

## COURSE SPECIFICATION

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|---|---|
| Course Aim and Title  | BA (Hons) Drama, Applied Theatre and Performance<br><br>BA (Hons) Drama, Applied Theatre and Performance (with Foundation year) |
| Intermediate Awards Available   | BA, DipHe, CertHe Drama, Applied Theatre and Performance  |
| Teaching Institution(s)   | University of East London (UEL)   |
| Alternative Teaching Institutions<br>(for local arrangements see final section of this specification) | N/A   |
| UEL Academic School   | Arts and Digital Industries   |
| UCAS Code   | W442  |
| Professional Body Accreditation   | N/A   |
| Relevant QAA Benchmark Statements   | Dance, Drama and Performance  |
| Additional Versions of this Course  | N/A   |
| Date Specification Last Updated   | October 2018  |

### Course Aims and Learning Outcomes

This course is designed to:

- Equip students with a range of performance making methods and approaches specific to socially-engaged performance practice.
- Provide students with a contextual understanding of Drama, Applied Theatre & Performance and its theatrical forms, contexts, politics and histories.
- Advance the professional development of students in areas of performance, socially engaged practice, facilitation, production and cultural entrepreneurship through key skills instruction and career guidance.
- Situate Drama, Applied Theatre & Performance in local and global contexts through critical evaluation.

What you will learn?

At the end of the course, students will be able to:

### **Knowledge**

- Demonstrate both embodied and theoretical knowledge of a range of practices of drama, performance/theatre and applied theatre in their multifarious manifestations and relationships to each other.
- Identify and discuss key practitioners, theorists and discourses that have shaped drama, applied theatre and performance and their relationship to intercultural, global, political and urban practices.

### **Thinking skills**

- Interpret, critically evaluate, and analyse the meanings of drama and performance practices in a diverse range of theatrical and community contexts.
- Articulate critical viewpoints of the cultural, political, and embodied histories that constitute the practice and performance of socially-engaged performance illustrating an engagement of the interplay between theory and practice.

### **Subject-based practical skills**

- Demonstrate creative skills in devising, rehearsing, performing and

## Learning and Teaching

## Teaching Strategy

Knowledge, thinking skills, practical skills and skills for life and work are developed across modules through live project work that integrates disciplinary skills, collaboration, and the application of creative practice in professional contexts.

Students will also develop the ability to reflect critically on their work and the work of others, the ability to develop a broad theoretical appreciation of drama, dance, music and creative writing and, in particular, the interconnections between them. The nature of teaching, learning and assessment will be interdisciplinary, captured in the delivery of collaborative project work.

## Teaching and Learning Activities

1. Studio workshops (creative practice skills and knowledge)
2. Individual and group-based production work (creative practice skills and knowledge)
3. Performance (creative practice skills and knowledge)
4. Formal and interactive lectures (thinking skills and knowledge)
5. Interactive seminar discussions (thinking skills and knowledge)
6. Individual and group presentations (creative practice skills, thinking skills and skills for life and work)
7. Individual tutorials and independent learning (thinking skills and knowledge)
8. Analysis of practical and theoretical issues (thinking skills and knowledge)
9. Project sessions (creative practice skills, thinking skills and knowledge)
10. Research seminars (creative practice skills, thinking skills and knowledge)
11. Project supervision (creative practice skills, thinking skills and knowledge)
12. Work placement (creative practice skills, thinking skills, skills for life and work, and knowledge)

## Projects

Interdisciplinary creative projects will be the main mode of delivery, providing a context for learning and skills development and operating as a vehicle for the development of creative practice and skills development, critical analysis, research skills, and theoretical understanding. Project work will be assessed within 3 discrete modules each term, assessing Skills Development, Collaboration, and Applied Interdisciplinary Practice, respectively.

### Types of project include:

**Soft Projects:** modelled on professional practice to develop skills and collaborative capacity, applied in the context of a simulated industrial or public environment. Project briefs will be designed and based upon live briefs.

*Soft Projects* will exist predominantly but not exclusively at level 3 and 4.

**Industry Projects:** live projects delivered in collaboration with an industrial or public context, reflecting professional practice in the development and application of skills, collaboration and standards of presentation and public engagement.

*Industry Projects* will exist predominantly but not exclusively at Level 5

**Student-led Projects:** As students progress through the levels of the courses within the cluster, they will develop independence and creative agency, to the extent that by Level 6, students will be designing and managing their own projects, supervised by lecturers and mentors.

*Student-Led* projects exist predominantly but not exclusively at Level 6.

Cross-cluster collaboration and collaboration between levels will lead to the emergence of hybrid project models, supported by the Professional Life / MW module strand.

## Assessment

### **Assessment Strategy**

A wide variety of assessment tasks and artefacts will be used to assess a student's knowledge, skills and understanding. Project-based delivery will integrate a range of practice and documentation representative of the professional contexts in which it is taught and produced.

Knowledge is assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions

Thinking skills are assessed by:

- Coursework essays, reports, evaluations, reviews, reflections and presentations
- Exercises and discussions undertaken in seminar and workshop sessions
- Long dissertation / extended essay / written reports

Creative Practice skills are assessed by:

- Completion of practical work relevant to each discipline or interdisciplinary practice
- Presentation and delivery of practical work / Portfolio
- Use of the rehearsal studios and theatre production spaces for devising, rehearsal, and performance
- Performance skills
- Production skills
- Reflexive reports / portfolios on creative work
- Ability to work individually and in groups

Skills for life and work (general skills) are assessed by:

- Involvement in and contribution to collaborative project and presentation work
- Ability to think and work independently
- Quality of written work (including non-academic writing) in assignments
- Ability to understand and meet requirements of module specification
- Strict assignment deadlines
- Ability to work in professional contexts / placements

Students with disabilities and/or particular learning needs should discuss assessments with the Course Leader to ensure they are able to fully engage with all assessment within the course.

#### **Students with disabilities**

The curriculum has been designed in accordance with the entitlements of disabled students. Students will be able to access specific assistance and advice face to face (or online) through the personal tutor (Academic Advisor Course), Course Leader, Module Leader, the Hub and the course induction. Additionally, the DDT is able to provide additional information on other adjustments or support that may be available, so students are able to operate and complete work. This works in accordance to the competence standard under the Equality Act 2010.

Online help is provided via Moodle in the course handbook and the following Links:

[www.uel.ac.uk/undergraduate/student-support/disability](http://www.uel.ac.uk/undergraduate/student-support/disability) [www.uel.ac.uk/undergraduate/student-support](http://www.uel.ac.uk/undergraduate/student-support) [www.uel.ac.uk/students/student-support/specific-learning-difficulties](http://www.uel.ac.uk/students/student-support/specific-learning-difficulties)  
[www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students](http://www.uel.ac.uk/undergraduate/fees-and-funding/uk-eu-2017-entry/disabled-students)

#### **Assessment & Feedback Policy.**

To avoid marking bias, all work is submitted with under student number, rather than student name, and in cases where student anonymity is not possible (i.e. presentations, dissertations) all work is second marked. In accordance with UEL Assessment policy at least 20% of the work from across the range of marks from each marker is second marked. An external examiner assesses a sample of all assessed work.

**Assessment Tasks and Portfolios**

## Work or Study Placements

Work placements at level 6 enable students to engage in a professional work-based learning opportunity through practice in a professional industry, educational and/or community context. This is an invaluable experience that is geared to student future employability, skills and competencies in their chosen field(s).

Students will either:

- Undertake an extended placement in a performing arts / Applied Theatre setting (between 50-80 hours) which could be, for example, with an arts / theatre organisation, school, or in a social care or youth work setting).

Or

- Devise and run a substantial series of workshops / sessions, or a project with an external organization working to a brief that has clear outcome(s) or product(s), such as a performance, a series of workshops, a stand-alone website, seminar or conference paper with publication / presentation as part of its remit.

Students have the opportunity to apply for study abroad at level 5 term 2 only. Study abroad places are not guaranteed and students will need to liaise with the Study Abroad Coordinator and course leader to make arrangements with the host institution.

## Course Structure

All courses are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.

Courses are made up of modules that are each credit weighted.

The module structure of this course:

| <b>Level</b> | <b>Module Code</b> | <b>Module Title</b>  | <b>Credit Weighting</b> | <b>Core/Option</b> | <b>Available by Distance Learning?<br/>Y/N</b> |
|--------------|--------------------|--|-------------------------|--------------------|--|
| 3            | PA3012             | Drama Skills 1   | 20                      | Core               |  |
| 3            | PA3014             | Group Work 1   | 20                      | Core               |  |
| 3            | PA3019             | Professional Outcomes  | 20                      | Core               |  |
| 3            | PA3013             | Drama Skills 2   | 20                      | Core               |  |
| 3            | PA3015             | Group Work 2   | 20                      | Core               |  |
| 3            | PA3016             | Professional Life (Mental Wealth)                            | 20                      | Core               |  |
|              |                    |  |                         |                    |  |
| 4            | PA4010             | Applied Theatre Technique 1                                  | 20                      | Core               | N  |
| 4            | PA4012             | Collaboration 1  | 20                      | Core               | N  |
| 4            | PA4023             | Public Project 1   | 20                      | Core               | N  |
| 4            | PA4011             | Applied Theatre Technique 2                                  | 20                      | Core               | N  |
| 4            | PA4013             | Collaboration 2  | 20                      | Core               | N  |
| 4            | PA4017             | Mental Wealth: Professional Life Enterprise and Engagement 1 | 20                      | Core               | N  |
|              |                    |  |                         |                    |  |
| 5            | PA5016             | Socially Engaged Theatre 1                                   | 20                      | Core               | N  |
| 5            | PA5011             | Multidisciplinary Collaboration 1                            | 20                      | Core               | N  |
| 5            | PA5013             | Public Project 2   | 20                      | Core               | N  |
| 5            | PA5017             | Socially Engaged Theatre 2                                   | 20                      | Core               | N  |



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|---|--------|--|----|------|---|
| 5 | PA5012 | Multidisciplinary Collaboration 2                            | 20 | Core | N |
| 5 | PA5010 | Mental Wealth: Professional Life Enterprise and Engagement 2 | 20 | Core | N |
| 5 |        |  |    |      |   |
| 6 | PA6026 | Professional Participatory Practice 1                        | 20 | Core | N |
| 6 | PA6022 | Final Project: Research and Development                      | 20 | Core | N |
| 6 | PA6021 | Public Project 3   | 20 | Core | N |
| 6 | PA6027 | Professional Participatory Practice 2                        | 20 | Core | N |
| 6 | PA6023 | Final Project: Implementation and Impact                     | 20 | Core | N |
| 6 | PA6020 | Mental Wealth Professional Life Enterprise and Engagement 3  | 20 | Core | N |

*Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience.*

Additional detail about the course module structure:

A core module for a course is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a course is a module selected from a range of modules available on the course.

The overall credit-rating of this course is 360 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

### Course Specific Regulations

N/A

## Typical Duration

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The expected duration of this course is 3 years full-time. The drama course does not currently have a part-time option.

A student cannot normally continue study on a course after 4 years of study in full time mode unless exceptional circumstances apply and extenuation has been granted. The limit for completion of a course in part time mode is 7 years from first enrolment (or 8 for foundation year).

## Further Information

More information about this course is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The course handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- Study Abroad website (<https://www.uel.ac.uk/undergraduate/student-life/study-abroad>)

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

#### Additional costs:

To support your studies on the course you will need to factor in extra costs such as:

- We have regular theatre trips. Many of which are funded by our theatre partners or by the university. However, as a drama student you are also expected to pay for tickets as well, and so we encourage students to raise funds for this – whether that is cake-making and selling or sponsored activities.

In terms of clothing, we need students to wear loose, comfortable clothing with soft, flat shoes for practical work.

- A DBS application £45 and if you want to make it transferable a further £13 – at level 6 you may want to work with children as part of your placement. In order to do so you will need a valid DBS check and certificate.

Optional extras to consider:

- Joining the UEL Sports Dock to develop your fitness training which could cost between £15-£250. There are multiple variations of membership to choose from, check [here](#).

#### Alternative Locations of Delivery

N/A