



UNIVERSITY FOR THE CREATIVE ARTS

PROGRAMME SPECIFICATION FOR:

BA (Hons) Professional Performance (Top Up)

PROGRAMME SPECIFICATION [ACADEMIC YEAR 2021/22]

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each unit can be found in the Unit Descriptors.

Section A – Material Course Information

Validating Body	University for the Creative Arts ¹		
Teaching Body	London Studio Centre (LSC)		
Final Award Title and Type	Bachelor of Arts (Honours) (BA Hons)		
Course Title	Professional Performance (Top Up)		
Course Location and Length	Campus: London Studio Centre	Length: Full Time, 1 years	
Mode of Study	Full-time	X	Part-time
Period of Validation	2021/22 to 2025/26 (For LSC delivery)		
Name of Professional, Statutory or Regulatory Body	Not Applicable		
Type of Accreditation	Not Applicable		
Accreditation due for renewal	Not Applicable		
<p>Entry criteria and requirements²</p> <p>Applicants will be expected to audition for entry onto the course in one of the four companies in either: Classical Ballet (Images Ballet Company), Contemporary dance (INTOTO Dance), Jazz dance (Jazz Co), or Musical Theatre (Seedtime). Details on the audition and criteria by which they are assessed can be found in LSC's Audition Criteria document online. Applicants are normally expected to have:</p> <ul style="list-style-type: none"> • Successfully completed a foundation degree in dance (Level 5), such as LSC's FdA Professional Dance Performance • Current dance skills, practical knowledge, understanding of technique and style and the capacity for critical reflection on performance at Level 6 demonstrated at audition and interview for students not transferring directly from LSC's FdA Professional Dance Performance • The aptitude for professionally orientated practical study of performance techniques at Level 6 and the potential to benefit from dance training as judged through audition for those applicants not transferring directly from LSC's FdA Professional Dance Performance • The level of health and fitness necessary to study intensively as confirmed at a physical examination by a specialist physiotherapist. <p>Applicants who have non-standard qualifications (or who wish work or life experience to be taken into account as part of their application) will be considered on an individual basis, in line with the general aims and principles of UCA's Admissions Policy and within the terms of the Accreditation of Prior Learning policy.</p>			

¹ Regulated by the Office for Students

² This should be the standard University Criteria unless otherwise approved by the Academic Board and include UCAS entry profile for undergraduate courses.

If your first language is not English, you will need an IELTS score of 6.0 or equivalent. If you require a visa to study in the UK, you will also need a minimum score of 5.5 in each individual component.

We are unable to accept applications for deferred entry, or defer offers for this course as applicants must retain a high level of fitness prior to enrolment.

Overall methods of assessment³	Written exams:	Practical exams:	Coursework:
Stage 1	0%	53.3%	46.7%
Overall Learning & Teaching hours⁴	Scheduled:	Independent:	Placement:
Stage 1	53.3%	46.7%	0%
	639.5 hours	560.5 hours	0 hours
General level of staff delivering the course⁵	LSC's staffing for this course is in line with the University's current recruitment policy for Lecturers and Senior Lecturers which states that they must have either an MA or equivalent professional practice in a relevant discipline or field. This is a particular highlight of LSC's teaching staff as most staff have had substantial professional experience in the industry with many staff still playing an active role within a variety of high profile dance/musical theatre professions. All lecturing staff are encouraged to work towards a teaching qualification or professional recognition by AdvanceHE and this is a requirement for Senior Lecturers. Senior Lecturers are required to be professionally active or engaged in research in their discipline. All Lecturers and Senior Lecturers undertake scholarship in their disciplines. There are also Peripatetic Staff to link courses with professional practice and Technicians to provide technical support.		
Language of Study	English		
Subject/Qualification Benchmark Statement: The Quality Assurance Agency for Higher Education (QAA) <i>Subject Benchmark Statement Dance, Drama and Performance</i> (2019), has been used alongside the QAA <i>Characteristic Statement Foundation Degree</i> (2020).			
The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ) Level 6			

The Course Structure

³ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁴ As generated by the most popular unit descriptors and calculated for the overall course stage data.

⁵ Include general information about the experience or status of the staff involved in delivering the course, for example Professor, Programme Director, Senior Lecturer

The structure of all of the University's awards complies with the University's [Common Credit Framework](#). The Common Credit Framework includes information about the:

- Rules for progression between the stages of a course;
- Consequences of failure for reassessment, compensation and exit awards;
- Calculation and classification of awards;

Unit codes and titles	Level	Credit value	Elective/ Core	Most popular student choice of optional elective units or elective options in core units
UPPF6001: Work-Integrated Professional Practice	6	30	Core	
UPPF6002: Work-Integrated Performance Project	6	40	Core	
UPPF6003: Understanding Employability	6	20	Core	
UPPF6004: Extended Independent Project	6	30	Core	

Section B - Course Overview

This course provides an in-depth development of specialist skills in classical ballet, contemporary dance, jazz dance and/or musical theatre. Students receive intensive tuition by renowned industry professionals through workshops, masterclasses, lectures, seminars and Research & Development (R&D) sessions, which enables them to develop their own independent professional practice as performers who are employment ready. With work-integrated learning, students have frequent opportunities to perform, from informal, in-house presentations of work to full professional performances usually at major performance venues in the UK. A strong focus on employability equips students with the required knowledge and skills to take advantage of employment opportunities in the performing arts industry. Research in creative practice, contextual studies or dance science/psychology further enhances performance practice.

The course has been designed to develop graduates who are able to:

- Demonstrate dance and performance skills with coherent and detailed knowledge of the art form, which they are able to apply in a range of choreographic and performance contexts
- Work collaboratively and independently as part of a creative team to perform substantial dance works in different contexts to a range of audiences
- Direct and manage their own learning and demonstrate focus, resourcefulness and self-motivation, so as to continually adapt to a developing performing arts industry

This course provides a thorough grounding in key dance techniques with complex development of specialist skills in classical ballet, contemporary dance, jazz dance or musical theatre. Work-integrated learning is at the heart of this course, which offers opportunities for students to work with industry experts and potential employers within the safety of LSC's learning environment. Students have frequent opportunities within this work-

integrated learning, to perform, from informal, in-house presentations of work to full-length performances usually at major London venues.

Each student will have an individual timetable separated by the company that they join. A student's timetable typically provides a high number of contact hours per week, which would normally include technique classes, lectures, seminars, specialist training such as pointe work or singing and acting, and production rehearsals. The year provides clear progression in all techniques, with the development of specialist skills ultimately culminating in an end of year company performance.

Section C - Course Aims

This course enables graduates to:

- Develop coherent and detailed knowledge of professional dance theatre as a performance practice and appreciate the uncertainty, ambiguity and limits of this knowledge
- Review, consolidate, extend, apply and transfer knowledge and conceptual understanding and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- Develop potential as creative artists working both independently and collaboratively to explore, reflect, problem solve and critically evaluate different approaches
- Acquire skills in self-reliance, exercising initiative and decision making to manage learning and career prospects.

Section D - Course Outcomes

Upon successful completion of the course students are able to:

Knowledge

1. Demonstrate systematic and conceptual knowledge, understanding and application of technique and performance skills relevant to the employment market

Understanding

2. Demonstrate conceptual understanding of how research and creative practice inform and enhance performance in dance and/or musical theatre

Application

3. Demonstrate the ability to critically reflect, evaluate arguments, assumptions and abstract concepts drawing on current research, or equivalent advanced scholarship in professional performance
4. Apply and evaluate professional performance methods and techniques and critical theories and perspectives to initiate and carry out projects
5. Collaboratively and independently work within professionally orientated and creative rehearsal and performing contexts to interpret and perform a range of choreographic and/or musical and dramatic works

6. Effectively communicate complex information, arguments, ideas and analysis to both specialist and non-specialist audiences using a variety of different outputs and technology including physical, dramatic or musical forms
7. Personally manage learning and personal practice with an appreciation of the uncertainty, ambiguity and limits of knowledge

Section E - Learning, Teaching and Assessment

Learning and Teaching Strategy

The Learning, Teaching and Assessment Strategy at LSC keeps students at the centre, working in partnership toward a safe, stimulating, active and meaningful learning environment. As such, learning, teaching and assessment for the BA (Hons) Professional Performance (Top Up) has been designed to be high quality, supportive, meaningful, effective, and engaging and to prepare students for a career in professional performance.

