



## DEPARTMENT OF CONTEMPORARY ARTS

### Community Arts Network including

BA (Hons) Theatre and Community Practices (Sept 2014 start)  
 BA (Hons) Drama and Community Practices (Sept 2013 start)  
 BA (Hons) Music and Community Practices (Sept 2013 start)  
 BA (Hons) Dance and Community Practices (Sept 2013 start)  
 BA (Hons) Creative Writing and Community Practices (Sept 2013 start)  
 BA (Hons) International Community Arts Practices

and its related Foundation Degrees

## PROGRAMME SPECIFICATION

Program Development Team – Jane Linden / Gavin Carver / Ornette  
 Clennon / Carola Boehm

Programme Leaders: Jane Linden / Ornette Clennon

The purpose of this plan is to inform CASQE of the key issues relating to the above named programme(s) in partial fulfillment of the review process. It will outline and appraise the context for past, present and future changes to programme content.



**Programme Specification**

<b>0</b>	<b>Brief Overview</b>														
<p><b>(i) <u>Brief Descriptive Summary</u></b></p> <p>Our Community Practices degrees (in Music, Theatre, Drama, Creative Writing and Dance) are all about developing and sharing your interest and passion. It is designed for people who want to apply their special skills in a practical and radical way with a range of people and communities. It will enable you to develop your creative skills and apply these in social and global contexts, working as facilitators and practising artists and performers in the wider community both here and abroad.</p> <p>In all years you develop your skills and expertise in your chosen area of a creative practice, connecting your specialism to a social context. The term <i>Community</i> we interpret broadly to include communities of place, commitment and interest, as well as emergent, e.g. online, communities. Students are able to gain experience in various organisational settings (for example: museums, orchestras, community centres, schools, neighbourhood groups, charities, advocacy groups).</p>															
<p><b>(ii) Articulation of Graduate Prospects</b></p> <p>Graduates enter a wide range of employment, and many of our graduates hold influential positions in organisations with a remit related to community arts. Former students of ours are currently employed in Departments of Arts &amp; Culture, Museums, Local Authorities, Educational establishments, Cultural Enterprises, Creative Production Companies, Festival Event Management, Social Enterprises, etc.</p> <p><u>DHLE data for Dance, Theatre, Acting and Music:</u>            93% in employment or further study (within 6 months of graduation).            Since 2011 some of our graduates are now working as:</p> <table border="0"> <tr> <td>Activities Co-ordinator</td> <td>Actor</td> </tr> <tr> <td>Dance Instructor</td> <td>Event and Promotion Assistant</td> </tr> <tr> <td>Music Teacher</td> <td>Visual Merchandiser</td> </tr> <tr> <td>Workshop Co-ordinator</td> <td>Youth Theatre Co-ordinator</td> </tr> <tr> <td>Co-Artistic Director</td> <td>Marketing and Audience Development Internship</td> </tr> </table> <p><u>DHLE data for Drama, English and Creative Writing</u>            86% in employment or further study (within 6 months of graduation).            Since 2011 some of our graduates are now working as:</p> <table border="0"> <tr> <td>Administrator</td> <td>Advertising Officer</td> </tr> <tr> <td>Camera Operators</td> <td>Event Organiser/Photographer</td> </tr> </table>		Activities Co-ordinator	Actor	Dance Instructor	Event and Promotion Assistant	Music Teacher	Visual Merchandiser	Workshop Co-ordinator	Youth Theatre Co-ordinator	Co-Artistic Director	Marketing and Audience Development Internship	Administrator	Advertising Officer	Camera Operators	Event Organiser/Photographer
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Camera Operators	Event Organiser/Photographer														

Fundraiser	Marketing and Sales Assistant
Political Intern	Radio Presenter
Support Worker	Search Engine Optimization Executive
Teaching Assistant	Writer

**General Information**

<b>1</b>	<b>Overarching Programme Specification Title</b>	Community Arts Undergraduate Network	
<b>2</b>	<b>Final award(s)/title(s)</b>	BA (Hons) Theatre and Community Practices BA (Hons) Drama and Community Practices BA (Hons) Music and Community Practices BA (Hons) Dance and Community Practices BA (Hons) Creative Writing and Community Practices BA (Hons) International Community Arts Practices	
<b>3</b>	<b>Combined Honours</b> <u>Combined Honours on the Cheshire campus wef 2012/13</u> Combined Honours at MMU Cheshire is administered through a separate Faculty Combined Honours programme specification. Subject combinations which are available to students are listed within that document.		
<b>3a</b>	<p><b>(i) Combined Honours Awards available eg:</b></p> <ul style="list-style-type: none"> <li>• BSc/BA (Hons) AB</li> <li>• BSc/BA (Hons) AB and XY</li> <li>• BSc/BA (Hons) AB with XY</li> </ul> <p><b>(ii) Single Honours Awards available through Combined Honours (ie Named Awards)</b></p> <p><b>(iii) Approved Subject Combinations administered by this Programme Specification (ie "home" combinations)</b></p>		
<b>3b</b>	<b>Approved Subject Combination administered by other Programme Specifications</b>	Approved Combination	Home Programme Specification & Home Dept
		n/a	n/a
<b>4</b>	<b>Interim exit award(s)/title(s)</b>	Cert HE, titled as in 2, above, after level 4 Dip HE, titled as in 2, above, after level 5	
<b>5</b>	<b>Mode(s)</b>	3 years FT; 4 – 9 years PT	
<b>6</b>	<b>FHEQ position of final award(s)</b>	Honours (Level 6)	
<b>7</b>	<b>Awarding institution</b>	Manchester Metropolitan University	
<b>8</b>	<b>Teaching institution(s)</b>	Manchester Metropolitan University	
<b>9</b>	<b>Relationship with Foundation</b>	All above named degrees have a linked Foundation	

	Year	
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**Administrative Details**

<b>10</b>	<b>Home Department/ School/ Institute</b>	Department of Contemporary Arts
<b>11</b>	<b>Home Faculty</b>	MMU Cheshire
<b>12</b>	<b>UCAS code(s)</b>	Creative Writing and Community Arts Practices (BA/CWCAP) with course code W890 Dance and Community Practices (BA/DCP) with course code W590 Drama and Community Practices (BA/DCPr) with course code W490 International Community Arts Practices (BA/ICAP) with course code W990 Music and Community Practices (BA/MCP) with course code W390 Theatre and Community Practices (BA/TCPr) with course code W991

