



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	St Matthias Campus	
Faculty responsible for programme	ACE	
Department responsible for programme	Arts	
Modular Scheme Title	ACE Undergraduate Modular Scheme	
Professional Statutory or Regulatory Body Links		
Highest Award Title	BA (Hons) Drama	
Default Award Title	NA	
Fall-back Award Title	NA	
Interim Award Titles	BA Drama; Diploma in HE - Drama; Certificate in HE – Drama	
UWE Progression Route		
Mode(s) of Delivery	FT / PT	
Codes	UCAS:	JACS:
	ISIS2: W400	HESA:
Relevant QAA Subject Benchmark Statements	Dance, Drama and Performing Arts	
CAP Approval Date		
Valid from	September 2013	
Valid until Date	Ongoing	
Version	7	

Part 2: Educational Aims of the Programme
<ul style="list-style-type: none"> • <i>Graduates of the Drama award will be expected to share the critical, conceptual and analytical skills developed by all Creative Arts and Humanities graduates at UWE.</i> • <i>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.</i> • <i>They will possess practical skills, working effectively in groups, managing their workload</i>

Part 3: Learning Outcomes of the Programme

<i>contexts;</i>										
<i>the theatrical, cultural and socio-historical contexts in which plays have been written and performed;</i>	X		X			X			X	X
<i>the range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;</i>	X	X	X	X	X	X	X	X	X	X
<i>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;</i>	X			X	X	X		X		X
<i>the power of imagination and invention in theatrical creation of different kinds.</i>			X				X			
(B) Intellectual Skills										
<i>critical skills in the analysis of texts and performances</i>	X	X	X	X	X	X	X	X	X	X
<i>the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field of drama;</i>	X	X	X	X	X	X	X	X	X	X
<i>a broad range of vocabulary and appropriate critical terminology;</i>	X	X	X	X	X	X	X	X	X	X
<i>the rhetorical skills of effective communication and argument both in speech and in writing;</i>	X		X			X		X	X	X
<i>the research and bibliographic skills appropriate to independent study in the field of drama;</i>	X	X	X	X	X	X	X	X	X	X
<i>a constructive response to feedback in research and project work;</i>		X	X	X	X		X	X		X
(C) Subject/Professional/Practical Skills										
<i>consider how meaning is created in the theatre, including a critical and practical awareness of the affective power of different languages of theatre;</i>		X	X	X	X			X	X	
<i>develop a knowledge of the generic conventions within drama and to the shaping effects of authorship, collaborative conventions, and intended audiences;</i>	X		X			X	X			X
<i>relate performance texts and modes to their wider political and cultural contexts;</i>	X	X	X	X	X	X	X	X	X	X
(D) Transferable skills and other attributes										
<i>skills in critical reasoning, debate and argument</i>	X					X	X		X	X
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X	X	X
<i>information-technology skills such as word-processing, electronic data access, research and retrieval skills;</i>	X	X	X	X	X	X	X	X	X	X
<i>a capacity for independent thought and judgement;</i>	X	X	X	X	X	X	X	X	X	X
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X	X	X

LEVEL THREE

Learning Outcomes:	Module No: UARAP7-30-3 (From September 2014)	Module No: UARAP5-30-3	Module No: UARPFJ-30-3	Module No: UARAP8-30-3	Module No: UARAP6-30-3	Module No: UARPTH-30-3	Module No: UARAGX-30-3	Module No: UARAES-30-3	Module No:	Module No:
A) Knowledge and understanding of:										
<i>the distinctive character of plays written in the principal dramatic genres and the associated performance issues;</i>		X	X	X	X	X	X	X		
<i>the interplay between theory and practice in shaping theatre and performance history;</i>		X	X	X	X			X		
<i>useful and precise critical terminology relevant to the field of drama;</i>	X	X	X	X	X	X	X	X		
<i>how theatrical and performance practices produce and reflect cultural changes and difference;</i>	X	X	X	X	X	X	X	X		
<i>plays and conditions of performance, including a</i>			X	X	X		X	X		

