BA (Hons) Performing Arts Top Up

1.   Programme Summary

Title of Programme	Performing Arts Top Up
Award Types	BA (Hons)
Contained Awards	Pass Degree for successful completion of 60 credits at level 6
Awarding Body	TEC Partnership
UCAS Codes	G72H
HECOS Codes	100071 - 100%
References used in the design of the programme	Dance, Drama and Performance 2019
Accrediting Professional or Statutory Body (if applicable)	n/a
Mode of study (full and part time)	FT
Duration of study (in years)	1
Number of weeks per academic year	31
Location of Delivery and Faculty	Grimsby Institute of Further and Higher Education
Minimum numbers to start the programme	8

2.   Entry Requirements
Standard offer

Applicants must achieve an average grade of 50% at Level 5 in a performing arts or related subject. Applicants will be considered if they have experience within the industry and evidence of fulfilling learning objectives in the modules taken on an FD.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

3.   Degree Classification Weightings
Bachelors Top Up Degree
The degree classification is awarded based on the average percentage mark achieved at level 6 of the degree.

4.   Aims of the Programme

The BA (Hons) Performing Arts Top Up programme at the University Centre, Grimsby, offers key, unique features that differentiate the programme from others in the area. On this programme, the focus within performing arts is on the study of drama, dance, and production: as an actor, dancer, choreographer, producer, director, teacher, facilitator, stage manager and more, with opportunities for individual specialisation in performance and/or production within these disciplines as well as collaboration.

We believe in each performer having their own voice as an artist, as a creator and as a collective group. Developing the ability to create their own opportunities is as important for the student as the ability to work effectively and professionally; the ability to generate and sustain individual work is crucial to a performer's continued growth and development throughout their career.

Learning to perform is a continuous process of personal discovery and exploration. We believe that no single individual is any more or less valuable to the performance than any other and that the performance event itself should be a true ensemble experience. Therefore, the process of development for each performing artist is not done in competition, but as an autonomous collaborative process.

Significant opportunity exists for collaboration between programmes: Performing Arts in drama, dance or theatre production students may collaborate with students on other UCG courses such as Music Performance, Music Production, Special Effects, Photography, Design, and TV Production. This synergy of activity is an important part of the individual's development as a performing artist and contribution to our local, national, and global community.

Professional opportunities for performers are increasingly broad and the course aims to address key concepts and skills that may be adapted to a wide range of performance media and contexts. The programme team does not focus on a single methodology but provides students with the tools to develop as professionals and as confident performers and individuals. Therefore, the Top Up programme encompasses new and innovative processes such as video and audio-visual projection avenues, alongside traditional methods.

The Grimsby Institute of Further and Higher Education is home to the University Centre, Grimsby, and a state-of-the-art arts building including a 200-seat theatre, dance studio, and rehearsal rooms. Students will have the opportunity to work in a professional environment with staff who have proven track records within the industry. Current Level 4 & 5 cohorts have been consulted throughout the planning stage of the new Level 6 Top Up programme via group meetings and student rep meetings. Considering their points of view, the BA (Hons) Performing Arts Top Up acknowledges the importance of gaining first-hand experience and advice from industry professionals. Some of these links include industry connections to professional theatre and TV companies; connections to local TV with access to acting positions and live experiences; links to professional singers, actors, directors/producers, academics, and teachers to support the learners, as guest lecturers and supporters of the programme; access to a local business management centre with links to the business hive and managerial funding options for entrepreneurs and self-employed practitioners.

The programme aims to:

- ensure that students extend their prior knowledge and critical understanding of the principles of performing arts towards a professional level of production and/or performance
- equip students with a high level of performance or production skills to support progression into industry with an emphasis on employability throughout

- enable students to apply and expand a wide range of thinking skills, practical and professional expertise and transferable learning, including writing and digital skills; expand students' ability to undertake independent study, formulate and implement effective decision-making processes and practise critical self-reflexivity
- facilitate production activity and the opportunity to participate in a wide range of performances both live and digital.

Graduates can go on to a Professional Graduate Certificate in Education (PGCE) at TEC Partnership and there are opportunities for further study in the local area, including Masters and Doctorates. Graduates can go straight into industry as an actor, dancer, choreographer, director, tech manager, or run their own business.

5. Programme Learning Outcomes (FHEQ)

No.	Programme Learning Outcomes *By the end of this programme students will be able to:*	Subject Benchmark Reference
1.	Evaluate, theorise, and interpret performance texts, evidencing breadth and depth of understanding vis-à-vis key practitioners, traditions, techniques, theories, and contexts.	4.2i, 4.2ii, 4.2iii, 4.2iv, 4.2v, 4.3ii, 4.3iv, 5.3i, 5.3ii, 5.7iii, 5.10i
2.	Demonstrate critical awareness of research methods, their application in both academic and creative contexts, and the interplay between critical and creative modes of inquiry.	4.2ix, 4.3i, 4.3viii, 4.3ix, 5.3iii, 5.6ii, 5.2i, 5.10i, 5.10ii
3.	Evidence proficiency in engaging with processes involved in performance and production, planning, and managing projects both individually and via co-creation/ensemble working practices.	4.2vii, 4.3iii, 4.3vi, 4.3vii, 5.2i, 5.2iii, 5.2iv, 5.2vii, 5.6i, 5.6ii, 5.8i, 5.8ii, 5.8iii, 5.8iv, 5.10iii
4.	Articulate, both verbally and through writing or digitally, ideas relating to the interdisciplinary nature of performance and the components of performance within a variety of disciplines.	4.2viii, 4.3viii, 4.3ix, 5.4ii, 5.7iv, 5.9i, 5.9ii
5.	Demonstrate a repertoire of practical performance skills, relevant theatre practices, and acting, dance and/or performing arts techniques within a variety of performance-based contexts.	4.3v, 4.3vi, 4.3x, 5.2i, 5.2ii, 5.2iv, 5.2v, 5.2viii, 5.6iv
6.	Demonstrate critical engagement with appropriate frameworks (legal, cultural, professional, and ethical) that impact on the performing arts	5.4i, 5.4iii, 5.6iii, 5.8v
7.	Evidence a critical awareness of the applications of performance within a variety of contemporary and historical contexts	4.2ii, 4.2vi, 4.2x, 4.2v, 4.3x, 5.3iv, 5.9iii

	(professional, educational, social, and community-based).	
8.	Demonstrate creativity and reflexivity in selecting, employing, and adapting appropriate emergent technologies in supporting both academic and performance-based projects.	5.2vi, 5.2ix, 5.7i, 5.9iv, 5.10ii

6. Additional Outcomes Aligned to PSRB or Apprenticeship Standards

No.	Learning Outcomes	Reference
1.	N/A	

7. Graduate Attributes and Threshold Characteristics

Level 6

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- **communication skills**, by expressing yourself in performance and in writing.
- **presentation skills**, by performing your work and giving class presentations.
- **team-working skills**, by participating with fellow students in seminars, group research presentations, and performances.
- **reading skills**, by using a range of approaches to tackle different kinds of texts.
- **analytical abilities**, by interpreting and theorising about the meanings of texts and performances.
- **writing abilities**, by preparing a range of assignments (including research-based essays, reports, performance logbooks, and journals).
- **research skills**, by locating, sifting, and interpreting a range of sources (from printed books and journals to archival material to electronic resources).
- **time management skills** and the ability to work under pressure, by organising and fulfilling diverse assessments and commitments.
- **management and leadership skills**, by planning the staging of your practical work.
- **financial knowledge**, by learning about how theatre is funded.
- **technical skills**, by learning about the scenographic and staging elements that contribute to creating successful performances.

8. Programme Structure

Module Title	Core / Option	Credits	Level	Delivery
Experimental Theatre	C	20	6	T1
Research Project	C	40	6	T1-2
Final Project	C	40	6	T2-3
Directing	C	20	6	T3

9. Teaching and Learning Strategy

Level 6

By the end of the programme, we aim to produce graduates who can exercise a high level of critical understanding and evaluation of the principles that underpin the performing arts. We will take a scaffolded approach to ensuring these students develop the knowledge and skills appropriate for Level 6 and that as graduates they are competent in all aspects of skills, knowledge and performance. Having previously studied on a level 5 in this discipline, our students feel confident in exploring concepts and skills in workshops. These workshops always encourage the use of theory applied within the practice. This will continue on the programme, but the criticality level will be increased.

