

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

This document applies to Academic Year 2025/26 onwards

Table 1 programme specification for Integrated Masters in Touring Theatre (MTheatre Touring Theatre)

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	N/A
4.	Final award or awards	MTheatre Touring Theatre OR BA (Hons) Theatre (exit award only)
5.	Programme title	MTheatre Touring Theatre
6.	Pathways available	Single Hons
7.	Mode and/or site of delivery	Standard taught programme but with some learning taking place off site i.e. touring theatre venues, village halls etc.
8.	Mode of attendance and duration	Full-time for 4 years (MTheatre Touring Theatre) or 3 years (BA Theatre Exit Award only). Some weekend work may be necessary. Mandatory intensive practical project in August at the beginning of Level 7.
9.	UCAS Code	W440
10.	Subject Benchmark statement and/or professional body statement	QAA Master's Degree Characteristics (2020) QAA Subject Benchmark Statement: Dance, Drama and Performance (2019)
11.	Date of Programme Specification preparation/ revision	March 2022. August 2022 – AQU Amendments

12. Educational aims of the programme

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

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

The title MTheatre Touring Theatre is therefore:

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

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

- Introduction to a broad knowledge and understanding of UK theatre, and a wide range of performance skills and techniques in the first two years of the course.
- A final year focused entirely on employability through the creation of 'real world' experience creating practical performance projects and delivering them within a range of public contexts, including an intensive production experience at a festival of national significance e.g., Edinburgh Fringe Festival.
- Development of theatre industry business skills such as fundraising, marketing, organisational start-up and support.
- A network of local and regional individuals, companies, organisations and venues to support the development and delivery of performance work and facilitate students' entry into the professional world of theatre.

The following are the aims for the course:

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

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

Learning Outcomes: BA (Hons) Theatre (Exit Award only)

By completing level 6 of the programme, as set out on the award map, students will have attained all the intended learning outcomes as set out below.

Table 2 learning outcomes for module code/s for Award in BA (Hons) Theatre (Exit Award only)

Award: BA (Hons) Theatre (Exit Award only)	
Course Learning Outcomes (Level 6)	Modules in which this is assessed
<u>Knowledge and understanding:</u> <i>On successful completion of the course, students will be able to:</i>	
1. Demonstrate and synthesize detailed and systematic understanding of forms, practices, techniques, traditions, histories and applications of performance.	THEA2001 THEA3010
2. Demonstrate and synthesize coherent and detailed knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts some of which is at the forefront of the discipline.	THEA3010 THEA3005 THEA3006 THEA3008
3. Engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.	THEA2000 THEA3004 THEA3007 THEA3009
<u>Cognitive and intellectual skills:</u> <i>On successful completion of the course, students will be able to:</i>	
4. Appropriately deploy established techniques of analysis and enquiry from the field of theatre and performance to a diverse range of situations and audiences.	THEA2000 THEA2003 THEA3004
5. Deploy developed skills in critical engagement, demonstrating the ability to operate and think reflexively, creatively and critically, to develop ideas and to construct and present arguments in appropriate ways.	THEA3010 THEA3005
6. Engage in independent research, whether investigating past or present performances or as part of the process of creating and/or critically responding to performance.	THEA3010 THEA3006
<u>Practical skills relevant to employment:</u> <i>On successful completion of the course, students will be able to:</i>	
7. Present developed performance through an understanding and application of appropriate performance vocabularies, techniques, crafts, technologies, structures, contexts, working methods and research paradigms.	THEA2000 THEA2001 THEA3009
8. Accurately apply skills and understanding of key scenographic and/or technical aspects of theatre in the creation of performance.	THEA2004 THEA2008 THEA3003
9. Creatively and critically engage with the production of theatre and performance through one or more of the following: performance, direction, choreography, text creation, dramaturgy, stage	THEA2000 THEA2008 THEA3010

management, scenography, sound and lighting production, editing, administration, marketing, funding.	
<u>Transferable/key skills:</u> <i>On successful completion of the course, students will be able to:</i>	
10. Demonstrate skills in self-management, including the ability to set goals, manage workloads, work under pressure, be punctual, meet deadlines and maintain a professional attitude.	THEA3003 THEA3008 THEA2008
11. Work co-operatively with other people on practical and other tasks, offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives.	THEA2001 THEA3010 THEA2002
12. Communicate clearly in a range of media (essays, presentations, blogs, portfolios).	THEA3003 THEA3010 THEA3013