Part 3: Learning Outcomes of the Programme

<i>substantial number of authors and texts from several different cultures and periods of theatre history;</i>										
<i>innovations in drama in both national and international contexts;</i>	X	X	X	X	X	X		X		
<i>the theatrical, cultural and socio-historical contexts in which plays have been written and performed;</i>			X	X	X			X		
<i>the range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;</i>	X	X	X		X	X	X			
<i>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;</i>		X	X	X	X		X			
<i>the power of imagination and invention in theatrical creation of different kinds.</i>	X	X	X		X	X	X			
(B) Intellectual Skills										
<i>critical skills in the analysis of texts and performances</i>	X	X	X	X	X	X	X	X		
<i>the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field of drama;</i>	X	X	X	X	X	X	X	X		
<i>a broad range of vocabulary and appropriate critical terminology;</i>	X	X	X	X	X	X	X	X		
<i>the rhetorical skills of effective communication and argument both in speech and in writing;</i>			X	X	X		X	X		
<i>the research and bibliographic skills appropriate to independent study in the field of drama;</i>	X	X	X	X	X	X	X	X		
<i>a constructive response to feedback in research and project work;</i>	X	X	X		X	X	X			
(C) Subject/Professional/Practical Skills										
<i>consider how meaning is created in the theatre, including a critical and practical awareness of the affective power of different languages of theatre;</i>		X	X	X	X			X		
<i>develop a knowledge of the generic conventions within drama and to the shaping effects of authorship, collaborative conventions, and intended audiences;</i>	X		X			X	X			
<i>relate performance texts and modes to their wider political and cultural contexts;</i>	X	X	X	X	X	X	X	X		
(D) Transferable skills and other attributes										
<i>skills in critical reasoning, debate and argument</i>		X		X	X	X	X	X		
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X		
<i>information-technology skills such as word-processing, electronic data access, research and retrieval skills;</i>	X	X	X	X	X	X	X	X		
<i>a capacity for independent thought and judgement;</i>	X	X	X	X	X	X	X	X		
<i>competence in the planning and execution of essays, presentations and project work;</i>	X	X	X	X	X	X	X	X		

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BA (Hons) Drama programme teaching is a mix of *scheduled and independent*

Part 4: Student Learning and Student Support

learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion, rehearsal, etc. Scheduled sessions may vary slightly depending on the module choices made.

Description of any Distinctive Features

- One week induction programme for orientation, study skills and local theatre resources.
- Student Handbooks and Module Guides.
- GDP and study skills sessions embedded in modules.
- Theatre skills and safety training package.
- Dedicated technician(s) to support performance projects and in-house productions.
- Extensive library and other learning resources and facilities for drama.
- Dedicated staff office hours for students to contact all staff.
- All students have access to the internet, email, Blackboard.
- All students have access to student advisers and 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/performance practitioner.

Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The Assessment Strategy for Drama includes diverse methods of assessment to reflect the various teaching and learning methods and outcomes across a range of modules. Teaching includes lectures, seminars, and workshops; and learning is assessed largely through coursework: essays, portfolios, performances, presentations, ongoing critical engagement with practice, and a single written examination (on a compulsory module). Feedback is ongoing and directly tied to the learning outcomes of each module via assessment specific criteria. Students receive individual verbal and written feedback on all modules. Assessment guidelines and criteria are made available to students in handbooks and on Blackboard.

Part 5: Assessment

Assessment Map

The programme encompasses a range of **assessment methods** including exams, portfolios, performances, presentations, reports, and critical engagement with practice. These are detailed in the following assessment map:

Assessment Map for **BA (Hons) Drama**

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 1	Module No UARAEM-30-1					A (10)	A (40)				A (50)
	Module No UARPDB-30-1	A (40)				B (10)		B (50)			
	Module No UARPDE-30-1				A (60)	B (10)		B (30)			
	Module No UARANY-30-1				A (90)	A (10)					
Compulsory Modules Level 2	Module No										
	Module No										
	Module No										
	Module No										
Compulsory Modules Level 3	Module No UARAP6-30-3					A (10)			A (90)		
	Module No										
	Module No										
	Module No										
Optional Modules Level 2	Module No UARAP4-30-2				A (90)	A (10)					
	Module No UARAP3-30-2				A (90)	A (10)					
	Module No UARAPB-30-2					A (10)		A (30)		A (60)	
	Module No UARAPG-30-2				A (45)	A (10)		B (45)			
	Module No UARAPA-					A (10)	A (35)	B (55)			

Instructions:

Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)

Add further columns as necessary*

Part 5: Assessment

	30-2											
	Module No UARAP9- 30-2					A (10)	A (35)	B (55)				
Optional Modules Level 3	Module No UARPFJ- 30-3				A (90)	A (10)						
	Module No UARAP8- 30-3					A (10)	A (40)	B (50)				
	Module No UARAP7- 30-3 (available from September 2014)				A (90)	A (10)						
	Module No UARAP5- 30-3					A (10)	A (45)		A (45)			
	Module No UARAES- 30-3					A (10)	A (40)	B (50)				
	Module No UARPTH- 30-3				A (65)	A (10)			A (25)			
	Module No UARAGX- 30-3					A (10)			A (40)		A (50)	