LSC operates an Enhancement Strategy with a specific section for Learning, Teaching and Assessment, which details the precepts against which learning, teaching and assessment initiatives, strategies and procedures are set. The main strategic objectives are to:

- Ensure the teaching faculty continues to reflect a level of excellence in the disciplines of dance and musical theatre education
- Maintain effective (online) learning environments to engender active student engagement as creative artists and educators during their programme/course of study
- Design assessment to be meaningful and structurally aligned to learning outcomes
- Support teaching faculty to undertake CPD and assess its impact on the quality of the students' learning
- Provide access to data and research to inform the enhancement of teaching practice

These objectives are achieved through a number of strategies including: supporting, developing and mentoring staff; creating high quality course content; continually enhancing teaching facilities, learning resources and the VLE; and gathering evidence and impact narratives of concerted learning, teaching and assessment enhancements.

LSC assess the impact of this strategy regularly by monitoring student feedback, staff engagement with CPD, and student achievement and progression. LSC are proud of achieving Teaching Excellence and Student Outcomes Framework (TEF) Gold (2018 and 2019) and take pride in the high-quality learning, teaching and assessment that takes place across the institution.

On this course, students learn practical skills through daily and weekly dance, singing and/or acting technique classes depending on their pathway. The techniques taught in the studio are enhanced through performances generated either by the students themselves or collaboratively with staff, who are often professional choreographers and directors working with the students as visiting artists allowing for work-integrated learning. These performances take place in a range of venues: namely, the dance studio, studio theatres, commercial theatres, public site-specific venues, and/or screen presentations.

Students are also expected to engage in independent study for each unit through readings, study tasks, independent rehearsals and individual skill development. The Extended Independent Project unit especially calls upon students' independent learning skills to sustain a research investigation of substance.

Students gain additional subject knowledge and understanding through lectures, workshops, tutorials, technique classes, rehearsals, personal research and viewing performances. Cognitive skills are developed through reflective practice, the analysis of performance, through discussions in tutorials, through students' own research and through specific lecture programmes. The successful student acquires knowledge of new and established repertoire and contextual studies and is able to analyse and evaluate all knowledge perceptively.

Students studying on the course have the exciting opportunity to work alongside other like-minded students studying on LSC's BA (Hons) Theatre Dance Programme. These co-learning opportunities extend to combined opportunities for performance, shared supervised use of performance and rehearsal space and work-integrated shared learning experiences. An example of such co-learning opportunities exists in dance technique classes or company work. Students will be separated by company and work in company classes together, cementing the work-integrated experience and reflecting the profession. This means that a student studying on the BA (Hons) Professional Performance (Top Up) may work alongside a final BA student from our existing BA (Hons) Theatre Dance programme in company class. This is wholly appropriate co-learning and mirrors industry expectations and standards.

Students benefit from such co-learning opportunities by working alongside others studying at their level of achievement which helps prepare them for working in a dance company with other artists and professionals. While co-learning opportunities take place, students from either course are always assessed against separate learning outcomes, assessment criteria and mark descriptors for each course, which are vastly different. This means that co-learning is only undertaken where and when appropriate to both courses.

The course meets the educational aims of the University's Creative Education strategy through its creative performing arts roots; its holistic, inclusive, challenging and developmental curriculum design; its supportive and clear assessment strategy; its use of digital technologies as they relate to professional dance performance; the student-centred approach to course design and enhancement, and education for sustainable design and exchange.

