

Programme Title: BA Drama



Programme Specification (UG)

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
QMUL programme code / UCAS code(s):	W400
QAA Benchmark Group:	Dance, Drama and Performance
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

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Institution(s) other than QMUL that will provide some teaching for the programme:

International Exchange Partners in cases where students spend a semester abroad

Programme outline

BA (Hons) Drama provides a study of theatre and 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 how drama and performance can be used in different settings – theatres, art galleries, schools, prisons, warehouses, museums and the street – across the UK and internationally. Through a grounded exploration of the act of performance, you are encouraged to develop 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:

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:	
A 1	reflect critically upon the different ways in which the theory and practice of performance inform one another
A 2	develop a complex model for the relationship between performance, dramatic literature and theatrical practices and their social and historical contexts.
A 3	use performance skills for the independent practice of theatre and performance.
A 4	develop a personal perspective that can be expressed in terms of performance and communicated with clarity and coherence.

Disciplinary Skills - able to:	
B 1	use appropriate conventions as a consistent and integral part of written work.
B 2	carry through to completion a research project that demonstrates coherence in conception and execution.

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B 3	develop a mature and confident writing style, appropriate to the communication of ideas, argument and critical thought.
B 4	make informed distinctions between different critical approaches and positions and to identify the ideologies implicit in their own position.

Attributes:	
C 1	reflect critically on the issues of diversity and difference thrown up by the study of and engagement with different forms, cultures and values.
C 2	engage critically with knowledge; acquiring and applying it rigorously; making connections across the field of study
C 3	communicate effectively with a range of audiences, in a variety of spoken and written modes, and using appropriate communications technologies effectively
C 4	develop sound judgement, openness to change and new ideas, the capacity to reflect upon personal development
C 5	develop skills in influencing, negotiating with and leading others in collaborative projects
C 6	acquire the skills necessary to the further development of knowledge and understanding either in academic or employment settings

QMUL Model Learning Outcomes - Level 4:	
D 1	Discuss socio-cultural values and practices with others
D 2	Demonstrate connections between different theoretical perspectives within your discipline

QMUL Model Learning Outcomes - Level 5:	
E 1	Evaluate perspectives from different disciplines
E 2	Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a br
E 3	Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 4	Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 5	Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice

QMUL Model Learning Outcomes - Level 6:	
E 1	Apply a critically reflective approach to how they have developed their subject, work-based and generic skills to support their future career and life-long learning
E 2	Apply a critically analytical approach to how they can help to shape and influence their future career and life-long learning
E 3	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global contexts
E 4	Justify approaches they have taken when participating in module based enterprise projects and/or situations

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

How will you learn?

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 modules, including guidance on module choice, supported by keywords;

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The provision of detailed guidance about reading for each module;

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 module packs;

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

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 student-led group and independent learning and the further availability of bookable spaces for students wishing to work outside timetabled sessions;

Opportunities to discuss work and progress with tutors and advisers;

The regular input of working artists from outside the academy;

The work of the 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 module.

Forms of assessment include:

group practical essays;
performances (in groups and individuals);
written critical essays;
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?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1

In the first year students 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 1 have a strong emphasis on the acquisition of practical (including writing) and research skills that students will

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use throughout their programme. Students also have the opportunity in Year 1 to explore key practical and theoretical issues around the making and doing of performance.

Year 1 (all compulsory):

DRA114 London/Culture/Performance (15 credits) - QMUL Model module;

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).

During their first year students will meet with their Personal Adviser and will discuss their choice of Year 2 modules, including QMUL Model modules.

Progression Requirements to Year 2

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: 'key words' are indicated on module choice documentation to facilitate student choice, supported by opportunities for students to discuss module choices with their advisers.

Year 2

Students take 120 credits (minimum 90 credits at level 5, maximum 30 credits at level 6), normally 60 credits in each semester.

