Programme Specification

University of Cumbria

Programme Title and Name of Award	BA (Hons) Theatre and Performance		
Academic Level	6	**Total Credits**	360
Professional Body Accreditation / Qualification	Not applicable.		
Date of Professional Body Accreditation	Not applicable.	**Accreditation Period**	Not applicable.
UCAS Code	W440		
HECoS Code	100071, 100700, 100698		
Criteria for Admission to the Programme	The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website. We do not formally audition for this course in recognition of the breadth of non-performance routes available to students through the degree however students will be invited to an optional workshop afternoon and face-to-face interview where students can experience working with the staff and tour the facilities. Students unable to attend a workshop afternoon will be interviewed remotely. Students will be required to demonstrate via their UCAS application and interview a background of study or practical experience in a relevant Performing Arts discipline. Students may submit a digital portfolio of their work in support of their application. Applicants with HNC / HND level qualifications may be eligible for direct entry into Level 5 / Level 6. Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/ba-hons-theatre-and-performance		
Teaching Institution	University of Cumbria		
Owning Institute	The Institute of the Arts		

Programme delivered in conjunction with	Not applicable.	
Principal Mode of Delivery	Face-to-Face.	
Pattern of Delivery	Full Time	
	Total weeks of study:	24 weeks
	Delivery pattern:	2 x 12 week semesters
	Standard semester dates:	Yes
Delivery Site(s)	Brampton Road Campus, Carlisle	
Programme Length	Standard full-time registration period is 3 years with a maximum registration period of 7 years.	
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).	
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. • CertHE Theatre and Performance (120 credits) • DipHE Theatre and Performance (240 credits) • BA Theatre and Performance (300 credits)	
Period of Approval	August 2020 – July 2026	

This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage:

https://www.cumbria.ac.uk/study/courses/undergraduate/ba-hons-theatre-and-performance/

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others

- Confident in your digital capabilities

- Able to manage your own professional and personal development

- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment

- A leader of people and of places

- Ambitious and proud

Programme Features

The BA (Hons) Theatre and Performance programme is a practice-based degree centred around: exploring creative practice, critical thinking and graduate employability. This course emphasises research informed practice, entrepreneurship and community engagement rooted in an interdisciplinary and inclusive approach to performance work.

This programme brings practical and critical skills together in a powerful combination that encourages informed creative practice and introduces you to a wide range of potential career paths in the performance led, creative industries.

The BA (Hons.) Theatre and Performance programme is structured around 3 distinct strands: Exploring Creative Practice (240 credits), Critical Thinking (60 credits), Employability Business and Enterprise (60 credits).

The central spine of Creative Practice modules, which form 2/3 of the degree, encourage you to explore the skills and techniques associated with Theatre and Performance and apply these skills and techniques in a broad range of performance contexts. You will investigate the relationship between research and practice and produce work in each year for a 'Festival Theatre' format.

The 'Festival Theatre' format allows you to explore a variety of performance practices tailored to your particular interests, skillset and experience. The work may be original or established, it may be traditional or experimental, but you will always be challenged to create work that is both economically sustainable, timely and transferable. In addition to staging work in more tradition festival style venues (small theatre spaces, pop-up theatres etc.) you will also have the chance to explore touring and community-based performance opportunities as part of the 'Festival Theatre' format.   The Festival Strand of modules may be of particular to you if you are an existing practitioner looking to diversify from more traditional theatre based performances.

In addition to exploring Creative Practice, you will take modules that focus on developing your critical understanding and appreciation of arts practice. During these modules you will not only develop an enhanced understanding of artistic practice, but you will also explore the place of art and the role of the artist in society. On the Theatre and Performance programme you will be encouraged to look at a range of global theatre practice and to understand performance from the perspective of an international cultural context.

The remaining modules on the degree focus specifically on developing your Employability (Business & Enterprise) and encourage you to explore a range of potential avenues for graduate employment in the creative industries. You will also explore opportunities for self-employment, entrepreneurship and develop knowledge of and skills in marketing yourself in both the physical and digital marketplace. The Employability (Business & Enterprise) strand embeds the University of Cumbria Career Ahead, Bronze, Silver and Gold awards at levels 4, 5 and 6. In addition to the formal teaching the Theatre and Performance programme encourages you to participate in additional, optional workshops and activities that will enhance your learning and employability through Linked in Learning, guest speakers, organisations and workshops.

Although elements of the course may be competitive in nature (auditioning for roles), the teaching on the programme promotes equality of opportunity and insists upon treating every student with dignity and respect. Staff are adept at fostering individual aspirations and provide a nurturing learning environment for people from diverse backgrounds and who may have different educational needs.

The Institute of the Arts recognises that students come to the University with diverse and complex learning requirements and ensures that all students are given equal access to educational opportunities, skills development, support and learning. You are given the opportunity, at every level, to tailor your assessments to your own skillsets and needs so this programme is ideally suited to performers who may have felt excluded by more traditional forms of performer training.

The BA (Hons) Theatre and Performance programme is predominantly one of campus-based learning, developed around face-to-face contact and group-based learning activities. However, students are also expected to engage with the University's Virtual Learning Environment (Blackboard), as well participating in periods of self-directed study.

Specialist Resources - the Theatre and Performance programme is facilitated by our excellent resources and teaching spaces:

- The Stanwix Main House Theatre
- The Stanwix Studio Theatre
- Dedicated Dance Studios
- Dedicated Rehearsal Rooms
- Recording Studios and Audio / Video Editing Suits
- Specialist Audio / Video Resources and I.T. Support
- Dedicated Wood, Metal, Textile & Print Workshops
- Dedicated Lecture Theatres

Additional Costs

You will be required to purchase appropriate active wear and safety wear for practical work and attend a least one live professional performance during the course of your studies. You may also wish to purchase your own text to annotate.

Active Learning is central to the exploration of individual practice in Theatre and Performance. Working actively in small groups means more opportunities for students to take part in workshops, more opportunity for tutorials with and feedback from your tutors and a better sense of group identity and community. A student-centred approach to teaching means that the academic team can get to know you better as artists and support your artistic interests. It puts us in an informed position when it comes to tailoring our approach to your learning and recommending you for any external opportunities that become available.

Showing Your Work in the Real World: Performances and showings are explicit outcomes of Theatre and Performance practice. In each year of study, you will be required to work as part of a team to rehearse and perform shows publicly for an audience of peers, staff as well as the general public. As you progress through your degree you will take more ownership of the performance choices and they will become more public in nature. This knowledge and experience prepares you directly for a variety of graduate careers in the cultural sector.

Links with the Creative Industries are crucial to kickstart your career. The Institute of the Arts currently has a Memorandum of Understanding with a number of Cumbria based arts organisations including Theatre by the Lake in Keswick and Tully House in Carlisle. Throughout the degree you will have the opportunity to experience working within the Festival Theatre model engaging with the creation, rehearsal, performance and production of Theatre and Performance work on campus and in the wider community. The Festival Theatre model embraces a range of formats (including scripted,

devised or choreographed work), and a range of locations (including traditional theatre spaces, theatre in the community, touring theatre and site-specific performance). We also work closely with our careers team to ensure that you will be taught professional conduct, career building skills, developing a personal profile, entrepreneurial and marketing skills amongst others.

Opportunities for Enrichment:

- Public Performances allow you to experience the real-world demands of Theatre and Performance processes and practice. Public Performances in the Stanwix Theatre's means that your work is immediately located in the real-world.

- Guest Speakers & Workshops - offer added value to your learning experience and you can share your own work with the professionals through workshop activities and showings.

- Regional and National Theatre Trips - are an important element of your learning experience. Where possible we try to provide subsidised trips annually. Destinations range from Newcastle, Manchester, Glasgow, London and the Lake District.

- Choirs / Extra - Curricular Performance Opportunities. Students are regularly asked to sing and perform at Carlisle Cathedral and beyond representing the University in the broader community. The Stanwix Theatres are also available to book for students who wish to peruse extra-curricular, performance opportunities independent of their course of study.

The Institute of the Arts is a fantastic place to study. You will be working in a creative community surrounded by visual artists, designers, filmmakers and games-designers dedicated to creating a rich student and cultural experience.

On campus we have:

- The Stanwix Theatre Main House and Studio Theatres hosting student performances, touring performances and special events.

- The Vallum Gallery: hosting a varied programme of professional and student exhibitions with associated gallery talks and guest speakers.

- A specialist arts library that the academic teams add to regularly making sure that the most current titles are available to you

Programme Design:

Level 4: In year one you will explore how a performer uses voice, physicality, movement and text effectively in performance. You will be introduced to core technical and production skills and you will learn how to work safely and professionally in a performance environment. You will be asked to consider the importance of good physical and mental health and develop a resilience and flexibility in your approach to creative practice.   In the Critical Thinking strand you will be asked to cultivate your awareness and appreciation of arts practice from both a critical and personal perspective. In the Employability (Business and Enterprise) strand you will begin to consider how artistic identities and professional profiles are created and nurtured within the creative industries.

Level 5: Your second year builds upon the skills introduced at Level 4. You will deepen your understanding and experience of applying performance and technical skills in the Festival Theatre productions and collaborative research projects. You will continue to explore the relationship between creative practice and your artistic identity in the Critical Thinking strand and develop an understanding and appreciation of inclusive practice and accessibility in the Employability (Business and Enterprise) strand.

Level 6: Your final year extends the work introduced at levels 4 and 5, while fostering more independence and autonomy in your creative practice. In Semester One the focus is on creating research informed, independent practice. In Semester Two you will adopt more autonomy and levels of responsibility in the development of your final festival project. In the Critical Thinking strand you will be encouraged to research and critique professional practice and in the Employability (Business

and Enterprise) strand you will finalise your professional portfolio in preparation for life after graduation. At this point you will be a competent, independent and informed practitioner with a personal portfolio of work that reflects the breadth of your skill and depth of your engagement.

Upon graduation you will be ready to embark upon a range of graduate careers informed by your knowledge of Theatre and Performance. You will also be well positioned to undertake further study. Some graduates aspire to move towards teaching as a career, others prefer to extend their knowledge base and push themselves to produce ever more advanced performance work. You will also graduate with a range of transferable skills that will enable you to peruse graduate employment opportunities with the Creative Industries and beyond.

Aims of the Programme

The overall aims of the Programme are:

1. You will have a graduate profile consonant with the expectations of an emerging professional in the creative industries or postgraduate study.

2. You will be a confident, flexible, resilient and adaptable creative practitioner who can work independently and collaboratively.

3. You will have a sustainable portfolio of technical, performance and entrepreneurial skills in the creative industries.

4. You will have a knowledge and understanding of an internationalised range of arts practice and critical perspectives that positions you to shape the future of the creative industries.

5. You will have experience of staging a range of community and industry focused, research informed performance projects.

6. You will have developed a critical understanding of cultural diversity, inclusivity and accessibility within the creative industries and be able to apply this knowledge in your practice.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national Framework for Higher Education Qualifications (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.

- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.

- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.

- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.

- Accept responsibility for determining and achieving personal outcomes.

- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.

- Critically evaluate concepts and evidence from a range of resources.

- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.

- Communicate solutions, arguments and ideas clearly and in a variety of forms.

- Exercise considerable judgement in a range of situations.

- Accept accountability for determining and achieving personal and group outcomes.

- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

K1. Safe working practice in production environments.

K2. Safe working practice in vocal performance, movement and physical theatre performance.

K3. Knowledge and understanding of appropriate critical frameworks and perspectives for understanding and appreciating works of art.

K4. Knowledge and understanding key artists and their artistic practice.

K5. Key undergraduate study skills.

K6. The importance and role of professional and digital identity in the marketplace.

K7. Awareness employment opportunities within the performance-led Creative Industries.

K8. Core practical skills in preparing and rehearsing roles for live and recorded performances.

K9. Core technical skills for recording performances and preparing theatre spaces for production work.

After 240 credits of study (DipHE) you will be able to demonstrate:

K10. Knowledge and understanding of specialised areas of Theatre and Performance practice.

K11. Knowledge and understanding of writing literature reviews.

K12. The relationship between arts practice and the social, political and economic conditions that shape it.

K13. Knowledge and understanding of key Theatrical Practitioners and their standing in and influence on contemporary practice.

K14. The importance and role of inclusion, accessibility and equality within the performance-led Creative Industries.

K15. Knowledge and understanding of funding practice and business planning in the performance-led Creative Industries.

After 360 credits of study (BA Hons) you will be able to demonstrate:

K16. Knowledge and understanding independent research practice in the field of Theatre and Performance.

K17. The ability to write research proposals.

K18. The role and practice of performance criticism in print media and digital media.

K19. Appropriate content, format and expectations for the creation of a professional portfolio in a chosen career and/or area of further study.

K20. Industry expectations for emerging professionals in the performance-led, Creative Industries.

K21. How to plan and lead a festival or touring production.

K22. How to produce and deliver a festival or touring production.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (CertHE) you will be able to demonstrate:

S1. The ability to work safely in production environments.

S2. The skills and ability work safely in performance contexts.

S3. The skills and ability to analyse and critique artistic practice.

S4. An understanding and appreciation of artistic practice.

S5. An ability to identify a range of potential career paths within Theatre and Performance.

S6. How to plan and prepare for a chosen career path within Theatre and Performance.

S7. An application of core performance skills in a range of performance contexts.

S8. The skills and ability apply core production skills in a range of performance contexts.

S9. The ability to evaluate one's own creative practice.

After 240 credits of study (DipHE) you will be able to demonstrate:

S10. Performance and/or production skills in an area of specialised creative practice.

S11. The ability to write literature reviews that support and facilitate creative practice.

S12. The ability to research and articulate the relationship between arts practice and the social, political and economic conditions that inform it.

S13. The skills to critique the relationship between arts practice and the social, political and economic conditions that inform it.

S14. Engagement in business planning and / or fund-raising activities within, in support of creative practice

S15. The ability to create a career plan for working within the creative and/or cultural industries.

S16. Critical reflection of one's own creative practice.

After 360 credits of study (BA Hons) you will be able to demonstrate:

S17. The ability to propose and complete independent research in a chosen area of Theatre and Performance.

S18. The skill to practice and present performance criticism in both print and digital media formats.

S19. The ability to create an appropriate professional portfolio (physical and/or digital) in a chosen career and/or area of further study.

S20. The capacity to plan for and critically reflection upon a chosen career path.

S21. The skills to plan and lead a festival or touring production.

S22. The ability to produce and deliver a festival or touring production.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

QAA Benchmark Statements for Dance, Drama and Performance (2019)

In addition to the subject specific benchmark statements, best practice guides from external organisations within the performance led Creative Industries such as The Equity Manifesto for Casting and Play Fair campaign, The Equity Guide for working with LGBT+ Performers, and The Equity Agenda for Change have been used to inform the Programme Outcomes.

Internal benchmarks include:

- UCIA Departmental Business Plan for the Institute of the Arts
- UoC Strategic Plan
- UoC Learning, Teaching and Assessment Strategy
- UoC Academic Regulations and Academic Procedures and Processes
- UoC Student Charter
- UoC Access and Participation Plan
- Learning Teaching and Assessment Plan 2019-2022
- Student Achievement Strategy 2019-2021
- Institute of the Arts Employability Plan

Graduate Prospects

As a successful graduate of the BA (Hons) Theatre and Performance programme you will be able to access a variety of career options. A degree in Theatre and Performance becomes a passport to enter an extensive range of careers throughout the creative industries including performing, freelance work, community arts and applied theatre, drama-therapy, directing, broadcasting, arts administration as well as teaching and lecturing.

According to Prospects* (2018), six months following graduation, 75.8% of performing arts graduates are in employment, 36.8% "working in the arts, design and media." and 10.8% have embarked on further study. These statistics have confirmed to us that employability skills are central to the success of our graduates and so we have embedded the professional skills and employability into the programme in every year.

Transferrable Skills:

- Self-reliance.

- Working with others.

- Communication skills.

- Time management.

- Planning and project management.

- Presentation skills.

- Reflection and evaluation.

- Research, critical and analytical skills.

- Problem solving.

Progression Routes:

- Performing & Presenting.

- Freelance Work.

- Applied & Community Theatre.

- Graduate Training Schemes.

- Teaching & Lecturing.

- Postgraduate Education.

The scope described by these destinations is testament to the flexibility of the programme that supports all the individual interests of our students. It also speaks to the potential that Theatre and Performance holds as a great career:

https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/performing-arts *

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. On the Theatre and Performance programme you will have opportunity to learn alongside other students in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy. Facilitated by expert staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria's Learning, Teaching and Assessment Strategy sets out clear aspirations and commitments for and to our students. The students that graduate from this institution are enquiring and self-reliant, confident and capable, professionally ready, responsible individuals that are ambitious and proud. These attributes are practiced on every year of study as we support you to become one of our graduates. You will find your place in learning environments that will both support and challenge you, explore ideas in and around your discipline, enabling you to grow and develop to become adaptable and reliable performers.

Module Size and Structure

Each module of the degree is either a 20 or 40 credit module. 20 credit modules are shorter and deal with exploring Theatre and Performance technique, specialist knowledge and skills and short-focused projects. Longer 40 credit modules are dedicated to your applying your skills and knowledge to extended performance projects that mirror industry processes and practice.

Learning and Teaching:

We use a variety of approaches to learning and teaching to make sure you develop appropriate concepts, knowledge and skills and to develop work related skills. These include study skills, research methods, critical and analytical abilities, and your ability to manage your time and plan your work. Our learning and teaching methods allow you to develop both social and independent learning techniques.

- **Practical Workshop Sessions** will provide the opportunity for you to develop specialist skills and knowledge. They normally take the form of tutor-led practical activities, designed to allow you to focus on, experiment with, develop your personal approach to Theatre and Performance.

- **Experiential Learning** (learning through reflection on doing) is a key element of your development as a performer. You will learn to improve your practical skills though a continuous cycle of practice, feedback and reflection. You will receive feedforward continuously throughout each rehearsal process and feedback at the end of each performance that encourages reflection and guides your personal development.

- **Public Performances** provide the opportunity for Theatre and Performance students in years two and three to gain an understanding and knowledge of rehearsing, performing and producing work in a manner that mirrors professional practice and contexts. Each major performance features a stop review with your supervisor that allows you to benchmark your progress and set targets before you are formally assessed at the end of the process.

- **Tutorials** provide individually tailored feedback to you. They can range from one-to-one to small group situations. They will be scheduled into timetabled sessions and as the course progresses you will be encouraged to request tutorials with specialist tutors for more involved feedback reflecting the advanced level at which you are working.

- **Problem-Solving** is an integral part of artistic practice and the Theatre and Performance programme improves your problem-solving skills by enhancing your; Knowledge base, Skill base, Resource base, Strategy base, and Behavioural base. We do this by writing practical projects that mirror industry practice and encourage you to learn experientially.

- **Group work** is very important in Theatre and Performance. Theatre and Performance positively seeks input from different voices and experiencing the demands of different projects requires that you develop transferable skills in communication, trust, responsibility, flexibility and reliability. We write projects and set tasks that allow you to experience, develop and reflect upon your team-working skills.

- **Independent Learning** forms a natural and expected extension of the formal aspects of the course. Your success will ultimately be dependent on your willingness to develop, experiment with and extend the concepts and approaches introduced in workshops and apply your

independent judgment in projects that extend beyond the classroom. It is only with continued application that lasting and valuable progress in your chosen field can be made.

- **Lectures** are used by tutors using a variety of media as support. You will be expected to take notes, ask questions and contribute to any group discussions that ensue.

- **Seminars** will explore issues in greater depth with both tutor and student-led formats. These will require you to engage in research and background reading and will consider the relation of theory to practice and help develop wide ranging transferable skills.

- **E-learning and Blackboard** is the portal to access to project briefs, timetables and lecture notes, to submit module assessments and receive summative feedback. Learning packages which can be completed at your own pace are also a feature in some modules.

Summative and Formative Assessment

Assessment for learning is fully embedded in our learning, teaching and assessment strategy. The five main principles of this are a clear understanding and recognition of the criteria for success, regular formative feedback, opportunity for reflection, personal goal setting, and finally detailed summative assessment. As such we have designed a programme where enquiry and curiosity are the starting points for your learning journey.

Where possible, across all the practice modules, we have adopted learning and assessment methods that mirror real-world practice. This means that we set work and design projects in tune with the demands of real-world environments. Scene-studies, auditions, rehearsal practices, performances etc. all give you the opportunity to gain experience of working in a manner that mirrors potential future working-place environments.

Assessment is either formative or summative. Formative assessment responds to your developing work and summative assessment is a formal response to your finished work. Summative assessment is graded, formative assessment is not.

Assessment Criteria and Rubrics are connected to each individual module and respond to the learning outcomes. Students are provided with carefully formulated disaggregated marking criteria so that they can understand what tutors are expecting from them when they mark student assignments. Supplemental guidance and marking guidelines are provided to students for performance work to clearly distinguish and render explicit the expectations for performance-based assessment. Assignment deadlines are staggered throughout each semester in order to facilitate good student time management and to avoid the 'bunching' of submissions. Feedback is detailed and corresponds with University marking criteria and specified learning outcomes.

Although the demands of performance work make the degree predominately one of campus-based learning tutors place teaching materials such as assessment briefing documents, lecture notes, copyright authorised PDFs, and links to online scholarly material onto our Blackboard site. In order to support the development of a range of academic skills the Theatre and Performance team also posts a set of generic and bespoke written guides on its Blackboard site to help prepare students for assignments.

Our approach to teaching encourages active learning. Unlike the traditional, predominantly lecture-based approaches to teaching, which tend to encourage passive learning, our teaching is based around seminar discussions, workshops and practice-based activities. In order to support the needs of diverse learners and underpin the programme's ethos of inclusivity, the programme uses a variety of assessment strategies whose purpose is to test and foster the development of a wide range of key critical and practical skills including critical reflections, research portfolios, the documentation of individual practice, project proposals, the documentation of the rehearsal process and practices as well as group and individual performance examinations.

The range of learning, teaching and assessment methods used enables different aspects of your learning to be developed and tested. As well as testing what you know and can do at the end of a

module (*Summative Assessment*) you'll get regular advice and guidance while your work is in progress (*Formative Feedback*) through one-to-one, peer-to-peer and group tutorials where you will have the opportunity to discuss and develop strategies to develop your work. This enables you to develop and refine the work as it is being produced with the structured guidance required to achieve the best possible results.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

On your programme you will undergo inductions and training in the specialist theatre spaces, rehearsal rooms, workshops and technical resources that support your learning. Facilities at the Institute of Arts include the metalwork, woodwork, print, textiles, ceramics, photography and audio-visual equipment.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy.

You will be supported throughout your degree no matter what level of experience or ability you have. Your personal tutor will meet with you each semester and review your academic development and work with you to plan where you would like to progress. Our student services, located on every campus, contribute to your studies with academic skills workshops, individual and group tutorials designed to address an issue you may like more help with, and other well-being services. This support is invaluable to all students and scaffolds the learning that takes place on the programme.

Should you need to see a tutor for information or a question about a module you should speak to or email the module tutor. If you question is about the programme you should speak to or email the programme leader. On occasion, academic staff will undertake research activities in order to stay current and contribute to the most contemporary and relevant learning environment. If you have a personal academic query and your Personal tutor is absent on research leave, you should speak to a module tutor you feel comfortable with and they will be able to advise of the best person to address your query.

Personal Development Planning

As you progress through the BA (Hons) Theatre and Performance degree you will develop skills in personal conduct, time-management and communications, these skills will make you a more rounded and confident individual who has something to say and is able to say it. In every year of study, we work on these personal attributes developing your ability to rehearse and perform with autonomy and independence.

In year one we embed skills of time management, project management, presentation skills and critical thinking. In year two these skills are put into practice as you work creatively on collaborative

projects and making work for public viewing. On completion of year two, you will have gained confidence in your own abilities to produce work, but also to work with others, a crucial attribute in any employment. In year three, your individual development and growing independence are the platform upon which you stage work for a public audience. By this stage in your learning, you will have developed into a creative autonomous individual capable of selecting, creating and staging professional quality performances and you will be ready to embark on your chosen career confidently and capably.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using OneSearch and you can find out more about key texts, databases and journals for your subject by accessing the library's subject resources webpages. Where appropriate, module reading and resource lists will be made available to you electronically using the University's online reading and resource list system.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual. Visit skills@cumbria for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent facilities we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The Student Hub is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the website and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via the website and/or via the Student Services guidance tile on the Student Hub.

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by professional services advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the

Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to https://openeducation.blackboard.com/cumbria and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

The Career Ahead+ Awards (Bronze / Silver / Gold) are embedded into the Employability (Business and Enterprise) strand modules in Theatre and Performance.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	**Module Code**	**Module Title**	**Credits**	**Module Status***	**Programme Outcomes achieved**
4	TPER4101	Core Skills	20	Core	K1, K2, S1, S2
4	TPER4102	Culture	20	Compulsory	K3, K4 K5, S3, S4
4	TPER4103	Developing Identity in the Creative Industries	20	Compulsory	K6, K7, S5, S6
4	TPER4104	Skills Development	40	Compulsory	K1, K2, K8, K9, S1, S2, S7, S8
4	TPER4105	Festival Foundations	20	Compulsory	K1, K2, K8, K9, S1, S2, S7, S8, S9
5	TPER5101	Collaborative Research Project	40	Compulsory	K10, K11, S10, S11, S12, S13
5	TPER5102	The Politics of Being	20	Compulsory	K12, K13, S12, S13
5	TPER5103	Business Skills in the Creative Industries	20	Compulsory	K14, K15, S14, S15
5	TPER5104	Festival Production	40	Compulsory	K10, K12, K14, S10, S12, S13, S16,
6	TPER6101	Independent Research Project	40	Compulsory	K16, K17, S17
6	TPER6102	Performance Criticism in the 21st Century	20	Compulsory	K18, S18
6	TPER6103	Professional Portfolio in the Creative Industries	20	Compulsory	K19, K20, S19, S20
6	TPER6104	Final Festival Production	40	Compulsory	K21, K22, S21, S22
Notes					
This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes					

This programme uses 20/40 credit module structure in all years and in each semester. 40 credit modules allow for larger / sustained assessments with a greater emphasis on creative development and on modelling process and outcomes on professional practice.

The 40 credit modules are specifically designed to encourage you to develop your personal management skills and give you the opportunity to experience practice more closely related to the timeframes and conditions experienced in the creative industries. You will be well supported on these modules with stop-reviews, formative assessment points and interim objectives that monitor progress, encourage reflection and guard you against failure.

Larger modules of 40 credits are recognised, by the QAA, to be typical in Performing Arts programmes, and reflect the pedagogic approach to encourage an ensemble to work on significant bodies of work.

A failed student will not be permitted to re-register on the same programme

* **Key to Module Statuses**	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)

Module Code	Module Title	Delivery Pattern Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long	Method(s) of Assessment	Approximate Assessment Deadline
Programme Delivery Structure: Full Time				
TPER4101	Core Skills	Autumn Semester	Practical Skills Assessment 1 (Pass/Fail) Practical Skills Assessment 2 (Pass/Fail)	End of Semester 1 End of Semester 1
TPER4102	Culture	Year-Long	Oral Assessment / Presentation (40%) Written Assignment (60%)	End of Semester 1 End of Semester 2
TPER4103	Developing Identity in the Creative Industries	Year-Long	Portfolio (100%)	End of Semester 2
TPER4104	Skills Development	Year-Long	Practical Skills Assessment 1 (50%) Practical Skills Assessment 2 (50%)	End of Semester 1 End of Semester 2
TPER4105	Festival Foundations	Spring Semester	Written Assignment (30%) Project Work (70%)	End of Semester 2 End of Semester 2
Students exiting at this point with 120 credits would receive a CertHE Theatre and Performance				
TPER5101	Collaborative Research Project	Autumn Semester	Written Assignment (30%) Project Work (70%)	End of Semester 1 End of Semester 1
TPER5102	The Politics of Being	Year-Long	Oral Assessment / Presentation (40%) Written Assignment (60%)	End of Semester 1 End of Semester 2

TPER5103	Business Skills in the Creative Industries	Year-Long	Portfolio (50%)	End of Semester 1
			Oral Assessment / Presentation (50%)	End of Semester 2
TPER5104	Festival Production	Spring Semester	Project Work (70%)	End of Semester 2
			Portfolio (30%)	End of Semester 2
Students exiting at this point with 240 credits would receive a DipHE Theatre and Performance				
TPER6101	Independent Research Project	Autumn Semester	Written Assignment (30%)	End of Semester 1
			Project Work (70%)	End of Semester 1
TPER6102	Performance Criticism in the 21st Century	Year-Long	Written Assignment (60%)	End of Semester 1
			Set Exercise (40%)	End of Semester 2
TPER6103	Professional Portfolio in the Creative Industries	Year-Long	Project Work (40%)	End of Semester 1
			Portfolio (60%)	End of Semester 2
TPER6104	Final Festival Production	Spring Semester	Project Work (70%)	End of Semester 2
			Report (30%)	End of Semester 2
Students exiting with 300 credits would receive a BA Theatre and Performance **Students exiting at this point with 360 credits would receive a BA (Hons) Theatre and Performance**				

Exceptions to Academic Regulations
There are no exceptions to the Academic Regulations for BA (Hons.) Theatre and Performance

Methods for Evaluating and Improving the Quality and Standards of Learning	
Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	• Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	• Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	March 2020
Date Programme Specification was last updated:	01.06.2020
For further information about this programme, refer to the programme page on the University website:- **https://www.cumbria.ac.uk/study/courses/undergraduate/ba-hons-theatre-and-performance**	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	0%

If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	No