Arts (non-honours degree level 6)**

Students will have obtained a minimum of 100 credits at level 6.

- **FdA Performing Arts (Foundation degree)**

To be awarded with a foundation degree, students must successfully achieved a total of 240 credits of which a minimum for 100 credits must be at level 4 and a

minimum of 120 credits must be at level 5. The Work-Based and Placement Learning unit at level 5 must be completed with 100 hours of work-based and placement learning.

- **Performing Arts (Certificate of Higher Education)**

Students will have obtained a minimum of 120 credits, of which 100 must be at level 4.

17.1 Course Work-Based and Placement Learning (WBPL) Requirements

Work-Based and Placement Learning is a fundamental and mandatory aspect of all Warwickshire College degrees. Students are expected to complete 100 hours of work-based or placement learning by the end of Level 5.

Work-based learning will be through a combination of client led briefs from external practitioners and response to community and regional events to which students will apply skills of devising and improvisation to adapt or create new work.

17.2 Course Structure and Distinctive Features

The development and importance of creative and independent thinking is fully embedded within the structure and assessment strategies of the BA (Hons) Performing Arts provision across all levels.

Level 4 introduces key practitioners and processes that underpin performance training. We develop the foundations of acting, movement, vocal, singing and movement skills for working effectively as individuals and as members of an ensemble. The principles of academic writing (ASSET): research, analysis, and critique are initiated at this level.

Level 5 builds on knowledge of interpretation, analysis and performance of text and emerging performance platforms. As a performer/creator students develop an understanding and application of a range of theatrical and mediated approaches and dramaturgical choices to make meaningful and imaginative work supported by work based learning (WBL generic module) through a combination of soft projects (modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment) and industry projects (live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement). Students collaborate with peers across a range of partner programmes, such as Digital Film Production, Games Art and Graphic Design with Photography supporting invaluable relationships that may form the basis of future freelance opportunities.

Teaching and Workshop Practice maps closely to and can prepare students for the ATCL (Associateship diploma from Trinity College London) Teaching Diploma, which is a recognised qualification which demonstrates that you can plan and deliver a series of lessons for a specific learner, or group of learners, in a given setting and reflect upon its effectiveness. We prepare students for case studies based on practical teaching hours delivered to FE, HE or other learners. The qualification is of particular value to those working with individuals and small groups in studios, young people's theatre and colleges and offers proof to clients or employers that you have studied and been successful in employing suitable teaching strategies and professional standards of safeguarding and health and safety when teaching. Graduates of the course teach privately, for Saturday and after school clubs or Performing Arts Schools, and as Speech and Drama teachers in schools.

Critical theory develops academic and cognitive skills at Level 6, with the culmination of the academic modules being a Research and Capstone Project intended to act as a launching pad to allow students to work towards expertise in their selected area. This professional practice year also hones the skills and knowledge applicable to a range of employment scenarios explored in an industry showcase. Other strategically selected projects and public performances throughout the year with directors, writers and other industry specialists in public venues/projects encourages 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. Professional training is complemented by advice on developing an online presence.

This course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any pre-requisite or co-requisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award.

17.3 Course Map – Programme Structure**Level 4**

Module Code	Module Title	Credit Value	Pre-req	Indicative Delivery	Module Status
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			Co-req		
490AAD	Academic Study Skills, Employability and T-Shaped	20	None	All Year	M
440AAD	Acting Skills 1: Foundations	20	None	Semester 1	M
441AAD	Collaborative Rehearsal	20	None	Semester 2	M
442AAD	Body & Movement 1: Core Skills	20	None	All Year	M
443AAD	Contextual Studies	20	None	All Year	M
444AAD	Voice Skills	20	None	All Year	M

Level 5

Module Code	Module Title	Credit Value	Pre-req Co-req	Indicative Delivery	Module Status
590AAD	Work-based and Placement Learning	20	None	All Year	M
540AAD	Acting Skills 2: Multimedia	20	None	Semester 1	M
541AAD	Collaborative Performance	40	None	Semester 2	M
542AAD	Body & Movement 2: Devising & Choreography	20	None	All Year	M
543AAD	Teaching and Workshop Practice	20	None	All Year	M

Level 6

Module Code	Module Title	Credit Value	Pre-req Co-req	Indicative Delivery	Module Status
690AAD	Research Theory and Design	20	None	Semester 1	M
691AAD	Dissertation or Project	40	None	Semester 2	M
640AAD	Professional Practice and Showcase	40	None	Semester 1	M
641AAD	Professional Performance Project	20	None	Semester 2	M

18 Learning & Teaching Methods

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Library Services, and the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

A variety of teaching and learning methods are employed throughout the programme in order to ensure the acquisition and development of relevant concepts, knowledge and skills. The teaching strategy for this programme involves a blended learning approach of practical sessions, lectures and workshops as well as online support via Google Classroom. The practical sessions take place within the dance and theatre studio environment and are designed for each of the practical forms as well as the wider performing arts environment. Independent research within this programme is within the context of Practice as Research, supervision is given for the engagement and completion of a major project whose outcomes can be written, creative, performative or applied. In addition to this, time is spent in guided independent study. This independent study time should be spent, for example, engaging in general background reading, preparing for seminar activities, working on assignments and in rehearsing and training. This programme adopts a blended style of learning and teaching including online delivery and engagement where appropriate.

Contact time

A typical 20-credit module will normally have 60 hours of timetabled teaching in lectures, seminars and practical sessions.

Independent self-study

In addition to contact time, for each module, students are expected to undertake regular self-study plus additional preparation for assessments.

Students are expected to work independently for 140 hours per module. Independent learning is supported by the College's virtual learning environment, Google Classroom and the electronic learning resources available from the College libraries.

19 Assessment

The approach to assessment has been designed to provide students with a variety of challenges appropriate for undergraduate level work. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is assessed.

The assessment methods are appropriate in meeting the learning outcomes of the course. Learning outcomes are clearly identified in individual assignments with specific grading criteria. In the majority of assignments there is a direct link to the module outcomes. The range of learning outcomes often relates to industry. Group-based work forms an integral part of the curriculum and the students' work is appropriately graded with differential judgements on the contributions made by individual students.

Formative feedback will take place throughout modules in the form of individual and group, peer tutorial/critique presentation sessions of acting exercises etc.

Summative assessment items are scheduled and you will receive an assessment plan at the beginning of each academic year. Detailed assessment briefs are given to students at the start of a module as part of the module guide.

Summative feedback will take place at the end of the module in two parts. Typically, one is in the form of a submitted portfolio or performance often with computer-aided design, video and sound editing, sampling and composition, digital and media arts. The other is a regularly updated workbook with a log or reflective journal that can be captured through a recorded Vlog/Podcast (Voice/Video recordings) or in written forms such as a Blog or diary. They should be recorded/documented weekly reflecting on your skills development, and how others' development is informing yours, in order to create an archive of material that you can later edit and submit via Youtube, Blog site etc.

Roles for public facing performances are allocated through an audition process, which may involve a panel of the course team and external industry professionals.

The table below 19.1 shows the weighting of different assessment activities used across the programme(s).

19.1 Assessment Grid					
Level 4					
Module Code	Module Title	Essay/ Report	Presentation /Other	Reflective/ Critique	Practical Activity
490AAD	Academic Study Skills Employability and T-Shaped	✓	✓		
440AAD	Acting Skills 1: Foundations			✓	✓
441AAD	Collaborative Rehearsal			✓	✓
442AAD	Body & Movement 1: Core Skills			✓	✓
443AAD	Contextual Studies	✓			✓
444AAD	Voice Skills			✓	✓
Level 5					
Module Code	Module Title	Essay/ Report	Presentation /Other	Reflective/ Critique	Practical Activity
590AAD	Work-based and Placement Learning	✓		✓	
540AAD	Acting Skills 2: Multimedia		✓	✓	✓
541AAD	Collaborative Performance			✓	✓
542AAD	Body & Movement 2: Devising & Choreography			✓	✓
543AAD	Teaching and Workshop Practice		✓	✓	✓
Level 6					
Module Code	Module Title	Essay/ Report	Presentation /Other	Reflective/ Critique	Practical Activity
690AAD	Research Methods	✓			
691AAD	Dissertation or Project	✓	✓		
640AAD	Professional Practice and Showcase			✓	✓
641AAD	Professional Performance Project			✓	✓

20 Regulation of Assessment

This course uses the Warwickshire College Group higher education (HE) academic regulations for bachelor degrees awarded by Warwickshire College. The full Warwickshire College Group HE academic regulations can be found in the HE area of the Warwickshire College Group intranet.

Marks are provided along with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module.

If an overall module grade does not meet the minimum pass grade then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades. A Course Assessment Board will make decisions about whether students have satisfied all of the requirements for progression or final award grades.

Should a student fail a module then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module in the following year. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

Inclusion policies and mitigating circumstances procedures are available on the WCG intranet - individual cases are considered based on this framework and passed through a HEQAS board (Higher Education Quality and Academic Standards)

21 Entrance Requirements

The Warwickshire College HE Admissions Policy is available on the College external website. UCAS entry profiles may be found by searching for the relevant course on the [UCAS website](#), then clicking on 'Entry profile'.

Standard entry requirements

The standard entry requirements for a Warwickshire College undergraduate degree at level 4 is a minimum of two A levels (or equivalent qualification at level 3 such as a BTEC Diploma) which would provide a minimum of 80 UCAS points plus four GCSEs (grades 4/C minimum or equivalent qualifications) including English Language.

Applicants with formal qualifications will normally be expected to have a minimum of 80 UCAS tariff points. This may comprise any combination of:

- BTEC National Diploma in Performing Arts (level 3) or a relevant subject; or
- one A Level in a relevant subject; or
- Kitemarked Access to HE Diploma; or
- Advanced apprenticeship at Level 3

A minimum of 40 points must be from a six- or twelve-unit award.

Entry onto the Integrated Foundation Year

Entry onto the four-year Integrated Foundation Year is a minimum of 32 UCAS points plus four GCSEs including English Language at grade 4/C or above. The Foundation phase of the course is integrated and studied across the first two years.

Alternative entry requirements

Applications are welcomed from individuals with employment experience and non-standard qualifications. Mature applicants (aged over 21) may be able to join the course following an assessment of experience including a discussion with the HE Subject Leader. Applicants with non-standard entry requirements will normally be required to complete the recognition of prior learning (RPL) procedure and this may include an assessment of standards in written English.

International applicants

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English. (e.g. IELTS score 6.0 or equivalent for the standard entry requirement or IELTS score 5.5 for entry onto the Integrated Foundation Year).

Pre-course interview and audition

All applicants will have the opportunity to demonstrate their readiness to take on the challenges of performing arts training by attending a pre-course interview where they can present an audition piece in any form they choose.

22 Support for Students and their Learning

Equal Opportunities

Student support is consistent with the Warwickshire College Group policy on Equality and Diversity which can be found on the Warwickshire College Group external website. WCG has a proactive Equality and Diversity Committee plus an Access and Participation Committee to review widening access, student support and progression.

Learning Resources

Warwickshire College Group library service provides a full range of texts, journals, e-books and other online resources. The College virtual learning environment known as the Google Classroom can be accessed via the Internet and holds a wide range of course materials and assessment information.

Inclusion

The HE Inclusion team provides support for students registered with disabilities such as dyslexia. The team will help students access Disabled Student's Allowance (DSA) funding and ensure that students have the support they require to achieve the course.

Induction

All students will be given a full induction to their course which will include meeting academic staff and non-academic support staff, plus an overview of College services. Students will receive a copy of the HE Student Handbook which provides key information for students.

Tutorials

Students will be allocated an academic tutor who will offer support throughout their studies. Each course has a comprehensive course handbook. Students are entitled to a minimum of two academic tutorials per year on an individual basis with their academic tutor. In addition, students will have a pastoral tutor to support them through their studies and provide a sign-posting service to the other support available in the College.

Study Skills

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes, including through the module Academic Study Skills, Employability and T-Shaped, known as ASSET. This module has been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

Student Services

The college's Student Services department provides a range of support and guidance services for students as described in the HE Student Handbook and Warwickshire College Group intranet. This includes residential accommodation at three of the college sites: Leamington, Moreton Morrell and Pershore Colleges. The Student Engagement Officer ensures that students have the opportunity to elect Student Representatives to sit on the HE Student Council and Course Consultative Committees.

Careers Advice

Students will meet for careers talks and common topic discussions allowing for closer support and exploration of your job opportunities. The Career Launchpad online employability portal offers the opportunity for students prepare for job interviews, and give tips for CV writing in addition to keeping students up to date with current affairs and updates from their chosen profession or sector.

Work-Based and Placement Learning (WBPL)

All HE WBPL is undertaken in line with the approved Warwickshire College Group WBPL documentation and procedures which are held on the HE area of the Warwickshire College Group intranet.

23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning

Quality and standards at Warwickshire College Group are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. The Quality and Enhancement Manual on the college intranet provides details of the regulations, policies and procedures used. The Higher Education Quality Team (HEQT) oversees the monitoring of quality and standards.

The HE Subject Leader completes an Annual Course Report (ACR) at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The ACR is scrutinised at an annual validation event where the resulting quality improvement plan is approved.

One key piece of information that feeds into the Annual Course Report is the External Examiner (EE) Report. The EE looks at the quality of assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College Group assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College Group intranet.

- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE First Impressions and HE Course Surveys.
- Course Consultative Committees are held three times a year to ensure that student representatives have an input to course management issues including reviewing ACRs, EE reports and HE Course Survey results.
- Students are represented on a number of Warwickshire College Group meetings including the Higher Education Student Experience Committee, Higher Education Academic Board and Academic Standards and Quality Assurance (ASQA) Committee (Governors).

24 Indicators of Quality and Standards

This award is designed with reference to the UK Quality Code for Higher Education as described in section 16. This includes the Frameworks for Higher Education Qualifications (FHEQ) (which provides details of the academic level expected within each year of the course) and Subject Benchmark Statements (which describe the content expected in courses in particular subjects).

Indicators of annual quality and standards include annual reports that are considered carefully by the course team and any actions are responded to:

- Annual External Examiners' reports; and
- Annual Industry Adviser reports.

In April 2021, Warwickshire College Group was granted Bachelor Degree-Awarding Powers (BDAP) via an Order from the Office for Students following an in-depth scrutiny of quality and standards by the Quality Assurance Agency (as the designated quality body) during 2020.

25 Progression

On successful completion of the BA Performing Arts degree, students are able to progress to a range of Masters programmes or careers in subjects such as such as musicians, broadcasters, presenters, educators, therapists and independent creative entrepreneurs.

26 Further Information

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Descriptors collated in the Module Handbook.

The language of study is English.

27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS T-shaped employability framework

Level 4																											
Module Codes	Module Titles	K	K	K	K	K	K	K	K	C	C	C	C	C	C	P	P	P	P	P	P	P	T	T	T	T	T
		U	U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
490AAD	Academic Study Skills, Employability and T-Shaped	✓							✓	✓																	
440AAD	Acting Skills 1: Foundations	✓	✓	✓				✓			✓	✓						✓	✓					✓	✓		
441AAD	Collaborative Rehearsal	✓	✓	✓	✓	✓		✓			✓	✓				✓			✓	✓	✓		✓	✓	✓		
442AAD	Body & Movement 1: Core Skills	✓	✓	✓		✓						✓							✓					✓	✓		
443AAD	Contextual Studies	✓		✓				✓	✓	✓	✓	✓							✓				✓	✓			
444AAD	Voice Skills		✓	✓				✓				✓							✓					✓	✓		

Level 5																										
Module Codes	Module Titles	K	K	K	K	K	K	K	K	K	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T	
		U	U	U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
590AAD	Work-based and Placement Learning	✓								✓																
540AAD	Acting Skills 2: Multimedia				✓			✓			✓				✓	✓	✓	✓		✓	✓	✓	✓	✓		
541AAD	Collaborative Performance	✓	✓		✓			✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
542AAD	Body & Movement 2: Devising & Choreography	✓	✓		✓	✓	✓							✓	✓		✓	✓			✓	✓	✓			
543AAD	Teaching and Workshop Practice	✓	✓	✓	✓				✓	✓		✓			✓			✓	✓		✓	✓	✓	✓	✓	

Level 6																									
Module Codes	Module Titles	K	K	K	K	K	K	K	K	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T	
		U	U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	
690AAD	Research Methods	✓							✓	✓			✓												
691AAD	Dissertation or Project								✓	✓			✓						✓		✓				
640AAD	Professional Practice and Showcase		✓		✓			✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
641AAD	Professional Performance Project		✓		✓			✓			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	