

1	Awarding institution/body	University of Worcester
2	Teaching institution	North East Worcestershire College, Bromsgrove
3	Programme accredited by	N/A
4	Final award	FdA
5	Programme title	Theatre in the Community
6	Pathways available	N/A
7	Mode and/or site of	Standard taught programme at North East Worcestershire College, Bromsgrove Campus
8	Mode of attendance	Full time
9	UCAS Code	W440FdA/TC
10	Subject Benchmark statement and/or professional body statement Dance drama and performance QAA 206 12/07 June 2007 http://www.qaa.org.uk/academicinfrastructure/benchmark/statements/DDP07.pdf	
11	Date of Programme Specification preparation/revision First Validation 2005 Periodic Review March 2010, Reapproval Sept 2010	

12 **Educational aims of the programme**

- This course aims to provide a vocational learning experience that will assist in developing skills and knowledge to access employment and further study in community arts and theatre.
- Students will acquire knowledge and skills that are transferable, up-to-date, and in demand in the contemporary job market. Work placement activity will form a major component to the course.
- The course has strong links with a variety of employers and partnership arrangements with a range of local community and educational groups including schools, primary health care trusts, local theatres, and public sector agencies.
- The core aims of the course are based upon student's ability to devise, create and perform in a varied array of drama disciplines. This will develop workshop skills, allow students to utilise drama as a learning tool, enhance organisational skills and professional development; and then using these, facilitate performance work with groups within the broader community.
- The course is delivered at the Artrix, with an auditorium seating up to 300 people, a spacious studio and a number of multi-functional rooms with a programme of theatre, music and film offering the best in live performance and the visual arts.

13 Intended learning outcomes and learning, teaching and assessment methods

<p><i>Knowledge and understanding:</i></p> <p>Develop research skills and Demonstrate an ability to review and respond to current developments in the relevant specialism within the industry.</p> <p>With tutor support identify the characteristics of the Theatre in Education form, and trace its origins, influences and contemporary practice.</p> <p>Display a practical application of learning through masked performance in a variety of styles.</p> <p>Through research and liaison with practitioners gain knowledge and understanding of the role Storytelling has played in the development of live performance throughout human history.</p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p><i>Lecturers, tutor guidance to develop research and presentation skills. Seminar, essay and reflective log of creative and performance processes.</i></p> <p><i>Reflective log and employer liaison and evaluation of a commissioned brief.</i></p> <p><i>Practical creation of Masks and practical assessment of masked performance.</i></p> <p><i>Demonstrate through research, essays and practical performance an ability to critically evaluate their own and others' storytelling.</i></p>
<p><i>Cognitive and intellectual skills:</i></p> <p>Demonstrate an understanding of the concepts and contexts of theatre in the community and analyse contemporary developments within the field. With tutor support examine the nature of community and communal activity. Describe and assess chosen examples.</p> <p><i>Develop a range of performance activities and methods. Apply the teachings and principles of a variety of contrasting practitioners.</i></p>	<p><i>Examples of learning, teaching and assessment methods used:</i></p> <p><i>Case study and practical report. Interview and presentation of a practising community arts group.</i></p> <p><i>Employer liaison and evaluation of commissioned activity.</i></p> <p><i>Practical assessment, facilitation, tutor observation of workshop activity.</i></p>

<p>Practical skills relevant to employment:</p> <p>Perform various devised pieces with competence displaying a range of physical and interpretative skills that communicate the intended idea to the audience.</p> <p>Gain knowledge and practical application of various theatre practice disciplines from lighting and sound operation to stage management.</p> <p>Sustain and extend a current personal profile as a practitioner.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p><i>Develop skills through research and workshop activity. Reflect and evaluate upon the creative process.</i></p> <p><i>Take part in all rehearsals and performance activity.</i></p> <p><i>Facilitate and lead educational workshops.</i></p> <p><i>Attendance at lectures and seminars.</i></p> <p><i>Complete work placement activity within a relevant professional environment.</i></p> <p><i>Maintain professional curriculum vitae with supporting portfolio and evidence of professional practice.</i></p>
<p>Transferable/key skills:</p> <p>The application of professional roles within theatre and community arts. Students will develop skills in creative problem solving, project organisation, time management and communication.</p>	<p>Examples of learning, teaching and assessment methods used:</p> <p><i>Work placement</i></p> <p><i>Practical assessment</i></p> <p><i>Log book</i></p> <p><i>Practical report/case study</i></p>
<p>14 Assessment Strategy</p> <p>Assessment methods are varied and have been designed to assess a full range of skills in presenting information.</p> <p>The assessment programme is designed to determine if learners have achieved the module learning outcomes and assessment criteria and can demonstrate qualities and abilities which reflect the general educational aims of the course. In addition, the programme of assessment will provide feedback for both learners and module tutors so that appropriate action may be taken where required.</p> <p>Formative assessment is undertaken regularly throughout the course. Many of the</p>	