Students take two compulsory level 5 modules: DRA259 Cultural Politics and Performance (15 credits) and DRA242 Group Practical Project (30 credits) in order to explore key issues in drama, theatre and performance studies, to facilitate a group performance festival in the summer term, to maintain engagement with interdisciplinary approaches to theatre and performance studies, to maintain their continuing professional development and critical reflection on possible career routes following the BA, and to help prepare students for modules (including projects) in the Final Year.

In addition, students choose credits from the list of approved Drama option modules to a maximum of 120 credits to include maximum 1 x 30-credit module and minimum 15 credits/maximum 45 credits of 15-credit modules, and which may include DRA-prefixed modules identified as QMUL Model modules.

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 student's adviser, and which may include QMUL Model modules.

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

Selection must include a minimum of 15 credits of QMUL Model modules, which may include DRA-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits); Medicine and Dentistry/ Science and Engineering QMUL Model modules (maximum 15 credits).

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and Level 4 BSc/LMM modules (15 credits maximum), where these fulfil the QMUL Model module requirement.

Students may not take more than 30 credits outside DRA-prefixed modules.

Progression Requirements to Final Year

To progress successfully 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 120 credits (minimum of 90 credits at level 6, maximum 30 credits at level 5) and normally 60 credits in each semester; Final Year students may not take credits at level 4.

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Students are normally expected to take 4 x 15-credit DRA-prefixed modules and 2 x 30-credit DRA-prefixed modules (as further described below).

Students take the compulsory module DRA346 Livelihoods (0 credits).

Students must select at least one of:

DRA344 Practice-based Research Project (30 credits);

DRA329 Written Research Project (30 credits).

In addition, students choose appropriate credits from the list of approved Drama modules to a maximum of 120 credits (DRA344 counts as 1 x 30-credit module; DRA329 counts as 2 x 15-credit modules), and which may include DRA-prefixed modules identified as QMUL Model modules.

Minimum 0 credits/ maximum 30 credits optional modules to be chosen from all modules at level 5 or 6 offered in the Faculty of Humanities and Social Sciences, subject to space available on modules and with the guidance of the student's adviser, which may include QMUL Model modules.

Up to 30 credits may be at level 5 with the adviser's agreement.

Selection must include a minimum of 15 credits of QMUL Model modules, which may include DRA-prefixed modules (up to 120 credits), BA/LLM/BSc modules in the Faculty of Humanities and Social Sciences (maximum 30 credits); Medicine and Dentistry/ Science and Engineering QMUL Model modules (maximum 15 credits).

Students may not take more than 30 credits outside DRA-prefixed modules.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
							<input type="checkbox"/>

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website <http://www.qmul.ac.uk/undergraduate/coursefinder/index.html>

How will the quality of the programme be managed and enhanced?

The School operates a Learning and Teaching Committee, which considers and advises 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 this Committee's work in a number of ways, such as through consideration of student surveys.

Drama operates a programme review of its taught undergraduate and postgraduate provision. This review feeds into the

School's Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the National Student Survey results and module evaluations, and consideration of Staff-Student Liaison Committee minutes. Student representatives (selected across all the School's taught programmes) are also invited to attend the Annual Programme Review meeting.

How do we listen to and act on your feedback?

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

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

What academic support is available?

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 adviser.

All teaching staff hold regular drop-in 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 advisers are able to refer students, where appropriate to relevant professional service departments in Queen Mary, 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.

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 Queen Mary's Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is provided by the 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

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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 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-focussed activities and classes, designed to maximise the employability of its graduates.

Students are notified of placement opportunities via our link with QProjects (part of QMUL's Careers Service).

Every year the department see a number of students progress to take higher degrees, both at QMUL and elsewhere.

Programme Specification Approval

Person completing Programme Specification:

Catherine Silverstone, Director of Teaching and Learning

Person responsible for management of programme:

Caoimhe McAvinchey, Head of Drama Department

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

2 Feb 2018

Date Programme Specification approved by Taught Programmes Board: