

**BIMM
UNIVERSITY**

A university
for the creative
industries

MA
PERFORMING ARTS

Academic Year 2024/25



Welcome



I am delighted to welcome you to the School of Postgraduate Studies at BIMM University, and I wish you every success on your course.

The school has existed since 2019, and the school's ethos is to allow you to explore creative arts practice to fulfil your artistic ambitions and career aims. Through such exploration, you can generate fresh insights and new perspectives relevant to you and others. To enable this, we take a student-centred and active approach to learning, so you will learn by doing and understanding theory as a tool for understanding creative practice. You will be taught by staff who are exceptional practitioners in their field, skilled educators and active researchers.

My role in the school is to uphold the standards we have set for your education and to monitor the quality of your student experience. I do that through meeting with your student representatives at the Postgraduate Board of Studies and by chairing the Postgraduate Assessment Boards, which process your academic results. I also convene monthly meetings with your course leaders and their teams to ensure they can support you in getting the best from your educational experience.

This handbook will provide important information on how your postgraduate course is structured and the support available to you academically and personally. Studying at postgraduate level is an intense experience, and we understand that you have made a considerable commitment to study at this level. Many of you may also be working to support your studies, or you may have caring responsibilities outside of university, and we understand the additional pressure such obligations generate. We are here to help you, so do not hesitate to reach out to us at any time.

Finally, one of the great pleasures I have at the university is to see the work generated by postgraduate students. I am often moved and inspired by what I see and hear, and I look forward to seeing what you create during your postgraduate journey.

Professor Mark Irwin

Deputy Provost and Director of Postgraduate Studies

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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.

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 [Postgraduate 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



Paul Saunders, Course Leader

Paul has worked across theatre, TV and film as both a performer and as a creative. Working in both the musical theatre and commercial industry, Paul's passion for teaching draws from the multi-discipline industry and the rich amalgamation of artists' and creatives Paul has worked with.

paulsaunders@performerscollege.co.uk

Course Summary & Aims

Course Summary

The innovative MA Performing Arts provides fantastic opportunities to explore your specialism within performing arts in line with your career aspirations. It allows you to stand apart from others in your chosen field and lead the discussion in the performing arts sector.

Are you a performing arts practitioner – either a Performer, Choreographer, Director, or Entrepreneur – with innovative ideas and a desire to work with students from different fields? During your MA, we'll help you turn your ideas into reality. We'll introduce you to cutting-edge research and assist you with broadening your network within the industry, and, most importantly, let you be the co-constructor of your learning environment.

This new MA puts you and your aspirations at the centre of your learning through research-based practice whilst refining your chosen specialist pathway as a Director, Performer, Choreographer or Entrepreneur. Through four modules across the Autumn and Spring Trimesters, you will apply a theoretical lens to your own and others' professional practice. Drawing on a broad range of performing arts research, you will be encouraged to actively investigate Directing, Performing, Choreography, and Entrepreneurship within the arts industry.

The MA programme will take a person-centred approach and include a balance of expert tuition, experiential workshops, and self-guided study. You will learn to analyse your fundamental interests, beliefs, and values and work collaboratively with your peers to expand your knowledge and develop your creative skills, functioning as a critically reflective, research-informed practitioner.

Course Aims

This course intends to provide a nurturing environment that offers a platform for students to develop advanced skills and creative knowledge relevant to a career in the creative industries of today and the future. It will do so by building on two key aspects of BIMM Institute: the first being the longstanding success of the Postgraduate School and secondly, the industry connectivity, industry-leading professionals from theatre, TV, and film disciplines who work to deliver a broad range of vocational classes and workshops. This will be complemented with teaching modes where creative practice is explored through a variety of contextual and theoretical perspectives to support learners in developing high-level skills in articulating practice-based knowledge appropriate for level 7.

The course design facilitates opportunities for students to become co-constructors of their learning. This is achieved through the way in which modules require students to explore their creative ambitions, collaborate on developing their ideas, test new technological concepts and regularly engage with industry practitioners and experts at a modular level. Working side-by-side with industry experts is a key feature of BIMM Institute's educational ethos, which will help shape students' creative decision-making and direction of their chosen specialism of Performance, Choreography, Directing or Entrepreneurship in Trimester 3.

This educational ethos is underpinned by the negotiation students engage with at the start of each trimester regarding the nature of their specialist 1-2-1 mentoring, a key feature of the provision. In addition, their Course Leader will work with each student, providing appropriate guidance and scaffolding for decision making where appropriate to ensure proper alignment between the choice of mentor and the student's creative ambition. Negotiation is also at the centre of assessment design, with students engaging in dialogue regarding how their creative output will be devised and delivered with reference to their aspirations, collaborative requirements with an industry stakeholder, and use of technological equipment used throughout the creative industries.

This approach to learning culminates in a significant, level 7 appropriate decision-making moment at the start of Trimester 3, where the student's choice of specialism informs the major project that completes the study on this course. This final module delivered through the Performance, Choreography, Directing, and Entrepreneurship pathways allows students to immerse themselves in a significant piece of practice-based research that develops and deeply refines their specialism, supported by their 1-2-1 specialist mentors. Students can curate their learning and development through this, becoming creative and innovative researcher-practitioners. Although some students may enrol on the course knowing which discipline they want to develop from the start, some may not and need direct inspiration from modular content, and others may change direction due to the exposure to new stimuli provided by the course.

Alongside the vision of this course facilitating the student as co-creator of their learning experience sits entrepreneurship and technology that will form an essential role in the approach to teaching. This will allow all students to develop and be at the forefront of entrepreneurial skills relating to their chosen specialist pathway. The negotiated use of specialised theatre, film and digital streaming equipment will provide opportunity to enhance their creative output and encourage them to consider its uses for their specialised pathway in Trimester 3. The knowledge of how to market their work and promote themselves as creative artists and practitioners leads to the ability to: source investment revenues within the industry, manage social media profiles and utilise platforms as tools for self-promotion, attract interest from casting directors, agents, choreographers, showcase their creativity and develop production concepts and business plans to further their careers within the sector.

Course Structure

| Code | Trimester | FHEQ Level | Module Title | Module Type | Credits | Assessment Week |
|---------------|-----------|------------|---|-------------|---------|-----------------|
| Year 1 | | | | | | |
| MPA701 | 1 | 7 | Performing Arts Practice and Research | Core | 30 | 13 |
| MPA702 | 1 | 7 | Exploring Collaboration in Performing Arts | Core | 30 | 14 |
| MPA703 | 2 | 7 | Performing Arts and Technology | Core | 30 | 13 |
| MPA704 | 2 | 7 | Professional Development and Entrepreneurship | Core | 30 | 14 |
| MPA705 | 3 | 7 | Professional Project/ Dissertation | Core | 60 | 13 |
| Total Credits | | | | | 180 | |

Course Learning Outcomes

Setting. Able to:

- A1. Critically appraise the abstract and complex performing arts setting you are and will be working in.
- A2. Considering your application of your advance performing arts practice, appropriately identify how and where it fits into your setting.

Knowledge and Understanding. Able to:

- B1. Evaluate a diverse selection of academic and theoretical concepts, including specialist theoretical and methodological research approaches.
- B2. Examine and appraise topical developments in the performing arts industries, incorporating interrelationships with other relevant disciplines, including their future significance.

Cognitive skills. Able to:

- C1. Critically appraise information and data, considering issues and advanced principles surrounding its source, credibility, bias and ethics.
- C2. Independently produce an inventive performing arts projects, complex ideas and advanced approaches.
- C3. Select appropriate theories in your performing arts practice, critically analysing the corresponding connection between the two.

Performance & Practice. Able to:

- D1. Produce specialist creative output exhibiting an advanced level of Practice in your performing arts specialism.
- D2. Explore, suggest and apply technology to enhance and problem-solve your performing arts creative output.
- D3. Conduct performing arts practice that systematically synthesises advanced specialist information, informed by research.

Personal & enabling skills. Able to:

- E1. Critically reflect and appraise your performing arts development as an effective research-informed practitioner, and explain supporting conclusions in unpredictable and complex contexts.
- E2. Strategically time-manage your performing arts projects independently while developing creatively complex, but obtainable goals.
- E3. Systematically organise and communicate advanced information and material in a clear and confident format for specialist audiences.
- E4. Develop advanced interpersonal, team and networking skills collaboratively with industry stakeholders and peers from differing disciplines and perspectives.

Course Specification

| | |
|---|---|
| Full Title of the Course & Award | MA Performing Arts |
| Mode of Attendance | Full Time/Part Time |
| Length of course | 1-year full time/ 2 years part time |
| Start date | September 2024 |
| Awarding Institution | BIMM University |
| Teaching Institution | Performers College Essex |
| UCAS Code | n/a |
| Language of Study | English |
| Final Award | Master of Arts in Performing Arts (Choreography) Master of Arts in Performing Arts (Directing) Master of Arts in Performing Arts (Performance) Master of Arts in Performing Arts (Entrepreneurship) |
| FHEQ Level | Level 7 |
| Minimum Period of Registration | 1 year (Full Time) / 2 years (Part Time) |
| Maximum Period of Registration | 2 years (Full Time / 4 Years (Part Time) |
| Admissions Criteria | A degree (normally 2.2 or above) in a creative industry-related subject or significant experience in a relevant field. Overseas students where English is not their native language may be required to meet a minimum English language requirement of an Academic IELTS 6.5. We require a minimum of 6.0 to be achieved in each band. All applicants will be subject to interview and a portfolio may also be requested for Recognition of Prior Learning (RPEL). |
| Date of Course Specification: | August 2022 |