

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

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	BA (Hons)
5.	<b>Programme title</b>	Drama & Performance
6.	<b>Pathways available</b>	Single, Major, Joint, Minor
7.	<b>Mode and/or site of delivery</b>	University of Worcester
8.	<b>Mode of attendance</b>	Full- and part-time; some evening attendance required
9.	<b>UCAS code</b>	Drama & Performance (W400) Drama & Performance and Art & Design (WW94) Drama & Performance and Business Management (NW24) Drama & Performance and English Literature (WQ43) Drama & Performance and Film Studies (WP4H) Drama & Performance and Fine Art (WW41) Drama & Performance and Psychology (WC48) Drama & Performance and Screen Writing (WW48)
10.	<b>Subject Benchmark statement and/or professional body statement</b>	Dance, Drama and Performance, 2007
11.	<b>Date of Programme Specification preparation/revision</b>	January 2013 March 2014 – change of title for DRAM2202 April 2014 – JOIN coded modules added to Level 6 JH options. June 2014 – Change of status to DRAM1200 from Mandatory for both Single and Joint Hons to Designated for SH and N/A for JH. DRAM1202 split into two 15 credit optional modules DRAM1208 and DRAM1209. DRAM1210 and DRAM1211- Reinstatement of pre-C13 Modules DRAM1104 and DRAM1120, updated for C13. DRAM1203 changed from 30 credit module to DRAM1213 15 credit module. August 2014 and October 2014 – regulations amended. March 2015 – DRAM2202 deleted. Change of status to DRAM2200 and DRAM2201. New modules DRAM3220 (30 credits) and DRAM3221 (15 credits) added as optional. Pre-C13 module DRAM3135 reinstated as DRAM3222. DRAM3203, DRAM3209 and DRAM3223 removed from award map. Co-requisites removed for DRAM3200 and DRAM3216. April 2015 – Excluded combinations corrected on DRAM3204 and DRAM3205, and DRAM3212 and DRAM3213. March 2016 – DRAM2212 excluded combination removed (error)

## 12. Educational aims of the programme

The Drama & Performance programme is designed to enable students to engage with skills that are not only directly related to the academic and practical demands of the subject itself but also with those that can be transferred and used more widely. This is intended to offer each student a broad range of employment opportunities. At the heart of the course is the aim that students should be able to interrogate and apply theory in a practical way. The teaching reflects this by examining theory through both practice and debate. Critical analysis and the creative application of informed ideas are thus a corner stone of the students' experience, and are reflected in the aims and outcomes for the programme. These are directly related to the QAA Subject Benchmark Statement and aim to ensure that all students will have the opportunity to:

- develop individual and collective skills and the necessary work ethic in order to be suitable for a broad range of employment opportunities;
- develop an entrepreneurial approach to the use and application of drama and performance techniques and methodologies in a range of contexts;
- acquire and develop a range of intellectual and performative, subject-specific and transferable skills and qualities which will support students in academic study, graduate employment and/or postgraduate study;
- gain intellectual, creative and personal independence and confidence;
- develop an aesthetic appreciation of drama & performance and gain creative and performance skills commensurate with those evident in professional practice;
- engage with concepts, ideas and debates that broaden and challenge perceptions and existing ideologies.

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

### Knowledge and understanding

On successful completion of the course, students will be able to:

- contextualise and deploy techniques of analysis to dramatic text and performance;
- analyse a dramatic text and relate it to the historical, social and theatrical conditions of its production and reproduction as script and performance;
- apply and develop current theory and practice to the creation of new and original performance;
- critically engage with and apply performance theory and techniques to a diverse range of situations and audiences;
- achieve the intellectual maturity to devise, research, develop, present and/or write an extended piece of independent work;
- assimilate, and use judiciously, the insights of scholarship and criticism in drama and performance.

Students have the opportunity to engage with research and practices at all levels of the programme. Assignments are designed to reflect the assessment strategy, which not only embraces more traditional modes of submission such as the academic essay but also offers opportunities to engage with more creative ways of evidencing learning. For example, learning can be evidenced through written and oral presentation, or via embedding theory in the creation of new work, or through applying theory to extant text in performance and engaging with theory in the application of drama techniques and methodology with targeted communities in non-traditional ways. Much of this work necessitates working collectively on practical tasks and performances offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives. It also includes individual planning of private study time, the appropriate use of primary and secondary source material, meeting deadlines, managing commitments and maintaining contact with peers and staff.

