

## **Programme Specification**

**Title of Course:** BA (Hons) in Collaborative Theatre (Top-up)

**Date Specification Produced:** June 2017

**Date Specification Last Revised:** August 2018

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

## **SECTION 1: GENERAL INFORMATION**

<b>Title:</b>	BA(Hons) in Collaborative Theatre (Top-up)
<b>Awarding Institution:</b>	Kingston University
<b>Teaching Institution:</b>	Nescot College
<b>Location:</b>	Nescot College, Reigate Road, Epsom KT17 3DS
<b>Programme Accredited by:</b>	N/A

## **SECTION 2: THE PROGRAMME**

### **A. Programme Introduction**

The BA (Hons) top-up in Collaborative Theatre course is designed to ensure students become reactive to the industry's ever-changing landscape, championing skills which will allow the students to collaborate in order to create, market and produce their own professional work. Students will become lateral thinkers, widening their approaches to problem solving and gaining an ability to form and articulate their own opinions that will shape their future artistic practice.

In choosing this course, students will join an established Performing Arts department known for its industry-facing, research-informed and practice-led provision. Students will have the opportunity to study with industry professionals in the field, thereby gaining insights, experience and knowledge in order to develop collaborative practice, industry skills and networks.

Students will benefit from intensive practical performance projects with the colleges BA Theatre Company: *(e)merge* and from engaging practical seminars with leading industry professionals involved in production, project management and funding. Embedded digital learning activities will further support students' development as collaborative practitioners and independent artists, helping them to develop additional skills in digital interaction and supporting flexible and innovative approaches to learning.

Emphasis is placed upon the development of skills central to collaborative theatre making. The modules have been designed to simultaneously develop your practical, theoretical and professional practice skills while offering you the opportunity to create your own individual pathway of specialism.

Other key areas of study include: skill acquisition in collaborative theatre making, drawing on the working practices of Practitioners Jacques Leqoc & Frantic Assembly, intensive collaborative performance making periods, culminating in public performances at an established performance venues; contemporary theatre theories and concepts; reflective practice strategies; professional level approaches to project management, and an artistic enterprising philosophy embedded throughout the core modules.

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An essential component is the creative rehearsal and practice time that students need to accrue for the four modules: Establishing Collaborative Practice, Collaborative Commissions, Final Major Collaborative Project (FMCP) and the Creative Enterprise module. The college BA Company (*e)merge* will provide the necessary simulated placement for all modules, through live-briefs. Students will be provided with collaborative commissions in order to facilitate the creation of theatre based project work.

### **B. Aims of the Field/Course**

The BA (Hons) in Collaborative Theatre (Top-up) programme has been specifically designed to develop the practical, collaborative and professional skills required for a theatre-maker. The aims of the course are:

- 1) To develop the lateral mind set needed to create innovative, provocative and challenging work of a collaborative nature.**
- 2) To explore the students' individual artistic voice, in a group context.**
- 3) To prepare students with the skill set required to create and develop theatre companies.**
- 4) To provide a diverse training for students that enables an active engagement to the contemporary industry landscape.**
- 5) To foster students' understanding of collaborative methodologies and processes.**
- 6) To prepare students for industry, employment, postgraduate study and life-long learning.**

### **C. Intended Learning Outcomes**

The program provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks in Dance, Drama and Performance, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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Programme Learning Outcomes					
	<b>Knowledge and Understanding</b> On completion of the course students will be able to:		<b>Intellectual skills – able to:</b> On completion of the course students will be able to:		<b>Subject Practical skills</b> On completion of the course students will be able to:
A1	Demonstrate a systematic understanding of the processes by which performance is created, realised, managed, distributed and documented.	B1	Operate and think reflexively, creatively, critically and technically to develop ideas and construct arguments.	C1	Engage in performance and production based on acquisition and understanding of appropriate performance and production vocabularies, skills, structures, working methods and research paradigms.
A2	Synthesize key components of performance within the discipline to include for example: ideational sources, body, space, image, sound, text, movement, and environment.	B2	Research and examine information, materials and experiences, formulate independent judgements, and articulate reasoned arguments from competing perspectives through reflection, review and evaluation.	C2	Develop a repertoire of interpretive skills, practices and making techniques (physical/ aural/spatial) and ply them effectively to engage with an audience/performance.
A3	Demonstrate a critical awareness of research methodologies and methods used to investigate the fields of study.	B3	Take responsibility for own learning and development using reflection. Formulate reasoned responses to the critical judgements of others and using this to develop plans to implement actions.	C3	Contribute to the production of performance, for example through direction, choreography, dramaturgy, stage management, sceneography, sound and lighting production, media, promotion, administration, funding.
A4	Confidently demonstrate an interplay between creative and critical modes of enquiry in the discipline.	B4	Engage interdisciplinary approaches and has a systematic understanding of different theories or paradigms of knowledge.	C4	Realise the performance possibilities of a script, score and other textual and documentary sources and/ or create new work using skills and crafts of performance making/ writing.

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A5	Seeks and applies new techniques and processes to demonstrate the use of performance and production skills to facilitate audience engagement and participation.	B5	Identify personal strengths and needs, and justify and reflect on personal development and opportunities for lifelong learning.	C5	Use technologies such as Computer Aided Design, television, and sound editing, sampling and composition, digital and media arts in the realisation and execution of performance.
A6	Demonstrate the effective use of group processes in the creation of work including, for example working collectively, ensemble, co-creation and hierarchical and non- hierarchical structures, negotiating in a professional context and managing conflict effectively.	B6	Categorize the group dynamics needed to operate collaboratively within collective, creative and professional contexts and apply these to generate and pursue shared goals		
A7	Demonstrate the interdisciplinary elements of dance, drama, performance, and apply appropriate knowledge, concepts and skills from other disciplines, synthesise ideas and information to generate a coherent body of work.	B7	Recognise situational and interpersonal factors and how these can be effectively accommodated to facilitate productive working relationships.		

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In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

Key Skills						
Self-Awareness Skills	Communication Skills	Interpersonal Skills	Research and information Literacy Skills	Numeracy Skills	Management & Leadership Skills	Creativity and Problem Solving Skills
Take responsibility for own learning and plan for and record own personal development	Express ideas clearly and unambiguously in writing and the spoken work	Work well with others in a group or team	Search for and select relevant sources of information	Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data	Determine the scope of a task (or project)	Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems
Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback	Present, challenge and defend ideas and results effectively orally and in writing	Work flexibly and respond to change	Critically evaluate information and use it appropriately	Present and record data in appropriate formats	Identify resources needed to undertake the task (or project) and to schedule and manage the resources	Work with complex ideas and justify judgements made through effective use of evidence
Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets	Actively listen and respond appropriately to ideas of others	Discuss and debate with others and make concession to reach agreement	Apply the ethical and legal requirements in both the access and use of information	Interpret and evaluate data to inform and justify arguments	Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary	
Work effectively with limited supervision in unfamiliar contexts		Give, accept and respond to constructive feedback	Accurately cite and reference information sources	Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data	Motivate and direct others to enable an effective contribution from all participants	
		Show sensitivity and respect for diverse values and beliefs	Use software and IT technology as appropriate			

## **D. Entry Requirements**

Individual offers may vary. All students who are invited to interview/audition and should have one of the following:

- FdA in a theatre subject
- HND in Theatre, Drama, Performing Arts, Stage Management or Theatre Design, with merit/distinction profile
- An equivalent overseas qualification together with a proven ability in spoken and written English (IELTS 6 overall)

Alternative qualifications and industrial experience would be considered and discussed at interview.

It is strongly advised that all Higher Education applicants will have successfully achieved an A\* - C grade in both GCSE English (or equivalent qualification), to enable them to successfully complete their studies at Nescot College and enhance their future career prospects.

Applicants with qualifications that do not meet these requirements, but with significant professional experience, may also be considered.

## **E. Field/Course Structure**

This programme is offered in full-time mode, and leads to the award of BA (Hons) Collaborative Theatre.

### **E1. Professional and Statutory Regulatory Bodies**

N/A

### **E2. Work-based Learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

The Top-up course has a substantial emphasis on practical or simulated 'work based learning' elements, which are embedded in all modules.

### **E3. Outline Programme Structure**

The course is made up of four modules each worth 30 credits. A student must complete 120 credits at level 6. Students will be provided with the university regulations. Full details of each module will be provided in module descriptors and student module guides.



<b>Level 6 (all core)</b>				
<b>Compulsory modules</b>	<b>Module code</b>	<b>Credit Value</b>	<b>Level</b>	<b>Teaching Block</b>
<b>Establishing Collaborative Practice</b>	DA6701	30	6	1
<b>Creative Enterprise</b>	DA6702	30	6	1&2
<b>Collaborative Commissions</b>	DA6703	30	6	1&2
<b>FMCP – Final Major Collaborative Project</b>	DA6704	30	6	2

Level 6 requires the completion of the compulsory modules.

<b>Teaching Block 1 (15 Weeks)</b>		<b>Teaching Block 2 (15 Weeks)</b>
Establishing Collaborative Practice (10 weeks)	Collaborative Commissions (10 Weeks)	Final Major Collaborative Project (10 Weeks)
Creative Enterprise (20 weeks)		

## **F. Principles of Teaching, Learning and Assessment**

Students on the programme will get a hands on practical experience as a member of Nescot College’s in-house BA company (e)merge. Working on live projects, student’s will benefit from working with professional artists from a range of disciplines. This will enable students to develop and enhance their personal and professional portfolios as emerging artists.

As the year progresses, students will assume roles in order for (e)merge to be fully managed by the ensemble. The company will operate in a professional context and offer a platform for students to create their enterprise from.

Students will keep ideas journals, which house their creative thought and processes throughout each module. Students are required to continually reflect upon their practice. These reflections will be published on a public industry facing blog such as: WordPress.

Teaching learning and assessment strategies are designed to be inclusive. Individual journals allow students to comment on their individual journey’s as well as their collective journey as a member of (e)merge. The ‘practice’ aspect of the programme is emphasised in taught material, practical activities and work-based placements and assessments. The BA Company play a central role in developing practitioner skills in a safe learning environment while also offering the students some autonomy to make creative and enterprising decisions as they would in their own practice. Students will become self-aware through critical

reflection as part of their professional practice. Students will develop the confidence to consider original solutions to problems and influence change within a culturally diverse arts industry context.

A range of assessment methods will be used that enable students to demonstrate practical knowledge and skills. Examples of which include reflective journals, presentations, practical projects and artistic portfolios. The assessment strategy in each module has been designed to provide formative opportunities that allow students to receive feedback identifying areas for development so that they may best prepare for subsequent summative assessments. Care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best. This practical application of knowledge and skills will provide the opportunities for critical reflection through live project briefs to develop their creative philosophy and practice.

## **G. Support for Students and their Learning**

Students will benefit from innovative and collaborative teaching strategies that are engaging and designed to contextualise the academic knowledge and skills within the curriculum. Academic and pastoral support is underpinned by a Personal Tutor system that enables students to engage with the subjects being addressed in their modules, explore entrepreneurship activities and develop skills in finding and successfully applying for careers opportunities.

### **Induction**

The course commences with an induction programme that aims to familiarise students with each other, the course requirements, the regulations of the University, the college environment, and academic writing conventions. Within induction, there will be opportunities for students to meet the course team, their tutor and college support staff. This will enable early identification of support needs

### **Personal Tutor Scheme (Tutorials)**

Students will be allocated a personal tutor. The role of the personal tutor is to support students to pass the programme, to provide an opportunity for reflection on academic progress and professional development. Students will be entitled to a one-to-one tutorial each teaching block where progress will be discussed. If students feel the need for more support they can ask the programme coordinator or contact Student Support Services directly.

As part of the tutorial process, students will be supported to undertake personal development planning. This will incorporate the development of students artistic portfolios, support in identifying further training needs and guidance in career development opportunities.

### **Pastoral support**

The college provides access to a nurse during some of the week, as well as a counsellor for more personal and emotional health needs. The college has two designated student finance officers who can provide advice on issues such as student loans, travel cards, accommodation and bursary information.

Students will have access to the college's internationally recognised Osteopathy clinic and the college's Sports Therapy facilities for any injuries, aches and pains.

An on-site Ofsted approved nursery is situated on campus for childcare needs.

