

Programme Specification for MA Drama

This document applies to Academic Year 2018/19 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	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 Benchmark statement and/or professional body statement	QAA Master's Degree Characteristics, March 2015. QAA Subject Benchmark Statement: Dance, Drama and Performance (2015)
11.	Date of Programme Specification preparation/ revision	May 2017 – Periodic Review August 2017 – AQU amendments August 2018 – AQU amendments

12. Educational aims of the programme

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.

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.

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.

Students who complete three modules achieve a PG Cert Drama.

The educational aims of the programme are to:

- 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.

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1.	demonstrate an advanced and systematic understanding of a range of theoretical paradigms which underpin current performance studies and practice;	DRAM 4000 4001 4002	PG Cert
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;	DRAM 4000 4001 4002	PG Cert
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;	DRAM 4000 4001 4002	PG Cert

11.	demonstrate the capacity to adopt a critically-informed and systematic reflective and reflexive approach to models and applications of specialist performance practice;	DRAM 4000 4008	MA
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.	DRAM 4012	MA

Cognitive and Intellectual skills

3.	evaluate critically both orally and through written work selected aspects of current research and advanced scholarship in the discipline;	DRAM 4000 4001 4002	PG Cert
4.	evaluate critically sophisticated models of current performance practice.	DRAM 4000 4001 4002	PG Cert

Skills and capabilities related to employability

6.	demonstrate a capacity to engage independently and collectively in the practical exploration of selected models of performance practice;	DRAM 4000 4001 4002	PG Cert
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;	4003 4004 4007 4011	PG Dip
9.	demonstrate an understanding of the professional context of current specialist performance practice and have experience of presenting performance work to public audiences;	DRAM 4006 4008	PG Dip
10.	demonstrate a sophisticated engagement with the practice of creating theatre and the ability to develop innovative performance work for a specified context.	DRAM 4006 4008	PG Dip

Transferable/key skills

6.	demonstrate a capacity to engage independently and collectively in the practical exploration of selected models of performance practice;	DRAM 4000 4001 4002	PG Cert
7.	demonstrate growing maturity in the ability to independently synthesize theoretical and creative practice-based material from discrete topics offered in the course.	4003 4004 4006 4007 4008 4011	PG Dip

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 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 formative exercises that will contribute to growing confidence in critical and practical analysis. 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, which may be integrated into one assessment with the practical work. 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

MA Drama (Theatre & Young People)

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	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		
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Drama students must successfully complete 60 credits at Level 7 (DRAM4000, DRAM4001 and DRAM4002).					
PG Diploma					
To be awarded the PG Dip Drama (Theatre & Young People) students must successfully complete the PG Certificate plus EITHER DRAM4003 OR DRAM4004 plus DRAM4006 OR DRAM4008 to a total minimum of 120 credits at Level 7.					
Masters (MA)					
To be awarded the Masters (Theatre & Young People) students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation (DRAM4012).					

MA Drama (Contemporary Theatre Practices)

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	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		
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Drama students must successfully complete 60 credits at Level 7 (DRAM4000, DRAM4001 and DRAM4002).					
PG Diploma					
To be awarded the PG Dip Drama (Contemporary Theatre Practices) students must successfully complete the PG Certificate plus EITHER DRAM4007 OR DRAM4011 plus DRAM4006 OR DRAM4008 to a total minimum of 120 credits at Level 7.					
Masters (MA)					
To be awarded the Masters (Contemporary Theatre Practices) students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation (DRAM4012).					

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

16. QAA and professional academic standards and quality

The educational aims of the programme were generated in accord with QAA guidelines for Masters provision as set out in the QAA Characteristics Statement for Master's degrees, September 2015 (<http://www.qaa.ac.uk/en/Publications/Documents/Masters-Degree-Characteristics-15.pdf>) and the QAA UK Quality Code for Higher Education (<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>).

This award is located at level 7 of the FHEQ.

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 2014 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 Master's 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:
<http://www.worcester.ac.uk/student-services/index.htm>
<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>
- 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 a personal academic tutor.

18. Admissions

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, via application and interview process, 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

See Taught Courses Regulatory Framework (Section 2) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

A satisfactory DBS check will be required if a student wishes to engage in a project involving working with young people or vulnerable adults within any of the MA modules. If enhanced disclosure may or will be required for the course, or for a specific work-based/practice-based module, please give details here.

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 Course Reps at the Course Management Committee each semester to consider student feedback and future developments
- University Learning and Teaching and Student Experience Committee and the Educational Development Unit promote learning and teaching across the institution
- Peer observation of teaching by staff
- Annual staff appraisals
- 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

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

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- 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 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 Drama team consists of 7 permanent members of staff (including one Professor, two PhDs and a third PhD nearing completion, three HEA Fellows and two newly appointed Lecturer/Practitioners from professional theatre backgrounds), 3 technical staff, and a pool of specialist hourly paid staff. There is also a subject specialist librarian and an Administrative Support Unit who facilitate the work of staff and students in the department. The department maintains a good network of professional practitioners, companies, venues and organisations, who contribute to teaching within the MA.

Students achieve within the full range of degrees as outcomes of the course, PGCert, PGDip and MA Theatre and Young People or MA Contemporary Theatre Practices (Pass and Merit).

22. Graduate destinations, employability and links with employers

Graduate destinations

Students graduating from the course have progressed to a range of related careers including PhD study, teaching in schools, Further Education and Higher Education, youth arts, arts venue and other facilities management and administration, and freelance theatre practice.

Student employability

Seminars on employability related skills are threaded through the course and the modules on Professional Practice and Specialist Project support students in working within, or creating work for, 'real life' settings.

Links with employers

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,

Hijinx theatre company, Richard Hayhow (working with drama and learning disabled young people), Pippa Frith (producer) Chris Thorpe (performance maker), Demi Nandhra (performance maker), David Wood (playwright), Pentabus, Rhum and Clay, local authority arts officers, the Beeline Children's Festival.

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.