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:
 level and credit requirements
 interim award requirements
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1		UARPDB-30-1 Introduction to Theatre Studies UARPDE-30-1 Introduction to Theatre Practice UARAEM-30-1 Introduction to Creative Writing UARANY-30-1 Introduction to Actor Training	None	<ul style="list-style-type: none"> Credit requirements 120 – Certificate in Higher Education Other requirements: None
	Year 2	There are no compulsory modules at this level of the award.	Students will take 120 credits (4 x 30 credits) from the following options: UARAP4-30-2 Acting for Stage UARAP3-30-2 Devising Physical Theatre UARAP9-30-2 Inventing Modernism UARAPA-30-2 New Shakespeares UARAPB-30-2 Play writing UARAPG –30-2 The Radical Self	Credit requirements 240 – Diploma in Higher Education Other requirements: None



Year Out: *None.*


	Compulsory Modules	Optional Modules	Interim Awards
Year 3	Students will take the following 30 credit module: UARAP6-30-3 Final Year Project	Students will take 90 credits (3 x 30 credits) from the following options: UARPFJ-30-3 Avant-Garde Theatre UARPTH-30-3 Staff-Led Performance UARAGX-30-3 The Creative Writing Project UARAES-30-3 Tragedy UARAP5-30-3 Applied Theatre UARAP8-30-3 Contemporary British and American Drama UARAP7-30-3 Acting for Screen (available from September 2014)	Target/highest: BA (Hons) BA (Hons) – 360 BA - 300 Other requirements: None

GRADUATION

Part time:


The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

In each year a typical part-time student would take two modules, worth 30 credits each. Students should complete each Level before beginning modules on the next level (according to pre-requisites).

ENTRY 	Years 1 and 2 (Level 1)	Compulsory Modules	Optional Modules	Interim Awards
	<p>In their first 2 years on the programme part-time students will take 2 of the following (in any combination during each year):</p> <p>UARPDB-30-1 Introduction to Theatre Studies</p> <p>UARPDE-30-1 Introduction to Theatre Practice</p> <p>UARAEM-30-1 Introduction to Creative Writing</p> <p>UARANY-30-1 Introduction to Actor Training</p>	None	<ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education <p>Other requirements:</p> <p>None</p>	
	Year 3 and 4 (Level 2)	Compulsory Modules	Optional Modules	Interim Awards
		None	<p>Students will take 120 credits (4 x 30 credit modules) from the following modules (in any order across their 3rd and 4th years of part-time study):</p> <p>UARAPB-30-2 Playwriting</p> <p>UARAP4-30-2 Acting for Stage</p> <p>UARAP3-30-2 Devising Physical Theatre</p>	<p>Credit requirements 240 – Diploma in Higher Education</p> <p>Other requirements:</p> <p>None</p>

		<p>UARAP9-30-2 Inventing Modernism</p> <p>UARAPA-30-2 New Shakespeares</p> <p>UARAPG –30-2 The Radical Self</p>	
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Year Out: *None.*

	Compulsory Modules	Optional Modules	Interim Awards
<p>Years 5 and 6 (Level 3)</p> 	<p>In either their 5th or 6th year on the programme part-time, students must take the following compulsory module, plus three optional modules (see right) in any order.</p> <p>UARAP6-30-3 Final Year Project</p>	<p>In addition to the Compulsory Module (see left), students will take 90 credits (3 x 30 credit modules) from the following modules (in any order in their 5th and 6th years of part-time study):</p> <p>UARPFJ-30-3 Avant-Garde Theatre</p> <p>UARPTH-30-3 Staff-Led Performance</p> <p>UARAES-30-3 Tragedy</p> <p>UARAGX-30-3 The Creative Writing Project</p> <p>UARAP5-30-3 Applied Theatre</p> <p>UARAP8-30-3 Contemporary British and American Drama</p> <p>UARAP7-30-3 Acting for Screen (from September 2014)</p>	<p>Target/highest: BA (Hons)</p> <p>BA (Hons) – 360 BA - 300</p> <p>Other requirements: None</p>

GRADUATION

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Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*: 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.

Part 8: Reference Points and Benchmarks

- *Curriculum content, development and progression, and teaching and learning approaches within this programme are in line with QAA subject benchmark recommendations. These include the breadth and depth of knowledge being offered, the coherence of the programme's structure, and the use of a wide range of teaching and learning models and assessment practices.*
- *University teaching and learning policies: See above.*
- *Staff research projects: All members of the Drama team are engaged in practice and/or research. They have a wide range of published and/or performance practice that informs the academic content of this programme.*

This included consideration of stakeholder feedback from current students, graduates, potential employers (Tobacco Factory Theatre) and postgraduate teaching institutions (such as Bristol Old Vic Theatre School).

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, available on the [University's website](#).