



Manchester
Metropolitan
University

— Cheshire —

*“The Community Arts Project unit is exactly the type of work that higher education should be doing. It is closely monitored, assessed and provided with excellent feedback and yet is a ‘real-world’ situation, placing emphasis upon the student’s own initiative, creativity and skills in adapting to developing and changing contexts”
(Philip Thomas, Ext Examiner 2010-11)*

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

Course Development Plan

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Programme Leaders – Gavin Carver / 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.

() Section 1: Background and Context

The Department of Contemporary Arts houses a number of subjects and programmes. These include Community Arts, Contemporary Theatre and Performance, Creative Writing, Dance, Drama, Music, Popular Music and Creative Music Production. Except for CTP all have a Combined Honours Route. All of the subjects and programmes are supported by a departmental, strategic ethos, which is summarised by the five indicators listed below.

- the title, CONTEMPORARY ARTS, is contextualised by twentieth century Modernism and what follows.
- the strategic ethos embraces work developed and produced through PRACTICE-AS-RESEARCH, informed by each subject's strength.
- the ethos relies on a Market awareness, including educational opportunities to facilitate: student recruitment, conversion of applications and student retention.
- the department plans for a future growth of international, post-graduate and part-time provision in its recruitment, networking, relationships and exchanges.
- the department pays attention to economic resource management.

The validation of the BA (H) Community Arts (and Arts Subject) programme was a logical development of the fusion of a 30 year tradition of combined or joint format degrees at the Crewe and Alsager campuses with the experience and expertise derived from the long history of community contacts and placements that was a distinctive feature of subject provision within the Arts subjects, particularly, but not exclusively, Dance and Drama. In part, this was supported by a history of provision, often within the same units, for students on Initial Teacher Education and non-Initial Teacher Education courses.

By the early 2000s it had become apparent that the demand for and the demands of Community Arts provision could be better served if the specific practical and theoretical elements of the area became the focus of a separate degree built on the model of existing Joint Honours (Arts) provision. The latter, in turn, had developed from earlier Creative Arts and Combined Studies provision and had a long history of successful recruitment and outcomes.

In tandem with a related degree, BA (H) Arts and Cultural Enterprise, with which certain units, inflected appropriately, were shared, BA(H) Community Arts was validated in 2003 with effect from the intake of September 2004. The first cohort of Community Arts students graduated in July 2007. The last review in 2008 was therefore at a time where the degree has not had a long specific history of provision on which to reflect, and thus not many changes were introduced in 2008.

This review thus functions as a first review of the BA Community Arts Provision based on more than 5 years of students have progressed to completion.

The model which was adopted, and which it is proposed to retain, was based on equal provision for generic Community Arts elements, taught across all eligible subject areas, [60 credits at each level] and specialist study of an Arts subject, chosen from the range on offer in the Department of Contemporary Arts [60 credits at each level]. These Arts subjects were also available in Joint Honours, both within the Department of Contemporary Arts with another Arts subject or, inter-departmentally, with one of a large number of subjects taught by other departments in the faculty (see below: Size, Scope and Style of Provision.) From the intake of 2008 BAJH will cease to exist and will become part of the university's Combined Honours scheme. At this time the structure of what was Joint Honours will change and diverge from Community Arts. The

significant change that all Arts subjects will accommodate is that in Combined Honours there will be 40 credits which are Core and in Community Arts there will be 60 credits Core/ Core Option.

Administratively, the degree was, and remains, wholly within the Department of Contemporary Arts. Initially, the degree was administered together with BAJH (Arts) with a shared programme leader and programme committee, and the specific day to day running of the generic Community Arts units was the responsibility of a 'subject' leader. This was parallel to the structure for BAJH (Arts). However, with the overall responsibility for all Joint Honours provision being assigned to what soon became the Department of Interdisciplinary Studies, the clear separation of the degrees became desirable and necessary. The role of 'Subject' Leader was subsumed within that of Programme Leader. This is structurally the same as other Contemporary Arts subjects in which there is shared Single Honours and Joint Honours provision.

The design and content of the Community Arts degree has meant that from the outset it has had a strong personal, vocational and professional provision embedded within its units. From September 2005, explicit provision, has resided in a designated unit within each specialist subject. Further refinements, embodying elements of both practices are envisaged in the proposed revisions to the programme (see below 3.4.7.3).

(X) Section 2: The Strategic Approval Form

See Appendix

Section 3: An Analysis of Key Issues

The following pages will cover key issues, together with a short discursive exploration and analysis and the underlying data to support these.

1. (X) COMMENTARY ABOUT KEY ISSUES BY HEAD OF DEPARTMENT

The following provides a short commentary about how the degree met external opportunities in the past, how it will function to continue to take advantage of existing and future opportunities, and what its challenges were over the past five years.

1.1. External Opportunities, Employability, Widening Participation

The department has always engaged in meaningful partnerships across the region. A selection of these partnerships are provided in Section 5. Partnerships. These partnerships allow our learning community to be expanded into the non-university communities of the region, in Crewe, Cheshire and Manchester Areas.

The expanded network will include our international partners, to consider community practices with a global perspective. The extensive international partnership work that we are doing is in the process of being documented, but the list of organisation in section 4 should demonstrate that we are highly networked and the community arts degrees network benefits from this immensely.

We see this not merely as placement opportunities, but rather the wider community and professional sector that students will get increasingly initiated into, raising employability figures.

The managing of our wide range of partnerships has until recently been driven either by individual staff , or by Jodie Gibson, Director of Community Outreach (Jodie Gibson) in her 2 year funded post. We have been successful in making her position a permanent one in the faculty, and this allows us to put our partnership work to more effective use for our students. She is supported by an employability and community engagement intern.

The above really provide us with the opportunity to maximise our links with the community for our community practices students to an extend that we did not have before.

1.2. Program Leadership

In the past 4 years of the program, the program leadership of the Community Arts Network had to be held by an academic who also held two other program leaderships. We will ensure that there will be a dedicated individual leading on the network, with sufficient capacity and enthusiasm for this degree.

1.3. Internal Competition

I would suggest that there was a certain amount of internal competition at recruitment stage in regards to recruiting to the Community Arts Network, and that open days and auditions afforded applicants to consider the subject specific Single Honours degrees in our own department rather than the more general Community Arts Degree. Some opportunities to balance applicant interest and student numbers were not taken at that time. This resulted out of the existence of genuine conflicts of interest of having to promote different internally competing degrees.

This certainly was evident at that time (2009) from feedback of 1st year CH students, who often had a keen interest in working within Communities in Applied Drama, or Community Music, but who seemed to have not known about the Community Arts degrees.

, as the

This will be addressed by

- The community arts network not having auditions, thus hopefully reaching a different market sector than other SH degrees.

- Bringing in a dedicated Community Arts Team at Open Days and Visit Days

1.4. Related Enterprise and Research Activities

Although we always had professional expertise in this area, until recently we were not active in research related to community arts. This has now changed, and with new staff and a developing external demand for universities having social impact, there is an increasing amount of research activity in this area, including successful externally funded projects and publications.

