

# Programme Specification

# Title of Course: Drama BA Hons.

|  |  |
| --- | --- |
| Date first produced | October 201 |
| Date last revised | March 2023 |
| Date of implementation of current version | September 2023 |
| Version number |  |
| Faculty | KSA |
| School | Arts |
| Department | Performing Arts |
| Delivery Institution | Kingston University |

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each module can be found in the course VLE site and in individual Module Descriptors.

## SECTION 1: GENERAL INFORMATION

|  |  |
| --- | --- |
| Award(s) and Title(s): | BA (Hons)Drama |
| Intermediate Awards(s) and Title(s): | Cert HE, DipHE, Ordinary Degree |
| FHEQ Level for the Final Award: | Honours |
| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Kingston University, Penrhyn Road Campus |
| Language of Delivery: | English |
| Modes of Delivery: | Full time |
| Available as: | Full field, |
| Minimum period of registration: | 3 years FT |
| Maximum period of registration: | 6 years FT |
| Entry Requirements: | The typical entry qualifications for the programme are:  Points:   * 112-128 UCAS points for BA (Hons); 64 for BA (Hons) including foundation year. * Level 3 qualifications, could include Drama, Theatre Studies, Performing Arts, Performance and Production Arts (A-levels, BTEC Diploma, Access Diploma, IB Diploma, etc.) or other performing arts experience, for example, youth theatre * Plus GCSE (score 9-4): Mathematics and English or English Literature required or key skills equivalent   The minimum entry qualifications for the programme are:   * All non-UK applicants must meet our English Language requirements. For this course it is Academic IELTS of 6.5 overall, with no element below 5.5. * Entry is normally at Level 4 with A-level or equivalent qualifications. Transfer from a similar course is possible at Level 5 with passes in comparable Level 4 modules – but is at the discretion of the course team. Intake is normally in September.   Some projects and placements completed in levels 5 and 6 require working with children, young people and vulnerable adults. To comply with safeguarding procedures an Enhanced Disclosure and Barring Services (DBS) clearance will be required if students complete this assessment choice. |
| Programme Accredited by: | N/A*A* |
| QAA Subject Benchmark Statements: | QAA Subject Benchmarks statement for Dance, Drama and Performance Studies can be found [*here*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=dance%2C%20drama%20and%20performance&wordsMode=AllWords) |
| Approved Variants: | n/a |
| UCAS Code: | W400 Full time  W401 Full time including Foundation year |

## SECTION 2: THE COURSE

Drama is a strong and established subject area forming one third of the Performing Arts department’s provision at Kingston University, London. The Drama subject at Kingston is a dynamic, inquisitive and supportive community, located in its own designated building, the Reg Bailey, which contains one large, fully equipped, flexible black box studio, one smaller studio and a number of rehearsal rooms. ‘The Reg’ is a hive of activity, from early in the morning until late, with classes and rehearsals by day, productions, workshops and performances in the evening. Some of the world’s greatest theatres are on our doorstep in Southwest London: Kingston’s Rose – with its magnificent auditorium based on the Rose Theatre of 1587 - is a five-minute walk from the Drama building. The National Theatre is a twenty-minute train ride away and London’s West End only a little further. With both Battersea Arts Centre and Richmond’s Orange Tree also close at hand, you can also see some of the country’s finest fringe theatre. Kingston’s own International Youth Arts Festival based at the Rose Theatre every summer reinforces the local focus on performance at a very high level with many of our students getting actively involved. Drama also has access to its own teaching and performance space in the Rose Theatre, making use of the Rose Theatre Studio as a teaching and performance space throughout the year and our students take part in an end of year show on the Rose main stage annually toward the end of the academic year.

