

## Award Information Form (AIF)

*The AIF provides essential information to students, staff teams and others on a particular award or a group of awards in a programme and is designed to meet the University College's expectations and those of external bodies such as the Quality Assurance Agency (QAA) in respect of programme specifications.*

### SECTION 1 - General Award Information

Qualification (award type)	BA(Hons)
Award Title	Theatre
Intermediate Qualification(s)	Cert HE, Dip HE
Awarding Institution	University College Falmouth
Location of Delivery	Tremough
Duration of Award	3 years full time
Professional, Statutory and Regulatory Body accreditation	n/a
Accreditation Renewal Date (Month and Year)	n/a
Route Code (SITS)	BATHEAFF
UCAS Course Code	W490
Relevant External Benchmarking	Subject Benchmark Statement: <b>'Dance, drama and performance'</b> QAA 206 12/07

## SECTION 2 – Entry Requirements, Student Support and Further Opportunities

### Entry requirements

#### Standard:

Standard entry requirements for UK students and students from the European Union – University College Falmouth recognises a wide variety of qualifications and/or relevant experience, and encourages applications from people of all ages, backgrounds and cultures, with a demonstrable interest in their subject. As well as the specific information listed on the individual course pages, please see the table of our entry requirements below.

This table refers to different 'level' qualifications e.g. A Levels are considered a 'Level 3' qualification. A BA(Hons) degree is a Level 6 qualification.

For entry to Year 1 of an undergraduate degree	
<b>Level 3 qualifications</b>  Successful applicants to our undergraduate degree courses will have one of the following qualifications, depending on the course applied for and its recommended entry requirements:	A levels (but not AS or A1 levels on their own)
	National Diploma
	Foundation Diploma
	14-19 Advanced Diploma* (see below)
	International, French, European or Welsh Baccalaureate
	Scottish Highers
	Irish Leaving Certificate
	Access to HE Diploma
<b>*14-19 Advanced Diploma</b>  Of the subjects currently available through the 14-19 Advanced Diploma, two are suitable for particular BA(Hons) degrees at Falmouth:	<b>Creative &amp; Media</b> BA(Hons) Photography, Dance, Theatre and all Media degrees
	<b>Manufacturing &amp; Product Design</b> BA(Hons) 3D Design

For entry to Year 2 or 3 of an undergraduate degree	
<b>Level 5 qualifications</b>  If you hold one of the following Level 5 qualifications, in a subject directly related to one of our BA(Hons) courses, you may apply to join Year 2 (or occasionally year 3) of that related degree:	Foundation Degree
	Higher National Diploma
	Other relevant and equivalent Level 5 qualifications evidenced through APL (Accreditation of Prior Learning)

For more information on the National Qualifications Framework, please go to <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

In addition to the qualifications listed above, there are also specific requirements for certain subject areas (see below).

Students from the European Union – If your first language is not English, it is really important that you have the necessary English language skills before commencing your studies at UCF. While there is support for you, it is required that you first have the basic requirements of IELTS (or a recognised equivalent testing system) level 5.5 for foundation studies and level 6.0 for undergraduate degrees. Please visit [www.falmouth.ac.uk/international](http://www.falmouth.ac.uk/international) for further information.

International students – Academic qualifications are assessed on an individual basis by the International Office and equated to UK entry requirements using the UK NARIC qualifications database to ensure academic quality. Applicants also must meet the minimum English language requirement which is IELTS 5.5 for Foundation, IELTS 6.0 for undergraduate courses and IELTS 6.5 for postgraduate study. Other English language qualifications are accepted and assessed on an individual basis, but they must equate to the IELTS levels specified. International applicants are also required to submit a portfolio or examples of their work (where appropriate), along with two academic references and a personal statement.

### Student Support

The grouping of Academic Learning Support staff within Academic Services, work closely together to provide a responsive and vibrant learning support environment for students. Support is delivered by a range of staff from within Learning Futures including the Careers Advisory Team, the Educational Development Lecturers, the ASK: Academic Skills and Dyslexia Unit teams, the College's IT Trainer and the Learning Technology Team, who collaborate together and with others in Academic Services including the Academic Liaison Librarians to develop and deliver best practice.

