



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	UWE
Teaching institution	UWE
Delivery Location(s)	UWE: St Matthias campus until move to Frenchay campus
Faculty responsible for programme	Faculty of Creative Arts
Modular Scheme title	FCA Undergraduate Modular Scheme
Professional Statutory or Regulatory Body Links (type and dates)	
Highest award title	BA (Joint Hons) Drama and ... (another half award)
Default award title	Not Applicable
Interim award titles	BA Drama and ... (another half award); Diploma in HE – Drama and... (another half award); Certificate in HE – Drama and ... (another half award).
UWE progression route	
Mode(s) of delivery	Taught course
Codes	
UCAS code NW44, NW14, GWH4, GW4K, WL46, WX4H, WX43, WQ43, WW46, LW74, WV41, QW14, NW54, GW14, LW24, CW84, LW34, GW34, FW84, GW64.	JACS code
ISIS code	HESA code
Relevant QAA subject benchmark statements	Dance, Drama and Performance Arts
On-going/valid until* (*delete as appropriate/insert end date)	Ongoing
Valid from (insert date if appropriate)	Updated for September 2010
Original Validation Date: September 2005	
Latest Committee Approval...Faculty Quality and Standards Committee Date: 24 June 2010	
Version Code: 5	

Section 2: Educational aims of the programme

- Graduates of the Drama Half-Award will be expected to share the critical, conceptual and analytical 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.
- As graduates of the Drama Half-Award they will possess practical skills, working effectively in groups, managing their workload successfully, and they will be able to communicate their ideas appropriately, in the form of presentations and via performance practice.
- 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 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 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. plays and conditions of performance, including a substantial number of authors and texts from several different cultures and periods of theatre history; 	<p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of skills 1 - 4 is through a combination of lectures, seminars, workshops (as appropriate to each module), and the required reading, supplemented by various practical explorations of the different genres and related performance tasks.</i></p> <p><i>At Levels 2 and 3, the development of skills 1 - 4 continues to remain central to progression on all modules, 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.</i></p> <p><i>Acquisition of skills 5 - 10 is through a combination of lectures, seminars, workshops, and performance tasks, as appropriate to each module. Module</i></p>

<ol style="list-style-type: none">6. innovations in drama in both national and international contexts;7. the theatrical, cultural and socio-historical contexts in which plays have been written and performed;8. the range and variety of critical approaches to theatre and performance, including creative practices informed by a reflective methodology;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;10. the power of imagination and invention in theatrical creation of different kinds.	<p><i>handbooks offer guidance as to how students can deepen their understanding of topics across a range of different kinds of primary and secondary literature.</i></p> <p><i>Acquisition of skill 10 is significant, and important, in all Drama modules but it is given greatest weighting in the theorised practice modules.</i></p> <p><i>Additional support is provided through Staff Office hours and Blackboard.</i></p> <p><i>Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject</i> ...</p> <p>Assessment: <i>Assessment is achieved by the testing of the knowledge base at Level 1 through essays, reflective pieces, portfolios, journals, and examinations (both written and performance).</i></p> <p><i>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 portfolios of creative writing/devising tasks, through extended essays and dissertations.</i></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. the ability to articulate knowledge and understanding of texts, concepts and theoretical ideas relevant to the field of drama; 3. a broad range of vocabulary and appropriate critical terminology; 4. the rhetorical skills of effective communication and argument both in speech and in writing; 5. the research and bibliographic skills appropriate to independent study in the field of drama; 6. a constructive response to feedback in research and project work. 	<p>Teaching/learning methods and strategies</p> <p><i>Intellectual skills are developed in the following ways.</i></p> <p><i>Skills 1 - 3 are developed through the lecture programme, seminar practices, and workshop practices, including group improvisation work and presentations. Students are encouraged to use different generic approaches both to thematic and practical tasks in workshops, presentations, rehearsals, and team projects.</i></p> <p><i>Skills 4 and 5 are developed through rehearsals, practical planning, seminars, and workshops.</i></p> <p><i>Skill 6 is developed in workshop and seminar classes and via consultations with staff in office hours.</i></p> <p><i>Further guidance on supporting individual planning and the production of performance work is given through tutorial support, and peer group feedback.</i></p> <p>Assessment</p> <p><i>A variety of assessment methods is employed. Some/all test a learner's ability to demonstrate skills 1-6 etc.</i></p> <p><i>Skills 1 - 6 are assessed by a variety of assessment methods deployed across the modules – including individual and group performance assessments, individual research presentations, essays, journals, reports, reflective analyses, and production and creative writing portfolios.</i></p> <p><i>Furthermore, skills 1, 4 and 6 are assessed via students' participation in discussions and exercises in workshops and seminars.</i></p> <p><i>Additionally, skill 5 is assessed through the creation of bibliographies to accompany written coursework. This may take the form of annotated bibliographies to accompany practice projects or specific topic bibliographies that accompany all essay work.</i></p>
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C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>Students should be able to:</p> <ol style="list-style-type: none">1. Consider how meaning is created in the theatre, including a critical and practical awareness of the affective power of different languages of theatre;2. Develop a knowledge of the generic conventions within drama and to the shaping effects of authorship, collaborative conventions, and intended audiences;3. Relate performance texts and modes to their wider political and cultural contexts.	<p><i>Skill 1 is developed through seminars and workshops, which encourage students to participate in practical exercises that involve both the creation of and reflection on a variety of dramatic practices.</i></p> <p><i>Skills 2 and 3 are developed through the lecture programme and students' participation in seminar discussions.</i></p> <p>Assessment</p> <p><i>Skills 1, 2 and 3 are primarily assessed via performance presentations with reflective writing, and written assignments and examinations.</i></p> <p><i>Skills 1-3 are also assessed via the participation of students in seminars and workshops in a variety of tasks, e.g., scene study, critical debate, workshop exercises, and presentation rehearsals.</i></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 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><i>Effective communication and rhetorical skills (skills 1 - 2) are developed in seminars, workshops, rehearsals, and presentations. Essays, seminar tasks, performance projects, presentations, and formal assignments assist the development of skills 4 - 5. Library research and IT skills are introduced at induction and are developed in specific sessions within modules. Students are encouraged to follow up skills training through the faculty's training workshops and skills courses.</i></p> <p>Assessment</p> <p><i>Skills 1-5 are assessed through reflective pieces, essays, and examinations, which demand considerable competence in argument, critical reasoning, planning, and meeting deadlines. In addition, listening and effective oral communication skills (skill 1) are assessed via student participation in seminars and workshops. They also contribute indirectly to presentation, and group work of various kinds.</i></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

ENTRY
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level 1	Compulsory modules <ul style="list-style-type: none"> • UARPDB-30-1 Introduction to Theatre Studies • UARPDE-30-1 Introduction to Theatre Practice 	Optional modules <ul style="list-style-type: none"> • There are no optional modules at his level. 	Interim Awards: <ul style="list-style-type: none"> • Credit requirements 120 – Certificate in Higher Education • Other requirements None
	Core modules <ul style="list-style-type: none"> • There are no core modules at this level of the award. 		
level 2	Compulsory modules <ul style="list-style-type: none"> • There are no compulsory modules at this level of the award. 	Optional modules <ul style="list-style-type: none"> • Students must take two Level 2 Drama modules on offer. 	Interim Awards: <ul style="list-style-type: none"> • Credit requirements 240 – Diploma in Higher Education • Other requirements None
	Core modules <ul style="list-style-type: none"> • There are no core modules at this level of the award. 		
Year out	<i>Use this space to describe optional/compulsory year abroad/placement/clinical placement</i> Not applicable for this award.		
level 3	Compulsory modules <ul style="list-style-type: none"> • There are no compulsory modules at this stage of this award. 	Optional modules <ul style="list-style-type: none"> • Students must take two Level 3 Drama modules from those on offer. • If students choose to take either of the following modules they cannot take the other: <ul style="list-style-type: none"> • UARPPE-30-3 Drama Dissertation • UARPEW-30-3 Performance Project <p>Students are not permitted to take a dissertation on both of their disciplines.</p>	Prerequisite requirements <ul style="list-style-type: none"> • Minimum credit/module requirements 120 • other None
	Core modules <ul style="list-style-type: none"> • There are no core modules at this level of the half-award. 		Awards: <ul style="list-style-type: none"> • Target/highest BA (Hons) • Default title Credit requirements BA (Hons) – 360 BA - 300

→ 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 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: Approved to University Academic Regulations and Procedures YES

B: Approved variant to University Academic Regulations and Procedures (insert title of variant)

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.
- 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.

Section 8 Reference points/benchmarks

- *Subject benchmarks (QAA Unit ...) 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.*
- *Employer interaction/feedback: This is not designed as a vocational award.*

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 Academic Registrar.