### Cognitive and intellectual skills

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On successful completion of the course, students will be able to:

- present written and oral accounts in a clear, lucid and coherent fashion;
- respond to constructive feedback both formally and informally from tutors and peers;
- express their own opinions and defend their own critical judgments of key themes and debates in the field of drama and performance.

As students progress through the course they are encouraged to become more independent and to take responsibility for their own work; this culminates in Level six work, when the student voice becomes paramount, for example in the final group or solo project where decisions are made in consultation with members of staff rather than driven by staff. The negotiation process demands responding to feedback in a mature way, but also gives students opportunities to defend their own points of view and to find their own voices.

### **Practical skills relevant to employment**

On successful completion of the course, students will be able to:

- describe, theorise, interpret and evaluate performance texts and performance events from a range of critical perspectives;
- create 'original' performance work based on a knowledge of devising and/or choreographic skills;
- read and apply the performance possibilities implied by a script and other textual or documentary sources;
- engage in performance and production, based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods;
- contribute to the production of performances through direction, choreography, text creation, dramaturgy, stage management, scenography, sound and lighting production, editing, promotion, administration and funding;
- use performance techniques associated with identifiable cultural forms or practitioners;
- develop physical and observational skills and apply them effectively to conveying meaning and emotion through performance;
- consider theories of spectatorship, developing audience awareness and the ability to respond and adapt to it through flexible presentational and expressive means;
- achieve an appropriate degree of expertise in the use of various pieces of technical apparatus necessary to realise the demands of production in live performance and/or recorded media;
- engage in independent research, whether through investigating past or present performances or as part of the process of creating new performance; identify and interpret the cultural frameworks which surround performance events and on which these events impinge, and take these into account in creating and/or interpreting performances;
- engage with current debates on cultural policy and funding; make records of performance, drawing on skills in notation and/or documentation and work within a group towards workshop-based and performance-based presentations.

Students engage with a range of practical work throughout the course and the preferred methodology for the department is teaching and assessing theory through practice. There are a number of modules in acting and contemporary performance technique and opportunities to engage with full productions at Levels five and six; these draw upon a whole range of skills necessary for the achievement of major collaborative projects.

### **Transferable/key skills**

On successful completion of the course, students will be able to:

- understand the learning process and how to become independent learners;

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- reflect positively on work done personally and by others;
- engage confidently in written and oral communication;
- evidence skill and confidence in self-presentation;
- make decisions in complex and unpredictable contexts;
- use critical and interpretive skills;
- exercise initiative and personal responsibility;
- collaborate with others and work in a team;
- use competently a range of media resources;
- embark upon further professional or equivalent development.

### Teaching and Learning Assessment Methods

The transferable skills of graduates in this domain are those much sought after in a range of other environments such as business and commerce; they enhance students' profiles and employability and they are explicitly found in all work undertaken in drama. The development of an appropriate work ethic, including taking on roles and responsibilities, negotiation and decision making, leadership, interpersonal engagement and serving the whole are essential in any kind of production work, and this is embedded in the learning and teaching and assessment strategies employed by the department.

#### 14. Assessment strategy

Drama & Performance demands a diversity of skills that involve complex processes and the application of study in a variety of ways and towards a range of outcomes. A level of creativity is central to the requirements, and assessment is designed to be appropriate to creative activity and the promotion of independent learning. The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Drama & Performance;
- is both course-led and student-centred and can be negotiated where appropriate;
- is process- and product-based.

The assessed learning which students may achieve on the course can be classified under four different headings, or domains: **the conceptual** involves research, selection and analysis; **the productive** demands the interpretation and application of research; **the contextual/critical** evidences critical thinking and **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

The assessment strategy reflects the QAA Code of Practice - section 6 (September 2006) and offers opportunities for formative, summative and synoptic learning.

Module assessment requires a combination of practical work (eg a performance or group presentation with subsequent oral assessment or written reflection) *and* written work (eg an essay, critical analysis, creative treatment or learning log). The weighting of these components also varies, with some modules being 100% written and others up to 75% practical. In the main, the assessment is weighted 60%/40% towards practice. There are also modules that focus on performance and in which assessment is not disaggregated. These carry a single 100% weighting that comprises research, application, learning log and written analysis and that may apply work from other areas of the course. This synoptic approach allows students to make connections, and the nature of the work enables them to practise and receive feedback via formative assessment. All work in Drama & Performance encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

As previously stated, Drama & Performance employs both formative (informal) and summative (formal) assessment. Formative assessments carry no weighting but are critical to the students' development and preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment or rehearsed presentations and performances. Formative assessment is also embedded in tutors' ongoing engagement with the students throughout the development and rehearsal of practical work. Furthermore, formative assessment is a part of the individual tutorial system and feedback on Item Report Forms. This is an important part of student progress as it effectively creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities so that it is clear what is being assessed.

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

The course is available in full- and part-time modes and across the full range of pathways. In the first year students study either Single Honours or Joint Honours but, thereafter, may combine their courses in different "pathways" - Single Honours Pathway, Major/Minor Pathway and Joint Pathway (in which students take two courses equally weighted). There is also the opportunity for Single Honours students to choose a 30-credit 'elective' as part of their programme of study.

## Award Map

<b>Course Title: Drama &amp; Performance</b>	<b>Year of entry: 2015/16</b>
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<b>Level 4</b>						
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Designated (D) or Mandatory (M) or Optional (O))</b>		<b>Pre-requisites (Code of Module required)</b>	<b>Co-requisites/exclusions and other notes</b>
			<b>Single Hons</b>	<b>Joint Hons</b>		
DRAM1200	Making Performance: Devised performance, Production and Scenography	30	D	N/A	None	Excluded combinations (DRAM1104, DRAM1105, DRAM1205)
DRAM1201	Staging Plays: Reading, Research and Performance	30	M	M	None	Excluded combinations (DRAM1102)
DRAM1204	Singing for Performance	15	O	N/A	None	Excluded combination (DRAM1108)
DRAM1205	Production and Meaning	15	O	N/A	None	Excluded combination (DRAM1105)
DRAM1206	The Actor, Voice and Solo Performance	15	O	N/A	None	Excluded combination (DRAM1107)
DRAM1207	Acting for the Stage	15	O	N/A	None	None
DRAM1208	Puppetry & Visual Theatre	15	O	O	None	DRAM1202
DRAM1209	Mask Acting	15	O	O	None	DRAM1202
DRAM1210	Introduction to Devising	15	N/A	M	None	DRAM1200 DRAM1104
DRAM1211	Theatre & Communities	15	O	O	None	DRAM1120
DRAM1213	European Theatre Practices	15	O	O	None	None

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**Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total, 90 of which must be drawn from the table above to include DRAM1200 (30 credits) and DRAM1201 (30 credits).

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

**Joint Honours Requirements at Level 4**

Joint Honours students must take 60 credits from the table above to include DRAM1201 (30 credits) and DRAM1210 Devising (15 credits).

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
DRAM2200	Directed Public Performance: Research & Development	15	M	O	N/A	N/A	None	Co-requisite DRAM2201. Excluded combinations (DRAM2100, DRAM2102, DRAM2142)
DRAM2201	Directed Public Performance: Process, Production, Performance	30	M	O	N/A	N/A	None	Non-standard delivery 30 credit module delivered in Semester 2. Co-requisite DRAM2200 which runs in Semester 1. Excluded combinations (DRAM2103, DRAM2143)
DRAM2203	Plays and Playwrights: British Theatre in Times of Change	30	O	O	O	O	None	Excluded combinations (DRAM2111)
DRAM2204	Devising and Adaptation	30	O	O	O	O	None	Non-standard delivery 30 credit module delivered in Semester 2. None
DRAM2205	Theatre & Digital Media	15	O	O	O	O	None	Excluded combination (DRAM2105)
DRAM2206	Music Theatre	15	O	O	O	O	None	None
DRAM2207	Making Theatrical Space	15	O	O	O	O	None	None
DRAM2208	The Actor and Poetic Text	15	O	O	O	O	None	Excluded combination (DRAM2116)
DRAM2209	Choreography and Performance	15	O	O	O	O	None	Excluded combination (DRAM2135, DRAM2136, DRAM3135, DRAM3136)
DRAM2210	Adaptation: From Stage to Screen	15	O	O	O	O	None	Excluded combination (DRAM2140)

DRAM2211	Playwriting	15	O	O	O	O	None	None
DRAM2212	Theatre, Real Lives and History	15	O	O	O	O	None	None
DRAM2213	Directors and Directing	15	O	O	O	O	None	Excluded combinations (DRAM2106)
DRAM2214	Physical Theatre	15	O	O	O	O	None	Excluded combinations (DRAM2121)

### 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 DRAM2200 (15 credits) and DRAM2201 (30 credits) and at least one from DRAM2203 (30 credits) or DRAM2204 (30 credits).

Single Honours students may choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

### Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at Level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see the table at the end of this document.

### Major Pathway Requirements at Level 5

Major pathway students must take at least 60 and no more than 90 credits from the table above to include DRAM2200 (15 credits) and DRAM2201 (30 credits), or one of DRAM2203 (30 credits) or DRAM2204 (30 credits).

### Joint Pathway Requirements at Level 5

Joint pathway students must take at least 45 credits and no more than 75 credits from the table above to include DRAM2203 (30 credits) or DRAM2204 (30 credits).

### Minor Pathway Requirements at Level 5

Minor pathway students must take at least 30 credits and no more than 60 credits from the table above.

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes
			SH	Maj	JH	Min		
DRAM3200	Final Performance Project	30	O	O	O	N/A	None	Excluded combination (DRAM3103). Non-standard delivery 30 credit module delivered in Semester 2.
DRAM3201/2	Independent Project	30	O	O	O	N/A	None	Run over one or two semesters Excluded combinations (DRAM3001, DRAM3002)
DRAM3204	Site Specific Performance	15	O	O	O	O	None	None
DRAM3205	Contemporary Performance Practices	15	O	O	O	O	None	None
DRAM3206	Theatre & Disability	15	O	O	O	O	None	Excluded combination (DRAM3121)
DRAM3207	Staging Shakespeare Today	15	O	O	O	O	None	Excluded combination (DRAM3117)
DRAM3208	New Voices in Contemporary British Theatre	15	O	O	O	O	None	Excluded combination (DRAM3111)
DRAM3210	Work Placement	15	O	O	N/A	N/A	None	Excluded combinations (DRAM3104)
DRAM3211	Writing for Performance	30	O	O	O	O	None	None
DRAM3212	Theatre for Young Audiences	15	O	O	O	N/A	None	None
DRAM3213	Theatre & Education	15	O	O	O	N/A	None	None
DRAM3214	Sexuality in Performance	15	O	O	O	O	None	Excluded combination (DRAM3123)
DRAM3215	Scenography: Specialist Project	15	O	O	O	O	None	None
DRAM3216	Professional Practice	15	O	O	O	N/A	None	None
DRAM3220	Touring Theatre Production	30	O	O	N/A	N/A	None	Non-standard delivery 30 credit module delivered in Semester 1.

DRAM3221	Performances of Protest	15	O	O	O	O	None	None
DRAM3222	Dance Styles	15	O	O	O	O	None	Excluded combination DRAM3135

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include at least one from DRAM3200 (30 credits) **or** DRAM3201/DRAM3202 (30 Credits).

### Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at Level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credits achieved in each subject at Levels 5 and 6 – for further information see table at the end of this document.

### Major Pathway Requirements at Level 6

Major pathway students must take either 75 or 90 credits from the table above to include **either** DRAM3200 (30 credits) **or** DRAM3201/DRAM3202 (30 credits).

### Joint Pathway Requirements at Level 6

Joint pathway students must take 45, 60 or 75 credits (to make at least 105 credits over levels 5 and 6 in the subject, and no more than 135 credits over levels 5 and 6 in the subject), from the table above.

Joint pathway students who choose to take their Independent Study (equivalent) in this subject must take either DRAM3201/2 (30 credits) or DRAM3200 (30 credit).

Joint pathway students must take one Independent Study (equivalent), either in this subject, in their other joint subject, or take JOIN3001/2 or JOIN3003 where an Independent Study covers both joint subjects.

### Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above.

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**Credit requirements for awards involving two subjects**

In determining whether an award derived from two subjects is Joint Honours (subject 1 **and** subject 2) or Major/Minor Honours (subject 1 **with** subject 2) credits taken in each subject at Levels 5 and 6 will count as follows:

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

## **16. QAA and Professional Academic Standards and Quality**

The course reflects the Dance, Drama and Performance Subject Benchmark Statement by offering drama and performance and combining this with video, multi-disciplinary performance and the integration of a variety of modes of performance and creation, including other media and new technology. The work is rigorously underpinned by appropriate theoretical approaches to performance e.g. analytic, historical, critical, contextual and the preparation for vocational destinations. The award is located at Level 6 of the FHEQ and the qualification descriptor has been used as a reference point in the course design.

There is the opportunity to study Single Honours Drama & Performance or combine with other subject areas to create major, joint or minor pathways and methods and practices include: practical work experienced in the performance, creation, design and presentation of drama and performance, dance and related areas such as film.

## **17. Support for students**

The Drama & Performance course team is committed to ensuring that all students are given consideration and support throughout their time at the University of Worcester.

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

Progressing students are also provided with a brief induction into their second and third years and incoming direct entry students are given additional, dedicated support by a named member of staff whose role it is to help them settle and to understand expectations.

In addition, the Institute of Humanities & Creative Arts monitors attendance closely in the first year and provides support for first year students through the First Year Tutor system. This comprises dedicated members of staff who are available every day for drop-in sessions during the semester between 12:00 & 14:00 and who provide online support through email & Facebook within 24 hours all year around.

All students are allocated an academic tutor who will advise them on issues related to their course throughout their study at the University and who monitors their progress. Academic tutor sessions usually take one of two forms: either one-to-one sessions, at which notes are taken and stored on SOLE, or group-based sessions when general points and issues relating to the course are dealt with. Students are invited to meet their academic tutor twice a semester. It is the policy in Drama & Performance to have at least one meeting with all students each semester and, to this effect, group sessions are carried out as part of the mandatory modules - for example in DRAM1200 or DRAM1201 in the first year, and in DRAM2200 or DRAM2001 in year two. The group topics under discussion and the foci of the sessions will vary according to the level of the student and the position of the session in the academic calendar; Drama & Performance also makes use of the academic tutorials checklist suggested by the Academic Support Unit.

Individual tutorials will be dependent upon student need and one-to-one tutorials can be organised with the academic tutor as necessary. Staff teaching students on modules support

students through one-to-one and small group tutorials and provide students with clear indications of when they will be available to see students - either on their office door, via email or in module outlines.

Students are supported further through a range of online support, for example via email or skype tutorials. All modules are supported through the virtual learning environment accessed through Blackboard. The Course Handbook is also available online.

Furthermore, the Course team liaises with a range of centrally provided support services to ensure that students access all appropriate channels of support. These include for example:

- The [Disability and Dyslexia Service](#) within Student Services which provides specialist support on a one-to-one basis.
- Writing support from the Royal Literary Fund Writer in Residence.
- Writing support for international and EU students from the Language Centre.
- The Students' Union which, as an independent charity devoted to the educational interests and welfare of all students studying at the University, represents student views within the University.

## **18. Admissions**

### Admissions policy for the course

The admissions policy for Drama & Performance seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The University's standard entry requirements apply and the current UCAS tariff requirements for entry to the course are published in the prospectus. It is also the practice to invite prospective students to a workshop/interview day, details for which will be sent upon invitation.

### 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).

### Admissions procedures

Full-time applicants apply through UCAS (W400 BA/Drama; WW94; NW24; WQ43; WP4H; WW41; WC48; WW48)

Part-time applicants apply directly to University of Worcester (UW)

### 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. Successful applicants will then be selected for interview.

### Top-up from an HND to BA (Hons) degree

Students with an HND in Performing Arts or related area will normally be invited in for an interview and if successful be invited to join the course in either the second or third year of study. Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111). Students with a related Foundation degree will normally be interviewed and, if successful, be invited to join the course in either the second or third year of study.

Students should apply through UCAS and will be invited for interview on the strength of this application. Please contact the Registry Admissions Office for further information or guidance (01905 855111).

### Students with visual or hearing impairments

Drama & Performance is an inclusive programme and open to all students regardless of any disability and every effort is made to provide parity in terms of experience and opportunity. We are keen to minimise or eradicate disability-related barriers to study and will make reasonable adjustments whenever it is possible to do so.

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

The Drama & Performance 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 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). Evidence includes:

- External Examiners' 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 the student experience.