**Academic Liaison Librarians** provide support and guidance to students on accessing and evaluating information, information retrieval and research methods and referencing software, Refworks for UCF. They are the main point of contact for Academic staff on developing collections: books, e-books, journals both print and electronic, images, databases, music collections and for

research and dissertation support. The Academic Liaison Librarians also work with the ASK team to provide dissertation support and can provide seminars, workshops and one to one support. The Archives and Special Collections Service work closely with the ALL team and can provide workshops on archival collections and methods.

**The Careers Advisory Team** provide strong support for students during their period of study and offer a service beyond graduation. Careers Advisors work closely with academic staff at award and department level to deliver a series of presentations and workshops as well as one to one support.

**The Educational Development Lecturers** work alongside specified departments to support the development of retention and enhancement initiatives. A number of important initiatives have been undertaken over the course of the academic year, often alongside academic and other academic support teams.

**ASK: Academic Skills** provide a range of services to enhance student learning. ASK Advisors deliver lectures, workshops or group tutorials at the request of Academic Staff to support students in writing essays, dissertations, reports and journals; reading and research skills; presentation skills; time management and organisation. There is also an individual tutorial service where students can seek advice about their academic work or study skills.

ASK also provide subject specific in-session English Language classes during the autumn and the spring terms. Students can book individual tutorials, but ASK do not proof-read written work. ASK also run a Pre-Sessional English course each September for students who have already met the requirements of their offer.

ASK advisors work closely with Academic Staff, Learning and Teaching, Learning Technology, Academic Liaison Librarians and the **Dyslexia Unit** to provide feedback on issues affecting student work and to shape workshop delivery to best support student needs. In particular, ASK works alongside the Dyslexia Unit to support students who are being assessed for dyslexia and works extensively with those students who have literacy difficulties but who are without designated support.

**The IT Trainer** provides a framework of IT Training workshops, ranging from introductory sessions with the computer in the early first term for students new to IT, through structured courses open to all students in InDesign, Illustrator, Photoshop and Dreamweaver which can be followed through to ACA level qualifications. Further training courses are available in Flash, Powerpoint, Digitising Documentation and the ECDL qualification, as well as tailored courses to meet the needs of specific awards. A range of IT training resources supplements the training and is available on The Learning Space.

Finally, **Learning Technology Support** play a key role within Learning Futures working closely with academic and academic support staff to ensure that the work of learning support teams is accessible and available in innovative ways that students can easily access. Through this team the technology underpinning many of the learning enhancements and support initiatives is realised.

There is also a number of pastoral student support services provided by the **Accommodation & Welfare** service, including a student counselling service.

#### **Students with disabilities**

UCF is committed to supporting students with disabilities in accordance with requirements of the

Disability Discrimination Act and the Equalities Act. Students with declared disabilities are invited to link with the Accessibility Service prior to commencing their academic course. UK and eligible EU students are supported via the Disabled Student Allowance. Students who are not eligible for DSA are supported via internal funding where possible.

The Accessibility Service works with the UCF Specialist Academic Skills unit (for learning difficulties) as well as internal support staff and external agencies to ensure that students with disabilities are supported as per need assessment recommendations.

### **Distinctive Features**

Throughout the award you are encouraged to adopt ways of working which give full consideration to the effects of practice on context and context on place. This approach to arts practice, which places a great emphasis on strategic and tactical thinking, culminates in your level 3 Practice in Context which anticipates the world of work and professional practice by providing you with the opportunity to negotiate your own off-campus project, which is often abroad, and to work away from the immediate support and environs of the campus. Leading up to this juncture are the Situated Projects and Proposals for Practice modules at Level 2, which offer a distinctive working environment in sited locations where you will explore performance making practices away from studio-based learning.

### **Career/further study opportunities**

The taught Theatre Award leads to a diversity of possible career paths and worlds of work. The course does not assume a single professional destination beyond UCF, instead equips you to meet the requirements of contemporary contexts, readying a flexibility, initiative, project management, and resourcefulness. Areas of graduate employment include:

- an enormously wide range of practitioners making work nationally/internationally in diverse contexts;
- groups that form companies and develop work for a national and international touring circuit
- those who engage in solo and company-led pursuits as directors, artistic directors, producers and programmers;
- individuals who apply skills and approaches acquired during their undergraduate degree in other areas of creative employment: journalism, television research, or new media.

