

Programme Title: W400 Drama



Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	BA (Hons) Drama
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	W400
QAA Benchmark Group	not applicable
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of English and Drama

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

BA (Hons) Drama provides a study of performance in a variety of cultures and historical periods. It is taught as an active and dynamic subject involving collaborative work with other students, while remaining focused on individual development. The programme offers both practical and theoretical investigation into the ways in which drama and performance can be used in different settings – art galleries, schools, prisons, warehouses, museums and the street, as well as theatres, across the UK and internationally. Through a grounded exploration of the act of performance, you are encouraged to become a scholar-artists with your own interests and expertise.

Aims of the Programme

The programme aims to:

provide a programme which offers knowledge and understanding of the history, practice and theory of drama, of theatre as an institution and a cultural practice and of performance as a form of communication, expression, and socio-political intervention;

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- make a distinctive contribution to provision internationally, nationally and in London through the programme's emphases, arising out of staff research interests, on:
 - cultural politics and history;
 - international performance;
 - contemporary performance practices;
 - applied performance;
 - methodologies and embodied theories of acting
 - London/space/place/city;

provide a curriculum at undergraduate level which integrates performance practice with the study of performance theory, criticism and history;

encourage students to participate in a culture of laboratory research, enabling them to use performance as a means for articulating ideas, and to undertake independent research tasks, including practice-based research;

enhance literacy and creativity and develop skills in theatrical, dramatic and performance analysis, as well as oral and physical expression for the communication of ideas and argument. This is to enable students to develop independent critical thinking and judgement, and provide them with the basis for further study or employment in performance or related fields.

What Will You Be Expected to Achieve?

Students completing this programme of study will be able to:

Academic Content:	
A1	reflect critically upon the different ways in which the theory and practice of performance inform one another
A2	develop a complex model for the relationship between performance, dramatic literature and theatrical practices and their social and historical contexts.
A3	use performance skills for the independent practice of theatre and performance.
A4	develop a personal perspective that can be expressed in terms of performance and communicated with clarity and coherence.

Disciplinary Skills - able to:	
B1	use appropriate conventions as a consistent and integral part of written work.
B2	carry through to completion a research project that demonstrates coherence in conception and execution.
B3	develop a mature and confident writing style, appropriate to the communication of ideas, argument and critical thought.
B4	make informed distinctions between different critical approaches and positions and to identify the ideologies implicit in their own position.

Attributes:

C1	reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values.
C2	engage critically with knowledge; acquiring and applying it rigorously; making connections across the field of study
C3	communicate effectively with a range of audience, in a variety of spoken and written modes, and using appropriate communications technologies effectively
C4	develop sound judgement, openness to change and new ideas, the capacity to reflect upon personal development
C5	develop skills in influencing, negotiating with and leading others in collaborative projects
C6	acquire the skills necessary to the further development of knowledge and understanding either in academic or employment settings

How Will You Learn?

All courses are taught by staff who combine academic and practical work, as scholar-artists. The interaction between these two areas of activity, making use of their complementarity and diversity, is a core objective of the programme. The very first courses taken by all students on entry to the programme makes this practice explicit by integrating theory and practice and encourages students to regard themselves as reflective and critical makers of drama and performance.

Teaching takes a number of forms, including:

group practical projects, often conducted by teams of two or more staff and an input from visiting practitioners;

practical skills workshops, including physical techniques, use of technologies and materials;

collaborative and creative writing projects;

seminars, involving a variety of forms of group work;

small-group tutorials;

lectures;

screenings;

field trips, performance and gallery visits;

presentations by and discussions with visiting artists and writers;

individual guidance and feedback on written work;

group discussion of written work.

Learning is supported by

Coherently designed and effectively delivered courses, including suggested and recommended pathways;

The provision of detailed guidance about reading for each course;

The availability of studio and other rehearsal spaces and appropriate sound and lighting facilities;

The provision of key reading and visual materials, either in libraries, in the bookshop, or as course-packs;

The design of an appropriate range of assessment exercises and projects within each course;

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Encouraging active participation by all students in seminar discussions and other group work;

Encouraging the use of learning journals and portfolios that require the students to address particular questions about the process of performance;

The inclusion in the timetable of scheduled sessions for unsupervised group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions;

Regular review of individual student progress by advisers, and detailed guidance in relation to this;

The regular input of working artists from outside the academy;

The work of two Royal Literary Fund Fellows supporting students with writing skills.

How Will You Be Assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each course.

Forms of assessment include:

group practical essays;

performances (in groups and individuals);

written critical essays (from 1,500 words to 5,000 words);

research projects;

close-reading exercises and critical commentaries;

translation and dramaturgical exercises;

reviewing exercises, including playscript reports and performance critiques;

performance proposals and funding applications;

bibliographical exercises;

log books and journals;

portfolios of essays and related written work;

seminar presentations

critique and feedback sessions.

How is the Programme Structured?

Year One

In the first year all Drama students (joint and single honours) are provided with an introduction to the study of drama and performance, which combines both practical and theoretical approaches. All modules taken in Year 1 are Level 4.

Modules in Year One have a strong emphasis on the acquisition of practical (including writing) and research skills that students will use throughout their programme. Students also have the opportunity in year 1 to explore key practical and theoretical issues

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around the making and doing of performance.

Year One (all compulsory):

DRA114 LONDON/CULTURE/PERFORMANCE 15 credits;
DRA115 CULTURAL HISTORIES OF THEATRE 15 credits
DRA116 MAKING THEATRE 30 credits;
DRA117 PRACTICES 0 credits
DRA118 PERFORMANCE TEXTS IN PRACTICE 30 credits;
DRA119 POPULAR THEATRE AND PERFORMANCE 15 credits;
DRA120 INTERVENTIONS 15 credits.

Progression Requirements to Year Two

To progress successfully from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Second and Final Year: Each student's adviser recommends modules relative to students' interests; 'key words' are indicated on module choice documentation to facilitate student choice. All students are normally expected to take four x 15 credit seminars and two x 30 credit practical options each academic year (at Level 6, DRA329 counts toward the seminar-based requirement and is equivalent to 2x15-credit modules; DRA344 counts toward the practice-based requirement; DRA353 counts toward the practice-based requirement).

Year Two

Single honours students in year 2 take three compulsory Level 5 modules DRA259 Cultural Politics and Performance, DRA260 London/Archives/Resources and DRA242 Group Practical Project in order specifically to help prepare them for the Written Research Project or Practice-based Research Project or Performance Company Research Project in the final year, to facilitate a group performance festival in the summer term, to maintain engagement with interdisciplinary approaches to theatre and performance studies, and to maintain students' continuing professional development and critical reflection on possible career routes following the BA as practising scholar-artists.

They also choose appropriate credits from the list of approved Drama modules to a maximum of 120 credits.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the students' adviser.

Up to 30 credits may be at level 6 with the advisers' agreement.

Progression Requirements to Final Year

To successfully progress to the Final Year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final Year

Students take DRA346 Livelihoods (0 credits).

Select at least one of: DRA344 Practice-based Research Project (30 credits), or DRA353 Performance Company Research Project, or DRA329 Written Research Project (30 credits); students can take DRA344 and DRA329; students can take DRA353 and DRA329; students cannot take DRA344 and DRA353.

In addition students choose appropriate credits from the list of approved Drama modules to a maximum of 120 credits.

Minimum 0 credits / maximum 30 credits optional modules to be chosen from all level 5 and 6 modules offered in the Faculty of Humanities and Social Sciences subject to space available on modules with the guidance of the students' adviser.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What Are the Entry Requirements?

Tariff/Grades requirement:

ABB-AAB from three A-levels. A typical offer would be 340 points, with at least an A in an arts / humanities / social sciences subject. We do not consider grades achieved in general studies when calculating UCAS scores.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme, specific inductions in the use of the online learning environment and the use of Drama practical spaces and facilities. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an advisor, with whom regular meetings are scheduled.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

The Director of Student Support is the designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance.

Both the Director of Student Support and all advisors are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, Counselling.

There is a dedicated member of the School of English and Drama who works with academic staff to assist students in need of support.

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A dedicated post of E-Strategy Manager support students in their use of the online learning environments used on all modules.

The School collaborates with the College's Thinking Writing team and Language learning unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the School of English and Drama as Royal Literary Fund Fellows.

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme capitalises on London's outstanding theatre and performance resources and, particularly, the Department's formal links with a variety of organisations including Artangel, Artsadmin, Barbican, Live Art Development Agency, London International Festival of Theatre, National Theatre, People's Palace Projects, Project Phakama, and Shakespeare's Globe. These links often bring artists, administrators, managers and other professionals into the programme as guest speakers, workshop leaders and performers. They also facilitate students' participation in the cultural sector, and will form the basis for the further development of work-specific learning opportunities.

The programme aims to provide a range of career prospects for its graduates, and includes specific career-focused activities and classes, designed to maximise the employability of its graduates.

Programme Specification Approval

Person completing Programme Specification

Dr Catherine Silverstone

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Person responsible for management of programme

Dr Catherine Silverstone

**Date Programme Specification produced/amended
by School Learning and Teaching Committee**

6 January 2016

**Date Programme Specification approved by
Taught Programmes Board**