

## Programme Specification for Integrated Masters in Touring Theatre (MTheatre Touring Theatre)

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 awards</b>	MTheatre Touring Theatre BA (Hons) Theatre (exit award only)
5.	<b>Programme title</b>	MTheatre Touring Theatre
6.	<b>Pathways available</b>	Single
7.	<b>Mode and/or site of delivery</b>	Standard taught programme but with some learning happening off site i.e. touring theatre venues, village halls etc.
8.	<b>Mode of attendance</b>	Full-time. Some weekend work may be necessary. Mandatory three week intensive practical project in August at the beginning of Level 7.
9.	<b>UCAS Code</b>	W440
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<a href="#">QAA Master's Degree Characteristics, September 2015</a>
11.	<b>Date of Programme Specification preparation/ revision</b>	May 2017 – Periodic Review July 2017 – correction to regs regrading non honours award. August 2017 – AQU amendments. September 2020 – Level 6 and Level 7 historical errors corrected.

### 12. Educational aims of the programme

The aim of this course is to prepare students with the skills, knowledge, understanding of the UK theatre industries, and personal attitudes and abilities, and contacts with local, regional and national networks, to set themselves up as solo performers or small-scale touring theatre companies. The aim of establishing as a small scale touring company or practitioner does not however, limit ambition. Many successful mid and large scale companies started small. The skills and knowledge from the course are also very transferable to other theatre-related careers, in performing, writing, directing, producing, programming, technical theatre, and arts marketing and administration. The course would also provide a good basis to move into education as a career, and could lead to further doctoral study.

The title of the course MTheatre Touring Theatre indicates a field of practices and enquiries within the overall landscape of theatre today. This course asks questions about what it is that defines touring theatre, and how touring theatre can evolve to reflect and interact with changes in contemporary society. Touring theatre is a fluid and inclusive field, difficult to define perhaps but nevertheless the term 'touring theatre' is one that is widely used, and, on a day to day level, understood. The Arts Council, for example have a significant funding stream called Strategic Touring where they stress "forging stronger relationships between audiences, promoters, venues, artists and producers" and look particularly for work that "reflects the diversity of the local community and/or contemporary England".

The title MTheatre Touring Theatre is therefore:

- Firstly intended to signal a course in which the creation of performance work does not take place in isolation but in direct consideration of potential audiences, venues, communities and cultural contexts;
- Secondly, the title is intended to signal some of the practical 'business' involved in touring as an area of knowledge, skill and research i.e. how to make work that can tour, that is portable and adaptable, how to go about the business of organizing, funding, producing and promoting a tour etc. What kind of work is relevant to what kind of touring circuit?
- Thirdly the title 'touring theatre' is intended to signal the need to investigate, understand and potentially extend the possible forms of touring theatre and the opportunities and circuits for its production and presentation.

The distinctive features of the course that support this overarching aim are:

- Introduction to a broad knowledge and understanding of UK theatre, and a wide range of performance skills and techniques in the first two years of the course
- An individual learning plan, negotiated in a Level 6 Induction Intensive Away-Day, and supported in a structured way through Academic Tutoring at Level 6 and 7, which informs the delivery (through tailored specialist practitioner or lecturer input) of mandatory modules at Level 6 and 7.
- A final year focussed entirely on employability through the creation of 'real world' experience creating practical performance projects and delivering them within a range of public contexts, including an intensive production experience at a festival of national significance e.g. Edinburgh Fringe Festival
- Development of theatre industry business skills such as fundraising, marketing, organisational start-up and support
- A network of local and regional individuals, companies, organisations and venues to support the development and delivery of performance work, and facilitate students' entry into the professional world of theatre

The following are the aims for the course:

1. To provide students with a sound knowledge of the history, contexts and practices of touring theatre, within the wider field of theatre and performance in the UK
2. To support the development of advanced practical skills in a range of performance styles and practices
3. To enable students to plan and deliver the technical aspects of small scale touring productions using an appropriate level of theatre technology
4. To provide a detailed knowledge of the funding, business, marketing, administrative, legislative, organizational, ethical and health and safety processes integral to touring theatre
5. To give students an understanding of the range of systems and structures that support theatre, and touring theatre in particular, locally, regionally and nationally
6. To offer opportunities for students to gain direct work-based experience of preparing and delivering theatre and performance for a range of venues, communities and contexts
7. To enable students to become independent learners and researchers and to develop general critical, analytical and problem solving skills;
8. To enable students to bring an independent and professional level of commitment and engagement to their work
9. To support students in finding and developing their own distinctive individual or company performance style, and to identify where they, as solo performer or company, sit within the landscape of the UK theatre industries

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

Award: MTheatre in Touring Theatre	
Course Learning Outcomes (Level 7)	Modules in which this is assessed
<p><b><u>Knowledge and understanding:</u></b>  <i>On successful completion of the course, students will be able to:</i></p>	
1. Demonstrate a critical awareness of current problems and/or insights into the content and context of contemporary touring theatre, much of which is at, or informed by, the forefront of the field of practice	DRAM4300 DRAM4302
2. Demonstrate a sophisticated understanding of the issues, opportunities and practices of different touring companies and venues, working with varying audiences and participants, in specific geographical and demographical contexts	DRAM4300 DRAM4301
<p><b><u>Cognitive and intellectual skills:</u></b>  <i>On successful completion of the course, students will be able to:</i></p>	

3. Critically evaluate and synthesize theoretical frameworks for, and approaches to, current practice and research appropriate to touring theatre	DRAM4300 DRAM4301 DRAM4302
4. Demonstrate inventiveness and originality in the application of research and knowledge within the preparation, production, presentation and dissemination of touring performance projects	All modules
5. Demonstrate an understanding of appropriate project and organization evaluation methodologies (e.g. Arts Council), including an understanding of impact and reach.	DRAM4300 DRAM4301
<b><u>Practical skills relevant to employment:</u></b> <i>On successful completion of the course, students will be able to:</i>	
6. Develop innovative performance work for a specified context	DRAM4300 DRAM4301 DRAM4303
7. Apply enhanced understanding of technical and scenographic knowledge and skills within the context of touring theatre	DRAM4300 DRAM4303
8. Identify and implement, as a solo performer or small company, a distinctive performance style and aesthetic	DRAM3301 DRAM4300 DRAM4303
9. Research appropriate funding opportunities, respond to briefs, prepare budgets, fundraise and financially manage a touring theatre project	DRAM3216 DRAM4300 DRAM4301 DRAM4303
10. Independently research and apply the appropriate management, marketing, organisational, and business skills to ensure a professional standard of production and promotion work	All modules
<b><u>Transferable/key skills:</u></b> <i>On successful completion of the course, students will be able to:</i>	
11. Utilize sophisticated skills in project management involving the ability to independently investigate, organise, synthesise and manage a range of ideas, information and activities	All modules
12. Independently identify and apply appropriate legislation, licensing, insurances, ethics and working practices for working in public, educational and community settings	All modules
13. Handle complex issues systematically and creatively, demonstrating a professional attitude and advanced collaborative skills as well as personal initiative and responsibility.	All modules
14. Communicate sophisticated concepts clearly and effectively, to colleagues, external organisations, and a wider audience, in a variety of media	DRAM4300 DRAM4301 DRAM4302

<b>Award: BA (Hons) Theatre (Exit Award only)</b>	
<b>Course Learning Outcomes (Level 6)</b>	<b>Modules in which this is assessed</b>
<b><u>Knowledge and understanding:</u></b> <i>On successful completion of the course, students will be able to:</i>	

1. Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques, and applications of theatre and performance	DRAM3220 DRAM3301 DRAM3302 DRAM3206 DRAM3213
2. Demonstrate and synthesize coherent and detailed knowledge of key practitioners and practices, and their cultural and/or historical contexts, some of which is at the forefront of the discipline	DRAM3304 DRAM3212 DRAM3214 DRAM3205 DRAM3208
<b><u>Cognitive and intellectual skills:</u></b> <i>On successful completion of the course, students will be able to:</i>	
3. Appropriately deploy established techniques of analysis and enquiry from the field of theatre and performance	DRAM2200 DRAM3304
4. Describe, comment on and apply appropriate theoretical concepts within both written and practical projects.	DRAM2202, 2203 or 2204 DRAM3304
5. Demonstrate critical self-reflection and evaluation	DRAM2201 DRAM3304
<b><u>Practical skills relevant to employment:</u></b> <i>On successful completion of the course, students will be able to:</i>	
6. Present developed performance through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods, skills and practices	DRAM2201 DRAM2202, 2203 or 2204 DRAM3220 DRAM3304
7. Accurately apply skills and understanding of key scenographic and technical aspects of theatre in the creation of performance	DRAM2201 DRAM2207 DRAM3215 DRAM3304
8. Identify one's own strengths as a performer/practitioner and the means or opportunities to continue to develop them	*Level 6 Individual Learning Agreement DRAM3210 DRAM3301 DRAM3304
9. Appropriately deploy detailed knowledge and understanding of current UK support and funding structures for theatre and performance in the planning and budgeting of a performance project	DRAM3216 DRAM3304
10. Appropriately market and promote a performance project	DRAM3216 DRAM3304
<b><u>Transferable/key skills:</u></b> <i>On successful completion of the course, students will be able to:</i>	
11. 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	All modules
12. Assess and manage risk, health and safety and employ ethical working practices within (supervised) performance projects	DRAM3220 DRAM3304
13. 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.	DRAM2201 DRAM3220 DRAM3304

## Overview of the Course.

As the MTheatre Touring Theatre runs in parallel with the BA Drama & Performance, we are able to offer a wide range of shared modules at Level 4 and 5 which allow students to explore the breadth of the field of theatre and performance, before moving on to specialise in touring theatre at Level 6 and 7

### Level 4

Level 4 teaching and learning introduces both skills and concepts that form the foundation of the course. Skills in devising and technical production are delivered within the mandatory module DRAM1200, whereas an investigation into the writing and performing of script based work is delivered in the mandatory module DRAM1201. A wide range of practical skills in performance are introduced at Level 4 through optional modules such as solo performance, group acting, singing, puppetry and mask work. Particularly relevant to students on MTheatre Touring Theatre are those modules which investigate approaches to, and contexts for, performance in public places or aimed at specific audiences: DRAM1302 Pop-up Performance in Public Places and DRAM1211 Theatre & Communities.

In addition, the Level Four mandatory modules aim at the provision of core student skills. DRAM1201 equips students with a basic range of academic reading and writing skills appropriate for analytic and critical approaches. DRAM1200 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

Level 5 offers a stronger focus on production work, informed by research, through the mandatory modules DRAM2200 and DRAM2201 which together form a major directed performance project, plus a choice from one of three modules as an additional mandatory: DRAM2202 Applied Theatre in a Range of Community Contexts, which explores the application of drama within various social and community contexts; DRAM2203, which focuses on 20<sup>th</sup> century plays and playwrights; or DRAM2204 which further develops devising skills towards public production. Optional modules at Level 5 offer students the opportunity to explore and develop additional skills such as choreography (DRAM2209), music theatre (DRAM2206), playwriting (DRAM2211) or scenography (DRAM2207). Other optional modules build on first year modules DRAM1302 and DRAM1211 to explore the application of performance within a variety of public or community contexts, such as DRAM2212 Theatre, Real Lives and History which applies drama techniques within museums and heritage sites to bring them to life. Particularly relevant for students on the MTheatre in Touring Theatre will be DRAM2301 Programming Touring Theatre which will support the students in understanding the organisational, marketing and programming aspects of professional touring theatre.

### Level 6

Level 6 commences with an intensive Awayday in which individual learning contracts are developed with students on MTheatre Touring Theatre that will inform the skill development and input by lectures, practitioners and other professionals, as well as the independent learning of the student, throughout Level 6 and 7 mandatory modules. These learning plans will also be followed up within personal academic tutorials. Level 6 mandatory modules specialise further in touring theatre with opportunities to develop a production to tour to schools and colleges (DRAM3220) and to prepare a performance for a major festival (DRAM3304), to be realized at Level 7 (DRAM4300). Further professional development, focussing on understanding funding, arts policies, marketing and business skills are enhanced in DRAM3216. Optional modules exclusively available to students on MTheatre Touring Theatre offer the possibility of specialising in solo performance (DRAM3301), or to work on workshop and facilitation skills (DRAM3302). Alongside these sit a range of further optional modules (shared with BA Drama & Performance) that allow students to continue to 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.

### Level 7

Level 7 commences with a major, unique feature of the MTheatre Touring Theatre course: a three week intensive festival performance residency (DRAM4300) in August following the completion of Level 6 work. This builds directly on DRAM3304 and provides a unique work-based experience of both delivering a public production over a sustained period of time and engaging in the opportunities

(for networking, viewing other work etc) provided by a nationally significant festival, such as Edinburgh Fringe Festival. Throughout Level 7 the emphasis is on the forming of theatre companies and/or development as a solo practitioner delivering projects in 'real world' contexts. Individuals and companies will be supported in finding their own distinctive style of work, as well as consolidating the necessary business and technical skills for their enterprises. Modules give opportunities for festival and small scale touring performance (DRAM4300), community-related projects (DRAM4301), and a more academically orientated Performance Lecture project, which opens up the possibility of Higher Education establishments as potential venues, as well as the opportunity to consider further practice based research within an academic context (eg PhD study). The course culminates with the independent creation of a major group or solo touring performance project, informed by all aspects of the course (DRAM4303). This project (and previous ones) aims to put students in a position to complete their studies with a readymade project for professional touring.

In order to prepare students for a working career in the theatre industries, some modules at Level 5 and 6, and most modules at Level 7 are substantially larger (in terms of credits) than the usual 15 credits. At Level 5 and 6 there are several 30 credit modules, delivered in one semester, allowing for the more intensive build-up needed to develop a theatre production. At Level 7, in order to allow for the unique learning opportunity provided in DRAM4300 Festival Performance: Production & Review, the academic year runs somewhat differently, starting in August and finishing in May. At Level 7, modules are staggered throughout the year rather than fitting in with the more usual semester format, allowing students the opportunity to focus more intensively on no more than two production projects at any one time. Again three out of the four modules are delivered as 30 credit modules in a more intensive format (i.e. within the equivalent of one semester), and the final project, DRAM4303, offers a substantial opportunity in a 45 credit module for students to develop their own independent production, demonstrating the culmination of their skills from the MTheatre Touring Theatre course and giving them a 'calling card' production to offer to touring theatre circuits after graduation.

#### **Examples of learning, teaching and assessment methods used:**

The course is taught through a blend of practical workshops, lectures, seminars, theatre visits and talks and performances by visiting companies, accompanied by independent research, learning and practical development and rehearsal. Blackboard is used to support all modules, and the department's technical facilities and the knowledge and skills of the technical support staff will be integral to students' learning. A key aspect of this course, as students enter Level 6 and 7, is the creation and presentation of public performances. These projects will be developed in connection, consultation or collaboration with a range of external organisations and venues, and provide significant work-based learning opportunities in the field of touring theatre.

The transferable skills of graduates in this domain are those much sought after in a range of other environments; they enhance students' profiles and employability and they are explicitly found in all work undertaken in drama. Thus the development of an appropriate work ethic, including taking on roles and responsibilities, collaboration, 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, and assessed within modules through attendance and engagement within course work.

#### **14. Assessment Strategy**

The assessment strategy is designed with reference to the [University of Worcester Assessment Strategy](#) (2015), the learning, teaching and assessment statement from the QAA Dance, Drama and Performance Benchmark Statement and the QAA Master's Degree Characteristics.

A mixed assessment strategy is designed to ensure the assessment of the various learning outcomes on the course, including practical work, written work, presentations, project proposals and portfolios as summative assessment items. **Practical assessment** is a significant feature of the course, as creative and practical skills are paramount to the subject matter. Whilst cognitive skills can be seen at work within practical assessments, **written assignments** are also deployed (such as essays or critical reviews) to encourage a strengthening of students' critical and analytical skills. **Presentations** allow for the development of vital communication and interpersonal skills, and **project proposals** engage students in 'real world' tasks in preparation for careers in the theatre industries. **Portfolios** assess a student's ability to gather, collate and utilize relevant research, or document and analyse practical

development work. Formative assessments are used throughout the course either informally on a weekly basis through the presentation of and feedback on practical work, or through presentations or draft essays for peer or tutor feedback.

The assessment strategy also incorporates a gradual development from practical skills, knowledge and understanding in level 4, with these outcomes being further developed and complemented by skills of research and application in level 5. Level 6 modules build on these earlier outcomes and also require students to demonstrate more advanced practical, creative and work-based skills alongside analysis, evaluation and synthesis that are commonly most associated with level 6 study. Level 7 focuses on the advancement and synthesis of previous learning, the development of tailored independent learning and practice, and the application of these within substantial projects.

Assessment guidance and marking criteria is provided to students for each item of assessment. Each assessment item is specifically linked to the Learning Outcomes for the module contained within the module outline and is graded according to the relevant assessment criteria for each type of assessment (e.g. essay, practical, presentation).

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the University Disability & Dyslexia Service. <http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the course handbook.

## **15. Programme structures and requirements**

Students apply for and register for the MTheatre Touring Theatre at the outset, but there are opportunities for transfer between programmes as follows:

Single Honours students registered on the BA (Hons) Drama & Performance course, having successfully completed and passed all modules including the relevant mandatory modules for BA (Hons) Drama & Performance, may apply to transfer from BA (Hons) Drama & Performance to MTheatre Touring Theatre at the end of Level 4 or Level 5. Application will be by means of an interview and audition for the MTheatre Touring Theatre.

Students who successfully complete all modules related to the first three years of the course (levels 4, 5 and 6) will be eligible for the award of BA (Hons) Theatre, if they do not wish to continue into the final year of the MTheatre Touring Theatre.

**Course Title: MTheatre Touring Theatre (Single Honours only)**

<b>Level 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits Number</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Co-requisites/ exclusions and other notes*</b>
DRAM1200	Making Performance: Devised Performance, Production and Scenography	30	M	Exclusions: DRAM1210 DRAM1205
DRAM1201	Staging Plays: Reading, Research and Performance	30	M	
DRAM1302	Pop-up Performance in Public Places	15	O	
DRAM1204	Singing & Performance	15	O	
DRAM1206	The Actor, Voice & Solo Performance	15	O	
DRAM1207	Acting for the Stage	15	O	
DRAM1208	Puppetry & Visual theatre	15	O	
DRAM1209	Mask Acting	15	O	
DRAM1211	Theatre & Communities	15	O	
DRAM1213	European Theatre Practices	15	O	
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	N/A

**Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules and optional modules - which can include 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>.



<b>Level 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Co-requisites/ exclusions and other notes*</b>
DRAM2200	Directed Public Performance: Research and Development	15	M	DRAM2201 co-requisite
DRAM2201	Directed Public Performance: Process, Production & Performance	30	M	DRAM2200 co-requisite Non-standard delivery in one semester, Semester 1
DRAM2301	Programming Touring Theatre	15	O	
DRAM2202	Applied Theatre in a Range of Community Contexts	30	O	Non-standard delivery in one semester, Semester 2
DRAM2203	Plays & Playwrights: British Theatre in Times of Change	30	O	
DRAM2204	Devising & Adaptation	30	O	Non-standard delivery in one semester, Semester 2
DRAM2205	Theatre & Digital Media	15	O	
DRAM2206	Music Theatre	15	O	
DRAM2207	Making Theatrical Space	15	O	
DRAM2208	The Actor and Poetic Text	15	O	
DRAM2209	Choreography and Performance	15	O	
DRAM2210	Adaptation: From Stage to Screen	15	O	
DRAM2211	Playwriting	15	O	
DRAM2212	Theatre, Real Lives and History	15	O	
DRAM2213	Directors & Directing	15	O	
DRAM2214	Physical Theatre	15	O	
LANG xxxx	Optional modules offered by the Language Centre	15/30	O	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 DRAM 2200 (15 credits) and DRAM 2201 (30 credits) plus **EITHER** DRAM 2202 (30 credits) **OR** DRAM 2203 (30 credits) **OR** DRAM 2204 (30 credits) plus 15 credits from the list of optional modules listed above.

Single Honours students can 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>.

<b>MTheatre Touring Theatre Level 6</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits Number</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Co-requisites/ exclusions and other notes*</b>
DRAM3304	Festival Performance: Development	30	M	Non-standard delivery in one semester – S2
DRAM3216	Professional Practice	15	M	
DRAM3220	Touring Theatre to Schools and Colleges	30	M	Non-standard delivery in one semester – S1
DRAM3301	Solo Performance	15	O	
DRAM3302	Youth Theatre Practices	15	O	
DRAM3204	Site-Specific Performance	15	O	
DRAM3205	Contemporary Performance Practices	15	O	
DRAM3206	Theatre & Learning Disability	15	O	
DRAM3207	Staging Shakespeare Today	15	O	
DRAM3208	New Voices in Contemporary British Theatre	15	O	
DRAM3210	Work Placement	15	O	
DRAM3211	Writing for Performance	15	O	
DRAM3212	Theatre for Young Audiences	15	O	
DRAM3213	Theatre & Education	15	O	
DRAM3214	Sexuality in Performance	15	O	
DRAM3215	Scenography: Specialist Project	15	O	
DRAM3221	Performances of Protest	15	O	
DRAM3222	Dance Styles & Techniques	15	O	

### **Single Honours Requirements at Level 6**

Single Honours students must take 120 credits from the table above to include DRAM3304 (30 credits), DRAM3216 (15 credits) and DRAM3220 (30 credits).

Students may then take 30 credits from the list of optional modules above.

<b>Level 7</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits Number</b>	<b>Status</b> Mandatory (M) or Optional (O)	<b>Pre-requisites/exclusions and other notes*</b>
DRAM4300	Festival Performance: Production & Review	30	M	Pre-requisite DRAM3304 Non-standard deliver between August and November
DRAM4301	Collaborative Project	30	M	Non-standard delivery between October and February semester 1
DRAM4302	Performance Lecture	15	M	Non-standard delivery between November and March
DRAM4303	Independent Touring Project	45	M	Non-standard delivery between February and May

**Single Honours Requirements at Level 7**

Students must take all modules listed in the table above.

**Non-standard Delivery of Modules at Level 7.**

In order to facilitate a 'real-life' experience of professional touring theatre, 3 of the 4 Level 7 modules are 30 and 45 credit non-standard delivery modules. In order to spread the student workload across the whole year, it is proposed that these modules are delivered with a different regard to semesters and weeks from the typical undergraduate programme.

## 16. QAA and Professional Academic Standards and Quality

### **BA (Hons) Theatre (Exit Award only)**

This award is located at Level 6 of the FHEQ. The 2015 QAA Honours Degree Subject Benchmark Statement: Dance, Drama and Performance articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These, together with the contextual statement have been used to craft course and module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

The Dance, Drama and Performance benchmarks can be found at the following link:  
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Dance-Drama-Performance-15.pdf>

### **MTheatre Touring Theatre**

This award is located at Level 7 of the FHEQ. In addition to the Subject Benchmark Statement: Drama, Dance and Performance, the 2015 QAA Master's Degree Characteristics has been used to craft course and module learning outcomes as well as learning, teaching and assessment strategies. The QAA Master's Degree Characteristics can be found here:

<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2977#.VnKSDyTA49c>

## 17. Support for students

### **Induction**

Student transition into University life is assisted by an initial short, one week's induction programme which through a range of hands-on activities introduces students to each other, their course, the staff who will be teaching them and the Institute. Students are for example invited to attend the Institute of Humanities and Creative Arts (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, the Careers and the Counselling Service.

Students are also provided with a brief induction into their second year. Direct entry students are also provided with a brief and informal induction. In addition the Institute for Humanities and Creative Arts monitors attendance closely in 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 13:00 & 14:00. Online support is also provided through Twitter, Facebook and email.

### **The Personal Academic Tutor System at Level 4 and 5**

All students are allocated a personal academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Personal academic tutor sessions usually take one of two forms: either one-to-one sessions where notes are taken and stored on SOLE, or group based sessions where general points and issues relating to the course are dealt with. Group academic tutorials are delivered within the mandatory modules at Level 4 four times during the year and students are invited to a one-to-one review following the completion of Semester 1 assessments, and towards the end of the second semester. At Level 5 students are invited to tutorials at least twice a semester, but academic tutors will welcome any requests for meetings in response to student need.

### **Level 6 and 7 Induction, Audit and Individual Learning Plan.**

At the beginning of Level 6, which marks the shift to learning and assessment that directly contributes to the MTheatre Touring Theatre grade qualification, there will be an intensive Induction Awayday which will include an audit of individual and group skills. This audit will lead to an Individual Learning Plan, negotiated with each student, and the group as a whole, that will inform the detailed skill input (by lecturers/practitioners) on mandatory modules for the course at Level 6 and 7. This might include a re-visiting of skills taught at Level 4, such as puppetry, or the further development of ongoing skills such as acting or performance, or the refining of newer skills such as directing. The audit and Individual Learning Plan will also allow students to focus their interests and roles

within performance companies, for example to engage more specifically in directing, technical theatre or scenography, or writing. In response to the Individual Learning Plan, specialist staff members or visiting practitioners deliver workshops or mentoring within the mandatory modules. The Individual Learning Plan will be revisited and updated through 3 additional meetings with the Personal Academic Tutor, and in collaboration with the Course Leader, at Level 6, and again at Level 7.

## **18. Admissions**

### **Admissions policy**

The course seeks to recruit students leaving School, Sixth Form College or FE College, also adults returning to education, and international students including those from the European Union and further afield. In line with the University's admissions policy Drama aims to provide fair and equal access to a university education to all those who have the potential to succeed or benefit from it. Students with few formal or less conventional qualifications, but substantial work experience, are encouraged to apply. All eligible students will be invited to interview and audition.

### **Entry requirements**

Potential applicants to the MTheatre Touring Theatre should have a proven interest in theatre both as performance makers (e.g. as part of a youth theatre) but also as theatre attenders. Potential applicants should also demonstrate a clear interest in developing a career in the theatre industries, as performers, directors, technicians, arts administrators or any other appropriate role. These skills, interests and ambitions will be explored through the application, audition and interview process.

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.

### **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**

All eligible students will be invited for a workshop, interview and audition process (see below). The workshop will be led a one of the Drama staff and involve a number of drama games and processes, designed to encourage applicants to work together creatively as a group. The interview will explore individual's experience and understanding of theatre based both on their own practical experience of making theatre, and their experience as an audience of recent plays and live performances. The individual audition will allow applicants to demonstrate their performance skills through the performance of a short monologue of their own choosing.

Full-time applicants apply through UCAS (*W440*)

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Full-time applicants apply through UCAS (*W440*).

### **Transfer to MTheatre Touring Theatre**

Students wishing to transfer from the BA Drama & Performance (or from comparable courses at other institutions) to MTheatre Touring Theatre can apply to do so during the first year (Level 4) of the BA course (to transfer to Level 5 of the MTheatre Touring Theatre from the beginning of the second year), or during the second year (to transfer to Level 6 of the MTheatre Touring Theatre from the beginning of the third year). Students interested in doing this should first arrange to discuss the course with the Course Leader of MTheatre Touring Theatre, after which they will be invited to take part in an audition and interview process.

### **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.

The workshop, interview and audition process is used to ensure that applicants have:

- The ability and commitment to work collaboratively in groups, which will be assessed through the workshop
- an appropriate existing level of performance skills, which will be demonstrated in the audition
- an evident interest in live theatre, which will be demonstrated through interview discussion of recent productions seen and/or participated in
- a commitment to thoughtful enquiry into the field of theatre, which will be evident through a tutor-led interview discussion about the cultural landscape today

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

The 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 Annual Evaluation Report**

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). These include:

- External Examiner's 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 student experience.

In writing the Annual Evaluation Report, the course team benefits from utilising feedback gathered throughout the academic year from students 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:

### **Module Evaluation**

At any point during the module students have the opportunity to feedback 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 develop and enhance the module.

### **External Examiners**

External Examiners review samples from all modules at Level 5, 6, and 7, attend Exam Boards and provide detailed annual reports on the course. They are also engaged in advising on any major changes to the Course.

### **Course Reps**

Course Reps are elected at each level of the course and are engaged in feeding back on the course informally and formally through Course Management Committees which meet twice a year.

### **Course Management Committee**

Course Management Committees are comprised of Course Reps, Module Leaders, other staff members and library liaison representatives. There is a standard agenda which includes reports from Course Reps on student experience of the course.

### **Enhancement of Teaching and Learning in IHCA**

The course team benefits from the culture of engagement around how to enhance teaching and learning within IHCA. Every course leader sits on the IHCA Learning and Teaching Committee; every subject leader and Head of Division sits on the Institute Quality Committee.

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 Hourly Paid Lecturers (HPLs)
- Peer Supported Review of Teaching
- Attendance and participation at Academic Conferences, HEA events
- An active research culture including seminars, symposiums 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 see 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.
- For Integrated Masters, students at Level 6 may be permitted to progress to Level 7 when they have passed at least 90 credits at Level 6.
- 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
CertHE	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.
DipHE	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 Independent Study 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.
Integrated Masters	Passed a minimum of 480 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at each of Level 6 and Level 7, including a dissertation or other substantial piece of independent work, as set out in the award map.

## Classification

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

### For BA/BSc (Hons awards):

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 Integrated Masters awards:

Classification determined on the profile of the best grades from 60 credits attained at Level 6 and the best grades from 120 credits at Level 7. Level 6 and Level 7 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 7 only.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

## 21. Indicators of quality and standards

### Student satisfaction

As a new course, there is no direct data about the MTheatre Touring Theatre in terms of student satisfaction and feedback but the National Student Survey results indicate the current parallel course, BA Drama & Performance is well respected and increasingly so.

The overall satisfaction for the course on NSS was at 81% (83%) in 2015/16. The overall course satisfaction on University of Worcester's internal student survey was 90% and there was plenty of positive qualitative feedback from both surveys including:

*'The help from tutors and technicians within the course is very good in terms of support and guidance, as well as recommending areas to look into during practicals and essays.'*

*'Across the three years, there was very little repetition as far as teaching goes, with a great amount of variety in module choice and topics that are generally explored in great depth.'*

*'I think I've just enjoyed it and all the lecturers have been really enthusiastic.'*

*'Confidence has increased and so have my interpersonal communication skills. I have found a career path through my course.'*

### **External Examiner reports**

External Examiners for BA Drama & Performance (2015/16) praise the way students at Worcester benefit from the strong integration of theory and practice and the way in which the students are supported to make their own practical investigations. They also state the ways in which students are given the opportunity to test out skills, knowledge and expertise in 'real' settings beyond the institution is a great strength and something that other institutions struggle to offer. This is an aspect that the new MTheatre Touring Theatre has been designed to build upon.