**Collaborative Arrangements (where relevant)**

<b>13</b>	<b>Approved Collaborative partner(s)</b> <i>(provide name of partner(s) and type of partnership)</i>	Partner Name	Type of Collaborative Partnership
		n/a	n/a
<b>14</b>	<b>Other Approved Academic Partnership(s)</b> <i>(other than collaborative)</i>	Partner Name	Type of Academic Partnership
		n/a	

**Approval Status**

*To be updated AFTER each PARM activity finalised*

<b>15</b>	<b>Date and outcome of most recent MMU review/ approval</b>	<p><b><u>(i) Latest review/approval</u></b></p> <p>Approval in principal, October 2012</p> <p>Foundation Year 2 May 2012 <i>(delete if not relevant)</i></p> <p><b><u>(ii) Major Modifications to Programme Specification since last review/approval</u></b></p> <p>n/a</p>
<b>16</b>	<b>Next Scheduled Review Date:</b>	<p>2018?</p> <p><b>Foundation Year &amp; Combined Honours</b></p> <p>Curriculum specifically attached to this programme specification will be reviewed at the same time. <i>(delete if not relevant)</i></p>
<b>17</b>	<b>PS/1 effective date:</b> <i>(ie date from which the outcome of approval or last review is effective OR the date from which amendments to the programme specification are effective)</i>	September 2013

**External References/Relationships**

<b>18</b>	<b>QAA Benchmark Statement(s)</b>	Youth and Community Work
<b>19</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b> <i>(ie those which offer professional status/membership/license to practise as result of successful completion of the final award as included in the University PSRB database)</i>	n/a
<b>20</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	n/a

**Programme Information**

<b>21</b>	<b>University and Programme Educational Aims</b>
<p><b>(i) <u>University Educational Aims</u></b></p> <ul style="list-style-type: none"> <li>• To develop flexible approaches to programme delivery and student support which reflect the needs and expectations of our students.</li> <li>• To provide a supportive and inclusive learning environment which will enable success for all learners</li> <li>• To encourage the development of students’ intellectual and imaginative powers, creativity, independence, critical self-awareness, imagination and skills that will enhance global employment opportunities on graduation in all programmes.</li> <li>• To establish a culture of constant improvement in learning, teaching and assessment that is anticipatory, enabling, supportive, rewarding and fully aligned with the University’s vision and strategic objectives.</li> <li>• To provide a learning experience that is informed by research, scholarship, reflective practice and engagement with industry and the professions.</li> </ul> <p><b>(ii) <u>Programme Educational Aims</u></b></p> <ul style="list-style-type: none"> <li>• To provide an undergraduate education that integrates the study of an arts subject (music, drama, theatre, creative writing, dance) with a community applied practice</li> <li>• To provide an educational programme that integrates practical and experiential learning with contextual and theoretical learning.</li> <li>• To enable the development of reflective and creative community practitioners able to work in partnership with others to develop creative/artistic projects.</li> <li>• To enable learning that is critically reflective, generic and transferable</li> <li>• To develop and maintain close links with the community facing arts sector and related fields.</li> <li>• To develop and maintain close links with the community facing arts sector and related fields in a global context.</li> </ul>	

<b>22</b>	<b>Final Learning Outcomes</b>
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**MMU Educational Outcomes**

**On successful completion of their course of study MMU graduates will be able to:**

- Apply skills of critical analysis to real world situations within a defined range of contexts
- Demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management
- Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT,
- Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives
- Manage their professional development reflecting on progress and taking appropriate action
- Find, evaluate, synthesise and use information from a variety of sources
- Articulate an awareness of the social and community contexts within their disciplinary field

**Programme Specific Outcomes****(i) Final Award Learning Outcomes**

On completion of the programme the student will:

- Have had progressive professional-practice based experience of arts related community practices in a variety of organisational settings
- Be able to plan, initiate, facilitate and evaluate arts-related community practices and projects using a range of methods (e.g. group evaluation; web based surveys; quasi experimental research design/practice as research)
- Be able to demonstrate a conceptual and experiential understanding of partnership working and the interrelationships between arts, society and community.
- Have knowledge of the relevant contexts, including: historical and conceptual backgrounds; national and key international arts policies and practices.
- Be able to critically reflect on key terms, contexts, debates and theories and to communicate their findings cogently and appropriately through group discussion, independent study and writing/presentation.
- Know how to contextualise, reflect and to theorise in relation to arts and community practices, nationally and internationally.
- Be able to critically reflect on their own learning process including their future learning needs.

- Have acquired, through practice and reflection, a platform of skills that will enable him/her to begin to operate successfully in the professional context

**(ii) Combined Honours Learning Outcomes**

n/a

NB:

For the Final Learning Outcomes of the approved “other” subject – see the relevant subject Programme Specification

**(iii) Pass Degree Learning Outcomes**

On completion of the programme the student will:

- Have had relevant placement experience of arts related community practice.
- Be able to plan, initiate, facilitate and evaluate arts-related community practices and projects using a range of methods (e.g. group evaluation; web based surveys; quasi experimental research design/practice as research)
- Be able to demonstrate a conceptual and experiential understanding of partnership working
- Have knowledge of the relevant contexts, including: historical and conceptual backgrounds; national and key international arts policies and practices.
- Be able to reflect on key terms, contexts, debates and theories and to communicate their findings appropriately through group discussion, independent study and writing/presentation.
- Know how to contextualise in relation to arts and community practices.
- Be reflective about their own learning process including their future learning needs.
- Have acquired, through practice and reflection, skills that will enable him/her to begin to co-operate successfully in the professional context

**(iv) Foundation Year Learning Outcomes**

It is recognised that the University’s General Educational Outcomes will be met in full on completion of the total student experience over the period of study towards a degree.

On successful completion of the University Foundation Year a student will be able to:

- Demonstrate knowledge in the subject matter of their units appropriate to Level 3 and apply what has been learned;
- Engage in discussion on topics/issues related to contemporary debate in the subject matter of their units;
- Demonstrate safe and effective use of specific media/equipment/material where appropriate;
- Extract, summarise and synthesise relevant information;

- Produce a coherent and structured piece of written work;
- Demonstrate a readiness for lifelong learning and personal development;
- Participate effectively in group working and team activities;
- Demonstrate communication and presentation skills by clear and effective use of speech, writing and other appropriate methods;
- Demonstrate a basic level of critical thought;
- Apply a range of study skills methods to enhance their academic development;
- Demonstrate numeracy skills in both everyday situations and in their specific subject areas where appropriate;
- Demonstrate basic IT skills relating to word processing, spreadsheets, simple data bases and the Internet; and
- Demonstrate an awareness of the programme of study in a wider context.

