BIMM UNIVERSITY

A university for the creative industries

BA (Hons)

PERFORMING ARTS

Academic Year 2024/25

Welcome

We are delighted to welcome you to the performing arts faculty at BIMM University, and to the start of your professional training journey. For those of you studying at Level 5 and Level 6, welcome back!

During your three years with us you will undertake an intensive vocational programme, developing you as a multi-skilled performer and creative. You will hone your skills and grow as an artist, make exciting breakthroughs and discoveries, as well as life-long friends.

At Performers College we foster an atmosphere of inclusion, support, and collaboration. We believe that a working environment should instil high professional expectations, discipline and rigour, alongside kindness and respect. You will be part of a community who all want to see you reach your potential.

Our highly experienced faculty are passionate about delivering inspirational and industry relevant classes and projects that prepare you for all aspects of the profession, so you can enjoy a fulfilling career upon graduation.

We want to give you as many tools as possible to encourage versatility and increase your employability, so to benefit the most from your training, we ask that you are open to new possibilities and exploring new ways of working. Sometimes this will be a challenge but trust the process and know that the results you achieve will be hugely rewarding.

To complement your technical skills training you will also have workshops and seminars that will teach you about the business elements of the industry. You will work with and receive masterclasses from industry figures at the top of their game, who can pass on vital tips and advice so you will feel knowledgeable and prepared to enter the world of work. Our graduates are enjoying successful long-term careers in West End musicals and plays, regional tours, music videos, Film & TV productions, and as choreographers, directors and much more.

The handbook will provide you with all the information about your course, and how it is studied and assessed. It also includes details of support available to you, and information about the facilities on your campus and how to access them.

We look forward to seeing what the future holds for you.

With very best wishes,

Adam Davenport
Dean of Performing Arts

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PART ONE:
GENERAL INFORMATION

Key Resources

A quick note: you will need to be logged into your BIMM Microsoft account to access some of the links in this handbook.

BIMMStudents
bimmstudents.com is a one-stop portal for all key electronic resources and services students will require during their studies including the following:

> Campus SharePoint sites
> Microsoft Office 365 (including emails, cloud storage and apps like Word and Excel)
> Timetables (CELCAT)
> BIMM Library
> Study Skills Hub
> BIMM University's Virtual Learning Environment (Canvas)
> Creative Futures (careers) information and guidance
> Tutorial booking
> BIMM Connect - Student networking
> BIMM Digital User Guides

Canvas
Canvas is BIMM University's Virtual Learning Environment (VLE). It is an online space containing materials and tools to support and enhance your learning experience. This platform is an integral part of the student experience at BIMM University - it is not only an online extension of the classroom but is also the place where you will submit digital assignments and receive grades and feedback.

It also contains a wealth of valuable guidance to support you during your studies, including important information such as assessment deadlines and guides to each module on the course. Each module has a dedicated space in Canvas where students can access materials used in class and additional study resources.

Students will also find links to campus news and networking forums, annual monitoring reports, campus Board of Studies and Student Representation forum minutes, and much more in Canvas.

Module Specifications
Module specifications contain important information about each module such as the module's summary and aims, its learning outcomes, details of assessments, teaching methods and contact hours, and the module reading list.

You can find all module specifications in the **Course Documentation SharePoint**. They are also linked to in the **"Course Structure"** section of this handbook.

Timetables
Your student timetable is your guide to where you need to be. Your timetable is accessible through **BIMMStudents**, and it includes details of the times, dates and locations of your lessons, as well as who will be teaching you. If you'd like to synchronise your timetable with calendar applications on your devices, you can go to the 'Application Support' section of bimmstudents.com. If you have any questions about your timetable, you should reach out to your Course Leader.

Equipment Lists
Students may be expected to have certain equipment in order to successfully complete their courses. You can find your Faculty's equipment list here: **ICTheatre**, **Performers College**.

Reading Lists
Your reading list is an important tool for finding information on your module topic. You should consult your reading lists when looking for academic material to support your learning and for completing your assignments.

Each reading list is made up of resources relevant to your module, which will help you to identify some of the authors and sources of information that are considered reliable and reputable. Your reading list can also save you time at the start of the research process as it provides easy access to key material, and shows which resources are considered core or additional reading, which will help you to prioritise your reading.

You can access reading lists for all modules in Canvas. For full details on how to access reading lists, and other how-to guides, visit the **Module Reading List SharePoint page**. Further guidance is also available on the **BIMM Library website**.

BIMM Student Association (BSA)
Run by students, for students, the BIMM Student Association (BSA) is here to help you connect with like-minded people. The BSA's student-led societies and events are a fantastic way for you to meet new and interesting people, gain valuable life skills and build your own BIMM University experience. If you don't feel like your passions, beliefs, or interests are represented, you can start your own group with the BSA's help, as funding and support are available.

Each year, a President and Committee are selected at each campus to run the local BIMM Student Association (BSA). Together, they work with campus staff and students to continually improve the BIMM student experience. We will introduce you to your BSA President after you begin your course.

Examples of societies past and present include:

> Quiz Nights (including Tutors Vs. Students Quiz)
> DJ Society
> Five-a-side Football Tournaments
> Bouldering Society
> Skateboarding Society
> Vinyl Club
> LGBTQ+ Society
> Women's Society
> Vegan Society

Communication

Your University email
The University will send important information about teaching, assessments, and Faculty events to your BIMM University email address. It's important that you check your University emails on a regular basis and respond or take action as required.

Trusted (Emergency) Contact
We require you to provide the name and contact details for someone to act as your primary designated 'Trusted (Emergency) Contact'. Where possible, we ask you to give details for a second person to act as a secondary 'Trusted (Emergency) Contact. These people could be called upon to make medical or legal decisions for you if you become incapacitated.

Where possible, at least one should be a parent, guardian or family member. They must be 18 or over. Please do not include someone where the relationship could change over the next few years and ensure they are made aware that you have nominated them as this contact. You will have been asked to nominate these contacts at registration, but you can update these contacts at any time by emailing your Student Wellbeing team.

Note that this policy only applies to students aged 18 or over. For those under 18, the **Under 18s Admission Policy and Procedure** applies and emergency contact details must be provided via an U18 Parental Consent Form before arriving at the University.

For further information, see our full **Trusted (Emergency) Contact Statement**.

Canvas
Information will sometimes be shared through the Virtual Learning Environment (VLE), **Canvas**, both via module pages and via general announcements.

Student Voice
The University's Student Voice processes offer several ways for students to feed back. You can do this via one of the surveys open throughout the year, or you can feedback at any time through a number of methods and contacts, such as:

> Course Leaders
> Campus teams, e.g. Student Wellbeing
> Student Representatives

The University welcomes student feedback to help us improve and enhance our provision, so please do take part in our Student Voice activities. More details can be found in our **Quality Handbook**.

Support and Advice

If you are unable to find the information you need in this Handbook or on the website you can contact staff, who will be able to help or point you in the right direction (see Communication and Contacts section above). For any guidance or support around interpreting our academic policies or procedures, please contact your Head of School or Course Leader in the first instance.

Student Wellbeing
Student Wellbeing teams promote and support the mental, emotional, and physical health and wellbeing of students on campus, as well as ensuring a culture of safeguarding for all students and staff. They provide a whole spectrum of support and can offer advice, support and guidance on a range of issues such as mental health or physical health concerns, additional learning needs, mitigating circumstances and reasonable adjustments, financial hardship, complaints, or anything else relating to wider university life.

Our campus-based Student Wellbeing teams provide support for students with learning difficulties, disabilities, or medical conditions. They have a wide range of resources enabling them to help with topics from anxiety, eating disorders and financial advice to stress management, resilience, and coping skills. They lead on the promotion of healthy behaviours and environments on campuses, with initiatives related to physical activity, healthy eating, and substance use prevention.

