



Course Information Form

This Course Information Form provides the definitive record of the designated course

General Course Information

Course Title	Theatre and Professional Practice Theatre and Professional Practice (with Professional Practice Year)
Qualification	BA (Hons)
FHEQ Level	Level 6
Intermediate Qualification(s)	
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full-time over 3 years Part-time pathway typically over 6 years Full-time with Professional Practice Year over four years
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	
UCAS Course Code	W491
External Benchmarking	QAA Framework for Higher Level Qualifications (Level 6 Bachelor's Degree with Honours) QAA Subject Benchmark Statement: Dance Drama and Performance (2015) The details of the benchmarking statements can be found at: http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Dance-drama-performance.pdf
Entry Month(s)	September

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Why study this course

BA (Hons) Theatre and Professional Practice enables you to immerse yourself in the process of contemporary theatre-making, predominantly as an actor, director, or workshop facilitator. You will be involved in professional practice from the start. Initially, you will work as an actor / performer on a range of public performance projects while developing your acting skills and your

understanding of different theatrical approaches. Learning on the course develops from the foundation stage to more complex, challenging work; you will develop your professional skills and CV and your understanding of the theoretical concepts that underpin your practice. As you progress through the course, you will have the opportunity to work in different areas of theatre such as a director, to facilitate workshops with local community groups, and to plan a season of work that will be realised in small-scale companies during the final part of your course. Consequently, a large part of the course engages with the many interrelationships between text and performance, and how to transfer creative ideas and knowledge into practice. Practical classes might take the form of workshops in creative writing, classes in acting, directing and devising and working on theatre productions. The course also offers you ample opportunity and guidance to develop your creative writing and production management skills.

Educational Aims

The *Theatre and Professional Practice* degree trains you to work within the Creative Industries as a multi-skilled, flexible and adaptable theatre practitioner. You will have the opportunity to develop your artistic identity throughout your three years of study, focusing on the development of skills and knowledge in the areas of acting, devising, directing, stagecraft and production, community and applied theatre. Your learning and development will be complemented by the theoretical and practical study of significant aesthetic movements, theoretical approaches, and theatre practitioners, and by an engagement with current theatre practice, the Creative Industries and employment opportunities within the Creative Industries. Your work will enrich the cultural life of the University but you will also be encouraged to think of yourselves as theatre practitioners with a commitment to the community beyond the university, aiming to strengthen the infrastructure/network of arts practice in the region.

Course Structure

The Units which make up the course (including the Professional Practice Year as applicable) are:

Unit Code	Level	Credits	Unit Name	Core or option
PER001-1	4	30	Process to Production	Core
PER002-1	4	30	The Actor in Performance	Core
PER009-1	4	30	Performance and Production	Core
PAE001-1	4	30	Practising Ideas: Approaches to Theory	Core
PER001-2	5	30	Production in Context	Core
PER002-2	5	30	Making Performance	Core
PER003-2	5	30	Theoretical Approaches to Theatre	Core
PER016-2	5	15	Acting and Devising: Community Performance	Option

PER011-2	5	15	Turning Points: Political Theatre	Option
ENG011-2	5	15	Writing for Performance	Option
MED067-2	5	0	Professional Practice Year	Option
PER016-3	6	30	Theatre Dissertation	Option
PER017-3	6	30	Theatre Practice as Research	Option
PER001-3	6	45	Small Scale Production	Core
PER011-3	6	30	Staging New Writing	Option
PER002-3	6	30	Collaborative Applied Practice	Option
PER004-3	6	15	The Independent Theatre Professional	Core

Course-Specific Regulations

Not applicable

Entry requirements

Standard entry requirements for UK students: <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union: <http://www.beds.ac.uk/howtoapply/eu/guides>

International students: <http://www.beds.ac.uk/international/international-applications>

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Additional Requirements

You will be invited to audition and interview in order to provide evidence of your practical knowledge of theatre and to evaluate whether this course is an appropriate choice in relation to your goals and aspirations.

If you are unable to attend in person for audition and interview, you may submit a digital portfolio and be interviewed by telephone.

You are also advised that in order to benefit from all the opportunities available through study you will be asked to undergo the relevant disclosure and barring service checks such as CRB or DBS checks.

Additional Course Costs

Not applicable

Graduate Impact Statements

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

- Use a high level of creativity and imagination as a theatre practitioner in their work on one or more areas of directing, writing, designing, acting, or production management.
- Apply advanced knowledge of the inter-relation of different production components and processes in the making of performance.

- Demonstrate sound academic understanding of theatre as a subject area, apply professional attitudes, and approach creative tasks with rigor, openness and integrity in order to enrich the performance experiences of those they encounter.

Course Learning Outcomes

A graduate student will be able to

- 1) Demonstrate systematic knowledge and understanding of key practitioners, practices and theorists and of their cultural and historical contexts.
- 2) Understand and practice processes by which performance is created, realised and managed, such as improvisation, performer training techniques, devising, directing, rehearsal, stagecraft and production arts.
- 3) Initiate and lead creative theatre/performance projects autonomously.
- 4) Read, analyse and interpret dramatic and performance texts.
- 5) Apply key theoretical approaches to the analysis and production of theatre/performance texts.
- 6) Effectively demonstrate advanced information, literacy and communication skills and the ability to interpret and apply information, ideas, data, and concepts to appropriate contexts.
- 7) Analyse, reflect critically on, and evaluate own practical work in relation to appropriate theoretical concepts, performance styles, and current debates and research in theatre.
- 8) Apply professional attitudes, values and discipline in practical and written work, and in group work.
- 9) Apply knowledge and skills in theatre to social, educational and community contexts.
- 10) Present his/her professional identity and image in a range of written, practical and digital forms.

In order to qualify for the award of BA Theatre and Professional Practice (with Professional Practice year) students will need to meet all of the outcomes above and:

- 11) Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.

PSRB details

Not applicable

Learning and Teaching

The course facilitates a learning experience which is meaningful, active, reflective, collaborative and creative and which aims to deepen your understanding of the theory / practice relationships that underpin the study of theatre. A focus on practice based learning is fundamental to the ethos of the course and the synthesis of theory and practice is embedded in all units. Learning is delivered through lectures, seminars, tutorials, workshops and classes. Across the course these different modes of delivery are interrelated and integrated in students' learning, thus, the experience of theorising about and discussing an aspect of theatre practice, style or convention in one session is investigated and explored practically/creatively in another. The development of skills for team work, communication, creative practical work, problem solving and research are taught in all units and underpin all modes of learning with increasing sophistication as you progress through the course. The research and professional practice by staff, including those of

visiting practitioners, guest artists and hourly paid lecturers ensure a rich, current and challenging student curriculum.

You will develop subject specialist skills, a detailed knowledge of production processes, an academic understanding of your subject area, and the application of professional attitudes, work methods and discipline in all areas of study. Your degree course consists of four interlinked strands; therefore, you can put particular emphasis on one of these aspects.

The close integration of theory and practice, the exploration of the relationship between thinking and doing, is at the heart of the teaching and learning strategy of *Theatre and Professional Practice*. Consequently, all four strands of the curriculum combine theoretical and practical study, although some units may emphasise one or the other. For examples, you will read and analyse drama, but you will also explore how a particular text works theatrically in performance and how new meanings can emerge through practical interpretation. You will research the working methodology of a particular practitioner, but will also have the chance to physically experience that methodology in workshops and thus make sense of this research in a very tangible, experiential way. Equally, a specific unit may focus on skills development, but you will be required to explore how these skills have been developed by and relate to specific practitioners, companies and practices in their cultural and historical context.

Assessment

A range of formative and summative assessments are used on the course. Formative assessments are used in some units to help you to prepare for summative assessments later on in the unit, and to monitor your progress. You will be assessed on your development in the following broad categories:

- Performance
- Practical
- Written Assessment
- Presentation
- Seminar
- Reflective Notebook/E-Journal
- Viva

A Performance could be of a staged dramatic text or devised piece for a client group, or a directed piece of work in which you are assessed as a performer but you will need to demonstrate the research activities undertaken as part of that production. Practical / performance assessments examine the extents to which you have developed techniques and performance skills across a range of theatre styles and conventions. Practical / performance assessments include performing and staging your devised or script-based works, planning and facilitating practical workshops or classes. They identify your level of attainment regarding professional and collaborative practices and engagement in practice led research in the fields of performance practice and study.

A Written Assessment may be a formal essay, or it may be a piece of professional writing such as a project proposal, an evaluative report or a CV. In general written essays require you to demonstrate and articulate your understanding of theory in a formal essay or in a format that requires you to explore theory in relation to practice. Written assessments, including portfolios, reflective Notebooks and journals assess your analytical, written communication and reflective skills. These also identify your level of attainment regarding synthesising and understanding

published theory, adherence to academic conventions, structuring arguments and the clarity and logic of your writing.

Presentation and seminar assessments including performance presentations, academic seminar papers, project proposals, and poster presentations assess your verbal communication, academic and entrepreneurial skills and ability to structure and disseminate your work in a live context. These also identify your level of attainment regarding locating and situating your own research and practice in theatre and performance industry and academia.

At each level of study you will be asked to participate in self-assessment which requires you to evaluate your own work against agreed assessment criteria. This allows you to reflect upon your own practice, with tutors, and assess areas of strength and weakness in your work. Wherever you feel that your work could be strengthened you will be offered appropriate professional support to facilitate this.

You will receive detailed feedback on all your work, both written and practical. In all cases, this will be provided online via the virtual learning site (TURNITIN). You should read feedback carefully and, if necessary, discuss further with the tutor who has written it. It is your responsibility to follow up on any recommendations within the feedback although you can always seek advice from the marking tutor. In some instances where the assessment has included a period of practical preparation you will be given detailed verbal feedback on your contribution to the process. The feedback will take the form of a 20-minute tutorial at which you will be given the opportunity to discuss your work with your tutor for the assessment. At other times you will be expected to upload a feedback sheet as part of the assessment process.

Your training as a Theatre Practitioner is at the core of the degree course and the professional qualities and work methods which accompany this training are articulated and embedded in the assessment criteria. The emphasis placed upon your professional identity takes into account, the skills, processes and knowledge required for success in your chosen field of employment.

Assessment Map

Unit Code	C / O	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
PER001-1	C																					1			F			2		
PER002-1	C							1			F		2			F														
PER009-1	C					1			F				2			F														
PAE001-1	C																				1			F				2		
PER001-2	C										1		2	F		F														
PER002-2	C									1			F		2			F												
PER003-2	C																				1			F				2		
PER016-2	O																												1	
PER011-2	O																					1			F					
ENG011-2	O														1															
MED067-2																														
PER016-3	O																												1	
PER017-3	O																												1	
PER001-3	C						1			F			2			F														
PER011-3	O																					1			F			2		
PER002-3	O																										1		2	

PER004-3	C				1		F		2		F															
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Developing your employability

The development of a professional attitude and values is fundamental to the training of Theatre Practitioners. It is embedded in all the units, therefore, and assessment criteria relating to professional values and attitudes are found in thought the overarching strands of *The Professional Practitioner, Production, and Creative Processes*. The success of the work at Level 6 will be largely dependent upon the degree of professionalism you are able to bring to your relationships with collaborators both within and outside the university during the first two years of your study.

In recognition of the importance attached to the development of professional standards as a central element of the degree your first activity on the *Theatre and Professional Practice* course will be a production process, in which you will work collaboratively with your peers and tutors towards a full-scale performance. Throughout the first part of the course you will participate in rehearsals which will require of you an understanding of performance discipline (preparation for rehearsal, punctuality, appropriate energy within rehearsal), respect for collaborators (reliability, commitment, negotiation), and clear focus upon the work as a whole (respecting deadlines, completion of research tasks set, contribution beyond the required minimum). This first experience of production work will allow the year group to develop a professional identity and set the standards of professionalism which will prove the benchmark for all future work.

The professional theatre located on campus provides subsidised student tickets to professional performances as well as internships and/or voluntary opportunities to work in the theatre. There are regular trips to galleries and theatres to see professional work throughout the year at national theatres such as Sadler’s Wells, The National Theatre, The Barbican and The Robin Howard Theatre. The department works with theatre practitioners from diverse backgrounds locally and nationally, and proactively with the Partnerships team in the university offering workshops, classes and taster days to local school students. Our students have the opportunities to learn from visiting professionals and to volunteer to deliver workshops, perform or support university partnership activities.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service’s Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

After Graduation

The Theatre and Professional Practice course prepares you for professional employment in the theatre and creative industries; your training begins at Level 4 and continues throughout the three years of the degree. The course leads to the following career options:

- Acting/Performing

- Directing / Devising
- Running your own theatre company
- Devising and running specialist workshops
- Independent theatre practitioner in Community arts practice
- Educational outreach
- Teaching in formal education, community outreach, workshop leader
- Arts administration and management
- Theatre production and management

Further study

- PGCE Drama / Theatre and English
- MAs in:
- Drama / Theatre
- Applied Theatre
- Community Theatre Practice
- Acting / Performance
- Drama/theatre Therapy
- Theatre Administration.