Some publications:

1. Boehm and Clennon, 'Young Musicians for Heritage Project: Can a music-based Heritage Project have a positive effect on Well-being?' <http://www.cheshire.mmu.ac.uk/dca/projects/young-musicians-for-heritage-project/>
2. Carola Boehm, "Music Technology in Higher Education", Tom Claes (ed.), The Idea of Education, Inter-Disciplinary Press, Vol. 12 (e-book), 2005, ISBN 1-904710-11-5.
3. Clennon, (forthcoming spring, 2013)'How effective are Music Interventions in the Criminal Youth Justice sector? Community Music making and its potential for community and social transformation: A Pilot Study', *Journal of Music Technology and Education*.
4. Clennon, O.D. (2009) Facilitating Musical Composition as "Contract Learning": The development and application of a Teaching Resource for Primary School Teachers in the UK. *International Journal of Music Education*, Vol. 27, No. 4, 300-313 DOI: 10.1177/0255761409344373
5. Petralia, (2012) 'Reach Out and touch Someone: Technology and the Promise of Intimacy'. <http://bit.ly/RhXPjh>

Some funded projects:

Musicians for Heritage	Young Roots, Heritage Lottery	Carola Boehm / Ornette Clennon	(27k, complete)
Community Outreach (incl Picture This, Artscool, etc)	Arts Council, Local Authority Funding	Jodie Gibson	(5k)
KEIF Gavin Carver	Institutional Funding	Gavin Carver / Trevor Brown	(5k)
Saltscape	Landscape, Heritage Lottery	Carola Boehm / Jodie Gibson	(25k / 1 Mill)
KEIF Ornette Cl	Institutional Funding	Ornette Clennon	(5k)

2. () COURSE AND SUBJECT TRENDS (CB)

Uniview numbers,
Market research, external. (from claires report.). Retention and Good Honours.

See Appendix Market Research (Clarie's Document)

#HI Caroline, Deb

I fear we need a bit more help on some number crunching data stuff. Below are example statistics from last year's CTP review. We would need that from 2008 – 2012 for all Community Arts Degrees. Will call to discuss.

Could we have the same thing for all Community Arts degrees (can be taken together):

Applications and Enrolments

-	2008-09	2009-10	2010-11
Applications	121	108	113
Enrolments	94	96	98

Retention and Progression (We should have a percentage here)

-	2008-09	2009-10	2010-11
Enrolments	94	96	98
Retention	89	91	92
Progression	62	62	68

Good Honours

-	2008-09	2009-10	2010-11
Good Honours	21	17	21
1st	5	3	5
2.1	16	14	16
2.2	6	10	5
Third	0	2	0
Pass	0	1	1

Hope that is ok.

Will call

Carola

3. (X) GRADUATE DESTINATIONS (DLHE DATA)

Since 2011, the figures are below. It is difficult to differentiate the Community Arts Degrees from the subject specific degrees, but we are aware that many of our graduates hold influential positions in organisations that have a remit related to community arts. These include

Cheshire East Council – Department of Arts, Culture and Museums
Cheshire East Council – Community Engagement Officer
Cheshire Dance – Educational Outreach
Love Music Trust – Teacher
Schools – Music Tutor, Music Technology Tutor, Tuition, etc
Lyceum
YMCA
Flare Festival
Arts Up Close
Etc

3.1. Dance, Theatre, Acting and Music:

93% in employment or further study (within 6 months of graduation).

Since 2011 some of our graduates are now working as:

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

3.2. Drama, English and Creative Writing

86% in employment or further study (within 6 months of graduation).

Since 2011 some of our graduates are now working as:

Administrator	Advertising Officer
Cameraman	Event Organiser/Photographer
Fundraiser	Marketing and Sales Assistant
Political Intern	Radio Presenter
Support Worker	Search Engine Optimization Executive
Teaching Assistant	Writer

4. () STUDENT AND EXAMINER FEEDBACK (CB TO FINISH UP NSS MISSING)

(student comments, nss, unit feedback, ext examiner feedback). Common issues.

4.1. Issues raised by Students (NSS, Unit Feedback)

Students highlight in their unit feedback specifically the quality of teaching, and often mention explicitly specific lecturers. All named lectures will continue to be involved in the degree after periodic review.

The feedback also makes explicit how difficult group work can be sometimes, and there is often an expectation of students of staff-led intervention when groups are unable to resolve conflict themselves. The new degree program addresses this by incorporating additional materials around theories of group cohesion, group dynamics, coaching, leadership skills and project management.

2012-13 Unit Feedback from students

Best things about this unit...

- "teacher ornette"
- "the chance to work within the community"
- "Lecturers, specifically Jane Linden"
- "Ornetter"
- "Jane Linden"
- "gaining new skills"

Things I would most like improved on this unit...

- "nothing"
- "communication and explanations on assessment requirements"
- "some sort of intervention from staff now and then because there is so much evident tension in our class that it makes me feel uncomfortable and i just feel like if we can feel it so must lectures that deal with our class."
- "nothing"
- "communication between lecturers so the requirements are explained to the group by all."

4.2. Issues raised (and praised) by External Examiners

We have always had positive feedback from External Examiners. More detailed comments can be seen below. In summary, they express strengths and weaknesses in the following areas:

Strengths

- Relevance and Appropriateness of Curriculum
- Student facing documentation (Handbook, Assessment Briefs, Student Feedback, etc.)
- A curriculum that develops criticality and reflectivity, as well as maintaining a high level of creative skills and ability
- Individualised support by staff

Weakness

- The degree has been remarked to be insufficiently marketed, its potential not exploited fully

External Examiner Comments

Appropriate and relevant curriculum, documentation

"Outcomes suggest that assessment is very well designed and works to the student and staff strengths." (Allan Owens, Ext Examiner 2009-10)

"Assessment is very well balanced and whilst there are numerous assessment components in

some modules, this does not serve to level marks downwards.” (Allan Owens, Ext Examiner 2009-10)

“The level of documentation in the Community Arts units as well as a number of the Musics units is **excellent** and should be strongly encouraged.” (Philip Thomas, Ext Examiner 2011-12)

“The Unit information booklet for Community Arts Level 3 constitutes **very good practice** in the field. The Learning Agreement whereby the student generates the criteria for the aspect of the community project that they are responsible for is **excellent practice**”. (Allan Owens, Ext Examiner 2008-09)

“I very much hope that, if the Community Arts programme is discontinued, this kind of unit is continued and integrated into other single honours programmes.” (Philip Thomas, Ext Examiner 2010-11)

Developing critical, reflective and creative practitioners

“Based on the work I saw, the work was **extremely well documented** and revealed a high level of **critical and reflective thinking** as well as plenty of initiative and enthusiasm for their project.” (Philip Thomas, Ext Examiner 2010-11)

“**Specifically related to the Community Arts units: the Community Arts Project unit is exactly the type of work that higher education should be doing.** It is closely monitored, assessed and provided with excellent feedback and yet is a ‘**real-world**’ situation, placing emphasis upon the **student’s own initiative, creativity and skills in adapting to developing and changing contexts**” (Philip Thomas, Ext Examiner 2010-11)

“The work demonstrated a **good level of contextualisation** of their activities and care was taken to ground their work within a **solid theoretical framework**.” (Philip Thomas, Ext Examiner 2010-11)

“Particularly appropriate to this field, they have frequent opportunity to utilise group discussion skills **reflecting on their practice**.” (Liz Pavey, Ext Examiner 2009-10)

“The majority of students continue to use the well-structured freedom they have in the programme to very good effect. I saw a piece of outdoor level three work in Nantwich Town Centre on a busy Saturday afternoon which evidenced that students are operating and engaging in **creative, professional work**” (Allan Owens, Ext Examiner 2009-10)

The majority of students whose work I considered demonstrated that they use the well-structured freedom they have in the programme to very good effect. In level three they are operating on a professional level **engaging in work that is demanding and creative**. Several of the Community Arts Project B examples I looked at would have tested professional artists and the students delivered very high quality work.
(Allan Owens, Ext Examiner 2009-10)

The impact of theory on practice was clearly visible. The staff monitor the ability of the students to interrogate practice with theory. (Allan Owens, Ext Examiner 2009-10)

Overall the students’ knowledge and skills **in practice and theory** was good and in level three community arts very good.
(Allan Owens, Ext Examiner 2009-10)

The **high standard of teaching** provides students with the opportunity to realise work of **high artistic and educational quality**. (Allan Owens, Ext Examiner 2009-10)

Intensive and individualised support by staff, quality of teaching, learning and assessment methods

*“It was my impression that the success of the projects completed as part of this programme were due in no small part to the **individual attention and enthusiasm shown by the tutors**. I base this purely on the feedback given on their assessments which was exemplary – very supportive and encouraging – and the **quality of the work** submitted.” (Philip Thomas, Ext Examiner 2010-11)*