A triaging approach ensures that students are quickly referred to specialists within the Student Wellbeing team, or to external counsellors or health specialists as required. You can find details of your Student Wellbeing teams via **BIMMStudents**, or through your campus's on-site Information Hub.

Learning & Disability Support
If you have additional learning needs, you should inform your local Student Wellbeing/Learning Support team as soon as possible if you feel you require learning support to aid you in their course. If additional learning needs are stated prior to enrolment, Student Advisors will contact you to discuss your requirements and any support that needs to be put in place from Semester 1.

Learning Student Support teams can help you to explore what statutory and local support is available to you and in some cases, degree students in UK campuses may be eligible for Disabled Students Allowance (DSA).

In order to access additional support, a diagnosis of a condition is key. Anyone without a diagnosis should organise one as soon as possible to ensure they receive the support they are entitled to. BIMM University can support students in accessing a dyslexia assessment service should they require it.

Please contact your local campus Learning Support team who will be able to offer up to date information and guidance on all matters relating to Learning and Disability Support – see your campus SharePoint (accessible via bimmstudents.com) for more information.

Academic Support
Academic support information, including guides to referencing and academic writing, can be found on the **Study Skills SharePoint**.

Careers
Career advice and guidance is available via the Creative Futures team. The team is made up of experienced careers specialists who are dedicated to connecting students to industry opportunities, and to acting as a compass as students navigate their pathway into the creative industries.

The support provided by Creative Futures is designed around our students' unique skills and interests. The team works closely with industry partners and the University's academic teams to equip students with the skills and experiences needed to succeed, empowering students to build a sustainable career in music and the broader creative industries.

You can find more information by navigating to **BIMMStudents**, selecting your campus, and then selecting the Creative Futures icon.

Complaints & Appeals

We hope you are satisfied with your experiences at BIMM University. However, if you have a concern, then we have procedures in place for handling Student Complaints and Appeals.

The Student Complaints Procedure outlines how to submit a formal complaint if you experience problems relating to teaching, learning, research and supervision, and to the provision of other services by the University. We always suggest trying to resolve the issue informally with your local campus teams first (see below for further information).

The Student Appeals Procedure outlines how to make an appeal against a decision made by an academic body (such as an Assessment Board) regarding results, progression or award, or a procedural outcome (such as a disciplinary panel sanction or judgement).

If you are considering making an Appeal or Complaint, you are strongly advised to talk to one of the following staff at your Campus. They can advise you on your case, help to resolve it informally and, if necessary, support you in the process of making a formal Appeal or Complaint:

> Student Wellbeing Advisor or Manager

> Your Course Leader or Deputy Course Leader

> Head of School or Campus Dean

> One of your Student Representatives

Further information on Academic Appeals and other Appeals and Complaints, as well as the relevant forms, can be found on the **Appeals and Complaints** pages of our website.

Student Responsibilities

All of BIMM University's policies and procedures can be found on the University's **website**. Students are expected to familiarise themselves with all policies and procedures. For any guidance or support around interpreting our academic policies or procedures, please contact your Heads of School or Course Leader in the first instance.

You are expected to attend classes and submit work for assessment as well as engage in the required amount of self-directed study as quantified in the module specifications. Expectations around student engagement are outlined in our **Student Engagement Policy**. Poor attendance with little engagement may lead to being withdrawn from your course, so it's important that you get in touch with your Course Leader or Wellbeing team if you are going to be absent or are struggling. We can provide support and guidance to students who require it, so please do reach out to your course and campus teams.

Library resources are supplied through the **BIMM University electronic library** and dedicated physical reading rooms, and you are expected to use these resources in your own time.

Prevent Duty

The Prevent Duty is part of the UK Government's Counter-Terrorism strategy to prevent individuals being drawn into extremism. BIMM University safeguards learners from extremist ideologies, radicalisation and support individuals through early intervention.