Additional Information

The *Theatre and Professional Practice* course:

- Prepares you for employment in the Creative Industries.
- From the outset, it provides you with experience of the work of a theatre practitioner both within the University and in contexts outside the academic environment.
- Develops you as an actor / performer through intensive training, production activities and the experience of public performance.
- Offers opportunities to focus on devising, directing, community and applied theatre practice, and production management.
- Offers a coherent learning process through the development of four strands that represent areas of knowledge and skills acquisition which are fundamental to your development as a practitioner; they are *Creative Thinking, The Professional Practitioner, Production, Creative Processes*.
- Supports your development of skills and techniques for professional practice.
- Entails theatre visits to theatres in the region and London; workshops by practitioners and talks by guest speakers working in the Creative Industries.

- There are excellent theatre facilities at the Bedford campus, including a fully-equipped 280-seat theatre, and a fully equipped studio theatre.
- Offers you the chance to engage with current approaches to research in theatre and the performing arts through the Junior Research Institute (jRI). This scheme offers opportunities for students to participate in research and to share in the research findings of both staff and fellow students.

The course provides opportunities for interactions with students of other disciplines that will broaden your experience and facilitate your understanding of the synergies between theatre and other subject areas, such as Dance and English.

Student Support during the course

You will be assigned a Personal Academic Tutor (PAT) on arrival at the University. Your PAT will be a member of the department and a specialist in your area of study. Your PAT will monitor your progress and offer support with any personal and professional problems you may experience throughout the three years of your degree. He/She may also direct you to other services available through the Student Information Desk (SiD).

All tutors have office hours for two hours per week. Students are invited to sign up for tutorials with tutors during these times. This may be to discuss a particular piece of work or other academic issues that you need further advice on.

Whatever your question, the Student Information Desk (SiD) will listen and do their very best to answer it there and then. The SiD team knows all the other student services available and will make sure they put you in touch with the right person. There is a SiD on every campus, where you can go and speak to someone face-to-face. The SiD at the Bedford campus is located at the back of the Learning Hub in P0.31. Working together with SiD is the Student Engagement Team, whose advisors offer independent and confidential advice if you have concerns about your studies. You can contact the Student Engagement Team if you are having problems with attendance, if your course is more difficult than you expected or if you are thinking of interrupting your studies.

Academic and study skills are embedded in the course, but additional support is available through Professional Academic Development (PAD). PAD offers study skills workshops and individual tutorials. For further information about these workshops and tutorials, go to <http://lrweb.beds.ac.uk/help/pad>

If you are an international student, you will be required to take part in a Communication Skills programme, offered at the Bedford campus. You will attend these sessions for two, four or six hours per week, depending on your individual circumstances and requirements. Work for these sessions will include reading, writing, listening and discussion tasks and you will receive regular feedback from your tutors. You will be given a certificate upon successful completion of the programme. As an international student, you will also be supported by the International Students' Support Team, whether you would like help opening a bank account or finding a place to worship, registering with a local doctor or applying for a temporary National Insurance Number and finding part-time work.

The University's financial advisors offer confidential financial advice, information and support. If you have money worries, our advisors can give you general advice on budgeting and point you toward alternative sources of funding that may be available, including career development loans,

local authority grants, benefits, tax credits, university bursaries and scholarships, the access to learning fund and the government student loans scheme.

The Health Centre offers you complete care during your time as a student. The provision includes doctors, nurses, clinics, prescriptions, travel vaccinations, telephone advice and out of hours emergency services. You will be offered the opportunity to register with one of the two general practitioner practices providing student health services to the University. The University also offers all students a free and confidential Counselling Service.

The Careers and Employment Service will help you manage your career both before and after graduation. For information about all the services they offer, go to <http://www.beds.ac.uk/studentlife/careers>.

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For many units you will be working towards a creative output, the unit tutor(s) will allocate time in and outside classes to provide supervision, guidance and support in the making process. For other units you will also have allocated tutorials for written work, to provide additional guidance. This guidance may also be to direct you to additional university services to support your academic development. In your final year of study you will be allocated supervisors for your independent choreographic projects and your dissertations. These supervisors will work alongside your projects to provide targeted support for you and your projects.

