

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 or year abroad

Programme outline

Our BA(Hons) programme in Drama is an exciting opportunity to study theatre and performance in a variety of cultures and historical periods, and across a range of forms including plays, site-specific performance, live art, and socially engaged and applied performance. It is taught as an active and dynamic subject involving seminars, practical workshops, theatre and performance trips and field work. This approach supports the development of your knowledge and expertise, communication, research and performance-making skills, and capacity to work collaboratively with others. The programme offers both practical and theoretical investigation into how theatre and performance can be used in different settings – theatres, art galleries, schools, prisons, warehouses, museums and the street, for example – in the UK and internationally. Our staff – leading academics and artists – will work with you to make learning challenging and engaging, and help you to develop as an informed critic and performance maker.

Aims of the programme

The programme aims to:

1. Offer 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;

2. Make a distinctive contribution to provision internationally, nationally and in London through the programme's emphases, arising out of staff research interests and professional practice;
3. Provide a curriculum that integrates performance practice with the study of performance theory, criticism and history;
4. Foster critical reflection on issues of diversity and difference that emerge from the study of and engagement with a range of forms, cultures and values.
5. Encourage participation in a culture of laboratory research, enabling the use performance as a means for articulating ideas, and to undertake independent research tasks, including practice-based research;
6. Enhance literacy and creativity and the development of skills in theatrical, dramatic and performance analysis, as well as oral and physical expression for the communication of ideas and argument.
7. Enable the development of independent critical thinking and judgment, and provide the basis for further study or employment in performance or related fields.

What will you be expected to achieve?

On completion of this programme you should be able to (see list of Learning Outcomes below):

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 on how 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 personal perspectives on a range of cultural questions and performance practices 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;
B 3	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought;
B 4	Make informed distinctions between different critical approaches and positions and to identify the ideologies implicit in your own position;
B 5	Demonstrate familiarity with bibliographic skills relevant to Drama, including accurate citation of sources and use of academic conventions;
B 6	Utilise technology appropriate to performance making and digital communications.

Attributes:	
C 1	Reflect critically on the issues of diversity and difference that emerge from 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	Exercise sound judgment, openness to change and new ideas and the capacity to reflect upon personal development;
C 5	Work collaboratively, influencing, negotiating and leading others as appropriate;
C 6	Understand skills necessary to the further development of knowledge and understanding either in academic or employment settings;
C 7	Utilise effective time-management abilities in order to work to deadlines and pursue several different assignments or tasks simultaneously;
C 8	Demonstrate respect for the opinions of others and a willingness to act inclusively.

QMUL Model Learning Outcomes - Level 4:

D 1	Demonstrate connections between different theoretical perspectives within your discipline
D 2	Discuss socio-cultural values and practices with others

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 supp
E 2	Apply a critically analytical approach to how they can help to shape and influence their future career and life-long lear
E 3	Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global cont
E 4	Justify approaches they have taken when participating in module based enterprise projects and/or situations
E 5	Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approache
E 6	Model a holistic approach to knowledge which draws on a range of appropriate disciplines
QMUL Model Learning Outcomes - Level 7:	
G 1	

How will you learn?

Teaching takes a number of forms, including:

- *workshops, including physical techniques, use of technologies and materials;
- *seminars, involving a variety of forms of group work;
- *small group tutorials;
- *lectures;
- *screenings;
- *writing retreats;

- *field trips, performance and gallery visits;
- *presentations by and discussions with visiting artists and writers;
- *individual guidance and feedback on work;
- *individual supervision of projects and dissertations;
- *group discussion of written and practical work.

Learning is supported by

- *coherently designed and effectively delivered modules, including guidance on module selection, supported by keywords;
- *the provision of detailed guidance about reading, viewing and preparation 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, on the online learning environment, in the bookshop, or as module packs;
- *the design of an appropriate range of learning activities and assessment tasks within each module;
- *encouraging active participation by all students in seminar discussions and other group work;
- *encouraging the use of journals, logs and sketchbooks to develop projects;
- *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 input of artists from outside the academy;
- * The SED Writing and Reference Guide (an online learning resource);
- *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:

- essays;
- written exercises (e.g. reviews, programme notes, feature articles, keyword definitions, site analyses, design analyses, pilot pieces, encyclopedia entries, blog posts, director's notes, funding applications);
- presentations (group and individual);
- portfolios (written and e-portfolios);
- performance projects (group and individual);
- proposals (for essays and performance projects);
- multi-media (e.g. podcasts, annotated videos, websites);
- dissertation

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 (all compulsory)

Year 1 provides an introduction to the study of drama and performance, which combines both practical and theoretical approaches.

Modules in Year 1 have a strong emphasis on the acquisition of practical (including writing) and research skills that you will use throughout your programme. You will also have the opportunity in Year 1 to explore key practical and theoretical issues around the making of performance.

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Year 1 (all compulsory):

DRA114 London/Culture/Performance (15 credits);
DRA123 Power Plays (15 credits);
DRA116 Making Theatre and Performance (30 credits);
DRA121 Beyond Acting (30 credits);
DRA122 Spectatorship: Time, Place, Performance (15 credits);
DRA120 Interventions (15 credits).

Progression Requirements to Year 2

To progress successfully from Year 1 to Year 2 you must meet the overall credit requirements for progression under the Academic Regulations that apply to you.

Second and Final Year: 'key words' are indicated on Module Directory documentation to facilitate module selection, supported by opportunities for discussion with Personal Advisers.

Year 2

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

You will take two compulsory level 5 modules: DRA273 Culture, Power 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, and to help prepare you for modules (including projects) in the Final Year.

In addition, you will take modules from the list of approved Drama elective 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.

Your selection of Drama credits may include up to 30 credits of ESH-coded modules where these have been designated as elective(s) for your programme that count toward your Drama credit requirements.

Minimum 0 credits/ maximum 30 credits elective 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).

The QMUL Model requirement does not apply if you enrolled in 2019-20 and subsequently.

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.

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 you.

Final Year

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 F students may not take credits at level 4.

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

You must select at least one of:

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DRA344 Practice-based Research Project (30 credits);

DRA329 Written Research Project (30 credits).

In addition, take 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.

Your selection of Drama credits may include up to 30 credits of ESH-coded modules where these have been designated as elective(s) for your programme that count toward your Drama credit requirements.

Minimum 0 credits/ maximum 30 credits elective 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 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).

The QMUL Model requirement does not apply if you enrolled in 2019-20 and subsequently.

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 QMUL prospectus for current entry, and on the QMUL 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 Teaching and Learning 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, and the APR document is shared with the SSLC.

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, formative module feedback, the SSLC, and through national surveys.

The School hosts a dedicated page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

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 progress.

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 are two dedicated posts in the School of English and Drama Administrative team to support students: 1) The Teaching and Student Support Manager works with academic staff to assist students in need of support; 2) The E-Strategy Manager supports students in the 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 writing skills. Additional support is provided by the Royal Literary Fund Fellows.

The School hosts a dedicated site on its online learning environment with referencing and writing advice and support.

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 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.

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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

A BA in Drama encourages students to develop a life-long love for learning and equips you with a set of rigorous analytical, communication and performance skills, research skills and understanding of the modern world, negotiating and leadership skills that come with the experience of working in groups, and respect for the opinions of others and a willingness to act inclusively. This gives graduates some particularly sought-after qualities in the workplace. Graduates of the Drama degree might find employment in areas such as theatre and performance, cultural industries, business, journalism and the media, education, museums and archives, government or public relations.

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, 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 Department of Drama

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

23 Jan 2019

Date Programme Specification approved by Taught Programmes Board: