

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	Faculty of Creative Arts
Programme accredited by	Not Applicable
Highest award title	BA(Hons) Drama with Creative Writing
Default award title	Not Applicable
Interim award title	BA Drama with Creative Writing; Diploma in HE – Drama with Creative Writing; Certificate in HE – Drama with Creative Writing
Modular Scheme title (if different)	FCA Undergraduate Modular Scheme
UCAS code (or other coding system if relevant)	W800
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts
Valid until	Ongoing
Valid from (insert date if appropriate)	September 2010

Authorised by...Faculty Quality and Standards committee Date: 24 June 2010

Version Code
1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

- Graduates of the Drama with Creative Writing Award will be expected to share the critical, conceptual and analytical skills developed by all CMD graduates at UWE.
- They will be expected to be able to engage in close reading and critical evaluation of texts of various kinds; to feel confident in contributing to cultural debates; to analyse and evaluate the arguments of others; to formulate and effectively communicate their own arguments in both oral and written modes; and to undertake independent research.
- They will have an understanding of how to write in a variety of forms, and an advanced understanding of the techniques required to write in the single form in which they are most interested.
- They will have the ability to write imaginatively and originally in a sophisticated and mature manner.
- As Drama with Creative Writing graduates, their degree work should encourage them to envisage themselves as contributing to the cultural and artistic life of the academic community and beyond.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. the distinctive character of forms written in the principal genres and any associated performance issues; 2. the interplay between theory and practice in shaping literature, theatre and performance history; 3. useful and precise critical terminology relevant to the field; 4. how theatrical and performance practices produce and reflect cultural changes and difference; 5. plays and conditions of performance, including a substantial number of authors and texts from several different cultures and periods of history; 6. innovations in drama in both national and international contexts; 7. the theatrical, cultural and socio-historical contexts in which literary forms have been written and performed; 8. the range and variety of critical approaches to theatre, performance, and writing, including creative practices informed by a reflective methodology; 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of skills 1 - 4 is through a combination of lectures, seminars, workshops (as appropriate to each module), and the required reading for the core modules, supplemented by various practical explorations of the different genres and related performance tasks.</p> <p>At Level 3, acquisition of skills 1 - 4 continues to remain central to progression on text-based modules, including the dissertation module, through a combination of lectures, seminars, workshops and required reading. Students are encouraged to deepen their acquisition of skills 1 - 4 through pursuing individual interests and enthusiasms in theatre studies, performance research, and creative writing exercises.</p> <p>Acquisition of skills 5 - 10 is through a combination of lectures, seminars, workshops, and performance tasks, as appropriate to each module. Module handbooks offer guidance as to how students can deepen their understanding of core and optional topics across a range of different kinds of primary and secondary literature.</p> <p>Acquisition of skill 10 is significant, and important, in most Drama modules but it is given greatest weighting in the core and optional performance modules – and the performance project.</p> <p>Acquisition of skill 11 is begun in first year workshops, but reaches its greatest level of development at Level 3 with the portfolio for the</p>

<p>9. the multi-faceted nature of drama as a field and its unique experiential features when considered in relation to other disciplines and forms of knowledge;</p> <p>10. the power of imagination and invention in theatrical creation of different kinds;</p> <p>11. the techniques required to write in a variety of forms, and especially in the single form of writing in which they are most interested.</p>	<p>Creative Writing Project.</p> <p>Assessment:</p> <p>Assessment is achieved by the testing of the knowledge base at Level 1 through essays, reflective pieces, journals, examinations, presentations, workbooks and creative writing portfolios.</p> <p>Testing of the knowledge base at Level 2 and 3 is through assessed coursework of various kinds, through tasks undertaken in examination conditions, through oral presentations of research projects, through reflections on group presentation and performance pieces, through workbooks of creative writing, devising tasks, through extended essays, dissertations and portfolios.</p>
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B Intellectual Skills

<p>B Intellectual Skills:</p> <p>Students should be able to demonstrate:</p> <ol style="list-style-type: none">1. critical skills in the analysis of texts and performances;2. a responsiveness to how meaning is created in the theatre and on the page, including a critical awareness of the affective power of different languages of theatre;3. the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field;4. the ability to debate the relation of texts and performance modes to their wider political and cultural contexts;5. a sensitivity to generic conventions and to the shaping effects of authorship, collaborative conventions, and intended audiences;6. command of a broad range of vocabulary and appropriate critical terminology;7. the rhetorical skills of effective communication and argument both in speech and in writing;8. the research and bibliographic skills appropriate to independent study in the field;9. the ability to respond constructively to feedback in research and project work, and creative self-editing;10. a highly developed critical awareness of the genres of creative writing explored in the analysis of published canonical texts.	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of skills 1 - 2 is through lectures, seminar tasks, and required reading both of primary and secondary material. Reflective pieces and performance analysis ensure that intellectual skills are continuously informed by performance issues and inputs.</p> <p>Acquisition of skills 3 - 10 is through a combination of lectures, seminar tasks, debates, independent research tasks, oral research presentations, critical essays, creative writing portfolios, project research and dissertation work.</p> <p>Progression through the award from core modules to more independent, self-directed learning on optional modules and the dissertation/performance project critical report, as well as the Creative Writing Project, ensures that appropriate weighting is given to higher order intellectual skills of evaluation, synthesis, creativity, and adapting thinking to new challenges.</p> <p>Assessment:</p> <p>Assessment of skills 1 - 2 is through essays, journals, reflective pieces, and examinations.</p> <p>Skills 3 – 10 are assessed primarily through module coursework of different kinds, journals, examinations, creative writing portfolios, dissertations, evaluative reports, and research presentations.</p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills:	Teaching/learning methods and strategies:
<p>Students should have the ability to:</p> <ol style="list-style-type: none"> 1. demonstrate competence in exploring performance issues through practical improvisations and presentations; 2. use workshop and rehearsal processes as creative learning and research tools; 3. draw upon a variety of performance techniques for the communication, and interrogation, of ideas; 4. articulate content and performance analyses relevant to team projects; 5. devise and create scenarios in furtherance of individual and team project;. 6. deliver a genre (such as how works are published or submitted for performance) as a means of presenting work and developing future projects; 7. to write imaginatively and originally in a sophisticated and mature manner. 	<p>Acquisition of practical skills 1 - 3, (appropriate to Level 1) develops through group improvisation work and presentations on modules. Students are encouraged to use different generic approaches both to thematic and practical tasks in workshops, presentations, rehearsals, and team projects.</p> <p>The optional performance modules further develop skills 1 - 3, while skills 4 and 5 are developed through rehearsals, practical planning, seminars, workshops and performances. Further guidance on supporting individual planning of writing and production of performance work is given through tutorial support, and peer group feedback.</p> <p>Skills 6 and 7 are developed through research, practical exercises, and the development of workbooks and portfolios on Creative Writing modules.</p> <p>Assessment:</p> <p>Performance presentations followed by reflective writing constitute the main source of evidence for the development of skills 1 - 3, although opportunities for developing competence in such skills are available through practical scene study, workshop tasks, and presentation rehearsals. Skills 1 - 7 are assessed by a variety of assessment methods deployed across the core and optional performance modules – including individual and group performance assessments, individual research presentations, journals, reports, reflective analyses, production and creative writing portfolios.</p>

D Transferable Skills and other attributes

<p>D Transferable skills and other attributes:</p> <p>Students should be able to demonstrate:</p> <ol style="list-style-type: none"> 1. skills in critical reasoning, debate and argument; 2. competence in the planning and writing of essays, presentations, projects and Creative Writing portfolios; 3. information-technology skills such as word-processing, electronic data access, research and retrieval skills; 4. a capacity for independent and creative thought and judgement. 5. an ability to work as part of a team, which involves: reliability, good communication, adaptability, sensitivity, affability and initiative. 	<p>Teaching/learning methods and strategies:</p> <p>Effective communication and rhetorical skills (skills 1 - 2) are developed in seminars, workshops, rehearsals, and presentations. Essays, seminar tasks, portfolios, projects, presentations, and formal assignments assist the development of skills 3-4. Library research and IT skills are introduced at induction and students are encouraged to follow up skills training through the faculty's training workshops and skills courses.</p> <p>Assessment:</p> <p>All of these skills are assessed through reflective pieces, essays, and examinations, which demand considerable competence in creativity, argument, critical reasoning, planning, and time management.</p>
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Section 4: Programme structure

Use next page to provide a structural chart of the programme showing:

- Level and credit requirements
- Interim award requirements
- Module diet, including compulsory/core/optional modules

level 1	<p>Compulsory Modules</p> <ul style="list-style-type: none"> • UARPDB-30-1, Introduction to Theatre Studies (Incorporates all level one GDP) • UARPDE-30-1, Theatre Practice. • UARPDA-30-1, Languages of Theatre • UARAEM-30-1 Introduction to Creative Writing. 	<p>Optional modules</p> <p>Not applicable</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education Other requirements
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level 2	<p>Compulsory Modules</p> <p>UARAG5-30-2 Creative Writing for Performance</p> <p>GDP Delivered at Programme Level</p>	<p>Optional modules</p> <p>Full list available at http://www.uwe.ac.uk/sca/newandcurrentstudents/omc.shtml.</p> <p>Students must take three Level Two Drama modules from those on offer</p>	<p>Interim Awards:</p> <ul style="list-style-type: none"> Credit Requirements – 240 – Diploma in Higher Education
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level 3	<p>Compulsory Modules</p> <p>UARAGX-30-3:The Creative Writing Project (New Module)</p> <p>GDP Delivered at Programme Level</p>	<p>Optional modules</p> <p>Full list available at http://www.uwe.ac.uk/sca/newandcurrentstudents/omc.shtml.</p> <p>Students must take three Level Three Drama modules from those on offer.</p>	<p>Prerequisite requirements</p> <ul style="list-style-type: none"> UARAEM-30-1: Introduction to Creative Writing (30 credits)
			<p>Awards:</p> <ul style="list-style-type: none"> Target/highest (Hons) Drama Creative Writing BA with Default title <p>Credit requirements BA(Hons) – 360 BA - 300</p>

Section 5: Entry requirements

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

Candidates must be able to satisfy the general admissions requirements of the University of the West of England with specific requirements as detailed below:

A & AS Levels

- Normally Tariff points within the range of 300-360. AS General Studies is excluded from the points tariff range.

BTEC

- An appropriate National Diploma with good standing within the range of 1 Distinction and 2 Merits.

Irish Highers

- Four passes with grades within the following range: BBBB – ABBC.

Access Courses

- Validated access course in appropriate subjects, including credits at Level 2 English

Baccalaureate

- European with between 70% and 76%. International with between 28 and 32 points.

Section 6: Assessment Regulations

a) **Wholly in accordance with MAR.**

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b) **Approved MAR variant (insert variant)**

c) **Non MAR**

Section 7: Student learning: distinctive features and support

- One week induction programme for orientation, study skills and local theatre resources.
- Student Handbooks, Readers, and Module Guides.
- Theatre skills and safety training package.
- Staff student ratios for teaching of 20:1 (Maximum).
- Dedicated technician to support performance projects and in-house productions.
- Extensive library and other learning resources and facilities for Drama and Creative Writing.
- Dedicated office hours for all staff, student email system, trained advisers for both pastoral and academic support.
- A wide range of teaching and learning strategies (including blended learning), and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner, writer, researcher and performer.

Section 8 Reference points/benchmarks

The following reference points and considerations were used in designing the programme:

- University teaching and learning policies.
- QAA Benchmarking Statements.

This specification has not been referenced to QAA Subject Benchmark statements as these were not available at the time of preparation.

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 he/she 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 individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.