Course Equality Impact Assessment

Question	Y/N	Anticipatory adjustments/actions
The promotion of the course is open and inclusive in terms of language, images and location?	Y	
Are there any aspects of the curriculum that might present difficulties for disabled students? For example, skills and practical tests, use of equipment, use of e-learning, placements, field trips etc.	Y	Students with disabilities will be advised on a 1:1 basis and adaptations made as appropriate. Although students' works are graded individually, they are expected to work as an ensemble or company. Group-based practical tasks, individual independent learning, and reading and writing tasks might

		challenge some students with physical, mental, writing and reading disabilities. Special tutor and library research support, Peer-assisted learning (PAL) are available and tailored to the needs and requirements of individual students / learning difficulties.
Are there any elements of the content of the course that might have an adverse impact on any of the other groups with protected characteristics ¹ ?	N	
If the admission process involves interviews, performances or portfolios indicate how you demonstrate fairness and avoid practices that could lead to unlawful discrimination?	Y	Applicants are taken through the same practical auditions/interviews to ensure fair access. Applicants with disabilities are given appropriate support to complete set tasks. Decisions are based on extent to which applicants engage with practical activities and on their willingness to adjust and adapt to the kinds of teaching and learning strategies deemed to be consistent with university and subject benchmark standard for each level of study, and as validated as appropriate for the course.
Confirm that you have considered that the course learning outcomes and Graduate Impact Statements are framed in a non-discriminatory way.	Y	
Confirm that the course handbook makes appropriate reference to the support of	Y	

¹ Age, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation

disabled students.		
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Administrative Information – Faculty completion	
Faculty	Creative Arts Technologies and Science
Portfolio	Media and Performance
Department/School	Media and Performance
Course Coordinator	Victor Ukaegbu
Trimester pattern of operation	1
PSRB renewal date (where recognised)	
Version number	2/2018
Approved by (c.f. Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	17.7.2018
Implementation start-date of this version (plus any identified end-date)	2018/19
Study model type (e.g. study centre)	

Form completed by:

Name: Victor Ukaegbu Date: 21.05.2018

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
5/7/2017	Trimesterised delivery	
17.7.2018	Updates Assessment Map	

Administrative Information – Academic Registry completion

Route code (post approval)	
JACS / HECoS code (KIS)	
SLC code (post approval)	
Qualification aim (based on HESA coding framework)	



Annexes to the Course Information Form

*These annexes will be used as part of the approval and review process and **peer academics** are the target audience.*

General course information

Course Title	Theatre and Professional Practice
Qualification	BA (Hons)
Route Code (SITS)	BATPPABF
Faculty	Creative Arts and Sciences
Department/School/Division	School of Media and Performance
Version Number	

Annex A: Course mapping of unit learning outcomes to course learning outcomes

Unit code	PER 001-1	PER 002-1	PER 009-1	PAE 001-1	PER 001-2	PER 002-2	PER 003-2	PER 016-2	PER 011-2	ENG 011-2	PER xxx-2	PER 016-3	PER 017-3	PER 001-3	PER 011-3	PER 002-3	PER 004-3
Level	4	4	4	4	5	5	5	5	5	5	5	6	6	6	6	6	6
Credits	30	30	30	30	30	30	30	15	15	15		30	30	45	30	30	15
Core or option	Core	Core	Core	Core	Core	Core	Core	Option	Option	Option		Option	Option	Core	Option	Option	Core

Course Learning Outcome (number)	<i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>																
1	LO1	LO1 & LO2	LO1	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1	LO1	LO1 & LO2	LO1 & LO2		LO1 LO2	LO1 LO2	LO2	LO1 & LO2	LO1	LO1 & LO2
2	LO1 & LO2	LO1 & LO2	LO1	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1	LO1 & LO2	LO1 & LO2	LO1		LO1 LO2	LO1 LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2
3	LO2	LO2	LO1	N/A	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO2	LO1 & LO2	LO1 & LO2			LO1 LO2	LO1	LO1 & LO2	LO1	LO1 & LO2
4	LO1	LO1	LO1 & LO2	LO1 & LO2	LO1	LO1	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2		LO1 LO2	LO1 LO2	LO1	LO1	LO1	LO1 & LO2
5	LO1 & LO2	LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1	LO2	LO2	LO1 & LO2		LO1 LO2	LO1 LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2
6	LO2	LO2	LO1 & LO2	LO1	LO1 & LO2	LO1 & LO2	LO2	LO2	LO1 & LO2	LO1		LO1 LO2	LO1 LO2	LO1 & LO2	LO1 & LO2	LO2	LO1 & LO2
7	LO1	LO1 & LO2	LO2	LO1 & LO2	LO1	LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2		LO1 LO2	LO1 LO2	LO2	LO2	LO1 LO2	LO1 & LO2
8	LO2	LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO2	LO1 & LO2			LO1 LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2
9	LO1 & LO2	LO2	LO1 & LO2	N/A	LO2	LO1 & LO2	LO2	LO2	LO2	LO1		LO1 LO2	LO1 LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2
10	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO2	LO1	LO2	LO2			LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2	LO1 & LO2

