

## Programme Specification for BA (Hons) Theatre, Acting & Performance

<b>This document applies to Academic Year 2023/24 onwards</b>
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*Table 1 programme specification for BA (Hons) Theatre, Acting & Performance*

<b>1.</b>	<b>Awarding institution/body</b>	University of Worcester
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	N/A
<b>4.</b>	<b>Final award or awards</b>	BA (Hons)
<b>5.</b>	<b>Programme title</b>	Theatre, Acting & Performance
<b>6.</b>	<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>
<b>7.</b>	<b>Mode and/or site of delivery</b>	University of Worcester Standard taught programme
<b>8.</b>	<b>Mode of attendance and duration</b>	Full-time and part-time; some evening attendance required
<b>9.</b>	<b>UCAS Code</b>	W400 Refer to <a href="https://www.worcester.ac.uk/journey/joint-degrees.html">https://www.worcester.ac.uk/journey/joint-degrees.html</a> for current information on joint honours combinations.
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	QAA Subject Benchmark Statement: <a href="#">Dance, Drama and Performance (2019)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	March 2022 August 2022 – AQU amendments July 2023 – annual updates

### 12. Educational aims of the programme

This programme is designed to engage students in a wide-ranging examination of the theories and practices of theatre, acting and performance. It is highly relevant to those considering a range of careers in the performing arts, including as performers, writers, theatre-makers, and project managers, but has equal relevance to those considering employment in related areas such as teaching or drama therapy, and will develop a range of transferable skills and qualities that will further broaden their employment and study 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 cornerstone 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 theatre, acting 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 theatre, acting & 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

*Table 2 knowledge and understanding outcomes for module code/s*

<b>Knowledge and Understanding</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
1.	Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques, traditions, histories and applications of performance.	<b>THEA2001 THEA3000 THEA3012</b>
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.	<b>THEA3000 THEA3012 THEA3005 THEA3006 THEA3008</b>
3.	Engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.	<b>THEA2000 THEA3004 THEA3007 THEA3009</b>

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
4.	Appropriately deploy established techniques of analysis and enquiry from the field of theatre and performance to a diverse range of situations and audiences.	<b>THEA2000 THEA2003 THEA3004</b>
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.	<b>THEA3000 THEA3012 THEA3005</b>
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.	<b>THEA3000 THEA3012 THEA3006</b>

*Table 4 skills and capabilities related to employment outcomes for module code/s*

<b>Skills and capabilities related to employability</b>		
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>
7.	Present developed performance through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms.	<b>THEA2000 THEA2001 THEA3009</b>
8.	Develop and deploy appropriate technical/technological skills and have a considered awareness of their application and potential.	<b>THEA2004 THEA2008 THEA3003</b>

Skills and capabilities related to employability		
9.	Engage creatively and critically with the skills and processes of performance and production, and have an ability to select, refine and present these in performance.	THEA2000 THEA3007 THEA3009

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
10.	Demonstrate skills in self-management, including the ability to set goals, manage workloads, work under pressure, be punctual, meet deadlines and maintain a professional attitude.	THEA3003 THEA3008 THEA2008
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.	THEA2001 THEA3000 THEA3012 THEA2002
12.	Communicate clearly in a range of media (essays, presentations, blogs, portfolios).	THEA3003 THEA3000 THEA3012

**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 both subjects, 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**

**Overview of the key approaches to learning and teaching**

**Level 4** teaching and learning introduces skills and concepts that form the foundation of the course. Skills in the understanding and performing of script-based work is delivered in THEA1000, devising and physical theatre skills are explored in THEA1001, with additional attention to the use of visual mediums such as puppetry and mask work in THEA1002. Acting skills are focused on directly in THEA1003, and a hands-on experience of technical production (eg the setting up and creative use of light, sound and set) in THEA1004. THEA1005 extends students understanding of theatre as applied in a variety of socially engaged contexts and introduces the concept of co-creation.

In addition, the Level 4 modules aim at the provision of core student skills. THEA1000 supports students with academic reading and writing skills appropriate for analytic and

critical approaches. THEA1001 helps students develop a sense of group identity and collective responsibility in preparation for future collaborative work. It also enables students to develop principles of self and peer assessment.

**Level 5** builds on and extends understanding and skills introduced at Level 4, providing new subject learning for students to begin to develop their own individual strengths. Level 5 offers a stronger focus on large group production work, informed by research, through the mandatory module THEA2001, which is a major directed public performance project. In the mandatory module THEA2000 students explore the development and application of acting techniques across a range of media such as stage, screen, radio and online platforms. Students then choose four optional modules from the list above such as: THEA2003 Applied Theatre Practices which continues the investigation of drama within various social and community contexts, and introduces workshop skills; THEA2004 which builds on THEA1004 in exploring the creative use of technology (e.g. projections, live feed, online performance) in performance; THEA2002 which builds on THEA1001 to extend movement and choreographic skills and understanding; THEA2005 which focuses on the development of the written word in performance: THEA2006 which allows students to widen and deepen their understanding of the history and possibilities of musical theatre and THEA2008 that develops technical theatre skills that support the directed public performance.

**Level 6** promotes the demonstration of a mature critically aware approach to the subject, and a range of advanced transferable skills. All Single Honours Theatre, Acting & Performance students culminate their study with a 30-credit Independent Project: either THEA3000 Final Performance Project (taken individually or in groups) or THEA3012 Independent Research Project (taken individually). Students will be offered the opportunity for professional practice and development in THEA3003, where they can either undertake a work placement or a work study of a professional company or venue. They will also develop skills in CV and job application writing and interview and audition skills. Alongside these sit a range of further optional modules that allow students to build on previous learning and continue to extend and explore their individual interests. Throughout Level 6, there is a shift to increased independent learning and self-direction, with support and supervision from staff and professionals.

### **Teaching**

Students are taught through a combination of interactive workshops, lectures, seminars, rehearsal activity, site-work and tutorials, accompanied by independent research, learning, and development. Theatre, Acting & Performance modules are predominantly practice led, with an embedded approach to theory and research. Students benefit from access to two professionally equipped theatre studios that support practice-based learning, and module delivery makes extensive use of Blackboard and other e-learning tools including social media platforms, Padlet, Office 365, Panopto, Drama Online, Digital Theatre Plus etc.

The transferable skills of Theatre, Acting & Performance graduates are much sought after in a range of other environments such as business and education. As the development of an appropriate work ethic, including taking on roles and responsibilities, negotiation, decision making, leadership, and interpersonal engagement are essential in any kind of production work, this is embedded in the learning & teaching and assessment strategies employed by the department.

In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic

Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

In a typical week students will have between 12-15 contact hours of teaching depending on the academic year and in the final year there is normally 3 hours less contact time per week in order to do more independent study

Generally, modules are taught in 3-4 hour blocks and are practice led, with theory taught within practical sessions to enable students to gain an understanding of how to apply research in a practical and professional context.

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 23-26 hours of personal study per week. Typically, this will involve reading, meeting with groups to work on projects and tasks, preparing for assignments and going on trips to see work.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Diversity and Inclusion**

The University of Worcester is committed to providing a genuinely inclusive learning community for all students. We are working hard towards equalising outcomes for disadvantaged groups and removing any unhelpful obstacles or barriers to learning to ensure everyone is treated equitably. At the University, we embed the principles of inclusion into our professional practice to help ensure that all students have the opportunity to develop, work hard, and excel both academically and personally. We support personalised approaches to learning that take account of each individual's unique experiences and aspirations.

