Undergraduate Course Catalogue

Academic Year 2023-2024

Sharjah Performing Arts Academy (SPAA)

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1.0 A Message from the Executive Director

Welcome to Sharjah Performing Arts Academy.

This year we celebrate our first graduating class of 2019. They will be ambassadors for the academy and the first professional performing and production arts graduates from SPAA to find a place in international creative industries. It is such an exciting time for those brave individuals who have fought for the right to pursue their ambition, and have worked so hard to ensure they have the skills, knowledge and work ethic to make a difference.

You can be part of this unique experience. You are at the beginning of the journey of the rest of your life.

SPAA will help transform you into the very best international performing or production artist that you can be. Industry professionals support guide and challenge your artistic journey. We have selected faculty who we know can transform your present skills, introduce and develop new ones, and improve your creative ability.

Our Academy has had the privilege of hosting some of the very best performers and creatives from around the globe. From tech rehearsals for award-winning musicians to masterclasses with professional international dance companies. The main reason for hosting professional companies at SPAA is the opportunity for industry professionals to play a meaningful part in our student learning experience and graduate journey. The performing and production arts industries are competitive ones. At SPAA we like competition, and our ambition is to make our Academy one of the best in the world, and if we are the best, then our graduates will be the best too.

SPAA informs, challenges, educates, questions, discovers and celebrates diversity; where everyone strives for excellence and the best means of storytelling by embracing different cultures, abilities and styles.

Our student body has grown exponentially over the past three years, as has our Faculty and Administration teams. Collectively we now originate from 42 countries around the world.

This global knowledge, experience and tolerance ensures our students graduate with a competitive edge in an international market.

If you have the dedication, fortitude, strength and discipline to excel at being a creative performer, production artist, and change maker, then your future starts here . . .today.

We wish you all the best on your journey. If you decide to join us, we'll be with you every step of the way.

Our Academy. Your Future.

Professor Peter Barlow FRSA
Executive Director

2.0 The History of SPAA

At Sharjah Performing Arts Academy (SPAA), we expand concepts of intelligence beyond academic ability, and most importantly, we prepare students for professional work in the performing arts. Performing arts and performing artists includes all those involved in the collaborative process of making professional performance, specifically: actors, musicians, singers, dancers, technicians, stage managers, designers, directors, choreographers, costume makers and lighting designers.

Sharjah Performing Arts Academy is a centre of excellence and the only Academy in the Middle East and North Africa (MENA) region dedicated exclusively to training and educating students for the professional performing and production arts within the cultural and creative industries. Performing and production arts include all the roles involved in the collaborative process of making professional performances. This includes, but is not limited to, stage managers, scenic designers and painters, directors, actors, musicians, singers, dancers, theatre technicians, backstage crew, choreographers, costume makers, sound and lighting designers. SPAA graduates will be strong, confident, independent individuals with practical skills enabling them to be changemakers. Developing creative, highly skilled and professionally trained individuals who are capable of collaborating and leading in any global context is at the forefront of all strategic aims of our Academy.

Our Initial Years

In January 2018, His Highness, Sheikh Dr. Sultan bin Mohammed Al Qasimi, appointed Peter Barlow as the Executive Director of SPAA. He was tasked with creating the first Performing Arts Academy in the MENA region. The Academy building was completed in April 2019 and SPAA was awarded initial accreditation as a higher education Institute in the same month.

The start-up team of faculty and administrators worked diligently to prepare the academy to receive its first cohort of students in September 2019. Three Bachelor of Arts programmes were written, BA *Musical Theatre*, BA *Acting* and BA *Production Arts*, and submitted to the Commission for Academic Accreditation for approval. All programmes were approved retrospectively in 2020.

In December 2019, SPAA performed its first public performance and presented *The Girl with Incredibly Long Hair.* September 2020 saw our second intake of students with 45 new students and the recruitment of new faculty and administrative staff, and in September 2021, 35 additional students were welcomed during the third intake.

Programming began to expand, in 2021 SPAA admitted 11 Trinity Level 6 Diploma dance students, an award in Professional Dance bestowed by Trinity College London, UK. In 2022, an additional eight students were admitted into the programme. As SPAA grows, the portfolio of courses is expanding; 2022 saw the launch of the Business and Technology Education Council (BTEC) Level 2 Certificate in Performing Arts. In 2023, there are seven students enrolled in BTEC and 57 students enrolled in the Children and Young Performers weekend programming and an additional 12 students enrolled directly through Sharjah's Victoria International School.

As of September 2022, SPAA has grown in number; we now have 150 undergraduate students of 35 different nationalities, a thriving Children's and Young Performers Academy; and, 62 full-time staff.

3.0 Vision

We will train, educate and produce graduates with a competitive edge in an international market, with all the necessary skills to develop a lasting and prosperous career within the professional Performing Arts industry.

At Sharjah Performing Arts Academy (SPAA), we will ensure His Highness Sheikh Dr. Sultan bin Mohammed Al Qasimi, Ruler of Sharjah's vision of providing students with an opportunity to study, practice and take part in developing professional performing arts in the region is fully and successfully realised.

SPAA graduates will be strong, confident, independent individuals with life skills that enable them to make a significant contribution to society. Our graduates will be enterprising, creative and skilled artists, as well as entrepreneurial, socially mobile and generous human beings. They will be world wise and capable.

4.0 Mission

At SPAA we fundamentally believe that the performing arts has the capacity to affect and benefit every single person. SPAA is an independent, non-profit, coeducational institution of higher education that promotes excellence in teaching and learning in a conservatoire.

SPAA provides a comprehensive education for the professional performing artist and for production and technical specialists. We encourage students to direct their natural gifts and abilities into developing the skills required for their chosen career. We provide students with specific and focused training and education, which includes individual coaching and mentoring by a dedicated, professionally qualified, motivated and caring staff.

We expand concepts of intelligence beyond academic ability, and most importantly we prepare students for professional work in the performing arts. Performing arts and performing artists includes all those involved in the collaborative process of making professional performance. Specifically, actors, musicians, singers, dancers, technicians, stage managers, designers, directors, choreographers, costume makers and lighting designers.

Professional performing arts are collaborative and practical; our programmes embrace this ethos. The central component of the Academy will be people coming together to create and develop performance. The performing arts embrace a diverse range of performance environments and numerous styles and ideas. Freeing the imagination and developing creative individuals who can collaborate in any global context will be the focus of all strategic aims in the Academy.

SPAA informs, challenges, educates, questions, discovers and shares diversity in a safe environment, where everyone strives for excellence and the best means of storytelling by embracing all cultures and all styles.

5.0 Values

The Academy maintains a specific set of values:

- Creativity with focus
- Freedom of thought and expression
- The active participation of the Academy community in its life and development
- Diversity of applicants, students, staff and partner organisations
- The training of highly skilled and multi-disciplined graduates through coaching and teaching by active professional performers, production team experts, technicians, designers, directors and choreographers
- Responsibility to the artistic, cultural and economic lives of communities beyond the Academy.

6.0 Institutional Licensure and Programme Accreditations

Sharjah Performing Arts Academy, located in the Emirate of Sharjah, attained its original official licensure in May 2019 through March 04, 2022 from the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees and qualifications in higher education.

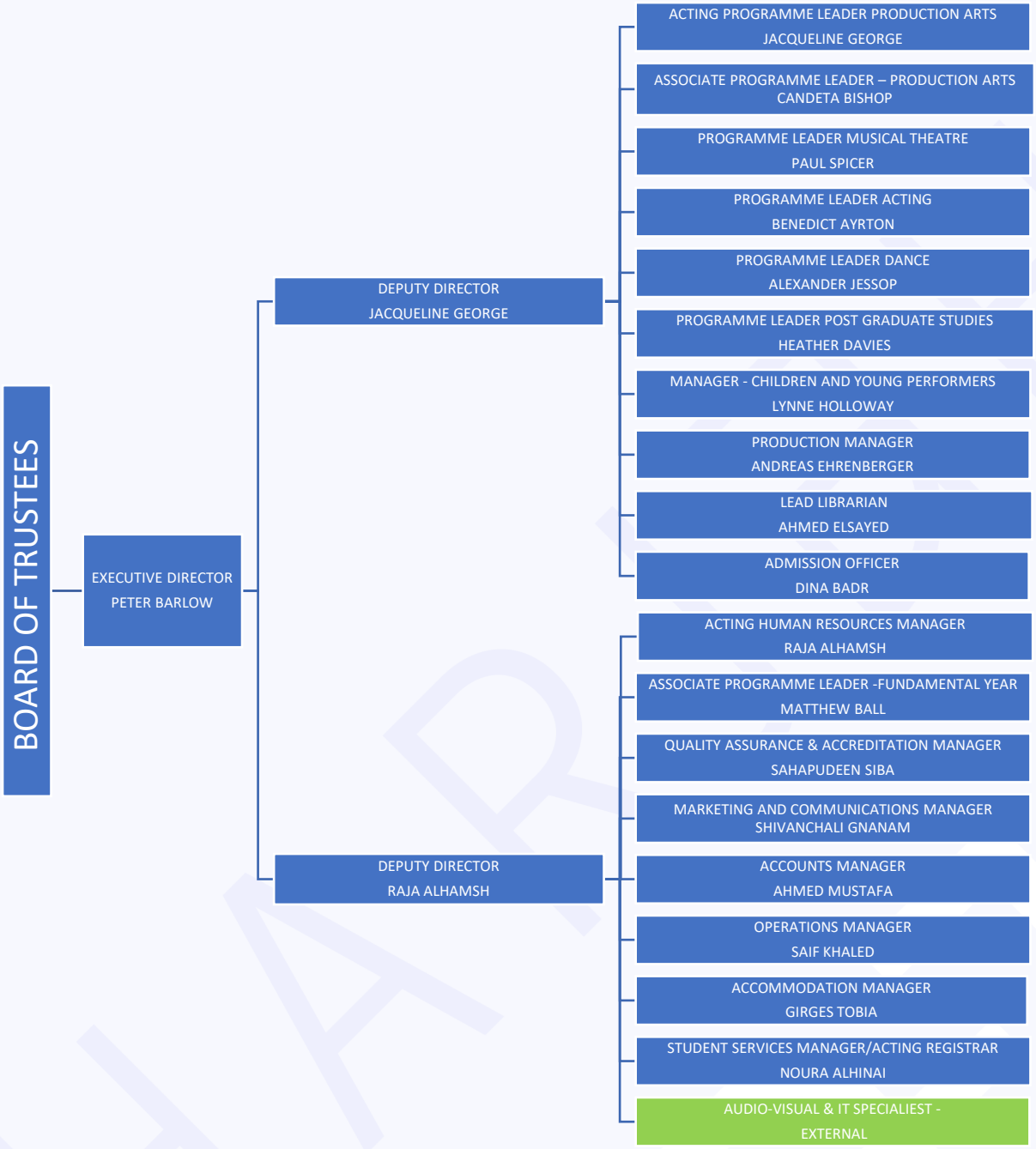
SPAA has received initial accreditation from the CAA to offer the following Bachelor of Arts (BA) programmes:

Bachelor of Arts in Musical Theatre,
Bachelor of Arts in Production Arts,
Bachelor of Arts in Acting.

Programmes	Duration	Total Credit Value	Year of Validation	Reaccreditation Date
Bachelor of Arts Musical Theatre	4 Years	120	2021	2024
Bachelor of Arts Acting	4 Years	120	2021	2024
Bachelor of Arts Production	4 Years	120	2021	2024

7.0 Organisational Structure

The following chart illustrates the organisational structure of SPAA's executive, faculty, administration, and operations.



8.0 SPAA Board of Trustees

Board of Trustees	
Name	**Designate**
His Highness Sheikh Dr. Sultan bin Mohammed Al Qasimi	Academy President and Chairman. Member of the Supreme Council, Ruler of Sharjah
Hoor bint Sultan Al Qasimi	President and Director of Sharjah Art Foundation (SAF) and Deputy Chairperson of SPAA
Dr. Yousif Aydabi	Cultural Advisor to His Highness, Dr. Sultan Al Qasimi Centre of Gulf Studies
Mr. Ismail Abdallah	Chairman of the Board of Trustees of Arab Theatre Institute; Secretary General of Arab Theatre Institute; Chairman of Theatrical Association
Dr. Nadia M. Alhasani	Professor and Dean – College of Fine Arts and Design, University of Sharjah
Dr. Habib G. Al-Attar	Secretary General of the Theatrical Association
Mr. Ahmed Aburehaima	Director General of Theatre Department; Department of Culture, Sharjah
Professor Peter Barlow FRSA	Executive Director of Sharjah Performing Arts Academy

9.0 Academic Calendar

SPAA Calendar for the Academic Year 2022 – 2023		
Event	**Date**	**Notes**
Beginning of attendance of the Academic body	08/08/2022	
New Staff Orientation	29/08/2022 01/09/2022	
New Student Orientation	05/09/2022 08/09/2022	
Term 1 Begins: Students in Attendance	12/09/2022	
Withdrawal Window	05/09/2022- 19/09/2022	
Reading Week	24/10/2022- 27/10/2022	
Evaluation Week	05/12/2022- 08/12/2022	
Academic Board	15/12/2022	
Winter Vacation for Students	12/12/2022- 29/12/2022	3 weeks
Winter Vacation for Academic body	19/12/2022- 29/12/2022	2 weeks / 8 working days
Term 2 Begins: Resumption of Students Attendance	02/01/2023	
Reading Week	13/02/2023- 16/02/2023	
Evaluation Week	27/03/2023- 30/03/2023	
Academic Board	06/04/2023	
Spring Vacation	03/04/2023- 13/04/2023	2 weeks
Spring Vacation for Academic Body	10/04/2023- 13/04/2023	1 week / 4 working days
Term 3 Begins: Resumption of Students Attendance	24/04/2023	
Assessment Week	12/06/2023- 15/06/2023	
Evaluation Week	19/06/2023- 22/06/2023	
End of Student Attendance	22/06/2023	
Exam Board	06/07/2023	
End of the Academic Body Attendance	06/07/2023	(5) weeks / (20) working days
Open Admission Period	01/10/2023	15/03/2024

Religious and Public Holidays		*Religious holidays are subject to confirmation	
Islamic New Year	19/07/2022	New Year's Day	01/01/2023
Prophet's (PBUH) Birthday*	08/10/2022	Eid Al Fitr*	20/04/2023 – 23/04/2023
Martyr's Day	01/12/2022	Eid Al Adha*	28/06/2023 – 01/07/2023
UAE National Day	02/12/2022 and 03/12/2022	October -March	Open

10.0 Programmes of Study

Sharjah Performing Arts Academy offers three programmes of study (BA Musical Theatre; BA Acting or BA Production Arts) each of which is preceded by a compulsory Fundamentals year. The Fundamentals year provides the basis for subsequent three years in any of three programmes: Bachelor of Arts in Acting, Bachelor of Arts in Musical Theatre and Bachelor of Arts in Production.

Programmes	Duration	Total Credit Value	Year of Validation	Reaccreditation Date
Bachelor of Arts in Musical Theatre	4 Years	120	2021	2024
Bachelor of Arts in Acting	4 Years	120	2021	2024
Bachelor of Arts in Production	4 Years	120	2021	2024

General Theatre Fundamentals Year

All students are required to complete a year of Theatre Fundamentals in place of a General Education year before continuing in any of the three programmes. Theatre Fundamentals develops a cross-disciplinary understanding of the performing arts through collaboration, acquisition of knowledge of culture, and development of practical skills.

General Theatre Fundamentals - Programme Structure

THEATRE FUNDAMENTALS YEAR-1 (LEVEL 5)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
TF101	Theatre Lab	10	150	44	100	Compulsory	Nil
TF102	Why Art Matters	6	90	0	28	Compulsory	Nil
TF103	Applied English	2	30	40	14	Compulsory	Nil
TF104	Acting within World Theatre	4	60	80	28	Compulsory	Nil
TF105	Production Arts	4	60	80	28	Compulsory	Nil
TF106	Musical Theatre	4	60	80	28	Compulsory	Nil
Total Year 1		30	450	324	226		

General Theatre Fundamentals - Course Descriptions

All students enrol and complete all Fundamentals Year courses:

THEATRE FUNDAMENTALS - COURSES	
Course Name	Theatre Lab
Course Code	TF101
Course Description	Through a series of classes and projects, students will explore the creative process, and use this to discover their field. Working from given themes or stimuli, students will research, write, design, create and perform regardless of their chosen undergraduate programme. At strategic points through the course students will create and share performances, which will be critiqued by their peers, and reflected upon to reinforce learning.
Course Name	Why Art Matters
Course Code	TF102
Course Description	Students will be introduced to international films, performances, texts, artworks and cultural ideas. Students are encouraged to explore how to communicate their thoughts and present them in various media. Students will visit local art galleries, museums, theatres and explore Emirati culture and history.
Course Name	Applied English
Course Code	TF103
Course Description	A focus on vocabulary and writing skills is an ongoing part of the course. Moreover, particular attention is given to developing critical reading. Students will gain competency and confidence in English in both their verbal and written communication skills.
Course Name	Acting within World Theatre
Course Code	TF104
Course Description	Students will be exposed to a variety of theatrical practices and texts from around the globe. The student will explore various influential genres, styles and traditions of theatre (past and present) in theory and in practice. The student will practically understand and engage with specific dramatic texts, performance styles and original performance conditions, where applicable. This will be underpinned by an acting technique of various practitioners relatable to the period/genre explored.
Course Name	Production Arts
Course Code	TF105
Course Description	Production Arts in Theatre Fundamentals embraces all aspects of the production process in order to introduce students to the scope and possibility that design and technical elements can bring to theatre and live events. This is an opportunity to explore the basic concepts of production work, its value and its collaborative nature.
Course Name	Musical Theatre
Course Code	TF106
Course Description	To provide students with the skill-based practical tool to develop and use their bodies/voice safely and efficiently in a theatrical context, focusing on the application of these integrational skills which are required in the musical theatre genre. Developing skills within an optimum vocal function, vocal/physical stamina and mobility within body and voice. Students will also develop practical skills within singing as a group and apply unit integration within the movement and vocal pedagogy (singing and dancing together).

Bachelor of Arts in Acting

The BA Acting Programme is dedicated to producing credible, professional actors who are at the forefront of the region's theatre revolution. The four-year, full-time Acting Degree includes training in directing, writing, dramaturgy and producing. The programme offers students the opportunity to explore and rediscover the world of performing arts through interdisciplinary approaches to contemporary teaching and learning.

Bachelor of Arts in Acting - Program Structure

BA ACTING YEAR-2 (LEVEL 5)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
AC201	Projects, Process & Performance 1	12	180	532	85	Compulsory	Fundamentals
AC202	Movement & Physicality 1	7	105	108	42	Compulsory	Fundamentals
AC203	Acting 1	5	75	108	42	Compulsory	Fundamentals
AC204	Vocal Practice 1	4	60	72	42	Compulsory	Fundamentals
AC205	Contextual Studies & Practice Research 1	2	30	36	42	Compulsory	Fundamentals
Total Year 1		30	450	856	253		

BA ACTING YEAR-3 (LEVEL 6)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
AC306	Projects, Process & Performance 2	12	180	532	85	Compulsory	Year 2
AC307	Movement & Physicality 2	8	75	108	42	Compulsory	Year 2
AC308	Acting 2	4	60	108	42	Compulsory	Year 2
AC309	Vocal Practice 2	4	60	72	42	Compulsory	Year 2
AC310	Contextual Studies & Practice Research 2	2	30	36	42	Compulsory	Year 2
Total Year 3		30	450	856	253		

BA ACTING YEAR-4 (LEVEL 7)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
AC411	Projects, Process & Performance 3	21	315	1023	132	Compulsory	Year 3
AC412	Performance Skills	3	45	42	42	Compulsory	Year 3
AC413	Professional Employment Skills	6	90	90	45	Compulsory	Year 3
Total Year 4		30	450	1155	219		

PROGRAMME TOTAL	**120**	**1800**	**3437**	**962**

Bachelor of Arts in Acting- Course Descriptions

BA ACTING - COURSES	
Course Name	Process, Projects & Performance 1
Course Code	AC201
Course Description	The course develops a broad range of skills in students in live and digital performance practice: acting for stage, screen and radio as well as developing themselves as the creator and teller of stories.
Course Name	Movement & Physicality 1
Course Code	AC202
Course Description	This course explores a holistic approach to movement and physicality that aims at liberating and enhancing the performer's natural capacity for moving and dynamic, safe physical expression. Using a wide range of techniques from diverse, global practitioners, students develop and extend their physical performative capabilities in highly structured but open learning environments.
Course Name	Acting 1
Course Code	AC203
Course Description	This course explores the craft, methodology and technique required to achieve a powerful sense of truth, authenticity and dynamism within live and digital performance, as well as the professional values inherent in the creation and delivery of studio-based and public-facing work.
Course Name	Vocal Practice 1
Course Code	AC204
Course Description	The course explores the body, breath and voice and how students develop the dexterity of their voice, in order to apply it to a variety of texts, genres and styles within live and digital performance contexts.
Course Name	Contextual Studies & Practice Research 1
Course Code	AC205
Course Description	This course develops a range of research, practice as research and dissemination and presentational skills within students – including student-led seminar programmes, work demonstrations and reflective essay-writing. The research focus is global, relevant, inclusive and reflective of the highly diverse cultural and performative world we live in.
Course Name	Process, Projects & Performance 2
Course Code	AC306
Course Description	Building from AC201, this course explores diverse, powerful stories in order to develop the vocal, physical, imaginative and dramaturgical skills students need for performance in live and digital settings, as well as building within them the critical sense of personal and collective responsibility required in professional industry scenarios.
Course Name	Movement & Physicality 2
Course Code	AC307
Course Description	Building from AC202, this course develops a disciplined and embodied actor who regards the stage's space as a dynamic poetic realm and explores infinite possibilities for performance and deeper physical expression.
Course Name	Acting 2
Course Code	AC308
Course Description	Building from AC203, the course develops and deepens a broad range of skills in students in live and digital performance. The work connects the student to powerful stories as they develop the vocal, physical, imaginative and dramaturgical skills needed for performance and the professional values inherent in making and presenting work.

Course Name	Vocal Practice 2
Course Code	AC309
Course Description	Building from AC204, this course develops the knowledge, understanding and technical ability in vocal production and works towards the development of a well-balanced, healthy vocal function. The students also gain a deeper understanding of their authentic accent and learn how to make respective shifts in adopting accents relevant to the industry and professional practices.
Course Name	Contextual Studies & Practice Research 2
Course Code	AC310
Course Description	Building from AC205, this course develops and deepens students' capabilities in research, research as practice, research dissemination and presentation and reflective practice. The collaborative tutor- and student-led research focus is global, relevant, inclusive and reflective of the highly diverse cultural and performative world we live in.
Course Name	Process, Projects & Performance 3
Course Code	AC411
Course Description	Building from AC306, this course places students in a variety of public-facing live and digital performance scenarios as they seek to deepen and extend their vocal, physical, imaginative and dramaturgical skills. Professional values and ethics are foregrounded as students prepare to graduate and share their capabilities within the creative industries.
Course Name	Performance Skills
Course Code	AC412
Course Description	The course further develops and deepens a broad range of skills in students in live and digital performance settings, as well as continuing to develop themselves as the creator and teller of stories. Students work on core performance training disciplines, building the capabilities required for professional-level performance.
Course Name	Professional Employment Skills
Course Code	AC413
Course Description	The course develops a broad range of Creative Industries-focused knowledge, skills, entrepreneurialism and professionalism in students. It seeks to prepare and equip graduating students with a toolkit for the present and the capacity for future development within a dynamically changing industry, locally, regionally and internationally.

Bachelor of Arts in Musical Theatre

The BA Musical Theatre Programme focuses on excellence, creating highly-skilled, versatile, entrepreneurial, and professional performers who are creative global citizens and are equipped to navigate a fruitful and diverse career in the performing arts.

The full-time, four-year Musical Theatre degree offers students intensive and thorough training in the key disciplines of acting, singing, and dance, incorporating practical learning with an individual focus and multiple performance opportunities.