We take a proactive and risk-based approach to the Prevent Duty, and it is embedded into many of our policies, including our dedicated Prevent Duty Policy, and our Safeguarding Policy. Anyone can make a referral – if you have a concern, you should speak to your local Student Wellbeing team in the first instance for help and support.

For further information, see the **Prevent Duty Policy**.

IT Usage

The **Fair Usage Policy** outlines the expectations for use of BIMM University IT systems including equipment, email, OneDrive and student WIFI. Students should adhere to the outlined expectations of this policy and avoid engaging in prohibited activities.

Prohibited activities include (but are not limited to): intentional physical damage, unauthorised administrative system changes, hacking or bypassing security measures, engaging in cyber threats or intentionally spreading malware, bullying and harassment or discriminatory behaviour, inappropriate web browsing including (but not limited to) gambling, pornography, violence or extremist material and illegal streaming.

Graduate Attributes

Upon graduating, BIMM University students are expected to be:

Employable and Entrepreneurial
BIMM graduates will act with professionalism and integrity. They will demonstrate entrepreneurial skills to their colleagues and potential employers including:

> exemplary communication skills;
> efficient time management;
> effective self-managed independent and team working;
> respect for the opinions of others and the ability to receive criticism and use it constructively; imaginative, creative and critical thinking;
> effective problem solving;
> digital literacy;
> numeracy;
> a strong sense of personal and professional identity.

Resilient and Adaptable
BIMM graduates will be confident and resilient enough to recover quickly from set-backs.

Creative, Collaborative and Connected
BIMM graduates will be self-assured enough to form lifelong creative networks where they can connect and collaborate with others on activities or projects to generate value.

Globally Aware
BIMM graduates will be confident to act effectively in settings where language and culture are not familiar to them and will understand international context and practices both within, and beyond, their discipline.

Socially Responsible
BIMM graduates will understand how their actions can enhance the wellbeing of others and will be equipped to make a valuable contribution to society.

Professional
BIMM Graduates will demonstrate an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries.

Intellectually Curious
BIMM Graduates will demonstrate initiative, self-reflection, academic integrity and ethical responsibility. They will possess powers of analysis, synthesis, and evaluation. They will appreciate disciplines and forms of professional practice beyond their own and draw connections between them.

Self-Aware
BIMM Graduates will be equipped to seek knowledge and to continue learning throughout their lives. They will set themselves high standards and will demonstrate qualities that enable them to be reflective and independent lifelong learners.

Assessment

Higher Education Strategy
BIMM University is committed to providing high quality teaching and support for its students by addressing the differentiated needs of individual learners, and ensuring that all students have equal and fair access to learning resources. All learning and teaching approaches adopted by BIMM University are flexible, student-centred, diverse, and appropriate to the skills and needs of individual students.

To provide relevant, diverse, quality learning experiences, every course implements the BIMM University Higher Education Strategy. This strategy allows us to create inclusive, engaging learning activities that can address diverse learning and teaching styles, foster the culture of a learning community, and enable students to develop their own creative identity. The strategy also aims to help build our students' capacity to be innovative in dealing with obstacles set by the professional demands of the industry. You can read BIMM University's Higher Education Strategy in full **here**.

Assessment Guidance
During your studies, you'll be assessed in various ways to help you understand your progress in your learning. Each course is assessed slightly differently, so students will need to read the **Student Assessment Handbook** in full to make sure you understand how assessments will work for you. Both the Assessment Handbook and the **Undergraduate Academic Assessment Regulations** provide guidance on all elements of assessment at the University, including assessment modes, assessment rubrics, late submission policy (including detail on the no penalty 24-hour deadline extension) and what happens if you fail a module.

How will I be assessed?
There are generally two types of assessment on BIMM University courses:

> Coursework – assessments that are submitted online through the University's VLE, Canvas.

> Face-to-Face – practical assessments including performances, demonstrations, presentations and other activities that are assessed in person.

Assessment can be formative or summative:

> Formative assessment has a developmental purpose and is designed to assist students in their learning by providing them with feedback on their performance. This feedback should indicate how students' performance can be improved or maintained.

> Summative assessment often evaluates student performance at the end of a module, and usually involves students receiving a grade that indicates their level of performance. Students will also receive feedback on summative assessment.

How will my work be marked?
Student work is marked using the BIMM University assessment rubric. A rubric is a tool that allows us to standardise the process of grading, making it more efficient, saving time for faculty and providing you with effective feedback that promotes your learning. You can find the assessment rubric for each level of study in the **Student Assessment Handbook**.

When will I be assessed?
Assessment dates can be found in the Course Structure section of this handbook, as well as in the module specification.

Academic Integrity

BIMM University is devoted to supporting students in their learning. Therefore, a clear understanding of academic integrity is an important component of the competencies students will develop whilst studying with us. All students studying at BIMM University are responsible for the integrity of their learning and their choices, including any decision to break the rules. However, we will work with students at every study level to understand our values and expectations. Moreover, our staff will model best practices in academic integrity in their teaching and research and the material they share with you to support. More information on Academic Integrity, including academic misconduct, can be found within the **Academic Integrity Policy**.

Exceptional Circumstances

We understand that sometimes students may require additional support, whether on an ongoing or temporary basis. **The Exceptional Circumstances Policy** covers topics such as reasonable adjustments, adjustments to teaching, and mitigation.

Feedback

Students will receive lots of feedback through the course of their studies, which should help you learn and develop. Getting critical comments as well as positive ones is entirely normal and isn't a sign of weakness. Everyone will get both positive and critical feedback - whatever your course, you're being prepared to enter a highly demanding profession in which you'll be expected to be able to take constructive criticism and use it to improve your approach. Responding well to constructive feedback will help you meet professional expectations of behaviour.

Different types of feedback

There are three main types of feedback that are used at BIMM University:

> Informal iterative feedback from your teacher and possibly your peers in class and during online sessions.

> Formative assessment feedback is more formal feedback from your teachers and peers designed to help you improve a specific piece of work for assessment.

> Summative assessment feedback is the feedback you receive on formal graded 'summative' assessments.

Sometimes, you'll get your feedback straight away. For instance, if you perform for your classmates in a class, they might be asked to give you feedback during the lesson. Comments on assessed work should always be returned to you promptly, which means within 21 days (plus any public holidays) of you submitting it.

Please see the **Student Assessment Handbook** for more information on feedback, including how to prepare for receiving feedback, how to understand feedback, and how to use feedback.

PART TWO:
COURSE-SPECIFIC INFORMATION

Key Course Staff

Barney Warrington

Course Leader (Brighton)

barneywarrington@ictheatre.ac.uk

Dr Sally Crawford-Shepherd

Course Leader (Manchester)

sallycrawford-shepherd@ictheatre.ac.uk

Mel Stoner

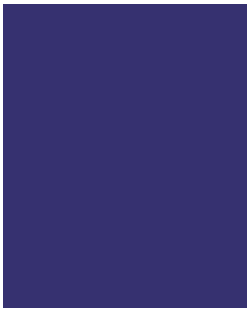
Deputy Course Leader (Brighton)

melstoner@ictheatre.ac.uk

Phil Edgerley

Deputy Course Leader (Brighton)

phillipedgerley@ictheatre.ac.uk



Ross Woods

Deputy Course Leader (Manchester)

rosswoods@ictheatre.ac.uk

Course Summary & Aims

Course Summary

BA (Hons) Performing Arts consists of two pathways: Musical Theatre and Acting; each providing in-depth training shaped by current industry trends and needs. Technique, work ethic, confidence, self-awareness and imagination are key tools for any performer looking to build a sustainable and fulfilling career in the arts. During the first two years of training, students will develop and embed technique, explore new ideas and ways of working, discover themselves as a creative artist, and learn how to promote themselves and your work in a competitive market. In the third year the training becomes industry focused with professional preparation, public shows, a filmed show reel, self-taping tuition as well as an independent project chosen by the student.