Learning Outcomes: Integrated Master's Degree (MTheatre Touring Theatre)

By completing level 7 of the programme, as set out on the award map, students will have attained all the intended learning outcomes as set out below.

Table 3 knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate a critical awareness of current problems and/or insights into the content and context of contemporary touring theatre, much of which is at, or informed by, the forefront of the field of practice.	THEA4000 THEA4002
2.	Demonstrate a sophisticated understanding of the issues, opportunities and practices of different touring companies and venues, working with varying audiences and participants, in specific geographical and demographical contexts.	THEA4000 THEA4001
3.	Demonstrate an advanced application of knowledge, together a practical understanding of how techniques of research are used to create and interpret knowledge of performance.	THEA4002

Table 4 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
4.	Critically evaluate, synthesise and apply theoretical frameworks for, and approaches to, current practice and research appropriate to touring theatre.	THEA4001 THEA4002
5.	Demonstrate inventiveness and originality in the application of research and knowledge within the preparation, production, presentation and dissemination of touring performance projects.	THEA4000 THEA4003
6.	Demonstrate self-direction and originality in creating research informed performance work at a professional level.	THEA4000 THEA4003

Table 5 skills and capabilities related to employability outcomes for module code/s

Practical Skills and capabilities related to employability		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
7.	Apply enhanced understanding of technical and scenographic knowledge and skills within the context of touring theatre.	THEA3010 THEA3013 THEA4003
8.	Identify and implement, as a solo performer or small company, a distinctive performance style and aesthetic.	THEA4300 THEA4003
9.	Research appropriate funding opportunities, respond to briefs, prepare market and manage a touring theatre project.	THEA3010 THEA4001 THEA4003

Table 6 transferable/key skills outcomes for module code/s

Transferable/key skills		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
10.	Utilize sophisticated skills in project management involving the ability to independently investigate, organise, synthesise and manage a range of ideas, information and activities.	THEA4000 THEA4001 THEA4002
11..	Handle complex issues systematically and creatively, demonstrating a professional attitude and advanced collaborative skills as well as personal initiative and responsibility.	THEA4003 THEA4002
12.	Communicate sophisticated concepts clearly and effectively, to colleagues, external organisations, and a wider audience, in a variety of media.	THEA4000 THEA4002

14. Learning, teaching and assessment

Overview of the course

An integrated masters course is a 4 year course in which students study 3 years at BA level and move straight on to a 4th year of Masters level work. The Integrated Masters allows accumulative learning over this 4-year period, and the degree is awarded on achievements at Level 6 and 7. Students undertake a substantial performance project at Level 7 (THEA4003 Independent Touring Project) rather than a written dissertation, although THEA4002 Performance Lecture engages them in in-depth academic research and communication, for those who might wish to continue their academic studies on completion of the MTheatre Touring Theatre course. The MTheatre Touring Theatre is geared towards students intending to progress into the theatre industries by setting up as their own theatre companies or as independent freelance practitioners. The course provides targeted career opportunities through live theatre tours to venues and festivals at the same time as teaching the necessary organisation, marketing, technical and entrepreneurial skills for independent theatre practitioners.

As the MTheatre Touring Theatre runs in parallel with the BA Theatre, Acting and Performance, we are able to offer a range of shared modules at Level 4, 5 and 6 which allow students to explore the breadth of the field of theatre and performance, whilst specialising in touring theatre at Level 6 and 7. Students can enter the MTheatre Touring Theatre course at Level 4, or transfer across from the BA Theatre, Acting and

Performance into the beginning of Level 5 or Level 6 (or from an alternative institution, provided the learning offers equivalence to ours). All students must complete Level 6 and 7; they cannot join Level 7 alone. Students on the MTheatre Touring Theatre who for personal reasons or academic reasons cannot continue to Level 7, can graduate at the end of Level 6 with a BA Hons in Theatre, if they have sufficient credits.

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

In addition, the Level Four modules aim at the provision of core student skills. THEA1000 supports students with academic reading and writing skills appropriate for analytic and critical approaches. THEA1001 helps students develop a sense of group identity and collective responsibility in preparation for future collaborative work. It also enables students to develop principles of self and peer assessment.

Level 5 builds on and extends understanding and skills introduced at Level 4, providing new subject learning for students to begin to develop their own individual strengths. The majority of modules are shared with BA Theatre, Acting and Performance but with some distinctions. Level 5 offers a stronger focus on large group production work, informed by research, through the mandatory modules THEA2001 and THEA2008 which together form a major directed performance project; for the MTheatre students this is a touring theatre project with associated teaching and learning of technical theatre skills and applications. In the mandatory module THEA200 students explore the development and application of acting techniques across a range of media such as stage, screen, radio and online platforms. Students then choose 3 optional modules from the list above such as: THEA2003 Applied Theatre Practices which continues the investigation of drama within various social and community contexts, and introduces workshop skills; THEA2004 which builds on THEA1003 in exploring the creative use of technology (eg projections, live feed, online performance) in performance; THEA2002 which builds on THEA1001 to extend movement and choreographic skills and understanding; THEA2005 which focuses on the development of the written word in performance: THEA2006 which allows students to widen and deepen their understanding of the history and possibilities of musical theatre.

Level 6 introduces the unique flavour of the MTheatre course with a year-long production module, THEA3010, in which the students collaborate with a Lecturer/Director to create a festival show. This show will be presented as a work-in-progress at the end of Level 6 but will also form the basis of the show to be presented at a major theatre festival (such as Edinburgh Fringe Festival) during the summer between Level 6 and 7, as the first module of Level 7. Students will be offered the opportunity for professional practice and development in THEA3003, where they can either undertake a work placement or a work study of a professional company or venue. They will also develop skills in job application writing and interview and audition skills. Further professional development for touring theatre comes in THEA3013 in which students learn about and investigate the UK touring theatre landscape and put together a Tour Pack for the show created in THEA3010. Alongside these sit a range of further optional modules (shared with BA Theatre, Acting and Performance) that allow students to build on previous learning and continue to extend and explore their individual interests. Throughout Level 6, there is a shift to increased independent learning and self-direction, with support and supervision from staff and professionals.

Level 7 commences with a major, unique feature of the MTheatre Touring Theatre course: an intensive festival performance residency (THEA4000) in August following the completion of Level 6 work. This builds directly on THEA3010 and provides a unique work-based experience of both delivering a public production over a sustained period of time and engaging in the opportunities (for networking, viewing other work etc) provided by a nationally significant festival, such as Edinburgh Fringe Festival. Throughout Level 7 the emphasis is on the forming of theatre companies and/or development as a solo practitioner delivering projects in 'real world' contexts. Individuals and companies will be supported in finding their own distinctive style of work, as well as consolidating the necessary business and technical skills for their enterprises. Modules give opportunities for festival and small scale touring performance (THEA4000), exploring different forms for collaborative projects (THEA4001), and a more academically orientated Performance Lecture project (THEA4002), which opens up the possibility of Higher Education establishments as potential venues, as well as the opportunity to consider further practice based research within an academic context (eg PhD study). The course culminates with the independent creation of a major group or solo touring performance project, informed by all aspects of the course (THEA4003). This project (and previous ones) aims to put students in a position to complete their studies with a readymade project for professional touring.

Teaching

The course is taught through a blend of practical workshops, lectures, seminars, theatre visits and talks and performances by visiting companies, accompanied by independent research, learning and practical development and rehearsal. Blackboard is used to support all modules, and other e-learning tools including social media platforms, Padlet, Office 365, Panopto etc. The department's two studios (fully equipped with up-to-date technical facilities), and the knowledge and skills of the technical support staff will be integral to students' learning. A key aspect of this course, as students enter Level 6 and 7, is the creation and presentation of public performances. These projects will be developed in connection, consultation or collaboration with a range of external organisations and venues and provide significant work-based learning opportunities in the field of touring theatre. The University has invested in portable lighting and technical equipment to support these tours, and we have developed a good network of schools, theatres, arts centres and festivals to support the touring work.

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

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

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have around 12–15 contact hours of teaching. The precise contact hours will depend on the optional modules selected.

Generally, modules are taught in 3-4 hour blocks and are practice led, with theory taught within practical sessions to enable students to gain an understanding of how to apply research within practical and professional contexts. Teaching is supported with seminars and tutorials.

Independent self-study

In addition to the contact time, students are expected to undertake around 20 hours of personal study per week. Typically, this will involve reading, meeting with groups to work on projects and tasks, preparing for assignments and going on trips to see work.

In the final 4th year there is normally slightly less contact time in order to do more independent study. On average, students will receive around 9-10 hours of contact time per week, with an expectation of around 20 hours of independent research, study and practical development. In semester 2 (which largely focuses on DRAM4003 Independent Touring Project) students may receive on average around 5–6 hours of contact time, with an expectation of around 25 hours of independent work.

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

Diversity and Inclusion

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

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

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

Teaching staff

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

Current staff qualifications:

1 Professorship

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

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade. Formative assessments carry no weighting but are important and designed to help students achieve their best in the final summative assessments. Formative assessment can take different forms such as peer feedback within student support teams, informal lecturer assessment and feedback or rehearsed presentations and performances. It is also embedded in the students ongoing engagement with tutors and is part of the individual tutorial system. This is an important part of student progress as it effectively creates a feedback loop offering opportunities for development.

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

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

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

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

Appropriate support in teaching, learning and assessment for students with disabilities is provided in conjunction with the University Disability & Dyslexia Service.
<https://www2.worc.ac.uk/disabilityanddyslexia/>

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

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

Year 1

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

Year 2

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

Year 3

- 3 x Essays
- 2 x Portfolios
- 6 x Group practical / performance work
- 1 x Critical reflection
- 1 x Individual presentation
- 1 x Piece of creative writing
- 1 x Major group performance project

Year 4

- 2 Solo performance/presentations
- 1 Critical review
- 1 Academic paper
- 2 Portfolios
- 2 Solo or group performance projects

15. Assessment strategy

Creativity and collaboration are central to the requirements of the programme, and assessment is designed to facilitate creative activity and promote independent and collaborative learning. The assessment programme is such that it:

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

The assessed learning which students may achieve on the course can be classified under four different headings, or domains:

- **the conceptual** involves research, selection and analysis of theory
- **the productive** demands the interpretation and application of research into practice
- **the contextual/critical** evidences critical thinking
- **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

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

All work encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies. Parity across modules is achieved by a system of equivalence that applies to word counts and practical work.

16. Programme structures and requirements

Please see Award Map/s at the end of this document. The MTheatre Touring Theatre is only available as full-time, single honours.

17. QAA and professional academic standards and quality

BA (Hons) Theatre (Exit Award only)

This award is located at Level 6 of the FHEQ.

The QAA Honours Degree Subject Benchmark Statement: [Dance, Drama and Performance 2019](#) articulates the knowledge, skills and categories of achievement to be expected of successful honours graduates in the field. These, together with the contextual statement have been used to craft course and module learning outcomes and content as well as learning, teaching and assessment strategies of all modules.

MTheatre Touring Theatre

This award is located at Level 7 of the FHEQ.