Bachelor of Arts in Musical Theatre - Program Structure

BA MUSICAL THEATRE YEAR-2 (LEVEL 5)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
MT201	Year 2 Projects	12	180	1462	62	Compulsory	Fundamentals
MT202	Year 2 Dance	8	120	485	68	Compulsory	Fundamentals
MT203	Year 2 Acting	2	30	255	17	Compulsory	Fundamentals
MT204	Year 2 Voice	2	30	102	34	Compulsory	Fundamentals
MT205	Year 2 Singing	5	75	553	34	Compulsory	Fundamentals
MT206	Year 2 Contextual Studies	1	15	128	17	Compulsory	Fundamentals
Total Year 2		30	450	2985			

BA MUSICAL THEATRE YEAR-3 (LEVEL 6)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
MT307	Year 3 Projects	8	120	1462	34	Compulsory	Year 2
MT308	Year 3 Dance	8	120	485	68	Compulsory	Year 2
MT309	Year 3 Acting	6	90	340	34	Compulsory	Year 2
MT310	Year 3 Voice	2	30	230	8	Compulsory	Year 2
MT311	Year 3 Singing	5	75	434	34	Compulsory	Year 2
MT312	Year 3 Contextual Studies	1	15	43	9	Compulsory	Year 2
Total Year 3		30	450	2994	187		

BA MUSICAL THEATRE YEAR-4 (LEVEL 7)							
Code	Course Title	Credit Value	Tutor Led (Hours)	Guided Practice (Hours)	Self-Led Practice (Hours)	Course Type	Pre-Requisite
MT413	Year 4 Performance	21	315	288	17	Compulsory	Year 3
MT414	Year 4 Skills	3	45	140	34	Compulsory	Year 3
MT415	Year 4 Professional Employment Skills	6	90	140	34	Compulsory	Year 3
Total Year 4		30	450	568	85		

PROGRAMME TOTAL	**120**	**1800**	**8569**	**741**

Bachelor of Arts in Musical Theatre - Course Descriptions

BA MUSICAL THEATRE - COURSES	
Course Name	Year 2 Projects
Course Code	MT201
Course Description	This course aims to develop the student's core skills essential for Musical Theatre practice with an emphasis on combining multiple skills at the same time. The course enhances the student's etiquette and performer responsibilities in the rehearsal environment, develops the student's ability to remain in character when singing and dancing and establishes, as a matter habit, professional standards of punctuality and reliability.
Course Name	Year 2 Dance
Course Code	MT202
Course Description	During this course students will develop foundation skills in dance technique and style. The course will develop the student's competence and confidence in jazz, ballet, contemporary and commercial dance with a focus on how these skills transfer into the musical theatre profession.
Course Name	Year 2 Acting
Course Code	MT203
Course Description	During this course students will develop and demonstrate core acting techniques and methods relevant to a musical theatre performer. The course aims to provide students skills to develop and sustain a character through text and movement.
Course Name	Year 2 Voice
Course Code	MT204
Course Description	This course aims to develop the student's knowledge, understanding and technical ability to analyse the voice and to work towards a balance of healthy and Optimum Vocal Function while developing the student's awareness of the demands placed on the voice and body within a variety of texts, genres and spaces.
Course Name	Year 2 Singing
Course Code	MT205
Course Description	During this course the student will develop technical singing skills, musicality, confidence, vocal health awareness and increased knowledge of applied practical musicianship through a range of practical and theoretical approaches.
Course Name	Year 2 Contextual Studies
Course Code	MT206
Course Description	During this course students will build on existing understanding of how current musical theatre has evolved including the global social/political constraints that surround it. The course will develop the student's ability to become a reflective theatre practitioner, develop critical thinking skills and through self-study, act as a change agent within the entertainment industry.
Course Name	Year 3 Projects
Course Code	MT307
Course Description	During this course students will gain additional performance experience in a variety of projects and workshops with a focus on developing professional employment skills while moving towards standard industry expectations.
Course Name	Year 3 Dance
Course Code	MT308
Course Description	In this course students will further develop competence and confidence in jazz, ballet, contemporary, commercial and tap dance. The course further develops an understanding of the theory and history of dance in theatre, raises awareness of key practitioners in the dance field, increases fitness levels to underpin rigors of dance classes, develops an understanding of the human body to avoid injuries, technique, freedom of expression and the integration and interrelationship between acting, singing and dance.

Course Name	Year 3 Acting
Course Code	MT309
Course Description	During this course students will develop and demonstrate core acting techniques and stage skills vital for subsequent courses in performance at Level 6 and Level 7 and beyond. Student will be exposed to relevant techniques for success in the professional industry.
Course Name	Year 3 Voice
Course Code	MT310
Course Description	The aims of this course are to further develop the student's applied technical ability to process text which requires a higher technical ability to that of level 5, achieving a balance of connection to text, healthy vocal function and Optimum Vocal Function. The course develops awareness of the demands placed on the voice and body with a variety of texts, genres and spaces. Analysing and producing a variety of sounds for various accents to gain an understanding of vocal mechanism, support system, breath management and vocal anchoring and maintain confidence within speech.
Course Name	Year 3 Singing
Course Code	MT311
Course Description	During this course students will build existing technical singing skills, musicality, confidence, vocal health awareness and increase their knowledge of applied practical musicianship through a range of both practical and theoretical approaches. Autonomy will be encouraged in both practice, vocal care and repertoire selection to develop professional employment skills.
Course Name	Year 3 Contextual Studies
Course Code	MT312
Course Description	To apply and engage with rigorous research processes that will support and positively influence practical rehearsal projects and workshop. To develop a convincing understanding of a range of principal theories relevant to musical theatre training through personal reflection and applied physical exercises. To build on the ability to reflect cogently upon and document personal learning from Year-2.
Course Name	Year 4 Performance
Course Code	MT413
Course Description	On successful completion of the course students will be expected to bring a professional level of practical and interpretive skills to rehearsal and performance, working creatively and collaboratively with a variety of professional creatives, applying a professional level of technique in performance to engage with an audience and deliver the demands of the creative team.
Course Name	Year 4 Skills
Course Code	MT414
Course Description	The aim of this course is to keep core skills maintained through the final year of study while developing the student's ability to integrate these core skills into their work as a self-sufficient practitioner.
Course Name	Year 4 Professional Employment Skills
Course Code	MT415
Course Description	Students will develop awareness of the professional industry and apply their technical and artistic skills, acquired through Levels 5-7 in audition, rehearsal and performance environments. Students will also engage in critical thinking to promote a healthy relationship to reflecting on personal achievements and shortcomings when in rehearsal and performance.

Bachelor of Arts in Production Arts

The BA Production Arts programme at SPAA is training tomorrow's theatre and event professionals. Theatre and events are always pushing at the boundaries of what's possible and at SPAA we aim to give you the tools to be at the cutting edge of the industry, technologically and creatively.

Bachelor of Arts in Production Arts - Program Structure

In Production Arts there are three pathways that can be followed: Technical Skills; Stage Management or Design Realisation. At the end of Year-2 (term 2) students select two course options from PA208, PA209 and PA210 to establish their principal and secondary pathway. In Year-3, both the principal and secondary pathways are continued and two course options are chosen from PA302, PA303, PA210. These pathways provide students an opportunity to build cross-platform skills between two areas of specialisation.

YEAR 2 (LEVEL 5) PRODUCTION ARTS

Term	Code	Course Title	Credit Value		Tutor Led (Hours)		Guided Practice (Hours)		Self-Led Practice (Hours)	Course Type	Pre-Requisite
			Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway			
1, 2, 3	PA201	Key Skills 1	4	4	60	60	45	45	12	Compulsory	Fundamentals
1	PA202	Technical Skills 1	4	4	60	60	48	48	12	Compulsory	Fundamentals
1	PA203	Stage Management 1	3	3	45	45	5	5	12	Compulsory	Fundamentals
1	PA204	Design Realisation 1	2	2	30	30	78	78	12	Compulsory	Fundamentals
2	PA205	Technical Skills 2	4	4	60	60	48	48	12	Compulsory	Fundamentals
2	PA206	Stage Management 2	3	3	45	45	5	5	12	Compulsory	Fundamentals
2	PA207	Design Realisation 2	2	2	30	30	78	78	12	Compulsory	Fundamentals
3	PA208	* Technical Skills 3	2	1	30	15	11	10	12	Optional	Fundamentals
3	PA209	* Stage Management 3	2	1	30	15	11	10	12	Optional	Fundamentals
3	PA210	* Design Realisation 3	2	1	30	15	11	10	12	Optional	Fundamentals
3	PA211	Production Internship 1	5	5	75	75	120	120	45	Compulsory	Fundamentals
	Year 2 Totals		**30**	**30**	**450**	**450**	**449**	**448**	**165**		

* In Year-2 (Term 2), Students choose their Principal and Secondary Pathway (Technical Skills, Stage Management or Design Realisation) and select two of three course (PA208, PA209, PA210) for total credit hours of 30.

YEAR 3 (LEVEL 6) PRODUCTION ARTS

Term	Code	Course Title	Credit Value		Tutor Led (Hours)		Guided Practice (Hours)		Self-Led Practice (Hours)	Course Type	Pre-Requisite
			Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway			
1, 2, 3	PA301	Key Skills 2	4	4	60	60	0	0	20	Compulsory	Year 2
1, 2, 3	PA302	* Technical Skills 4	3	2	45	30	99	74	6	Compulsory	Year 2
1, 2, 3	PA303	* Stage Management 4	3	2	45	30	99	74	6	Compulsory	Year 2
1, 2, 3	PA304	* Design Realisation 4	3	2	45	30	99	74	6	Compulsory	Year 2
1	PA305	Production Internship 2	7	7	105	105	87	87	50	Compulsory	Year 2
2	PA306	Production Internship 3	7	7	105	105	87	87	50	Compulsory	Year 2
3	PA307	Production Internship 4	7	7	105	105	87	87	50	Compulsory	Year 2
Year 2 Totals			**30**	**30**	**450**	**450**	**459**	**448**	**188**		

* In Year-3, Students continue in their selected Principal and Secondary pathway and take two of three course (PA302, PA303, PA210) for total credit hours of 30.

YEAR 4 (LEVEL 7) PRODUCTION ARTS								
Term	**Code**	**Course Title**	**Credit Value**	**Tutor led (Hours)**	**Guided Practice (Hours)**	**Self-led Practice (Hours)**	**Course Type**	**Pre-requisite**
1	PA401	Production Internship 5 (Major Role)	7	120	170	50	Compulsory	Year 3
1	PA402	Production Internship 5a (Minor Role)	5	75	80	50	Compulsory	Year 3
2	PA403	Production Internship 6 (Major Role)	7	120	170	50	Compulsory	Year 3
2	PA404	Production Internship 6a (Minor Role)	5	75	80	50	Compulsory	Year 3
3	PA405	** Production Internship 7a (Minor Role)	5	75	80	50	Compulsory	Year 3
TBC	PA406	(External) Production 7	6	60	120	0	Compulsory	Year 3
Year 4 Totals			**30**	**525**	**700**	**250**		
** PA405 (Production Internship 7a) is an optional course. Students taking PA405 (5 credits) can drop the lowest grade from a previous course.								

PROGRAMME TOTALS	Credit Value		Tutor Led (Hours)		Guided Practice (Hours)		Self-Led Practice (Hours)
	Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway	Primary Pathway	Secondary Pathway	
	120	120	1875	1875	1932	1920	829

Bachelor of Arts in Production Arts - Course Descriptions

PRODUCTION ARTS COURSES	
Course Name	Key Skills 1
Course Code	PA201
Course Description	This course will provide students a fundamental understanding of the 'key' skills allowing them to communicate clearly and safely perform basic stage craft tasks. Instruction will provide students with the knowledge required to successfully fulfil their roles in Year-3 and 4 SPAA productions. Skills learned during this course will provide students the ability to work as an assistant within any management or technical department on a professional live entertainment production.
Course Name	Technical Skills 1
Course Code	PA202
Course Description	This course aims to provide students with an understanding of standard industry technology used in contemporary theatre and live events sector and provides grounding in three disciplines: Stage Lighting, Live Sound and Video. The emphasis on each discipline will focus on understanding the fundamentals of the equipment before its application.
Course Name	Stage Management 1
Course Code	PA203
Course Description	Student will acquire knowledge of basic principles an Assistant Stage Manager requires and develop an understanding of the structures and processes within both Stage Management and the wider Production Team.
Course Name	Design Realisation 1
Course Code	PA204
Course Description	This course provides students an introduction to Scenic Construction, Scenic Painting and Costume Construction. Students are introduced to basic principles used in practical design forms that contribute to the realisation of design.
Course Name	Technical Skills 2

Course Code	PA205
Course Description	During this course, students will further develop their knowledge and understanding of established principles of technical theatre. Lighting, sound and video design work tasks will also be introduced and an increased creative focus will be placed on console programming and operation.
Course Name	Stage Management 2
Course Code	PA206
Course Description	Students will develop an understanding of established basic principles used by Deputy Stage Managers (DSMs), explore the various roles DSMs fill and identify how this role fits within the production process.
Course Name	Design Realisation 2
Course Code	PA207
Course Description	This course expands on the skills and knowledge acquired in Design Realisation 1. Students will explore the different disciplines and exhibit an advanced ability and depth of knowledge in each subject area with the eventual aim of a fully realised project.
Course Name	Technical Skills 3
Course Code	PA208
Course Description	During this course, students will discover and utilise a range of software packages commonly used in theatre and live events sectors. In addition, students following the primary pathway will explore the process of the creative team during a production with particular emphasis on lighting, sound and video design.
Course Name	Stage Management 3
Course Code	PA209
Course Description	During this course, students will explore principles and practices associated with both a “company stage manager” and a “stage manager”, and how these roles fits within the overall production process.
Course Name	Design Realisation 3
Course Code	PA210
Course Description	This course provides students with an understanding of advanced technical processes of Design Realisation and provides opportunities to refine key skills in Scenic Construction, Scenic Painting, and Costume Construction.
Course Name	Production Placement 1
Course Code	PA211
Course Description	During this course, students will demonstrate understanding of key concepts and principles that a junior or senior production team member requires in a production.
Course Name	Key Skills 2
Course Code	PA301
Course Description	This course continues to develop and enhance students understanding of ‘key’ skills required to communicate clearly and safely execute basic stage craft tasks. The course provides students with the confidence required to undertake roles in Year-3 and Year-4 productions and prepare them for employment as an assistant in any management or technical department on a professional live entertainment production.
Course Name	Technical Skills 4
Course Code	PA302
Course Description	Instruction will include how to create designs for sound, lighting and video from provided set text, venue and kit list. Students will have an opportunity to realise their own design.
Course Name	Stage Management 4
Course Code	PA303
Course Description	This course will focus on reinforcing earlier skills acquired and introduce Event Management and explore the unique attributes this job role entails.

Course Name	Design Realisation 4
Course Code	PA304
Course Description	This course builds on all previous Design Realisation courses to provide advanced practical skills and prepare students for professional placements. In Scenic Construction there is further exploration into the critical processes in the planning and execution of a build. In Scenic Art students will exercise imagination, technical ability and an understanding of processes and practices to continue to develop skills to an industry level. In Costume students will explore Interpretation during the process of making costumes from a visual reference. It requires imagination, sensitivity and an understanding of context.
Course Name	Production Placements 2, 3 and 4
Course Code	PA305, PA306 and PA307
Course Description	During this course, students will demonstrate professional understanding and execute the fundamental attributes of all roles within a production team.
Course Name	Production Placement 5 and 6
Course Code	PA401 & PA403
Course Description	During this course, students will demonstrate a professional understanding and execution of fundamental attributes of senior roles within a production team.
Course Name	Production Placement 5a, 6a and 7a
Course Code	PA402, PA404, PA405
Course Description	During this course students demonstrate professional understanding and execution of fundamental attributes of all minor roles within a production team.
Course Name	Production Internship External
Course Code	PA406
Course Description	During this course, students will be assigned a placement within an external organisation. During observation and participation, students will gain experience as specialists working in the field.

11.0 Student Faculty Ratio

The Academy maintains a balanced faculty-to-student ratio.

	Full Time	Part-Time	SFR
Total number of Faculty	26	6	4
Total Number of Students	130	0	

12.0 Campus Location

Sharjah Performing Arts Academy is located within Sharjah's University City, a vibrant academic community of 15 higher education institutions and home to more than 20,000 students. Established in 1997 by His Highness Sheikh Dr. Sultan bin Mohammed Al Qasimi, Ruler of Sharjah, University City asserts Sharjah as a forward-thinking emirate of education excellence, open to academic exchange, curiosity and inquiry into numerous fields of study.

Directions to Sharjah Performing Arts Academy can be found via this Google Map.
https://goo.gl/maps/RjQtRQDFupDHXep86

Postal Address:
Sharjah Performing Arts Academy (SPAA)
Industrial Area University City - Sharjah - United Arab Emirates
PO Box 525400
Sharjah, United Arab Emirates
Telephone: +971 6 502 9999

13.0 Physical Resources

Sharjah Performing Arts Academy is comprised of state-of-the-art facilities, student lounges, a cafe, an extensive reference library and breakout spaces for meetings and collaboration outside of classrooms. The Academy is equipped with the highest quality, cutting-edge audio-visual technologies and advanced control devices to facilitate study of the performing arts in their various forms. These facilities include, but are not limited to:

ACADEMIC & PERFORMING ARTS FACILITIES	
432 seat Main Theatre	126 Seat Studio Theatre
Rehearsal Hall Studio	Green Screen TV Studio
Six Dance Studios	Six Acting studios
Library	One Singing/Voice Recording Studio
Three Musical Theatre tutorial rooms and offices	Paint and Props Workshop
Scenic Construction Workshop	Costume Workshop
Costume Store- Wardrobe room Makeup Rooms	Changing Rooms Locker Rooms
Showers	Breakout Spaces
Offices	Box Office
Reception	Campus Clinic / Wellness Centre

STUDENT LIFE FACILITIES	
Student Accommodation: 114 Male rooms, 114 Female rooms, with in-suite bathrooms and kitchenettes	The 5-Star kitchen at the male accommodation for on-site food preparation by specialised catering services.
Cafe	Laundry: one in each dormitory
Male and Female Prayer Rooms (Located by the Student Services Offices)	Entertainment Hall
TV Room	Female and Male gyms
External Cross-Fit area at both accommodation	Free Wi-Fi connection available in all rooms
Free Wi-Fi Across all public areas.	Parking area

14.0 Library

Sharjah Performing Arts Academy library provides educational services that include information literacy, orientation, new user training, reference services, database searching, internet access, photocopying and printing services. The library is committed to providing current and relevant resources. The library is available to everyone in the SPAA community. The library also offers full academic support, which can be accessed by students.

Library Hours

The library is open Monday through Thursday and closed on Friday, Saturday, Sunday and public holidays. The hours of operation are displayed on the notice boards and as follows:

Monday – Thursday: 7.30 AM – 5.00 PM
Friday and Saturday: Closed
Ramadan and summer sessions have special hours (confirmed as announced)
Public holidays and special days - CLOSED as and when decreed by the UAE government.

15.0 New Student Orientation

Student Orientation is held one week before the start of the academic year and is offered only to new students. Students will be introduced to the campus buildings, attend various workshops with program leads/tutors and attend individual physical and mental evaluation sessions. The orientation is also a time for students to familiarise themselves with SPAA policies, procedures and their rights and responsibilities as a member of the SPAA community.

16.0 Health Services

The Academy is dedicated to providing students with the best healthcare possible with on-campus nursing and physiotherapy services.

Nursing:

SPAA provides a dedicated health clinic and full-time nurse available from 7:30 AM to 4:30 PM when classes are in session. The following healthcare services are offered:

- Medical services for male and female students are provided by the Academy's physician;
- General health and wellness counselling,
- Referrals to specialist services,
- Basic health assessments,
- Tracking of health records and health status as required.

Nursing clinic visits can be made on a walk-in basis or appointments booked through Microsoft Teams or email.

Physiotherapy:
The Academy offers a physiotherapy clinic that provides assessments, manual therapy, dry needling, electrotherapy and exercise therapy including Pilates rehabilitation.

Appointments can be booked through Microsoft Teams or emailing the physiotherapist.

17.0 Residential Halls

SPAA has separate female and male, smoke-free dormitories located on the campus. Each dormitory consists of 57 double occupancy, fully furnished rooms with en suite bathrooms. Each of the dormitories is equipped with a gym, multi-purpose room, lounge area, high-speed internet and self-serve laundry facilities and a full kitchen.

18.0 Food Services

SPAA offers dining services which are located on the ground floor of the following buildings: the common area in the main building and the male and female residential halls. A catering company provides three meals per day with a variety of food options to ensure student's nutritional requirements are met. Meals are served 7 days a week. Breakfast is served weekdays from 6.30 – 8.00 AM, lunch from 11.30 AM – 1:30 PM, and dinner from 5.30 – 7.30 PM. On weekends, breakfast is served from 7.00 – 9.00 AM, lunch from 1.00 – 3.00 PM, and dinner from 6.00 – 8.00 PM. The Academy also has fully equipped kitchens in both the male and female accommodation buildings where students can cook food.

19.0 General Admissions Requirements

General entry requirements are set out in SPAA's Academic Regulations and are as follows:

- Prospective performing and production arts applicants are required to submit the Online Application found on the www.spaa.ae website.
- All undergraduate applicants are expected to have successfully completed Grade 12 or equivalent high school credentials.
- Applicants are expected to be at least 17 years of age on August 31, the year they start the programme of study.

- Performance Applicants (Acting, Musical Theatre and Dance) must pass the audition process for admission.
- Production Arts and Technical Applicants must pass the interview process for admission.

Admissions Entry Requirements

i. Academic Qualifications

Holder of High School Certificates

- Official Secondary School Certificate or its equivalent, **fully attested and certified by the appropriate authorities of issuing countries.*
- Official grade reports of the last three secondary school classes (Transcript of Grades 10, 11 & 12), **fully attested and certified by the appropriate authorities of issuing countries.*

Holder of BA Degrees

- Official Graduation certificate or its equivalent **fully attested and certified by the appropriate authorities of issuing countries.*
- Official Graduation Transcript **fully attested and certified by the appropriate authorities of issuing countries.*
- Official Secondary School certificate or its equivalent, **fully attested and certified by the appropriate authorities of issuing countries.*
- Official secondary school grade report (Transcript of Grade 12) **fully attested and certified by the appropriate authorities of issuing countries.*

The Official certificates and Transcripts must be in ENGLISH & ARABIC languages ONLY. If in any other languages, Official legal translation is required.

ii. English Language Proficiency Requirement

The medium of instructions is in English language. The programme English Language Proficiency requirements is one of the following:

- EmSAT English score of 1100
- IELTS General score of 5.5
- TOEFL score of 500 (173 CBT and 61 IBT)

iii. Certificate of Equivalency

The UAE Ministry of Education requires all enrolled students obtain a certificate of equivalency for their certificate (High School / BA) from the UAE Ministry of Education.

This certificate is required from all applicants except UAE Thanaweyya.

Please always refer to the MOE website for the latest information.

Important Notes:

- Unattested document copies will be accepted to start the application process. However, applicants will be required to show attested original documents before enrolling at SPAA.
- Applicants graduating from schools/universities outside the UAE are required to have certified (attested) documents from the country of origin: attestation is required by the authorized educational authority, the country's ministry of foreign affairs, and the UAE Embassy.
- Applicants graduating from UAE schools are required to attest documents from the UAE Ministry of Education.
- SPAA is not involved in the equivalency process or decisions, as the UAE Ministry of Education fully controls the whole process.
- Until applicants complete the equivalency process and provide proof of English proficiency, only a Conditional Admissions offer will be made.
- Failure to attest the correct documentation may result in the termination of your place at the Academy.

iv. Required Documents

Besides the academic records and English requirements, students must submit their identification documents as follow:

- Coloured passport scan valid for at least One year,
- Coloured UAE national ID scan *(for UAE nationals and residents),*
- An official letter stating completion or exemption of the Military National Service *(UAE Male Applicants),*
- Valid coloured UAE residency Visa scan *(for UAE residents),*
- Softcopy passport-sized photo *(High Resolution with a white background),*
- Certificate of good conduct behaviour from the local police authority.

The Academy has the right to request any supporting documents.

v. CONDITIONAL OFFER

Applicants who are enrolled at SPAA with conditional admission must fulfil all conditions stipulated by the Ministry of Education within the first semester.

For detailed information on SPAA admissions requirements, please visit the SPAA website. Please see Student Handbook for further details.

vi. Admission Deadlines

Open October 1st to March 15th of each academic year.

vii. Transfer of Credit/Transfer of Admissions

The Academy does not accept the transfer of credits from academic programmes at other universities. In exceptional circumstances, prior learning may be considered if candidates demonstrate outstanding ability at an audition or interview.

The Academy will only accept applicants who have the aptitude and commitment required for those entering the professional world of performing arts.

International High School Recognition
The following are examples of standard secondary school certificates, along with individual minimum requirements:

American High School Diploma
An applicant who holds a High School Diploma (American system) or its equivalent may be admitted upon meeting the following conditions:

- The student has completed 12 years of study.
- The certificate is recognized by the UAE Ministry of Education.
- The student must have studied six courses in the fields of mathematics, sciences, social studies, and languages with English as the language of instruction.
- A minimum CGPA of 2.0 (out of 4.0), SAT in mathematics, with a minimum score of 400.

British Secondary School Certificate GCSE / 'A' Levels
The minimum required for Academy admission is a total of five subjects at GCSE, including mathematics and English at grade 'C' or above and two 'A' levels at grade 'C' or above.

International Baccalaureate
Minimum of six subjects with a minimum grade of four for each subject. Proof of successfully completing 12 years of schooling.

Iranian Certificate
Completion of the Pre-University year is required. The minimum average required for university admission is 12/20.

Indian Certificate
A senior Secondary School Certificate (12th Standard) is required, with an average equivalent to 60%.

Pakistani Certificate
Higher Secondary School Certificate (Part II) is required, with an average equivalent to 60%.

French Baccalaureate
Obtaining the Baccalaureate with an average equivalent of 10 out of 20.

Other Certificates
Lebanese/Moroccan/Tunisian/Algerian and all other French-patterned educational systems – obtaining the Baccalaureate with an average equivalent of 10 out of 20.

20.0 Withdrawal and Readmission

If circumstances arise preventing a student from completing their studies, they will be issued a transcript of their coursework up to the time of withdrawal. Within a designated period, a student who withdraws may have the opportunity to return to the Academy to resume their studies at a later date.

1. Students who wish to withdraw from the Academy or do so on the advice of the Senior Team must ensure that a Student Clearance Form is signed off by all concerned administrative departments.
2. Prior to withdrawal, the student will meet with the Executive Director and Senior Team to discuss the reasons for withdrawal and if any additional support can be given.
3. If a student withdraws within the first or second term of the first year, they will have the opportunity to apply and restart the programme without re-auditioning within three years of the withdrawal.
4. If a student withdraws during the third term of their first year, the Academic Board may condone the withdrawal and allow the student to resume their studies, if able, by entering the second year of the degree programme.
5. If a student withdraws from studies at any other time, the Academic Board will make recommendations after considering assessments and grades up to the date of withdrawal.

21.0 Fees and Financial Regulations

The Academy will assist students in fulfilling their financial responsibilities by providing clear and transparent guidelines related to fees and other costs related to their programmes. The Academy publishes fees and annual changes to fees on its website. The Academy's Finance office will provide further information on the availability of internal and external scholarships, fee reductions, and payment schemes.

The Finance Office accepts Cash, Bank Transfers, and Checks (current and post-dated) as a form of payment for tuition and other fees. The Academy holds post-dated checks until specified dates are due.

Students sponsored by an organisation should submit a sponsorship letter when accepting their place at the Academy indicating the sponsor organisation will bear all the student's financial liabilities. The Finance Office will invoice the organisation for payment, and all fees will be requested in advance.

The Academy will only refund fees where a student has a legitimate reason for leaving the Academy and has given adequate notice (one term) of their intention to leave. The Academy reserves the right to withhold any refunds from students who are asked to leave the Academy due to misconduct or programme failure.

Tuition Fees and Payment Methods

The tuition fees for all academic programs (BA Acting, BA Musical Theatre, BA Production Arts, Level 6 Trinity Dance Diploma) are as follows:

	Year 1	Year 2	Year 3	Year 4
Fees for a full-time student per term	AED 20,000	AED 21,000	AED 22,000	AED 23,000
Fee per credit hour	AED 1,400	AED 1,470	AED 1,540	AED 1,610

Payments can to be made to the Finance Department by the following methods:

Credit cards	All major debit and credit cards are accepted for payment at the Finance Office.
Cheques	▪ Current and Post-dated cheques drawn on UAE Banks. Please include the student's name, University ID number and semester on the back of the cheque. ▪ Acceptance of Post-dated cheques is subject to the approval of the Office of Finance. ▪ Cheques that do not clear for any reason are charged a penalty of AED 500 per cheque. ▪ If two or more cheques do not clear, cheques are no longer accepted as a payment method. ▪ Cheque Withdrawal Fee of AED 200 will be charged per each withdrawn cheque.

Bank Transfers		Account Name	SHARJAH PERFORMING ARTS ACADEMY
		Account Number	0012061859001
		IBAN	AE680410000012061859001
		Swift Code	NBSHAEAS
		Bank Name	Sharjah Islamic Bank
		Bank Address	Sharjah Main Branch

Payment Plans/Instalments

1. It is the responsibility of the students to finalise pending payments as tracked by the Finance Department prior to the start of every term.
2. Students on sponsorship should provide a letter from the sponsor approving the student sponsorship at the time of registration with SPAA. Sponsored students should ensure their fees are paid by the sponsors as per outlined in this policy.
3. The Finance Department will provide sponsors with invoices and transcripts after final grades are released for each term.
4. In case sponsors stop or suspend sponsorship, this has to be formally notified to the Finance Department. Further, the student will be contacted about pending financial dues which have to be cleared by the student.
5. In cases where the sponsorships are suspended, it will remain the sole responsibility of the student to clear any financial dues both with SPAA and the sponsor.

A per-term tuition payment plan is available to students. The table below outlines the plan:

Instalment	Payment Due Date	Amount
One	Before the first day of class	30% of the calculated fees
Two	Before the 4th week of classes	30% of the calculated fees
Three	Before the 8th week of classes	20% of the calculated fees
Four	Before the 12th week of classes	20% of the calculated fees

Other Costs

Students are required to fill out a student services request form. The Academy provides other services at additional fees as per follows:

Orientation Day	AED 100
Accommodation	AED 1750/month
Lost Locker Key	AED 50
ID Card	AED 35
Grade Appeal	AED 100
Extra copy of the Academic Transcript	AED 100
Reference Letter	AED 30
Continuation of Study Letter	AED 30
Extra copy of Graduation Credential	AED 500
Graduation Regalia	AED 1000
Graduation Certificate Attestation	AED 100
ID Card Lost	AED 50
Re-Admission Fee	AED 300

Student Loan Request

1. Students can apply for financial aid by submitting a completed Student Loan Request Form together with the required supporting documents to the Student Services Office.
2. Students are only allowed to request a loan for emergency situations, such as medical treatment.
3. Student Services reviews all the supporting documents, and depending on the urgency and amount of loan, the following will be actioned within two weeks from the student's request:
4. If the requested loan is AED 300 or less, Student Services will grant approval and send it to the Finance Office for execution.
5. If the requested loan is more than AED 300, the Executive Director will consider the case in the first instance and, if approved, pass the request to the Board of Trustees Finance Committee, who will finally decide on the type of aid to be offered. In extreme cases where the student is in a financial crisis, the Executive Director may make a short-term arrangement which is then ratified at the next Board meeting.
6. The Finance Office will automatically deduct the loaned amount on a monthly basis until the accounts are closed.

Refund of Tuition fees

1. During the add/drop period, a student is entitled to a full refund of tuition fees paid for the semester in which he/she submits the application for withdrawal to the Student Services Office.
2. Within two weeks after the add/drop period, a student is entitled to a refund of 50% of the tuition fees for the semester in which they submit the application for withdrawal.
3. Withdrawal application submitted more than two weeks after the end of the add/drop period, and a student is not entitled to claim a refund of any part of the tuition fees.

4. The Academy reserves the right to withhold any refunds from students who are asked to leave the Academy due to misconduct or programme failure, and a student is not entitled to any refund of tuition fees.
5. The above procedures also applies to students who are on scholarship, except in this case, students have to refund the amount to the Academy, including air flights and accommodation.

Scholarships and Discounts

1. The Academy provides 50 annual scholarship awards endowed by His Highness Dr. Sultan Al Qassimi to new students from the MENA region. The scholarship covers full tuition fees, accommodation, food, end-of-year flight allowance, and monthly allowance. They are applied during the semester in which the scholarship is awarded and cannot be deferred to another semester without prior approval from the Academy board. To receive the scholarship, students must be registered during the semester the scholarship is awarded.
2. The Academy grants scholarships to new international students. The value and specific requirements related to of individual scholarship may vary at the discretion of the Executive Director.

22.0 Student Services

SPAA offers a range of student services that are tailored to meet the needs of our student performing and production artists. As they begin their studies, students have access to advising services to ensure they receive the most out of their experiences at SPAA. The Student Services Manager works to ensure students fully understand SPAA administrative processes and requirements and to assist with any questions or issues.

Student Services hours of availability: 8:00 AM – 4:00 PM when classes in session.
Phone: +971 650 29999
Email: studentservices@spaa.ae

For more detailed information on student services, please see the Student Handbook or email SPAA at admissions@spaa.ae

Personal Student Support

Students are often subject to outside pressures which may affect their work. Appointments can be made to see their tutor or Programme Leader at any time. Students with more complex problems may be referred for additional support or to counselling services and health and wellbeing services.

Learning Needs and People of Determination

SPAA is committed to supporting students, staff and visitors with physical and learning disabilities, whether it be at auditions, workshops, summer academies or participation in any programmes offered.

The Academy building is wheelchair accessible, made possible with ramps, elevators and flat thresholds into all the academy studios and spaces. All staff, including security, support the needs of those that require additional support in accessing and using the Academy. All

students, staff and faculty are encouraged to support and cooperate with visitors to ensure safety and access.

Applicants for programmes, short courses and Children & Young Performers classes are encouraged to disclose physical and learning disabilities and mental health issues at the earliest opportunity so appropriate support can be arranged. If you have a disability, health condition or specific learning difficulties, you may require certain facilities, assistive technology, or support services to get the most from your training and education at SPAA.

The Academy is committed to making reasonable adjustments to facilitate learning. What is considered a 'reasonable adjustment' depends on individual circumstances. Reasonable adjustments will still be required where full inclusivity is not possible.

The Academy's focus is on removing disabling barriers. Discriminatory attitudes are also one of the barriers faced by people with disabilities and/or learning difficulties who access education opportunities. The Academy does not tolerate negative attitudes towards people of determination.

The Academy has inclusive teaching and learning strategies to ensure programme design, delivery, and assessment are accessible to students with disabilities and/or additional learning needs.

Academic Advising

Being a performing or production arts student can be mentally and physically challenging. At times, SPAA students may need targeted support to prevent performance-related issues from affecting their studies. Academic advising is provided at SPAA to help students in their journey to becoming world-class performing artists. All SPAA students have access to academic guidance and are assigned a personal tutor.

Staff Support of Students

- Support all students to ensure they receive equal treatment and are aware of their responsibilities and rights.
- Support student participation in quality enhancement activities.
- Provide students with advice on welfare problems.
- Represent the interests of students at local and international levels.
- Support active student/community engagement, especially as regards combatting antisocial behaviour.
- Allow students to cast their views on all Academy issues.
- Utilise opportunities to better serve the student's interests.
- Support students in their views and concerns.
- Look after students' common interests.
- Initiate programmes and projects that promote leadership and teamwork.
- Keep the community up-to-date on events that affect it most.
- Solve students' problems effectively.

23.0 Grading and Assessment

Two types of assessment are used at Sharjah Performing Arts Academy: Formative and Summative (see below). In Level 5, all assessments are formative. In Levels 6 and 7, there is a mixture of formative and summative assessments, which determine a student's Final Degree Classification.

Formative Assessment – Level 5

Formative assessment at Level 5 (Years 1-2) allows students to develop their imagination, improve their creativity and take risks without grade consequences. The majority of the time, students will work in groups where collaboration is essential, and students must learn to self-assess without making comparisons to other students. We establish ways of working in Level 5 before introducing summative assessments at Levels 6 and 7. During Level 5, all students have assessment tests as well as continuous classroom assessments where they receive regular detailed oral and written feedback.

Summative Assessment – Levels 6 and 7

In Year-3 and Year-4 (Levels 6 and 7), summative assessment is used and students are tested in class coursework and in performance. In Level 6, 40% of the summative grades count towards the Final Grade Classification, where in Level 7, 60% of the summative grades count towards the Final Grade Classification. Summative assessments evaluate student performance and progress against international benchmark standards. Formative assessment is also used in Levels 6 and 7 to gauge student learning and provide ongoing feedback to improve teaching and learning. Creative thinking is developed by positive and continuous feedback, which is best served by formative assessment.

Final Degree Classifications

First-Class 1 (80% +1)
Upper Second-Class 2.1 (65% - 79%)
Lower Second-Class 2.2 (50% - 64%)
Third-Class 3 (40% - 49%)
Fail (0-39%)

Examinations

Due to the conservatoire context at SPAA, examinations are not used as a method to assess and evaluate student performance. Students are assessed in practical assignments such as productions and recorded media and portfolios of work submitted to support relevant practice. Students are also assessed on presentations, reflective essays and academic research. Assessment processes and criteria are clearly defined in each programme course handbook.

Completion Requirements

To be eligible for graduation, the following requirements must be met:

- Satisfactory completion of course requirements within each programme (students become degree candidates when the Exam Board Chair certifies completion of graduation requirements and a recommendation to confer the degree is made to faculty),
- Students must discharge all existing financial obligations held with the Academy within the time frame specified by Student Services or graduation certificates and final transcripts will be withheld,
- The manager of Student Services prepares a degree audit and prepares the degree/certificates for signature that will be issued to the graduate.

- The list of graduates is presented to the Board of Trustees for confirmation one week before the graduation ceremony.

Graduation Certificates
Graduates receive a digitally secured Graduation Certificate published in English that states: award title, final grade classification and completion date.

24.0 Graduation Eligibility

To earn a degree at SPAA, students must meet the following criteria to be eligible for graduation:

- Achieve a minimum of 40% in every course, which students are expected to maintain throughout the programme.
- Complete all courses required in the programme of study,
- Meet other requirements specific to the programme.

25.0 Attendance

Attendance is an attribute of professionalism and taken into considered in grading and overall progress towards programme completion. Students are expected to attend all courses and students must complete each course(s) within their programme of study.

a. Attendance is recorded from the first class of the day.
b. Students are expected to be punctual, remain for the duration of each class and be prepared and fully equipped for the activities during classes.

End-of-term processes
Due to a unique curriculum at SPAA, some courses run the entire academic year, and others courses last for only a set period of weeks to meet CAA credit hour stipulation. The Academic Board convenes in December to assess undergraduate completion progress.

26.0 Student Code of Conduct

Members of the SPAA community are expected to conform to SPAA's Code of Conduct and comply with UAE laws and regulations. All students will abide by the Student Code of Conduct and ensure that their actions do not bring disrepute to the Academy or jeopardise its mission and values. SPAA has a set of well-defined policies and procedures to ensure high standards continue. Disciplinary actions may be taken against students who breach these rules. Rules include, but are not limited to:

- Dress appropriately to conform with the cultural and religious values of the community and the UAE.
- Refrain from public displays of affection (hugging, kissing, holding hands, etc.) with student colleagues, teachers and staff.
- As per UAE anti-tobacco federal law. "Smoking is prohibited in all SPAA facilities and buildings".

27.0 General Misconduct

Misconduct will lead to disciplinary action, which could result in the dismissal of a student from SPAA. SPAA may choose to investigate and initiate action against students for misconduct whether it occurs on the premises of SPAA or elsewhere, including online and on social media.

28.0 Academic Misconduct & Offences

The Academy strives to create a learning environment that is honest and ethical. It is also understood that SPAA operates in a complex global environment where principles of academic honesty are challenged by widespread technology use and that there is an institutional responsibility to educate students to avoid breaches of the **Student Academic Integrity Policy.** Although students come from a variety of academic backgrounds and their understanding of academic honesty and ethical principles may vary, there is an expectation that the principles of academic integrity will always be followed.

Academic misconduct & offensives as defined by SPAA:

1. Plagiarism
2. Use of the third party to produce work
3. Submitting work for assessment that has been previously assessed.
4. Impersonating another student.

Plagiarism is defined as presenting the work or ideas by others without recognising and providing credit to the source. Repeating work one has previously submitted – at a current or previous institution - without properly referencing yourself is also considered 'self-plagiarism' and constitutes plagiarism.

Impersonating another student's identity in an examination, class attendance, programme work submission, or presentation will result in disciplinary procedures.

SPAA encourages collaborative learning through class discussion, group presentation and research. However, students should distinguish between shared learning and collaboration in working on assignments, projects, exams or coursework that should be completed individually. The faculty will guide students through the process of collaboration. Tutors have the authority to recommend disciplinary action against any inappropriately shared work.

- Students are required to refrain from all forms of academic dishonesty as defined and explained in SPAA procedures and directions from SPAA personnel.
- SPAA campus personnel - tutors and Programme Leaders - are responsible for ensuring that students understand their responsibilities associated with academic honesty and the disciplinary measures, which will be imposed for failing to meet these responsibilities. Tutors and Programme Leaders are also responsible for carrying out the appropriate investigative and disciplinary procedures.
- A student found guilty of having committed acts of academic misconduct may be subject to one or more of the disciplinary measures as outlined in the **Student Code of Conduct.**
- The Executive Director will periodically review and amend the relevant procedures for the implementation of this policy.
- A student has the right to appeal the final decision made by senior management.

- All records of sanction shall be maintained in the student's file at the Student Affairs Office.
- SPAA may provide a record of sanction upon request from the student's sponsor.

29.0 Appeals

The Appeal Regulations provide a single process for students launching appeals in the following cases:

- Decisions of examination boards,
- Regulations for Assessment Offences,
- Decisions to terminate the registration of a student,
- Student code of conduct,
- Decisions on student bursaries and scholarships.

Chairs and Deputy Chairs of Appeal Panels shall be appointed by the Executive Director. Deputy Appeal Chairs shall have the authority to act on behalf of the Chair where appropriate.

Appeals of Assessment

Appeals against internal assessment marks should be made in writing to the appropriate Programme Leader for the subject in question or to the Executive Director. As much information as possible should be included regarding assessment criteria and the assessment process.

The Programme Leader or the Executive Director will consult any other members of the Faculty involved in the assessment, any video or written record of the assessment and any available marking history. The Academy will record and acknowledge the appeal and respond to the appellant within seven working days.

Student Complaints

Both complaints and suggestions are taken seriously at SPAA. Complaints can be made to the Student Services Department in writing. Anonymous complaints will not be considered. The Academy aims to acknowledge, respond and resolve complaints within 7 working days.

General complaints against SPAA and complaints against faculty members or members of the support staff should be addressed in writing to the Executive Director Full details must be supplied, including the date and time of any particular class or incident. The final decision in an appeal against a member of the faculty rests with the Academy Executive Director.

Similarly, suggestions are always welcomed by students and can be made in writing to the Student Services Department. The Student Services Department shall consider any suggestion and provide feedback within seven working days.

30.0 Definition of Credit Hours

The Academy designs and develops its undergraduate degree programmes by ensuring that credit hours for each skill and discipline are appropriate for conservatoire training and education. Students

earn an undergraduate degree once all degree requirements are met. SPAA defines credit hours equivalency as follows: 1 credit is equivalent to 15 contact hours.

Over the four-year programme, students achieve 120 credits and a total of 1800 tutor-led hours.

31.0 Programme Learning Outcomes

Fundamentals Year 1

Program Learning Outcomes for the Fundamentals Year are based on L7 of the QF Emirates Qualification Framework.

KNOWLEDGE	Aligned with L7 QFE Descriptors
Students can begin to identify and process key concepts, theories and practices within the course topics.	K1
Students will be able to engage creatively and critically with the learning environment and process this knowledge through rehearsal, presentation or performance which demonstrates levels of focus and detail.	K2
Students will be able demonstrate fundamental understanding in their presentation of work.	K3
Students will be able to speak or communicate clearly, confidently and demonstrate understanding of applied technical skill through their work.	K4
Students will be able demonstrate development through research, study and critical evaluation skills and document this in written or verbal form.	K5
SKILLS	**Aligned with L7 QFE Descriptors**
Students will be able to demonstrate a basic connection to the work.	S1
Students will be able to demonstrate skills which displays basic application.	S2
Students will be able demonstrate skills which adhere to safe practice, showing a level of technical ability through their work	S3
Students will be able demonstrate skills through the integration of some elements of acting, singing and movement	S4
Students will be able to demonstrate research, study and critical evaluation skills and document these in written form or practical context.	S5
Students will show development in physical fitness, coordination, implementing these through prescribed choreographies.	S6
AUTONOMY & RESPONSIBILITY	**Aligned with L7 QFE Descriptors**
Students can function with some level autonomy in rehearsal or classroom contexts.	AR1
Students can begin to manage and supervise the work of self and others in rehearsals and self-study.	AR2
Students can begin to take responsibility for developing and reflecting upon the implementation of innovative practice in creating and producing a performance.	AR3
Students can begin to lead a group of people and successfully integrate within an ensemble, understanding the value of ensemble throughout the performance process.	AR4

Students can devise work through a given stimulus or create own parameters in which to generate and develop narrative.	AR5
PROFESSIONAL	**Aligned with L7 QFE Descriptors**
Students can perform given material with a basic fundamental approach demonstrating most the correct stylistic and technical requirements.	P1
Students can begin to demonstrate an appreciation and understanding of appropriate performance vocabularies, techniques, structures and working methods.	P2
Student can engage creatively and critically with the skills and processes of production, design and rehearsal by which performance is created, and have an ability to select, refine and present these in production.	P3
Students can operate at a level which demonstrates the fundamentals within the professional code of conduct and show some relevant professional skills in a task or project.	P4
LEARNING	**Aligned with L7 QFE Descriptors**
With support students can manage fundamental learning tasks independently in prescribed learning environments and take some responsibility for setting and evaluating the achievement of group or individual outcomes.	L1
Students will be able to demonstrate an ability to begin to critically evaluate, problem solve and provide solutions within both practical and cognitive situations.	L2
Students begin to undertake appropriate research methods and strategies to enhance understanding of personal practice with the aim to deepen knowledge in a variety of contexts.	L3

Programme Learning Outcomes - Acting

Program Learning Outcomes for the BA Acting Programme are based on L7 of the QF Emirates Qualification Framework.

Acting			
LEVEL 5	**LEVEL 6**	**LEVEL 7**	
The student will show **basic** ability in the following	The student will show **intermediate** ability in the following	The student will show **advanced/professional** ability in the following	
KNOWLEDGE			**Aligned with L7 QFE Descriptor**
Students will be able to identify key professional practitioners, methodology and practices in acting, voice and movement.			K1
Students will research and discuss topics relevant to their course and or unit			K2
Students will gain knowledge of performance texts from various periods of theatrical history and their relevant contexts			K3
Students will demonstrate the ability to articulate acquired knowledge and skill through aural and written means relevant to the level of study			K4
Students will be able to engage creatively and critically with the learning environment and process through rehearsal and performance which demonstrates levels of focus, detail and connection to the work relevant to their level of study			K5
SKILL			**Aligned with L7 QFE Descriptor**
Students will be able demonstrate focus and attention consistently			S1
Students will be able to demonstrate technical ability and competencies in movement, voice and acting relevant to the level of study			S2
Students will develop and demonstrate skills in engaging in independent research and analysis in order to deepen and broaden their knowledge and skills in topics and tasks relevant to their course/unit of study			S3
Students will develop skill in acting upon feedback given in order to improve and refine performance skills and technique.			S4
Students will engage collaboratively as an ensemble and with other relevant and appropriate disciplines and professionals			S5
CONSERVATOIRE AUTONOMY & RESPONSIBILITY			**Aligned with L7 QFE Descriptor**
Students can function with autonomy in rehearsal or classroom contexts, adhere professional codes of conduct and take responsibility for setting and evaluating the achievement of group or individual outcomes			CAR1
Students can manage and supervise the work of self or other in the specialist field of work or discipline, and participate in peer relationships with qualified practitioners at a professional level			CAR2
Students can successfully manage schedules to balance self-study (research), written assignments and classroom (workshop/rehearsal/production) hours			CAR3
Students can successfully manage complex contexts across core disciplines (acting, voice and dance/movement) and express a personal view, accept responsibility to society at large and to socio-cultural norms and relationships			CAR4
Students can take responsibility, with autonomy, for developing and reflecting upon the implementation of innovative approaches to performance.			CAR5

CONSERVATOIRE PROFESSIONAL ATTRIBUTES	Aligned with L7 QFE Descriptor
Students can perform material with technical agility, demonstrating the correct stylistic, technical and energetic requirements appropriate to their level of study.	CPA1
Students can demonstrate vocabularies, techniques, structures and working methods relevant to their level of study	CPA2
Students can understand and demonstrate disciplined structure through practice/rehearsal in the acquisition of refining core skills for performance	CPA3
Students will demonstrate industry knowledge and preparation for the industry.	CPA4
Students can operate and show relevant skills in task or project relevant to their level of study	CPA5

Programme Learning Outcomes – Musical Theatre

Program Learning Outcomes for the BA Musical Theatre Programme are based on L7 of the QF Emirates Qualification Framework.