The learning and teaching approach associated with this programme falls under two key pedagogic approaches. The first is the approach taken to meet Programme Outcomes 3 to 8. This approach is a mixture of experiential learning and tutor input. The students will be working on real projects in real situations with colleagues developing their own, or others' performances. Throughout this time experienced staff will be supporting and challenging the students to develop the performances whilst giving input to ensure the required discipline knowledge is imparted and skill level developed. This approach builds on the one taken during the Foundation Degree but implements it at a higher academic level. Throughout the workshop sessions, students are required to justify their decisions from a theoretical perspective and will be required to research past and contemporary practitioners and approaches to develop their own skills and performances.

This approach will be balanced by more traditional teaching approaches where the content is required. Programme Learning Outcomes 1 and 2 will be covered by the delivery of knowledge and skills in a seminar format. Research skills to facilitate the Action Research project will be delivered using these methods aiming to build knowledge and confidence amongst the students. This will be achieved using a scaffolded approach to supporting the development of critical analysis appropriate to this level of study to ensure theoretical knowledge is developed and can be applied in performances, research and future careers. TEC Partnership runs three trimesters per academic year. Each trimester consists of eight weeks of module delivery. Trimester 1 has an extra week in which students are prepared to study at the new level.

10.   Support for Student Learning

The needs of disabled learners are taken into account in the design of all learning programmes.

Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition that is required.

Each student is entitled to one tutorial per trimester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to the study skills embedded within the programme, TEC Partnership provides an Academic Achievement Service. The Academic Achievement Service will work with students to support them in the development of their study skill abilities and includes interventions such as support towards the use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, and analytical and critical writing skills.

11.   Quality and Standards Indicators

The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points.

TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision.

External Examiners reports are received by the HE Quality Office and a copy forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports, and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report.

Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources such as External Examiner reports are fully reflected upon before being published and also to reduce variability in the quality of information presented.

12.   Methods for evaluating and improving the quality of learning.

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modification to improve the delivery of any module, and

this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on the smaller courses, student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate normally meets on a monthly basis and their remit is to:
• Consider matters relating to the student experience within Higher Education.
• Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
• Provide feedback on areas of good practice.
• Put forward suggestions for the development of Institutional policy and strategy.
• Enhance the student learning experience by promoting academic and research events and cultural events on campus.
• Increase student engagement in all aspects of Higher Education quality processes.

13.   Management of Ethical issues within the programme.

Maintaining the highest standards of teaching and learning are fundamental aims of the TEC Partnership. TEC Partnership has clear and transparent policies and procedures in place for ethical review of research. An appropriate ethical framework is incorporated throughout programme and module design to uphold the highest standards of academic integrity. Students will present their projects through the ethics committee; the TEC Partnership's Ethics Committee is made up of a panel of academics and Quality representatives. It is responsible for the ethical scrutiny of research proposals and practical project work, which ensures that a discussion of potential issues of ethical concern takes place before a project commences. It also ensures consistency of approach to ethical concerns. The ethical framework is used alongside the TEC Partnership's existing codes, policies, and guidance documents, and guides students in how to act with integrity and use good judgment at all times. Rigorous assessment processes also ensure fair, transparent, and ethically sound grading and feedback mechanisms.

Students will be expected to start a project in the community as part of the Research Project. This will be arranged in close cooperation with the module tutor and supervisors, with students expected to have clear and precise discussions with their tutors about the project at all stages through regular tutorials. The TEC Partnership will support students in starting this project and will undertake risk assessments as required to support students in their learning.

Guidance and documents for ethical approval are available on the TEC Partnership website

14.   Management of Work Based Learning Opportunities

In our learning journey, we forego traditional work-based learning and embrace a dynamic approach. We immerse ourselves in enriching experiences such as field trips and workshops led by industry specialists, offering real-world insights. Engaging in professional casting interviews and audition seminars enhances our practical skills, preparing us for the competitive landscape. The inclusion of guest speakers from the industry enriches our understanding, providing valuable perspectives. Moreover, our learning environment extends to a purpose-built, state-of-the-art professional theatre, a 200-seater venue where theory seamlessly transforms into hands-on practice, fostering a holistic and immersive educational experience.

