

PROGRAMME SPECIFICATION – MA DRAMA

1. Awarding institution/body	University of Worcester
2. Teaching institution	University of Worcester
3. Programme accredited by	N/A
4. Final award	PG Cert, PG Dip, MA
5. Programme title	Drama Drama (Theatre & Young People) Drama (Contemporary Theatre Practices)
6. Pathways available	N/A
7. Mode and/or site of delivery	Taught programme at University of Worcester
8. Mode of attendance	Full-time and part-time
9. UCAS Code	N/A
10. Subject /Professional Benchmark statements	QAA Master's Degree Characteristics, March 2010. QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland, August 2008 QAA Honours Degree Subject Benchmark Statement for Dance, Drama and Performance, June 2007
11. Date of Programme Specification preparation/revision	May 2012 August 2014 and October 2014 (regulations amended) July 2016 regulations amended (Section 20)
<p>12. Educational aims of the programme</p> <p>The course is predicated on the importance of practical exploration underpinned by theory. Reflective practice is at the heart of the pedagogical approach to this course. The ethos is such that work is conducted not only on an individual basis but also in a supportive group context, which permits the best possible opportunity for rigorous critical engagement and high quality practice. Furthermore it aims to facilitate practical experience in a professional context through the close involvement with a network of professional practitioners.</p> <p>Students who complete all nine modules achieve either MA Drama (Contemporary Theatre Practices) OR an MA Drama (Theatre & Young People) depending on which specialist modules they selected.</p> <p>Students who complete six modules achieve a PG Diploma Drama (Contemporary Theatre Practices) OR PG Diploma Drama (Theatre & Young People) depending on which specialist modules they selected.</p> <p>Students who complete three modules achieve a PG Cert Drama.</p> <p>The educational aims of the programme are to:</p>	

- provide a varied and flexible approach to key aspects of contemporary drama in a range of forms and cultural and organisational contexts;
- provide students with access to recent developments in theatre and performance scholarship at a level of sophistication appropriate to their postgraduate status;
- develop a critical understanding of the interaction of practice and theory in the analysis of performance;
- enhance students' critical awareness through an ethos of reflective practice;
- enable students to apply knowledge and originality within a specialist area of theatre making;
- foster a mature awareness of the creative applications of drama and performance in the wider community;
- prepare students for work in a professional context whilst providing the tools and techniques for higher level research.

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

On successful completion of the Postgraduate Certificate, the student will be able to:

1. demonstrate an advanced and systematic understanding of a range of theoretical paradigms which underpin current performance studies and practice;
2. through the process of oral discussion, presentation and written analysis show a critically aware understanding of current, applications and emerging critical perspectives within contemporary theatre practices
3. evaluate critically both orally and through written work selected aspects of current research and advanced scholarship in the discipline;
4. evaluate critically sophisticated models of current performance practice;
5. demonstrate an extensive and systematic knowledge and understanding of a range of issues, themes, forms and models of creative practice addressed in the advanced academic study of performance;
6. engage independently and collectively in the advanced practical exploration of selected models of performance practice;

In addition a student successfully completing the Postgraduate Diploma will be able to:

7. demonstrate growing maturity in the ability to independently synthesize theoretical and creative practice-based material from discrete topics offered in the course;
8. evidence an advanced level of specialist knowledge of the practice and theory in the area of either New Theatre Practices or Theatre & Young People
9. demonstrate an understanding of the professional context of current specialist performance practice and have experience of presenting performance work to public audiences;
10. demonstrate a sophisticated engagement with the practice of creating theatre and the ability to develop innovative performance work for a specified context.

In addition to the achievements listed for PG Cert and PG Dip, a student completing a Master's degree will be able to:

11. demonstrate the capacity to adopt a critically-informed and systematic reflective and reflexive approach to models and applications of specialist performance practice;
12. demonstrate the independent ability to initiate, critically frame and complete an autonomous extended research project conducted and presented in full accordance with agreed scholarly standards.

<i>Knowledge and understanding:</i>	<i>Examples of learning, teaching and assessment methods used:</i>
<p>1.demonstrate an advanced and systematic understanding of a range of theoretical paradigms which underpin current performance studies and practice;</p> <p>2.demonstrate in oral discussion, presentation and written analysis a critically aware understanding of contemporary debates, applications and emerging critical perspectives within current performance practice;</p> <p>5.demonstrate an extensive and systematic knowledge and understanding of a range of issues, themes, forms and models of creative practice addressed in the advanced academic study of performance;</p> <p>11.demonstrate the capacity to adopt a critically-informed and systematic reflective and reflexive approach to models and applications of specialist performance practice;</p> <p>12.demonstrate the independent ability to initiate, critically frame and complete an autonomous extended research project conducted and presented in full accordance with agreed scholarly standards.</p>	<p>The cluster of modules comprising the PG Cert introduces students to a range of issues, themes, forms and models of creative practice. Students are encouraged to develop a critically mature knowledge and understanding of the most up-to-date approaches to, models of, and exponents of, current performance practice.</p> <p>Learning, teaching and assessment embraces lectures, seminars, group discussions and debate and individual research, practical workshops and performance. Students will have access to live and recorded performance and the Universities VLE Blackboard site and other social media spaces. Submissions include practical presentations, work-in-progress and public performances and oral and written assessment. Furthermore the focus on group work will enable peer assessment and group critique to be an important part of the learning process and students will benefit from both formative and summative feedback.</p> <p>In all modules there will be opportunities for regular tutorials which will focus on the development of the student's own practice and theory alongside examples and modules from contemporary practice and theory. Students will through this approach be encouraged to reflect on their process.</p> <p>A study of a range of research methodologies will enable students to develop advanced skills in independent research and written work.</p> <p>The work placement module and the specialist negotiated Project will both equip students with significant understanding and experience of the professional context of their work and these modules will enable students to benefit from the input of professional Mentors who will be matched to the students own projects and be in a position to offer expert advice and guidance.</p> <p>Assessment for these modules will include the public presentation of work through a range of projects including performances, conference papers and workshop presentations.</p>
<i>Cognitive and Intellectual Skills</i>	<i>Examples of learning, teaching and assessment methods used</i>

<p>3.evaluate critically both orally and through written work selected aspects of current research and advanced scholarship in the discipline;</p> <p>4.evaluate critically sophisticated models of current performance practice.</p>	<p>The mandatory module DRAM4000 <i>Theory into Practice</i> is designed to ensure that students are introduced to a range of influential theoretical paradigms and critical discourses. This enables them to construct appropriate critical frameworks around their own assessed writing and practical presentations. Team teaching where individual tutors teach theory as it is applied to their specialist research interests supply exemplary case studies to assist students towards advanced understanding and knowledge.</p> <p>Modules such as DRAM4003: <i>Theatre and Education</i>, DRAM4004: <i>Theatre and Young Audiences</i>, DRAM4007: <i>Contemporary Theatre Practice in a Digital Culture</i>, DRAM4011 <i>Site Related Performance</i>, and DRAM4012: <i>Dissertation</i> are based on critical reading of both written and performed texts within the context of current practice and innovation. In assessment students offer their own written critiques and practical analyses to demonstrate their advanced understanding.</p>
<p>Practical skills relevant to employment:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<p>6.demonstrate a capacity to engage independently and collectively in the practical exploration of selected models of performance practice;</p> <p>8.evidence an advanced level of specialist knowledge of the practice and theory in the area of either Contemporary Theatre Practices or Theatre & Young People;</p> <p>9.demonstrate an understanding of the professional context of current specialist performance practice and have experience of presenting performance work to public audiences;</p> <p>10.demonstrate a sophisticated engagement with the practice of creating theatre and the ability to develop innovative performance work for a specified context.</p>	<p>All of the modules contain skills that are relevant for employment whether in an academic context or directly within theatre practice.</p> <p>Students are taught a range of advanced creative skills and approaches by academic tutors with substantial practitioner experience, which are then demonstrated in assessed work.</p> <p>DRAM4006: <i>Professional Practice in Drama</i> and DRAM4010: <i>Specialist Performance Project</i> are dedicated industry-based modules and include direct delivery from professional practitioners operating within the specialist area. These modules enable students to gain direct industry experience via a placement or through the establishment of a small-scale company producing work to an industrial model.</p>
<p>Transferable/key skills:</p>	<p>Examples of learning, teaching and assessment methods used:</p>
<p>6.demonstrate a capacity to engage independently and collectively in the practical exploration of selected models of performance practice;</p>	<p>All modules contain relevant skills that can be transferred to other contexts. Individual and group work, the application of research into new practices, time-management and working to</p>

<p>7.demonstrate growing maturity in the ability to independently synthesize theoretical and creative practice-based material from discrete topics offered in the course.</p>	<p>deadlines, this not only applies to the submission of academic work but also in terms of product for public consumption. Modules also contain group or individual practical and/or oral presentations and collaborative work necessitating negotiation, commitment, reliability, leadership and compromise. All modules invariably encourage critical discussion and mature debate</p>
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14. Assessment Strategy

In keeping with the wide range of written and performance texts and applications encountered on the course there is no one dominant form of assessment. Also there are no formal examinations. The ability to research and write and sustain a critical argument in an essay is a very important skill as is the ability to develop and present a dramatic performance for a specified context. Students will be required in several modules to give either individual or group oral and/or practical presentations. Other forms of assessment include a critical analysis of a written or performed dramatic text; a workshop delivered to a specific group; business plan, conference paper and a reflective commentary. At all times there is an attempt to balance written analysis with practical exploration and interrogation and adopt a holistic approach in line with the University's assessment policy.

Through the teaching and learning process there will be opportunities to undertake un-assessed exercises which will contribute to growing confidence in critical and practical analysis. Typically there are two formal assessment points, mid-semester and end of the semester. Most modules will include an element of practical and written work. The practical component(s), such as a group or solo practical performance and/or presentation will usually be presented at the end of the module and time is specifically scheduled for independent group or individual rehearsal and preparation. Theoretical work will tend to culminate in a piece of extended critical writing. On the whole assignments are evenly weighted. On practical modules students receive constant feedback on their practical exercises in class; on text and theory based modules students are set an un-assessed formative exercise and are invited to give informal presentations on critical reading in class.

In addition to UW grade descriptors which are available for students to consult, the MA Drama Course Handbook provides a comprehensive guide to subject specific assessment criteria linked to grade bands which cover both written and practical assessment.

15. Programme structures and requirements

Award Map

Students registered on to the PG Cert Drama must successfully complete 60 credits at Level 7 (DRAM4000, DRAM4001 and DRAM4002)

Students progressing onto the PG Dip Drama (Theatre & Young People) must also successfully complete EITHER DRAM4003 OR DRAM4004 plus DRAM4006 OR DRAM4008 to successfully complete a total minimum of 120 credits at Level 7.

To be awarded the MA Drama (Theatre & Young People) students must complete a total of 180 credits at Level 7 including a minimum of 60 credits for the dissertation (DRAM 4012).

Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))		
			MA Drama (Theatre & Young People)	PG Dip Drama (Theatre & Young People)	PG Cert Drama
DRAM4000	Theory into Practice	20	M	M	M
DRAM4001	Audience, Performer, Space	20	M	M	M
DRAM4002	Shaping Performance Text and Dramaturgy	20	M	M	M
DRAM4003	Applied Theatre & Education	20	O	O	
DRAM4004	Writing and Performance for Young Audiences	20	O	O	
DRAM4006	Professional Practice in Drama	40	O	O	
DRAM4008	Specialist Performance Project	40	O	O	
DRAM4012	Dissertation	60	M		

Students registered on to the PG Cert Drama must successfully complete 60 credits at Level 7 (DRAM4000, DRAM4001 and DRAM4002)

Students progressing onto the PG Dip Drama (Contemporary Theatre Practices) must also successfully complete EITHER DRAM4007 OR DRAM4011 plus DRAM4006 OR DRAM4008 to successfully complete a total minimum of 120 credits at Level 7.

To be awarded the MA Drama (Contemporary Theatre Practices) students must complete a total of 180 credits at Level 7 including a minimum of 60 credits for the dissertation (DRAM 4012).

Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))		
			MA Drama (Contemporary Theatre Practices)	PG Dip Drama (Contemporary Theatre Practices)	PG Cert Drama
DRAM4000	Theory into Practice	20	M	M	M
DRAM4001	Audience, Performer, Space	20	M	M	M
DRAM4002	Shaping Performance Text and Dramaturgy	20	M	M	M
DRAM4007	Contemporary Theatre Practice in a Digital Culture	20	O	O	
DRAM4011	Site Related Performance	20	O	O	

DRAM4006	Professional Practice in Drama	40	O	O	
DRAM4008	Specialist Performance Project	40	O	O	
DRAM4012	Dissertation	60	M		

The course is available in part-time or full-time modes.

Attendance Requirements are as laid out in the MA Drama Handbook.

16. QAA Academic Infrastructure

The educational aims of the programme were generated in accord with QAA guidelines for Masters provision. The programme is designed to enable students to develop skills and competencies essential to the study of Drama to a level higher than expected from undergraduate work. Knowledge of the subject will be deeper and up-to-date, critique and reflection on practice more sophisticated and research more thorough and extensive. Crucial at this level is the development of an individual, independent purchase on the subject area both in theoretical and practical modes. This is vital for the successful completion of the independent research project.

The 2008 QAA FHEQ is clear in its expectations of what distinguishes a Master degree and the MA Drama embraces this and is informed by, and at the forefront of, not only an academic discipline but also professional practice. There are a number of opportunities embedded within the course that allow students to show originality in the application of knowledge and theory to practice and underpinning this is the importance of research in pushing the boundaries of knowledge. Students will be dealing with complex issues both systematically and creatively and will need to show originality in tackling and solving problems.

It is the increased intensity, complexity and density of study which enables the intellectual progression from undergraduate achievement to postgraduate certificate, postgraduate diploma and ultimately achievement at Masters level.

On successful completion students will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

17. Support for students

MA Drama students are supported in their learning through:

- Access to the University's VLE and other e-learning resources including Pebble Pad and Release
- An Induction package, which introduces the library, ICT services, drama studios and facilities
- The Student Course Handbook
- A module guide for each individual module
- Instruction in advanced research skills provided through Mandatory Modules
- Access to Rehearsal Spaces through a student accessible booking system
- Support and technical training from Drama and Performance technicians
- Loan of specialist technical equipment through the Drama Department
- Access to a network of Professional Practitioners who are partnered with the course through work placement and mentoring arrangements

- Possibilities for presenting performance work to public audiences and in professional venues
- A central Student Support Service offers a range of advisory services including finance, equal opportunities/disability, counselling, careers
- A writer-in-residence is annually sponsored by the Royal Literary Fund to support students with writing skills
- A Language Unit provides English language courses for international students
- Provision of an academic tutor.

18. Admissions Policy

This course is aimed at students who are either new graduates aiming to enhance their BA degree qualification before embarking on their careers and also at those who are arts professionals, including performance practitioners, teachers or lecturers, who wish to develop and update their intellectual and creative engagement with current trends in the practice and theory of drama and performance.

Students are admitted in the context of an Equal Opportunities policy adopted by the University of Worcester and the Institute of Humanities and Creative Arts. The University operates a student support service that can provide individual support workers and materials in alternative formats. The course team aims to foster an environment in which students of all backgrounds can participate successfully.

Entry requirements

- Normally an honours degree of at least an upper second classification in a discipline directly relevant to the course or,
- An honours degree in a cognate discipline in which elements relevant to the course played a part. Examples of these might include Dance and Physical Theatre, Puppetry, Contemporary Art and Live Art, English and Creative Writing or,
- Non-academic professional qualifications and/or experience which demonstrates the possession of appropriate knowledge or professional skills

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

Admissions procedures

All prospective students will attend an interview prior to being admitted onto the course. If appropriate the student will be asked to provide a sample of written work.

International students whose first language is not English must achieve an IELTS score of 6.5 in which the writing component is at that level or above.

Admissions/selection criteria

Criteria used to determine whether or not a place on the course is to be offered, which may be ascertained through interview and where appropriate a sample of written work, include:

- Quality of practical performance work
- Evidence of appropriate level of engagement with theory
- Evidence of skills in group work practice
- Independent Learning and research skills

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

- Annual Evaluation of the quality of the course
- External Examiner reports
- Discussions with StARs at the Course Management Committee each semester to consider student feedback and future developments
- University Learning and Teaching and Student Experience Committee and the Academic Development and Practice Unit promote learning and teaching across the institution
- Peer observation of teaching by staff
- Involvement of Staff in international conferences, research publication and scholarly activity including professional performance work
- Feedback and involvement from professional partners in the content of the course
- Student evaluation of Modules

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.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded 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 who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert Drama	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip Drama (Theatre & Young People) or PG Dip Drama (Contemporary Theatre Practices)	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters [MA Drama (Theatre & Young People) or MA Drama (Contemporary Theatre Practices)]	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

22. Employability and graduate destinations

The Masters course embraces both academic and professional progression. Employer engagement has been central to the design of the course and reflects the dedicated pathways of Contemporary Theatre Practices and Theatre & Young People. The nature of the opportunities offered by employers however is sufficiently diverse as to demand specific negotiation with each party in order to serve the student, company and course. This inevitably affects the nature and content of the course and particularly the Specialist Performance Project and Professional Practice module, which have been written in such a way as to embrace a range of experiences whilst maintaining the level and quality of intellectual engagement expected for this level of work.

Employers are among the professional practitioners employed for the delivery of aspects of the PG modules. The Drama subject area has always had a policy of employing practitioners in order to ensure that the course is continually in touch with professional developments and this policy features strongly in the Masters programme. We are experienced in mentoring and supporting practitioner employers who contribute as sessional lecturers and continue this practice with those brought in to deliver and assess aspects of the new course.

It is recognised that a popular career choice for PG students is teaching. Local and regional teachers of drama are already in communication with staff of the Drama and Performance BA course and there is a long history of collaborative projects involving schools. These relationships have been and will continue to be built on with the development of the MA and teachers consulted as part of the pre validation research. The Teachers' forum is a regular event within the department.

To date the course has regional and national connections including C & T Theatre Company, which is based at the University, Birmingham Rep, Malvern Theatres and The Swan Theatre, which are building-based venues with a keen interest in work with young people, VAMOS Theatre, a mask-based performance company with strong ties to the drama department, FETCH theatre, a Ludlow based puppet theatre company, Pegasus Theatre in Oxford, Reckless Sleepers, which has worked with PG students on a performance/ installation project; Punchdrunk as consultative advisors and occasional project leaders and Nelson Training a local company that uses drama techniques for business training.

A connection has also been forged with the University of Wisconsin, Madison which provides the opportunity enable transatlantic debate and to integrate our students into the global network of scholars and practitioners such as ITYARN. This is in liaison with the Professor of Theatre Research and Director of the Youth Programme, Dr. Manon van de Water, who is also the Director of the International Theatre and Young People Research Network (ITYARN).

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 the module outlines and Section 3 of the course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).