Musical Theatre			
Year-2 (Level 5)	**Year-3 (Level 6)**	**Year-4 (Level 7)**	
The student will show basic ability in the following	The student will show **intermediate** ability in the following:	The student will show **advanced/professional** ability in the following:	
KNOWLEDGE			**Aligned with L7 QFE Descriptor**
Students will be able to identify and implement key professional practitioners, methodology and practices in singing, acting, voice and dance			K1
Students will research and discuss topics relevant to their course and or unit			K2
Students will gain knowledge of performance styles from various periods of theatrical history and their relevant contexts			K3
Students will demonstrate the ability to articulate acquired knowledge and skill through practical and written means relevant to the level of study			K4
Students will be able to engage creatively and critically with the learning environment and process through rehearsal and performance which demonstrates levels of focus, detail and connection to the work relevant to their level of study			K5
SKILL			**Aligned with L7 QFE Descriptor**
Students will be able demonstrate focus and attention consistently			S1
Students will be able to demonstrate technical ability and competencies in skills relevant to the level of study			S2
Students will develop and demonstrate skills in engaging in independent research and analysis in order to deepen and broaden their knowledge and skills in topics and tasks relevant to their course/unit of study			S3
Students will develop skill in responding to feedback given in order to improve and refine performance skills and technique			S4
Students will engage collaboratively with peers and with professionals			S5
CONSERVATOIRE AUTONOMY & RESPONSIBILITY			**Aligned with L7 QFE Descriptor**
Students can function with autonomy in rehearsal or classroom contexts, adhere professional codes of conduct and take responsibility for setting and evaluating the achievement of group or individual outcomes			CAR1
Students can manage and supervise the work of self or other in the specialist field of work or discipline, and participate in peer relationships with qualified practitioners at a professional level			CAR2
Students can successfully manage schedules to balance self-study (research), written assignments and classroom (workshop/rehearsal/production) hours			CAR3
Students can successfully manage complex contexts across core disciplines and express a personal view, accept responsibility to society at large and to socio-cultural norms and relationships			CAR4

Students can take responsibility, with autonomy, for developing and reflecting upon the implementation of innovative approaches to performance.	CAR5
CONSERVATOIRE PROFESSIONAL ATTRIBUTES	**Aligned with L7 QFE Descriptor**
Students can perform material with technical agility, demonstrating the correct stylistic, technical and energetic requirements appropriate to their level of study	CPA1
Students can demonstrate vocabularies, techniques, structures and working methods relevant to their level of study	CPA2
Students can understand and demonstrate structured discipline through practice/rehearsal in the acquisition of refining core skills for performance	CPA3
Students will demonstrate industry knowledge and preparation for the industry	CPA4
Students can show the relevant skills in task or project relevant to their level of study	CPA5

Programme Learning Outcomes – Production Arts

Program Learning Outcomes for the BA Production Arts are based on L7 of the QF Emirates Qualification Framework.

Production Arts			
Year-2 (Level 5)	**Year-3 (Level 6)**	**Year-4 (Level 7)**	
The student will show **basic** ability in the following:	The student will show **intermediate** ability in the following:	The student will show **advanced/professional** ability in the following:	
KNOWLEDGE & SKILLS			**Aligned with L7 QFE Descriptor**
Students will be able demonstrate skills which adhere to safe practice.			KS1
Students will be able to demonstrate comprehension and creative and intelligent engagement with group and collective processes in the realisation of a theatrical performance/ event.			KS2
Students will be able to engage creatively and critically with the making of a production or a performance or event through an implementation of techniques, crafts, structures and processes.			KS3
Students will be able to practically demonstrate research, study and critical evaluation skills in written or verbal form.			KS4
Students will be able to speak or communicate clearly, confidently.			KS5
AUTONOMY & RESPONSIBILITY			**Aligned with L7 QFE Descriptor**
Students can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts working creatively and/or effectively as an individual or in team leadership.			AR1
Students can manage contexts across technical or professional activities and express a personal view.			AR2
Students can function with full autonomy in technical and supervisory contexts and adopt professional roles with little guidance and take responsibility for setting and evaluating the achievement of group or individual outcomes.			AR3
Students can manage and supervise the work of others or self in a specialist field of work and/ or discipline, also participating in peer relationships with qualified practitioners.			AR4
Students can take responsibility and autonomy for developing and implementing innovative and advanced approaches to managing and evaluating complex and unpredictable work procedures and processes, resources and/ or learning.			AR5
PROFESSIONAL			**Aligned with L7 QFE Descriptor**
Students will be able to demonstrate an ability to work safely and appreciate Health and Safety Regulations and apply appropriate record systems accordingly.			P1
Students will be able to evaluate and implement appropriate research tools and strategies for the task at hand.			P2

Students will be able to demonstrate an ability to produce plans for theatrical and live events.	P3
Students will be able to demonstrate an awareness of financial and environmental factors relating to the entertainment industry.	P4
Students will be able to practice an ability to manage projects and peers.	P5
Students will apply technical, creative and analytical skills to evaluate, select and apply appropriate methods, procedures or techniques in processes of investigation towards identified solutions.	P6
Students will be able to identify and create the relevant paperwork systems of the Production Process, in order to record the necessary information.	P7
LEARNING	**Aligned with L7 QFE Descriptor**
Students can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts, and contribute to and observe ethical standards.	L1
Students can recognise and define technical resources specific to the theatre industry and apply it to processes appropriately.	L2
Students can self-evaluate and take responsibility for contributing to professional practice.	L3
Students will be able to demonstrate an ability to critically evaluate arguments, assumptions and data in order to achieve solutions to problems individually and in a team context.	L4
Students will be able to demonstrate an ability to research and analyse information for presentation and implementation into production work.	L5
Students will be able to demonstrate engagement in reflective practice for continuing personal and professional development.	L6

32.0 Staff Directory

Staff Name	Qualification	Institute	Country where obtained	Position	Category	Staff Email
Peter Barlow	BA in Community Theatre FRSA (Fellow of the Royal Society of Arts)	Rose Bruford	UK	Executive Director	Faculty	peterbarlow@spaa.ae
Jacqueline George	BA Hons Drama and Theatre Studies with Classical Studies	St Mary's University	UK	Deputy Director	Faculty	jacquigeorge@spaa.ae
Dina Badr	Master of Business Administration	Swiss Business School	UAE	Admission Officer	Administration	dina.badr@spaa.ae
Jessica Cotton	BA Hons in Musical Theatre	Guildford School of Acting	UK	Short Course Coordinator	Faculty	jesscotton@spaa.ae
Ahmad Mustafa	Bachelor of commerce (Accounting)	University of Delhi		Accounts Manager	Administration	ahmedmustafa@spaa.ae
Lynne Holloway	PGC in Psychology and Neuroscience/ PGCE	Kings College London/Liverpool university	UK	Manager Children and Young Performers	Faculty	Lynneholloway@spaa.ae
Raja Ahmed Alhamsh	Master of Business Administration	Sharjah University	UAE	HR Manager	Administration	rajaa_alhamsh@spaa.ae
Shivanchali Gnanam	Bachelor of Business Management - Marketing	The University of Queensland	Australia	Marketing and Communication Manager	Administration	shivgnanam@spaa.ae
Sibin Babu	Diploma in Electronics and Communication	St Xavier ITC Pullur	India	General Technician	Technician	sibinbabu@spaa.ae
Nicholas Wheeler	PGCert In Education BA (Hons) Education & Training	University of South Wales	UK	Lead Tutor - Technical Theatre/ Lighting	Faculty	nickwheeler@spaa.ae
Nada Nasr Eldoghbeshy	Bachelors in Business Administration	Ain Shams University	Egypt	Receptionist	Administration	nadanasr@spaa.ae
Saif Khaled	Bachelor of Electrical Engineering	Mutah University	Jordan	Operations Manager	Administration	Saifkhalid@spaa.ae
Matthew Ball	Master of Arts	Central School of Speech & Drama	UK	Associate Programme Leader	Faculty	mattball@spaa.ae
Alexander Jessop	BA Hons Musical Theatre	Laine Theatre/University of Creative Arts	UK	Programme Leader-Dance	Faculty	alexjessop@spaa.ae
John Peek	Masters of Music Studies	Queensland Conservatorium Griffith University	Australia	Lead Tutor - Singing	Faculty	johnpeek@spaa.ae
Christopher Lessner	MA Voice studies: Teaching and coaching	Central School of Speech & Drama	UK	Lead Tutor - Voice	Faculty	
Zenon Kruszelnicki	Master of Fine Arts - Acting and Puppetry	Academy of Dramatic Arts	Poland	Lead Tutor- Acting	Faculty	zenonk@spaa.ae
	Master of Fine Arts - Theatre Directing	Actors Studio Drama School - New School University	USA			

Ramanjaneyulu Doosari	Master of Fine Arts- Actor Training and Coaching	The Royal Central School of Speech and Drama, University of London	UK	Lead Tutor - Acting and Movement	Faculty	ramand@spaa.ae
	Master of Arts- Acting Specialisation	National School of Drama, New Delhi	India			
	Master of Performing Arts- Theatre Arts	Central University of Hyderabad	India			
Mohamed Elsamahy	Bachelor of Commerce - Accounting	Kafr Elshiekh University	Egypt	Junior Accountant	Administration	Mohamedelsamahy@spaa.ae
Jackson Lopez	Diploma in Audio engineering	School of Audio Engineering (SAE Mumbai)	India	Video Technician	Technician	jacksonlopez@spaa.ae
Nimmi Karoj	Master of Business Administration	Karunya University	India	Senior HR Executive	Administration	nimmikaroj@spaa.ae
Sooraj Nair	Diploma in Audio engineering	School of Audio Engineering (SAE Chennai)	India	General Technician	Technician	soorajnair@spaa.ae
Candeta Bishop	Higher Diploma Theatre Technology	Tshwane University	Pretoria South Africa	Lead Tutor - Design Realisation/ Scenic Art	Faculty	candetabishop@spaa.ae
Febin Thomas	Audio engineering	School of Audio Engineering (SAE Chennai)	India	Sound Technician	Technician	febin.thomas@spaa.ae
Andrea Forde	Diploma in costume	Mabel Fletcher Liverpool	UK	Costume Tutor	Faculty	Andreaforde@spaa.ae
Beena Chacko	Bachelor of Science in Nursing	Dr M G R Medical University	India	Nurse	Administration	beenachacko@spaa.ae
Ahmed Elsayed	Master's degree in Libraries Management	Cairo University	Egypt	Lead Librarian	Administration	ahmedabdelhalim@spaa.ae
Girges Tobia	Bachelor of Science in Tourism & Hotel Management	Helwan University	Egypt	Accommodation Manager	Administration	girgestobia@spaa.ae
Dr. Kathleen Bell	Doctor of Musical Arts in Voice Pedagogy	Shenandoah University	United States	Singing Tutor	Faculty	kathleenbell@spaa.ae
Alan Mandel Butler	PGCE Drama	Goldsmiths, University of London	UK	Lead Tutor - Recorded and Digital Media	Faculty	alanmandel@spaa.ae
Bethany Relf	Level 6 Diploma in Musical Theatre	Laine Theatre Arts	UK	Dance Tutor	Faculty	bethrelf@spaa.ae
Lisa Rowley	MA Dance	Trinity Laban	UK	Lead Tutor - Dance	Faculty	lisarowley@spaa.ae

Heather Davies	MFA: Theatre, Directing; PG Diploma- Acting; BFA, Theatre, Acting	York University, Toronto; Webber Douglas Academy of Dramatic Art, London; Ryerson Polytechnical University, Toronto	UK, Canada	Programme Leader Post Graduate Studies	Faculty	heatherdavies@spaa.ae
Genette Harrison	Bachelor of Arts Acting, PGD Making Performance, PGCE (post compulsory)	Blackpool School of Arts, Edge Hill University, Blackpool University	UK	Student Services and Professional Practice Assistant Manager	Administration	genetteharrison@spaa.ae
Ayah Omer	BEng. (Hons) in Chemical Engineering	UCSI University	Malaysia	Executive Assistant	Administration	ayahomer@spaa.ae
Junaid Chaudhary	Bachelor of Arts	Punjab University	Pakistan	Deputy Carpenter	Technician	junaidchaudhary@spaa.ae
Benedict Ayrton	Master of Arts	Northumbria University		Programme Leader - Acting	Faculty	benedictayrton@spaa.ae
Mona Said	Master's degree in English Literature, CELTA	Ain Shams University, Cambridge University	Egypt	English Tutor	Faculty	monasaid@spaa.ae
Dr. Noura Al Hinai	Ph.D. Communication Engineering	RMIT University	Australia	Student Services Manager	Administration	nouraalhinai@spaa.ae
Paul Spicer	Diploma in Musical Theatre	ArtsEd, London	UK	Programme Leader-Musical Theatre	Faculty	paulspicer@spaa.ae
Christopher Santillan	Master of Arts (Music & Music Education)	Columbia University	United States	Music Director	Faculty	chrissantillan@spaa.ae
Phoebe Taiano	MA Voice studies: Teaching and coaching	Central School of Speech & Drama	UK	Voice Tutor	Faculty	phoebetaiano@spaa.ae
Rafaqat Khan	Matriculation	Mirpur Board AJK Pakistan	Pakistan	Assistant Carpenter	Support Staff	rafaqatkhan@spaa.ae
Clara El Hawa	Masters in Actor Training	Lebanese University of Fine Arts	Lebanon	Acting Tutor	Faculty	clarahawa@spaa.ae
Busisiwe Ngema	CM Lodstar Application & Maintenance	Columbus Mckinnon Corporation	Johannesburg	Lighting Technician	Technician	busisiwengema@spaa.ae
Majid Khan	Masters	Alama Iqbal open university Islamabad	Pakistan	Assistant Manager-Student Services	Administration	majidkhan@spaa.ae
Sahapudeen Siba	Master of Science in Information and Technology	Alagappa University	India	Quality Assurance and Accredition Manager	Administration	SahapudeenSiba@spaa.ae
Fatima Al Shurafa	MBA	University of Sharjah	UAE	Admin Assistant	Administration	fatimaalshurafa@spaa.ae
Bader Al Slaiby	Bachelors in Radio and Television	International University of Beirut	Lebanon	Content Creator	Administration	baderalslaiby@spaa.ae
Liza Balkan	MFA Graduate Studies in Directing	York University	Canada	Acting Tutor	Faculty	lizabalkan@spaa.ae

Senior Administrators

Name	Position	Qualifications
Sahapudeen Siba	Quality Assurance & Accreditation Manager	Master of Science – Information Technology
Dr. Noura Al Hinai	Student Services Manager	Doctorate of Philosophy of Communication Engineering
Shivanchali Gnanam	Marketing & Communications Manager	Bachelor of Business Management – Marketing
Ahmad Mustafa	Senior Accountant	Bachelor of Commerce
Raja Ahmed Alhamsh	HR Manager	MA Business Administration
Saif Ibrahim	Facilities Manager	BA Degree Electrical Engineering – Power and Control

33.0 Community Relationships and Cooperation

Sharjah Performing Arts Academy is committed to the community. Our staff are actively engaged in ensuring the Academy has a voice and positive impact on local, national and international society.

We are committed to active, constructive and mutually beneficial engagement with local communities. We do this through opening our facilities to present regular performances to the community and provide opportunities for members in the community to take part in acting, singing and dance as well as providing access to performances held at the Academy. Additionally, we are open to an exchange of knowledge and skills with the community, as well as to engaging in local issues and community agendas.

The following lists of stakeholders illustrate several of the ongoing relationship SPAA maintains in educational, cultural and community organisations in the UAE and beyond. In many sectors, these relationships have been formalised in memoranda of understanding (MOU) which act to formalise our shared objectives with these institutions to advance the performing arts and arts education.

The University of Jordan - the aim of this MOU is to:

1. Exchange of faculty and researchers for purposes of teaching, conducting lectures, conducting research, and exchange of expertise.
2. Student Exchanges are subject to terms to be outlined by agreement.
3. Conducting collaborative research, productions and practical projects.
4. Joint organisation of symposia, seminars, and conferences.
5. Sharing best practices in teaching and learning.

The National Centre for Culture & Arts - the aim of this MOU is to:

1. Exchange of professional artists and teachers for the purpose of teaching, sharing best practices, conducting research and exchange of expertise.
2. Student Exchanges are subject to terms to be outlined by agreement.
3. Joint organisation of residences, touring productions and conferences.
4. Exchange of best practices in teaching and learning.
5. Joint production of theatrical events in Sharjah and Jordan.

The Arabic Language Academy Sharjah - the aim of this MOU is to:

1. Promote Arabic language learning.
2. Exchange best practices and expertise in the areas of teaching, learning and research.
3. Exchange of students is subject to separate agreements for each exchange.

The Manara University – Faculty of Arts- Acting Department - the aim of this MOU is to:

1. Exchange of professional artists and teachers for the purpose of teaching, sharing best practices, conducting research and exchange of expertise.
2. Student Exchanges are subject to terms to be outlined by agreement.
3. Joint organisation of residences, touring productions and conferences.
4. Exchange of best practices in teaching and learning
5. Joint production of theatrical events in Sharjah and Syria.

SOCIAL IMPACT	Location
Khalid Al Qasimi Humanitarian Foundation	Sharjah, UAE
The Friends of Cancer Patients (FoCP)	Sharjah, UAE
Sharjah City for Humanitarian Services (SCHS)	Sharjah, UAE
The Big Heart Foundation (TBHF)	Sharjah, UAE
The Supreme Council for Family Affairs	Sharjah, UAE
FUNN – Sharjah Media Arts For Youth and Children	Sharjah, UAE
NAMA Women Advancement Establishment	Sharjah, UAE
The Ubuntu Love Challenge	
INDUSTRY COLLABORATION	**Location**
Shurooq	Sharjah, UAE
Shams - Sharjah Media City	Sharjah, UAE
Dubai Opera	Dubai, UAE
Broken Wings - The Musical	
La Perle	Dubai, UAE
School of Little Voice	Dubai, UAE
Broadway Entertainment Group	Dubai, UAE
Sing'Theatre	Singapore
Loyac Academy of Performing Arts (LAPA) - Kuwait	Kuwait
Higher Institute of Dramatic Arts - Kuwait	Kuwait
National Centre for Culture and the Arts - Jordan	Jordan
Sharjah Art Foundation	Sharjah, UAE
University of Sharjah's College of Fine Arts and Design (CFAD)	Sharjah, UAE
Sheraa	Sharjah, UAE
Creative Technologies Middle East	Dubai, UAE
Event Lab	Dubai, UAE
Sharjah Theatre Institute	Sharjah, UAE
Arabic Theatre Institute	Sharjah, UAE
KEY EVENTS	**Location**
Sharjah International Book Fair	Sharjah, UAE
Sharjah FDI Forum	Sharjah, UAE
Sharjah Entrepreneurship Festival	Sharjah, UAE

WEEGS	
The Sharjah Fringe	Sharjah, UAE
Expo 2020	Dubai, UAE
Ministry of Education's Masterpieces Programs	Sharjah, UAE
The Sharjah Light Festival	Sharjah, UAE
EDUCATION	**Location**
Sharjah Private Education Authority - SPEA	Sharjah, UAE
British Schools in the Middle East - BSME	
Gulf Youth Sport - GYS	Dubai, UAE
GEMS Education/ESM	
Taaleem	Dubai, UAE
Bukhatir Education Advancement and Management - BEAM	Sharjah, UAE
American University of Sharjah - AUS	Sharjah, UAE
Zayed University	
Higher Colleges of Technology	Sharjah, UAE
University of Sharjah - UoS	Sharjah, UAE
Sharjah English School - SES	Sharjah, UAE
Australian International School - AIS	Sharjah, UAE
Ajman Academy	Ajman, UAE
Scholars International Academy Sharjah - SIA	Sharjah, UAE
Victoria International School of Sharjah - VISS	Sharjah, UAE
Wesgreen International School	Sharjah, UAE
Jumeirah College (Performing Arts)	Dubai, UAE
Dubai English Speaking College - DESC (Performing Arts)	Dubai, UAE
Victoria English School - VES	Sharjah, UAE
GOVERNMENT	**Location**
Ministry of Education - MoE	Abu Dhabi, UAE
Sharjah Private Education Authority	Sharjah, UAE
Knowledge and Human Development Authority	Dubai, UAE
Ministry of Health and Prevention - MoHaP	Abu Dhabi, UAE
Sharjah Healthcare Authority - SHA	Sharjah, UAE
Ministry of Youth Affairs	Abu Dhabi, UAE
Sajaya Young Ladies of Sharjah	Sharjah, UAE
Sharjah Youth	Sharjah, UAE
Ministry of Culture and Knowledge Development	Abu Dhabi, UAE
Sharjah Institute For Heritage	Sharjah, UAE
Heart of Sharjah	Sharjah, UAE
Ministry of Community Development	Abu Dhabi, UAE
Ministry of Happiness and Wellbeing	Abu Dhabi, UAE
Ministry of Tolerance	Abu Dhabi, UAE

34.0 Glossary of Terms

Academy
In higher education, the term academy is used for a post-secondary educational institution devoted to a single field of study, such as an academy of arts or Performing and Production Arts. The term also may refer to an establishment offering education at the secondary or high school level.

Assessment
The processes used to evaluate achievement of the expected learning outcomes (knowledge, skills and competencies), leading to certification of qualification or part of a qualification.

Course
A course consists of a number of instructional activities over a prescribed period of time. It deals with a single subject and is commonly described by title, number, credits, and expected learning outcomes in the institution's Catalogue.

Curriculum
The term refers both to the range of courses offered by an institution and to a set of related courses constituting an area of specialisation, such as Production Arts.

Formative
Formative assessment summarises the students' development at a particular time. The Tutor will conduct in-process evaluations of student comprehension and ability.

Summative
Summative assessment refers to the assessment of students where the focus is on the outcome of a particular task.

Programme
A programme of study of a certain discipline, which leads to an award e.g. BA, which consists of modules.

Unit
Components that make up a Course, usually within a certain skill set.

Credit
The value that is assigned to a Course. This determines contact hours. Credits contribute to a designated amount that makes up the Level and Award.

Credit Hour
A credit, or credit hour, is a unit of measurement defining the student's overall effort towards attaining a qualification (CAA 2019 Standards). One academic credit equates to a 15-hour commitment to learning inside the classroom.

Level
The study level of a programme. Can be assigned to an academic year of study but confined to. Also directs learning to the exit point of an Associate Degree or Higher Diploma.

Year
An academic year of study within a programme.

Tutor Led
The learning hours are directly taught by Tutors with new content and material introduced.

Guided Practice
The learning hours within a timetable of study during which a tutor is present and observing practice but not introducing new ideas or theories.

Self-Led Practice
Self-Led Practice describes a student's taking their own initiative, with or without the help of others, in furthering their learning, completing their coursework and formulating learning goals.

Exam Board
The Exam Board is the mechanism by which the Academy makes decisions regarding progression and awards; in particular, it enables the required involvement of External Examiners in those decisions.

Programme Board
Programme Board offer a forum at which Student Representatives can air views concerning their Programme of study at the Academy. Formal Minutes are taken and reported from within the scope of the Programme Leader's Report (PLR). Actions from one meeting to the next are monitored and a summary of points raised and the actions taken to form part of the annual monitoring process. Chaired by the Executive Director, they happen once termly (mid-term) with student representation.

Academic Board
The Academic Board reviews and monitors the performance of all academic areas of the Academy to assist with Quality Assurance and ensure continual improvement of those operational processes.

Associate Degree
An associate degree requires a minimum of two years of full-time study, with a minimum of 60 credits.

Higher Diploma
A higher diploma indicates a course of study of three years in a specialised field. Higher diploma programmes will include a minimum of 90 credits.

Bachelor of Arts (BA)
A Bachelor of Arts indicates a course of study for 4 years, gaining a minimum of 120 credits.

Learning Outcomes
In the context of QF Emirates, this refers to knowledge, skills, and aspects of competence that a learner is expected to know and be able to do at each level of qualification (see https://www.nqa.gov.ae/en).

Term
A term is typically held for a minimum period of 9 weeks and a maximum period of 12 weeks, during the academic year at SPAA.

Transcript
A record detailing, for a given qualification, formally recognised 'parcels' of learning outcomes achieved against the set requirements.