

## PROGRAMME SPECIFICATION

<b>1 Awarding institution/body</b>	University of Worcester
<b>2 Teaching institution</b>	University of Worcester
<b>3 Programme accredited by</b>	Not applicable
<b>4 Final award</b>	BA Honours
<b>5 Programme title</b>	Drama & Performance
<b>6 Pathways available</b>	Single, Major, Joint and Minor
<b>7 Mode and/or site of delivery</b>	On campus, University of Worcester
<b>8 Mode of attendance</b>	Full time and part time
<b>9 UCAS Code</b>	Drama & Performance (W400) Drama & Performance Studies and Animal Biology(CW24) Drama & Performance and Art & Design (WW94) Drama & Performance and Business Management (NW24) Drama & Performance and Computing (GW44) Drama & Performance Creative and Digital Media (WWG4) Drama & Performance and Digital Film Production (WW64) Drama & Performance & Graphic Design & Multimedia (WW4F) Drama & Performance and English Language Studies (WQ4H) Drama & Performance and English Literary Studies (WQ43) Drama & Performance and Film Studies (WP4H) Drama & Performance and Fine Art Practice (WW41) Drama & Performance and History (WV41) Drama & Performance and Psychology (WC48) Drama & Performance and Screen Writing (WW48) Drama & Performance and Sociology (WL43)
<b>10 Subject Benchmark statement</b>	Dance, Drama & Performance, 2002
<b>11 Date of Programme Specification preparation/revision</b>	March 2007. Updated November 2010. Award Map updated May 2011. July 2011 updated to latest template. <b>March 2012: Level 6 Joint Pathway requirements amended. New modules DRAM2002, DRAM2003, DRAM2122, DRAM3126 &amp; DRAM3141 added. DRAM2103 deleted.</b>

### 12 Educational aims of the programme

The course aims to ensure that that all students will:

- acquire the ability to analyse a dramatic text and relate it to the historical, social and theatrical conditions of its production and reproduction as script and performance;
- develop an aesthetic appreciation of drama & performance;
- develop the ability to assimilate, and judiciously use, the insights of scholarship and criticism in drama and performance;
- gain the intellectual independence to acquire a critical vocabulary with which to communicate an understanding of the role and function of drama, performance and theatre;

- develop a consciousness of the interaction of physical and mental elements in shaping the dramatic experience and the theatrical event, together with the ability to express this both practically and theoretically;
- acquire a develop a range of subject-specific and transferable skills and qualities which will support students in academic study, graduate employment and/or postgraduate study;
- gain intellectual, creative and personal independence and confidence;
- engage with independent and collective practice with the aim of developing a positive and appropriate work ethic;
- develop creative and performance skills commensurate with those evident in professional practice;
- engage with concepts, ideas and debates that broaden and challenge perceptions and existing ideologies.

### 13 Intended learning outcomes and learning, teaching and assessment methods

On completion of the course students will be able to:

- contextualise and deploy techniques of analysis to dramatic text and performance;
- present written and oral accounts and analyses of theatre performance;
- apply and develop current theory and practice to the creation of new and original performance;
- critically engage with and apply performance theory and techniques to a diverse range of situations and audiences;
- combine information from diverse critical and creative sources into coherent arguments in both written and oral forms;
- work collectively on practical tasks and performances offering and accepting constructive criticism, meeting group deadlines, making decisions and fulfilling group objectives;
- acquire an ability to compose balanced, informed and self-critical evaluations through written and oral presentation;
- demonstrate competence in managing independent learning including individual planning of private study time, the appropriate use of primary and secondary source material, meeting deadlines, managing commitments and maintaining contact with staff;
- achieve the intellectual maturity to devise, research, develop, present and/or write an extended piece of independent work.

Graduates also acquire a range of critical, creative, performance and production skills and the **key subject skill** areas include:

- describing, theorising, interpreting and evaluating performance texts and performance events from a range of critical perspectives;
- creating an 'original' performance based on a knowledge of devising and/or choreographic skills;
- reading the performance possibilities implied by a script and other textual or documentary sources;
- realising a script, score and other textual or documentary sources in public performance;
- engaging in performance and production, based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods;
- contributing to the production of performances and/or film through direction, choreography, dramaturgy, stage management, scenography, sound and lighting production, editing, promotion, administration and funding;
- using performance techniques associated with identifiable cultural forms or practitioners;
- developing physical skills such as a degree of agility, dexterity and control and applying them effectively to conveying meaning and emotion through performance;
- developing skills of observation, and visual, aural and spatial awareness;

- considering theories of spectatorship, developing audience awareness and the ability to respond and adapt to it through flexible presentational and expressive means;
- achieving an appropriate degree of expertise in the use of various technical apparatus necessary to realise the demands of production in live performance and/or recorded media;
- using specialist software for activities such as computer aided design, television and sound editing, sampling and composition technologies, and new media arts technologies involved in, for example, virtual reality performances;
- engaging in independent research, whether investigating past or present performances or as part of the process of creating new performance; identifying and interpreting the cultural frameworks which surround performance events and on which these events impinge, and taking these into account in creating and/or interpreting performances;
- engaging with current debates on cultural policy and funding;
- making records of performance, drawing on skills in notation and/or documentation; working within a group towards workshop-based and performance-based presentations.

The **transferable skills** which develop from the study of Drama & Performance may be summarised as:

- an understanding of the learning process and how to become independent learners;
- the ability to reflect positively on work done personally and by others;
- confidence in written and oral communication;
- skill and confidence in self-presentation;
- the ability to make decisions in complex and unpredictable contexts;
- critical and interpretive skills;
- exercising initiative and personal responsibility;
- the ability to collaborate with others and work in a team;
- competence in the use of media resources;
- the learning ability necessary in order to further professional or equivalent development.

The transferable skills of graduates in this domain are those much sought after in other environments such as business and commerce and enhance students profile and employability.

The learning, teaching and assessment methods employed throughout the course support the above by offering a range of opportunities including individual and group research projects, written and oral forms of presentation and the creation of solo and public performance. Drama & Performance engages with a wide range of teaching methods: lectures, seminars and group discussion, small and large group improvisations and presentations, theatre visits, films and videos and is therefore inclusive for a variety of learning styles. There is also input from visiting lecturers (professional practitioners, companies, technicians, theatre managers etc.).

Teaching sessions vary in length from three to four hours duration, depending upon the nature of the module. Most modules involve practical work and use the whole of the four-hour slot. Tutors often require students to work independently in small groups on set tasks during contact time. The emphasis within Drama & Performance is on learning through doing. To engage in individual or group practical work it is necessary to work during periods when the Studio is not timetabled for teaching. Students often engage in rehearsal work during the evenings and occasionally at weekends. Practical assessments can be scheduled in week 14 with time allocated in preceding weeks for preparation and rehearsal. Students are alerted to this in good time. The team endeavours to spread practical assessments in order to reduce the pressure on students and on studio space.

## 14 Assessment Strategy

Drama & Performance demands a diversity of skills which involve complex processes and the application of study in a variety of ways and towards a range of outcomes. A level of creativity is central to the requirements and assessment is designed to be appropriate for creative activity and promote independent learning. The assessment programme is such that it:

- has module learning outcomes which relate to the course outcomes;
- has assessment criteria that can be applied to all learning outcomes in Drama & Performance;
- is a both course-led and student-centred and can be negotiated where appropriate;
- is process and product based.

The assessed learning which students may achieve on the course can be classified under four different headings, or domains: **the conceptual** involves research, selection and analysis; **the productive** demands the interpretation and application of research; **the contextual/critical** evidences critical thinking and **the personal/interpersonal** tracks the development of those skills pertinent to organisation and successful completion of a project.

The assessment strategy reflects the QAA Codes of Practice - section 6 (September 2006) and offers opportunities for formative, summative and synoptic learning.

Each module carries an assessment requirement based on the Scheme limit of 4000 words but in Drama & Performance there is a system of equivalence because of the practical nature of the work. Typically a module assessment requires a combination of practical work - e.g. a 15 minute performance or group presentation with subsequent oral assessment or written reflection - *and* written work - e.g. a 1500-2000 word essay, critical analysis, creative treatment or learning log. The weighting of these components also varies with some modules being 100% written whilst others are up to 80% practical. In the main the assessment is weighted 60% / 40% towards practice. There are also modules that focus on performance and where assessment is not disaggregated. These carry a single 100% weighting that comprises research, application, learning log and written analysis and may apply work from other areas of the course. This synoptic approach allows students to make connections and the nature of the work enables them to practise and receive feedback via formative assessment. All work in Drama & Performance encourages critical thinking and analysis and is founded upon a range of theoretical perspectives, historical and social contexts and/or performance methodologies.

Parity across modules is achieved by a system of equivalence that applies to word counts and practical work. For example a 60% weighted practical in year one would be 10 - 15 minutes plus the oral assessment and the 40% written capped at 1600 words. This is kept constant across the modules in that year. Obviously there has to be some flexibility to account for solo performance, text based and devised performance but it would equate to approximately 3-5 minutes per person. A similar system of equivalence applies at each level. Individual grades in group work can be disaggregated via the oral assessment, reflective commentary and/or learning log.

As previously stated Drama & Performance employs both formative (informal) and summative (formal) assessment. Formative assessments usually carry no weighting but are critical for the students' development and preparation for the related summative assessment. Formative assessment can take the form of student support teams and informal peer assessment or rehearsed presentations and performances. In addition formative assessment is a part of the individual tutorial system and feedback on Item Report Forms. This is an important part of the student development as it effectively creates a feedback loop offering opportunities for development. Each assessment is aligned with its intended learning outcomes and learning activities so it is clear what is being assessed.

In Drama & Performance all the practical work and Independent Studies are moderated by a second member of the team not involved in the module. In the case of DRAM3104, *Work Placement* there is also the opportunity for employers to contribute formatively via written feedback. A representative sample of written work is moderated internally and then samples of all work are sent to the external examiner for further quality assurance. In the rare cases where no decision is forthcoming a third marker may be called upon and the work moderated by the external examiner. There are also Appeals and complaints procedures in place for students in compliance with section 5 of the QAA Code of Practice. A full account of the assessment policy can be found in the Definitive Validated Document and Course Handbook.

## 15 Programme structures and requirements

The course is available in full and part-time modes and across the full range of pathways. In the first year students study either Single Honours or Joint Honours but thereafter may combine their courses in different "Pathways": Single Honours Pathway, Major/Minor Pathway (65% - 35%) and Joint Pathway in which students take two courses equally weighted. There are opportunities to choose "shared" and "free" modules which can be drawn from other subject areas.

The degree programme has three levels, within the definitions of the National Qualifications Framework and each level should total 120 credits. The majority of modules are single modules worth 15 credits but there are exceptions; DRAM2103: the second year production module is worth 45 credits, whilst the third year Independent Study, DRAM3001/2 and the public performance module, DRAM3103 and are both 30 credits.

Refer to Appendix 1: Award Map

## 16 QAA Academic Infrastructure

The course reflects the Dance, Drama and Performance subject benchmark statement by offering Drama & Performance and combining this with video, multi-disciplinary performance and the integration of a variety of modes of performance and creation, including other media and new technology. The work is rigorously underpinned by appropriate theoretical approaches to performance e.g. analytic, historical, critical, contextual and the preparation for vocational destinations and complies with the Framework for Higher Education Qualifications and the QAA Codes of Practice which are central to course design, assessment and student opportunity.

The course embraces the common features characterising the discipline such as:

- knowledge and understanding of the ways in which 'performance' originates, is constructed, circulated and received;
- 'practice as research';
- the acquisition of knowledge, skills and understanding through processes of research, action, reflection and evaluation;
- practical, workshop-based learning involving active participation in the process and/or production and/or performance and/or technical construction and management;
- reflecting the public and community nature of performance practice, particularly collaborative learning and heuristic principles, on 'learning through doing' in group contexts which fosters a range and high level of communication skills;
- analysis of theory and of performance texts, which may be written or notated and/or the study of the design and creation of performance as an event or process;
- research - practical and/or theoretical and the location of practice within an appropriate framework of informing ideas, history and skills.

There is the opportunity to study single Honours Drama & Performance or combine with other subject areas to create major, joint or minor pathways and methods and practices include: practical work

experienced in the performance, creation, design and presentation of Drama & Performance, dance and related areas such as film.

## **17 Support for students**

- Drama & Performance students experience a wide variety of teaching and learning e.g. lectures, seminar group work, practical group workshop, solo performance, public performance, technical theatre sessions, workshops with visiting professionals, theatre trips, internet resources;
- students benefit from being taught by experienced teachers, professionals and active researchers;
- opportunities to engage with practice both within the University and on work placement;
- a one week induction programme for first year students with shorter inductions at each level thereafter;
- summer school available for direct entry students;
- course handbook;
- information for students available on subject intranet pages and WebCT
- all students have an academic/personal tutor who guidance on Personal Development Plan (PDP) and offers general support and referral to the Universities Welfare and Support Services;
- Once your place at University was confirmed you automatically became a member of the Students' Union, enabling you to take full advantage of the support and services on offer including 44 clubs and societies. The Students' Union is an independent charity, devoted to the educational interests and welfare of all students studying at the University it represents student views within the University. You can get involved by joining one of the many committees, or by becoming a Student Academic Representative (StAR).
- library induction and information skills packages;
- opportunities to develop Information Technology skills as part of the programme;
- study skills provided within the course and separately by the Equal Opportunities Centre;
- opportunities to study abroad;
- students excellently supported by Information and Learning Support Services (Library, IT, Media and Print);
- the University's Careers Service provides training opportunities for career planning;
- resources in place to allow equal access to appropriate technical equipment for all students.

## **18 Admissions policy**

### Admissions Policy for the course

The admissions policy for Drama & Performance seeks to be inclusive, and the course is committed to widening participation to include all groups in society.

### Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above, including English, plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

### Accreditation of Prior Learning

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

### Admissions procedures

Full-time applicants apply through UCAS (W400 BA/Drama)

Part-time applicants apply directly to University of Worcester (UW)

### Admissions/selection criteria

The UCAS application form is used to ensure that the applicant has sufficient academic qualifications and experience to be able to engage with the course.

Applicants may be invited to interview to explore any aspect of their application that may require further clarification.

### Top-Up from an HND to Degree:

Students with an HND in Performing Arts which includes 5 Merits at Level 5 can normally be considered for entry straight into the third year as a means to 'Top-Up' to an honours degree. Students should apply through UCAS and will be invited for interview on the strength of this application.

### Top-Up from a Foundation Degree:

Students with a related Foundation Degree will normally be interviewed and if successful admitted directly onto the third year of study or a programme.

Please contact the Registry Admissions Office for further information or guidance 01905 855111

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- annual review of the quality of the Course and subject area;
- external examiner reports;
- student evaluation is gathered and recorded for all modules and provides the basis for monitoring the courses;
- course committees provide further opportunities for student representatives to feedback from each year group;
- staff development opportunities provided by the University's Learning & Teaching Centre promotes good practice and advancement in learning and teaching within each subject area;
- peer assessment and discussion of teaching by staff;
- staff perform a range of roles across the University sector as external examiners, peer reviewers and consultants;
- staff have attracted funding for activities relating to improving the quality of teaching and learning:
- a teacher accreditation course (PG Cert in Learning and Teaching in Higher Education) for new staff and Higher Education Academy accreditation;
- staff dedicated to equal opportunities.

## **20 Regulation of assessment**

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.

- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

#### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

#### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

#### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- Classification determined on the profile of the best grades from 45 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.
- Classification determined on the profile of the best grades from 120 credits attained at Level 6 only. Institute-level Assessment Boards review and confirm results for modules, and the Board of

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

For further information on honours degree classification, see Section 17 of the [Undergraduate Regulatory Framework](#).

## **21 Indicators of quality and standards**

The course was reviewed successfully in 2000 and in 2002. The Drama & Performance Team of researchers was awarded a 3a in the 2001 Research Assessment and Exercise. The 2002-2003 External Examiner's Report stated that 'The educational aims of the subject remain sound and comprehensive' and that 'Transferable skills are strongly in evidence throughout the programme'.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## **22 Employability and graduate destinations**

The subject area has created valuable links with employers and students have a wide range of opportunities to further their careers. There is a strong performance line within the single honours course, which develops the work ethic and skills - both transferable and specific to the subject – useful for career development. Subject based skills here include directing, public and community performance, technical competence and theatre management. Transferable skills include negotiation, creative problem solving, teamwork and leadership. Key to this is the work placement module, which allows students the opportunity to work within a professional organisation, gain some understanding of the creative industries and research into potential areas of work. The diversity of contacts for this experience includes Receiving Houses, touring theatre, dance, radio, television and film. It is not unusual for students to have been kept on as a result of successful work placements.

The Work Placement module has been designed and developed with particular reference to the placement process, criteria and modes of assessment and with the involvement of employers. A student has the option to find a placement or can be placed with an appropriate organisation. The type of placement offered may be directly subject related but could also be in a different area such as education or therapy, which might help to further alternative career opportunities. The placement itself should be considered as a form of action research and feedback is gained from a placement mentor in the form of signed timesheets and a brief 'reference'. Before the placement the students negotiated the content with the placement mentor and this is then approved by the Module Leader. The design of the module has been in consultation with employers so as to ensure appropriate hours, placement expectations and responsibilities and mutual benefit. Full details are included in the Work Placement Handbook.

Graduates from the course now work in a range of drama and performance related jobs including production (wardrobe, lighting, sound etc.) and performance work, theatre management, marketing, education work and Drama therapy. The subject specific and excellent transferable skills afford a wider access to a range of career opportunities and students are now working in professions as diverse as

administration and general management; hotels and catering, information services and information technology; police; social and pastoral care and teaching - which is a consistently favoured career choice. In addition Drama & Performance students receive a sound foundation for specific training courses e.g. acting and stage management or post-graduate study either here at Worcester or elsewhere. A significant proportion of our students successfully enrol onto Post-graduate teacher training courses and embark upon successful careers in this area, whilst others choose to further their studies via an MA or MPhil/PhD

The culture at Worcester also serves to enhance students' career prospects. There is a resident professional theatre company, C&T, that students have regular access to and who contribute regularly to the course; there are also staff led performance companies operating in such diverse areas as Children's Theatre, political theatre, site specific performance and theatre and disability. Students are invited to join these companies to produce public and or community performance work away from the course. There is a continuing opportunity for students to work in the community providing performance workshops and productions with youngsters in and around the area and in the business sectors using drama techniques to provide bespoke training. Work in these areas includes workshops in schools, Saturday performance companies and working with the NHS. Not only do these opportunities serve to enhance a student CV but they are paid positions following interviews and CRB checks.

**Please note:** 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 s/he 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 each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

## Appendix 1: Award Map - Drama & Performance

### LEVEL 4

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations
				Single Hons	Major	Joint	Minor			
DRAM1101	Closed	Bodies, Voices, Spaces	15	M		M		-	-	DRAM1008
DRAM1102	Open	Text and Context	15	M		M		-	-	DRAM1007
DRAM1103	Closed	Reading Performance	15	M		M		-	-	DRAM1002
DRAM1104	Closed	Introduction to Devising	15	M		O		-	-	-
DRAM1105	Closed	Production and Meaning	15	M		O		-	-	DRAM1001
DRAM1106	Open	European Mask Acting	15	O		O		-	-	-
DRAM1107	Closed	Solo Voices	15	O		O		-	-	-
DRAM1108	Closed	Singing for Performance	15	O		O		-	-	-
DRAM1110	Closed	Studies in American Theatre	15	O		O		-	-	DRAM1010
DRAM1111	Open	Heroes and Rainbows: Irish Drama & Performance 1897-1929	15	O		O		-	-	-
DRAM1116	Open	Pageant Wagon to Public Playhouse	15	O		O		-	-	ENGL1003
DRAM1117	Open	Inscribing the Classics	15	O		O		-	-	-
DRAM1120	Open	Performance/Community/Context	15	O		O		-	-	-

#### Single Honours Requirements at Level 4

Single Honours students must take 75 credits from the five (5) Mandatory modules i.e. DRAM1101, DRAM1102, DRAM1103, DRAM1104 and DRAM1105, **plus** 15 credits from one (1) Optional module from those listed above.

#### Joint Pathway Requirements at Level 4

Joint Pathway students must take 45 credits from the three (3) Mandatory modules i.e. DRAM1101, DRAM1102 and DRAM1103.

#### In addition:

All Single and Joint honours Drama & Performance students are permitted to choose Free Choice modules at Level 4 to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from Drama & Performance Optional modules as listed above.

#### LEVEL 5

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Prerequisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations
				Single Hons	Major	Joint	Minor			
DRAM2100	Closed	Theory and Practice in Drama and Performance	15	M	M	M	M	DRAM1101, DRAM1102, DRAM1103	-	-
DRAM2101	Closed	Contemporary Performance in a Postmodern Culture	15	O	O	O	O	DRAM1101, DRAM1102, DRAM1103	-	-
DRAM2104	Closed	Devising Performance	15	O	O			-	-	DRAM2004
DRAM2105	Closed	Theatre and Digital Media	15	O	O	O	O	-	-	-
DRAM2106	Open	Directors and Directing	15	O	O	O	O	-	-	DRAM2027, DRAM3027
DRAM2110	Closed	The American Musical	15	O	O	O	O	-	-	-
DRAM2111	Open	From Kitchen Sink to Fringe	15	O	O	O	O	-	-	DRAM2037
DRAM2112	Open	Polemical Plays	15	O	O	O	O	-	-	DRAM2016
DRAM2113	Open	Women in Performance	15	O	O	O	O	-	-	-
DRAM2116	Open	Passionate Speech: the Actor and Poetic Drama	15	O	O	O	O	DRAM1101 and	-	-

								DRAM1102, or ENGL1113		
DRAM2121	Open	Physical Theatre	15	O	O	O	O	-	-	-
DRAM2122	Closed	Theatre, Real Lives and History	15	O	O	O	O	-	-	-
DRAM2135	Closed	Dance: Styles and Techniques	15	O	O	O	O	-	-	DRAM2049, DRAM3049, DRAM3135
DRAM2136	Closed	Dance: Composition and Production	15	O	O	O	O			DRAM2050, DRAM3050, DRAM3136
DRAM2140	Open	From Stage to Screen	15	O	O	O	O	-	-	DRAM2045
DRAM2142	Closed	Directed Public Performance: Research	15	M	O			DRAM1101, DRAM1102, DRAM1103	DRAM2143	DRAM2103
DRAM2143	Closed	Directed Public Performance: Process, Performance & Production	30	M	O			DRAM1101, DRAM1102, DRAM1103	DRAM2142	DRAM2103

### Single Honours Requirements at Level 5

Single Honours students must take, as a minimum, Drama & Performance modules to the value of 90 credits, including 60 credits from the **three (3)** Mandatory modules DRAM2100 **DRAM2142 and DRAM2143 plus** 30 credits from the Optional modules listed above.

### Major Pathway Requirements at Level 5

Joint Pathway students must take, as a minimum, Drama & Performance modules to the value of 60 credits, including 15 credits from the (1) Mandatory module DRAM2100 **plus** 45 credits from the Optional modules listed above.

### Joint Pathway Requirements at Level 5

Joint Pathway students must take, as a minimum, Drama & Performance modules to the value of 45 credits, including 15 credits from the (1) Mandatory module DRAM2100 **plus** 30 credits from the Optional modules listed above.

### Minor Pathway Requirements at Level 5

**Minor** Pathway students must take, as a minimum, Drama & Performance modules to the value of 30 credits, including 15 credits from the (1) Mandatory module DRAM2100 **plus** 15 credits from an Optional modules listed above.

***In addition:***

All Single Honours, Major, Joint and Minor Pathway Students are permitted to choose Free Choice modules at Level 5 to the value of 30 credits from other Open modules within the Undergraduate Regulatory Framework or from Drama & Performance Optional modules as listed above.

**LEVEL 6**

Module Code	Module Restrictions	Module Title	Credits (Number)	Status (Mandatory (M) or Optional(O))				Pre-requisites (Code of Module required)	Co-requisites (Code of Module required)	Excluded Combinations
				Single Hons	Major	Joint	Minor			
DRAM3001	Closed	Independent Study (taken in one semester)	30	M	M	O		DRAM2100 or DRAM2102	-	DRAM3002
DRAM3002	Closed	Independent Study (taken over two semesters)	30	M	M	O		DRAM2100 or DRAM2102	-	DRAM3001
DRAM3103	Closed	Negotiated Public Performance	30	O	O			DRAM2142 and DRAM2143, or DRAM2103	-	-
DRAM3104	Closed	Work Placement	15	O	O			-	-	BUSM3902, DRAM3028, EDST2023, SPOR3009
DRAM3105	Open	Running a Theatre Company	15	O	O	O	O	-	-	DRAM3034
DRAM3106	Open	Directors and Directing	15	O	O	O	O	-	-	DRAM2027, DRAM3027, DRAM2106
DRAM3110	Open	Theatre Ideology and the American Dream	15	O	O	O	O	-	-	DRAM3044

DRAM3111	Open	New Voices in British Theatre	15	0	0	0	0	-	-	DRAM3038
DRAM3112	Open	Politics and Performance	15	0	0	0	0	-	-	-
DRAM3116	Closed	Renaissance Drama in Performance	15	0	0	0	0	-	-	-
DRAM3117	Open	Staging Shakespeare Today	15	0	0	0	0	-	-	-
DRAM3120	Open	Theatre and Education	15	0	0	0	0	-	-	DRAM3039
DRAM3121	Open	Theatre and Disability	15	0	0	0	0	-	-	-
DRAM3122	Closed	Site Specific Performance	15	0	0	0	0	DRAM1104	-	-
DRAM3123	Open	Sexuality in Performance	15	0	0	0	0	-	-	-
DRAM3124	Open	Women's Writing	15	0	0	0	0	-	-	-
DRAM3125	Open	Drama Documentary	15	0	0	0	0	-	-	DRAM3019
DRAM3126	Closed	Theatre for Young Audiences	15	0	0	0	0	-	-	DRAM4004
DRAM3135	Closed	Dance: Styles and Techniques	15	0	0	0	0	-	-	DRAM2049, DRAM3049, DRAM2135
DRAM3136	Closed	Dance: Composition	15	0	0	0	0	-	-	DRAM2050, DRAM3050, DRAM2136
DRAM3140	Open	Contemporary TV Drama	15	0	0	0	0	-	-	-
DRAM3141	Closed	Theatre in a Digital Culture	15	0	0	0	0	DRAM2105	-	DRAM4007
ELAN3005	Open	Hypertexts - Creative Writing in a Digital Culture	15	0	0	0	0	-	-	-

### Single Honours Requirements at Level 6

Single Honours students must take, Drama & Performance modules to the value of 120 credits, including 30 credits from the mandatory Independent Study module DRAM3001/3002 taken over one or two semesters, **plus** 90 credits from the Optional modules listed above.

### **Major Pathway Requirements at Level 6**

Major Pathway students must take, Drama & Performance modules to the value of 120 credits, including 30 credits from the mandatory Independent Study module DRAM3001/3002 taken over one or two semesters, **plus** 60 credits from the Optional modules listed above.

### **Joint Pathway Requirements at Level 6**

Joint Pathway students **must** take 30 credits from an Independent Study module (either DRAM3001/3002 or equivalent in their Joint subject)

Joint Pathway students who take their Independent Study in Drama & Performance must take 30 credits from DRAM3001/3002, **plus** an Optional module to the value of 15 credits from those listed above (including those modules listed that are shared with another subject).

Joint pathway students who choose to place their Independent Study in their other Joint subject must choose Optional modules to the value of 45 credits from those listed above (including those modules listed that are shared with another subject).

**In addition**, Joint Pathway students **must** take modules to the value of 30 credits from those Optional modules listed above, or from their Joint Subject, or a combination of both subjects.

### **Minor Pathway Requirements at Level 6**

Minor Pathway students must take 30 credits from Optional modules listed above.