External Examiners' reports also state that they continue to be impressed by the high production values in the students' practical work that offers testament to the commitment to practical work from the Drama team and the strength of the support from the dedicated performance technicians, which again is an excellent indicator that the department has the appropriate skills and resources to support the very practically orientated MTheatre Touring Theatre.

Recruitment to the BA Drama & Performance course is strong, with the intake of Single Honours students over recent years falling generally between 40 and 60, and the intake of Joint Honours generally falling around 15 to 25. If this level of intake is sustained, it will make it easy to populate both the MTheatre Touring Theatre and BA Drama & Performance, particularly as modules are shared across Level 4 and 5.

Retention and progression rates remain high and stable within the BA Drama & Performance and student achievement is rising year on year with the percentage of 1<sup>st</sup>/2-1 degrees rising (again) in 2014-15 to 87.88% from 82.61% the previous year. A very impressive 6 first class degrees was partly accounted for by the high standard of practical work in the final Final Performance Project double module at level 6, again a good indicator for the direction of the new MTheatre Touring Theatre.

The majority of the staff have been and/or still are both academics and theatre practitioners, with ongoing companies and projects that students are regularly involved in. Additional hourly paid staff are employed for their specialist skills. All permanent teaching staff either have or are required to undertake a recognised teaching qualification. The department received 3 star and 2 star ratings in the recent REF.

## **22. Graduate destinations, employability and links with employers**

### **Graduate destinations and employability**

The MTheatre Touring Theatre is a unique course. No other University offers this combination of a 4 year Integrated Masters and the specific preparation for employment in the vibrant touring theatre sector. Graduates from the BA Drama & Performance, and the MA Drama have gone on to careers as solo performers, writers, directors and performers. Some have set up as independent practitioners or companies, but the feedback we have had from graduates (with whom we keep in touch) is that whilst these courses prepared them creatively for such employment they did not prepare them for the business side of running a small company. The MTheatre Touring Theatre aims to address this directly by combining the development of creativity, analysis, technical skills, and business and organisational know-how, alongside the ability to plan and take responsibility for ongoing learning and development within the professional theatre industries.

Through working in collaboration and consultation with practitioners, venues, companies and professional networks within the course, successful graduates will complete the course with a useful range of contacts for their entry into the professional world.

The structure of the course is designed to put graduates in the position of having a portfolio of performance projects ready at the culmination of their course so that they can set about entry into the theatre industries.

### Links with employers

The MTheatre Touring Theatre has been developed and will be delivered in consultation and collaboration with industry specialists and employers, locally, regionally and nationally based. The following individuals and companies have been consulted during the development of this course. The feedback we received has helped shape this course.

Rob Elkington, Arts Connect West Midlands  
Steve Ball, Birmingham Rep  
Lee Farley, Perfect Circle  
Robert Pacitti, Pacitti Company  
Accidental Collective  
Eva Liporova and Anisne Fields, Parrot in the Tank  
Campden People's Theatre  
Underground Venues  
Three's Company  
Smooth Faced Gentlemen  
Duckie  
The Gramophones  
Talawa Theatre  
Richard Hayhow, Open Theatre  
Mollie Guilfoyle, practitioner  
Laura White, Arts Council Officer  
Arts Officer, West Midlands (Touring Theatre)  
Shindig/ Live and Local Rural Touring  
Steve Wilson, local authority Arts Officer  
Steve Boffy, Arts Consultant  
Hereford Courtyard  
Pentabus Theatre Company

The following is a summary of their responses, loosely grouped by the emerging themes of:

1. Planning and project management
2. Finance
3. Business, organization and marketing
4. Content, context and creative skills
5. Communication
6. Scheduling
7. References and reviews
8. Additionality and legacy
9. Facilities, technical skills and health and safety;
10. Resources, resourcefulness and personal qualities.

These themes have helped to shape the MTheatre Touring Theatre Course Learning Outcomes (see Programme Specification), particularly under the headings of **Practical skills relevant to employment** and **Transferable skills**, as well as the content of specific modules at Level 6 and 7.

The course will be delivered in partnership with a range of local and regional venues and organisations. Visiting professionals, drawn from the above list as well as a range of other networks and contacts will be significantly involved in the delivery of the course, both in the creative and business side, and local/regional venues, organisations and communities will be involved in developing and hosting the projects and public performances.

**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.