During your final year (Year 3), students will choose an optional module, created to meet the demands of the industry and to support the students particular career trajectory. Our option modules allow students to drill down into a specific area of performance and enhance their skill set further.

Our BA (Hons) Performing Arts pathways encourage independence, entrepreneurialism and innovation because these qualities will be required of any performer entering the contemporary performing arts industry. We don't want you just to get work, we want you to make work. All learning is underpinned by personal development classes, enabling you to develop strategies in time management, organisational skills and control of performance related anxiety. These are life skills that you can apply far beyond your three years with us, and within a variety of contexts.

Contemporary Musical Theatre Pathway:
This pathway offers you excellent training across all three disciplines. You will have classes in acting methodologies, acting for camera, voice, movement and improvisation. Singing comprises of a series of classes: ensemble, repertoire, technique, and styles, where you will learn how to sing across a range of genres, including jazz, gospel, rock, pop and folk as well as legit. In dance you will train in ballet, tap, contemporary and jazz.

Acting for the 21st Century Pathway:
The industry has changed and continues to do so. It is no longer simply a case of spending three years training and then sitting back waiting for your agent to call. Actors in the contemporary world of stage, film and television need not only to be talented and skilled, but also adaptable, entrepreneurial and passionate about what they do. Acting comprises of many elements, to help students to develop broad but advanced acting skills: movement, devising, approaching text, play and stagecraft, acting for camera, pure movement, conditioning, scene study, acting through song, stage combat, physical theatre, improvisation and mask play.

Course Aims

Central to the course is delivery by both educators and performing arts specialists and we pride ourselves in our close ties with the performing arts sector. All course lecturers are industry experienced and regular visits by theatre-makers, directors, producers, and choreographers, amongst others, ensure our teaching is vibrant, relevant and up to date. Our dedicated teaching team will help you through your module classes and workshops, during your assessments, and throughout your rehearsals, to ensure that you have the advice and support you need.

he BA (Hons) Performing Arts course aims to provide graduates with the knowledge and skills appropriate to a range of careers in the theatre and related creative industries. Students will develop a range of physical, creative, technical and performance skills relevant to gaining employment in professional theatre and related creative industries. This is achieved by providing a comprehensive training programme focussed on the practical experiences of dance, acting and singing techniques.

The course will also help students to develop initiative and personal responsibility, and to undertake collaboration with other performing arts and/or creative arts students. Students will develop important transferable skills which will provide lifelong learning opportunities within the context of performing arts. This includes students acquiring a clear understanding of the mental resilience that is required to thrive in the performing arts industry, and the importance of areas such as health, wellbeing and fitness; time and stress management, self-motivation and effective goal setting. personal journey.

Central to the course is delivery by both educators and industry specialists and we pride ourselves in our close industry ties. All course lecturers are industry experienced and regular visits by production designers and art directors ensure our teaching is vibrant, relevant and up to date. Our dedicated industry team work hard to support you in work placements in the summer break between years 2 and 3 and we will continue to support all our students after graduation.

We are also a friendly course with small class sizes, and we aim to provide a safe, supportive environment in which you can learn and experiment. Fundamental to the course is a thorough understanding of the design cycle and we will encourage you to develop effective and authentic designs based on solid research and experimentation. And most of all to enjoy this discovery in a supportive and bespoke learning environment.

Course Structure

Alongside your course's subject-specific core and optional modules, all undergraduates at BIMM University will study an aligned series of core modules called the Curriculum Spine. You will study a Spine module each semester throughout the duration of your course. These modules have been designed to provide a connected learning experience across all our Schools, providing opportunities to collaborate with students from both other courses and Faculties. These Spine modules will aid you to develop graduate attributes plus personal and professional development skills essential for success in the creative industries.

