SECTION A - KEY COURSE INFORMATION

<table>
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<th>Final Award Title and Type</th>
<th>Bachelor of Arts (Hons)</th>
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<tr>
<td>Course Title</td>
<td>BA (Hons) Creative Arts for Theatre and Film</td>
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<td>Mode of Study</td>
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<td>UCAS Code (UG programmes only)</td>
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<td>Date last periodically reviewed or revalidated</td>
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<td>Document Version Date</td>
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Professional Accreditation | Yes x No |

Name of Professional, Statutory or Regulatory Body if the course is professionally accredited: 

Type of Accreditation: 

Date of last accreditation by professional/statutory body (if applicable): 

SECTION B – ADMISSION TO THE COURSE

Entry criteria:

Although there are no minimum age requirements to study onto courses offered at the University for the Creative Arts, it is expected that applicants have met the required academic qualifications and portfolio selection criteria to gain entry onto their chosen course programme.

GCSE Requirements
All undergraduate courses require 4 GCSE passes at Grade C or above which should include GCSE English or Key Skills Communication Level 2 or equivalent.

Tariff Points Required
The following qualifications and minimum requirements will be considered:

- Minimum entry criteria of 220-240 UCAS tariff points, see list of accepted qualifications below* for further details
- OR pass at UAL Foundation Diploma in Art & Design (Level 3)
- OR pass at BTEC Extended Diploma / National Diploma (Level 3)
- OR Access Diploma
AND

- Four GCSE passes at grade C or above, including English or Key Skills Communication Level 2.

Other relevant and equivalent UK and international qualifications are considered on an individual basis.

*Accepted qualifications:

- A levels
- GCE A levels
- International Baccalaureate
- BTEC Awards, Certificates, and Diplomas at level 3
- BTEC Nationals at level 3
- OCR Nationals
- NVQ at level 3
- Key Skills level 3
- Level 3 of the 'Creative and Media' 14 - 19 Diploma
- Other EU/International qualifications which are equivalent to 220-240 tariffs at level 3

 Applicants who have non-standard qualifications or who wish work or life experience to be taken into account as part of their application, will be considered on an individual basis, in line with the general aims and principles of the Admissions Policy and within the terms of the Accreditation of Prior Experience/Learning (AP(E)L) Policy.

**Mature Applicants**

Applications from mature students are welcomed. Mature students may apply on the strength of a portfolio and previous experience (or accredited prior learning).

**Applicants With Exceptional Circumstances**

Consideration will be given to any applicant with a verifiable exceptional circumstance such as illness, bereavement, disrupted education, and poverty or refugee status. The course Admissions Tutor may decide to offer a place to an applicant whose academic performance may have been affected by such circumstance and who might otherwise have been expected to do better.

**Disabled Students**

Applications from students with disabilities are considered on the same criteria and principles as all other applicants. All students with a disability are encouraged to indicate this on their application form in order that advice can be offered on the facilities and services available. Prospective students with a disability will be encouraged to visit and discuss their requirements with the Disability Support Manager.

**Minimum English language requirements:**

For students whose first language is not English, an additional English language qualification is required at the level noted below:

IELTS 6.0/TOEFL 550 (213) or equivalent.
**Entry Profile**

**Target Market (characteristics of typical entrants):**

A typical entrant will have completed A-levels in creative arts subjects and/or a Foundation course. They will have begun to develop a specialist interest in design and/or making for theatre or film; or will have a particularly strong emphasis in their portfolios on 3-dimensional work or costume design and development; or will have an emphasis on 2-dimensional work involving paint, colour and composition.

**Potential career paths for graduates of this course:**

Overall, the course aims to prepare graduates for sustained careers in production for theatre and film and to succeed in a rapidly changing and competitive industry. We want students to use their imaginations, be innovative, show resourcefulness, analytical and apply their understanding of theatre and film contexts to the creative development and construction of performance environments. Students may work in scenography and design for theatre, film, exhibition or events; as costume designers and costume makers; as prop designers and makers. As definitions of theatre are debated and expanded, careers paths may also evolve in unforeseen directions.

**SECTION C - COURSE STRUCTURE AND DIAGRAM**

**The course structure:**

The structure of all of the University’s awards complies with the University’s Common Credit Framework.

All students are registered for a particular award. Exit awards are available to students in line with 6.8 of the Common Credit Framework.
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**BA (Hons) Creative Arts for Theatre and Film**

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**Results**

- Resit Period
- Resit work assessed
- Assessment Board Preparation
- Resit Assessment Boards

**Holidays**

- Christmas Holiday
- Easter Holiday

**Assessment Board**

- Christmas Holiday
- Easter Holiday

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**Commission, Community & Collaboration**

- RCTF6003 30 credits

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**Option A Adaptation**

- Portfolio RCTF6003 30 credits

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**Option B Independent Professional Practice**

- Portfolio RCTF6003 30 credits

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**Assessment Board**

- Assessment Board Preparation
- Resit Period
- Resit work assessed
- Real Assessment Board Preparation
- Real Assessment Boards

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**Level 6**

- Real Assessment Board Preparation
- Real Assessment Boards

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**Portfolio**

- RCTF6003 30 credits

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**BA (Hons) Creative Arts for Theatre and Film**

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**Combined Dissertation**

- RCTF6015 30 Credits
SECTION D - COURSE AIMS

Through the provision of an inspiring engagement with creative arts for theatre and film, the course aims to enhance students’ employability and support their creativity by enabling them to:

A1 develop cultural, creative, imaginative and resourceful approaches to creative arts for theatre and film
A2 develop advanced investigative and practical approaches to the design and construction of costumes, props and scenic art
A3 provide a broad critical engagement with theoretical and cultural ideas associated with the arts, theatre and film
A4 interrogate narratives, gain an understanding of their contexts and creatively respond to the demands of production for theatre and film
A5 develop advanced understanding of materials, processes and techniques used to articulate and construct environments for performance
A6 develop excellent communication skills that enable design and construction ideas to be discussed with performance directors, designers and managers
A7 have opportunities to gain first-hand experience of creative work within the professional context of theatre and film
A8 develop the subject specific and transferable skills of an independent learner that support further study and employment.

SECTION E - COURSE OUTCOMES

Upon successful completion of the course students are able to:

Knowledge

LO1 demonstrate knowledge and understanding of the relationship between design, production and contexts for performance
LO2 apply knowledge and understanding of historical and contemporary contexts to the production of costume, props and scenic arts
LO3 demonstrate knowledge and understanding of the creative and critical skills employed in production for theatre and film
LO4 articulate a range of advanced contextual and theoretical ideas about narrative and genre

Understanding

LO5 explore the relationship between props, costume, scenic art and narrative and genre
LO6 apply advanced research and investigative skills to the design and construction of props, scenic art and costume
LO7 interrogate sources of inspiration for performance and translate their production ideas into physical results
LO8 synthesise critical skills with the practical manipulation and use of materials

LO9 demonstrate speculate approaches to the design and making of props, scenic art and costume that embrace risk taking and problem solving

L10 appropriately select and safely use materials, techniques, construction methods, technologies and tools

Application

LO11 confidently communicate with creative artists, designers and performance managers

LO12 demonstrate advanced professional self and group management skills.

SECTION F - EXTERNAL REFERENCE POINTS

Subject Benchmark Statement:

Art And Design

Framework for Higher Education Qualifications

Additional external reference points:

SECTION G - SUMMARY OF DISTINCTIVE FEATURES OF THE COURSE

- The course team includes specialists who have professional experience of creative arts for theatre and film.

- The course is located in a specialist art and design institution with fully equipped technical workshops.

- The course has developed strong work placement opportunities with and film companies and leading theatres including the Royal Opera House and English Ballet.

- The course specialises in the development of making skills alongside a critical creative engagement with scenic arts, prop production and costume construction.

- Students are challenged to creatively interrogate and translate performance concepts and contexts into designs and construction for production.

- Students investigate and respond to the relationship between creative production and the narratives and genres of performance.

- Students are challenged to be imaginative, resourceful and creative, experiment and take speculative approaches to design and making in their practice.

- Creative projects challenge students to investigate and use materials, processes, techniques and technologies required to produce exciting production for performance.

- The course fosters the communication skills required to negotiate with designers and performance managers.
• External professional contacts enable students to develop a network of peers and other professionals that support their career prospects when they graduate.

• Teamwork, collaboration and work experience with ‘live’ projects mirror the practices of professional creative artists.

• The course develops professional standards of subject specific and transferable skills in order to prepare its graduates for a range of sustained careers.

• The course supports student progression from higher education into employment.

• The course provides the option to undertake a period of study abroad.

SECTION H - LEARNING, TEACHING AND ASSESSMENT

Learning and Teaching Strategy:

Students are carefully briefed about the expectations of study at university, the structure of the course and the essential role that constructive debate and criticism play within this academic environment. Students are also introduced to health and safety to ensure their wellbeing and that of other students and staff.

The course aims to produce skilled, imaginative, resourceful and employable students. The distinctive nature of the course derives from its balance of making and production skills supported by the ability to design and critically engage with the narratives and genres of performance. In particular, students develop the skills required to interrogate and interpret the needs of performance, respond creatively to solve problems and use their advanced understanding of materials and techniques to construct performance environments.

The context for the course’s delivery at UCA Rochester is also important. The Campus has strengths in a wide range of creative disciplines and excellent resource bases that meet the expectations of the creative arts for performance. This creative environment reflects and supports the diversity and dynamism associated with production for theatre and film.

The course fosters the skills and knowledge required by students to engage with three areas of production for performance. These are:

• Costume
• Props
• Scenic Arts.

These specialist areas are introduced in the first stage. As they progress through the course students select and develop their area of specialism prior to applying for work placement, and collaborative and commissioned projects with organisations external to the University. The final stage of studies offers further work placement opportunities, an adaptation unit that calls for the transcription of a period or historical source into contemporary production, an advanced critical study in support of practice (dissertation) and the development of a professional portfolio.

Units of study also develop essential transferable skills including, the ability to research, experiment, speculate, translate, interpret and interrogate things and ideas. These establish a framework that supports the students’ critical engagement design skills and independent learning.

Overall, the Creative Arts for Theatre and Film course encourages the incremental synthesis and application of cultural and contextual awareness, creative practice with sophisticated technical skills.
**Online Learning**
The course uses the online learning environment to post course material that widens access to students and enables the use of independent learning styles. The course blog has become a central feature of the course and is widely accessed by students and parties external to the university.

**PDP and Independent Learning**
The course team promotes a mature professional ethos that encourages students to meet the demands, expectations and opportunities for their potential career development.

The course employs a range of teaching and learning strategies including collaborative teamwork and work placement. These simulate and enable first hand experience of professional working practices and promote the development of important transferable skills. The course is structured to encourage students, as they progress through its stages, to become more independent learners, ultimately taking responsibility to define and develop the areas in which they wish to specialise. Strategies that promote teamwork with identified specialist roles and career orientation begin this process in stage two. In the final stage students negotiate the project work that will form their final portfolio.

The course also encourages students to develop a network of communications and contacts with the industry that supports them start their careers. All students are required to maintain a PDP file that includes: information about professional practice, details of the roles and responsibilities of creative practitioner, the profiles of individuals engaged in practice, companies and employers, examples of inspiring performance work and a range of industrial contacts.

The course also provides a range of projects that promote ‘live’ commission work placement and international exchange. By introducing this variety of contexts for projects and study students gain a hands on understanding of the ways in which the contexts for performance are originated, developed and constructed to meet the requirements of performance and its audiences.

**Assessment Strategy:**

The engagement of students with complex and challenging projects is reflected in the assessment strategy. Formative feedback promotes a critical culture that supports the development of the skills and abilities required for professional work, whilst summative assessment enables students to see their performance in relation to national standards of achievement.

The assessment strategy for the course promotes the acquisition and testing of students’ conceptual, aesthetic, and critical skills, their abilities to understand creative making methods alongside cultural knowledge that underpins the interpretative and transcription skills central to the discipline.
SECTION I - ENHANCING THE QUALITY OF LEARNING AND TEACHING

The course is subject to the University’s rigorous quality assurance procedures which involve subject specialist and internal peer review of the course at periodic intervals, normally of 5 years. This process ensures that the course engages with the national Subject Benchmarks in Art & Design and references the Framework for Higher Education Qualifications.

All courses are monitored on an annual basis where consideration is given to:

- External Examiner’s Reports
- Key statistics including data on retention and achievement
- Results of the Student Satisfaction Surveys
- Feedback from Student Course Representatives.

Regular Unit leader meetings to discuss and evaluate the operation of the programme - this involves the content, delivery, student work and progress, skills, materials, teaching and learning strategy.

Regular student groups/staff meetings take place to discuss the student experience - this is an effective and important forum and helps to maintain seamless communication and liaison with the student body.

Regular staff meetings chaired by the Course Leader - these are a forum for discussion, dialogue and debate about issues affecting the course and serve as an important part in the process of enhancing the quality of the student experience.

Staff PDR and peer observations – these are conducted and completed each academic year to inform appropriate staff development and further improvements to the teaching and instruction delivered to the students.

Surveys – the Internal Student Survey for stages 1 and 2 and the National Student Survey for stage 3 students provide the course with invaluable feedback on important areas of the student experience.

Staff conference - attendance informs approaches to contemporary practice.

External Examiner Reports
The Annual Academic Monitoring Report provides the mechanism to bring all relevant material and information together about the course over an academic year. The template for writing an AAM covers every aspect of course delivery, inclusive of teaching, learning and assessment, and sets an agenda for the course team. It promotes reflection and the implementation of action plans to enhance quality.

"Due to the energy and enthusiasm of the teaching staff some very useful and pertinent links have been made with industry, work placement and local project schemes are continually growing. This is an exceptional start for a new course and the companies and institutions are of a high calibre and some are internationally renowned." Paul Carey (External Examiner 2010)

Faculty and School
These quality-monitoring procedures inform the Course Leader’s report to the Associate Dean who chairs the School of Communication Media Board of Studies. Discussions inform the Faculty that then ensures all quality issues are dealt with appropriately. It is important to note that student representatives are members of all the above committees and receive training in their representative roles.
Industry
The course team has actively developed excellent links with the creative industries and the profession through an extensive work placement programme. This contact reinforces the development of the curriculum and quality of the provision.

BA (Hons) Creative Arts for Theatre & Film - TABLE OF UNITS

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