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

- **Student Academic Representatives (StARs)** - Students elect representatives for each year of the course. Their role is to gather students' opinions about the learning experience and the learning resources available and to feed these back to tutors, external examiners and assessors, if required. The course representatives are members of the Course Management Committee and, as such, have a proactive and significant role in the development of the course.
- **Course Management Committee** - The Committee comprises student representatives, course tutors and Information and Learning Services staff from the University of Worcester. Meetings take place once each semester (usually in week 10). An agenda is issued in advance so that representatives can canvass opinion. The records of the meetings are kept and will feed into the annual monitoring process, so that students' views are fed through to the University of Worcester Academic Board.
- **Module evaluation** - At any point during the module students have the opportunity to feed back 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 make future improvements to that module. The forms are electronically scanned to calibrate student responses and the statistical data, student comments and the module results are all drawn upon by the module co-ordinator in writing his/her module report. These reports are read by the Chair of the Institute of Humanities & Creative Arts' (IHCA) Quality Committee and course leaders and are also sent to students on the module. Module evaluation results and reports are discussed at the IHCA Quality Committee, Course Management Committee and in Course/Subject Annual Evaluation Reports.
- **External Examiner** visits aim to include space when students can provide feedback to the External Examiner.

The Drama & Performance team benefits from the culture of engagement in how to enhance teaching and learning within IHCA. The Course Leader sits on the Institute Learning and Teaching Committee; discussions here, within course team meetings and at Institute away days explore ways of enhancing the student experience.

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 provided by ADPU
- IHCA Teaching and Learning Discussion Lunches held at least three times a semester
- Undertaking a Post Graduate Teaching Qualification or HEA Fellowship application
- IHCA training for HPLs
- Peer Learning through Observation Scheme
- Attendance and participation at academic conferences and HEA events
- An active research culture including seminars, symposia and conferences held at the University

## **20. Regulation of assessment**

### **The course operates under the University's Undergraduate 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 see [Undergraduate Regulatory Framework](#).

#### **Retrieval of failure**

- Students are entitled to re-sit 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, he/she has the right to retake the module (or, in some circumstances, to take an alternative module).

#### **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.
- 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	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher
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
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

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

- Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

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

### 21. Indicators of quality and standards

The department prides itself on its student-centred approach to learning and this is reflected in module feedback, progression and achievement. The vast majority of modules consistently receive feedback of between 90% and 100% 'generally satisfied' or 'very satisfied' in the module evaluation; the National Student Survey reflects this with consistently high satisfaction ratings for the teaching, knowledge and commitment of the staff.

This inevitably transfers to the students' enjoyment of, and engagement with, the course – for which the progression rate in all years is between 97% and 100%. This is also manifest in the graduating profiles of the students, which currently shows 68% achieving a 1<sup>st</sup> or 2:1 degree.

The entire staff team is actively engaged with national and international research; all continue to develop their skills as educators and academics and measure the comparative level and currency of the course in relation to the sector as a whole by engaging with some or all of the following:

- performing a range of roles across the University sector such as those of external examiner, peer reviewer or consultant;
- attracting funding for research activities relating to the subject area or improving the quality of teaching and learning;
- taking advantage of staff development opportunities provided by the University's Academic Development and Practice Unit, which promotes good practice and advancement in learning and teaching within each subject area;
- peer assessment and discussion of teaching as a means of sharing and benefiting from good practice across subject areas;
- completing a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation;
- dedication to inclusive teaching and equal opportunities;
- consideration of External Examiner reports.

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. Destinations, employability and links with employers**

### **Graduate destinations**

Graduates from the course work in a range of drama and performance-related jobs in areas that include: work in the theatre industry, either with theatre companies as actors, directors, writers, stage managers producers etc., or as individual practitioners. Arts centres, theatres and other professional venues and organisations employ our graduates in the areas of arts administration, theatre and education, outreach work and drama therapy. A high proportion of graduates go into teaching, either specialising in drama or at primary school level. The subject-specific and excellent transferable skills afford access to a wider range of career opportunities and students are now working in professions as diverse as: administration and general management; hotels and catering; information services and information technology; marketing; public relations; social and pastoral care.

In addition, Drama & Performance students receive a sound foundation for specific training courses e.g. acting and stage management. Our graduates often successfully enrol onto post-graduate teacher training courses whilst others choose to further their studies via an MA or MPhil/PhD. In 2012, the department launched its new MA Drama course and, among the first 15 recruits, were 12 of our own graduates.

### **Links with alumni**

In addition to the university's mechanisms for keeping in touch with alumni, we have a Facebook page for sharing information and for posting employment opportunities. We also have a policy of inviting back graduates who are now working in areas related to the course to give talks or to run workshops for current students.