Code	Year/ Semester	FHEQ Level	Module Title	Module Type	Credits	Assessment Week
Year 1						
COM411	1/1	4	**The Creative Industries**	Spine	15	13
PAR401X	1/1	4	**Performance Fundamentals**	Core	15	13/14
PAR402X	1/1	4	**The Body Fundamentals**	Core	15	13/14
PAR403X	1/1	4	**The Voice Fundamentals**	Core	15	13/14
COM412	1/2	4	**The Creative Industries & You**	Spine	15	13
PAR404X	1/2	4	**Self & Performance**	Core	15	14
PAR405X	1/2	4	**Self & The Body**	Core	15	14
PAR406X	1/2	4	**Self & The Voice**	Core	15	14
Total Credits					120	
Year 2						
COM521	1/1	5	**Defining Your Practice in Context**	Spine	15	14
PAR501X	1/1	5	**Performance Applied**	Core	15	13/14
PAR502X	1/1	5	**The Body Applied**	Core	15	13/14

PAR503X	1/1	5	**The Voice Applied**	Core	15	13/14
COM522	1/2	5	**Exploring Practice Through Collaboration**	Spine	15	13
PAR504X	1/2	5	**Performance & Character**	Core	15	14
PAR505X	1/2	5	**The Body & Character**	Core	15	14
PAR506X	1/2	5	**The Voice & Character**	Core	15	14
Total Credits					240	
Year 3						
COM601	3/1&2	6	**Final Project**	Spine	30	14 (S2)
PAR601	3/1	6	**Performance 1**	Core	30	4-14
PAR603X	3/1	6	**Acting for Video Games**	Option	15	13/14
PAR606	3/1	6	**Physical Theatre**	Option	15	13/14
PAR617	3/1	6	**Contemporary Ensemble & Harmony Singing**	Option	15	13/14
PAR609	3/1	6	**Contemporary Theatre Dance Styles**	Option	15	13/14
PAR610	3/1	6	**Performance for Camera**	Option	15	13/14
PAR613	3/1	6	**Acting for Camera**	Option	15	13/14
COM612	3/2	6	**Professional Portfolio**	Spine	15	13
PAR611X	3/2	6	**Performance 2**	Core	30	4-14
Total Credits					360	

Course Learning Outcomes

BA (Hons) Performing Arts Year 1 (Level 4)

Knowledge and Understanding. Able to:

A1. Demonstrate awareness of emerging technologies and approaches in performance and production

A2. Learn and apply fundamental concepts for performing arts

A3. Demonstrate awareness of key entertainment industry practices

A4. Build essential vocabulary and a functional knowledge base for contemporary acting and performance practice.

Intellectual (thinking) skills. Able to:

B1. Interpret source material to inform approaches to performance

B2. Explore a range of appropriate reading material and discuss the findings

B3. Analyse information and summarise concepts, demonstrating appropriate academic conventions

B4. Communicate ideas clearly in a variety of presentational context.

Subject practical skills. Able to:

C1. Demonstrate the acquisition of discipline specific skills and techniques

C2. Prepare effectively for performance in dance, drama and singing

C3. Perform competently, both as a soloist and in collaborative contexts

C4. Realise the performance possibilities of a script, score and other textual and documentary sources

Key/Transferable skills. Able to:

D1. Take responsibility as an individual artist whether working independently or within a group for creative decision making

D2. Present work to an audience in a variety of appropriate contexts

D3. Employ information, communication and on-line technology appropriately

D4. Work within appropriate academic conventions, researching and examining information, materials and experiences to articulate reasoned arguments

BA (Hons) Performing Arts Year 2 (Level 5)

Knowledge and Understanding. Able to:

A1. Discuss social, cultural and ideological issues in performing arts and relate these to their own work.

A2. Identify relevant concepts for competent and informed delivery of performance and analysis of industry practice.

A3. Demonstrate knowledge of forms, practices, techniques, traditions, histories and applications of performance.

