

## PROGRAMME SPECIFICATON

1	<b>Awarding body</b>	Glyndŵr University
2	<b>Teaching institution</b>	Glyndŵr University
3	<b>Award title</b>	BA (Hons) Theatre, Television and Performance
4	<b>Final awards available</b>	BA (Hons) Theatre, Television and Performance BA (Ord) Theatre, Television and Performance Diploma of Higher Education Theatre, Television and Performance Certificate of Higher Education Theatre, Television and Performance
5	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>	N/A  Please list any PSRBs associated with the proposal  N/A  Accreditation available  N/A  Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)
6	<b>JACS3 code</b>	W400
7	<b>UCAS code</b>	WP43
8	<b>Relevant QAA subject benchmark statement/s</b>	The programme provide a wide ranging balanced mixture of theoretical, analytical and practical approaches to theatre and drama (7. 2-3) in accordance with best practice in equivalent courses at other H.E institutions and in full accordance with the recommendations of QAA Benchmark Statements for Dance, Drama and Performance (2015) regarding curriculum learning and assessment, and the maintenance of quality and standards. (7.6)
9	<b>Other external and internal reference points used to inform the programme outcomes</b>	N/A
10	<b>Mode of study</b>	Full time
11	<b>Language of study</b>	English

Office use only

Academic Board approval 23 September 16

## 12 Criteria for admission to the programme

### Standard entry criteria

UK entry qualifications

**Applicants for undergraduate bachelor Degrees require 240+ UCAS tariff points**

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

### Programme specific requirements

All applicants are considered on their individual merits. Applicants must show an interest in the subject and be able to offer some experience (either amateur or professional) within the performing arts industry.

Applicants are asked to achieve 240 UCAS points or equivalent in order to secure a place on the degree, however, in some cases, if the applicant has shown exceptional ability in the audition/interview, they will be offered a place.

It is always beneficial if the applicant has studied Drama or Theatre Studies at GCSE or AS/A Level.

### Non-standard entry criteria

(e.g. industry experience)

English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5

If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For

further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>.

Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

## 13 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations.

### Programme specific requirements

N/A

## 14 Aims of the programme

The aim of the BA (Hons) Theatre, Television and Performance programme is to nurture the creative aspirations of our students and help them realise their potential as employable practitioners in the Creative Industries. This is reflected in the degree as it

offers the opportunity for students to acquire a wide range of skills which they are able to feel confident will equip them both practically and academically within the Creative Industries. The programme currently holds a 100% graduate employment rate, which is a reflection of the realistically based work ethic promoted by the degree. The course tutors are practitioners within their field, and feed this experience directly into the classroom. The module content across all levels of study will also provide graduates with an up to date CV with references, contacts within the industry, an action plan for their own career path, and material for a show reel and voice reel.

Students will gain a working understanding of academic and practical approaches to the study of the history and development of theatre and performance. This is approached through the study of performance skills focussing on the medium of theatre, television, radio and physical theatre. The programme also offers opportunities for the study of drama and theatre as living art forms, encouraging students to understand the ways that texts are understood in the creative processes of direction, production and performance. There is a community dimension to the programme in which students will develop contacts with schools, police, social services, medics and local businesses.

Students are regarded as emerging practitioners, which further supports them in the development of their entrepreneurial and independent practice as research skills. Students will have the opportunity to specialise in an area of study which is of interest to them, firstly at level five through optional modules, and through leading their own project to create theatrical work, and finally at level six through the 'Practice as Research' module as they develop their own work through practical application of research.

## 15 Distinctive features of the programme

Teaching and learning is supported by regular guest lectures and workshops from industry professionals, which provide students with a current working knowledge of the industry and opportunities to network. Within the semester two timetable is the 'Creative Futures' week, which is distinctive to Glyndŵr University. This event hosts industry professionals relevant to all areas within the School of Creative Arts, and students will attend conferences, presentations and workshops. This provides students with an opportunity to network, and gain current and specialised industry knowledge.

