BA Honours Professional Practice (Arts)
Case Study
Paula Nottingham
4\textsuperscript{th} July 2012
Employer Engagement in a Digital Age
University of Greenwich
About BAPP (Arts)

• Located in the School of Arts and Education at Middlesex University
• Part-time (15 months) extension course for Level 6
• Approximately 150 visual and performing arts professionals
• Focuses on professional practice that offers an APEL route and progression for both emerging and establishing professionals in paid or unpaid (voluntary) employment (inc. freelance professionals and soletraders)
• Has recently been a part of the university’s ModNet Employer Engagement project (HEFCE) sponsored by the Institute of Work Based Learning
Designing BAPP (Arts)

Team: Alan Durrant, Adesola Akinleye, Peter Bryant, Rosemary McGuinness, Paula Nottingham.

Stages

Alan Durrant started the course in 2007.

Durrant, Akinleye and Bryant started to re-design BAPP for a cohort approach that used the principles of connectivism and networking.

In the last 3 years the curriculum has been developed using professional practice concepts and inquiry-based programming. Other employer-centred activities have also been supported.
BAPP (Arts) Practice

BAPP (Arts) framework is centred on individuals within a cohort. Learning outcomes are generic and use experiences as evidence.

Curriculum uses the principles associated with social media and Web 2.0 to enable learners to engage in the context of the course and develop skills for the workplace.

Blogs, wikis, Facebook and LinkedIn discussions, images and short films created by staff and students are developed throughout the course, with appropriate ethical content embedded in the programme to inform online materials.
Designing BAPP (Arts)

A networked cohort encourages sharing reflective practice collectively and using this reflection as a part of personalised learning. Discussion with external professionals is encouraged and the employer support process ensures that the employers are aware of the inquiry process taking place.

Professional artefacts have been introduced to create work for a workplace or community of practice audience.
Associated Principles

- Siemens (2004); Downes (2005); Strong and Hutchins (2009) have introduced connectivism
- Laurillard’s was an early advocate of an ‘education-driven’ approach to technology (2008).
- Young and Stephenson’s (2007) interactive environments for work based learners
- Gilly Salmon’s (2002) ‘e-tivities’ support the online discussions
- Wenger, White and Smith’s (2009) ‘stewarding’ ideas for communities of practice offer ideas for creating purposeful dialogues
- Private documentation and journals are used to record and share insider research for the workplace (Costley et al., 2010).
- Kahn and O’Rourke (2005) explain enquiry based learning in HE
- Multimodal analysis (Carey Jewitt, 2011) may provide further insight for the programme
http://libguides.mdx.ac.uk/bapp
Campus Sessions

http://www.youtube.com/BAPPMDX
Using Blogs and Social Media

Laura Jane Weir

Professional Practice Blog

Wednesday, 1 February 2012

Oral Presentation Tuesday 31st Jan

Well we have come to the end of this course. A lot of learning has taken place during the past year and a half. Unfortunately I was unable to make the campus session as I am currently in the United States, however for those who took my survey and are interested in my findings here is the link to the Prezi I made. I found this to be a great online tool in giving a more artistic presentation.

Check it out at:

http://prezi.com/imagehasways/to?auth_key=asbtoc38&show=psm0-bi0ka3p

Congratulations to all Module 3 winners!

About me

Hi everyone! My name is Laura Weir. I am 24 years old and have been working as a professional dancer for 8 years now. I trained at The Florian School of Dance in Winchester and The Royal Ballet Associates Course. In 2005 I graduated from Embrun School for Dance with a National Diploma in Classical Ballet and Contemporary. Since then I have worked on cruise ships (MSC and Curad Lines) Cirque shows (Elaborate the circus musical in Blackpool and La Grande Cirque in the USA), Impresario Shows (The Dean Martin Variety Tribute Show and Legends in Concert USA) theme park (Rip's Live USA) and various Cruise ships. I decided to undertake the BA (Hons) Professional Practice course to help me develop my career further and hopefully help me to find out what path I would like to take after my dance career. I feel at this stage in my career I will benefit greatly from the course as it will help me network with other professionals, improve my managing skills and enhance my career opportunities all whilst continuing in the dance field.

Harvard Referencing Aid

I am currently trying to write my Bibliography and References used ensuring I am using the correct Harvard referencing system. My sister pointed me to a useful online tool called the Harvard Reference Generator to reference Books, E-mails, Journals and Websites. You just enter all the information regarding the source you have used and it creates the reference in the correct form. It certainly helps speed this process up. Hope you find it useful!

http://www.relestoolbox.com/bibliography-creator/index.htm
Using Blogs and Social Media

Mina BAPP
For the BA Professional Practice Course at Middlesex University, September 2010.

Tuesday, 5 June 2012

Professional profile and copyright of dance images (revised version)

Professional Profile

Making an attempt to sell myself out in the dance market... I updated my professional profile. Nowadays, utilizing social media is a necessity for dancers, as the industry is international and fast-paced.

I am finally over the fear of making my CV and images public. Web 2.0 provides an open interaction space between potential employers-employees, so in order to make the most out of the website and collect audition information effectively, I need to share information about myself. It feels like I've shifted to the 'unemployed professional' field from a 'dance school graduate' position.

Mina Nikura - Dancer, Student in Singapore Classical Ballet | NetworkDance

I found the website above during Module 1, but wasn't an active user ([http://mina-firststeps.blogspot.com/2010/12/facebook-for-ballet-dancers.html](http://mina-firststeps.blogspot.com/2010/12/facebook-for-ballet-dancers.html))

About Me

Mina

I graduated from Elmhurst School for Dance in 2010, after 3 years of training mainly in classical ballet, supplemented by Jazz and contemporary. Although I have a very balletic background, I am interested in all dance styles. Currently, I am studying towards BA in Professional Practice at Middlesex University and am hoping to establish myself as a professional ballet dancer, then continue to pursue a career in the dance industry.

View my complete profile

Blog Archive

- 2012 (18)
- 2011 (32)
- 2010 (34)

Followers

Members (40)

Singular sensation

Now, what to do?

- May (4)
- April (4)
- March (4)
- February (2)
- January (1)
Using Blogs and Social Media

Mark Iles

My blog has been created to document my time studying for my BA (Hons) Professional Practice at Middlesex University.

MONDAY, 12 DECEMBER 2011

The Circle Of Life

Gosh what a dramatic title. I feel like I am about to present a David Attenborough style program. I’m not, but I thought the title summed up the feel of this blog.

A friend of mine has just signed up to do this course and he will be starting the year and a half just as we all finish. Here is his blog if you are interested http://mrnrmnt.blogspot.com/. He called me the other day in a mild panic about the course asking what he was supposed to be doing. Do you all remember that? That question in your head at the beginning of the course when after talking to your adviser you go “Yes, but what do I actually need to do?”

How far we have all come. We have spent a year and half learning new skills and developing a personal work ethic and we should be proud of ourselves. I for one feel that this course has changed me and not only have I heard others say the same but I have visibly seen the change in them.

I went and met with my friend to talk him through some of the early steps like setting up a blog and linking it to Google Reader and talking him through it made realise that it was the perfect time to take stock of exactly what I think I have learnt.

I have learnt to use so many new tools, such as blogs, flickr, reader as well as realising the importance of tools I already used such as facebook. I have become aware of the importance of my community of practice and no longer think of networking as a dirty word but as a way of increasing my professional understanding. I have a deeper knowledge of learning styles which has helped me as a learner and a teacher. I have learnt through journal writing to reflect on every situation in a critical way. To use my mistakes and my triumphs as the building blocks of my professional practice. I have learnt about ethics and the importance of considering how your actions could cause harm to others. Most importantly through the combination of all of these things I have learnt how to take charge of my career and move in the direction that I want. By understanding

Design, Anthony Ward, 2002
Producer, Michael Rose Ltd.

ABOUT ME

Mark Iles

I am a professional musical theatre performer. My credits include Angel in Rent, Molina in Kiss of the Spider Woman, Ensemble, cover Goran in Chitty Chitty Bang Bang and The Diction Theatre, cover Otello in Otello in the Rain. Theatre captured my imagination as a child leading me to perform in Oliver at the London Palladium at just 13. My love grew so I became a member of the OYMT, the NYMT and the Central School of Ballet. I found that the art of playing, exploring and finally creating something that transported the audience and ultimately impacted their lives was incomparable. I trained at Arts Ed London, graduating in 2003 with a National Diploma in Professional Dance (Musical).
Keeping busy between modules

My studies towards the end of module 1 became notably intense and often laughed at the idea of it being a part-time course. However, once it finished and I removed my initial blues, I found myself building my thumb and noticing that all my study skills I'd created in my diary are now empty spaces for me to, well, build my thumb...

It seemed a sensible idea to use the time wisely and spend it on preparations for my career ambitions. Unlike some fellow BA students, I had an idea of what I'd like to do upon finishing and I'm still with the notion of becoming a drama teacher. This isn't easy and if it's something you are seriously considering, there is a certain criteria and knowledge that needs to be in place. I have been working towards obtaining these by;

- Spending time volunteering at Jo Richardson School. This helps my network within my practice and gain the required experience to be accepted on any teacher training courses. Also, GTP courses are hard to come by and the only real way into this now, is to observe and volunteer now in hope that you make a connection with the department.
- Research PGCE course and visit them on open day and observe classes at Goldsmiths.
- Research the application process for both PGCE and GTP courses. It all opens up in October 2012 ready for September 2013.
- Practice numeracy - QTS skills test. Any teacher now has to pass a numeracy and literacy test before being accepted on a teacher training course. There are workbooks specifically designed for this test, I'm nowhere near passing so practice is extremely important.
- Attending drama teaching workshops. Jo Clarke and I are both attending a workshop run by London Drama, specially aimed at teachers in training.
- Brushing up on my knowledge of key drama playwrights and practitioners and reading some key literature.
- I'm interested to see what you all have been up to in your final study time?

About Me

Ahmet Ahmet
I graduated at Arts Ed, London in 2002 and went on to the West End production of "Cranberry Farm."
I performed lead roles in theatre and television for 10 years. Some of my roles include, Penguin in "Jool S", "Chichester Festival Theatre", "Pepberdiment", "The Mousetrap", "Men in Pon in Musical Theatre" and "Bill in Alien in Wonderland", "West Yorkshire Playhouse", "Jane Hope", "Granada Studios" also work on the cabinet scene, performing at events all over the UK and Europe. As well as performing my own one man cabaret, "Andy Whumbles" in cabaret venues all over London. My work as a director, choreographer and teacher started with "House Theatre School" and "Sagegawo." I now teach and direct for CPA Studios and I am the co-owner of the new school, "Take Flight Theatre School." The BA Honours in Professional Practice is a way of me being the last ten years and turning them into a tool that will open doors and lead the way of the next chapter of my career. Also, it's quite nice to wear the graduation outfit too. Make a show photo.

View my complete profile

Link to my theatre schools website
  * Take Flight Theatre School
Impact

• BAPP(Arts) learning can be transformative and rewarding for students, staff and co-workers and has enabled the experience based learning outcomes to synthesise with personal learning journeys.

• The inquiry methodology can improve workplace practice and positioning. The tripartite relationship of the learner, the university and the employer or workplace community of practice provides a rationale for practice so that the skills are embedded back into the workplace.

• BAPP (Arts) practice has been shared with IWBL and school staff and external practitioners in the sector.
Conclusion

Challenges still exist in terms of self-managed engagement and tensions with university systems.

There is an extended aim of creating a cohesive pathway with partnership organisations and promoting further professional networking with peers within the workplace.

It is useful to have alumni (staff and students) who can reengage with the course, so this networking could be a bigger part of the programme.
Indicative Bibliography

Other sources available upon request


Thanks for listening.
Questions and Answers.

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http://www.mdx.ac.uk/bapp
http://libguides.mdx.ac.uk/bapp