

PROGRAMME SPECIFICATION

1. Qualification Higher Nationals	2. Programme Title HND in Performing Arts	3. UCAS Code 54WW HND/PA	4. Programme Type HND is full-time HNC is part-time Modular
<p>5. Main Purposes and Distinctive Features of the Programme</p> <p>The aims of the programme are to:</p> <ul style="list-style-type: none"> • Provide professional practice, skills and understanding within the Performing Arts profession. • Provide flexibility, and a diverse, holistic look at the Performing Arts profession. • Provide a practically based programme. • Further knowledge, skills and motivation as a basis for future studies and career development. • Develop learners' abilities in performing arts in either performance or production in a professional environment through effective use and combination of the knowledge and skills gained in different parts of the programme and through tutor expertise and experience. • Develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in the Performing Arts profession and in working life in general. • Provide flexibility within the course for personalisation of learner study where the learner has individual choices within some modules to suit the individual. • Develop learners' personal skills and areas of interest. <p><u>Programme Features</u></p> <p>The HND/C in Performing Arts programme focuses on building creative practitioners with a strong accent on theatre practice in, and for, the community. It is a vocational course, focusing on various disciplines as a Performing Arts practitioner with a community focus. Various projects are undertaken that develop the practical skills as performers/practitioners whilst providing a service to the local community and further afield. It gives the opportunity to develop the skills, knowledge and understanding for successful performance in various media. Practical aspects of performance techniques and methods for drama and dance and also some of the methodologies used by practitioners in these arts are explored.</p> <p>Another benefit is the degree of flexibility in the programme which gives an option/opportunity to specialise in areas that are of particular interest. A substantial proportion of the practical sessions involve performance work which includes development, production, direction and participation.</p> <p>Overall, it provides a thorough insight of the processes of professional work in the world of drama and dance. All staff have professional experience and professionals also come into the curriculum area to do workshops. The course is also delivered in a professional theatre environment.</p> <p>6. What a graduate should know and be able to do on completion of the programme</p>			
<p><u>Knowledge and understanding in the context of the subject(s)</u></p> <p>A1 Demonstrate knowledge and critical understanding and principles which underpin Performing Arts disciplines</p> <p>A2 Understand the nature and characteristics of Performing Arts Business and demonstrate an appreciation of different roles and aspects</p> <p>A3 Evaluate the nature of the Performing Arts Industry and appraise current practices</p> <p>A4 Critically analyse the impacts of the Performing Arts Industry and evaluate the importance of sustainable developments</p> <p>A5 Demonstrate an understanding of the concepts and issues related to the Performing Arts Industry</p>		<p><u>Subject-specific practical/professional skills</u></p> <p>C1 Enter the profession equipped with necessary skills to have a career within the industry</p> <p>C2 Enter the profession having experienced aspects of the industry in a <i>professional</i> manner</p> <p>C3 Perform in a variety of styles</p> <p>C4 Perform in a variety of venues</p> <p>C5 Draw upon a wealth of experience to underpin their professional and personal development.</p>	

<p><u>Cognitive skills in the context of the subject(s)</u></p> <p>B1 Demonstrate critical reasoning and analysis B2 Evaluate and apply theoretical concepts B3 Analyse data/information and interpret research findings B4 Apply problem-solving techniques</p>	<p><u>Other skills (e.g. key/transferable) developed in subject or other contexts</u></p> <p>D1 Independently plan, conduct and report a programme of original research D2 Communicate effectively in formal and informal scenarios using a variety of means D3 Demonstrate a range of Information Technology skills D4 Manage time and workload D5 Work independently or as part of a team D6 Demonstrate work-based skills</p>
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7. Qualities, Skills & Capabilities Profile

A Cognitive	B Practical	C Personal & Social	D Other
Problem solving	Decision making skills	Self development Self confidence	Career development
De construct processes into key tasks and activities	Presentation skills	Team-working skills	
Develop analytical frameworks from observation, practice and experience	Information search	Interpersonal Communication	
	Performance skills	Personal development planning	

8. Duration and Structure of Programme/Modes of Study/Credit Volume of Study Modules

The HND is two years full-time and the HNC is two years part-time. There are 15 credit points attached to each module; the HND has 240 credits (120 at HE4 and 120 at HE5) and the HNC has 150 credits (60 at HE4 and 90 at HE5). Please note that modules listed below marked with * are not part of the HNC.

	<u>Core Modules</u>	<u>Specialist Modules</u>	<u>Options Modules</u>
HE6	N/A	N/A	N/A
HE5	Process and Production Project Realisation	Acting Methods –Epic Theatre* Theatre in the Community Small Scale Touring Workshop Leadership	Writing for Performance OR Dance Theatre styles Directing* OR Choreography – Group*
HE 4	Historical Studies Research Small Business Management in the Arts*	Acting Methods & styles –General* Contemporary Dance Techniques* Physical Theatre*	Acting Methods –Mask OR Jazz Dance Techniques Devising Performance OR Choreography -solo

9. Learning, Teaching and Assessment Strategy

Learning and Teaching Methods

The strategies include lectures, individual and group work, debates, case studies, student presentations, projects and practical work.

Collaborative learning is utilised through group work tasks

Assessment Methods

Continuous assessment is used on the programme and a variety of assessment methods are used including:

Assignments, portfolios, presentations and performances

Assessment Classification System

Students work will be marked as percentages and translated in to PASS, MERIT, DISTINCTION, BOARDLERLINE FAIL and FAIL in accordance with the grading format laid out in the Assessment Regulations.

10. Other Information (including compliance with relevant University policies)

Date programme first offered

September 2008

Admissions Criteria

Standard requirements

The University admissions criteria for Higher Nationals will be adhered to. These state that:

The normal minimum level of attainment required for entry to the start of programmes leading to awards at higher diploma and higher certificate level is equivalent to a pass in one subject at A- level, supported by passes in three other subjects at GCSE. (A 'pass' in GCSE means Grade C or above; this is equivalent to a pass at grade E or above in GCE Ordinary level or a pass at grade 1 in CSE. Two A/S level passes will be regarded as equivalent to 1 A-level pass).

Students would be expected to have a performance related subject amongst their qualifications.

Other suitable awards at Level 3 are:

BTEC National Diploma (or equivalent Level 3 qualification) in a subject related to Performance

80 UCAS points (that include a performance-related subject) with A – C in GCSE English.

In addition to the academic qualification(s) students will take an audition which must be performed to a satisfactory standard, and they will attend an interview.

Non-standard entry

Students who do not meet the normal entry criteria will be interviewed and invited to audition so that their potential abilities to undertake the programme can be assessed. Applicants with experience in performing arts who do not hold the academic qualifications specified above will be welcome to apply.

Indicators of Quality and Standards

High scores by students on the Student Satisfaction Questionnaires

High scores by students on the Module Evaluation Questionnaires

Tutor evaluation reports

Feedback from staff and students at Programme Committee

Feedback from the External Examiner

External Examiner Reports

Students' assessed work