**Learning support**

The college has a designated learning support department that can support a range of learning disabilities by conducting assessments and accessing funding through the Disabled Students' Allowance (DSA). The team can also provide support in the form of a drop-in or more regular support sessions where appropriate.

**Learning Resources Centre (LRC)**

The LRC provides a comprehensive collection of textbooks and other study aids including journals, newspapers, and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the virtual learning environment (Weblearn). There are a range of on-line databases suitable for creative industry research and all students are able to acquire an Athens password for access.

Laptop access in the classroom supports teaching, learning and assignment completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and Information Technology (IT) support staff. The IT support staff offer a range of workshops to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to Smartboard (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning. Students also have access to the Kingston University Learning Resources Centre with their Kingston University student card.

Our BA Higher Education production company (e)merge operates out of the VAPA building which contains; one large, fully-equipped and adaptable black box studio theatre, one fully equipped dance studio, one drama studio with mirrors and a number of practical rehearsal spaces. The VAPA is a vibrant, creative and supportive environment, which is central to the College's creative output within the local community.

Epsom being in intimate quarters to London and with excellent transport links, our students are perfectly located see some of the world's best contemporary theatre at closely situated and renowned venues such as The National Theatre and The Barbican. With the Battersea Arts Centre, The Rose Theatre and Richmond's Orange Tree also close at hand, students can also see some of the country's finest fringe theatre to enliven and inform their own professional development & practices as future artists. Nescot being ideally placed close to the Capital showcases work annually at venues such as the CLF Art Café in Peckham an emerging theatre venue with great artistic endeavour.

**H. Ensuring and Enhancing the Quality of the Course**

The College has several methods for evaluating and improving the quality and standards of its provision. These include:

- External Examiners
- Boards of Study with student representation
- Annual Monitoring and Enhancement
- Periodic review undertaken at subject level
- Student evaluation
- Moderation policies
- Feedback from employers

## **I. Employability Statement**

Preparation for work is an integral part of the BA Hons Degree in Collaborative Theatre. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive economy. The department has excellent links with employers to ensure the skills and knowledge acquired by students are appropriate to workplace requirements. One such link is The Rose Theatre.

All students are encouraged to attend additional continual professional development courses. They are also encouraged to explore the arts market and possible career paths, and to consider developing attributes that employers, funders and commissioning bodies look for in graduates above and beyond essential academic skills.

In addition to developing subject specific skills, modules place emphasis on developing the transferable skills essential to successful employment. This includes developing the ability of students to confidently apply and communicate their knowledge and ideas through oral and written communication, presentations and implementation of practice.

## **J. Approved Variants from the Undergraduate Regulations**

None.

## **K. Other sources of information that you may wish to consult**

[www.nescot.ac.uk](http://www.nescot.ac.uk)

[http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781\\_10](http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781_10)

**Development of Field/Course Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

Module Code		DA6 701	DA6 702	DA6 703	DA6 704
<b>Knowledge &amp; Understanding</b>	A1		S		S
	A2	S			S
	A3				S
	A4				S
	A5	S		S	S
	A6			S	S
	A7	S		S	S
<b>Intellectual Skills</b>	B1	S			S
	B2	S	S	S	S
	B3		S		S
	B4				S
	B5	S		S	S
	B6				S
	B7				S
<b>Practical Skills</b>	C1	S		S	S
	C2	S		S	S
	C3		S		S
	C4			S	S
	C5	S	S		S

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

## **Technical Annex**

<b>Final Award(s):</b>	BA (Hons) Collaborative Theatre (top-up)
<b>Intermediate Award(s):</b>	n/a
<b>Minimum period of registration:</b>	1 year full-time
<b>Maximum period of registration:</b>	2 years full-time
<b>FHEQ Level for the Final Award:</b>	6
<b>QAA Subject Benchmark:</b>	Dance, Drama and Performance
<b>Modes of Delivery:</b>	Full-Time
<b>Language of Delivery:</b>	English
<b>Faculty:</b>	Kingston School of Art
<b>School:</b>	Arts, Culture and Communication
<b>Department:</b>	Performing Arts
<b>UCAS Code:</b>	
<b>Course/Route Code:</b>	