

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BA (Hons) / BA / Dip HE / Cert HE Theatre, Television and Performance
Award title	BA (Hons) Theatre, Television and Performance
JACS 2 code	W400
UCAS code (to be completed by admissions)	WP43
Relevant QAA subject benchmark statement/s	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 Subject Benchmark Statements for Dance, Drama and Performance regarding curriculum learning and assessment, and the maintenance of quality and standards. (7.6)
Other external and internal reference points used to inform the programme outcomes	N/A
Mode/s of study (<i>p/t, f/t, distance learning</i>)	Full time
Language of study	English with a proportion being available in Welsh

Date at which the programme specification was written or revised	Updated September 2012
Criteria for admission to the programme	
<p>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.</p> <p>Applicants are asked to achieve 240 UCAS points 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.</p> <p>Advanced entry to level 5 and 6 is possible based on AP(E)L procedure.</p>	
Aims of the programme	
<p>The aim of the Theatre Television and Performance degree is to offer students a wide ranging programme which includes both an academic study of the history and development of drama with particular reference to modern theatre and current trends and the practical developments of performance skills through the medium of theatre, television and radio, with a view to preparing them for vocational potential in the industry.</p> <p>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 also a community dimension to the programme in which contacts are developed and established with schools, police, social services, medics and local businesses.</p>	
Distinctive features of the programme	
<p>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.</p> <p>The degree trains students in skills that will enable them career opportunities in the following areas:</p> <ul style="list-style-type: none"> • Acting • Directing • Movement Studies • Corporate Drama • Applied Theatre • Touring with Theatre in Education • TV and Radio production and performance 	

Programme structures and requirements, levels, modules, credits and awards

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 or 6 as indicated
- All modules run across 2 semesters over the academic year, September to May.
- At Level 4 all students a core Skills module which includes the following elements:
 - Essential HE Skills – referencing, study techniques, research methods; assignment preparation, mind-mapping, revision techniques, 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 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.
 - In accordance with the Glyndŵr University modular framework there is provision for students to take electives. Students may wish to take an elective module in their degree subject(s) or certain nominated modules that will be made available as electives for students to take outside of their home-based subject or from outside their home programme.

The programme is delivered on a full-time basis, and timetabled between the hours of 9.00 am and 5.30 pm. The vast majority of students access the programme 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 weekends and in the evenings if they are working on large scale theatre productions.

Module Map

Level 4	Drama in the Community (20)	Acting Practice (20)	Movement (20)	Television Performance (20)	Personal, Professional and Academic Skills (20)	Elective (20)
Level 5	Vocational Industry Work Experience (20)	Directing for Theatre (20)	Live Performance (20)	Post-War British Drama (20)	Community and Applied Theatre (40)	
Level 6	New Writing- New media- New Theatre- New Future (20)	Television and Radio Performance for Production (20)	20 th Century European Drama (20)	Dissertation (20)	Showcase (40)	

Outline of Modules by Level

Level Four: All modules in Level 4 are concerned with foundation-level skills and concepts. They give the student a chance to raise their confidence in both practical and theoretical work, for example Drama in the Community. Some assessments are based on evaluating the practical work that has been performed and others give the student an opportunity to start thinking on an analytical level, adopt critical thinking skills, academic presentations and textual interpretation.

Level Five: Level 5 offers the student a natural progression from Level 4. The practical modules such as Live Performance and Community and Applied Drama follow the theory and practice implemented in Drama in the Community and Acting Practice in Level 4. The modules rely on the student having the ability to work collaboratively as a team, problem solve and independently take the initiative to drive on projects. The academic areas of study in Level 5, such as Post-War British Theatre, encourage students to be more original in their analysis and critically question dramatic texts, methodology and ideas.

Level Six: Level 6 allows students to take on a more independent role in their study and develop skills to allow them to prepare for working in the industry, such as organising management and entrepreneurship, these skills will be implemented in the Dissertation, Showcase and New Writing-New Media-New Theatre-New Media module. Radio and Television Production and 20th Century European Drama will allow the students to deal with more complex, abstract and highly challenging material both from an academic and practical point of view.

All students are offered regular tutorials as and when the tutor is available. As staff we allocate 3 hours a week for office hours where students can make an appointment to see us about their assignments and for dissertation tutorials.

Intended learning outcomes of the programme

On completion of Level Four, students will be able to:

Knowledge and Understanding

- A1 Show confident familiarity with historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices
- A2 Show confident familiarity in the evaluation and application of critical, theoretical and practical approaches to theatre and drama
- A3 Reveal a clear understanding on contemporary perspectives on theatre, drama and performance

Intellectual Skills

- B1 Deploy analytical and critical evaluation of primary and critical materials related to theatre, drama and performance
- B2 Implement key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.
- B3 Contextualise texts and performances, including appropriate reference to social and cultural contexts.

Subject skills

- C1 Reveal a heightened understanding of dramatic texts and place them in their social, political and ideological settings.
- C2 Analyse and critically appraise past theatrical genres and current performance trends and apply them to practical methods.

C3 Apply sophisticated practical exploration of textual and devised work.

Practical, Professional and Employability Skills

- D1 Engage effectively in employability options in drama, television and theatre industry.
D2 Express confidently the subject skills in theatre and television to a range of different employers and adopt entrepreneurial skills.
D3 Engage effectively with contacts and interact with professional practitioners and employers.

On completion of Level Five, students will be able to:

Knowledge and Understanding

- A1: Reveal a widening appreciation of historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.
A2: Apply a detailed knowledge of the evaluation and application of critical, theoretical and practical approaches to theatre and drama.
A3: Demonstrate a widening appreciation of contemporary perspectives on theatre, drama and performance practices.

Intellectual Skills

- B1: Synthesise, analyse and critically evaluate primary and critical materials related to theatre, drama and performance.
B2: Express and apply key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.
B3: Contextualise texts and performances, including appropriate reference to social and cultural contexts.

Subject Skills

- C1: Express a detailed knowledge of dramatic texts and place them in their social, political and ideological settings.
C2: Express a detailed awareness of past theatrical genres and current performance trends and apply them to practical methods.
C3: Reveal comprehensive knowledge of practical exploration of textual and devised work.

Practical, Professional and Employability Skills

- D1: Explore employability options in the drama, television and theatre industry.
D2: Communicate clearly a wide-range of subject skills in theatre and television to a range of different employers and adopt entrepreneurial skills.
D3: Reveal a comprehensive understanding of contacting and interacting with professional practitioners and employers.

On completion of Level Six (Ordinary), students will be able to:

Knowledge and Understanding

- A1: Express a specialist knowledge of historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.
A2: Reveal a specialist knowledge of evaluating and applying critical, theoretical and practical approaches to theatre and drama.
A3: Utilise a specialist knowledge of contemporary perspectives on theatre, drama and performance practices.

Intellectual Skills

- B1: Collate, synthesise, analyse and critically evaluate primary and critical materials related to theatre, drama and performance.
- B2: Recognise key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.
- B3: Identify a range of texts and performances, including making appropriate references to social and cultural contexts.

Subject Skills

- C1: Apply specialist knowledge of dramatic texts and place them in their social, political and ideological settings.
- C2: Reveal specialist knowledge of past theatrical genres and current performance trends and apply them to practical methods.
- C3: Exemplify specialist practical exploration of textual and devised work.

Practical, Professional and Employability Skills

- D1: Engage fully in employability options in the drama, television and theatre industry.
- D2: Communicate specialist subject skill in theatre and television to a range of different employers and adopt entrepreneurial skills.
- D3: Reveal a specialist understanding on how to contact and interact with professional practitioners and employers.

On completion of Level Six (Honours), students will be able to:

Knowledge and Understanding

- A1: Show confident familiarity with historical, cultural, aesthetic and intellectual contexts of theatre, its histories, forms and practices.
- A2: Show confident familiarity in the evaluation and application of critical, theoretical and practical approaches to theatre and drama.
- A3: Reveal a clear understanding on contemporary perspectives on theatre, drama and performance practices.

Intellectual Skills

- B1: Deploy analytical and critical evaluation of primary and critical materials related to theatre, drama and performance.
- B2: Implement key theories and approaches to theatre, drama and performance, through critical praxis, to a range of texts.
- B3: Contextualise texts and performances, including appropriate reference to social and cultural contexts.

Subject Skills

- C1: Reveal a heightened understanding of dramatic texts and place them in their social, political and ideological settings.
- C2: Analyse and critically appraise past theatrical genres and current performance trends and apply them to practical methods.
- C3: Apply sophisticated practical exploration of textual and devised work

Practical, Professional and Employability Skills

- D1: Engage effectively in employability options in the drama, television and theatre industry.
- D2: Express confidently the subject skills in theatre and television to a range of different employers and adopt entrepreneurial skills.
- D3: Engage effectively with contacts and interact with professional practitioners and employers.

Learning and teaching strategy used to enable outcomes to be achieved and demonstrated

The major part of the delivery of the degree is focussed on the communication of practical-based workshops that are underpinned by academic lectures. Most of the modules on all levels, such as Drama in the Community (Level 4), Community and Applied Drama (Level 5) and Television and Radio Performance and Production (Level 6), are introduced by academic lectures by the tutor before the students can apply the methods to practical exploration. 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. In theory based modules such as Post War British Theatre and 20th Century European Drama, emphasis is on the directed study of texts and analysis of texts as both written and staged constructions.

In the more traditional areas of theatre study, the tutor delivers theoretical lectures as well as invites students to prepare papers to be read to the group in a seminar where critical debate and analysis can take place between the student groups.

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. Invitations are also given to professional practitioners to guest lecture on the course and to take 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 prospects of employment for the student after they graduate.

The work-based/placement learning statement

At Level 5 the students study a module called Vocational Industry Work experience. This module enables them to work in the performing arts industry for 60 hours during level 5.

In Semester 1 professionals are invited to the University to talk to the students about their area of expertise and to offer them an insight into their working life. The speakers chosen usually offer the students a chance to work in their establishment. This scheme is not just beneficial for the individual student but for the degree as a whole. It enables us to have direct links with employers and to learn what employers are looking for when the graduates leave the University.

At the end of the Vocational Industry work experience module, students should be able to:

1. Make contacts and engage with relevant companies and practitioners in the Performing Arts industries.
2. Develop transferrable skills and management of a self-directed study.
3. Demonstrate the ability to gather knowledge that is specific to their chosen area and apply this into a critical evaluation of the experience.

While the students are in the work place, members of the staff team can visit the establishment or send a formal feedback form for the employer to fill in. The employer must

state how the student has contributed to the work during the work experience hours and how have they have managed their time.

Welsh Medium

One module is taught through the medium of Welsh (HUM415) Acting Practice / *Technegau Actio*. This practical module enables the students to perform through the medium of Welsh and submit any written work for this or other modules, through the medium of Welsh. Two full time members of staff are fluent in the Welsh Language. Should a student take up these opportunities, approximately 15% of the programme could be undertaken through the medium of Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

Assessment practices and procedures are in full accordance with the Code of Practice for Student Assessment, and the annual monitoring process provides an intensive review both of the integrity of assessment procedures and the levels of student achievement at both module and overall award levels.

Clear criteria for assessment operate, at a general level, across the programme as 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 for coursework details to be included 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 Student and Programmes Centre.

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, with at least 4 scripts per sample (top/middle/bottom + additional) submitted for moderation. Some of these are then passed on to external examiners to confirm that moderation processes are appropriate and effective. All Dissertations are second-marked.

As it is a Theatre, Television and Performance degree there is an emphasis on students attending each rehearsal or workshop. In order for the students to understand the industry standards we require that attendance is written in to the mode of assessment for each practical task. This rule is approved by an external examiner.

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, directors' concepts, 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 words, increasing to 2,000 at Level 5 and 3,000 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 essays that underpin academic

knowledge; the same word count applies for these.

The practical nature of the course means that most of the modules are assessed practically via showcases 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, workshop facilitation, role-play, oral presentations, Theatre in Education performances, outdoor and street theatre and large scale performances.

Assessment regulations that apply to the programme

The programme complies with the University's regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Programme Management

The programme team for the degree comprises the Programme Leader, Elen Mai Nefydd who is a full time member of staff, and two other full time members of staff.

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/Academic Head 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, SPOM results, representations to Staff-Student Consultative Committee, and informal forms of feedback

Particular support for learning

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, Department-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.

In addition, students on the programme will be able to access central forms of student support, including services for:

- Careers
- Counselling
- Student Services (help with finance issues, disability support, etc)
- Library and IT

Equality and Diversity

The programme team is committed to the needs of all University stakeholders. There is a clear recognition that the student intake is likely to include individuals who have a range of diverse needs either in terms of disabilities, illness, language, family circumstances or work commitments. In accordance with our legislative obligations every effort is made to facilitate students with particular needs in order to ensure equality in the learning environment.

The programme team works closely with Student Services to ensure that particular learning needs are assessed and acknowledged appropriately. Outcomes of such assessments are then acted upon for example, provision of learning support, time allocation in examinations etc.