assessments that contribute to final grades are of a formative nature in addition to their summative role. Furthermore, learners are expected to participate in a wide range of in-class activities, presentations/productions and written work that will not contribute to the final grade but which is vital as part of the learning process and in providing feedback on academic progress.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the [Student Handbook](#)

Assessment methods include:

- Written reports & assignments
- Case-studies
- Design Projects
- Practical assessment

15 Programme structures and requirements

To facilitate the organisation of the full time route, the course will be structured in terms of level four and level five, each level equivalent to one year of full time study for the equivalent of 8 modules. Students will normally complete the full time course over 2 years. There will be 14 modules in total. Each module will attract 15 CATS points with the exception of Professional Practice THAC 2004 and Project Realisation THAC 2005, which are worth 30 credits. The course has been designed to promote generic Performing Arts knowledge and skills through the modules. The Foundation Degree programme has two levels, within the definitions of the National Qualifications Framework.

AWARD MAP FOR A FOUNDATION DEGREE AWARD

Title: Foundation Degree: - Theatre in the Community

Year: 2010/11

Last Updated:

March 2010

LEVEL 4				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
THAC1000	Acting Methods & Styles	15	Mandatory	None
THAC1001	Process & Production 1	15	Mandatory	None
THAC1002	Process & Production 2	15	Mandatory	None
THAC1005	Theatre in the Community	15	Mandatory	None
THAC1009	European Mask Acting	15	Mandatory	None
THAC1004	Story Telling	15	Mandatory	None
THAC1006	Research 1	15	Mandatory	None
THAC1003	Theatre in Education	15	Mandatory	None

Requirements at Level 4

Students must successfully complete 120 credits in total at Level 4.

LEVEL 5

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisites (Code of Module required)
THAC2001	Research 2	15	Mandatory	Pass THAC 1006 at LEVEL 4
THAC2002	Dance in the Community	15	Mandatory	None
THAC2003	Devising a Commissioned Performance	15	Mandatory	None
THAC2004	Professional Practice	30	Mandatory	None
THAC2005	Project Realisation	30	Mandatory	None
THAC2006	Physical Theatre	15	Mandatory	None

Requirements at Level 5

Students must take the mandatory modules from those listed above. Students must successfully complete 120 credits in total at level 5.

16 QAA Academic Infrastructure

This award is designed with reference to the Academic Infrastructure, a means of describing academic standards in terms of the academic level students are expected to achieve and, in broader terms, the content that will be covered. This includes the Framework for Higher Education Qualifications (FHEQ), which provides details of the academic level expected within each year of the course.

A key reference in the development and management of higher education courses is the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. The QAA Code of Practice plays a central role in shaping the FdA Theatre in the Community and has been a guide to developing the underlying University of Worcester Undergraduate Regulatory Framework as well as key aspects of the course such as approaches to admissions policy, assessment procedures and quality assurance through the appointment of External Examiners to oversee the course.

The QAA also produces a Subject Benchmark Statement which describes the content required by courses in particular subjects. The FdA Theatre in the Community has been developed in line with the subject benchmark for Dance, drama and performance (June 2007) and the QAA's Foundation Degree Qualification Benchmark Statement.

17 Support for students

NEW College has a well-established and extensive provision for learning support for all students. As an FE as well as an HE institution, it is well experienced in meeting the needs of a wide range of students. Support provided can include one to one

study support, use of a support assistant for note taking or as a communicator, and loan of specialist equipment. The College recognises the particular needs of HE students for difficulties related to study and has a range of work packs and relevant software which can help students with all aspects of study skills.

The College also is well equipped to help students with a range of disabilities, especially sensory impairment, and has traditionally supported such students on HE programmes. The College also provides advice and support for students wishing to apply for the DSA (Disabled Students Allowance) to provide funding for their learning support requirements.