*“Students are **well supported in their studies**, for instance through regular tutorials and observation of their community arts practice and through detailed and **student-friendly unit guides**” (Liz Pavey, Ext Examiner 2009-10)*

*“It appears that students are benefiting from working with a very **dedicated and enthusiastic staff** team who provide **excellent, supportive structures for learning**. I infer that the quality of teaching is very good indeed and that assessment methods are developed with due consideration for the learners“ (Liz Pavey, Ext Examiner 2009-10)*

*“The tutor formative and summative **feedback is very detailed and constructive**.” (Allan Owens, Ext Examiner 2008-09)*

*“The **high quality of teaching** continues to provide students with the opportunity to realise work of good artistic and educational quality. Guidance and support in the planning stages of project work continues to be a strong feature of the programme.” (Allan Owens, Ext Examiner 2009-10)*

*The **carefully crafted guidance** and support in the initial planning stages of project work for example allows students the chance to create their own learning opportunities. (Allan Owens, Ext Examiner 2009-10)*

Lack of marketing

*“I would like to encourage the university to consider reviewing **how it is currently marketing** the Community Arts programmes. Is everything appropriate being done to make prospective students aware of the existence of these courses? Studying Community Arts can be a very fulfilling pursuit leading to **good career opportunities** and my impression is that there **might be potential for attracting increased interest** in these programmes.” (Liz Pavey, Ext Examiner 2009-10)*

5. PARTNERSHIP WORK (CB TO FINISH)

We have an extensive network of partners in our learning community, and they have regularly suggested to us that degrees, such as our Community Arts Degree Network, are needed in the social enterprise sector and that our students make a huge difference in this sector already. Below are some of our partners, and a short descriptor that I hope exemplifies that each one of these partnerships is built on real joint and shared activities as well as interests.

5.1. Action Transport Theatre Company

Previous work with this Cheshire based new writing and young people's theatre company, includes hosting their touring project *12 Miles to Nowhere*, which included student volunteer opportunities.

5.2. Art Up Close: Encounters with the Arts & Artists

Recently we have worked in partnership with Art Up Close on a Community Banner project and touring exhibition, to mark the campuses Centenary in 2012.

5.3. A-Vents (Cheshire East ran project)

For the past 3 years MMU Cheshire has hosted this annual young person's creative event, with a variety of placement and volunteering opportunities afforded for our students.

5.4. Borderlines Young People's Theatre Group (at the New Vic)

Links have been established with Borderlines through our Community Arts under-graduate course and associated placements.

5.5. CAT Radio (community on-line station)

Through 2011-2012 a weekly radio programme was hosted and sponsored by Axis Arts Centre (based at MMU Cheshire).

5.6. Cheshire Academy ('Blue Blazers')

5.7. Cheshire Dance

We have a long-standing relationship with our Regional Dance Development Agency, Cheshire Dance. Previous links include dance artists delivering workshops and classes for MMU students, invitations to Continued Professional Development events, volunteer placements and paid work for graduates.

5.8. Cheshire East Council

We have a long-standing relationship with our Regional Council that includes exploring how we can facilitate the growth of the local Crewe economy led by an emerging creative industries sector.

5.9. Cheshire Fire & Rescue Service

A key partner on the *Young Musicians for Heritage* project ran by the Dept of Contemporary Arts 2012.

5.10. Cheshire Rural Touring Arts

Cutting Hedge is a new partnership between Cheshire Rural Touring Arts and Axis Arts Centre (based on MMU Cheshire campus), touring artistically challenging and unusual work to rural venues in Cheshire.

5.11. Chester Performs

We regularly profile artistic and work-based opportunities linked to Chester Performs' diverse program. Post-graduate students have previously been programmed as part of their Contemporary Arts site-specific festival *Up The Wall*.

5.12. Chuff-Chuff

Chuff-Chuff is a successful creative industries venue and incubator space in Crewe.

5.13. Circus Starr (Congleton)

Circus Star are a valuable contact; directly sending the department information on up-coming internships and work-based learning opportunities, which we can promote to our students.

5.14. Crewe and Nantwich (Ruskin) School Sport Partnership

We annually host an initiative run by the School Sports Partnership aimed at getting those in Secondary education not involved in dance, to dance. *Dance Alive* is a 2-day event hosted by the dept with event management and choreography/facilitation roles available to our students.

5.15. Crew Hall Hotel – Q Hotels

Most recently, we toured our community banner exhibition to Crewe Hall, which included a Preview event attended by the Lady Mayor.

5.16. Crewe Heritage Centre

A key partner on the Young Musicians for Heritage project ran by the Dept of Contemporary Arts 2012.

5.17. Crewe Railway Station

Student work has included locating performance work at Crewe Railway Station, exhibiting project and research documentation and collecting sounds from the station to include in music projects.

5.18. Crossroads: Young Carers

Links have been established with Crossroads through our Community Arts under-graduate course and associated placements.

5.19. Flare Festival

Flare runs festivals, weekenders and artist residencies, in partnership with some of the leading contemporary theatre producers in Manchester. Ran by artists and academics connected to the dept, Flare events affords MMU students opportunities to volunteer and gain greater understanding of the sector.

5.20. Love Music Trust

In April 2013 we are hosting a weekend summer school for young people between the ages of 14 – 19 interested in popular music. Volunteer opportunities across the event will be open to MMU students.

5.21. The Youth Village

A key Manchester-partner helping us to facilitate an arts-led approach to community regeneration, as part of the University's Birley Fields community engagement strategy.

5.22. Schools

Special Needs School: Springfield school

Schools Secondary: Malbank, Sir William Stanier, Shavington, Kings Grove, St Thomas More, Alsager Sixth Form, St John Deans, Poynton High School, Brine Leas, Woodford lodge, Congleton High School

Primary schools: Little Lea, Wybunbury Delves, Monks Coppenhall, Pebblebrook, Moulton, Hungerford, Wistaston Green

Other organisations: Lyceum Youth Theatre, Macon House (Mown and Grown and Touchwood) two groups of adults with learning difficulties, Mbollou Music, MENCAP, National Trust: Little Moreton Hall, PANDA: Performing Arts Network & Development Agency, Primrose House a residential home for elderly people with dementia, REDSHIFT Radio (local radio for Crewe & Nantwich), OCEAN (Organisation Caring for Ethnic and All Nations), South Cheshire Clasp, South Cheshire College, South Cheshire Youth Sinfonia, Starlight Sound System, St Paul's Sheltered

Housing project, Tuneful Tots in Stone parents and babies/toddlers music group, Victoria Mill Arts centre, Congleton, Wishing Well: A Healthy Living project, Woodland Trust: Frodsham, The Youth Village, YMCA Crewe, Zion Centre - Community Arts centre in Hulme, Wulvern Housing, Crewe Historical Society, Hulme Historical Society, Troubadour Cultural Heritage Foundation (award-winning media company specialising in Heritage-related documentary film making)

6. EMPLOYABILITY IN THE CURRICULUM

an analysis of the effectiveness of work-based and placement learning (including student exchange).