Lecturers have years of practical and professional experience of working in a wide range of fields within the Creative Industries which is utilised to inform the teaching and structure of the degree as well as support professional networking opportunities which are provided within the content of the programme, at all levels of study. The programme places an emphasis on vocational learning and practical productions and performances which is designed to teach the student how to apply theory to practice through experience; thereby nurturing an understanding of the importance of applying critical theory. The productions are often tailor-made for outside clients such as local government, health and emergency agencies and schools. This encourages a professional outlook on the productions as we strive for high standards of delivery. We take pride in performing all our shows to the public, by exposing our productions to both public and professional scrutiny our students gain confidence and encourages them to think and believe themselves to have the potential to be professional creative practitioners. The students are encouraged to be flexible in their ideas and

professional aspirations so that they are empowered to meet the challenges of a competitive and evolving industry.

Students will be given the opportunity to work practically and theoretically and students are assessed on practical and theoretical projects throughout Level 5 and 6. Students are not expected to sit written exams on this degree. The focus is on developing skills that will prepare the students for working in the performing arts industry. The assessment tasks are diverse, ranging from theory based essays to leading their own drama workshop or devising a piece of theatre for young people.

The degree trains students in skills that will enable them career opportunities in the following areas:

**Acting** – Clwyd Theatre Cymru, National Theatre of Wales, Tim Baker (director), Theatr Genedlaethol Cymru, John Young (director), Volcano Theatre, Matt Beere (BFI Project), Peter Reed.

**Directing** - Tim Baker (director), John Young (director), Volcano Theatre, Lisa Goldman.

**Movement and Physical Theatre Studies** – Eddie Ladd, Physical Theatre Festival (Liverpool), Jamie Jenkins (New Dance), Cici Howells, Shaun Jordan.

**Corporate Drama** – Wrexham Maelor Hospital, Wrexham GP's forum, AVOW Wrexham, Careers Wales, Barnardos, Wrexham Psychotherapy Department, Royal College of Medicine London, Strand Aerospace Malaysia, Airbus.

**Applied Theatre** - North Wales Fire Service, Wrexham County Council Youth and Community, Local primary and secondary schools in Wrexham, Cheshire and Flintshire area, Les Williams (Youth and Community Worker), Women's Aid, Action for Children.

**Work Based Learning** – Fusion Arts Oswestry, Techniquet, Grove Park, TipTop Productions, Equity, Lisa Goldman, Cici Howells, Sarah Leigh, Elenor Randall, Rob Stephens.

**Touring with Theatre in Education** – Cwmni Theatr Arad Goch, Cwmni Fran Wen, Clwyd Theatr Cymru for Young People, Wrexham County Council, Flintshire County Council, Local primary and Secondary schools.

**Facilitating workshops** - Local primary and Secondary schools, Colleg Cambria, the Alzheimer's Society.

**TV and Radio production and performance** – Calon FM, BBC Radio Wales, S4C, Rondo Television Company, Leighton Cox (Camera Operator), Jeremy Grange (BBC).

**Mainstream productions** – David Pritchard, John Young, Tim Vincent.

**Management and leadership skills** – Careers Centre Glyndŵr, Glyndŵr University Student Ambassadors.

**Preparation for post-graduate study**

In light of what we do above, this work leads to a unique partnership with stakeholders, both locally and nationally, as listed above.

## 16 Programme structure narrative

- Level 4 comprises 120 credits (core) and successful completion can lead to an exit award of Certificate of Higher Education, or progression to Level 5.
- Level 5 comprises 120 credits (core) and successful completion of Level 4 and 5 can lead to an exit award of a Diploma of Higher Education, or progression to Level 6.

- Level 6 for those wanting to exit with the Ordinary Degree comprises 60 credits, including the 1 core module and two modules from three options (not including the dissertation).
- Level 6 for those wanting to exit with the Honours Degree comprises 120 credits (core) and includes the dissertation

The programme structure has the following key features:

- All modules are offered in units of at least 20-credits, with 40-credit double modules being made available at Level 5 and a 60 credit module at Level 6.
- Modules are delivered in either semester 1 or 2, or across 2 semesters over the academic year, September to May.
- At Level 4 all students follow a Core Skills module which includes the following elements:
  - Essential HE Skills – referencing, study techniques, research methods; assignment preparation, mind-mapping, project planning and management etc.
  - PDP and employability-related work – skills audit; assessment of employment preferences and interests; entrepreneurial strengths assessment
  - Communications and Presentation skills – all students are required to do a presentation
  - It is intended that at least 50% of the module’s delivery will be subject-based, drawing on subject-based material in order to develop and evidence core skills.
  - The programme is delivered on a full time basis Monday to Friday between the hours of 9.30a.m and 4p.m. The vast majority of our students access the course on a full time basis, taking up to 6 modules per year in relation to their choice of programme. Students are asked to attend on evenings or weekend if they are working on large scale theatre productions.

## 17 Programme structure diagram

Level Four						
Trimester 1	Mod title	Drama in the Community	Mod title	Television Performance	Mod title	Personal Development Planning
	Mod code	HUM486	Mod code	HUM417	Mod code	HUM437
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Elen Mai Nefydd	Mod leader	Huw Garmon	Mod leader	Jenna Brook
Trimester 2	Mod title	Movement Studies	Mod title	Introduction to Drama	Mod title	Acting Practice
	Mod code	HUM416	Mod code	HUM419	Mod code	HUM415
	New/Exist	Existing	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Rebecca Woodford-Smith	Mod leader	Jenna Brook	Mod leader	Jenna Brook

Level Five						
Trimester 1	Mod title	Television Performance and Production	Mod title	Radio Performance and Production	Mod title	Contemporary Theatre in Practice
	Mod code	HUM546	Mod code	HUM547	Mod code	HUM553
	New/Exist	New	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20	Credit value	40
	Core/Opt	Core	Core/Opt	Core	Core/Opt	Core
	Mod leader	Huw Garmon	Mod leader	Huw Garmon	Mod leader	Elen Mai Nefydd/ Rebecca

						Woodford-Smith
Trimester 2	Mod title	Physical Theatre	Mod title	Applied Theatre	Mod title	
	Mod code	HUM545	Mod code	HUM544	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	20	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Rebecca Woodford-Smith	Mod leader	Elen Mai Nefydd	Mod leader	

Level Six						
Trimester 1	Mod title	Live Performance	Mod title	Practice as Research	Mod title	
	Mod code	HUM632	Mod code	HUM633	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	40	Credit value	60	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Jenna Brook	Mod leader	Rebecca Woodford-Smith	Mod leader	
Trimester 2	Mod title	Professional Practices and Entrepreneurial skills	Mod title	Practice as Research (Continued from T1)	Mod title	
	Mod code	HUM631	Mod code	HUM633	Mod code	
	New/Exist	New	New/Exist	New	New/Exist	
	Credit value	20	Credit value	60	Credit value	
	Core/Opt	Core	Core/Opt	Core	Core/Opt	
	Mod leader	Jenna Brook	Mod leader	Rebecca Woodford-Smith	Mod leader	

## 18 Intended learning outcomes of the programme

Knowledge and understanding				
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	On completion of level 4 students will be able to show confident familiarity with historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.	On completion of Level 5 students will be able to demonstrate a widening understanding of historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.	On completion of Level 6 students will be able to demonstrate and express specialist knowledge of historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.	On completion of Level 6 students will be able to demonstrate, express and apply specialist knowledge of historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.
A2	On completion of Level 4 students will be able to show confident familiarity in the application of critical practices, in regards to their own work.	On completion of Level 5 students will be able to demonstrate understanding of the evaluation and application of critical, theoretical and practical approaches to theatre and drama.	On completion of Level 6 students will be able to demonstrate specialist knowledge of the evaluation and application of critical, theoretical and practical approaches to theatre and drama.	On completion of Level 6 (Hons) students will be able to apply specialist knowledge in the evaluation and application of critical, theoretical and practical approaches to theatre and drama.
A3	On completion of Level 4 students will be able to show understanding of contemporary perspectives on theatre, drama and performance.	On completion of Level 5 students will be able to demonstrate a widening understanding of contemporary perspectives on theatre, drama and performance practices.	On completion of Level 6 students will be able to apply specialist knowledge of contemporary perspectives on theatre, drama and performance practices.	On completion of Level 6 (Hons) students will be able to analyse the application of specialist knowledge and contemporary perspectives on theatre, drama and performance practices.

