

Creative Event Design and Production

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. Teaching Site	Medway Campus
4. Programme accredited by:	
5. Final Award	BA Hons
6. Programme	BA Creative Event Design and Production
7. UCAS Code (or other code)	
8. Relevant QAA subject benchmarking group(s)	Dance, Drama and Performing Arts (DDPA) & Hospitality, Sport, Leisure and Tourism (HSLT).
9. Date of production/revision	June 2005, C10 added July 06
10. Applicable cohort(s)	Intake 2006 onwards

11. Educational Aims of the Programme.

The programme aims to:

- 11.1 produce graduates with a bold and extraordinary creative vision in the design of events, environments and experiences such as celebratory carnival performances, site-specific projects, product launches, personal rites of passage - underpinned by a sound knowledge of technical, managerial and other production processes, who can make a distinctive contribution to the industry, nationally and regionally;
- 11.2 produce graduates who are critically aware of the range of types and contexts of performance events, and who are able to make choices appropriate to the context and informed by an understanding of theoretical and practical concerns;
- 11.3 provide an excellent quality of education delivered principally through coherent project work, introducing the interdisciplinary nature of the field, while giving students opportunities to develop creative and practical specialisms;
- 11.4 produce graduates who are able to present, argue and defend their ideas, verbally and in writing, who are able to research effectively, and synthesise arguments and responses from and to a range of (possibly conflicting) sources;
- 11.5 involve leading practitioners, artists, producers and commissioners in the delivery of the programme, alongside appropriately qualified permanent staff, in an environment conducive to learning;
- 11.6 provide students with transferrable skills in health and safety, the management of complex logistics, problem solving, working to deadlines, resource planning, team working, making presentations, and the ability to reflect on and develop their own learning;
- 11.7 be regionally responsive, utilising the full benefits offered by the neighbouring Chatham historic dockyard and local enterprise development initiatives whilst also aiming for national relevance and significance.

12. Programme Outcomes and Learning , Teaching & Assessment Methods

A. Subject Knowledge, you will have a knowledge and understanding of:

<i>Outcomes</i>	<i>Learning, Teaching & Assessment Methods</i>
1. the variety of forms and contexts (cultural, commercial and physical) and aims of creative events (specifically but not exclusively: community, celebratory, heritage, marketing, art installation), (SB DDPA 3.1d,f; HLTS 6.3.2)	It is the aim of this programme to provide the majority of its learning through projects which integrate intellectual, creative, subject specific (technical, production) and generic skills.
2. the antecedents and history of the forms and traditions (SB DDPA 3.1.a)	Each project will combine a proposition for a context and brief with the delivery of a number of skills in design and production, so that across all project you will cover the full range. Projects may result in performed events, as well as more class based outcomes.
3. the range of key components and processes in event production, including visual and spatial design, lighting, sound, projection, music, catering / banqueting, physical performance, audience interaction (SB DDPA 3.1g)	Alongside the project based learning you will be introduced to key material through modules emphasising learning through lectures and seminars ; typically these will focus on academic / historical background, subject knowledge, working methods and study skills; with particular emphasis on material that cannot so easily be delivered via project work, and the delivery of subject knowledge.
4. critical perspectives and theoretical debates on creative event production and reception, and the interplay between theory and practice (SB DDPA 3.1e, 3.2b)	In the first year project work and lecture / seminar modules will make a point of introducing you to methods and resources to facilitate your learning.
5. issues of cultural policy / politics as they affect the planning of events, particularly in a community / public context (SB HLTS 6.3.3)	Outside of class time learning activities will include: research (library, internet, field) reading, project work, design work, writing essays and reports, analysing and preparing logistics.
6. the role of such events in marketing, and an understanding of the nature and purpose of marketing	
7. professional, managerial, legal issues which underpin best practice (SB: HLTS 3.2.5)	
8. group processes and structures in the production of creative work (S: DDPA 3.2f)	
9. significant sources of critical and practical information to support research and creativity in event production (SB: DDPA 3.1h: HLTS 3.2)	Assessment methods will include evaluations of practical and creative achievement in projects, tutor observation of contribution, peer and self assessment; the submissions of project documentation (plans, budgets, operations manual), interim and evaluative reports, essays ; oral presentations using audio visual support, and evaluations of seminar contributions
10. the multidisciplinary nature of the field, being aware of the range of contributions, and developing specialist knowledge in some (SB DDPA 3.1.g, 3.2.h, 3.1.i)	
11. the relationship between an event, its host community, its audience and commissioners. (DDPA 5.j,n)	

