

Programme Title: MA Theatre and Performance



## Programme Specification (PG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	MA Theatre and Performance
Name of interim award(s):	
Duration of study / period of registration:	1 year full-time
QMUL programme code(s):	Q3T1
QAA Benchmark Group:	
FHEQ Level of Award:	Level 7
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:

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

### Programme outline

The MA in Theatre and Performance is an innovative programme that reflects the Department of Drama's commitment to socially engaged and critically inventive inquiries into theatre and performance. Drama at Queen Mary offers graduate students the opportunity to study in one of the most vibrant performance research environments in the United Kingdom. Their work directly benefits from, and contributes to, the world-class scholarly and artistic ecology of London. Students work alongside scholars and practising artists with international research profiles.

The programme is interdisciplinary in scope and students have the opportunity to analyse and create theatre and performance in relation to a wide variety of contexts and critical, cultural, and historical perspectives.

Students benefit from staff research expertise in five main strands of research in theatre and performance: cultural politics; transnational practice; experimental practice; applied practice; and cultural industries. A key benefit of the programme is its flexibility: within a framework of informed and structured experimentation, students can develop theoretical and practical projects to advance their own investigations across compulsory and optional modules.

## Aims of the programme

The programme aims to:

- integrate the theory and practice of theatre and performance.
- prepare students for a research degree in performance and/or careers in teaching, the professional arts, applied arts, media and the cultural industries.
- create an environment that fosters shared research, debate and practice between staff and students.
- sustain a robust performance research culture within both the School of English and Drama and the Department of Drama's postgraduate communities.
- maintain links with artistic institutions and individual performance practitioners at local, national, and international levels.

## What will you be expected to achieve?

Students who complete the MA in Theatre and Performance will have:

### Academic Content:

A 1	acquired methodological tools and bibliographic skills appropriate for theatre and performance research, including practice-based research.
A 2	examined and evaluated current debates in theatre and performance studies and performance practice; and profited from London's scholarly and artistic resources in the creation, reception, and documentation of theatre and performance.
A 3	developed practical and theoretical approaches, in both collaborative and individual settings, to the creation, study and interpretation of theatre and performance.

### Disciplinary Skills - able to:

B 1	develop higher level cognitive skills.
B 2	present and document original practical projects in the case of students who have chosen to focus on contemporary theatre and performance.
B 3	enhance their ability to sustain a complex argument in written and verbal formats.

### Attributes:

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C 1	engage critically, acquire and apply knowledge in a rigorous way, and connect information and ideas in a field of study; acquire new learning in a range of ways, and possess the skills to influence, negotiate and lead
C 2	achieve rounded intellectual development including judgement, curiosity, and openness to change; initiative and resilience in meeting challenges; and other transferable skills.
C 3	an advanced research capacity in written and practice-based methods; and clarity in communication, in written, oral and performance skills.

### How will you learn?

Teaching, learning and assessment are predicated upon our firm belief that theory and practice are mutually enriching forms of enquiry. Theatre and performance are not simply the topics of research but also constitute a distinctive mode of research. In accordance, then, with our aim of creating a 'scholar-artist' postgraduate programme, the MA in Theatre and Performance combines traditional seminar-based teaching with practical theatre and performance options. (See below for a list of the specific modules.) Moreover, the final dissertation may include an element of practice-based research.

The programme is taught by members of the Drama Department and the Department is strong in both written and practice-based research. Students are encouraged to create and investigate performances from a broad range of theoretical, historical, critical, and aesthetic perspectives. Accordingly, the Department delivers a research-driven programme that engages with the latest developments and debates in the study and creation of theatre and performance. To capitalise on London's vibrant theatre and performance culture, visiting artists and scholars are brought in, where possible, to offer master classes and lead special seminars.

Practical options and events are normally held in the department's well-equipped performance and rehearsal spaces. Students can also book independent rehearsal time in one of the Department's five performance spaces. In undertaking practical work, students have access to a range of technical and audio-visual resources.

Students are also provided with a modest, though sufficient, budget for each performance. All practical work is supported by Drama Department technical staff, who will also introduce students to the department's technical resources.

### How will you be assessed?

Students are assessed in formats appropriate to the material studied, including presentations, reports, essays, performances, documentation and self-evaluation of practice.

Assessed coursework is supplemented by two 0-credit pass/fail modules, "Performance Research" in semester 1 and "Research Design" in semester 2. In these modules, students complete a series of developmental writing and research tasks geared to prepare them for assessments elsewhere on the programme.

All students will complete a final dissertation (12-15,000 words), which may incorporate the results of independent practice-based research.

All students will present their research plans for the dissertation at the department's annual Postgraduate Dissertation Colloquium. Students also benefit from dissertation advice offered as part of this non-assessed event. Additionally, students are strongly encouraged to attend Quorum, the Department's seminar series; this provides a forum for students to engage with research from members of the Department and visiting academics and practitioners.

Each element of assessment in the credit-bearing modules is graded as Fail, Pass, Merit or Distinction; the 0-credit modules are graded as Pass or Fail. The taught modules count for 67% (120 credits) and the Dissertation for 33% (60 credits) of the overall assessment.

Numerical college mark scale (for students enrolling in and after 2013/14):

70+ Distinction  
60-69 Merit  
50-59 Pass

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Numerical dissertation mark scale (for students enrolling in and after 2013/14):

70+ Distinction  
65-69 Merit  
50-64 Pass  
0-49 Fail

For the award of an MA with Distinction, the final mark must be at least 70%. The dissertation must have a mark of at least 65%.

For the award of an MA with Merit, the final mark must be at least 65%.

For the award of a pass MA, the final mark must be at least 50%. The dissertation must not have a mark below 50%.

The examination board may condone failure where the candidate has achieved a Module Mark of 30% or more, up to a maximum of 30 credit points (one module), where the average achieved across all modules is 50% or greater.

General assessment criteria are set out in the MA Guidelines and on the School's website.

### How is the programme structured?

Please specify the full time and part time programme diets (if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students follow a prescribed sequence of four assessed modules (120 credits at Level 7), two 0-credit pass/fail modules (Level 7), and a Dissertation (60 credits at Level 7), total of 180 credits.

The modules are structured incrementally so that students first develop a shared critical vocabulary and then gradually move toward individual research, both practical and theoretical. Semester 1 modules introduce students to a wide range of approaches to the study and creation of performance. Semester 2 modules allow students to take on more self-directed study, thus preparing students for further independent work on their dissertations.

Students may take a maximum of 30 credits from another suitable MA/MSc programme, subject to the approval of both programme convenors. Please note that due to space and timetable restrictions it may not be possible to take some of these options in combination with compulsory and/or elective options from the MA Theatre and Performance programme.

Students take the following modules:

Semester 1:

Contemporary Theatre and Performance (30 credits)  
Performance Research (0 credits)  
one elective module (30 credits)

Semester 2:

Research Design (0 credits)  
two elective modules (30 credits each)

Semester 3/Exam Term/Summer  
Dissertation (60 credits)

Academic Year of Study

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

### 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/postgraduate/taught/>

### 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/institute together with appropriate representation from staff within the school/institute. 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.

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 Postgraduate Taught Experience 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.

### 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 the MA Convenor (adviser). The MA Convenor is the designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular drop-in hours in which students are actively encouraged to discuss their work and their progress.

Both the MA Convenor and all teaching staff are able to refer students, where appropriate to relevant professional service departments in the College, 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 their use of the online learning environments used on all modules.

After submitting a dissertation proposal each student is assigned a supervisor, with whom they have meetings to review the scope, research plans, and early drafts. Supervisors also give feedback on presentations delivered at the Postgraduate

Dissertation Colloquium.

The quality of pedagogical practice is ensured through team and individual teaching, advising sessions, meetings between students and the MA Convenor, staff attendance at performance and research events, and student evaluations. Such quality is further enhanced by a robust system of external examining, in which the examiner is invited to attend all performance events and reads a representative sample of the written work produced by students.

### 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.

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. For students interested in developing their experience in the cultural industries, the Department offers research placements in leading organisations. Students are also encouraged to participate actively in the numerous research and performance events that are a central feature of academic life in Drama at Queen Mary.

The programme aims to provide a range of career prospects for its graduates. The MA programme prepares students for research degrees in theatre and performance; enables sustained reflection and practical development for practicing artists; and enhances professional development in teaching, arts administration and a wide range of other creative careers.

Students who choose to focus on issues related to the cultural industries will have:

- Enhanced knowledge and understanding of issues and practices in the cultural industries
- Developed skills in project planning and completion, in negotiation with other stakeholders
- Developed skills in managing expectations and work in an industry-based context.

In the elective module Cultural Industries (and, in some instances, Independent Written Project), module convenor(s) facilitate students' placement with an appropriate industry partner and students develop industry-based projects to complete within the context of the industry partner's work.

## Programme Specification Approval

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**Person completing Programme Specification:**

Shane Boyle

**Person responsible for management of programme:**

Drama Director of Graduate Taught Programmes

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

24 Jan 2018

**Date Programme Specification approved by Taught  
Programmes Board:**