

Programme Specification

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Faculty responsible for programme	HUMANITIES, LANGUAGES AND SOCIAL SCIENCES
Programme accredited by	Not Applicable
Highest award title	BA(Joint Hons) Drama and ... (another half award)
Default award title	Not Applicable
Interim award title	BA Drama and ... (another half award); Diploma in HE - Drama and ... (another half award); Certificate in HE - Drama and ... (another half award).
Modular Scheme title (if different)	Humanities Undergraduate Modular Scheme
UCAS code (or other coding system if relevant)	NW44, NW14, GWH4, GW4K, WL46, WX4H, WX43, WQ43, WW46, LW74, WV41, QW14, NW54, GW14, LW24, CW84, LW34, GW34, FW84, GW64.
Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance Arts
Valid until	Ongoing
Valid from (insert date if appropriate)	September 2003
Authorised by...	Date:...
Version Code 2 (1/9/03)	
<i>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</i>	

Section 2: Educational aims of the programme

- Graduates of the Drama Half-Award will be expected to acquire the critical, conceptual and communication skills appropriate to the field of drama but, in addition, they will have developed an equivalent level of graduate skills and knowledge within a separate field of study.
- Within their respective fields of study, they will be expected to develop critical self-consciousness about the received assumptions and methodology; to feel confident in contributing to the contemporary debates that shape the subject; 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 a significant amount of independent research.
- As Joint Honours students, their degree work in their different subject areas should encourage them to envisage themselves as graduates who will contribute both to the cultural and artistic life of their communities and as individuals with a broad range of high level skills and expertise suited to a world where flexibility and adaptability increasingly matter.

Section 3: Learning outcomes of the programme

The half-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 plays written in some of the principal dramatic genres and the associated performance issues; 2. The interplay between theory and practice in shaping theatre and performance history; 3. Useful and precise critical terminology relevant to the field of drama; 4. How theatrical and performance practices produce and reflect cultural changes and difference; 5. Innovations in drama in both national and international contexts; 6. The theatrical, cultural and socio-historical contexts in which plays have been written and performed; 7. The power of imagination and invention in theatrical creation of different kinds. 	<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 core 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 2 and 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 and performance research.</p> <p>Acquisition of skills 5 - 7 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 7 is significant, and important, in all Drama modules but it is given greatest weighting in the optional performance modules – and the performance project.</p> <p>Assessment:</p> <p>Testing of the knowledge base at Level 1 is through essays, reflective pieces, journals, and examinations.</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</p>

	<p>projects, through reflections on group presentation and performance pieces, through portfolios of creative writing/devising tasks, through extended essays and dissertations.</p>
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B Intellectual Skills

<p>B Intellectual Skills:</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 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 of drama; 4. the ability to debate the relation of texts and performance modes to their wider political and cultural contexts; 5. the research and bibliographic skills appropriate to independent study in the field of drama; 6. the ability to respond constructively to feedback in group presentation and rehearsal work. 	<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 analyses ensure that intellectual skills are continuously informed by performance issues and inputs.</p> <p>Acquisition of skills 3 - 6 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 programme from core modules to more independent, self-directed learning tasks on optional modules which ensures that appropriate weighting is given to higher order intellectual skills of evaluation, synthesis, 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 - 6 are assessed primarily through module coursework of different kinds, journals, examinations, portfolios, dissertations, evaluative reports, and presentations.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills:</p> <p>Students will be able 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. 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of practical skills 1 - 3, (appropriate to Level 1) develops through group improvisation work and presentations on the core modules. Students are encouraged to use different generic approaches both to thematic and practical tasks in workshops, presentations, rehearsals, and team projects.</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.</p>
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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 execution of essays, presentations and project work; 3. information-technology skills such as word-processing, electronic data access, research and retrieval skills; 4. a capacity for independent thought and judgement; 5. competence in the planning and execution of essays, presentations and project work. 	<p>Teaching/learning methods and strategies:</p> <p>Effective communication and rhetorical skills (1 - 2) are developed in seminars, workshops, rehearsals, and presentations. Essays, seminar tasks, projects, presentations, and formal assignments assist the development of skills 4 - 5. 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>Listening and effective oral communication skills (skill 1) are not formally assessed except insofar as they contribute indirectly to presentations, and group work of various kinds. All of these skills are assessed through the completion of reflective pieces, essays, and examinations, which demand considerable competence in argument, critical reasoning, planning, and meeting of deadlines.</p>
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Section 4: Programme structure

ENTRY
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Year 1 / level 1	Compulsory modules	Optional modules	Interim Awards:
	Core modules		
Year 2 / level 3	Compulsory modules	Optional modules	Interim Awards:
	Core modules		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> NOT APPLICABLE FOR THIS AWARD		
Year 3 / level 3	Compulsory modules	Optional modules	Prerequisite requirements
	Core modules		Awards:
			Credit requirements

→ GRADUATION

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:

A & AS Levels

- Normally Tariff points within the range of 200 – 320. Dependant on the award being taken. AS General Studies is excluded from the points tariff range.
- Preference given to relevant subjects such as English, Theatre Studies, Arts and Social Science.

BTEC - An appropriate National Diploma with good standing and final year grades within the range 6 Merits – 5 Distinctions and 1 Merit.

Irish Highers – Passes with grades within the following range: BBB – ABBB.

Access Courses – Validated access course in appropriate subjects.

Baccalaureate – European with between 66% and 76%. International with between 24 and 32 points.

Section 6: Assessment Regulations

- a) **Wholly in accordance with MAR.** ✓
- 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 and Module Guides.
- Theatre skills and safety training package.
- Staff student ratios for teaching of 15:1.
- Dedicated technician to support performance projects and in-house productions.
- Extensive library and other learning resources and facilities for drama.
- Dedicated office hours for all staff, student email system, trained counsellors for both pastoral and academic support.
- A wide range of teaching and learning strategies and an equally varied range of assessment modes across the award.
- Strong emphasis on the skills of the independent learner, 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.
- Staff research projects.

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.