Examples CTP:

-	2008-09	2009-10	2010-11
Enrolments	94	96	98
Retention	89	91	92
Progression	62	62	68

Examples CTP:

-	2008-09	2009-10	2010-11
Good Honours	21	17	21
1st	5	3	5
2.1	16	14	16
2.2	6	10	5
Third	0	2	0
Pass	0	1	1

Section 4: Proposed Changes (CB)

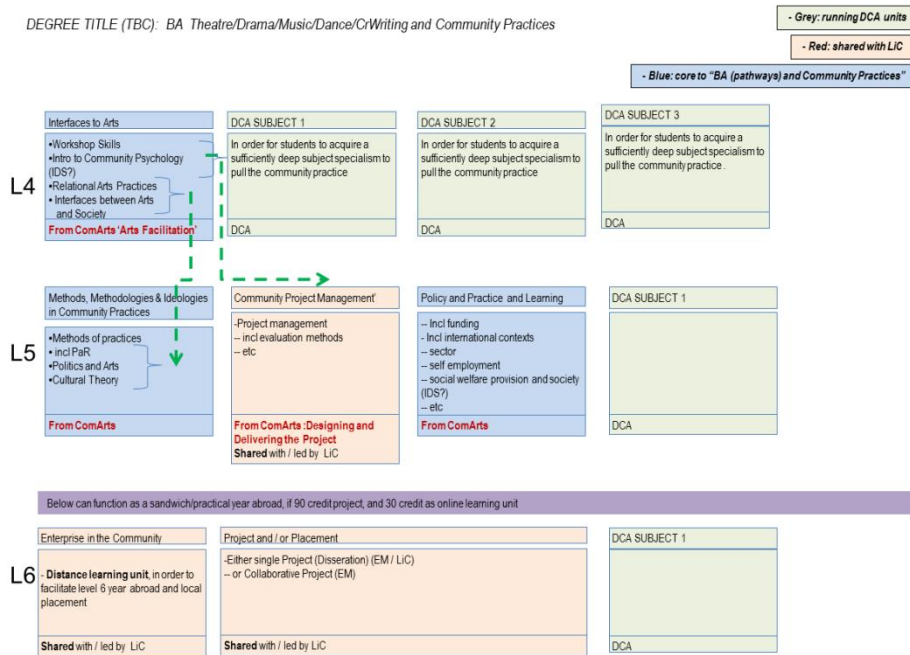
1. EQALISATION AND UNITS

The proposed changes are all a result of the university-wide EQAL rationalisation project. The EQAL process has also been used to adjust the course structure to strengthen employability aspects.

Curent Model

Future Model

Descriptions



Blab la bla

Section 5: Action Plan (CB+OC)

Recruitment (OC)

We have developed a strong recruitment strategy that integrates the community voice into our marketing and consultation strategies for this new degree. We have merged community consultation with market research by using the focus group as an active recruitment methodology. Our focus group is formed from some of our closest community partners. Not only will we solicit their opinions on our degree, offering us important feedback but working with our focus group as an important gate keeper to the Third Sector (we have a database of all the registered affiliations and umbrella organisations in the UK community sector, comprising over 160,000 members), we will extensively tap into their knowledge and expertise allowing us to adopt the most effective strategies in reaching and recruiting from our intended Third Sector market.

Soundbites and excerpts from Focus group session to be inserted here

FDY (CB)

Our Foundation Year programme provides us with the opportunity to dovetail the work with our community partners with our Widening Participation agenda. As we are already using award-bearing qualifications such as the Arts Award to facilitate community access to our programmes, the Foundation Year programme allows us to focus our partnerships even more keenly on a defined progression route onto our programmes, especially for those from “hard to reach” communities. This is important on two levels. Firstly, it enhances our ability to offer educational opportunities to “hard to reach” potential learners. Secondly, this gives added agency to our community partnership building, as through our arts-led projects we are able to enhance the social capital of our communities through the widening of access to Higher Education.

Partnerships Work and Employability Agenda (OC)

As already outlined, we have an extensive network of partners with whom we work regularly. This degree is of strategic significance for both our Crewe/Cheshire and Greater Manchester profiles. Our arts-led enterprise work has been recognised as being strategically important for Manchester Metropolitan University in two ways. Firstly, in Manchester we are expanding our presence by building a new campus in Hulme. Our arts-led partnership building approach has led a growing discussion about the relationship between the Hulme communities and the University. Our work has facilitated discussions about the university contributing to the development of a community learning resource in the centre of Hulme that will complement its community engagement plans for the university’s Birley Fields development. This is significant for our new degree because this university/communities partnership will be based on arts-led education provision where greater opportunities for creative social enterprises will be generated for our potential graduates and the local communities.

Secondly, our arts-led partnership building approach has also led us to working ever more closely with Cheshire East Council on its *All Change for Crewe* document as it relates to Higher Education provision in Crewe. In partnership with Cheshire East, we are exploring ways to encourage greater creative enterprise opportunities via economic incentives derived from the Cultural and Enterprise zones that have been set up in Crewe. The graduates from our new degree will be able to profit from this economic upturn in the development of the creative and cultural industries in Crewe.

Internationalisation (CB)

Our intensive work in the communities has also generated international opportunities. The communities we are working with in Manchester, as part of our Birley Fields community engagement strategy are diverse and have roots hailing from many countries such as Pakistan, Somalia, India, Nigeria, Ghana, The Caribbean and others. Many workers from these communities have identified a need for arts-led

international work in their mother countries, as arts-led community education provision in some of these countries is only now just beginning to be established. Activities such as helping to set up small music schools in rural Pakistan or contributing to the International Roots Festival in Ghana, offer both our undergraduates and graduates the opportunities to place their community arts practice into a global context, as we continue to develop our network of international partnerships.

Section 6: Appendix

SAF – <subject> and Community Arts Practices

SAF – International Commutniy Arts Practices

CVs

PROGRAMME PROPOSAL FOR STRATEGIC APPROVAL

ENTER PROGRAMME TITLE HERE:

Arts and Community Practices Network:

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

(variation of the previously suspended BA (H) Community Arts and: Dance/Drama/Creative Writing/Music/Popular Music)

This pro-forma should be used for submission of the following proposals for strategic approval:

New Programme Approval Event
Major Modification
Periodic Review and EQAL
Discontinuation

Where stakeholder consultation has taken place, please attach completed copies of the SAF Stakeholder Consultation Form (SAF-SCF) prior to submission.

Proposals should be submitted to planning@mmu.ac.uk for consultation and approval. Any proposals with a collaborative element must have been discussed and agreed with the Collaborative Partnerships Office prior to submission for strategic approval. Individual proposals should be submitted on separate pro-forma unless they form a cognate combined proposal.

The strategic approval process is intended to test the following:

- Business case for proposals
- Fit with the University's strategic plan
- Fit with the current and developing portfolio

Strategic approval does not infer approval of any element of academic quality which will be tested subsequently through the appropriate quality assurance processes.

For PMI office use only:

Consultation responses received:

Outcome of DVC consideration: Approval / Conditional Approval / Not Approved

Details:

Signed: _____

Date: _____

SECTION A PROPOSAL OVERVIEW

1	Approved / Proposed Programme Specification Title	<u>Arts and Community Practices Programme (network)</u> 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
2	SA database reference <i>Allocated upon publishing for web consultation by PMI</i>	Arts and Community Practices
3	A brief summary of the existing programme, content and, where appropriate, its status with respect to any PSRBs(<150 words)	

The pre-EQAL BA Community Arts (suspended in 2010):

The BA Community Arts was taught and administered by the Department of Contemporary Arts at MMU Cheshire. Both academically rigorous and practice-based, it aimed to provide students who already have a strong Arts background with higher level subject-specific skills in their chosen Arts discipline and the desirable generic skills that will enable them to apply their arts skills in social contexts, and to work as arts facilitators and practising artists in the wider community.

The term *Community* was interpreted broadly to include communities of place, commitment and interest, as well as emergent, e.g. online, communities. Students were able to gain experience in organisational settings (for example: museums, orchestras, hospitals, schools) or in more informal settings (for example neighbourhood groups, advocacy groups).

The BA Community Arts program was suspended in 2010 to address the inability to expand SNC numbers in the DCA in a externally constrained funding climate with the largest growing interest being in SH programs.

4	Provide a summary of the new Proposal <i>(eg new programme, routes and subjects, stage and exit awards, mode of attendance, new/amended collaborative provision)</i>	
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This proposal is to un-suspend one of our (DCA) existing programmes, and to periodically review and EQAL it simultaneously.

This SAF is also linked to a new SAF proposal to add an additional pathway to this programme, the BA (Hons) International Community Arts Practices. This is featured on a separate SAF.

The department and the faculty has identified new opportunities for portfolio development related to changes in the external sector, and the review and equalisation provides us with opportunity to consider this periodic review in relation to other internal faculty portfolio developments, incl:

- and the plans for the DCA to have a Foundation Year, feeding into this undergraduate degree (as it will be the only SH degree in the DCA that does not require auditions, thus able to function as an automatic progression route from Foundation Year).
- the proposed BA (Hons) Event Management (Creative Industries)
- the proposed (in development) BA (Hons) Leadership in Communities (for 2014 entry);

The post-EQAL Arts and Community Practices Programme:

In terms of degree titles, there will be several explicitly named routes to this programme, similar to the named pathways in the pre-EQAL Community Arts degree. However, instead of choosing pathways as

parenthesised titles (e.g. 'Community Arts (Music)') we are aware that the degree name would be more marketable with explicitly named routes, (e.g. 'Music and Community Practices').

A route will be added (a separate SAF), that integrates an international dimension to this degree.

Old Routes

BA (Hons) Community Arts (Creative Music Production)
BA (Hons) Community Arts (Creative Writing)
BA (Hons) Community Arts (Drama)
BA (Hons) Community Arts (Dance)
BA (Hons) Community Arts (Music)
BA (Hons) Community Arts (Popular Music)

Routes

- 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

- (separate SAF: BA (Hons) International Community Arts Practices)

International Dimension: BA (Hons) Community Arts Practices – International

The new pathway *BA (Hons) Community Arts Practices – International* is aimed at catering specifically for an international market of applicants, as well as UK applicants that aim to work in an international context in the area of community arts.

Our expertise in community arts, and our international networks provides us with a significant unique selling point that this pathway would make use of. The third year is designed to allow students to have local projects with an international relevance, or internationally located projects. It is worthwhile noting that all level 6 projects would be self-negotiated, e.g. students identify host organisations, organise, arrange and lead the negotiations with academic supervisors for specifying final year projects. (This is the usual practice in the Department of Contemporary Arts). No additional funding to support final year projects is expected to be needed.

Exit Awards

Dip HE in <arts subject> and Community Practices (Level 5)
Cert HE in <arts subject> and Community Practices (Level 4)
Full Time, Part Time

The department has always been considered as having a strong professional practice of community arts and is increasingly research active in this area. This has been underpinned by the degree, which was suspended 2 years ago. This was due to staff leaving and, at that time, a need to balance available SNC targets with other single honours DCA degrees.

Since then, new funding regimes have impacted on the necessity for training and learning provision for the "Big Society". Although the new funding contexts have created new challenges for portfolio development, there are new opportunities that an educational provision around community arts (applied arts, community practice and arts, etc) would be able to cater for, whether undergraduate provision realigned with EQAL, postgraduate or based on models such as OPP/CPD.

5	Request for Strategic Approval for	Periodic Review	
6	Proposed Implementation Date for the New, Modified or Reviewed programme:	September 2013	
7	Host Department/ School/ Institute	Department of Contemporary Arts	
8	Host Faculty	MMU Cheshire	
9	Servicing Department / School / Institute(s)	Department of Contemporary Arts •	
10	Further scrutiny needed?	New award <i>Will this proposal require a new University award?</i>	NO
		Change to regulations <i>Will this proposal require a variation to/exemption from University regulations?</i>	No.
11	Foundation Degrees only – progression route <i>For foundation degrees an MMU progression route to honours degree provision must be identified</i>	n/a	

SECTION B – REASONS FOR PROPOSAL

ALIGNMENT WITH INSTITUTIONAL PLANNING PROCESS

12	Faculty Strategic Plan <i>Give Year of the Plan in which proposals were approved</i>	2012
13	Briefly indicate to which of the University’s strategic objectives the proposal will make the most significant impact	
<p>The network (programme) will:</p> <ul style="list-style-type: none"> • Support the university’s mission to be recognised as the leading University for world class professionals. • Increase engagement with employers and boost employability of graduates. • Provide opportunity for an increase in overseas student numbers. • It is likely to also provide the most common progression route from the newly developed DCA Foundation Year provision. • It is likely to impact positively and particularly, on Widening Participation. 		

RATIONALE FOR DEVELOPMENT

14	Provide a brief rationale for the development of the proposal	
<p>Over the last 2 years, new funding regimes have impacted on the necessity for training and learning provision for the “Big Society”. Although the new funding contexts have created new challenges for community actors, there are many new opportunities that an educational provision around community arts (applied arts, community practice and arts, etc) would be able to cater for, whether undergraduate provision realigned with EQAL, postgraduate or based on models such as OPP/CPD. Simply said, social enterprise is a sector that is expanding, and it is recognised that the arts have a large role to play in the well-being of a society. It thus creates many opportunities for educated professionals in this field.</p> <p>The department and the faculty has also identified new opportunities for portfolio development related to changes in the external sector, and the review and equalisation provides us with opportunity to consider this periodic review in relation to other internal faculty portfolio developments, incl:</p> <ul style="list-style-type: none"> ○ and the plans for the DCA to have a Foundation Year, feeding primarily into this undergraduate degree (as it will be the only SH degree in the DCA that does not require auditions, thus able to function as an automatic progression route from Foundation Year). ○ the proposed BA (Hons) Event Management (Creative Industries) ; ○ the in development BA (Hons) Leadership in Communities ; <p>The proposed model includes the utilisation of existing units drawing on current programmes situated at MMU Cheshire. The programme would cater for the developing needs of the sector in social enterprises, current practitioners, volunteers and student demand both sub regionally and nationally.</p> <p>The use of existing units within the majority of combinations allows for greater economies of scale where subject expertise already exists within the programmes. Altogether, MMU Cheshire’s strong sub regional position and its well developed links to enterprises in the North West, as well as the DCA’s strong links to most, if not all, creative organisations in the North West, will place this degree (again - as it has been there before) in the vanguard of creative professional programme provision.</p>		

SECTION C – DISCONTINUATION ONLY

Complete this section for discontinuations only (please continue to complete all other relevant sections of the form)

15	Existing students remaining	<i>Include, the date when any existing students (including students who have been deferred/referred or who are intercalating) will complete their studies, whether they have been notified and how their interests will be protected</i>
16	Last academic year students were enrolled on the programme	
17	Impact of discontinuation on other MMU provision	

SECTION D – PROPOSAL DETAILS

		Previous or Existing provision <i>Complete only if the proposal is for a change to existing provision or a revision</i>	Proposed new/amended provision <i>To be completed for ALL proposals</i>
18	Overarching Programme Network / title	BA Community Arts	Community Arts Practices
19	Final award(s) / title(s) <i>(including any PSRB awards to be conferred as an automatic result of successful completion of the programme)</i>	BA (Hons) Community Arts and Subject (subjects are Creative Music Production, Creative Writing; Drama; Dance; Music; Popular Music)	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
20	Combined Honours Subject(s) offered through the programme specification together with associated final award(s) <i>(where appropriate)</i>	<u>Subject(s):</u> <u>Final Awards:</u>	<u>Subject(s):</u> <u>Final Awards:</u>
21	Interim exit award(s) / title(s) <i>(including any Combined Honours interim exit awards)</i>	Dip HE in Community Arts (Level 5) Cert HE in Community Arts (Level 4) 3 years Full Time, 4+ years Part Time	Dip HE in <arts subject> and Community Practices (Level 5) Cert HE in <arts subject> and Community Practices (Level 4) Dip HE in Community Arts Practices - International (Level 5) Cert HE in Community Arts Practices – International (Level 4)
22	Mode(s) and duration		Full Time Part Time
23	FHEQ position of final award(s)	Honours (Level 6)*	Honours (Level 6)*
24	Awarding institution <i>(including PSRBs which will confer a final award as an automatic result of successful completion of the programme)</i>		Manchester Metropolitan University
25	Teaching Institution(s)		MMU

		Previous or Existing provision <i>Complete only if the proposal is for a change to existing provision or a revision</i>	Proposed new/amended provision <i>To be completed for ALL proposals</i>
26	Relationship with Foundation Year		It is proposed that a DCA (Department of Contemporary Arts) Foundation Year provision will be introduced in 2013 which would feed into any this currently proposal at Level 4

27	PSRB		
i	PSRB accreditation involved?		no
ii	Details...		
28	Proposed additions/changes to Collaborative/Academic Partnerships <i>Complete only if the changes in Section 3 involve new or amended collaborative/academic partnership activity</i>		
i	Does this proposal include any new, altered or ongoing collaborative provision?	None	None
ii	Please give details including the names of all existing, outgoing or proposed partner organisations	None	None
iii	Please identify the type of collaboration	=	
iv	HEFCE funding	Will the students be HEFCE fundable?	yes
		<small>If yes will the HEFCE student numbers belong to MMU or the proposed partner?</small>	MMU
		MMU	MMU

SECTION E BUSINESS CASE / PLAN

29	Outcome of market research and evidence of demand for Programme
<p>The proposals have been discussed with students, staff, external community organisations and local authorities and changes to the programme content and structure is considered to be very timely.</p> <p>Market Research documentation attached. (still to be forwarded)</p> <p>External Support documentation exists from the following organisations</p> <ul style="list-style-type: none">- Beechdrive Project, Crewe, East Cheshire- The Youth Village, Hulme, Manchester- Wulvern Housing, Crewe, East Cheshire- Wishing Well, Crewe, East Cheshire- Greater Manchester Learning Partnership	

30	Impact on existing provision across the institution <i>Please identify any actual or potential overlap with existing provision as well as any complementary aspects of the proposal or potential conflict with existing provision</i>
<p>The developments are considered complementary to the existing provision and do not conflict with any existing provision within the institution.</p> <p>Provision (will be) designed in discussions with faculty colleagues at MMU Cheshire. It builds upon the interdisciplinary nature of the faculty with elements drawn from across the portfolio. The programme thus also complements existing provision in faculty.</p>	

31			Current	Proposed Year 1	Proposed Year 2	Proposed Year 3
i	Business plan - Home/EU	Full time		15	15	20
		Sandwich				
		Part Time		10	10	10
		Total				
ii	Business plan - o/s fee payers	Full time		0	5	7
		Sandwich				
		Part Time				
		Total				
32	Net impact on Faculty Intake +/-	Home/EU		25	30	37
		O/S				
33	Source of funding	<i>HEFCE</i>				
34	HEFCE Fee band or best match	<i>C</i>				
35	Income and costs <i>Please provide details of the impact upon the dept/faculty income and costs as a result of these proposals</i>	<i>The additional student numbers will allow recruitment to expand again after the 2012 downturn of enrolments. Much of the delivery will be integrated with existing provision and thus represent only marginal additional costs. Particularly there is potential growth in overseas students through the unique market position (USP) the dedicated international stream would have for an international context.</i>				
36	Impact on services <i>Please provide any anticipated changes to demands upon services as a result of these proposals – e.g. library, IT, Estates, etc.</i>	<i>No net impact on services is anticipated numbers to make up capacity we have through 2012 downturn of enrolments. Most of the provision is in subject areas already delivered in faculty with limited new units proposed. There may be some need for additional library texts to support specific units but this is anticipated to be modest. The international pathway will need to consider how overseas placements can be financially supported.</i>				
37	Impact on staffing <i>Please provide details of any new staffing expertise needed to deliver, how this would be achieved and any risks associated with staffing</i>	<i>None</i>				

SECTION F – FACULTY APPROVAL

38	Head of sponsoring MMU department (or equivalent):		
	Signed	Carola Boehm _____	Date _____ Name (<i>print</i>)__Carola Boehm_____
39	Head(s) of servicing academic department(s)		
	Signed	_____	Date _____ Name (<i>print</i>)_____
	Signed	_____	Date _____ Name (<i>print</i>)_____
	Signed	_____	Date _____ Name (<i>print</i>)_____
	Signed	_____	Date _____ Name (<i>print</i>)_____
40	Strategic approval of Faculty Executive Group		
	Date of meeting:	Minute ref:	
41	Strategic approval of the sponsoring Dean(s)		
	<p>I confirm that the changes to resource plans identified above have been included in the updated faculty strategic plan and that any funding issues have been considered and resolved by the Faculty</p>		
	Signed	_____	Date _____
	Name (<i>print</i>)	_____	

PROGRAMME PROPOSAL FOR STRATEGIC APPROVAL
BA (Hons) International Community Arts Practices

ENTER PROGRAMME TITLE HERE:

Community Arts Practice Network:

- 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

Changed titles from previously suspended

- BA (HONS) Community Arts (Dance)
- BA (HONS) Community Arts (Drama)
- BA (HONS) Community Arts (Creative Writing)
- BA (HONS) Community Arts (Music)
- BA (HONS) Community Arts (Popular Music)
- BA (HONS) Community Arts (Creative Music Production)

Proposed additional pathways

- **BA (Hons) International Community Arts Practices (this SAF)** ← ← ←

This pro-forma should be used for submission of the following proposals for strategic approval:

New Programme Approval Event (*one additional route to existing program*)

Major Modification

Periodic Review and EQAL

Discontinuation

Where stakeholder consultation has taken place, please attach completed copies of the SAF Stakeholder Consultation Form (SAF-SCF) prior to submission.

Proposals should be submitted to planning@mmu.ac.uk for consultation and approval. Any proposals with a collaborative element must have been discussed and agreed with the Collaborative Partnerships Office prior to submission for strategic approval. Individual proposals should be submitted on separate pro-forma unless they form a cognate combined proposal.

The strategic approval process is intended to test the following:

- Business case for proposals
- Fit with the University's strategic plan
- Fit with the current and developing portfolio

Strategic approval does not infer approval of any element of academic quality which will be tested subsequently through the appropriate quality assurance processes.

For PMI office use only:

Consultation responses received:

Outcome of DVC consideration: Approval / Conditional Approval / Not Approved

Details:

Signed: _____

Date: _____

SECTION A PROPOSAL OVERVIEW

1	Approved / Proposed Programme Specification Title	To add to above network programme of Community Arts Practices: BA (Hons) International Community Arts Practices
2	SA database reference <i>Allocated upon publishing for web consultation by PMI</i>	Arts and Community Practices
3	A brief summary of the existing programme, content and, where appropriate, its status with respect to any PSRBs(<150 words)	

The pre-EQAL BA Community Arts (suspended in 2010):

The BA Community Arts was taught and administered by the Department of Contemporary Arts at MMU Cheshire. Both academically rigorous and practice-based, it aimed to provide students who already have a strong Arts background with higher level subject-specific skills in their chosen Arts discipline and the desirable generic skills that will enable them to apply their arts skills in social contexts, and to work as arts facilitators and practising artists in the wider community.

The term *Community* was interpreted broadly to include communities of place, commitment and interest, as well as emergent, e.g. online, communities. Students were able to gain experience in organisational settings (for example: museums, orchestras, hospitals, schools) or in more informal settings (for example neighbourhood groups, advocacy groups).

The BA Community Arts program was suspended in 2010 to address the inability to expand SNC numbers in the DCA in an externally constrained funding climate with the largest growing interest being in SH programs.

Note: It is useful to note that the DCA has consistently had students on its postgraduate taught courses (MA Contemporary Arts) that engage in community arts practices, thus this undergraduate degree would potentially feed right up to postgraduate study.

4	Provide a summary of the new Proposal <i>(eg new programme, routes and subjects, stage and exit awards, mode of attendance, new/amended collaborative provision)</i>	
<p>This proposal is to add one programme route to the newly un-suspended BA (Hons) Community Arts , as part of the periodical review and EQALisation.</p> <p>Thus the new route (this SAF)</p> <p>BA (Hons) International Community Arts Practices</p> <p>will be part of a network of programs (or program network) including:</p> <ul style="list-style-type: none"> 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 <p>The department and the faculty has identified new opportunities for portfolio development related to changes in the external sector, and the review and equalisation provides us with opportunity to consider this periodic review in relation to other internal faculty portfolio developments, incl:</p> <ul style="list-style-type: none"> ○ and the plans for the DCA to have a Foundation Year, feeding into this undergraduate 		

degree (as it will be the only SH degree in the DCA that does not require auditions, thus able to function as an automatic progression route from Foundation Year).

- the proposed and validated BA (Hons) Event Management (Creative Industries);
- the proposed (in development) BA (Hons) Leadership in Communities;

The post-EQAL Community Arts Practices Programme:

In terms of degree titles, there will be several explicitly named routes to this programme, similar to the named pathways in the pre-EQAL Community Arts degree. However, instead of choosing pathways as parenthesised titles (e.g. 'Community Arts (Music)') we are aware (from staff, student feedback and community feedback, evidence can be tabled in form of minutes of meetings) that the degree name would be more marketable with explicitly named routes, (e.g. 'Music and Community Practices').

A route will be added (this SAF), that integrates an international dimension to this degree.

Old Routes

- BA (Hons) Community Arts (Creative Music Production)
- BA (Hons) Community Arts (Creative Writing)
- BA (Hons) Community Arts (Drama)
- BA (Hons) Community Arts (Dance)
- BA (Hons) Community Arts (Music)
- BA (Hons) Community Arts (Popular Music)

Unsuspected Routes (SAF, due to name change and EQAL, approved by FEG Oct 2012)

- 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

Addition of a new pathway (← this SAF)

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

International Dimension: BA (Hons) International Community Arts Practices

The new pathway *BA (Hons) International Community Arts Practices* is aimed at catering specifically for an international market of applicants, as well as UK applicants that aim to work in an international context in the area of community arts.

Our expertise in community arts, and our international networks provides us with a significant unique selling point that this pathway would make use of. The third year is designed to allow students to have locally delivered projects with an international relevance or internationally located projects with local or international significance. It is worthwhile noting that all level 6 projects would be self-negotiated, e.g. students identify host organisations (albeit with support from our staff), organise, arrange and lead the negotiations with academic supervisors for specifying final year projects. (This is the usual practice in the Department of Contemporary Arts).

Our international networks include organisations such as (these are all active in some form, research, arts festivals, student exchanges, staff exchanges)

Europe

- University of the Arts - Tirgu Mures, Romania (Drama/Theatre)
- University of Graz, Austria (Musics)
- IUGTE – Austria (Arts Organisation) (Curation/AAC)
- IRCAM, Paris (Research and Arts (Music) Organisation)

- DAAD (German Academic Exchange Network)
- Goethe Institute (German Cultural Point)
- Evora Annual Festival of the Arts – Portugal
- University of Glasgow, Scotland (in case it is successful Scottish Independence Referendum 2014)
- Royan Conservatoire of Music, Drama and Dance, Scotland (as above)

Non-Europe

- McGill University, Montreal, Canada (Musics)
- Caplano University, Vancouver, Canada
- British Council in Armenia / Armenian Centre for Experimental Art
- British Council in India
- NMIT Melbourne, Australia
- Zimbabwe's Harare International Festival of the Arts (HIFA)
- George Washington University, USA
- Tanusree Shankar company, Colcata India
- Pittsburgh University, USA
- Lim Kok Wing University, Malaysia
- Kangnam, Malaysia
- Festival on Improvisation Seoul, South Korea

No additional funding to support final year projects is expected to be needed.

Exit Awards

Dip HE in International Community Arts Practices (Level 5)
 Cert HE in International Community Arts Practices (Level 4)
 Full Time, Part Time

The department has always been considered as having a strong professional practice of community arts and is research active in this area. This had been underpinned by the degree, which was suspended 2 years ago. The suspension at that time was due to a need to balance available SNC targets with other single honours DCA degrees.

Since then, new funding regimes have impacted on the necessity for training and learning provision for the "Big Society". Even if we consider this concept to be problematic, it represents a current conceptual framework that encompasses the changes to funding and policy in relation to society, and also – more relevant for us – to the arts. Although the new funding contexts have created new challenges for portfolio development, there are new opportunities that an educational provision around community arts (applied arts, community practice and arts, etc) would be able to cater for.

5	Request for Strategic Approval for	Periodic Review	
6	Proposed Implementation Date for the New, Modified or Reviewed programme:	September 2013	
7	Host Department/ School/ Institute	Department of Contemporary Arts	
8	Host Faculty	MMU Cheshire	
9	Servicing Department / School / Institute(s)	ESS, MMU Cheshire IDS, MMU Cheshire BMS, MMU Cheshire	
10	Further scrutiny needed?	New award <i>Will this proposal require a new University award?</i>	NO
		Change to regulations <i>Will this proposal require a variation to/exemption from University regulations?</i>	No.
11	Foundation Degrees only – progression route <i>For foundation degrees an MMU progression route to honours degree provision must be identified</i>	n/a	

SECTION B – REASONS FOR PROPOSAL

ALIGNMENT WITH INSTITUTIONAL PLANNING PROCESS

12	Faculty Strategic Plan <i>Give Year of the Plan in which proposals were approved</i>	2012
13	Briefly indicate to which of the University's strategic objectives the proposal will make the most significant impact	
<p>The network (programme) will:</p> <ul style="list-style-type: none"> • Support the university's mission to be recognised as the leading University for world class professionals. • Increase engagement with employers and boost employability of graduates. • Provide opportunity for an increase in overseas student numbers. • It is likely to also provide the most common progression route from the newly developed DCA Foundation Year provision. • It is likely to impact positively and particularly, on Widening Participation. 		

RATIONALE FOR DEVELOPMENT

14	Provide a brief rationale for the development of the proposal	
<p>Over the last 2 years, new funding regimes have impacted on the necessity for training and learning provision for the "Big Society". Again, I would like to note the problematic of this term, but in absence of a term that encompasses a similar conceptual framework, it is used here to denote the new opportunities and challenges for communities in the current political landscape, relevant specifically for the arts in their connection to well being.</p> <p>Although the new funding contexts have created new challenges for community actors, there are many new opportunities that an educational provision around community arts (applied arts, community practice and arts, etc) would be able to cater for, whether undergraduate provision realigned with EQAL, postgraduate or based on models such as OPP/CPD. Simply said, social enterprise is a sector that is expanding, and it is recognised that the arts have a large role to play in the well-being of a society. It thus creates many opportunities for educated professionals in this field.</p> <p>The department and the faculty has also identified new opportunities for portfolio development related to changes in the external sector, and the review and equalisation provides us with opportunity to consider this periodic review in relation to other internal faculty portfolio developments, incl:</p> <ul style="list-style-type: none"> ○ The new introduced Foundation Year pathways (Department of Contemporary Arts): <ul style="list-style-type: none"> FDY with automatic progression, currently named BA (Hons) Contemporary Arts (Foundation) (starting Jan 2013) <ul style="list-style-type: none"> ▪ BA (Hons) Theatre and Community Practices (Foundation) automatic progression to L4 ▪ BA (Hons) Drama and Community Practices (Foundation) automatic progression to L4 ▪ BA (Hons) Music and Community Practices (Foundation) automatic progression to L4 ▪ BA (Hons) Dance and Community Practices (Foundation) automatic progression to L4 ▪ BA (Hons) Creative Writing and Community Practices (Foundation) automatic progression to L4 ○ With approval of this SAF we would explore adding another FDY pathway targeting specifically international students who need another year to get their English to an acceptable level <ul style="list-style-type: none"> ▪ BA (Hons) International Community Arts Practices (Foundation) automatic progression to L4 		

- the proposed BA (Hons) Event Management (Creative Industries) from Department of Business and Management Studies ;
- the in development BA (Hons) Leadership in Communities from Department of Exercise and Sport Science ;

The proposed model includes the utilisation of existing units drawing on current programmes situated at MMU Cheshire. The programme would cater for the developing needs of the sector in social enterprises, current practitioners, volunteers and student demand both sub regionally and nationally.

The use of existing units within the majority of combinations allows for greater economies of scale where subject expertise already exists within the programmes. Altogether, MMU Cheshire's strong sub regional position and its well developed links to enterprises in the North West, as well as the DCA's strong international network and links to most (possibly all) creative organisations in the North West, will place this degree in the vanguard of creative professional programme provision.

The international networks of the DCA will directly benefit the students, and specifically present a unique selling point for this degree pathway.

SECTION C – DISCONTINUATION ONLY

Complete this section for discontinuations only (please continue to complete all other relevant sections of the form)

15	Existing students remaining <i>Include, the date when any existing students (including students who have been deferred/referred or who are intercalating) will complete their studies, whether they have been notified and how their interests will be protected</i>	
16	Last academic year students were enrolled on the programme	
17	Impact of discontinuation on other MMU provision	

SECTION D – PROPOSAL DETAILS

		<p>Previous or Existing provision <i>Complete only if the proposal is for a change to existing provision or a revision</i></p>	<p>Proposed new/amended provision <i>To be completed for ALL proposals</i></p>
<p>18</p>	<p>Overarching Programme Network / title</p>	<p><i>Old titles</i></p> <ul style="list-style-type: none"> • BA (HONS) Community Arts (Dance) • BA (HONS) Community Arts (Drama) • BA (HONS) Community Arts (Creative Writing) • BA (HONS) Community Arts (Music) • BA (HONS) Community Arts (Popular Music) • BA (HONS) Community Arts (Creative Music Production) <p><i>New titles (SAF approved at FEG Oct 2012)</i> <i>Network title: Community Arts Practices</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Network title: Community Arts Practices</i></p> <p><i>Proposed additional pathways</i></p> <ul style="list-style-type: none"> • <u>BA (Hons) International Community Arts Practices</u> <p><i>New titles (SAF approved at FEG Oct 2012)</i> <i>Network title: Community Arts Practices</i></p> <ul style="list-style-type: none"> • 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
<p>19</p>	<p>Final award(s) / title(s) <i>(including any PSRB awards to be conferred as an automatic result of successful completion of the programme)</i></p>	<p><i>Titles (SAF approved at FEG Oct 2012)</i> <i>Network title: Community Arts Practices</i></p> <ul style="list-style-type: none"> • 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 	<p><i>Proposed additional pathways</i></p> <ul style="list-style-type: none"> • <u>BA (Hons) International Community Arts Practices</u> <p><i>New titles of old provision (SAF approved at FEG Oct 2012)</i> <i>Network title: Community Arts Practices</i></p> <ul style="list-style-type: none"> • 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
		<p>Subject(s):</p>	<p>Subject(s):</p>

		Previous or Existing provision <i>Complete only if the proposal is for a change to existing provision or a revision</i>	Proposed new/amended provision <i>To be completed for ALL proposals</i>
20	Combined Honours Subject(s) offered through the programme specification together with associated final award(s) <i>(where appropriate)</i>	n/a <u>Final Awards:</u>	n/a <u>Final Awards:</u>
21	Interim exit award(s) / title(s) <i>(including any Combined Honours interim exit awards)</i>	Dip HE in Community Arts (Level 5) Cert HE in Community Arts (Level 4) 3 years Full Time, 4+ years Part Time	Dip HE in International Community Arts Practices - (Level 5) Cert HE in International Community Arts Practices – (Level 4)
22	Mode(s) and duration		Full Time Part Time
23	FHEQ position of final award(s)	Honours (Level 6)*	Honours (Level 6)*
24	Awarding institution <i>(including PSRBs which will confer a final award as an automatic result of successful completion of the programme)</i>		Manchester Metropolitan University
25	Teaching Institution(s)		Manchester Metropolitan University
26	Relationship with Foundation Year		The Department of Contemporary Arts is currently planning for a January 2013 intake of Foundation Year provision, and these student would progress into this degree at level 4.

27	PSRB		
i	PSRB accreditation involved?		no

ii	Details...			
28	Proposed additions/changes to Collaborative/Academic Partnerships <i>Complete only if the changes in Section 3 involve new or amended collaborative/academic partnership activity</i>			
i	Does this proposal include any new, altered or ongoing collaborative provision?	None		None
ii	Please give details including the names of all existing, outgoing or proposed partner organisations	None		None
iii	Please identify the type of collaboration			
iv	HEFCE funding	Will the students be HEFCE fundable?	yes	yes
		<small>If yes will the HEFCE student numbers belong to MMU or the proposed partner?</small>	MMU	MMU

SECTION E BUSINESS CASE / PLAN

29	Outcome of market research and evidence of demand for Programme
<p>The proposals have been discussed with students, staff, external community organisations and local authorities and changes to the programme content and structure is considered to be very timely.</p> <p>Market Research documentation attached. (still to be forwarded)</p> <p>External Support documentation exists from the following organisations</p> <ul style="list-style-type: none">- Beechdrive Project, Crewe, East Cheshire- The Youth Village, Hulme, Manchester- Wulvern Housing, Crewe, East Cheshire- Wishing Well, Crewe, East Cheshire- Greater Manchester Learning Partnership	

30	Impact on existing provision across the institution <i>Please identify any actual or potential overlap with existing provision as well as any complementary aspects of the proposal or potential conflict with existing provision</i>
<p>The developments are considered complementary to the existing provision and do not conflict with any existing provision within the institution.</p> <p>Provision (will be) designed in discussions with faculty colleagues at MMU Cheshire. It builds upon the interdisciplinary and multidisciplinary nature of the faculty with elements drawn from across the portfolio. The programme thus also complements existing provision in faculty.</p>	

31			Current	Proposed Year 1	Proposed Year 2	Proposed Year 3
i	Business plan - Home/EU	Full time		20 for network	20 for network	27 for network
		Sandwich				
		Part Time		12 for network	15 for network	15 for network
		Total				
ii	Business plan - o/s fee payers	Full time		5 for network	7 for network	10 for network
		Sandwich				
		Part Time				
		Total				
32	Net impact on Faculty Intake +/-	Home/EU		37 for network	45 for network	52 for network
		O/S		5	7	10
33	Source of funding	<i>HEFCE / ERASMUS / Private?????</i>				
34	HEFCE Fee band or best match	C				
35	Income and costs <i>Please provide details of the impact upon the dept/faculty income and costs as a result of these proposals</i>	<i>The additional student numbers represent the profiled growth as identified in our strategic planning process. Much of the delivery will be integrated with existing provision and thus represent only marginal additional costs. Particularly there is potential growth in overseas students through the unique market position (USP) the dedicated international stream would have for an international context.</i>				
36	Impact on services <i>Please provide any anticipated changes to demands upon services as a result of these proposals – e.g. library, IT, Estates, etc.</i>	<i>No net impact on services is anticipated numbers to make up capacity we have through 2012 downturn of enrolments. Most of the provision is in subject areas already delivered in faculty with limited new units proposed. There may be some need for additional library texts to support specific units but this is anticipated to be modest.</i>				
37	Impact on staffing <i>Please provide details of any new staffing expertise needed to deliver, how this would be achieved and any risks associated with staffing</i>	None.				

SECTION F – FACULTY APPROVAL

38	Head of sponsoring MMU department (or equivalent):		
	Signed	Carola Boehm _____	Date _____
			Name (<i>print</i>)__Carola Boehm_____
39	Head(s) of servicing academic department(s)		
	Signed	_____	Date _____
			Name (<i>print</i>)_____
	Signed	_____	Date _____
			Name (<i>print</i>)_____
	Signed	_____	Date _____
			Name (<i>print</i>)_____
40	Strategic approval of Faculty Executive Group		
	Date of meeting:	Minute ref:	
41	Strategic approval of the sponsoring Dean(s)		
	<p>I confirm that the changes to resource plans identified above have been included in the updated faculty strategic plan and that any funding issues have been considered and resolved by the Faculty</p>		
	Signed	_____	Date _____
	Name (<i>print</i>)	_____	