In addition to the Subject Benchmark Statement: Drama, Dance and Performance, the [QAA Master's Degree Characteristics \(2020\)](#) has been used to craft course and module learning outcomes as well as learning, teaching and assessment strategies.

This award is located at Level 7 of the FHEQ.

18. Support for students

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

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

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

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

The Personal Academic Tutor will also:

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

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

Transition

Students' transition into university life is assisted by a one-week induction programme, which, through a range of activities, introduces students to their course, the staff who will be teaching them, and other students within the Institute of Arts and Humanities. Students are, for example, invited to attend the Institute of Arts and Humanities Party and have the opportunity to watch performances of graduate and undergraduate work.

During induction week students engage in a range of activities which develop their understanding of the expectations of the course, undergraduate study, and the University's systems and services, including the Library and IT facilities, Media Services, and the Careers and the Counselling Service.

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

Students transferring onto the MTheatre at the beginning of Level 6, either internally or from external institutions, will be given a 2 day technical induction in lieu of the Level 5 mandatory THEA2008 Technical Theatre Skills.

Level 7 will commence with one-to-one tutorials with the Course Leader to establish each students' interests and career aspirations to help focus their learning in the final year.

Further support

During module delivery students are supported through one-to-one and small group tutorials. Students are given clear indications of when staff will be available for these tutorials - normally via email or in module outlines.

Students are supported further through a range of online support, for example via email or online 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:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

19. Admissions

Admissions policy

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

Students may join the course at Level 4, but they may also transfer internally or externally at the beginning of Level 5 and 6, but not at Level 7.

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

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications) one of which should be in a related subject, such as Drama, Theatre Studies, Performing Arts, English, Film Studies or Media Studies.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See [Admissions Policy](#) for other acceptable qualifications.

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 (CW89)

Admissions procedures

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. All eligible students will be invited for an interview and audition process (see below). The interview will explore individual's experience and understanding of theatre based both on their own practical experience of making theatre, and their experience as an audience of recent plays and live performances. The individual audition will allow applicants to demonstrate their performance skills through the performance of a short monologue of their own choosing.

Full-time applicants apply through UCAS (W440)

Transfer to MTheatre Touring Theatre

Students wishing to transfer from the BA Theatre, Acting and Performance (or from comparable courses at other institutions) to MTheatre Touring Theatre can apply to do so during the first year (Level 4) of the BA course (to transfer to Level 5 of the MTheatre Touring Theatre from the beginning of the second year), or during the second year (to

transfer to Level 6 of the MTheatre Touring Theatre from the beginning of the third year). Students interested in doing this should first arrange to discuss the course with the Course Leader of MTheatre Touring Theatre, after which they will be invited to take part in an audition and interview process.

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 module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to re-sit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 6 to Level 7 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits at Levels 4 and 5 and at least 90 credits at Level 6. Outstanding Level 6 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be

required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Requirements for Awards

Table 7 requirements for awards

Award	Requirement
Certificate of Higher Education Cert HE Theatre	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE Theatre	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree BA Theatre	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map.
Degree with honours BA Theatre	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Integrated Masters in Touring Theatre	Passed a minimum of 480 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at each of Level 6 and Level 7, including a dissertation or other substantial piece of independent work, as set out in the award map - THEA3010 for the BA Theatre Exit Award and THEA4003 for the MTheatre Award

Classification

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

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only. *(use this statement only for Top Up degrees).*
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

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

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

Integrated Masters:

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

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

21. Graduate destinations, employability and links with employers

Graduate destinations

The MTheatre Touring Theatre is a unique course. No other University offers this combination of a 4 year Integrated Masters integrating specific preparation for employment in the vibrant touring theatre sector. Graduates from the MTheatre Touring Theatre have gone on to set up their own theatre companies or establish themselves as solo theatre makers: Strange Futures Theatre Company, Theatre of the Beautiful Wild and Damned, Emma Bourke Productions, Aaron Corbett, Ten Minutes Late Theatre Company, Tisa Klicek and Aaron Corbett amongst others. Several companies/solo practitioners have received Arts Council and other national funding to create, present and/or tour work locally, regionally and nationally. Others have been accepted into emerging artists schemes at local and regional theatres and/or are working with other existing theatre companies such as Vamos and Reaction Theatre Makers. Other graduates are successfully employed as Creative Producers or Marketing & Communication Officers (e.g. at Worcester Theatres and The Arches Festival). Others again have been employed or freelancing as theatre technicians.

Through working in collaboration and consultation with practitioners, venues, companies and professional networks within the course, successful graduates will complete the course with a useful range of contacts for their entry into the professional world, including Worcester Theatres, The Malvern Cube, Birmingham Rep, Birmingham Mac, Greenside Venues (Edinburgh), Hereford Courtyard, Rhum & Clay Theatre Company, Chris Thorpe, Pentabus Theatre Company, Strike A Light, Feast Festival, Loud & Queer Festival, Fierce Festival, Shout Festival.

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

Student employability

The course helps students to develop useful employability skills in a variety of ways. It supports students to become resilient and aspirational, intellectually curious and critically reflective. Many modules encourage pro-active investigation, such as THEA1003, THEA2000, THEA3009, and THEA4003. The course also offers many opportunities to develop teamwork, communication and interpersonal skills, especially through the production-based modules THEA2001, THEA3010 and THEA4003. The course offers opportunities for students to develop their technical skills, particularly in relation to technical theatre in modules such as THEA1004, THEA2008 and THEA4002. Students undertake a work placement or case study THEA3003 and collaborate directly with external organisations in THEA4001.

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

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

Students are taught about the processes for approaching theatre and festival programmers with proposals, and learn to create professional-level Tour Packs, Technical Specifications and Risk Assessments for their touring productions and collaborative projects. They have opportunities work with theatre venues and companies and learn to search and apply for jobs and career opportunities.

Visiting theatre companies and theatre professionals contribute to teaching on the course. In particular at Level 7, a series of theatre specialists give talks and offer feedback on students' developing work.

The culture of theatre and performance at Worcester also serves to enhance students' career prospects. Students have access to the work of staff-led performance companies operating in such diverse areas as community theatre, applied theatre, theatre and disability, and national and international touring theatre.

Links with employers

The MTheatre Touring Theatre course was designed in 2018, following consultation with professionals from the touring theatre field. We continue to liaise with theatres, producers and practitioners in the development and delivery of the course. A recent 'health check' with Elle While (Artistic Director) and Amber Knipe (Producer) of Pentabus Touring Theatre confirmed that the course is still highly relevant and appropriate in terms of preparing graduates to enter the field of touring theatre. They highlighted the ongoing need (embedded in this course) for graduates to not only make strong creative work but also to:

- understand the business and financial aspects of running a company,
- be strategic about finding a 'unique selling point' or a niche into which the emerging theatre companies/practitioners can fit,
- recognise the importance of audience development and engagement, especially in light of the Arts Council's **Let's Create** strategy.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Appendix 1 Award maps for Integrated Masters awards at Level 4, 5, 6 and 7 and BA Exit Award at Level 6.

Table 8 heading for course title BA Theatre (Exit Award)

Course Title: BA Theatre (Exit Award)
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Level 4

Table 9 award map for level 4

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

Single Honours Requirements at Level 4

Single Honours students must take mandatory 120 credits.

Level 5*Table 10 award map for 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*
THEA2000	Acting for Stage, Screen & Media	30	M	N/A	N/A
THEA2001	Directed Public Performance	30	M	N/A	*30 credit in 1 semester
THEA2002	Creative Movement Practices	15	O	N/A	N/A
THEA2003	Applied Theatre Practices	15	O	N/A	N/A
THEA2004	Performance & Digital Media	15	O	N/A	N/A
THEA2005	Playwriting	15	O	N/A	N/A
THEA2006	Musical Theatre	15	O	N/A	N/A
THEA2008	Technical Theatre Skills	15	M	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules THEA2000, THEA2001 and THEA2008 and optional modules from the table above.

Level 6*Table 11 award map for 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*
THEA3010	Festival Project: Research & Development (<i>Dissertation equivalent</i>)	30	M	N/A	N/A
THEA3003	Professional Practice with Placement	15	M	N/A	N/A
THEA3004	Theatre & Disability	15	O	N/A	N/A
THEA3005	Queer Theatre & Performance	15	O	N/A	N/A
THEA3006	Theatre & Education	15	O	N/A	N/A
THEA3007	Immersive & Site-responsive Performance	15	O	N/A	N/A
THEA3008	Writing for Performance	15	O	N/A	N/A
THEA3009	Advanced Acting Practices	15	O	N/A	N/A
THEA3011	Staging Shakespeare Today	15	O	N/A	N/A
THEA3013	Programming Touring Theatre	15	M	N/A	N/A

Single Honours Requirements at Level 6

Students must take 120 credits from the table above to include all mandatory modules THEA3010, THEA3003 and THEA3013.

Students may exit the course on successful completion of Level 6, including all mandatory modules, and be eligible for the Exit Award, BA Theatre.

Table 12 heading for course title MTheatre Touring Theatre

Course Title: MTheatre Touring Theatre

Level 4

Table 13 award map for level 4

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

Single Honours Requirements at Level 4

Single Honours students must take mandatory 120 credits.

Joint Honours Requirements at Level 4

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

Level 5*Table 14 award map for 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*
THEA2000	Acting for Stage, Screen & Media	30	M	N/A	N/A
THEA2001	Directed Public Performance	30	M	N/A	*30 credit in 1 semester
THEA2002	Creative Movement Practices	15	O	N/A	N/A
THEA2003	Applied Theatre Practices	15	O	N/A	N/A
THEA2004	Performance & Digital Media	15	O	N/A	N/A
THEA2005	Playwriting	15	O	N/A	N/A
THEA2006	Musical Theatre	15	O	N/A	N/A
THEA2008	Technical Theatre Skills	15	M	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules THEA2000, THEA2001 and THEA2008 and optional modules from the table above.

Level 6*Table 15 award map for 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*
THEA3010	Festival Project: Research & Development	30	M	N/A	N/A
THEA3003	Professional Practice with Placement	15	M	N/A	N/A
THEA3004	Theatre & Disability	15	O	N/A	N/A
THEA3005	Queer Theatre & Performance	15	O	N/A	N/A
THEA3006	Theatre & Education	15	O	N/A	N/A
THEA3007	Immersive & Site-responsive Performance	15	O	N/A	N/A
THEA3008	Writing for Performance	15	O	N/A	N/A
THEA3009	Advanced Acting Practices	15	O	N/A	N/A
THEA3011	Staging Shakespeare Today	15	O	N/A	N/A
THEA3013	Programming Touring Theatre	15	M	N/A	N/A

Single Honours Requirements at Level 6

Students must take 120 credits from the table above to include all mandatory modules THEA3010, THEA3003 and THEA3013 plus optional modules from the table above.

Students may exit the course on completion of Level 6, including all mandatory modules, and be eligible for the Exit Award, BA Theatre.

Level 7*Table 16 award map for level 7*

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
THEA4000	Festival Project: Performance & Review	30	M	N/A	Non-standard delivery 30 credits delivered partly in an intensive residency at a theatre festival in August
THEA4001	Collaborative Project	30	M	N/A	Non-standard delivery 30 credits in one semester
THEA4002	Performance Lecture	15	M	N/A	Non-standard delivery 15 credits across semesters
THEA4003	Independent Touring Project (<i>Dissertation equivalent</i>)	45	M	N/A	Non-standard delivery 45 credits in one semester

Integrated Masters Requirements at Level 7

Integrated Masters students must take 120 credits from the table above to include all mandatory modules.