All students receive a detailed and individual induction programme and are provided with comprehensive Student Handbooks. All students have a personal tutor who will offer general support and maintain an on-line individual learning plan (ILP).

Library induction including information skills packages. Study skills, personal development planning is included in the induction process.

HE students are provided with opportunities for overseas residential (optional).

18 Admissions policy, criteria and procedures

Admissions Policy for the course

In this programme, individuals will acquire knowledge and skills that are transferable, up-to-date, and in demand in theatre, community outreach and educational environments.

The core part of the course will be based around student's practical work experience, learning, performance, workshop and organisational skills; applying those skills as a company and then using them in the process of facilitating performance work with groups drawn from the broader community.

Applicants should, therefore, have some practical experience and commitment to this area as well as the relevant entry requirements.

Entry Requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 1 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the UW prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University WebPages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University WebPages or from the Registry Admissions Office (01905 855111).

Admissions procedures

All students are required to apply through UCAS and all students will be invited to an interview. This will involve providing supporting evidence of relevant activities, work experience in theatre production performance or community related activity.

Full-time applicants apply through UCAS (W440FdA/TC)

Admissions/selection criteria

Those students that are offered a place on the course will be made a formal offer through the UCAS process. Students will have achieved the entry criteria stated above.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector
In the case of mature students each case will be dealt with on an individual basis and diagnostic assessment may be required if the standard entry requirements have not been achieved.

19 Methods for evaluating and improving the quality and standards of teaching and learning

Annual review of the quality of our courses via a self-assessment process.

External Examiner reports.

Each course provides opportunities for student evaluation via student 'Perception of College' questionnaires and end of module feedback.

Course staff/student committee considers student feedback.

Peer assessment of teaching by staff.

Observation audit, annually to determine quality of teaching and learning.

- Annual monitoring report
- External examiner report; the examiner has met with students on a confidential basis during each year of the Foundation Degree programme.
- Student evaluation of modules; student feedback and comments included in all module guides.
- National Student Survey.
- Course committees; student involvement in all course committees.
- Staff scholarly activity.
- Feedback from placements.
- Feedback from community groups and partners that have worked on collaborative provision.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.

- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

NEW College has the Investors in People Award which was gained in 1999 and renewed in December 2005. The College also gained COVE (Centre of Vocational Excellence) status in 2004. New College has Beacon status for Ofsted inspection.

This Course is validated by UW and developed in conjunction with the teaching team of the UW Drama and Performance Studies Course.

University of Worcester validated course curriculum is developed by the programme teams which comprise of staff from both NEW College and the University. The effectiveness of these teams has been highly commended by the External Examiners.

The Higher Education Examination Board which is responsible for: assuring the rigor and consistency of assessment decisions across College HND/C programmes; consideration of grades awarded for HND/C programmes; receiving reports from the Mitigating Circumstances Committee; receiving reports of grades recommended for award to partner university Examination Boards (for Honours and Foundation Degrees, and teaching programmes).

22 Career Opportunities & Links with Employers

Fundamental to the approach taken on the Foundation Degree is the creation of strong community partnerships: for the co-funding of productions, in the commissioning and development of performances and also in terms of the audiences targeted by the productions. The community partnership approach enables students to benefit from new ways of course delivery through work experience, whilst at the same time broadening the scope of their experience of the wider issues facing society. These projects have included a variety of commissions from Local Education Authorities, Connexions, Primary Care Trust, local theatres; youth work programmes and small community arts groups in and around the Midlands area. These relationships have provided students with outstanding opportunities to work in realistic professional environments.

These strong links with employers and local theatres continues to expand with several new partnerships and commissioned projects in place. These employers and commissioning groups are invited to contribute at regular times to the content and delivery of the Foundation Degree programme they also attend review and evaluation meetings at the end of each semester.

With reference to all professional placements and employer liaison refer to NEW College's work placement handbook. www.ne-worcs.ac.uk. This detailed guide is issued alongside all module briefs related to work placement or any aspect of professional practice.

Although the Foundation Degree will be a valuable qualification in its own right, students will have the opportunity to progress on to a related honours third year top up. The key progression route for this course is through to the BA (Hons) Drama and Performance at University of Worcester. Admission to third year study cannot be guaranteed and as detailed in the UW Foundation Degree Scheme Handbook, University of Worcester may require students who achieve low grades on a Foundation Degree to complete an approved bridging programme before

progressing to the top-up degree.

Please note: This 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 if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.