Ensuring the importance of diversity of personal identity and cultural heritage within the whole University community is a key policy imperative. Targeted learning and teaching strategies and networks such as the LGBTQ+ Allies Scheme increase understanding of gender and sexual diversity amongst staff and students. Individuals with protected characteristics including growing numbers who declare as neuro-diverse benefit from strong support structures. There is a commitment to enhancing the experience of Black and Global Majority students through efforts to decolonise the curriculum and encourage the sharing of multiple cultural perspectives. Alongside initiatives to widen the pool of teaching staff of diverse heritage, there is also a recognition of the need to raise awareness of the effects of poorly understood structural racism in order to remove barriers to a fully diverse creative environment.

Students are encouraged to contact the Disability and Dyslexia Service (<https://www2.worc.ac.uk/disabilityanddyslexia/>) for more information and support.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course and includes respected senior academics and professional practitioners with substantial, current industry experience.

Current staff qualifications:

- 1 Professorship
- 5 Research Doctorates
- 4 Fellows of the Higher Education Academy
- 2 Senior Higher Education Academy

## **Assessment**

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Formative assessments carry no weighting but are really important and designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as peer feedback within student support teams, informal peer assessment or rehearsed presentations and performances. It is also embedded in the students ongoing engagement with tutors' and is part of the individual tutorial system. This is an important part of student progress as it effectively creates a feedback loop offering opportunities for development.

Assessment in Theatre, Acting & Performance is not by written examination and normally requires a combination of practical work and critical reflection, for example a performance or group presentation with subsequent oral assessment or written analysis. Written assessment is varied, and some modules may require different forms such as essay, contextual analysis, blog, creative writing or learning journal.

The weighting of these components also varies but on many modules the assessment is weighted 60%/40% towards practice. There are also modules that focus on performance and in which assessment maybe disaggregated. Each assessment is aligned with its intended learning outcomes and learning activities so that it is clear what is being assessed.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

### Year 1

- 2 x Essays
- 2 x Portfolios
- 5 x Group practical / performance work
- 2 x Critical reflections
- 3 x Individual or group presentations

### Year 2

- 2 x Essays
- 3 x Portfolios
- 2 x Critical reflections
- 4 x Group practical / performance work
- 1 x Workshop
- 1 x Piece of creative writing

### Year 3

- 3 x Essays
- 1 x Portfolios
- 6 x Group practical / performance work
- 1 x Critical reflection
- 1 x Individual presentation
- 1 x Piece of creative writing
- 1 x Major independent study (approx. 6,000 or equivalent) or 1 x final performance

## **14. Assessment strategy**

Creativity and collaboration are central to the requirements of the programme, and assessment is designed to facilitate creative activity and promote independent and collaborative 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
- 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 of theory
- **the productive** demands the interpretation and application of research into practice
- **the contextual/critical** evidences critical thinking
- **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project

This synoptic approach to learning and assessment allows students to make connections, and students receive feedback on formative and summative assessments.

All work 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.

#### 15. Programme structures and requirements

Please see the award map at Appendix 1 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 2019, 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.

This award is located at Level 6 of the [OfS sector recognised standards](#) and the qualification descriptor has been used as a reference point in the course design.

#### 17. Support for students

Each student will be allocated a Personal Academic Tutor from within the Course Team. Tutors play an integral role in a student’s progression through their degree, offering academic and pastoral support and acting as a bridge between different modules and years of study. Students will be given an opportunity to meet with their tutor during induction sessions and four times annually thereafter, with the intention of developing a close working relationship that allows the tutor to build a clear picture of a student’s progress throughout the course.

Academic tutor sessions predominantly take the form of one-to-one sessions, at which notes are taken and stored on SOLE, and use is made of the academic tutorials checklist provided by the Professional Administrative Service.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and on-line support typically covers the following:

- Awareness of their own strengths and weaknesses.
- A clear vision of what they want to achieve through HE study.
- Greater understanding of how study in their chosen discipline area at the University can help them towards their goals.
- Responsibility for their choices in modules, work and social life.
- A reflective approach to all the feedback they receive on their work.
- A sense (and a record) of progression and achievement in their development of subject and generic skills, attributes and personal qualities.
- An ability to use their greater awareness to articulate the benefits of their HE experience to others including employers.

The Personal Academic Tutor will also:

- Respond to student requests for support and help with problems which affect academic work either at subject level or by referral to other University facilities.
- Support careers education and offer guidance on progression to the world of work.
- Provide information for and assist in the drafting of the University reference.

Although students should meet their Personal Academic Tutor four times annually, students may also need to contact their tutor at other times, particularly if the student is experiencing problems and individual tutorials can be arranged as necessary.

### **Transition**

Students' transition into university life is assisted by a one-week 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 and have the opportunity to watch performances of graduate and undergraduate work.

During induction week students engage in a range of activities which develop their understanding of the expectations of the course, undergraduate study, and the University's systems and services, including 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.

Further support for students can be found at:

- Firstpoint: <https://www2.worc.ac.uk/firstpoint/>
- Student support: <https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>  
<https://www2.worc.ac.uk/disabilityanddyslexia/>
- 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

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation, equality, diversity, inclusion and to assisting students to achieve their potential.

### 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) one of which should be in a related subject, such as Drama, Theatre Studies, Performing Arts, English, Film Studies or Media Studies.

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 Professional Practice with Placement module DRAM3003. 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 (Course code W400)  
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

Students should apply through UCAS.  
Students with an HND in Performing Arts or related area will normally be invited to join the course in either the second or third year of study.

## 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 module specifications.
- The minimum pass mark is D- for each module.

- A student is 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

- A student who submits 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.
- A student who submits work later than 7 days (one week) 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

- A student is 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 (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

### Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE Theatre, Acting & Performance	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, 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 Theatre, Acting & Performance	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, 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 (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, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours	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, as specified on the award map.

Top up Degree (non-honours)	Passed a minimum of 60 credits at Level 6, as specified on the award map.
Top up Degree with honours	Passed a minimum of 120 credits at Level 6, 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 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2 OR
- Classification determined on the profile of the 120 credits attained at Level 6 only
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Please Note: The above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022.

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

Theatre, Acting & Performance graduates work in a range of drama and performance-related professions including as freelance actors, directors, stage managers and creative producers, and as theatre-makers working in companies or as solo practitioners. Theatres, art centres and other professional venues and organisations employ our graduates in areas such as arts administration, theatre and education, outreach work and drama therapy. A significant 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, students receive a sound foundation in subject areas suited to additional vocational training courses such as acting and stage management. Our graduates often successfully enrol onto post-graduate teacher training courses, while others choose to further their studies via an MA or MPhil/PhD. The MTheatre Touring Theatre course has been specifically developed for students wanting to extend their practical and professional skills and was launched in 2016.

## Links with employers

Theatre, Acting & Performance recognises the importance of professional experience to the development of students, and so outward-facing engagement with creative industry organisations is integral to the delivery of the course. Additionally, we provide opportunities for students to take part in performance productions or special projects developed by the University or its partners. Recent projects of this kind include:

- *Club Paradise*, a student production which toured the West Midlands and Prague.
- Student performances as part of the *Worcester Light Festival*.
- Student performances frequently programmed as part of the cultural events surrounding Worcestershire Pride. Students also volunteer in a number of capacities in organising and producing Pride events.
- Student-led *Theatre of the Oppressed* workshops at The Doon School in Dehradun and at *The National School of Drama TIE Company* in Delhi.
- School-based tours of *Lord of the Flies* and *DNA*, which was also performed as part of a showcase at Birmingham Repertory Theatre.
- Students regularly employed as student ambassadors to deliver workshops, talks, etc at schools and colleges across the West Midlands.

The culture of theatre and performance at Worcester also serves to enhance students' career prospects. Students have access to the work of staff-led performance companies operating in such diverse areas as children's theatre, political theatre, site-specific performance and theatre and disability.

## Student Employability

A number of Theatre, Acting & 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. The introduction of THEA3003 Professional Practice with Placement as a mandatory module gives all SH students the opportunity to engage with the world of work in a professional capacity.

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, Theatre, Acting & 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.
- Take part in external and/or professional projects.
- Earn as you Learn opportunities as student ambassadors.
- Gain specialist careers advice.
- 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.
- Apply for funding towards realising specific projects and business ideas.
- Be involved in project management and fundraising.
- Study Abroad.

**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.

## Appendix 1 Award Map

*Table 6 heading for course title*

**Course Title: Theatre, Acting & Performance**

*Table 7 award map for level 4 single/joint honours/major/minor BA (Hons) Theatre, Acting & Performance*

Module Code	Module Title	Credits (Number)	Status (Designated (D) or Mandatory (M) or Optional (O))		Co-requisites/exclusions and other notes
			Single Hons	Joint Hons	
THEA1000	Plays in Performance	30	M	M	N/A
THEA1001	Devising & Physical Theatre	30	M	M	N/A
THEA1002	Visual Storytelling	15	M	N/A	N/A
THEA1003	Acting Skills	15	M	N/A	N/A
THEA1004	Performance Design & Production	15	M	N/A	N/A
THEA1005	Theatre & Communities	15	M	N/A	N/A

### Single Honours Requirements at Level 4

Single Honours students must take mandatory 120 credits.

### Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include-THEA1000 and THEA1001.

## Level 5

Table 8 award map for level 5 single/joint honours/major/minor BA (Hons) Theatre, Acting & Performance

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min	
THEA2000	Acting for Stage, Screen & Media	30	M	M	M	O	N/A
THEA2001	Directed Public Performance	30	M	O	O	N/A	*30 credit in 1 semester
THEA2002	Creative Movement Practices	15	O	O	O	O	N/A
THEA2003	Applied Theatre Practices	15	O	O	O	O	N/A
THEA2004	Performance & Digital Media	15	O	O	O	O	N/A
THEA2005	Playwriting	15	O	O	O	O	N/A
THEA2006	Musical Theatre	15	O	O	O	O	N/A
THEA2008	Technical Theatre Skills	15	O	N/A	N/A	N/A	N/A

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules THEA2000 and THEA2001 and optional modules.

### 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 credit 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 THEA2000.

### 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 THEA2000.

### 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

*Table 9 award map for level 6 single/joint honours/major/minor BA (Hons) Theatre, Acting & Performance*

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min	
THEA3000	Final Performance Project (Dissertation equivalent module)	30	M	M	O	N/A	THEA3012
THEA3012	Independent Research Project (Dissertation equivalent module)	30	M	M	O	N/A	THEA3000
THEA3003	Professional Practice with Placement	15	M	O	O	N/A	N/A
THEA3004	Theatre & Disability	15	O	O	O	O	N/A
THEA3005	Queer Theatre & Performance	15	O	O	O	O	N/A
THEA3006	Theatre & Education	15	O	O	O	O	N/A
THEA3007	Immersive & Site-responsive Performance	15	O	O	O	O	N/A
THEA3008	Writing for Performance	15	O	O	O	O	N/A
THEA3009	Advanced Acting Practices	15	O	O	O	O	N/A
THEA3011	Staging Shakespeare Today	15	O	O	O	O	N/A

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include either THEA3000 **or** THEA3012, and THEA3003.



### **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 credit achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

### **Major Pathway Requirements at Level 6**

Major Pathway students must take either 75 or 90 credits from the table above to include THEA3000 **or** THEA3012.

### **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 Dissertation (or equivalent Project) in this subject must take THEA3000 or THEA3012.

Joint pathway students who choose to place their Dissertation (or equivalent Project) in their other joint subject must take any optional modules

Joint pathway students must take one Dissertation (or equivalent Project), either in this subject, in their other joint subject.

### **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:

*Table 10 credit requirements*

<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