The course is designed to provide graduates with the attributes and skills to innovate and create opportunity within the dance performance sector; to work within and beyond this sector in all areas of professional performance and beyond; and to bring the values of their creative practice to bear on the world in diverse and unexpected ways.

While this course is designed to be majority face-to-face learning and teaching due to the nature of its provision, there may be some online lectures and seminars which students will have access to. These activities will be set out in advance and will usually be supplementary activities to regularly scheduled face-to-face learning.

Assessment Strategy

The assessment strategy for the BA (Hons) Professional Performance (Top Up) enables the learning outcomes to be tested through a fair and inclusive assessment process that is clear to both staff and students.

Course Learning Outcomes have been mapped alongside the individual Unit Learning Outcomes, which are clearly assessed through both formative and summative assessment tasks. Such tasks allow students to be given feedback on how they are meeting the learning outcomes on a routine basis.

Wherever possible, inclusive modes of assessment are offered to ensure that students can meet threshold expectations without the need for alternative assessment based on individual needs. Assessments have been designed based on the good-practice advice from the guidance document: *Inclusive Teaching and Learning in Higher Education as a Route to Excellence published by the Department for Education (DfE) (2017)*. For example, some assessments have elements of individual choice allowing students to approach the assessment from their own perspective, interests and/or abilities.

Offering a wide variety of assessment modes and types ensures that students are both supported and stretched during their studies. Students will undertake a mixture of individual assessments of both practical skills dance assessments and coursework assessments alongside a small number of group assessments such as the company performances where students will work together as a group but receive individual marks based on their performance output against the assessment criteria and mark descriptors. Students' practical skills are assessed through a range of different assessment modes in order to be inclusive, mirror industry expectations and enhance students' transferable skills. Students' practical skills are assessed in technique classes in set or unseen material. Their skills in performance are assessed in the studio, in the theatre, and/or in alternative venues. Peer and self-assessment and reflective practice all play a part in the assessment process. Students' subject knowledge and understanding is assessed through written assignments, projects, presentations, and practical demonstrations. Cognitive skills are assessed either through assignments on performance, choreographic methods and strategies, through reflection on practice, through the performance presentation of choreographic assignments, or the presentation of work that they have devised and directed.

Students will have the opportunity to engage with formative assessment. These assessment points allow students to demonstrate their progress in achieving the Unit Learning Outcomes and receive feedback that they can apply directly to their summative assessment.

All assessments, both formative and summative offer variety in assessment mode, reflecting the requirements of the profession. This variety contributes towards an inclusive approach in assessment, one of the aims of the UCA's Creative Education Strategy.

Section F - Employability

LSC has an existing strong track record of preparing students to enter industry as demonstrated by our most recent undergraduate Destinations of Leavers from Higher Education (DLHE) (2019) statistics showing that 97% of students were either in work or further study 6 months after leaving LSC.

The course has been designed in consultation with employers within the professional performance industry to ensure that the curriculum matches industry expectations and requirements. This consultation will continue in annual course monitoring to ensure that LSC keeps on top of changes and enhancements to employment expectations. In addition, employers will often be part of the course delivery, giving students direct access to those contacts, which may be useful upon graduation.

The ethos of developing employability skills is integrated and thoroughly embedded into this course through work-integrated learning. Relevant transferable employability skills include communication, self-motivation, collaborative working, openness, curiosity, commitment to personal development and challenge, time management and problem solving. These attributes are characteristic of students' work on repertoire, in public performances, and choreography, indeed, wherever and whenever they have to collaborate with others on the course. The development of transferable skills and professional attitudes are embedded in all of the Units, especially UPPF6003 Understanding Employability. It is encouraged in reflective practice and the maintenance of a personal portfolio, which will provide students with an opportunity to assess the value of the skills and knowledge they are developing and identify their future learning and development needs.

Section G - Enhancing the Quality of Learning and Teaching

The course is subject to the University's rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the applicable national Subject Benchmarks and references the FHEQ.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner's Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives