

## Programme Specification for BA (Hons) Drama & Performance

This document applies to Academic Year 2019/20 onwards

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award or awards</b>	BA (Hons)
5.	<b>Programme title</b>	Drama & Performance
6.	<b>Pathways available</b>	Single, Major, Joint, Minor Options for current Joint Honours combinations and UCAS codes can be found at: <a href="https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx">https://www.worcester.ac.uk/study/find-a-course/joint-degrees/joint-degrees.aspx</a>
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full- and part-time; some evening attendance required
9.	<b>UCAS Code</b>	Drama & Performance (W400)
10.	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark Statement: Dance, Drama and Performance (2015)
11.	<b>Date of Programme Specification preparation/ revision</b>	May 2017 – Periodic Review August 2017 – AQU amendments June 2018 – Correction to DRAM3211 in the Award Map August 2018 – AQU amendments February 2019 – amendments award map reflecting new Level 4 curriculum August 2019 – AQU amendments to Section 19. October 2019 – updates to section 6, 9 and 19.

### 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

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques, traditions, histories and applications of performance	DRAM2201 DRAM3200
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
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
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
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
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
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
8	Accurately apply skills and understanding of key scenographic and technical aspects of theatre in the creation of performance	DRAM2201 DRAM3200 DRAM3215
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
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 3204 DRAM 2201 DRAM 3200 DRAM 3201 DRAM 3202
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
12	Communicate clearly in a range of media (essays, presentations, blogs, portfolios)	DRAM 2200 All level 6 modules

#### 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 may be 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**

Please see the award map at the end of the document.

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).

## **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 other students within the School of Arts. Students are, for example, invited to attend the School of Arts 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 School of 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 DRAM1240 or DRAM1241 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>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>
- 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.

International students may apply for this course through the University of Worcester International College (UWIC) programme. Students who successfully complete UWIC Stage 1 will progress to UWIC Stage 2 Integrated Level 4 Programme which involves completing 120 credits of University of Worcester modules as set out in the award map in section 15, plus a year-long study skills programme with UWIC. Students will be required to successfully complete the UWIC study skills programme in addition to meeting the University requirements for progression to Level 5.

### **Disclosure and Barring Service (DBS) requirements**

DBS may be 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. 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 7 days (one week) 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 7 days (one week) 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-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.
- For students following the UWIC pathway see section 18 above.

## 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.

The Bachelor of Science (BSc) award will only be used for joint courses comprising two subjects for which the award of BSc was agreed, in all other cases the award will be Bachelor of Arts (BA).

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

## 20. 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 School'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 in 2017, and a group of 5 students presented their devised piece *Lettuce Taco Bout It* at the Birmingham REP in 2018.
- 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.
- 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.

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.

<b>Course Title: Drama &amp; Performance</b>	
--	--

<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Designated (D) or Mandatory (M) or Optional (O))		<b>Pre-requisites</b> (Code of Module required)	<b>Co-requisites/exclusions and other notes</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
DRAM1240	Devising and Physical Theatre	30	M	M	None	Excluded combinations: (DRAM1200, DRAM1210, DRAM1205 and DRAM1213)
DRAM1241	Plays and Contexts	30	M	M		Excluded combinations: (DRAM 1201)
DRAM1242	Visual Storytelling	15	M	N/A	None	Excluded combinations DRAM1209
DRAM1243	Acting Skills	15	M	N/A	None	Excluded combinations DRAM1207
DRAM1244	Theatre, Design & Production	15	O	N/A	None	Excluded combination (DRAM1200 and 1205)
DRAM1211	Theatre & Communities	15	O	N/A	None	
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A	N/A	N/A

**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 DRAM1240 (30 credits), DRAM1241 (30 credits), DRAM1242 (15 credits), DRAM1243(15 credits) and DRAM1244 (15 credits). Single Honours students must also take up to 30 credits from the optional modules listed above including 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 DRAM1240 (30 credits) and DRAM1241 (30 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.
DRAM2201	Directed Public Performance: Process, Production, Performance	30	M	O	N/A	N/A	None	Non-standard delivery 30 credit module delivered in Semester 1. Co-requisite DRAM2200 which runs in Semester 1.
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
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	None
DRAM2206	Music Theatre	15	O	O	O	O	None	None
DRAM2207	Making Theatrical Space	15	O	O	O	O	None	None
DRAM2209	Choreography and Performance	15	O	O	O	O	None	None
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	None
DRAM2214	Physical Theatre	15	O	O	O	O	None	None

### **Single Honours Requirements at Level 5**

Single Honours students must take 120 credits in total, at least 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).

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	Non-standard delivery 30 credit module delivered in Semester 2 Excluded combination DRAM3201/2
DRAM3201/2	Independent Research Project	30	O	O	O	N/A	None	Run over one or two semesters Excluded combination DRAM3201/2
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	None
DRAM3207	Staging Shakespeare Today	15	O	O	O	O	None	None
DRAM3208	New Voices in Contemporary British Theatre	15	O	O	O	O	None	None
DRAM3210	Work Placement	15	O	O	N/A	N/A	None	None
DRAM3211	Writing for Performance	30	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	None
DRAM3215	Scenography: Specialist Project	15	O	O	O	O	None	None
DRAM3216	Professional Practice	15	O	O	O	N/A	None	None
DRAM3222	Dance Styles	15	O	O	O	O	None	None

**Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include *either* 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:

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