<b>Intellectual skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
B1	On completion of Level 4 students will be able to express critical evaluation of primary and critical materials related to theatre, drama and performance.	On completion of Level 5 students will be able to synthesise, analyse and critically evaluate primary and critical materials related to theatre, drama and performance.	On completion of Level 6 students will be able to collate, synthesise, analyse and critically evaluate primary and critical materials related to theatre, drama and performance.	On completion of Level 6 (Hons) students will be able to deploy analytical and critical evaluation of primary and critical materials related to theatre, drama and performance.
B2	On completion of Level 4 students will be able to recognise key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.	On completion of Level 5 students will be able to explain key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.	On completion of Level 6 students will be able to implement key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.	On completion of Level 6 (Hons) students will be able to implement and analyse key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.
B3	On completion of Level 4 students will be able to demonstrate knowledge of some key texts and performances, including appropriate reference to social and cultural contexts.	On completion of Level 5 students will be able to demonstrate knowledge and understanding of texts and performances, including appropriate reference to social and cultural contexts.	On completion of Level 6 students will be able to demonstrate knowledge and understanding of a range of key texts and performances through analysis, including appropriate reference to social and cultural contexts.	On completion of Level 6 (Hons) students will be able to demonstrate knowledge and understanding of a range of key texts and performances through analysis and practical application, including appropriate reference to social and cultural contexts.

<b>Subject skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
C1	On completion of Level 4 students will be able to demonstrate knowledge of key dramatic texts and place them in their social, political and ideological settings.	On completion of Level 5 students will be able to demonstrate knowledge and understanding of key dramatic texts and place them in their social, political and ideological settings.	On completion of Level 6 students will be able to demonstrate detailed knowledge and understanding of key dramatic texts through analysis, and place them in their social, political and ideological settings	On completion of Level 6 students will be able to demonstrate detailed knowledge and understanding of key dramatic texts through analysis and application, and place them in their social, political and ideological settings.
C2	On completion of Level 4 students will be able to demonstrate knowledge of past theatrical genres and current performance trends and apply them to practical methods.	On completion of Level 5 students will be able to demonstrate knowledge and understanding of past theatrical genres and current performance trends and apply them to practical methods through the medium of theatre, television, movement and applied theatre.	On completion of Level 6 students will be able to demonstrate specialist knowledge and understanding of past theatrical genres and current performance trends and apply them critically to practical methods through the medium of theatre, television, movement and applied theatre.	On completion of Level 6 (Hons) students will be able to demonstrate detailed specialist knowledge and understanding of past theatrical genres and current performance trends through critical analysis and reflection, and be able to apply them to practical methods through the medium of theatre, television, movement and applied theatre.
C3	On completion of Level 4 students will be able to apply a practical exploration of textual and devised work.	On completion of Level 5 students will be able to apply knowledge and understanding of social and cultural contexts of theatre to practical work.	On completion of Level 6 students will be able to apply specialist knowledge and understanding to practical exploration of textual and devised work.	On completion of Level 6 (Hons) students will be able to apply sophisticated practical exploration of textual and devised work, underpinned by specialised research.

<b>Practical, professional and employability skills</b>				
	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 6 Honours Degree</b>
D1	On completion of Level 4 students will be able to demonstrate knowledge in employability options in drama, television and theatre industry. Students will be able to demonstrate knowledge of collaborative skills.	On completion of Level 5 students will be able to demonstrate understanding of the skills required within specific areas of the creative industries. Students will be able to demonstrate understanding of collaborative skills.	On completion of Level 6 students will be able to demonstrate knowledge and understanding of specialised areas within the drama, television and theatre the industry. Students will be able to demonstrate networking skills and show documentation of a planned career path.	On completion of Level 6 students will be able to engage effectively in employability options within specialised areas of the drama, television and theatre the industry. Students will be able to demonstrate networking skills and show documentation of a planned career path.
D2	On completion of Level 4 students will be able to express an applied knowledge in theatre, television, movement and community drama to a range of different industry contexts, and begin to adopt entrepreneurial skills.	On completion of Level 5 students will be able to express a detailed awareness of past theatrical genres and current performance trends and apply them to practical methods through the medium of theatre, television, movement and applied theatre.	On completion of Level 6 students will be able to communicate specialist subject skill in theatre, television, movement and applied theatre to a range of different employers and adopt entrepreneurial skills.	On completion of Level 6 (Hons) students will be able to express confidently the subject skills in theatre, television, movement and applied theatre to a range of different employers and adopt entrepreneurial skills.
D3	On completion of Level 4 students will be able demonstrate an understanding of the importance of engaging with, and maintaining working relationships with outside clients.	On completion of Level 5 students will be able to apply knowledge and understanding of working within the parameters set by outside clients.	On completion of Level 6 students will be able to reveal a specialist understanding on how to contact and interact with professional practitioners and employers.	On completion of Level 6 (Hons) students will be able to engage fully with contacts and interact with professional practitioners and employers.

## 19 Curriculum matrix

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
Level 4	<i>Drama in the Community</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Acting Practice</i>	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<i>Television Performance</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Personal Development Planning</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Movement Studies</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Introduction to Drama</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level 5			<b><i>A1</i></b>	<b><i>A2</i></b>	<b><i>A3</i></b>	<b><i>B1</i></b>	<b><i>B2</i></b>	<b><i>B3</i></b>	<b><i>C1</i></b>	<b><i>C2</i></b>	<b><i>C3</i></b>	<b><i>D1</i></b>	<b><i>D2</i></b>	<b><i>D3</i></b>
	<i>Television Performance and Production</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Radio Performance and Production</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<i>Contemporary Theatre in Practice</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
	<i>Physical Theatre</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Applied Theatre</i>	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level 6			<b><i>A1</i></b>	<b><i>A2</i></b>	<b><i>A3</i></b>	<b><i>B1</i></b>	<b><i>B2</i></b>	<b><i>B3</i></b>	<b><i>C1</i></b>	<b><i>C2</i></b>	<b><i>C3</i></b>	<b><i>D1</i></b>	<b><i>D2</i></b>	<b><i>D3</i></b>
	<i>Live Performance</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<i>Practice as Research</i>	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
	<i>Professional Practices and Entrepreneurial skills</i>	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

## 20 Learning and teaching strategy

The programme is delivered through both lecture based and practical sessions which include; workshops, seminars, demonstrations, theory based lectures and student led practical tasks. Content which is delivered within practical based sessions is underpinned by academic lectures.

Lectures, or relevant references from the lectures (as appropriate) are uploaded on to the electronic learning environment (Moodle) after the lecture has taken place. Students can then review the information which was delivered in the lecture at their own pace, or revisit the lecture after a related practical session.

The practical led workshops in Level 4 are designed to enable the students to progress and develop within a safe working environment, where the individual feels comfortable to improvise, play and challenge him or herself in the tasks given.

Students who progress to Level 5 and 6 have the basic skills to challenge themselves further in their practical tasks and allow devising and directing methods to take place, as well as explore more complex areas of study in performance.

The Personal Development Planning module at Level 4 gives support to students as they begin academic study. Sessions include critical methodologies, academic writing and referencing skills, note taking and essay planning. This ensures that all students begin their studies with a clear understanding of what is expected of them.

Further support for differentiation is available through Student Support. Contact with the Student Support team can begin within this module, or the students can make this contact themselves.

The Personal Development Planning module in Level 4 and the Professional Practices in Entrepreneurial skills in Level 6, as well as the direct industry led skills offered throughout the degree, prepares the students for employment both within and beyond the industry.

In theory based modules such as Introduction to Drama, Contemporary Theatre in Practice, and Practice as Research, emphasis is on the directed study of theoretical ideas, texts and practitioners. In the more traditional areas of theatre study, the tutor delivers theoretical lectures, as well as inviting students to prepare papers and presentations to be read to the group in a seminar where critical debate and analysis can take place between the student groups. A wide range of teaching methods are employed in these sessions, and these include student-led activities.