With undergraduate focus on nurturing and developing a specialist area, students inclined towards postgraduate study find the extensions into practical, pedagogical, contextual and theoretical investigations are supported by the grounding that undergraduate Theatre Award offers in both its independently minded and collaborative approaches. Students undertake postgraduate study in areas of teaching or of particular aspects of practice as research – performing, physical theatre, community/participatory arts, and site-based work.

### SECTION 3 – Teaching, Learning and Assessment

#### Educational Aims

The course will also enable you to develop physically, vocally and imaginatively through practical workshops, theoretical study and concentrate on particular skills of theatre making, such as directing, performance, writing and working with media and technology. You will learn all about working collaboratively through improvisation, ensemble work, and the study of the histories of theatre engaging with these changing roles and forms in contemporary theatre. Encouraged by an entrepreneurial mindset, you will be given the skill-set to identify and create opportunities to make inventive, creative and innovative forays into performance making to become an independently minded thinking-practitioner. You will make effective performance work; reflect on your own and others' work, making use of appropriate critical vocabularies; learn to document processes and performance outcomes; engage in research and exploration about – and through – performance practice; learn to communicate your work effectively to a range of audiences, in a variety of written and oral forms; learn to identify and articulate the contextual considerations that are at play in making and presenting performance work. You will gain understanding in the vital and transformative connection between theatre makers and the audiences, consumers, communities, industry and cultures they interact with.

**BA(Hons) Theatre** has the following specific aims:

- give you a practical understanding of contemporary theatre
- 1. foster individual specialism and focus within the context of collaborative, engaged practice
- 2. enable you to document practice using a range of formats, media and contexts
- 3. enable you to engage in written and practical/embodied research that proposes and debates new models and languages in theatre and performance for the 21st century
- 4. ensure that you test out, through experiences of contextual enquiry, the interrelationship of practice and context
- 5. ensure that you engage in contemporary cultural and critical debates, and bring this experience to bear upon your developing arts practice as director/makers
- 6. identify and challenge established and emerging definitions of arts disciplines, forms and practices and to promote the development of hybrid forms through experimental practices opportunities for interdisciplinary, collaborative and experimental practices
- 7. offer opportunities for you to reflect on your work as makers and thinkers through the provision of oral and written feedback: diagnostic, formative and summative

#### Learning Outcomes

Upon successful completion of this award, you should be able to:-

- 1. Demonstrate an applied understanding of processes by which performance is created, realised and managed, such as the processes of directing, writing, scoring, devising, scenography, and improvisation.
- 2. Demonstrate knowledge and understanding of a range of key components of performance within the disciplines: text, movement, aural and visual environment, and the performer.
- 3. Investigate, gather, synthesise and evaluate significant sources and critical awareness of research methodologies used to explore and interrogate the fields of study.
- 4. Develop reflective and analytical skills.
- 5. Develop a body of work that demonstrates reflective application of core professional skills by addressing the interplay between practice and theory in the discipline.
- 6. Display originality, flexible thinking and the ability to generate solutions in the context of current and developing creative and professional performance practices.

7. Communicate effectively and appropriately, with clarity and confidence, evidencing an appreciation of audience, dialogue, role and context.
8. Demonstrate reflexive and independent thinking by showing abilities at different times to listen, contribute and collaborate.

### Teaching Strategy

The course is taught through classes, lectures, workshops, performance projects, contextual projects, group critiques/seminars, individual tutorials, lecturer and student-led initiatives in performances and presentations of work and regular visiting artist workshops. Study is backed by The Learning Space: a virtual environment of constantly updated discussion and support materials. Assessment is on a continuous basis, as well as through written work, studio-based practice and performances. Working collaboratively with other students, you will also have the opportunity to present your work as part of an exciting public festival showcase.

The learning and teaching strategies deployed within the course seek to reflect the rationale, aims and learning outcomes of the course and to engage the active participation of a committed group of academic staff and students. Underlying the range of strategies is the objective of encouraging the development of the critical practitioner and enabling the production of a mature body of work. The key objective of these strategies is to encourage the development of professional, creative and critically aware practice.

The modules of study provide you with the framework within which independent creative learning is initiated, developed and enhanced into professional design practice. The course is predicated on the premise that intellectual interrogation of personal practice within broad contextual considerations enhances design ability.

You are prepared for the specific practices of assessment (essay-writing, report-writing, reflective log production, portfolio production, etc) through introductory explanatory sessions incorporated into the relevant modules. These study skills may be further enhanced through the use of Academic Support and the tutorial process.

The course is predicated on appreciation of the importance of the understanding and integration of the historic and theoretical contexts that inform practical work. It is anticipated that knowledge of histories and theories will be demonstrated in a range of ways – including presentations, group work and working with images and ideas. The course team believes that making theory accessible and interesting to you through demonstrating its usefulness in interpreting animation and conceptualising ideas. This approach will be used in conjunction with more reflective written pieces of work, enabling you to interrogate material, research ideas and develop arguments in a thorough and sustained manner - work which will be supported with study skills workshops in research methods, giving presentations and essay writing.

**Lectures and seminars** will provide you with specialist input, introducing and reinforcing knowledge of theoretical concerns that inform contemporary practice. Lectures and praxis sessions allow key issues to be introduced, while the seminar format promotes dialogue and debate between students and speakers. Seminars provide you with a flexible forum in which the linking of theory and practice can be explored. This is done with examples drawn both from your developing projects and from existing bodies of work.

The programme of lectures, seminars and discussion is further enhanced by contributions from

practitioners who will be engaged in a series of talks and workshops. This combination of directed contextual consideration and seminar will be key to ensuring that you consider and explore the contexts of your practical projects – as well as preparing you (through the development of methodological awareness) to negotiate and enact projects of personal interest as you move through the course.

**Group and individual tutorials** are an important point of ongoing contact between staff and students, the function of which is to provide an intimate and supportive environment for providing critical feedback on your work.

**Demonstrations and practice-based workshops** deliver practical skills. The demonstrations introduce you to equipment and techniques. The workshops allow you the opportunities to learn and develop skills.

**Group working** – to encourage you to appreciate and develop industry practice, it is anticipated that you will work together to share knowledge that you will draw upon to inform personal practice.

**Professional placement** – students on this award do not participate in formal Placement activities, although they are provided with opportunities to work off-campus and to engage with industry, community, and context.

**Self evaluation** – as you engage with the course from first to third year, there is an increasing emphasis on autonomy and a move from staff-directed to student-directed study. In this, the independence of the learner is stressed as important and facilitated. This is promoted through the ongoing requirement for you to reflect critically on all your work and learning. The importance of this self-evaluation is to encourage your ability to analyse and critique your work and thereby to help you to progress and develop.

**Student support** – in addition to the academic support and guidance specific to the award and offered within units, you will be supported in your studies by a year tutor who will guide your academic progress and facilitate academic and pastoral support through liaison, where appropriate, with both you and the relevant support departments.

The Award welcomes and encourages disabled students as the course seeks to work with particular personal strengths and goals. Some modules are situated in places, communities, and institutions beyond UCF. This contextual grounding of the Award, and in particular its practical exploration of political, ideological, social, historical, ecological, economic and cultural dimensions of place, enables students with disabilities to participate and negotiate in a the course of study which foregrounds a wide range of contexts through a practical engagement with the world.

### Assessment Strategy

Our assessment approach reflects and enables the incremental, developmental learning experience of the student as exemplified in, for example, Bruner's spiral curriculum model. The assessment for the Award consists of 100% coursework, including:

- **practical assessment (group, individual)** – which explores showings, workshops, laboratory/studio-based practice, final year performance showcase;
- **written assessment** – accommodating essays, journals/portfolios/documentation, research writings, performance text/score/plays, storyboards and oral presentations.



A range of activities is used to develop skills and demonstrate outcomes: including workshops, residencies and lectures with professional performers, companies and directors. Here, you will have opportunities to develop skills in marketing, promotion and proposal writing. You will also have access to the International exchange programme and work placements, and opportunities for show your original performance work in a public festival showcase. There are also extended writing opportunities for those interested in postgraduate study, alongside scope for developing appropriate Practice as Research methodologies. These opportunities will garner the independently-minded practitioner, and are designed to help prepare you for the range of activities you will engage in as graduates: to be able to demonstrate an expertise in negotiation and pursuing goals with others, handling creative, personal and interpersonal issues, and communication in a variety of media.

*University College*  
**FALMOUTH**

**Curriculum Structure, Assessment Methods and Learning Outcomes**

Module code	Level	Module Name	Credit	Seme-ster	Core (C) Option (O)	Assessment methods*	Contributing towards the Learning Outcomes (Taught (T), Practised (P) and/or Assessed (A))							
				1/2			1	2	3	4	5	6	7	8
THE171	4	Making Theatre 1: Skills and Techniques	20	1	C	PO	TPA	TPA	TPA	TPA				TPA
THE161	4	Theories and Practices of Contemporary Theatre	20	1	C	OT	TPA	TPA	TPA	TPA				
THE121	4	Performing Theatre 1: Studio Production	20	1	C	PF	TPA	TPA	TPA		TPA	TPA		TPA
THE191	4	Making Theatre 2: Where can performance happen?	20	2	C	PO	TPA	TPA	TPA	TPA	TPA			
THE181	4	Contexts of Contemporary Theatre	20	2	C	ES	TPA	TPA	TPA	TPA				
THE151	4	Performing Theatre 2: Audiences and Places	20	2	C	PF	TPA	TPA	TPA		TPA	TPA	TPA	TPA
THE211	5	Making Theatre 3: Techniques of Collaborative Devising	20	1	C	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
THE221	5	Performing Theatre 3: Collaborative Production	20	1	C	PO	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
THE235	5	Theatre Research Project 1	20	1	C	PR	TPA	TPA	TPA	TPA	TPA		TPA	
THE265	5	Theatre Research Project 2	20	2	C	PO	TPA	TPA	TPA	TPA	TPA		TPA	
THE241	5	Situated Project	20	2	C	PO, ES	TPA	TPA	TPA	TPA	TPA	TPA	TPA	
PER250	5	Proposals for Practice	20	2	C	OT		TPA	TPA	TPA	TPA		TPA	TPA
PER310	6	Practice in Context	40	1	C	OT, PR	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER320	6	Dissertation	20	1	C	DI	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER330	6	Professional Practice Project	40	2	C	PF, PO, OR, OT	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA
PER340	6	Complementary Practice	20	2	C	OT, RE	TPA	TPA	TPA	TPA	TPA	TPA	TPA	TPA

*The following codes for assessments methods apply:						OT Assessment Key:
AR	Artefact	IT	in-module test	PO	presentation	Foundations of Devising = Research Trail
CB	computer-based	LR	literature review	RE	individual report	Situated Project = Presentation with Framing Statement and Bibliography
CS	case study	PC	practical	OR	oral	Proposals for Practice = Proposal
DI	dissertation or project	PF	performance	OT	other - <i>see next panel</i>	Theories and Practices of Contemporary Theatre = Contextual Review
ES	Essay	PL	placement			Professional Arts Project = Viva
GR	group report	PO	portfolio			Complementary Practice = Extended Dissertation/Writing on Practice

## SECTION 4 – Learning and Employability

### Skills Development Strategies

#### Practical Skills

To help with the development of practical and communication skills you will engage and contribute to presentations, seminars and lectures, engage in group work, and discuss your own and others' practice. The nature of the Award explores communication in a variety of media, and the roles pertaining to these. In stage 2 *Proposals for Practice* module you will focus on making practices and evaluating strategic decisions about your work in relation to context, and this will form a proposal for your *Practice in Context* project in stage 3. You will be making performance work for public consumption, and the off-campus work in stage 2 and 3; the *Situated Project* and *Practice in Context* modules, is preceded by preparatory research, and followed by analysis and evaluation. Provision is made for the development of skills in project management, and in the design and delivery of oral presentations.

#### Transferable Skills

To help with the development of this you will engage with and reference a variety of sources of information in the development of your own ideas and work, making informed choices about their validity and evidencing your decisions. You will create written work with appropriate scholarly conventions leading to your *Dissertation* in stage 3, and hone information retrieval skills, involving the ability to gather, sift, synthesise and organise material independently and critically evaluate its significance. The production of documentation portfolio runs throughout the Award, starting in *Making Theatre 1: Skills and Techniques* and *Making Theatre 2: Where does performance happen?*, leading to *Theatre Research Project 2* and ending with *Practice in Context* where you will be encouraged to produce professional standard work. You will engage in a range of information and communications technology skills, in *Performing Theatre 1: Studio Production* and *Performing Theatre 3: Collaborative Production* modules you will be offered a range of Theatre production skills to support your practice making.

#### Knowledge and Understanding

To help with the development of skills in knowledge and understanding you will employ methods of research in relation to your own body of practice, evaluating materials, processes and approaches and evidencing appropriate strategies in their communication and creation. One of the central tenets to the Award is the capacity to analyse and critically examine diverse forms of discourse and their effects on representation in the arts, media and public life, and this focus in context and dialogue can be explored in all modules at all levels, and as you reach the *Professional Project* module and the public showcase in stage 3 you will be well-versed in critical, analytical and practical skills. The Contextual Review assessment in *Theories and Practices of Contemporary Theatre* module at stage 1 and essay in *Situated Project* module at stage 2 act as preparation for the *Dissertation* which comes later in the course, by preparing you to identify research strategies and by developing academic writing skills.

#### Intellectual Skills

To help with the development of the intellectual skills of creativity and critical thinking you will draw on theoretical, practical and material knowledge and synthesise these to make new and innovative work in a range of media. All modules at all levels share an awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge because of the nature of the subject, and the focus of the Award: recognising theatre as an

embodied practice in which the ontology and phenomenology of the performer is a central concern. By being situated in studios, places, communities both in and outside of the campus of UCF, all modules at all levels are committed to helping you develop ideas and construct arguments in context, and the capacity to present them in appropriate ways.

### **Team Working**

Team working is developed throughout the Award, particularly in respect to bringing together different disciplines in an ensemble performance making practice. At stage 1 you are conceived as a collaborative member within a creative team, and stage 1 modules will introduce you to a range of generative performance strategies, and to a variety of methods for analysing and evaluating material through, for example, research, workshops, informal presentations and solo performance tasks.

Stage 2 sees a development of stage 1 skills where you will engage more fully with your developing area specialism, and more fully explored in the *Theatre Research* modules, whilst maintaining a strong connection with the broader field of practice contained within the programme as a whole. There may also be an opportunity to deepen your knowledge by venturing beyond the bounds of the discipline through engaging in a related study project.

In the final year of the programme you are encouraged to develop an individual focus reflecting your specialism and this focus is demonstrated through research writings, practical projects, and your chosen field of contextual enquiry. The *Professional Project* module is the culmination of the 3 years work and concentrates around ensemble performance making. Team working at stage 3 is also outward facing making connections with communities and institutions

### **Improving Learning and Performance**

The Award creates a personalised learning environment, as is a key feature of UCF's distinctive curriculum. You will discuss your work and progress in individual tutorials, with a variety of ways. The student-centered nature of the learning experience is shadowed by a system of student support and guidance which keeps pace with this experience. You are assigned an Academic Adviser who provides support and guidance throughout the programme. S/he supports your individual learning needs and offers constructive critical feedback on progress in the context of the learning outcomes of the course and your own aspirations. Each new learning cycle (new projects, modules, or a new Level) starts with an induction, which enables full discussion of learning outcomes and assessment, provides guidance on the choices that are open to you, and supports you in identifying your own learning needs in the light of those choices. Within modules guidance and help is given to develop the skills required to undertake research, effectively to use information sources, to present findings in writing, through essays, reports and reflective logs, to compile a portfolio of work, and to make confident oral presentations. Because all of the awards in the programme share a common first year students are able to change their specialism relatively simply during this time, and academic advice and counseling serves a key role in this process.

### **Career Management Skills**

An article in 'The Stage' on devised theatre began by asking 'why audiences are increasingly receptive to it and how this way of working can produce such impressive results' (29 January 2009). The article went on to cite theatre at UCF as a major contributor to this industry. It is felt that the territory of collaborative devised theatre offers the student-practitioner an opportunity to explore and develop a set of strategies and practices that have arisen and emerged from a variety of theatrical and cultural fields. The Award explores ways of working and ways of thinking about performance

that reflects and responds to extant cultural, political and environmental contexts. You will be engaged in a mode of performance making that is process driven, which explores and reconfigures productive relationships across a range of performance contexts, which might include, but is not limited to studio-based work, sited performance, community theatre and applied theatre practices. You are encouraged to develop a range of appropriate strategies for the creation of performance materials; this will result in the development of manifold skill-sets.

You will develop this skill-set throughout the course in discussion with both your tutors and visiting practitioners in workshop sessions. The teaching team on the Award are all practitioners in varied and various disciplines, and constantly impart their knowledge and expertise in all modules. The module that specifically helps you to identify your strengths, interests and development needs in relation to external criteria is the *Situated Project*, which prepares you for the *Practice in Context* module at stage 3. The *Practice in Context* module enables you to gain the confidence to operate independently and strategically as an arts practitioner, through the experience of off-campus contextual enquiry projects. This is self-designated, and self-negotiated project where you will approach your chosen practice-as-research enquiry by employing appropriate project management skills (including research, planning, budgeting, acquisition of skills, resources and materials). After graduation, these skills will be useful in your chosen career, either within the industry or adjacent to it.

#### **HEAR / Progress Files**

All students are entitled to a transcript detailing the modules they have studied and the results given for those modules. The transcript is normally issued on completion of studies at the University College. A more detailed Higher Education Achievement Record (HEAR) is under development in the sector and expected to apply for students enrolling into level 4 from September 2012 forwards.

#### **Professional Standards**

##### **Participation and support**

The work on this Award is developmental and each module, and its subsequent assignments, leads into the next. These assessments demonstrate your developing skills in critical reflection and knowledge of the cultural contexts for theatre-making. You will be punctual, dressed appropriately for sessions eg warm and dry for off-campus modules, and loose clothing for workshop sessions. You should arrive ready to practice, and ensure that you are fit to do so. It will be self-evident in the materials presented for assessment if you have not attended and fully engaged in the programme of presentations, discussions, assignments and viewings. You must let your Company Tutor and Module Leader know if you are unavoidably absent **before** the session. Normally an illness or minor injury does not constitute reasonable grounds for an 'unavoidable' absence. You can learn from observing, documenting and listening even if you are not up to participating actively in the session. Come to the class and explain matters to your tutor. S/he would far prefer you to sit out and observe than miss the session altogether.

Your Academic Advisor is there to support you and it can be a confidential relationship. Tell your Academic Advisor about what is going on if you have to miss sessions. We are there to help.

If you fail to participate in all the ways identified above you may fail the module and have to retake the assessments. You are also letting yourself and your fellow students down. If you are having problems with any aspects of your studies there are a number of ways for us to help. You can let your Company/Module Tutor know, or speak with your Academic Advisor. You can also contact the EDL (Educational Development Lecturer).

It may be necessary for students engaged in some off-campus modules such as Situated Projects in stage 2, and elsewhere where these checks feature within the Award, to require Criminal Records Bureau (CRB) checks.

### **Guidelines for Ethical Contextual Practice**

Below are some guidelines of ethical issues to consider when interacting with or involving intentional or unintentional and casual participants in your contextual work. The conditions, methods, intentions and outcomes of your work will vary considerably and ethical lines are not always straightforward or fixed. Mistakes will inevitably happen, but it is important that you are aware of them and of what you can learn from them in order to avoid repeating them again, especially in your future professional practice. If you are uncertain about how any of the following might be relevant to your project, discuss it with your supervisor, who can help you make informed and considered decisions:

- Be sensitive and considerate of people's different values, beliefs and perceptions and of their sense of privacy or personal space.
- Be aware of any exploitation, domination, condescension, discrimination or appropriation that may result from your work.
- Ask permission with the possibility for that permission to be withdrawn at any time the participant becomes uncomfortable with continuing the work.
- Don't assume permission or impose yourself without being invited or given permission.
- Be honest, direct and clear about the purpose and intentions of your work and about when and how the outcomes of your work will be distributed.
- Be particularly mindful when interaction is mediated by the use of technology and how this media will be used and by whom.
- Be responsible for protecting and ensuring the safety of participants from any risks or harm that may result from any aspect of your work.
- Be aware and consider carefully any potential exposure to any unwanted attention or potential harm that your work may cause, particularly to vulnerable individuals such as children or vulnerable adults.
- Be aware of any rights or laws that you may be in danger of violating through your work and may be held legally responsible for.
- Be aware of whether any legal consent, certifications or police disclosure is required for your work, such as with vulnerable individuals.

(Misha Myers 2006)