A4. Apply knowledge of established principles in dance, drama and singing, and how these have developed.

Intellectual (thinking) skills. Able to:

B1. Operate and think reflectively, creatively and critically to develop ideas.

B2. Evaluate appropriateness of approaches to problem solving and the realisation of creative concepts.

B3. Develop information retrieval and analysis skills to gather, interpret and evaluate source material.

B4. Construct informed arguments in response to contemporary issues in the performing arts industry.

Subject practical skills. Able to:

C1. Demonstrate technical proficiency and sustained application of skills in a variety of performance contexts.

C2. Respond appropriately to direction and work effectively under pressure in a variety of performance contexts.

C3. Draw on established practices to inform approaches to performance.

C4. Develop a repertoire of interpretive skills, practices and techniques, and make appropriate selections to realise performance possibilities.

Key/Transferable skills. Able to:

D1. Manage work effectively under pressure and to deadlines.

D2. Exercise personal responsibility and decision-making in creative contexts.

D3. Identify strengths and weaknesses, make judgements, and respond appropriately to a variety of challenges.

D4. Appropriately select, employ and adapt digital media and information technologies.

BA (Hons) Performing Arts Year 3 (Level 6)

Knowledge and Understanding. Able to:

A1. Interpret the technical and aesthetic processes involved in the performing arts.

A2. Critically engage with established texts, scores, choreography and/or artefacts in the performing arts.

A3. Explore and apply a range of creative performance possibilities informed by established texts and the origins of creative arts practice.

Intellectual (thinking) skills. Able to:

B1. Examine Assumptions, Concepts and hypothesis critically in the light of evidence and make informed choices.

B2. Critically discuss social and cultural factors relating to performance and relate these to their own work.

B3. Analyse and evaluate the appropriateness of different approaches to professional practice.

B4. Synthesise concepts and present original solutions that are coherent and resolved.

Subject practical skills. Able to:

C1. Select and apply the technical, and expressive skills necessary to communicate through performance in a variety of contexts.

C2. Draw upon contextual knowledge to analyse and critically interpret repertoire, in individual and ensemble contexts.

C3. Develop practice outputs critically informed by the analysis and synthesis of established and emerging contemporary arts practice.

C4. Articulate a critically informed awareness of identity as a performer in a variety of contexts.

Key/Transferable skills. Able to:

D1. Take initiative in response to a variety of challenges.

D2. Deliver work effectively under pressure and to deadlines.

D3. Collaborate with, and adapt to, a range of practitioners and their varied demands.

D4. Interpret and develop ideas drawing on your own knowledge, understanding and inspirations.

Course Specification

Full Title of the Course & Award	BA (Hons) Performing Arts
Mode of Attendance	Full-Time
Length of course	This course is taught as a three-year course at levels 4, 5 and 6.
Start date	September 2024
Awarding Institution	BIMM University
Teaching Institution	Institute of Contemporary Theatre Brighton; Institute of Contemporary Theatre Manchester
UCAS Code	W400
Language of Study	English
Final Award	Certificate of Higher Education (exit award only at level 4) Diploma of Higher Education (exit award only at level 5) Bachelor's Degree with Honours
FHEQ Level	120 credits at Level 4 120 credits at Level 5 120 credits at Level 6
ECTS Level	60 credits at Level 4 60 credits at Level 5 60 credits at Level 6
Reference Points	QAA Subject Benchmark Statement in Dance, Drama and Performance (July 2015) FHEQ (2008) QAA Quality Code (2018)
Minimum Period of Registration	3 years

Maximum Period of Registration	6 years
Admissions Criteria	Minimum of 2 A-levels at Grade E or above (32 UCAS points), OR BTEC Level 3 equivalent, and normally three GCSEs at a minimum grade C/4, including English Language. For overseas students: IELTS 6.0 with a minimum of 5.5 to be achieved in each band or equivalent English language qualification. Candidates will be required to attend an audition.
Date of Course Specification	October 2019