The learning and teaching methods for Theatre, Television and Performance have been designed on the basis that staff will deploy a full appropriate range of teaching and learning methods across modules, recognising the differing emphases of practice within the subject area. Work within the degree is underpinned by professional practitioners, who guest lecture on the course and lead master-classes; this enables students to share their own creative ideas and engage in discussion with those who already work in the theatre and media industry. This opens up the opportunity for students to gain industry contacts before they graduate.

The Professional Practices in Entrepreneurial skills module in Level 6 offers the students the opportunity to work under the direction of a professional practitioner which prepares them for professional practice and environment. The Careers Centre on campus gives students the opportunity within sessions to develop career focus and

employability skills. Professionals from a broad cross section of the industry join us to guest lecture and lead seminars during this module, to offer an insight into their practice and to present a variety of employment options for the students.

## 21 Work based/placement learning statement

At Level 6 the students study Professional Practices in Entrepreneurial skills which has two distinct components. The first component consists of providing information and encouragement for the students to be better equipped when considering and in their application of a career path in the Creative Industries. The second aspect is a practical placement in a workplace which is relevant to the Performing Arts industry or a workplace where the related skills can be applied.

The module encourages students to consider opportunities of employment in education, in training and in the broad spectrum of entertainment as well as entrepreneurial opportunities in the sector.

The module provides instruction on the best practice in order to gain employment opportunities as well as introducing the students to the traditional route to performing by engaging with Equity, which provides direction, instruction and advice regarding CV's, headshots, show reels and preparing for auditions.

Practitioners working in the Creative Industries visit the University to talk to the students about their area of expertise, offering an insight into their working life and where appropriate lead a practical exercise which reflects aspects of their work. This engagement provides a valuable influence on the module, ensuring teaching and instruction is current and relevant as well as offering the students valuable contacts in the industry.

With support and guidance from the staff team, the students are expected to source and secure 30 hours of work placement in the Creative Industries or in a workplace where they can purposefully apply their skills. The placements are audited by the staff beforehand and the staff are in contact with the employers during and after the experience gained. This exercise is designed to encourage the students to work independently engaging with prospective employers to secure placements, arranging their placements and completing 30 hours of work placement successfully.

**Please note that Tier 4 international students are not eligible to undertake a work placement, alternative arrangements for assessment will be negotiated with the Programme Team / Module Leader.**

Students are assessed on the level of engagement, their diligence and application in securing their placement. The employer is required to fill in a feedback form to confirm the student's presence and to give broad feedback on the success of the placement. It is also an opportunity for them to highlight any concerns they might have regarding the suitability of the students to the work. The student is not assessed on this aspect of the exercise as the focus is very much on the student's engagement and efforts in the task. During this module, students will be supported in creating a career plan, and investigating potential career options.

This module benefits the degree as a whole as it enables us to have direct links with employers and to learn what employers are looking for when the graduates leave the University.

## **22 Welsh medium provision**

Students have the opportunity to submit their academic work through the medium of Welsh and perform extracts also in the Welsh language. Two full time members of staff are fluent Welsh speakers and Welsh language provision is made available for those students if they wish. Up to 30% of the degree can be taught through the medium of Welsh and we are looking for opportunities to increase this through partnership with the Coleg Cymraeg Cenedlaethol, especially in light of the new post for the Welsh language officer to work within the University.

## **23 Assessment strategy**

All assessments on the Theatre, Television and Performance degree are through 100% coursework. Students are given a diverse collection of written and practical tasks; this is a deliberate attempt to engage all the students throughout the programme. Essays, oral presentations, portfolios, reflective journals, blogs, structured interviews and vivas, director's concepts, and practical showcases in various aspects of performance and the media as well as full productions to live audiences.

At Level 4 essays are usually 1,000 – 1,500 words, increasing to 2,000 at Level 5 and 3,000 – 6,000 at Level 6. These are traditional academic essays which encourage students to read around the subject and the topic studied. As well as pure academic essays, students are also asked to write about their practical performances through reflective journals and portfolios that underpin academic knowledge, assessment interview/viva and regular blog entries.

The practical nature of the course means that most of the modules are assessed practically via productions in which students show their work to small invited audiences in Level 4 and a public performance in Level 5 and 6. The students have the opportunity to be assessed on a wide variety of practical performances throughout the degree, such as monologues and duologues, directed pieces, scenes and presentations to camera, devised physical theatre (solo and group assessments), workshop facilitation, role-play, oral presentations, Theatre in Education performances, site specific theatre and large scale performances.

Clear criteria for assessments operate, at a general level, across the programme as a whole, with clear descriptors provided to differentiate between performance levels across the marking range.

Coursework tasks will be set prior to the start of each module, and coursework details will be clearly set out in the Module Handbook, which should be made available to all students at the start of the degree. Coursework submission dates are set by module tutors and, as far as possible, reviewed to ensure that there is no unreasonable bunching of submission dates. In practice the majority of module tutors will wish to set assignments at the mid-point and end of the module, and this has been fully considered by the programme team. Assignments will be centrally received in the School Office.

Moderation and second-marking procedures are in place and are effective. It is a requirement for a representative sample of Level 5 and 6 coursework to be moderated. The sample will be not less than 10% of scripts or 5 scripts whichever is the greater, include papers across the full range of marks - including fails and borderlines, and include all final year projects and dissertations. All coursework is available to the examiner on request.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Assessment loading</b>	<b>Indicative submission date</b>
HUM437 Personal Development Planning (20)	50% Presentation 50% Portfolio	10 minutes 2,000 words	Wk 9 Wk 13
HUM419 Introduction to Drama (20)	40% Presentation 60% Essay	10 minutes 1,500 words	Wk 16
HUM416 Movement Studies (20)	50% Practical 50% Reflective Practice Assignment	1,500 words	Wk 24 Wk 26
HUM486 Drama in the Community (20)	50% Practical Project 50% Reflective Essay	1,500 words	Wk 11 Wk 14
HUM415 Acting Practice (20)	100% Practical	N/A	Wk 12
HUM417 Television Performance (20)	100% Practical	N/A	Wk 10
HUM544 Applied Theatre (20)	40% Practical 30% Practical 30% Practical		Wk 5 Wk 10 Wk 22
HUM545 Physical Theatre (20)	60% Practical Performance 40% essay	1,500 words	Wk 22 Wk 26
HUM546 Television Performance and Production (20)	100% Practical Project		Wk 6
HUM547 Radio Performance and Production (20)	100% Practical Project		Wk 7
HUM553 Contemporary Theatre in Practice (40)	50% Practical 50% Written Portfolio	3,000 words	Wk 17 Wk 2- 17
HUM633 Practice as Research (60)	60% Practical practice as research project 40% Reflective academic essay	6,000 words	Wk 20 Wk 24
HUM632 Live Performance (40)	80% Practical 20% Reflective practice assignment	3,000 words	Wk 11 Wk 7- 11
HUM631 Professional Practices and Entrepreneurial skills (20)	60% Portfolio 40% Presentation	3,000 words 20 minutes	Wk 1- 20 Wk 25 Wk 20

## 24 Assessment regulations

Academic regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to this programme.

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt;
- The mark achieved for the Practice as Research module is within the higher classification. In the case of professional or vocational programmes, this may be replaced by above average performance on the placement element of the programme or both criteria may be applied.

### Derogations

N/A

### Non-credit bearing assessment

N/A

### Borderline classifications (for undergraduate programmes only)

Borderline classifications will be managed by assessing the students overall profile and looking at the mark for the 60 credit module Practice as Research to see if it is within the higher classification, if this is the case the student's mark will be placed at the higher classification.

### Restrictions for trailing modules (for taught masters programmes only)

N/A

## 25 Programme Management

### Programme team

Elen Mai Nefydd, Rebecca Woodford-Smith (Acting Programme Leader), Huw Garmon, Jenna Brook

### Quality management

Quality assurance mechanisms are well established within the degree and will operate in accordance with these systems which will include:

- Full Annual Monitoring Report: Produced by the Programme Leader at the end of the academic year and containing a comprehensive retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards. This includes an analysis of student statistics (entry, progression, completion and qualification), module results, feedback from students, etc.
- External Examiner / Accreditation Body reports.
- Other forms of student feedback, including Student Satisfaction Surveys, SEM (Student Evaluation of Module) results, representations to Staff-Student Consultative Committee, and informal forms of feedback

## Research and scholarship activity

All staff are research active and the modules offered on the degree are in line with the specialist areas of performance, theatre and television on the degree.

Two members of the teaching team have a teaching qualification, and one is working towards one. One member of the team has a doctorate and one member is working towards one and they are both active practice-led researchers. Two members of the team are professional actors/performers and are Equity members.

Dr Rebecca Woodford-Smith's expertise is in performance, movement and dance, practice as research, and contemporary performance practice and therefore Rebecca's research feeds directly to the teaching and provision of modules such as Movement Studies (Level 4), Physical Theatre (Level 5), Contemporary Theatre in Practice (Level 5), Practice as Research (Level 6), and Live Performance (Level 6). Elen Mai Nefydd is currently working towards her doctorate, specialising in early Years education through drama and performance. Elen Mai has directed a vast majority of the mainstream and applied theatre shows on the degree and also runs corporate and applied theatre projects.

Elen Mai's expertise feeds directly to the teaching of Drama in the Community (Level 4), Applied Theatre (Level 5), Contemporary Theatre in Practice (Level 5), Practice as Research (Level 6) and Innovations in Performance (Level 6) Live Performance (Level 6).

Huw Garmon is a well-known theatre and television actor in Wales and has worked extensively in the industry for over 20 years. Huw's expertise feeds directly into all the television performance provision on the degree on modules such as Television Performance (Level 4), Television Performance and Production (Level 5) and radio Performance and Production (Level 5).

Jenna Brooks' interest and expertise is in community drama and performance as well as entrepreneurial aspects of the industry, and has worked within the community drama sector for over 10 years. Jenna's most recent professional practice development is with Angela Di Castro's Physical Theatre and Clowning skills and performance.

Jenna's background and expertise feeds into the teaching of Personal Development Planning (Level 4), Introduction to Drama (Level 4), Acting Practice (Level 4), Professional Practice and Entrepreneurial Skills (Level 6).

## 26 Learning support

### Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team

- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Guild

### School support for students

- **Personal tutors.** Every student will be assigned a Personal Tutor (PT) whose predominant task is academic support. PT's are allocated to students in induction week for the entire programme length and are members of the programme delivery team.
- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the course, and will include elements of work on study skills and professional development. This includes a full introduction to module selections (discussed below) and full opportunity for individual advice and guidance on study routes.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based and institutional.

### Programme specific support for students

Students on the programme will receive the following forms of student support and guidance:

- **Admissions.** All students on the programme will have the opportunity to review their application with staff, and receive appropriate advice and guidance prior to admission. This will include review of expectations of the course and clarification of workload and professional requirements.
- **Induction.** New students on the programme will undergo an induction programme which will provide them with a full introduction to the course, and will include elements of work on study skills and professional development. This includes a full introduction to module selections (discussed below) and full opportunity for individual advice and guidance on study routes.
- **Student Handbook.** All students on the programme will receive a Student Handbook which will contain details and guidance on all aspects of the course and forms of student support and guidance, programme-based and institutional.

- **Progress Review and Attendance Monitoring.** Student attendance will be subject to regular monitoring through electronic registers, and this will be a means of addressing issues of student support.

## 27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Equality and diversity topics are a standing agenda item on the team meeting minutes.

As part of the University's Disability Policy, students with a physical disability or learning difference are encouraged to contact the University Disability Adviser to ensure their needs are assessed and acknowledged formally.

We have a notable percentage of students on the degree with additional learning needs. We encourage them to seek guidance and support from the departments within Student Services. In addition, we offer support and additional time to complete practical and academic tasks within the department. We offer teaching aids and resources to those students who have specific needs.