#### **Specific Learning Outcomes for the DCA FDY**

- Reflect on their own creative practice, and recognise and identify their own initial skill-set and construct action plans for improvement and development.
- Construct an artist's portfolio promoting effectively their creative identity and practice.
- Identify and use development opportunities and sources of information within the wider arts sector.
- Explore relationship between their own practice and that of more advanced practitioners.
- Form and communicate a view on issues of concern in the creative sector.
- Plan, deliver and evaluate a small group arts projects.

### **23 Interim Award Learning Outcomes**

*eg for BA/BSc (Hons) – include Level 4 and 5 but NOT Level 6; for Level 7- PGCert & PGDip but NOT MA/MSc*

- Communicate within the appropriate conventions of professional, critical and creative discourses
- Be able to pose meaningful questions about knowledge
- Demonstrate an acquisition of a sense of audience with an ability to recognise and respond to the needs of listeners/viewers and/or other participants
- Be competent in the deployment of a range of community arts skills and processes
- Be competent accessing, ordering and interpreting new information
- Be competent in the construction, analysis of argument and be able to advance arguments through discussion and negotiation
- Be able to produce assignments with a good standard of organisation, clarity, logical coherence and evidential support
- Be creative in problem-solving
- Work within codes of safe practice
- Work within the code of academic integrity
- Begin to deploy, with tutor support, a range of skills and processes appropriate to community arts contexts

#### **personal outcomes**



- Be able to work and learn, in pursuit of specific objectives, under their own direction and motivation
- Be able to work responsibly with others and to anticipate problems and difficulties
- Be able to relate to values and cultural implications of views, feelings and ideologies based on differences in social, sexual and ethnic/racial identity
- Function within a group and take responsibility therein when appropriate
- Exhibit self-discipline and determination in working to deadlines
- Know their personal strengths and weaknesses and understand the importance of further development, training and experience
- Have reflected on post-level three opportunities for academic, career and personal development

## 24 Teaching/Learning and Assessment Strategy

### **Curriculum Design**

*(if relevant include information about Combined Honours and Foundation Year studies including the role of the Academic Skills for HE unit in acclimatising students to HE Study)*

The structure of the programme has been designed in three inter-related strands aimed at developing generic and specific skills, knowledge and practices. Students

- a) Enhance their individual and collective skills in a chosen arts practice,
- b) Develop the application of those skills within a community facing professional practice and
- c) Contextualise what they are doing in a conceptual framework.

A variety of learning environments will be employed, including placements, workshops, seminars, lectures and tutorials. Independent learning increases throughout the 3 (4) years, from more structured learning, structured support for independent learning, to negotiated projects with negotiated assessment criteria, allowing the student to increasingly take responsibility for their own learning process as well as give direction in the area of their preferred practice. Students will be expected to adopt a pro-active approach to expanding their study. Thus, work at Level 4 will be staff directed with some opportunities for negotiation. At Level 5 and particularly in Level 6, the learning environment will allow for more self-directed work with tutorial support and guidance. At all levels students will be expected critically to reflect on their own learning and to articulate this reflection through learning agreements and evaluative reports. Students will develop the skills to reflect on their own learning and to prepare learning agreements at Levels 4 and 5. Engagement in project placement will develop progressively through the three levels.

The philosophy of the programme and the pedagogic approach envisage working with partners in a range of communities to achieve empowerment for individuals and groups and to celebrate indigenous cultures. Accordingly, communities are seen to be self-forming and self-validating rather than determined from without, often sharing a common creative passion, e.g. music, creative writing, etc.

Opportunities for the development of personal transferable skills will occur throughout the programme. All of the units offered require students to develop a number of skills which relate to personal development; specifically learning skills and reflexivity, motivation, commitment, problem-solving strategies, initiative, negotiation, oral and written communication, time and project management, team work and presentation. Related to these areas are literacy, abilities in information analysis and synthesis and IT literacy.

As all other degrees in the department of Contemporary Arts, we aim to develop creative and reflective practitioners.

### **Progression through the levels 4 – 6**

At level 4, the programme of study will introduce key historical and conceptual backgrounds and current arts and social policies, institutions and practices and will explore the interrelationships between arts, society, community and cultural enterprise. It will cover key workshop skills, relational arts practices and by working with specialist practitioners, students will participate in workshops exploring a diversity of strategies to allow arts to interface with society.

Students will gain experience of a range of workshop strategies and action research/learning methodologies and will work towards the presentation of an interactive workshop through group collaboration within the academic setting. Students will also deepen their chosen art subject, in order to apply more advanced practices in L5. The program is designed to have a heavier emphasis on arts practice at L4, in order to apply these practices to community facing activities at L5 and L6

From L5, students will develop an increasingly sophisticated understanding of the historical, institutional, ideological and creative contexts of community arts and cultural enterprise including concepts and practices around partnership building, community engagement, community development, sustainability, advocacy, empowerment. Students will gain the knowledge and skills to collaborate with stakeholders and partners in the planning start-up, running of, and exit from, sustainable community-based capacity building projects. There will be one negotiated practical project that students undertake at this level.

At Level 6, the skills and practice strands will be integrated through a large scale project (60 credits) allowing them to apply their creative practice to a real-world scenario. This is supported by one online-learning unit, which explores social enterprise in depth. Students negotiate their project through a learning agreement. In both placement and workshop skills strands, students will be able to work on cross- and inter-disciplinary arts projects, as well as within their own arts specialism.

### **Assessment:**

All units will be assessed by the submission of coursework assignments at published points throughout the year. There will be no formal written examinations and the assessment will

be 100% on coursework.

The unit tutors will provide assignment briefings that include a description of the task and learning outcomes plus clear indications concerning the modes and criteria of assessment, marking and grading practices. An assessment feedback sheet for each assignment will provide the student with full feedback on that assignment, relating the marking process directly to the criteria.

Each unit will develop appropriate assessment strategies and there will be a variety of ways in which work will be assessed across the programme, including essays, reflective blogs, seminar presentations, project documentation, portfolio, placement reports, workshop presentation, learning agreements etc. Students will be required to document their practice, to write and express themselves accurately and effectively, to work alone or collaboratively in groups to complete a number of assignments.

#### **Assignment marking procedures**

- At all levels, all ephemeral practice will be marked by (at least) two people.
- At all levels, 20% of all remaining assignments will be moderated by a second marker (all firsts, fails, plus a selection, including borderlines) and
- A good range of work across units at Level 5 and 6 will be moderated by an external-examiner.

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#### **Programme Structure**

##### **(i) Engagement with the University's Uniwide Language Provision**

Students on the BA (Hons) International Community Arts Practice will be taken 30 credits worth of language provision in L4, L5, and L6.

##### **(ii) Structures, levels, credits, awards, curriculum map of all units (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements**

To pass at each level and achieve the appropriate stage award, students must achieve 120 credits, which comprise the equivalent of six units of study.

120 credits - Certificate of Higher Education, Community Arts and Arts Subject

240 credits - Diploma of Higher Education, Community Arts and Arts Subject

360 credits - BA (Hons) Community Arts and Arts Subject

Students can be admitted at each stage of the programme with the appropriate qualifications and/or experience, and they may exit at each stage with an award. The fifth and sixth stage awards are entitled as described in sections 2 and 4 above. The programme is available in full-time and part-time modes, and students can switch between these to suit their circumstances. Students must take the equivalent of 6 units at each level if full-time and the equivalent of up to 4 units if part-time.

The map of student progression through BA (Hons) Community Arts and (Arts Subject) follows.

## Level 3 – Faculty Foundation Year

Same Foundation Year for all the below:

**BA (Hons) Theatre and Community Practices (FDY)**

**BA (Hons) Drama and Community Practices (FDY)**

**BA (Hons) Music and Community Practices (FDY)**

**BA (Hons) Dance and Community Practices (FDY)**

**BA (Hons) Creative Writing and Community Practices (FDY)**

**BA (Hons) International Community Arts Practices (FDY)**

Core Units			
Code	Status	Unit Title	No of credits
813Z2602		CREATIVITY AND REFLECTIVE PRACTICE**	30
813Z2601		CREATIVE ARTS LEADERSHIP**	30
883Z0101		ACADEMIC SKILLS FOR HIGHER EDUCATION	30
883Z0103		CRITICAL READING AND TEXTUAL PRACTICES	30

*\*\* denotes unit(s) for which this programme specification is responsible for review and modification purposes*

Successful completion of the Faculty Foundation Year entitles access to

- BA (Hons) Theatre and Community Practices
- BA (Hons) Drama and Community Practices
- BA (Hons) Music and Community Practices
- BA (Hons) Dance and Community Practices
- BA (Hons) Creative Writing and Community Practices
- BA (Hons) International Community Arts Practices

## Levels 4 – Levels 6: BA (Hons) Music and Community Practices

### L4 - BA (Hons) Music and Community Practices

Core Units			
Code	Status	Unit Title	No of credits
814Z2701		Arts and Society**	30
814Z2202		Music: Ensemble Studies	30
814Z2207		Music: Ideologies - Issues in Contemporary Musical Thinking 1 Musics Pathways: NEXUS 1	30
814Z2206		Musics Pathways: NEXUS 1	30

On successful completion of Level 4 – interim exit award: CertHE *Music and Community Practices*

### L5 - BA (Hons) Music and Community Practices

Core Units			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts **	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices **	30
815Z2207		Musics Pathways: NEXUS 2	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *Music and Community Practices*

### L6 - BA (Hons) Music and Community Practices

Core Units			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
816Z2207		Music Tutorial Negotiated Unit	30

On successful completion of Level 6 – Final exit award: *Insert BA (Hons) Music and Community Practices*

## **BA (Hons) Dance and Community Practices**

### **L4 - BA (Hons) Dance and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
814Z2701		Arts and Society**	30
814Z2101		Dance Practices 1	30
814Z2102		Choreography and Screen Dance 1	30
814Z2103		Choreographic Perspectives 1	30

On successful completion of Level 4 – interim exit award: CertHE *Dance and Community Practices*

### **L5 - BA (Hons) Dance and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts**	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices**	30
815Z2101		Dance Practices 2	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *Dance and Community Practices*

### **L6 - BA (Hons) Dance and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
816Z2106		Movement Research 3	30

On successful completion of Level 6 – Final exit award: *Insert BA (HONS) Dance and Community Practices*

## **BA (Hons) Creative Writing and Community Practices**

### **L4 - BA (Hons) Creative Writing and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
814Z2701		Arts and Society**	30
814Z2401		Writing 1	30
814Z2402		Writing Contexts 1	30
814Z2404		Writing Skills	30

On successful completion of Level 4 – interim exit award: CertHE *Creative Writing and Community Practices*

### **L5 - BA (Hons) Creative Writing and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts**	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices**	30
815Z2401		Writing 2	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *Creative Writing and Community Practices*

### **L6 - BA (Hons) Creative Writing and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
816Z2401		Writing 3	30

On successful completion of Level 6 – Final exit award: *Insert BA (Hons) Creative Writing and Community Practices*

## **BA (Hons) Theatre and Community Practices**

### **L4 - BA (Hons) Theatre and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
814Z2701		Arts and Society**	30
814Z2301		Performance Strategies (60 credits)	60
TBC		Event Design and Experience (start 2014)	30

On successful completion of Level 4 – interim exit award: CertHE *Theatre and Community Practices*

### **L5 - BA (Hons) Theatre and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts**	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices**	30
TBC		Production Practices	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *Theatre and Community Practices*

### **L6 - BA (Hons) Theatre and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
816Z2306		Professional Strategies	30

On successful completion of Level 6 – Final exit award: *Insert BA (Hons) Theatre and Community Practices*



## **BA (Hons) Drama and Community Practices**

### **L4 - BA (Hons) Drama and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
814Z2701		Arts and Society**	30
814Z2002		Theatre Practices 1	30
814Z2004		Drama Texts Contexts and Histories 1	30
814Z2003		Drama: Process and Performance	30

On successful completion of Level 4 – interim exit award: CertHE *Drama and Community Practices*

### **L5 - BA (Hons) Drama and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts**	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices**	30
<b>Option Units</b>			
<i>Choose 1 from options listed</i>			
815Z2003		ACTING 2	30
815Z2004		THEATRE PRACTICES 2 (Directing)	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *Drama and Community Practices*

### **L6 - BA (Hons) Drama and Community Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
<b>Option Units</b>			
<i>Choose 1 from options listed</i>			
816Z2001		ADVANCED THEATRE PROJECT 1 (Acting)	30
816Z2002		ADVANCED THEATRE PROJECT 2 (Directing)	30

On successful completion of Level 6 – Final exit award: *Insert BA (Hons) Drama and Community Practices*

## **BA (Hons) International Community Arts Practices**

### **L4 - BA (Hons) International Community Arts Practices**

<b>Core Units</b>			
Code	Status	Unit Title	No of credits
814Z2701		<b>Arts and Society**</b>	30
		THEN: 2 x 30 or 1 x 60 credits chosen arts practice, students will have to choose both from one practice, e.g. either music, drama, dance, theatre or writing. 1 x 30 credits Languages	90
<b>Option Units</b>			
<i>Choose 1 in languages, 2 in arts subject from options listed</i>			
444Z0013		TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 1	30
444Z0101		LANG: FRENCH BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0201		LANG: GERMAN BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0301		LANG: SPANISH BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0401		LANG: ITALIAN BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0501	(uniw now) From 2014	LANG: ARABIC BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0601	(uniw now) From 2014	LANG: CHINESE BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0801	(uniw now) From 2014	LANG: JAPANESE BEGINNERS (LEVEL 4 - 30 CREDITS)	30
444Z0010		<i>LANG: FRENCH CULTURE AND SOCIETY</i>	30
444Z0011		<i>LANG: HISPANIC CULTURE AND SOCIETY</i>	30
444Z0012		<i>LANG: GERMAN CULTURE AND SOCIETY</i>	30
814Z2202	MUSIC	ARTS - MUSIC: ENSEMBLE STUDIES	30
814Z2207	MUSIC	ARTS - MUSIC: IDEOLOGIES - ISSUES IN CONTEMPORARY MUSICAL THINKING 1	30
814Z2206	MUSIC	ARTS - MUSICS PATHWAYS: NEXUS 1	30
814Z2101	DANCE	ARTS - DANCE PRACTICES 1	30
814Z2102	DANCE	ARTS - CHOREOGRAPHY AND SCREEN DANCE 1	30
814Z2103	DANCE	ARTS - Choreographic Perspectives 1	30
814Z2401	CR WR	ARTS - Writing 1	30
814Z2402	CR WR	ARTS - Writing Contexts 1	30
814Z2404	CR WR	ARTS - Writing Skills	30
814Z2002	DRAM	ARTS - Theatre Practices 1	30
814Z2004	DRAM	ARTS - Drama Texts Contexts and Histories 1	30
814Z2003	DRAM	ARTS - Drama: Process and Performance	30
814Z2301	THEA	Performance Strategies (60 credits)	60
TBC	THEA	Event Design and Experience (start 2014)	30

On successful completion of Level 4 – interim exit award: CertHE *International Community Arts Practices*

### L5 - BA (Hons) International Community Arts Practices

Core Units			
Code	Status	Unit Title	No of credits
815Z2701		Approaches to Creative Practice for Community Contexts**	30
855Z3702		Community Project Management	30
815Z2702		Policy and Practice and Learning in Community Arts Practices**	30
Option Units			
<i>Choose 1 from options listed</i>			
445Z0010		LANG: T.E.S.O.L. 2: METHODS, APPROACHES AND TECHNIQUES	30
445Z0000		LANG: FRENCH LANGUAGE2	30
445Z0001		LANG: FRENCH 2 PRO	30
445Z0003		LANG: SPANISH LANGUAGE 2	30
445Z0004		LANG: SPANISH PRO 2	30
445Z0006		LANG: GERMAN LANGUAGE 2	30
445Z0008		LANG: ITALIAN LANGUAGE 2	30
445Z0013		LANG: INTERCULTURAL COMMUNICATION (30 CREDITS)	30
445Z0101		LANG: FRENCH BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0201		LANG: GERMAN BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0301		LANG: SPANISH BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0401		LANG: ITALIAN BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0501		LANG: ARABIC BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0601		LANG: CHINESE BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0701		LANG: CHINESE FOR CANTONESE SPEAKERS BEGINNERS (LEVEL 5 - 30 CREDITS)	30
445Z0801		LANG: JAPANESE BEGINNERS (LEVEL 5 - 30 CREDITS)	30

On successful completion of Levels 4 & 5 – interim exit award: DipHE *International Community Arts Practices*

### L6 - BA (Hons) International Community Arts Practices

Core Units			
Code	Status	Unit Title	No of credits
856Z3702		SOCIAL ENTERPRISE / Enterprise in the Community	30
856Z3703		PROFESSIONAL DEVELOPMENT	60
Option Units			
<i>Choose 1 from options listed</i>			

446Z0010		T.E.S.O.L. 3: ISSUES IN LANGUAGE TEACHING AND LEARNING	
446Z0000		FRENCH LANGUAGE 3	
446Z0003		SPANISH LANGUAGE 3	
446Z0006		GERMAN LANGUAGE 3	
446Z0008		ITALIAN LANGUAGE 3	
446Z0101		FRENCH BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0201		GERMAN BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0301		SPANISH BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0401		ITALIAN BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0501		ARABIC BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0601		CHINESE BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0701		CHINESE FOR CANTONESE SPEAKERS BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0801		JAPANESE BEGINNERS (LEVEL 6 - 30 CREDITS)	
446Z0101		FRENCH BEGINNERS (LEVEL 6 - 30 CREDITS)	

On successful completion of Level 6 – Final exit award: *Insert BA (Hons) International Community Arts Practices*

<b>26</b>	<b>Personal Development Planning</b>
In accordance with the practical, creative, critical and vocational aims of the degree, Personal Development Planning is integrated at all levels into the units of study. This scheme is part of the departmental scheme of embedded personal development planning.	
<b>27</b>	<b>Placement and Work-based Learning</b>
All work-based learning is negotiated between the student and university, and the university and workplace. The appropriate codes of conduct, University and Department regulations on Health and Safety, including risk assessment, and Ethics are applied. Students are supervised by (at least) 2 staff and liaison is maintained with the provider and the full teaching team via the supervising staff and the regular team meetings chaired by the Programme Leader.	
<b>28</b>	<b>Programme Specific Admission Requirements</b>
Standard University Admission Requirements <i>NB Minimum admission points for entry to the University are reviewed on an annual basis. For entry requirements refer to the current University on-line prospectus <a href="http://www.mmu.ac.uk/study/">http://www.mmu.ac.uk/study/</a></i>	
<b>29</b>	<b>Approved Variations/Exemptions from University Regulations</b>
N/A	
<b>30</b>	<b>Programme Management Arrangements</b>
Standard Programme Management arrangements are included in the Academic Regulations and Procedures Handbook Section on "Management of Programme Delivery".	
<b>31</b>	<b>Staff Responsibilities</b>
Standard staff responsibilities for roles associated with the management of a programme, as outlined in the Academic Regulations and Procedures Handbook Section on "Management of Programme Delivery".	
<b>32</b>	<b>Student Support Strategy</b>
Apart from the standard support for students, students are supported to identify work-learning activities through the Director of Community Arts Engagement and the DCA Intern for Employability and Community Engagement. Students interested in identifying international work-based learning opportunities are supported through our Academics with international remit. We hold a large database of industry and academic partners for student exchanges.	

The Library provides information literacy (IL) training via face to face session, online tutorials within Moodle, the provision of IL content within the university-wide *Skills Online* Moodle resource and through help sheets and podcast content. The relevant subject librarian provides additional one to one support, on demand, helping students locate information for their research areas. This support is also available to students by phone or email.

### 33 Student Evaluation

University standard procedures.

### 34 Engagement with Employers

See 32 above.

### 35 Points of Reference

#### Internal

- University Mission and Strategic Aims  
<http://www.mmu.ac.uk/about/corporate-strategy/>
- Programme Approval, Review and Modification Procedures outlined on the Centre for Academic Standards & Quality Enhancement website  
<http://www.mmu.ac.uk/academic/casqe/event/>
- University Regulations for Undergraduate or Taught Postgraduate Programmes of Study <http://www.mmu.ac.uk/academic/casqe/regulations/assessment.php>
- Previous Programme Approval/Review/Modification Report (*date*)
- University Learning, Teaching and Assessment Strategic Framework  
<http://www.celt.mmu.ac.uk/ltia/index.php>
- University Curriculum Framework for Undergraduate Provision  
<http://www.mmu.ac.uk/academic/casqe/regulations/curriculum-frameworks.php>
- University guidance on collaborative provision  
<http://www.mmu.ac.uk/academic/casqe/collaborative/index.php>
- Staff research
- Departmental Professional/Industrial Advisory Committees
- Staff/Student Liaison Committees

#### External

- QAA Subject Benchmark statement
- QAA Framework for HE Qualifications
- QAA Code of Practice
- QAA Subject Review report
- PSRB visit reports
- External examiner reports

This Programme Specification provides a concise summary of the main features of a Programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each unit and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to verification by the Quality Assurance Agency for Higher Education.

**RELATIONSHIP TO SUBJECT BENCHMARK STATEMENT(S)**

In absence of a specific community arts subject benchmark, throughout developing and refining this programme, reference has been made primarily to the subject benchmarks of “Youth and Community Studies”.

Key benchmark statements in relation to the Community Arts half degree refer to: creative practice; critical reflection and post graduate employment and academic destinations. The generic areas of self management, interpersonal and social skills, communication, presentation and information skills are central to learning and to the development of future employability.

In addition to those statements which may be considered generic for all Community Arts students, additional statements specific to each student’s Arts specialism should be noted. These will be found in the Definitive Documents for each of the subject areas.

The Core statements that apply to this degree will be found in the benchmark matrix. It will be noted that there are areas of overlap that reflect both the congruity and diversity of student experience and learning, with regard to their specialist subject area, especially in the generic statements.



QAA STATEMENTS	L3					L4					L5					L6				
	CREATIVITY AND REFLECTIVE	CREATIVE ARTS LEADERSHIP**	ACADEMIC SKILLS FOR HIGHER EDUCATION	CRITICAL READING AND TEXTUAL	ARTS AND SOCIETY	<ART SUBJECT 90 CR, 1 LANG>	APPROACHES TO CREATIVE PRACTICE	COMMUNITY PROJECT MANAGEMENT	POLICY AND PRACTICE AND	<ART SUBJECT 30 CR OR LANG>	ENTERPRISE IN THE COMMUNITY	PROFESSIONAL DEV (60 CR)	<ART SUBJECT 30 CR OR LANG>							
<b>A Knowledge and understanding</b>																				
<b>Working in and with communities (QAA Youth Community Work)</b>																				
4.5.1 Investigation of the meaning and practice of community		X			X		X													
4.5.2 Communities, networks and coalitions		X			X		X													
<b>Working with young people; working with adults (QAA Youth Community Work)</b>																				
4.6.1 Models and meanings of development through the life course					X															
4.6.2 Engaging communities in order to develop strategies for education and change							X		X											
4.6.3 Children's, young people's and adults' health, safety and well-being					X				X											
<b>Approaches to learning and development (QAA Youth Community Work)</b>																				
4.7.1 Informal education, conversation, critical dialogue and experiential learning	X	X	X	X	X															
4.7.2 Developmental group work	X	X			X															
4.7.3 Creativity in learning	X	X				X	X			X										
<b>Developing community-based organisations (QAA Youth Community Work)</b>																				
4.8.1 Understanding organisations									X											
4.8.2 Management and leadership in community-based projects								X	X											
4.8.3 Multi-disciplinary and multi-agency working					X		X		X											
<b>B SKILLS (QAA Youth Community Work)</b>																				
5.1.1 Understanding, developing and managing their professional role					X			X			X	X								
5.1.2 Fostering democratic and inclusive practice								X	X		X	X								
5.1.3 Maintaining and developing organisations which support practice						X		X			X	X								
5.1.4 Facilitating personal and collective learning development and capacity building								X				X								
5.1.5 Networking and multi-agency working									X		X	X								
<b>C Generic Skills (QAA Youth Community Work)</b>																				
			X	X	X	X	X	X	X	X	X	X	X							
<b>D Creative Practices, skill related to one Arts practice (see individual SH Programme Specification for Benchmark statements)</b>																				
	X	X				X				X										
<b>E Creative Practice applied to Community Practices</b>																				
	X	X			X	X		X		X	X	X	X							

**QAA BENCHMARK STATEMENTS**

**DEGREE LEARNING OUTCOMES**

**On successful completion of the University Foundation Year a student will be able to:**

Demonstrate knowledge in the subject matter of their units appropriate to Level 3 and apply what has been learned;

Engage in discussion on topics/issues related to contemporary debate in the subject matter of their units;

Demonstrate safe and effective use of specific media/equipment/material where appropriate;

Extract, summarise and synthesise relevant information;

Produce a coherent and structured piece of written work;

Demonstrate a readiness for lifelong learning and personal development;

Participate effectively in group working and team activities;

Demonstrate communication and presentation skills by clear and effective use of speech, writing and other appropriate methods;

Demonstrate a basic level of critical thought;

Apply a range of study skills methods to enhance their academic development;

Demonstrate numeracy skills in both everyday situations and in their specific subject areas where appropriate;

Demonstrate basic IT skills relating to word processing, spreadsheets, simple data bases and the Internet; and

Demonstrate an awareness of the programme of study in a wider context.

**Specific Learning Outcomes for the Arts FDY**

Reflect on their own creative practice, recognise and identify their own initial skill-set and construct action plans for improvement and development.

Construct an artist's portfolio promoting effectively their creative identity and practice.

Identify and use development opportunities and sources of information within the wider arts sector.

<b>A Knowledge and understanding</b>			<b>B SKILLS (QAA Youth Community Work)</b>			<b>C Generic Skills Academic Skills</b>									
<b>Working in and with communities (QAA Youth Community Work)</b>			<b>5.1.1 Understanding, developing and managing their professional role</b>			<b>D Creative Practices, skill related to one Arts practice (see individual SH Programme Specifications for Developmental Outcomes)</b>									
<b>4.5.1 Investigation of the meaning and practice of community</b>			<b>5.1.2 Fostering democratic and inclusive practice</b>			<b>E Creative Practice applied to Community Practices</b>									
<b>4.5.2 Communities, networks and coalitions</b>			<b>5.1.3 Maintaining and developing organisations which support practice</b>												
<b>Working with young people; working with adults (QAA Youth Community Work)</b>			<b>5.1.4 Facilitating personal and collective learning development and capacity building</b>												
<b>4.6.1 Models and meanings of development through the life course</b>			<b>5.1.5 Networking and multi-agency working</b>												
<b>4.6.2 Engaging communities in order to develop strategies for education and change</b>															
<b>4.6.3 Children's, young people's and adults' health, safety and well-being</b>															
<b>Approaches to learning and development (QAA Youth Community Work)</b>															
<b>4.7.1 Informal education, conversation, critical dialogue and experiential learning</b>															
<b>4.7.2 Developmental group work</b>															
<b>4.7.3 Creativity in learning</b>															
<b>Developing community-based organisations (QAA Youth Community Work)</b>															
<b>4.8.1 Understanding organisations</b>															
<b>4.8.2 Management and leadership in community-based projects</b>															
<b>4.8.3 Multi-disciplinary and multi-agency working</b>															

Explore relationship of their own practice of that of more advanced practitioners.	X	X		X		X		X	X					X		X	X	X	X
Form and communicate a view on issues of concern in the creative sector.	X	X		X		X		X	X					X		X	X	X	X
Plan, deliver and evaluate a small group arts projects.							X	X				X		X	X	X	X	X	X
<b>On successful completion of the BA (Hons) degree a student will be able to:</b>																			
Have had progressive professional-practice based experience of arts related community practices in a variety of organisational settings	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Plan, initiate, facilitate and evaluate arts-related community practices and projects using a range methods (e.g. group evaluation; web based surveys; quasi experimental research design/practice as research)	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate a conceptual and experiential understanding of partnership working and the interrelationships between arts, society and community.	X	X	X	X	X	X		X	X		X	X		X	X	X	X	X	
Have knowledge of the relevant contexts, including: historical and conceptual backgrounds; arts policies and practices; equal opportunities.	X	X	X	X	X	X		X	X		X					X	X	X	
Critically reflect on key terms, contexts, debates and theories and to communicate their findings cogently and appropriately through group discussion, independent study and writing/presentation.	X	X	X	X		X		X	X		X					X	X	X	
Know how to contextualise, reflect and to theorise in relation to arts and community practices.	X	X	X	X		X		X	X		X					X	X	X	
Critically reflect on their own learning process including their future learning needs.	X	X	X	X		X		X	X		X					X	X	X	
Have acquired, through practice and reflection, a platform of skills that will enable him/her to begin to operate successfully in the professional context	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	

LEARNING OUTCOMES	UNITS												
	L3 CREATIVITY AND REFLECTIVE PRACTICE	CREATIVE ARTS LEADERSHIP**	ACADEMIC SKILLS FOR HIGHER EDUCATION	CRITICAL READING AND TEXTUAL PRACTICES	L4 ARTS AND SOCIETY	<ART SUBJECT 90 CR, 1 LANG>	L5 APPROACHES TO CREATIVE PRACTICE FOR COMMUNITY CONTEXTS	COMMUNITY PROJECT MANAGEMENT	POLICY AND PRACTICE AND LEARNING IN COMMUNITY ARTS PRACTICES	<ART SUBJECT 30 CR OR LANG>	L6 ENTERPRISE IN THE COMMUNITY	PROFESSIONAL DEV (60 CR)	<ART SUBJECT 30 CR OR LANG>
<b>On successful completion of the University Foundation Year a student will be able to:</b>													
Demonstrate knowledge in the subject matter of their units appropriate to Level 3 and apply what has been learned;	X	X	X										
Engage in discussion on topics/issues related to contemporary debate in the subject matter of their units;	X			X									
Demonstrate safe and effective use of specific media/equipment/material where appropriate;	X	X	X	X									
Extract, summarise and synthesise relevant information;	X	X	X	X									
Produce a coherent and structured piece of written work;	X	X	X	X									
Demonstrate a readiness for lifelong learning and personal development;	X	X	X	X									
Participate effectively in group working and team activities;		X	X										
Demonstrate communication and presentation skills by clear and effective use of speech, writing and other appropriate methods;	X	X	X	X									
Demonstrate a basic level of critical thought;	X		X	X									
Apply a range of study skills methods to enhance their academic development;	X	X	X	X									
Demonstrate numeracy skills in both everyday situations and in their specific subject areas where appropriate;	X		X	X									
Demonstrate basic IT skills relating to word processing, spreadsheets, simple data bases and the Internet; and			X	X									
Demonstrate an awareness of the programme of study in a wider context.	X	X	X	X									
<b>Specific Learning Outcomes for the Arts FDY</b>													
Reflect on their own creative practice, and recognise and identify their own initial skill-set and construct action plans for improvement and development.	X	X											
Construct an artist's portfolio promoting effectively their creative identity and practice.	X	X											
Identify and use development opportunities and sources of information within the wider arts sector.	X	X											
Explore relationship of their own practice of that of more advanced practitioners.	X	X											
Form and communicate a view on issues of concern in the creative sector.	X	X											
Plan, deliver and evaluate a small group arts projects.	X	X											
<b>On successful completion of the BA (Hons) degree a student will be able to:</b>													
Have had progressive professional-practice based experience of arts related community practices in a variety of organisational settings					X						X	X	
Plan, initiate, facilitate and evaluate arts-related community practices and projects using a range of methods (e.g. group evaluation; web based surveys; quasi experimental research design/practice as research)					X		X	X			X	X	
Demonstrate a conceptual and experiential understanding of partnership working and the interrelationships between arts, society and community.					X		X	X	X				
Have knowledge of the relevant contexts, including: historical and conceptual backgrounds; arts policies and practices; equal opportunities.					X	X	X	X	X	X	X	X	X
Critically reflect on key terms, contexts, debates and theories and to communicate their findings cogently and appropriately through group discussion, independent study and writing/presentation.					X	X	X	X	X	X	X	X	X
Know how to contextualise, reflect and to theorise in relation to arts and community practices.					X		X	X	X		X	X	

Critically reflect on their own learning process including their future learning needs.					x	x	x	x	x	x	x	x	x
Have acquired, through practice and reflection, a platform of skills that will enable him/her to begin to operate successfully in the professional context					x	x	x	x	x	x	x	x	x

Appendix II and III

**ASSESSMENT MAP AND EMPLOYABILITY OUTCOMES**

**Arts Foundation Year**

Employability outcomes	L3	1,2,3,4,5, 6	1,2,3,4,5, 6	L3	1,2,3,4,5, 6	1,2,3,4,5, 6	L3	1,2,3,4,5, 6	1,2,3,4,5, 6	L3	1,2,3,4,5, 6	1,2,3,4,5, 6	
		6	6		6	6		6	6		6	6	
<b>LEARNING OUTCOMES</b>	<b>UNIT ASSESSMENTS</b>	CREATIVITY AND REFLECTIVE PRACTICE		CREATIVE ARTS LEADERSHIP**	ACADEMIC SKILLS FOR HIGHER EDUCATION		CRITICAL READING AND TEXTUAL PRACTICES						
		Ass 1 – Portfolio: Skills Assessment and Developmental Plan	Ass 2 - Project Plan, Project, Eval		Ass 1 - Portfolio: Arts review, Placement, project of existing Practice	Ass 2 – Artists Portfolio		Ass 1 – In class Test	Ass 2 - Report	Ass 1 – Essay	Ass 2 - Essay		
<b>On successful completion of the University Foundation Year a student will be able to:</b>													
Demonstrate knowledge in the subject matter of their units appropriate to Level 3 and apply what has been learned;		X	X		X	X		X	X		X	X	
Engage in discussion on topics/issues related to contemporary debate in the subject matter of their units;		X						X	X		X	X	
Demonstrate safe and effective use of specific media/equipment/material where appropriate;		X			X	X		X	X		X	X	
Extract, summarise and synthesise relevant information;					X	X		X	X		X	X	
Produce a coherent and structured piece of written work;		X	X		X	X		X	X		X	X	
Demonstrate a readiness for lifelong learning and personal development;					X	X		X	X		X	X	
Participate effectively in group working and team activities;			X			X		X	X		X	X	
Demonstrate communication and presentation skills by clear and effective use of speech, writing and other appropriate methods;		X	X		X	X		X	X		X	X	
Demonstrate a basic level of critical thought;		X			X			X	X		X	X	
Apply a range of study skills methods to enhance their academic development;		X			X			X	X		X	X	
Demonstrate numeracy skills in both everyday situations and in their specific subject areas where appropriate;								X	X		X	X	
Demonstrate basic IT skills relating to word processing, spreadsheets, simple data bases and the Internet.								X	X		X	X	
Demonstrate an awareness of the programme of study in a wider context.		X				X		X	X		X	X	
<b>Specific Learning Outcomes for the Arts FDY</b>													
Reflect on their own creative practice, and recognise and identify their own initial skill-set and construct action plans for improvement and development.		X	X										
Construct an artist's portfolio promoting effectively their creative identity and practice.		X	X										
Identify and use development opportunities and sources of information within the wider arts sector.					X	X							
Explore relationship of their own practice of that of more advanced practitioners.					X	X							
Form and communicate a view on issues of concern in the creative sector.		X											
Plan, deliver and evaluate a small group arts projects.			X			X							

Appendix II and III

**ASSESSMENT MAP AND EMPLOYABILITY OUTCOMES**

**BA (Hons)**

Employability Outcomes	L4			L5			L6								
	ARTS AND SOCIETY	ARTS AND SOCIETY	ARTS AND SOCIETY	APPROACHES TO CREATIVE PRACTICE FOR COMMUNITY CONTEXTS	COMMUNITY PROJECT MANAGEMENT	POLICY AND PRACTICE AND LEARNING IN COMMUNITY ARTS PRACTICES	ENTERPRISE IN THE COMMUNITY	ENTERPRISE IN THE COMMUNITY	PROFESSIONAL DEV (60 CR)						
LEARNING OUTCOMES	ASS 1 - ESSAY	ASS 2 - WORKSHOPS SHOWCASE	<ART SUBJECT 90 CR, 1 LANG>	ASS 1 - PRESENTATION	ASS 2 - PROJECT PLAN	ASS 1 - REPORT	ASS 2 - GROUP PROJECT	ASS 1 - ESSAY AND PRESENTATION	ASS 2 - ESSAY	<ART SUBJECT 30 CR OR LANG>	ASS 1 - PRESENTATION	ASS 2 - INDEPENDENT STUDY / PROJECT	ASS 1 - ACTION PLAN	ASS 2 - PROJECT	<ART SUBJECT 30 CR OR LANG>
<b>On successful completion of the BA (Hons) degree a student will be able to:</b>															
Have had progressive professional-practice based experience of arts related community practices in a variety of organisational settings		X			X	X	X				X	X	X	X	
Plan, initiate, facilitate and evaluate arts-related community practices and projects using a range of methods (e.g. group evaluation; web based surveys; quasi experimental research design/practice as research)		X			X	X	X	X	X		X	X	X	X	
Demonstrate a conceptual and experiential understanding of partnership working and the interrelationships between arts, society and community.	X			X		X	X	X	X		X	X	X	X	
Have knowledge of the relevant contexts, including: historical and conceptual backgrounds; arts policies and practices; equal opportunities.	X		X	X				X	X	X	X	X	X	X	X
Critically reflect on key terms, contexts, debates and theories and to communicate their findings cogently and appropriately through group discussion, independent study and writing/presentation.	X		X	X				X	X	X	X	X	X	X	X
Know how to contextualise, reflect and to theorise in relation to arts and community practices.	X				X			X	X		X	X	X	X	
Critically reflect on their own learning process including their future learning needs.	X		X		X	X	X			X	X	X	X	X	X
Have acquired, through practice and reflection, a platform of skills that will enable him/her to begin to operate successfully in the professional context		X	X		X	X	X			X	X	X	X	X	X
<b>Learning Outcomes in relation to specific Practice (arts or international)</b>															
Have acquired skills and knowledge of a critically reflecting arts practitioner			X							X	X	X	X	X	X
Have acquired the skills to apply practice in an international context			X					X		X	X	X	X	X	X