### **Student employability**

In recent years Drama & Performance has sought to enhance the employability of its graduates both through the curriculum and through specific employability initiatives. Some of these developments have been informed by the course's formal involvement with a major research initiative within IHCA on employability and progression in 2010.

### **Employability in the curriculum**

A number of Drama & Performance modules are designed to help students develop specific career and professional skills in, for example, fundraising, presentation, business planning, CV writing, networking and applying drama to wider contexts. These modules include the major Level 5 module package, *Directed Public Performance* and, at Level 6, the modules *Professional Practice*, *Work Placement*, *Theatre and Education*, and *Theatre and Disability*.

For incoming Level 4 students, the pre-session programme during Welcome Week (induction week) includes a session on employability; this is followed by sessions on careers planning and CV writing delivered in mandatory modules. The students are able to obtain advice on career development through the academic tutoring system at all academic Levels.

During the course of their degree Drama & Performance students will have opportunities to:

- Undertake work placements as part of their credit bearing study

- Meet and benefit from the advice of leading professional theatre practitioners in a range of modules
- Develop and grow a 'live CV', for presentation to prospective employers
- Obtain opportunities to audition and take part in professional performances or theatre education projects, for which payment may be made
- Gain specialist careers advice
- Engage with the Institute's Careers Fest
- Prepare applications for postgraduate academic study
- Present work to the public and potential employers via the production and public performance-based modules
- Enhance skills in enterprise and entrepreneurship
- Understand the practicalities and mechanics of becoming self-employed and setting up small businesses
- Apply for funding towards realising specific projects and business ideas
- Develop a business plan
- Be involved in project management and fundraising
- Research opportunities in another European country (through opportunities to study abroad).

### **Extra-curricular opportunities**

Drama & Performance recognises the importance of students building up professional experience and, to that end, provides opportunities for students to audition to take part in performance productions or special projects developed by the University or its partners. These include touring TIE productions and specific commissions and frequently involve students working with local schools. In 2012, projects of this kind included the following:

- Eight students were involved in two professional touring performances to approximately 40 regional schools, for which they were paid.
- Five students were cast in Cheltenham Everyman's autumn production of *Great Expectations* which was a collaborative project with the University.
- Fifteen students worked with a professional musician and staff member on music production for the opening of The Hive Library by the Queen.
- Six students presented a children's show at Malvern Theatre.
- A group of students who set up their own company were invited to present excerpts of their show at three local FE colleges and to deliver a talk to students and staff there.
- Students and graduates were involved in providing a regular programme of drama workshops for adults with learning difficulties through resident company, Sideways Theatre.
- Weekly youth theatre workshops are run at the University's The Hive library, which are organised by postgraduate drama students.

The culture of drama and theatre at Worcester also serves to enhance students' career prospects. There is a resident professional theatre company, C&T, to which students have regular access, as they do to staff-led performance companies operating in such diverse areas as children's theatre, political theatre, site-specific performance and theatre and disability. Students are invited to join these companies to produce public and/or community performance work away from the course.

### **Professional networks**

Drama & Performance has links with employers across the region, who have a direct input into the course – hosting work experience placements and student performances and projects. Occasionally our professional partners will be consulted formally on a specific aspect of course development or a specific project. We are increasingly finding that the formal involvement of these colleagues in our course is one of its distinctive features. The professional organisations with which we work with on a regular basis include the following: Malvern Theatres; Pegasus Theatre, Oxford; Parabola Arts Centre, Cheltenham; Everyman Theatre Cheltenham; Superstars educational development company; The Swan Theatre, Worcester; Birmingham Rep.; Midlands Arts Centre. We have established a regional Drama Teachers Forum which brings together schools for an annual meeting and for specific projects. In 2011 we worked with approximately 40 schools in the area.

### **Visiting lecturers**

For the past two years we have organised a programme of professional speakers to deliver lunchtime talks on specific areas of professional practice. In 2012 there were 12 talks by speakers including Arts Council England officers, an actor's agent, and directors of arts centres and performance festivals.

The 2012 National Student Survey results show an improved score for student satisfaction with provision of careers advice - from 3.4 in 2011 to 3.7 in 2012. External Examiners have also commented that this provision is a strength of the course.

**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 the course handbook provided to all students at the start of the course. 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](#).