15.   Resources needed to pass the programme.

Laptop or computer

16.   Resources supplied to the student.

State-of-the-art 200-seater theatre and dance studio.

17. Curriculum Map

Key: WBL – Work-Based Learning, WRL – Work-Related Learning, Comp – Compensation Y or N.

P – Partially achieved learning outcome, F – Fully achieved learning outcome

Module Name	Level	WBL/WRL	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8
Experimental Theatre	6	WRL	Angela Pearson	1. Individual 15 mins Performance (50%) 2. 3000-word digital Blog (50%)	N	F	F	F				F	
Research Project	6	WB	Angela Pearson	1. a traditionally formatted extended study (8000 words), 2. video essay (15 audio and visual) with accompanying curatorial analysis (2000 words). 3. A devised piece of narrative theatre to last 10 minutes (to be filmed for submission), with accompanying analysis outlining research and justifying process (2000 words)	N		F		F	F	F	F	
Final Project	6	WRL	Angela Pearson	1. 20-minute Performance 70% 2. Process and Evaluation 1500 30%	N	F		F	F	F	F	F	F
Directing	6	WRL	Angela Pearson	1. Presentation of chosen director (15 mins) with a 1000-word evaluation 100%	N	F	F	F		F	F		

18.   TEC Partnership Graduate Attribute Mapping

Fortitude and Criticality	Assessment References	Module References	To be covered in tutorial
Adaptability to changing situations		The Research Project, Final Project, and Experimental Theatre modules contain learning regarding adaptability to changing situations within a range of performing arts situations, including community, public performances and ethical issues	Support and feedback discussion on the need to be able to adapt to changing situations
Being productively disruptive		The Final Project, Research Project and Experimental Theatre modules all contain peer discussions in which learners actively debate possible solutions.	Tutorials contain peer discussions in which learners actively debate possible solutions.
Resilience		The Research module as students autonomously make decisions and tackle different challenges	Support and feedback to show the students how resilient they are
Preparing for unknown futures	Performance of Experimental theatre included preparing for unknown eventualities in the performance	Experimental Theatre is working on a genre that cannot be fully rehearsed because of the nature of the module, using a non-traditional theatre space and considering the audience reaction	Support through discussion about future progress master's industry PGCE
Finding alternative solutions to problems		Directing, Final project and Research Project and Experimental Theatre all have debate and discussion on solutions to problems	

Teamwork	Assessment References	Module References	To be covered in tutorial
Human interaction skills	Experimental theatre performance has human interaction with audience members to gauge the outcome of the performance	Final Project has human interaction with cast crew and audience. Directing module interaction with the cast crew. Experimental Theatre human interaction with cast and audience	
Leadership and followership skills		Research and Final Project have many leaderships and fellowship opportunity to develop skills	
Project development and/or management	Presentation research project outlines project aims	Final Project has full project management as does Research module and Experimental Theatre as all are autonomous project managed by the students	

Presentation	Assessment References	Module References	To be covered in tutorial
Confidence in communication	Presentation research project Presentation directing	Directing module is a presentation of research on specific practitioner	1-1 tutorials discussing work and future and progress
Digital skills and adaptability	A digital output is offered in the research project. Experimental theatre has a digital assessment		
Timekeeping	All assessments have a time limit and or deadline	All modules have a deadline	
Self-presentation	Presentation research project Presentation directing	Directing module is a presentation of research on specific practitioner	

Personal Values	Assessment References	Module References	To be covered in tutorial

Professional attitudes and values	Final project performance linked to the learning objective that state performed to a professional industry standard	Research module professional and values are fulfilled in this module as well as Directing and experimental theatre as the student is the director and needed to produce a professional performance for Final project. In all modules professionalism is key in communication with stakeholder and cast members	
Ethics and morals	Ethics form completed on research, Final project and experimental theatre all require ethics clearance	Ethics form completed on research, Final project and experimental theatre all require ethics clearance	
Self-Care and Care of others	Ethics form completed on research, Final project and experimental theatre all require ethics clearance which included risk assessment considering self-care and care of others	Ethics form completed on research, Final project and experimental theatre all require ethics clearance. clearance which included risk assessment considering self-care and care of others	1-1 and peer group tutorials