

Programme Specification



1. Programme title	BA Professional Arts Practice
2. Awarding institution	Middlesex University
3a Teaching institution	Middlesex University
3b Language of study	English
4a Valid intake dates	September
4b Mode of study	FT
4c Delivery method	<input type="checkbox"/> On-campus/Blended <input checked="" type="checkbox"/> Distance Education
5. Professional / Statutory / Regulatory body	N/A
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	BA Professional Arts Practice BA Professional Arts Practice (Dance) BA Professional Arts Practice (Music) BA Professional Arts Practice (Musical Theatre) BA Professional Arts Practice (Performing Arts) BA Professional Arts Practice (Theatre)
8. Academic year effective from	2023-24

9. Criteria for admission to the programme

Recognition of Prior Learning (RPL) underpins the entry requirements for this programme:

Qualifications

Candidates who wish to apply for the programme should hold one of the following qualifications:

- At least two years prior successful undergraduate study in an appropriate subject, an ordinary degree or foundation degree in an appropriate subject
- A Trinity College London National Diploma or Certificate in Professional Dance, Professional Musical Theatre, Professional Acting or Professional Production Skills
- Other professional qualifications that are judged to be equivalent to 240 credits (QCF levels 4 & 5)

A number of ISTD qualifications are recognised for entry onto BAPP in Arts. Please contact ISTD for confirmation of the credits you have gained through ISTD qualifications.

Any candidate who does not hold the any of the above qualifications but has a minimum of 3 years professional experience can apply for the 'experienced practitioner'. We normally invite students to submit a portfolio and attend an interview.

Experienced Practitioner Route

If candidates do not hold the entry qualifications but have three or more years professional experience, we also offer an 'Experienced Practitioner' route. This gives greater focus to skills and knowledge already developed within professional practice for Levels 4 and 5.

10. Aims of the programme

The programme aims to:

- foster and enhance the professional practice of the student with direct relevance to context of the wider field of arts-based professional practice.
- offer validation and professional development through accreditation of prior experiential learning, recognising the contribution of practice to academic study.
- introduce techniques for reflective practice and critical thinking as catalysts for on-going professional development, progression and contribution to their field of practice.
- familiarise students with techniques for theorizing further contribution to the field of practice.
- introduce competences in inquiry techniques, particularly qualitative research frameworks and methodologies in practice-based paradigms.
- analyse and hypothesize ethical interrogation of professional practice contexts.
- foster a vibrant and communicative community of arts practitioners internationally via online learning and forums.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

A1 identifying and analysing practice-based knowledge with the context within their own professional practice and the context of other cultures

A2 the practical application of research findings into practice itself, to evaluate the transformational potential within their own practice

Teaching/learning methods

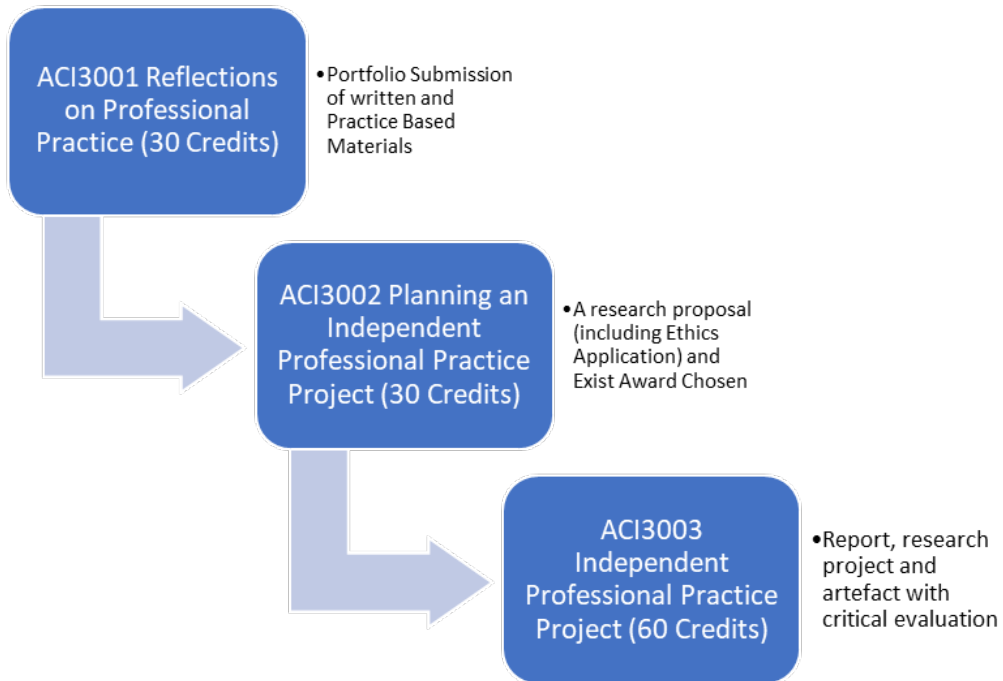
Students gain knowledge and understanding through readings, online e-learning resources, monthly on-line real-time discussion groups, peer discussion using blogs and other tools, and tutorial support, encouraging them to articulate, communicate and contextualise their own creative practice within the wider practice-based and theoretical field.