12.B. Intellectual Skills, you will be able to:

<i>Outcomes (see also Transferrable skills)</i>	<i>Learning and Teaching Methods</i>
1. demonstrate a systematic understanding of key aspects of the field, in certain areas developing detailed knowledge at the forefront of the discipline, in addition to a broad general knowledge of the field;	<p>While these outcomes will be present in all forms of learning and teaching (see above) their intellectual nature means that their primary method of development and delivery will be through seminars, research, lectures, writing and thoughtful preparation. However they are present in all aspects of the programme.</p> <p>Assessment will principally be through written analysis in essays and reports, contributions to discussions and oral presentations. Occasional examinations and timed tests will assess your ability to deploy these skills under time pressure.</p> <p>Creative practical work will also help develop, and assess the achievement of these skills</p>
2. synthesise information from a number of sources (written, visual, aural) in order to develop and present a coherent understanding of theory and practice;	
3. critique and evaluate events and creative processes, both your own and of others, and develop your own practice in that light;	
4. undertake extended independent research in the field of creative events, evaluating findings, and appreciating uncertainty;	
5. devise coherent, sustained and supported arguments, verbally and in writing, with clarity and accuracy.	
6. identify and articulate the relationship between theory and practice.	

12. C. Subject Specific Skills, you will be able to:	
Outcomes	Learning, Teaching and Assessment
<p>1. participate in the design, creation and delivery of an event, responding to a specific brief, site and context, drawing on appropriate vocabularies and working methods to facilitate effective creative decision making and problem solving; (SB DDPA 5d, 5e, 5q; HLTS 6.3.4)</p> <p>2. manage the logistics of event production, including having knowledge of keeping budgets, working to deadlines, complying with legislation, managing teams, managing resources, critical paths and time lines, clear communication; (SB DDPA 5e)</p> <p>3. provide a specialised contribution to the production of events through one or several of: visual and spatial design; lighting, sound or projection design; management; direction (SB DDPA 5e);</p> <p>4. effectively design and manage the event framework including: audience gathering and welcome; environment; spatial structure; catering (food / beverage); logistical arrangements (e.g. audience flow, parking); dispersal. (SB DDPA 5j)</p> <p>5. use a range of event technologies, and performance related software and being able to understand and use specific terms relating to the equipment; (SB DDPA 5k, 5l)</p>	<p>Delivered principally through practical project work, undertaken in small groups (occasionally individually). These project will involved creative and practical problem solving in a range of contexts, and require critical understanding of the issues and processes involved. Supervision, demonstration and feedback will ensure learning is clearly supported reflected upon.</p> <p>Lectures, seminars, research and case studies will support the project work.</p> <p>Field trips and industrial placement will further support the learning.</p> <p>Assessed by your creative and practical achievement in the presentation project work, interim reports, tutor observation, peer assessment, final evaluations.</p>
<p>6. relate specific events to a wider field of knowledge in performance, marketing, leisure and culture (SB HLTS 6.3, DDPA 5. n)</p> <p>7. research, summarise, describe and critically assess performance events and their contexts and cultural frameworks; and critique analyse and interpret such events; and to undertake research as required by an event (SB: DDPA 5.0a, m,n; HLTS 3.3.1, 2)</p> <p>8. engage productively with some of the current practices in cultural policy and grant funding (SB DDPA 5.0n,o, HLTS 6.3.3)</p> <p>9. be able to communicate effectively with a range of agencies and participants involved in event production</p> <p>10. understand the importance and requirements of Health and Safety and associated legislation and guidelines, and be able to apply this knowledge to inform the design and production of events.</p>	<p>Embedded in project work, but also developed and delivered through case studies and field research, reading and discussion of the reading and research, lectures and field trips.</p> <p>Assessed, as above, through project presentations, and also through essays, presentations, and contributions to discussion.</p>

12 D. Generic (Transferrable) Skills. You will be able to:	
Outcomes	Learning, Teaching and Assessment
<p><i>1. exercise initiative and personal responsibility</i></p>	<p>Present in all aspects of T,L&A</p>
<p><i>2. communicate (Level 4 by the end of the programme)</i></p> <p>a. research, analyse and synthesise information, debates and discourses with clarity and appropriate terminology; identifying possible bias and distortion, responding perceptively to contributions for others, making sustained and reasoned arguments (KS Com level 4; SB DDPA 6.c,h)</p> <p>b. communicate complex information in writing or / and verbally in a form and manner that suits the purpose for both specialist and non specialist audiences (KS level 4)</p> <p>c. write extended documents of an academic or vocational nature using appropriate protocols and ensuring accurate presentation (KS level 4; SB DDPA 6.m)</p>	<p>Present in all aspects of the curriculum, and specifically developed as the programme progresses.</p> <p>Stage 1 includes modules that specifically support student communication skills for written, oral and graphic communication, as well as research skills. These areas will mostly be developed in group discussion seminars, and subject specific communication workshops. By stage 3 great emphasis is placed on sophisticated communication skills. The Student Learning Advisory Service also supports this outcome.</p> <p>Assessed though the submission of essays, reports and other documents, having to confirm to specific formats and protocols, oral and audio visual, presentations.</p>
<p><i>3. work as part of a team (Level 4 by the end of the programme)</i></p> <p>a. plan working methods and structures (as a team) to ensure the achievement of intended outcomes; negotiating goals and managing differences (KS WwO level 4; SB DDPF 6.i,k)</p> <p>b. review the strengths and weaknesses of the team (individually and collectively) feedback the results of this review and develop strategies for improvement where necessary while being sensitive to the views of others (KS WwO level 4, SB DDPF 6j, k)</p> <p>c. work in a team on creative, research and technical projects (SB DDPA 5q)</p>	<p>Central to all project work. Modules in stage 1 teach principles of team working and team assessment, and in stage 2 these are further consolidated with reference to professional practice.</p> <p>Assessed through interim team reports, peer evaluation and tutor observation.</p>
<p><i>4. solve problems and manage resources (Level 4 by the end of the programme)</i></p> <p>a. generate and deploy a variety of ways to tackle creative and practical problems, identifying best options</p> <p>b. manage projects in such away as to avoid or anticipate problems, and to have problem solving strategies in place should they occur</p> <p>c. monitor the efficacy of problem solving strategies</p>	<p>Present in all work, particularly project work but also academic research and preparation. Problem solving strategies specifically taught in stage 1 and 2 projects, technical and production classes. Academic problem solving (and research skills) delivered in seminars.</p> <p>Assessed through tutor and peer observation, efficacy of project outcome, submission of reports.</p>

D. Generic (Transferrable) Skills CONTINUED. You will be able to:

<p><i>5. reflect upon and improve your own learning (Level 4 by the end of the programme)</i></p> <p>a. manage your time and workload effectively, meeting deadlines and planning effective working methods (KS level 4, SB DDPA 6l)</p> <p>a. seek and use feedback and support and identify ways to improve learning</p> <p>c. monitor and critically reflect on what is being / has been learned, relating learning in one area or module to learning in others,</p>	<p>All work is supported by supervision and feedback, focussing on ways to improve learning. Such feedback will indicate where and how learning (and out comes) can be improved. The reflective student / practitioner is a central feature of the programme, and project evaluations focus on the ability to reflect on strengths and weaknesses. Deadlines, and interim deadlines, together with project planners will aid time management.</p> <p>Assessed through all work, as the programme is developmental. Project evaluations require reflection on achievements and challenges. The general contribution mark present in most modules, provides space for the recognition of personal development.</p>
<p><i>6. use information technology (Key Skills level 3)</i></p> <p>a. use information technology to send and retrieve information</p> <p>b. to use the world wide web efficiently as an information source and research tool , being aware of its pitfalls as such a source</p> <p>c. create word processed documents using a range of style functions such as embedded tables, columns , heading style and numbered lists</p> <p>d. use graphics programmes to create plans, images and publicity material</p> <p>e. use a spreadsheet for budget tracking</p> <p>f. use IT where appropriate for entertainment system control</p>	<p>Subject t specific information technology will be taught in dedicated workshop classes. General use of information technology for research and presentation embedded in learning exercises throughout the programme which incrementally increase the sophistication required. Presentations and reports particularly will specify aspects of IT to be employed.</p> <p>Assessed in the submission of reports and presentations requiring specific IT use, in the deployment of computer control systems, in the effectiveness and sophistication of internet research.</p>
<p><i>7. Application of number (the majority of students should achieve level 2)</i></p> <p>a. keep accurate accounts</p> <p>b. work in a variety of measurement scales</p> <p>c. convert units of measurement</p> <p>d. find areas, perimeters and volumes</p> <p>e. derive angles using basic trigonometry</p> <p><i>8. Understand the principles of Health and Safety and Risk Assessment</i></p>	<p>Where required the use of numbers will be taught in seminar and workshop classes, embedded in aspects of projects which require use of number. Most commonly these occur in projects requiring budget sheets or technical measurements (and scale).</p> <p>Assessed through submission of project documentation - for accuracy and appropriate methodology.</p>

12. E. General Overview of Assessment Methods

A full range of assessment methods will be used, ensuring that your learning is tested by the most appropriate means, and that there is no undue emphasis placed on one mode of assessment. Furthermore assessment exercises, together with the feedback given on the exercises, is considered to be an important aspect of learning

All assessment will be in line with published assessment criteria, and will be double marked and / or moderated as required by faculty conventions.

Class based written papers will test the broad acquisition of knowledge, and the general understanding and deployment of that knowledge,

Essays (about 2 a year) and a dissertation will test your ability to read widely and deeply, to research, to make a reasoned argument, and to communicate clearly in writing using academic conventions. Special conventions cover the making of essays submitted by students with dyslexia.

Class presentation and oral contributions will assess your ability to communicate verbally, to use audio visual aids, to respond to questions and to structure your material, as well as assessing research and analytical skills.

Reports will assess your ability to deploy subject specific knowledge and skills, and to use appropriate, vocationally oriented modes of communication and vocabulary (e.g. Health and Safety Reports, Project Planning Reports, Funding applications); IT skills and use of number may also be present and assessed

An examination will assess the subject specific knowledge acquired (Principles of Marketing) and your ability to recall the knowledge effectively, and deploy it appropriately under time limitations.

(Interim) Project Reports will assess your project management skills, preparedness, team working, problem solving, reflection on your own learning

Event Project Showings will assess your creative thinking, organisational ability, team working, efficacy of planning and problem anticipation, understanding of the context of the work (and all associated subject knowledge).

All the above methods will assess your time management skills (deadlines will be set), your ability to select, analyse and deploy subject knowledge and skills in an appropriate mode, and your ability to reflect upon and develop your own learning.

Tutor observation (informed by peer group and self evaluation) will assess your contribution, attendance, development (reflection on own learning).

Other assessment methods may be used as appropriate to the learning objectives of the programme and module.

13. Programme Structure and core modules

The programme is divided into three stages each comprising of 120 credits, you must achieve specified requirements before being permitted to proceed to the next stage. A credit is an indication of weighting, and one credit represents approximately 10 hours of work / study. For full-time students each stage represents an academic year of study. Thus, for a full-time student each year of study involves approximately 1200 hours of learning time. Generally speaking you have to pass all of the required credits from one stage before proceeding to the next, either at first go or at a re-sit (though under certain circumstances a failure of a few credits may be allowed - or condoned).

You will study the material in coherent blocks, called modules, each one investigating a certain theme, set of skills, context or approach. Though the modules are self-contained they will often relate to each other, and often build on knowledge and methodology acquired in a previous module. Each module is designated at one of three ascending levels of difficulty / sophistication, Certificate (C), Intermediate (I), or Honours (H), each level requires a particular depth of knowledge and skill aptitude, these are fully defined in the Qualification Descriptors document. (<http://www.kent.ac.uk/registry/quality/credit/creditinfoannex2.html>)

This programme is mostly taught through modules centred on project work, 5 in total on the degree, of which you must undertake at least 4. The first two, in stage 1, prepare you with basic skills, methods and knowledge, and the latter 3 in stages 2 and 3 introduce you to increasingly complex contexts and requirements. Across the 5 project modules you will have encountered the whole range of skills, theories, contexts and approaches, and been able to develop your own specialist pathway should you so wish. A number of lecture and seminar classes parallel the projects, offering knowledge and skills pertinent to, but not immediately available in the projects. The programme finishes with your own piece of extended independent work.

To be eligible for the award of BA (Hons) Creative Event Design and Production students will have to have successfully completed 360 credits in total. Of these credits:

- Stage 1: 120 credits at C level or above, at least 90 of which must be from the core list below,
- Stage 2: 120 credits, 90 of which must be at I level or above
- Stage 3: 120 credits, 90 of which must be at H level

Of the 240 credits taken during stages 2 and 3 at least 180 must be in approved Creative Event modules listed below, the remaining 60 may, if you wish, be chosen from other modules in the Faculty of Humanities or Social Sciences. You must consult with the director of undergraduate studies before taking any 'wild' modules.

Stage 1 modules and requirements. You must take, and pass, all the following modules, in addition one other module should be taken from the faculty lists.

Core Modules	level	credits	term
<i>Contexts and Case Studies in Creative Events</i>	C	15	1
<i>Realising the Creative Idea</i>	C	45	1
<i>Regional and Industrial Awareness</i>	C	15	2
<i>Son et Lumiere: Event Technology</i>	C	30	2

Stage 2 modules, structure and requirements

Core Modules	Level	Credits	Term
<i>Celebratory, Carnival and Heritage performance</i>	I	45	1
<i>Installations and the Design of Environments</i>	H	45	2
<i>The Business of Event Production</i>	I	30	1 & 2
<i>Creative Event Industrial Placement</i> may be taken instead of 'Celebratory' .. or 'Installations', but only with permission of Director of Studies	I	45	1 or 2

Stage 3 modules, structure and requirements

Core Modules	Level	Credits	Term
<i>The Experience Economy</i>	H	45	1
<i>Principles of Marketing</i>	H	30	1 & 2
<i>Creative Event Placement</i> may be taken instead of 'Experience Economy' if not taken at stage 2, but only with permission of Director of Studies	I	45	1
either a) <i>Creative Event Dissertation</i>	H	30	2
or b) <i>Project Pitch</i>	H	30	2
Select one module from the options list	I/ H	15	2

14. Support for Students and Their Learning

At subject and school level.

- The School operates a Personal Academic Support System (PASS).
- In your first year of study you will be allocated to a personal tutor who will either directly offer support and guidance, or, where appropriate or desired will direct you to the appropriate source of support within the department or University (see list of support facilities below).
- All staff have regular published office hours and are contactable by e-mail. Appointments may be made outside of office hours.
- All students are encouraged to seek advice from any member of staff to discuss any matters of academic or non-academic concern.
- The Subject Director provides consultation and advice in matters of: academic guidance, module choices, change of modules, change of degree, timetable clashes.
- The Chief Examiner is available to offer support and advice to students who have a concern with their marks, or the process they were arrived at.
- You will be given full outlines for all modules, explaining what is expected of you.
- The Senior Tutor is responsible for overseeing student progress and will identify and contact students who are experiencing difficulties, offering them appropriate support or referring them to other agencies within the University – see list below. Similarly students concerned with their progress may elect to see the senior tutor.
- The board of study regularly reviews student progress, identifying students who need particular help or attention. Students identified during this process will be invited to see the Senior Tutor for consultation and advice.
- A subject concessions committee considers cases from students who have been unable to submit work due to illness or other unforeseen circumstance.
- The Student Handbook (updated annually) offers clear advice on who to see for particular problems as well as specific details on: staff and facilities; programme structure; module delivery (including style sheets for essays); assessment (including criteria for assessment); student support and guidance.
- Stage 1 modules are specifically designed to introduce you to study and working methods.
- We operate specific guidelines for assessing written work submitted by students with dyslexia.
- In addition to support with the department the following services are available within the University.
 - University Medical Centre for health related issues.
 - Counselling Service
 - Careers Advisory Service
 - Disability Support Unit
 - The Student Learning Advisory Support Service on campus offers for advice on many learning activities: revision, essay writing, making presentations, effective learning in lecturers and seminars, time management.
 - The Library runs induction courses in how to use its facilities
 - The Students' Union particularly offer advice on welfare.

15. Recruitment

Entry Profile

Creative Event Design and Production welcomes applicants from a wide range of backgrounds and does not ask for a specific mix of pre-University awards. However a demonstrable interest in performance, design, festivals, events, media will be an advantage.

Minimum Requirements

You must be at least 17 years of age by 20 September in the year you begin your programme. There is no upper age limit to studying. You should have at least 5 GCSE passes, including English Language or Use of English and at least 2 subjects at A-level, or A-level equivalent (BTec, IB).

Normal Requirements

For entry at the beginning of Stage 1 the normal requirement will be one of the following:

- 300 points at A / AS level over 21 units
- 32 points at IB, 15 at Higher.
- BTec National Diploma in a related subject (performance, media, business)

For entry into stage 2 the normal requirement will be the successful completion of a Certificate, i.e. 120 units of Certificate level learning, in a related area, subject to an interview

What does the programme have to offer?

- The only programmes of its kind in the country - teaching events from a creative and design perspective
- Lots of practical work - taught mostly through the production of creative projects
- While following the degree you can create your own specialism in areas of design, production and technology
- Located on the Historic Dockyard we have extraordinary access to amazing places to work
- Vocationally oriented programme, educating you for work in the events industry
- Input from professional Event designers and experienced academics
- An education that includes problem solving skills and team working skills

Your personal profile - who are we looking for. You will:

- be creative, practical and energetic
- be interested in live events, interactive experiences, carnival, design
- be keen to study the theories behind these events as well as the practice
- be considering a career in event design, performance production management, advertising, communications
- enjoy team work and problem solving
- be willing to work some evenings and weekends.

16. Quality Evaluation, Maintenance and Enhancement

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards.

- Annual review of the students' evaluation of modules (both via forms and feedback sessions) and response to those findings
- Annual review of the statistics representing progression and achievement in all stages, and response to those findings.
- External Examiners reports, and our response to those reports
- Annual meeting of staff with finalists, reflecting on their overall view of the programme Findings and recommendations of the board of examiners The above processes contribute directly to our annual monitoring report.
- Regular, minuted, meetings of members of teaching staff considering matters of teaching and learning, curriculum design and standards. These meeting are attended once per term by elected student representatives.
- Meetings of the staff student consultative committee consisting of elected student representatives and the Programme director. This committee meets 2 times per term, these meeting report to the full meeting of teaching staff.
- An annual curriculum review meeting of all members of teaching staff.
- A process of double marking or moderating on all assessment projects worth over 20% of the module.
- Peer observation of teaching
- Mentoring and support of new staff
- Many projects are seen by the general public
- External Reviews of our provision including the Higher Education Funding Council of England's Quality Assurance process and the Periodic Review.

Although formalised through a number of process of report and response, issues of the maintenance and enhancement of quality drives the agenda for the majority of our activities.

Committees with responsibility for monitoring and evaluating quality and standards are:

- Staff student consultative committee, consisting of the Subject Director and all Student Representatives, 2 meetings are held per term.
- The Programme Board - the committee responsible for the programmes which includes all members of staff and, for unreserved agendas, student representatives.
- The Learning and Teaching Committee of the School of Drama Film and Visual Arts
- The School Planning Committee
- The Faculty Learning and Teaching Committee
- The University Learning and Teaching Board
- The Board of Examiners (including the external examiners)

Methods for gaining student feedback on the quality of their teaching and learning experience are:

- End of module evaluation forms.
- National Student Survey and finalist cohort feedback meeting
- Student representation on staff – student consultative meetings and Programme Board meetings.
- All staff have office hours for informal discussion
- Via formal procedures for complaint listed in University Regulations.

16 CONT. Quality Evaluation, Maintenance and Enhancement

Staff development priorities include:

- Annual appraisal cycle
- Staff development provided by the University
- Staff development provided by the School of Drama, Film and Visual Arts
- Subject-based conferences and seminars
- Membership of the Institute for Learning and Teaching (ILT)
- High level of academic and professional qualifications for appointments to teaching posts
- Self-evaluation
- Dissemination of good practice on new learning and teaching methods
- Knowledge and implementation of current professional practice in the field
- Development of individual teacher's approaches to, and skills in, Teaching, Learning and Assessment. All new members of staff must undertake a Postgraduate Certificate in Higher Education, and part time staff are offered the the Associate Teacher Accreditation Programme.
- Support for research and / or updating of professional skills and knowledge including supporting attendance at conferences and providing appropriately covered leave to support staff on research projects (often resulting in publication), thus enhancing their body of knowledge in the field, their teaching and their career.
- Health and Safety training (for teachers of practical subjects)
- Widening Participation
- Regular meeting of the staff team to discuss programme related issues ensures the sharing of good practice, and the identification of any problems.

All lecturers in the School of Drama, Film and Visual Arts are expected to spend at least 5 days a year on Staff Development activities

17. Indicators of Quality and Standards

The following will be used to index the quality of the programme:

- Internal Subject Reviews and Annual Monitoring
- External Examiners' Reports
- National Teaching Audit
- Research Assessment Exercise
- Retention Rate
- Degree Results
- Alumni Feedback and Employment Success

As a new programme these have not yet come to bare.

Documents used in the preparation of this Programme Specification were;

- The subject Benchmark Statements (published by Higher Education Funding Council of England) for *Drama, Dance and Performing Arts* and *Heritage, Leisure, Tourism and Sport*.
- The University of Kent Mission Statement.
- Publications by the University Quality Assurance and Validation Office, specifically the Code of Practice for Quality Assurance
- Key Skills Starter Pack, UELT, UoK
- National Qualifications Framework Level Descriptors
- Comparable Programme Specifications from School of Drama, Film and Visual Arts.