Annex B: Named exit or target intermediate qualifications

This annex should be used when Schools wish to offer intermediate qualifications which sit under the main course qualification as named exit or target awards, rather than unnamed exit/default awards.

Section 1: General course information

Intermediate Qualification(s) and titles	<p><i>Specify the intermediate qualifications which are named exit or target qualifications (award types) AND what the qualification titles will be, as stated in the course information section of the associated CIF</i></p> <p><i>It is not necessary for the intermediate qualifications to have the same titles as the overall award, but the title must reflect the units taken to achieve it.</i></p>
Mode(s) of Study and Duration	<p><i>Indicate whether each intermediate qualification will be offered full time, part time or both, and the standard amount of time a student will take to complete each target qualification.</i></p>
Type of Intermediate Qualification(s)	<p><i>State whether the intermediate qualifications are named exit and/or target awards.</i></p> <p><i>Students register for target awards at the commencement of their study. Named exit awards provide an opportunity to gain a named qualification when a student fails to complete the main qualification for which they were registered or because they do not achieve the requirements of their original main qualification.</i></p>
Route Code(s) (SITS) of Intermediate Qualification(s)	

Section 2: Qualification unit diet

One table to be used for each intermediate qualification

Confirmation of unit diet for:	<i>Insert intermediate qualification and title</i>	
The units to achieve the credits required may be taken from any on the overall diet for the main course qualification		<input type="checkbox"/>
A combination of units from a restricted list must be taken to achieve the credits required (specify the list below)		<input type="checkbox"/>
A specific set of units must be taken to achieve the credits required (specify units below)		<input type="checkbox"/>
List of units (if applicable):-		

Section 3: Course structure and learning outcomes

One table to be used for each intermediate qualification

Intermediate qualification and title														
The Units which make up this course are:					Contributing towards the learning outcomes <i>Insert LO1 and/or LO2 for each unit into cell corresponding to the course learning outcome</i>									
Unit Code	Level	Credits	Unit Name	Core or option	1	2	3	4	5	6	7	8	9	10

Annex C: Course mapping to FHEQ level descriptor, subject benchmark(s) and professional body or other external reference points

One set of mapping tables to be produced for the course and each named intermediate qualification

Course (or intermediate) qualification and title	BA (Hons) Theatre and Professional Practice
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FHEQ Descriptor for a higher education qualification	<i>(insert level and title)</i> BA (Hons) Theatre and Professional Practice	Course Learning Outcome(s)									
		1	2	3	4	5	6	7	8	9	10
i. Practical work in a range of contexts linked to a greater or lesser extent in the performance, creation, design and presentation of dance, drama and performance.		✓	✓	✓	✓	✓	✓	✓		✓	✓
ii. Critical studies (for example analytic, theoretical, historical, textual or contextual) appropriate to the context of the award in dance, drama, theatre, performance and production, and related multidisciplinary and interdisciplinary areas.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iii. Technique and technical training for craft skills development.		✓	✓	✓			✓		✓	✓	✓
iv. Integration of existing and emerging technologies into performance and production.			✓	✓	✓		✓	✓		✓	✓
v. Preparation for employment within and beyond the dance, drama and performance industries.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.2 The dance, drama and performance programme is characterised by the following common features:		1	2	3	4	5	6	7	8	9	10
i. Knowledge and understanding of the ways in which performance originates, is constructed, circulated and received; this may include 'embodied knowledge' and 'practice as research'.		✓	✓	✓	✓	✓	✓	✓	✓	✓	
ii. Acquisition of knowledge, skills and understanding through processes of research, action, reflection and evaluation of ethical practice and arts citizenship.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
iii. Acquisition of discipline-specific skills and techniques.		✓	✓			✓	✓	✓	✓	✓	✓