Students evaluate and apply reflexivity as an approach to synthesise their own practice based experience with wider knowledge and contexts introduced in the Module Handbooks. These approaches are explored through

<p>A3 interrogating and applying ethical principles to work/practice</p> <p>A4 critically considering and exploring themes within a set of primary data to identify implications within the wider professional field.</p>	<p>engaging in reflective practice tasks (including keeping a reflective journal), engaging with theories on reflection and reflexivity, and group and one-to-one tutorial discussion and support; aiding a meaningful contribution to the on-line learning community and communities of practice and supporting autonomous learning.</p> <p>Assessment methods Students demonstrate skills in Critical Thinking through work submitted at each assessment point with supporting evidence of discussion through related on-line activity such as blog posting. A6 critically considering, summarising, and exploring themes within a set of narratives or data to identify implications within the wider professional field. Reflexivity is assessed by students' depth and level of engagement with the theory and activity introduced through the course materials and suggested independent research. Students demonstrate their use of reflexivity through work submitted at each assessment point with supporting evidence of discussion through related on-line activity.</p>
<p>B. Skills On completion of this programme the successful student will be able to:</p> <p>B1 Professionally network and collaborate including communicating and constructing practice-based theory across professional practice-based and academic settings</p> <p>B2 Manage and synthesise information in order to contextualise their own practice activity within the wider practice-based and theoretical field to plan and develop a practice-based inquiry</p> <p>B3 Carry out a practice-informed inquiry project and articulate/communicate implications for their professional practice through a number of formats</p>	<p>Teaching/learning methods Students learn cognitive skills through suggested tasks and readings outlined in the Module Handbooks, online discussion groups, independent research, with tutorial support, discussion groups deepening their communication and interpersonal skills and aptitude for the use of digital platforms to foster communication. Practical skills are further developed through practical use of theory and experiences to design a practice-based inquiry applying ethical inquiry, interpersonal skills, creativity and resourcefulness.</p> <p>Assessment methods Students' cognitive skills are assessed by the demonstrable application of practical, creative and critical thinking skills through work submitted at each assessment point and through the organisation and application of research that has facilitated and informed that work, with supporting evidence of discussion through related on-line activity such as blog posting and comments.</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme



12.2 Levels and modules		
Level 6		
Compulsory	Optional	Progression requirements
Students must take all of the following: ACI3001 (30 credits) ACI3002 (30 credits) ACI3003 (60 credits)	N/A	Students must pass module ACI3001 and ACI3002 in order to progress to ACI3003

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	Module code
Level 6	ACI3001, ACI3002, ACI3003

13. Information about assessment regulations
This programme will run in line with general University Regulations.
The programme conforms to Middlesex University Regulations and sits within the Faculty of Arts and Creative Industries (ACI) Refer to individual Module Handbooks.

14. Placement opportunities, requirements and support (if applicable)
N/A

15. Future careers / progression
<ul style="list-style-type: none"> - Further study toward specific professional fields, such as PGCE - Further study on MA PGDip routes - Potential career transitions into dance science and health careers such as dance physio - Graduates enjoy greater credibility within the work place, leading to opportunities for promotion or to a change in career direction - Increased employment opportunities, e.g. recent dance/musical theatre/acting graduates have directly gone on to professional contracts - Increasing employment opportunities having a BA (Hons) Degree

16. Particular support for learning

Pastoral Care and Wellbeing

We recognise student joining this programme have come out of an intense period of training or working within the industry and the programme team centre student wellbeing as a priority and attention to meaningful feedback to support students on an individual basis. We recognise that during the course many students will be undertaking full time work and so have created a flexible learning model by which studies can be fit around day-to-day practice. We also ask students to connect their assignments to the practice they are engaged in on regular basis.

University Support

Online web resources, such as the use of virtual learning environments, group online discussions, personal Academic Advisors, extended professional practice networking group facilitated by BAPP Arts alumni (and MA Professional Practice alumni). Students will also have access to the Library, Learning Enhancement Team and other learning support services.

17. HECos code(s)

101361

18. Relevant QAA subject benchmarks

Dance, Drama and Performance; Music; Art and Design; Creative Writing; Communication, Media, Film and Cultural Studies

19. Reference points

Students on this programme will benefit from

- Awareness of their potential membership of Professional bodies
- QAA Subject Benchmark and Qualifications Level Descriptors
- Framework for Higher Education Qualifications
- Middlesex University Strategic Plan

20. Other information

- Library access
- International network of practitioners
- Alumni active in the industry
- ACI MA programme as a progression route, e.g MA Professional Practice programmes
- Community of practice to engage with.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for *BA Professional Arts Practice*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	Identifying and analysing practice-based knowledge with the context within their own professional practice and the context of other cultures
A2	The practical application of research findings into practice itself, to evaluate the transformational potential within their own practice
A3	Interrogating and applying ethical principles to work/practice
A4	Critically considering and exploring themes within a set of primary data to identify implications within the wider professional field.
Skills	
B1	Professionally network and collaborate including communicating and constructing practice-based theory across professional practice-based and academic settings
B2	Manage and synthesise information in order to contextualise their own practice activity within the wider practice-based and theoretical field to plan and develop a practice-based inquiry
B3	Carry out a practice-informed inquiry project and articulate/communicate implications for their professional practice through a number of formats

Programme outcomes: BA Professional Arts Practice						
A1	A2	A3	A4	B1	B2	B3
Highest level achieved by all graduates						
6	6	6	6	6	6	6

Module Title	Module Code by Level	A1	A2	A3	A4	B1	B2	B3
		Reflection on Professional Practice	ACI3001		X	X		X
Planning an Independent Professional Practice Project	ACI3002		X	X			X	
Independent Professional Practice Project	ACI3003	X	X		X			X