

Programme Specification for BA (Hons) Drama & Performance

This document applies to students who commence the programme in or after September 2017

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	BA (Hons)
5.	Programme title	Drama & Performance
6.	Pathways available	Single, Major, Joint, Minor
7.	Mode and/or site of delivery	University of Worcester
8.	Mode of attendance	Full- and part-time; some evening attendance required
9.	UCAS Code	Drama & Performance (W400) Drama & Performance and Art & Design (WW94) Drama & Performance and Business Management (NW24) Drama & Performance and English Literature (WQ43) Drama & Performance and Film Studies (WP4H) Drama & Performance and Fine Art (WW41) Drama & Performance and Psychology (WC48) Drama & Performance and Screenwriting (WW48)
10.	Subject Benchmark statement and/or professional body statement	QAA Subject Benchmark Statement: Dance, Drama and Performance (2015)
11.	Date of Programme Specification preparation/ revision	May 2017 – Periodic Review August 2017 – AQU amendments June 2018 – Correction to DRAM3211 in the Award Map

12. Educational aims of the programme

The Drama & Performance programme is designed to enable students to engage with skills that are not only directly related to the academic and practical demands of the subject itself but also with those that can be transferred and used more widely. This is intended to offer each student a broad range of employment opportunities. At the heart of the course is the aim that students should be able to interrogate and apply theory in a practical way. The teaching reflects this by examining theory through both practice and debate. Critical analysis and the creative application of informed ideas are thus a corner stone of the students' experience, and are reflected in the aims and outcomes for the programme. These are directly related to the QAA Subject Benchmark Statement and aim to ensure that all students will have the opportunity to:

- develop individual and collective skills and the necessary work ethic in order to be suitable for a broad range of employment opportunities;
- develop an entrepreneurial approach to the use and application of drama and performance techniques and methodologies in a range of contexts;
- acquire and develop a range of intellectual and performative, subject-specific and transferable skills and qualities which will support students in academic study, graduate employment and/or postgraduate study;
- gain intellectual, creative and personal independence and confidence;
- develop an aesthetic appreciation of drama & performance and gain creative and performance skills commensurate with those evident in professional practice;
- engage with concepts, ideas and debates that broaden and challenge perceptions and existing ideologies.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.		Module Code/s	Award
1.	Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques, traditions, histories and applications of performance	DRAM2201 DRAM3200	Hons degree Non- Hons degree
2.	Demonstrate and synthesize coherent and detailed knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts some of which is at the forefront of the discipline	DRAM2200 All level 6 modules except DRAM3210 DRAM3216	Hons degree Non- Hons degree
3.	Demonstrate intelligent and critical understanding of how to read, interpret and (where appropriate) adapt, texts, media and other scores or sources to create performance	DRAM2202 DRAM2203 DRAM2204 DRAM3207	Hons degree

Cognitive and Intellectual skills			
4.	Appropriately deploy established techniques of analysis and enquiry from the field of theatre and performance to a diverse range of situations and audiences	DRAM2200 DRAM3201/ 2	Hons degree Non- Hons degree
5.	Deploy developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways	DRAM2200 DRAM3205 DRAM3214	Hons degree Non – Hons degree
6.	Engage in independent research, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance	DRAM2202 DRAM2203 DRAM2204 DRAM3201/ 2	Hons degree

Skills and capabilities related to employability			
7	Present developed performance through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms	DRAM2201 All level 6 modules except DRAM3210 DRAM3216	Hons degree Non- Hons degree
8	Accurately apply skills and understanding of key scenographic and technical aspects of theatre in the creation of performance	DRAM2201 DRAM3200 DRAM3215	Hons degree Non- Hons degree
9	Creatively and critically engage with the production of theatre and performance through one or more of the following: performance, direction, choreography, text creation, dramaturgy, stage management, scenography, sound and lighting production, editing, administration, marketing, funding.	DRAM 2201 DRAM 2204 DRAM 2202 DRAM 3200 DRAM 2211	Hons degree Non- Hons degree

Transferable/key skills			
10	Demonstrate developed skills in self-management, including the ability to set goals, manage workloads, work under pressure, be punctual, meet deadlines and maintain a professional attitude	DRAM 3104 DRAM 2201 DRAM 3200 DRAM 3201 DRAM 3202	Hons degree Non- Hons degree

11	Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives	DRAM 2201 DRAM 3200 DRAM 2202 DRAM 2204	Hons degree Non- Hons degree
12	Communicate clearly in a range of media (essays, presentations, blogs, portfolios)	DRAM 2200 All level 6 modules	Hons degree Non- Hons degree

Learning outcomes and combined subject degrees (joint, major and minor pathways):

- **Joint Pathway**

Students following a joint pathway will have met the majority of the learning outcomes for the subject, although the range of knowledge and discipline specific understanding in terms of options or specialisms will be more restricted than for a single or major Honours student.

- **Major Pathway**

Students following a major pathway will have met the learning outcomes for the subject but will have focused their studies in relation to subject options or specialisms.

- **Minor Pathway**

Students following a minor pathway will have met some of the learning outcomes for the subject (as indicated by the modules studied), and will have focused the development of their knowledge, understanding and subject specific skills in particular aspects of the discipline.

Learning, teaching and assessment

Drama and Performance modules are all practice led, and theory is taught within practical sessions, to ensure students gain an understanding on how to apply research in a practical and professional context. Modes of teaching include workshops, seminars, practical sessions exploring key methodologies, site based work and formative exercises. The courses make extensive use of Blackboard as an e-learning tool and staff have increasingly trialled the use of social media platforms, such as Facebook, as more flexible e-learning tools.

Drama & Performance demands a diversity of skills that involve complex processes and the application of study in a variety of ways and towards a range of outcomes. A level of creativity is central to the requirements, and assessment is designed to be appropriate to creative activity and the promotion of independent learning. The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Drama & Performance;
- is both course-led and student-centred and can be negotiated where appropriate;
- is process- and product-based.

The assessed learning which students may achieve on the course can be classified under four different headings, or domains: **the conceptual** involves research, selection and analysis; **the productive** demands the interpretation and application of research; **the contextual/critical** evidences critical thinking and **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

The transferable skills of graduates in this domain are those much sought after in a range of other environments such as business and commerce; they enhance students' profiles and employability and they are explicitly found in all work undertaken in drama. The

development of an appropriate work ethic, including taking on roles and responsibilities, negotiation and decision making, leadership, interpersonal engagement and serving the whole are essential in any kind of production work, and this is embedded in the learning and teaching and assessment strategies employed by the department.

14. Assessment strategy

The assessment strategy reflects the QAA Code of Practice (Chapter B6, October 2013) and offers opportunities for formative, summative and synoptic learning.

Module assessment requires a combination of practical work (eg a performance or group presentation with subsequent oral assessment or written reflection) *and* written work (eg an essay, critical analysis, creative treatment or learning log). The weighting of these components also varies, with some modules being 100% written and others up to 75% practical. In the main, the assessment is weighted 60%/40% towards practice. There are also modules that focus on performance and in which assessment maybe disaggregated. These carry a single 100% weighting that comprises research, application, learning log and written analysis and that may apply work from other areas of the course. This synoptic approach allows students to make connections, and the nature of the work enables them to practise and receive feedback via formative assessment. All work in Drama & Performance encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

As previously stated, Drama & Performance employs both formative (informal) and summative (formal) assessment. Formative assessments carry no weighting but are critical to the students' development and preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment or rehearsed presentations and performances. Formative assessment is also embedded in tutors' ongoing engagement with the students throughout the development and rehearsal of practical work. Furthermore, formative assessment is a part of the individual tutorial system and feedback on Item Report Forms. This is an important part of student progress as it effectively creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities so that it is clear what is being assessed.

15. Programme structures and requirements

The course is available in full- and part-time modes and across the full range of pathways. In the first year students study either Single Honours or Joint Honours but, thereafter, may combine their courses in different "pathways" - Single Honours Pathway, Major/Minor Pathway and Joint Pathway (in which students take two courses equally weighted).

Award Map

Course Title: Drama & Performance	Year of entry: 2017-18 onwards
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes
			Single Hons	Joint Hons		
DRAM1200	Making Performance: Devised performance, Production and Scenography	30	D	N/A	None	Excluded combinations (DRAM1104, DRAM1105, DRAM1205)
DRAM1201	Staging Plays: Reading, Research and Performance	30	M	M	None	Excluded combinations (DRAM1102)
DRAM1204	Singing for Performance	15	O	O	None	Excluded combination (DRAM1108)
DRAM1205	Production and Meaning	15	N/A	O	None	Excluded combination (DRAM1105)
DRAM1206	The Actor, Voice and Solo Performance	15	O	O	None	Excluded combination (DRAM1107)
DRAM1207	Acting for the Stage	15	O	O	None	None
DRAM1208	Puppetry & Visual Theatre	15	O	O	None	DRAM1202
DRAM1209	Mask Acting	15	O	O	None	DRAM1202
DRAM1210	Introduction to Devising	15	N/A	M	None	DRAM1200 DRAM1104
DRAM1211	Theatre & Communities	15	O	O	None	DRAM1120
DRAM1213	European Theatre Practices	15	O	O	None	None
DRAM1302	Pop-up Performance in Public Places	15	O	N/A	None	None

LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A
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Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DRAM1200 (30 credits) and DRAM1201 (30 credits).

Single Honours students may also take up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include DRAM1201 (30 credits) and DRAM1210 Devising (15 credits).

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
DRAM2200	Directed Public Performance: Research & Development	15	M	O	N/A	N/A	None	Co-requisite DRAM2201. Excluded combinations (DRAM2100, DRAM2102, DRAM2142)
DRAM2201	Directed Public Performance: Process, Production, Performance	30	M	O	N/A	N/A	None	Non-standard delivery 30 credit module delivered in Semester 2. Co-requisite DRAM2200 which runs in Semester 1. Excluded combinations (DRAM2103, DRAM2143)
DRAM2202	Applied Theatre	30	*O	*O	*O	O	None	*One of three options for mandatory modules Non-standard delivery 30 credit module delivered in Semester 2.
DRAM2203	Plays and Playwrights: British Theatre in Times of Change	30	*O	*O	*O	O	None	*One of three options for mandatory modules Excluded combinations (DRAM2111)
DRAM2204	Devising and Adaptation	30	*O	*O	*O	O	None	*One of three options for mandatory modules Non-standard delivery 30 credit module delivered in Semester 2. None
DRAM2205	Theatre & Digital Media	15	O	O	O	O	None	Excluded combination (DRAM2105)
DRAM2206	Music Theatre	15	O	O	O	O	None	None
DRAM2207	Making Theatrical Space	15	O	O	O	O	None	None

DRAM2208	The Actor and Poetic Text	15	O	O	O	O	None	Excluded combination (DRAM2116)
DRAM2209	Choreography and Performance	15	O	O	O	O	None	Excluded combination (DRAM2135, DRAM2136, DRAM3135, DRAM3136)
DRAM2210	Adaptation: From Stage to Screen	15	O	O	O	O	None	Excluded combination (DRAM2140)
DRAM2211	Playwriting	15	O	O	O	O	None	None
DRAM2212	Theatre, Real Lives and History	15	O	O	O	O	None	None
DRAM2213	Directors and Directing	15	O	O	O	O	None	Excluded combinations (DRAM2106)
DRAM2214	Physical Theatre	15	O	O	O	O	None	Excluded combinations (DRAM2121)
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DRAM2200 (15 credits) and DRAM2201 (30 credits) and at least one from DRAM2202 (30 credits), DRAM2203 (30 credits) or DRAM2204 (30 credits).

Single Honours students may also take up to 30 credits drawn from a range of Language Centre modules in: Academic English for native and non-native speakers of English; Modern Foreign Languages; and Teaching English as a Foreign Language (TEFL). Details of the available Language Centre modules can be found on the Language Centre website: <http://www.worcester.ac.uk/your-home/language-centre-module-options.html>.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

Major Pathway Requirements at Level 5

Major pathway students must take at least 60 and no more than 90 credits from the table above to include DRAM2200 (15 credits) and DRAM2201 (30 credits), or one of DRAM2202 (30 credits), DRAM2203 (30 credits) or DRAM2204 (30 credits).

Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include DRAM2202 (30 credits), DRAM2203 (30 credits) or DRAM2204 (30 credits).

Minor Pathway Requirements at Level 5

Minor pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
DRAM3200	Final Performance Project	30	O	O	O	N/A	None	Excluded combination (DRAM3103). Non-standard delivery 30 credit module delivered in Semester 2.
DRAM3201/2	Independent Project	30	O	O	O	N/A	None	Run over one or two semesters Excluded combinations (DRAM3001, DRAM3002)
DRAM3204	Site Specific Performance	15	O	O	O	O	None	None
DRAM3205	Contemporary Performance Practices	15	O	O	O	O	None	None
DRAM3206	Theatre & Learning Disability	15	O	O	O	O	None	Excluded combination (DRAM3121)
DRAM3207	Staging Shakespeare Today	15	O	O	O	O	None	Excluded combination (DRAM3117)
DRAM3208	New Voices in Contemporary British Theatre	15	O	O	O	O	None	Excluded combination (DRAM3111)
DRAM3210	Work Placement	15	O	O	N/A	N/A	None	Excluded combinations (DRAM3104)
DRAM3211	Writing for Performance	15	O	O	O	O	None	None
DRAM3212	Theatre for Young Audiences	15	O	O	O	N/A	None	None
DRAM3213	Theatre & Education	15	O	O	O	N/A	None	None
DRAM3214	Sexuality in Performance	15	O	O	O	O	None	Excluded combination (DRAM3123)
DRAM3215	Scenography: Specialist Project	15	O	O	O	O	None	None
DRAM3216	Professional Practice	15	O	O	O	N/A	None	None
DRAM3221	Performances of Protest	15	O	O	O	O	None	None
DRAM3222	Dance Styles	15	O	O	O	O	None	Excluded combination DRAM3135

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include at least one from DRAM3200 (30 credits) **or** DRAM3201/DRAM3202 (30 Credits).

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see table at the end of this section.

Major Pathway Requirements at Level 6

Major pathway students must take either 75 or 90 credits from the table above to include **either** DRAM3200 (30 credits) **or** DRAM3201/DRAM3202 (30 credits).

Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Independent Study (equivalent) in this subject must take either DRAM3201/2 (30 credits) or DRAM3200 (30 credit).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 where an Independent Study covers both joint subjects.

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

Credit requirements for awards involving two subjects

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

16. QAA and professional academic standards and quality

The course reflects the [Dance, Drama and Performance Subject Benchmark Statement updated in 2015](#) that has been used to underpin the course learning outcomes. The course has taken account of the updating of the statement in terms of modules addressing Digital technology, Applied and Participatory theatre. The work is rigorously underpinned by appropriate theoretical approaches to performance e.g. analytic, historical, critical, contextual and the preparation for vocational destinations. The award is located at Level 6 of the FHEQ and the qualification descriptor has been used as a reference point in the course design.

There is the opportunity to study Single Honours Drama & Performance or combine with other subject areas to create major, joint or minor pathways and methods and practices include: practical work experienced in the performance, creation, design and presentation of drama and performance, dance and related areas such as film.

17. Support for students

The Drama & Performance course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

Students' transition into University life is assisted by an initial one week's induction programme, which, through a range of activities, introduces students to their course, the staff who will be teaching them and the Institute. Students are, for example, invited to attend the IHCA Freshers' Party in induction week.

During this initial induction week and in the first Worcester Week, students are involved in a range of activities which support them in developing an understanding of the expectations of their course, undergraduate study and the University's systems and services. They have talks or tours, for example, which introduce them to the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

Progressing students are also provided with a brief induction into their second and third years and incoming direct entry students are given additional, dedicated support by a named member of staff whose role it is to help them settle and to understand expectations.

In addition, the Institute of Humanities & Creative Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and who provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions, at which notes are taken and stored on SOLE, or group-based sessions when general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. It is the policy in Drama & Performance to have at least one meeting with all students each semester and, to this effect, group sessions are carried out as part of the mandatory modules - for example in DRAM1200 or DRAM1201 in the first year, and in DRAM2200 or DRAM2001 in year two. The group topics under discussion and the foci of the sessions will vary according to the level of the student and the position of the session in the academic calendar; Drama & Performance also makes use of the academic tutorials checklist suggested by the Academic Support Unit.

Individual tutorials will be dependent upon student need and one-to-one tutorials can be organised with the academic tutor as necessary. Staff teaching students on modules support students through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see students - either on their office door, via email or in module outlines.

Students are supported further through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support. These include for example:

- The Disability and Dyslexia Service within Student Services provides specialist support on a one-to-one basis:
<http://www.worcester.ac.uk/student-services/index.htm>
<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>
- Writing support from the Royal Literary Fund Writer in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union, which, as an independent charity devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

18. Admissions

Admissions policy

The admissions policy for Drama & Performance seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

DBS maybe required for the Work Experience module and Theatre and Education modules at level 6. If required this will be clearly communicated to students prior to the selection of modules.

Recognition of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (W400 BA/Drama; WW94; NW24; WQ43; WP4H; WW41; WC48; WW48)

Part-time applicants apply directly to University of Worcester (UW)

It is also standard practice to invite prospective students to an applicant visit day details for which will be sent upon invitation.

Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Top-up from an HND to BA (Hons) degree

Students with an HND in Performing Arts or related area will normally be invited in for an interview and if successful be invited to join the course in either the second or third year of study. Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111). Students with a related Foundation degree will normally be interviewed and, if successful, be invited to join the course in either the second or third year of study.

Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111).

Students with visual or hearing impairments

Drama & Performance is an inclusive programme and open to all students regardless of any disability and every effort is made to provide parity in terms of experience and opportunity. We are keen to minimise or eradicate disability-related barriers to study and will make reasonable adjustments whenever it is possible to do so.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Drama & Performance course team is committed to a combination of formal and informal methods of Quality Assurance and Enhancement and operates within University and IHCA robust quality mechanisms.

The course team draws upon a range of evidence to reflect upon the quality and standards of the teaching and learning and to write an Annual Evaluation Report (AER).

Evidence includes:

- External Examiners' reports
- statistical indicators of student progression and achievement
- a range of indicators of student satisfaction including the NSS

Reflection upon this material enables the course team to produce an action plan for future enhancements to the course and the student experience.

In writing the AER, the course team benefits from utilising feedback gathered from students throughout the academic year on their levels of satisfaction with their study experience and the extent to which their learning needs are being met. The mechanisms used for this include the following:

- **Course Reps** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and to feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and, as such, have a proactive and significant role in the development of the course.
- **Course Management Committee** - The Committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week

10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.

- **Module evaluation** - At any point during the module students have the opportunity to feed back to module tutors; all modules undertake informal mid-module evaluations. At the end of a module students are asked to complete the University of Worcester module evaluation form. This feedback is anonymous and is intended to give the tutors insight into how to make future improvements to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing his/her module report. These reports are read by the Chair of the Institute of Humanities & Creative Arts' (IHCA) Quality Committee and course leaders and are also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course/Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space when students can provide feedback to the External Examiner.

The Drama & Performance team benefits from the culture of engagement in how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here, within course team meetings and at Institute away days explore ways of enhancing the student experience.

The Course Team participates in a range of course, IHCA, University and external activities aimed at enhancing the quality and standards of student learning. These include:

- University Teaching and Learning Conferences and staff development workshops
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Supported Review of Teaching Scheme
- Attendance and participation at academic conferences and HEA events
- An active research culture including seminars, symposia and conferences held at the University

20. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE in Drama and Performance	In order to be eligible for the exit award of Certificate in Higher Education in HE in Drama and Performance, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE HE in Drama and Performance	In order to be eligible for the exit award of Diploma in Higher Education in HE in Drama and Performance, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree in Drama and Performance (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, as specified on the award map.
Degree with honours in Drama and Performance	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, including the mandatory modules for level 5 and level 6 of the award (not the Independent Study module) as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

21. Indicators of quality and standards

The department prides itself on its student-centred approach to learning and this is reflected in module feedback, progression and achievement. The vast majority of modules consistently receive feedback of between 90% and 100% 'generally satisfied' or 'very satisfied' in the module evaluation; the National Student Survey reflects this with consistently high satisfaction ratings for the teaching, knowledge and commitment of the staff.

This inevitably transfers to the students' enjoyment of, and engagement with, the course – for which the progression rate in all years is between 97% and 100%. This is also manifest in the graduating profiles of the students, which currently shows 68% achieving a 1st or 2:1 degree.

The entire staff team is actively engaged with national and international research; all continue to develop their skills as educators and academics and measure the comparative level and currency of the course in relation to the sector as a whole by engaging with some or all of the following:

- performing a range of roles across the University sector such as those of external examiner, peer reviewer or consultant;
- attracting funding for research activities relating to the subject area or improving the quality of teaching and learning;
- taking advantage of staff development opportunities provided by the University's Academic Development and Practice Unit, which promotes good practice and advancement in learning and teaching within each subject area;
- peer assessment and discussion of teaching as a means of sharing and benefiting from good practice across subject areas;
- completing a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation;
- dedication to inclusive teaching and equal opportunities;
- consideration of External Examiner reports.

22. Graduate destinations, employability and links with employers

Graduate destinations

Graduates from the course work in a range of drama and performance-related jobs in areas that include: work in the theatre industry, either with theatre companies as actors, directors, writers, stage managers producers etc., or as individual practitioners. Arts centres, theatres and other professional venues and organisations employ our graduates in the areas of arts administration, theatre and education, outreach work and drama therapy. A high proportion of graduates go into teaching, either specialising in drama or at primary school level. The subject-specific and excellent transferable skills afford access to a wider range of career opportunities and students are now working in professions as diverse as: administration and general management; hotels and catering; information services and information technology; marketing; public relations; social and pastoral care.

In addition, Drama & Performance students receive a sound foundation for specific training courses e.g. acting and stage management. Our graduates often successfully enrol onto post-graduate teacher training courses whilst others choose to further their studies via an MA or MPhil/PhD. In 2012, the department launched its new MA Drama course and, among the first 15 recruits, were 12 of our own graduates. The MTheatre Touring course has been specifically developed for students wanting to extend their practical and professional skills and was launched in 2016.

Links with alumni

In addition to the university's mechanisms for keeping in touch with alumni, we have a Facebook page for sharing information and for posting employment opportunities. We also have a policy of inviting back graduates who are now working in areas related to the course to give talks or to run workshops for current students.

Student employability

In recent years, Drama & Performance has sought to enhance the employability of its graduates both through the curriculum and through specific employability initiatives. Some of these developments have been informed by the course's formal involvement with a major research initiative within IHCA on employability and progression in 2010.

Links with employers

A number of Drama & Performance modules are designed to help students develop specific career and professional skills in, for example, fundraising, presentation, business planning, CV writing, networking and applying drama to wider contexts. These modules include the major Level 5 module package, *Directed Public Performance* and, at Level 6, the modules *Professional Practice*, *Work Placement*, *Theatre and Education*, and *Theatre and Disability*.

The students are able to obtain advice on career development through the academic tutoring system at all academic Levels.

During the course of their degree, Drama & Performance students will have opportunities to:

- Undertake work placements as part of their credit bearing study
- Meet and benefit from the advice of leading professional theatre practitioners in a range of modules
- Develop and grow a 'live CV', for presentation to prospective employers
- Obtain opportunities to audition and take part in professional performances or theatre education projects, for which payment may be made
- Gain specialist careers advice
- Engage with the Institute's Careers Fest
- Prepare applications for postgraduate academic study
- Present work to the public and potential employers via the production and public performance-based modules
- Enhance skills in enterprise and entrepreneurship
- Understand the practicalities and mechanics of becoming self-employed and setting up small businesses
- Apply for funding towards realising specific projects and business ideas
- Develop a business plan
- Be involved in project management and fundraising
- Research opportunities in another European country (through opportunities to study abroad).

Extra-curricular opportunities

Drama & Performance recognises the importance of students building up professional experience and, to that end, provides opportunities for students to audition to take part in performance productions or special projects developed by the University or its partners.

These include touring TIE productions and specific commissions and frequently involve students working with local schools. Recent projects of this kind included the following:

- Four students performed '*Bad Connection*' at a showcase at Birmingham Repertory Theatre.
- Thirty students were paid as student ambassadors to tour devised Theatre in Education programmes to schools and colleges across the West Midlands over the last 5 years.
- Ten students performed as part of the *Long Live Shakespeare* project at The Hive to mark the 400th anniversary of his death.
- Five students were cast in Cheltenham Everyman's autumn production of *Great Expectations* which was a collaborative project with the University.
- Fifteen students worked with a professional musician and staff member on music production for the opening of The Hive Library by the Queen.
- Six students presented a children's show at Malvern Theatre.
- A group of students who set up their own company were invited to present excerpts of their show at three local FE colleges and to deliver a talk to students and staff there.
- Students and graduates were involved in providing a regular programme of drama workshops for adults with learning difficulties through resident company, Footsteps Theatre.
- Weekly youth theatre workshops are run at the University's The Hive library, which are organised by postgraduate drama students.

The culture of drama and theatre at Worcester also serves to enhance students' career prospects. There is a resident professional theatre company, C&T, to which students have regular access, as they do to staff-led performance companies operating in such diverse areas as children's theatre, political theatre, site-specific performance and theatre and disability.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.