iv. Acquisition of practice-based knowledge through physical engagement in technical exercises to develop skills in craft and technique.		✓	✓	✓	✓	✓	✓		✓	✓
v-vi. Practical, workshop-based learning is normally a feature of all dance, drama and performance programmes...and can involve active participation in all, some or a combination of the following: - rehearsal/devising processes - craft skills/technique development - production - performance - digital media - production arts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
vii. Reflecting the public and community nature of performance practice, particular emphasis may be placed on collaborative learning and heuristic principles, on 'learning through doing' in group contexts.	✓		✓	✓	✓	✓		✓	✓	
viii. Study may embrace analysis of theory and of performance texts, which may be written or notated. Equally, emphasis may be placed upon the study of the design and creation of performance as an event or process.	✓		✓	✓	✓	✓	✓	✓	✓	
ix. Research - practical and/or theoretical - is seen as a necessary requirement for engagement with all facets of performance and production practice and theory.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
x. The location of practice within an appropriate framework of ideas, histories and skills.	✓	✓	✓	✓	✓	✓	✓		✓	✓

Subject Benchmark Statement(s)	<i>(insert title(s) and year)</i> Dance, Drama and Performance (2015)	Evidence and/or Course Learning Outcome(s) <i>How the course takes account of relevant subject benchmark statements</i>
Subject knowledge, understanding and abilities		
7.12 It is expected that on completion of a bachelor's degree with honours in dance, drama and performance or associated programmes, subject to individual programme specifications, graduates should be able to demonstrate comprehension and:		
i. Creative and intelligent engagement with forms, practices, techniques, traditions, histories and applications of performance.		CLO 1, 2, 3, 4, 5, 6, 7 and 9.
ii. Creative and intelligent engagement with the key components of performance and the processes by which it is created, realised, managed, distributed and documented.		CLO 1, 2, 3, 5, 6, 8, 9 and 10.
iii. Intelligent engagement with critical and theoretical perspectives appropriate to the study of performance.		CLO 3, 4, 6, 7 and 9.
iv. Intelligent engagement with key practitioners and practices and/or theorists and their cultural and/or historical contexts.		CLO 5, 7, 9 and 10.

v. Creative and intelligent engagement with the role and function of performance in social, educational, community and other participatory settings.	CLO 3, 4, 5, 6, 7, and 10.
vi. Intelligent understanding of the interplay between critical and creative modes of enquiry within the field of study.	CLO 1, 2, 3, 4, 6, 7 and 9.
vii. Intelligent understanding of how to read and interpret texts, media, dance notations and/or scores to create performance.	CLO 2, 3, 4, 5, 6, 7 and 9.
viii. Creative and intelligent understanding of group and collective processes.	CLO 1, 2, 3, 8 and 9.
ix. Creative and intelligent understanding of key components of performance within the disciplines such as the role and function of ideational sources, performers, body, space, sound, text, movement and environment.	CLO 1, 2, 3, 4, 6 and 9.
x. Creative and intelligent understanding of appropriate interdisciplinary elements of dance, drama and performance and how to apply knowledge, practices, concepts and skills from other disciplines	CLO 1, 2, 4, 5, 6, 7, 9 and 10.
xi. Intelligent understanding of the responsibilities of performance practitioners to facilitate safe, environmentally sensitive, sustainable and ethical working practices.	CLO 1, 3, 4, 5, 8, 9 and 10.
Subject-specific Skills	
7.13 It is expected that on completion of a bachelor's degree with honours in dance, drama and performance or associated programmes, subject to individual programme specifications, graduates should be able to:	
i. Engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance.	CLO 1, 2, 3, 4, 5, 6, 7 and 9.
ii. Engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance.	CLO 5, 7 and 9.
iii. Engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.	CLO 3, 4, 5, 6, 7, 8.
iv. Engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance.	CLO 1, 2, 3, 4, 5, 6, and 10.
v. Identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.	CLO 1, 2, 3, 4, 5, 7 and 8.

The format of the following mapping tables may be adjusted.

Qualification Characteristic	<i>(insert title and year where appropriate)</i>	Evidence <i>How the course takes account of relevant qualification characteristics documents</i>
<p>Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.</p>		CLO 3, 5, 5 and 7
<p>Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.</p>		Graduate Impact Statement

Professional body or other external reference points	<i>(insert title and year)</i>	Evidence <i>How the course takes account of Professional body or other external reference points</i>