The core philosophy of the BA Drama degree is to facilitate exploration of practical, academic and technical skills through applying learning in the context of creative practice. The diversity of the UK drama sector and its working practices informs our approach. The course is aimed as aspiring drama practitioners from actors, directors, devisors, playwriters, to technical theatre managers, educators, researchers, facilitators, workshop leaders, and producers. Working within the Kingston School of Art, the drama degree’s core philosophy is to demonstrate thinking through making. Equality and Diversity is at heart of our pedagogy and underpins our teaching at all levels. You will study a global repertoire of plays, forms and performances across histories and contexts. This degree also encourages you to work with and across differences through the diverse practices you engage in, enabling you to articulate your and your peers’ identities in order to develop work which fosters a socially engaged outlook on the making of performance.

Our specific focus on contemporary popular and avant-garde traditions also supports you in identifying how vernacular forms of performance you might already engage in and your specific lived experiences and perspectives can be articulated and inform your professional practice and creative excellence.

The drama programme at Kingston University marries intellectual and experiential learning practices through themed strands which enables you to progress from an introductory Level 4, through to a consolidating and exploratory Level 5, through to a critical leadership of creative projects at Level 6. Our four core strands are Future Skills and employability including technical theatre; Acting and Directing including collaborative theatre production; Staging Contexts, and our unique Popular Performance strand. To do this, our programme is constructed using creative workshops, practical seminars, and guided rehearsals, led by our experienced staff who are themselves practitioners and researchers. Tutorials specific projects to ensure regular feedback is offered to all students. This delivery is supported and expanded by online course content, made available through Kingston University’s Virtual Learning Environment, Canvas. In addition to this, you will enjoy a range of guest lectures and masterclasses from invited drama practitioners, researchers, and industry professionals. Partnerships with venues and organisations local to Kingston upon Thames, such as the Rose Theatre, Mind of Kingston, Outside Edge Theatre, Dorich House Museum, Mencap and the Bradbury Staywell Centre, provide opportunities for you to engage with and enrich the local community.

Drama at Kingston University supports the development of the whole person, producing highly employable graduates who are creative and independent thinkers, excellent team-workers and leaders, able to communicate and who have the initiative and confidence to make the most of the knowledge, experience and transferrable skills they have acquired. Electives are embedded into modules at levels 5 and 6 enabling you to personalise your study towards your interests and career aspirations. Details of the electives can be found in the module descriptors including when you will make your choice of elective. Typically, this will be during the first few weeks of the module delivery. Examples of electives include specialising in actor or director training at level 5 and completing a creative industries employment or applied theatre project in level 6. Inclusive assessment strategies enable you to personalise how you evidence learning, for example, choosing an essay or presentation output.

Alongside a dedicated strand in the programme, Future Skills and employability are embedded throughout. In level 4 you are introduced to navigating the employment opportunities and infrastructure of the performing arts industry, alongside an introduction to technical theatre and production. In level 5 you work collaboratively to explore and develop your teamwork and leadership skills alongside more bespoke professional development planning. The Future Skills strand culminates with you selecting a performance or applied theatre elective carrying out real life projects reflecting your own career aspirations. A personalised embedded tutor scheme supports you individually with direction to support services where relevant via pastoral care, individual academic mentoring and guidance throughout the degree programme and elective choices as part of the Future Skills strand. Future skills encompassing transferable skills for future employability are also embedded throughout the programme. Assessments are informed by the wide range of skills essential to working in the theatre industry, including documenting process, creating performances, working in collaborative contexts, self-taping, producing critical self-reflections, performance and project reflections, scripts, scenes and plays, as well as staging productions. Learning and assessment styles in the Drama department combine research and practical projects, verbal and essay-based presentations, as well as ensemble and individual working methods (there are no formal, sit-down exams).

Our drama degree is designed to enable you to graduate from a programme as an inclusive practitioner, with a global outlook and an understanding of diversity and equality. Within the programme we explore issues and positive working practices of drama and the arts industries, including anti-racism, gender equality, ecologically sustainable production practices, access of opportunity and decolonisation of the drama industries.

Drama has a vibrant programme of extra-curricular theatre productions which offer opportunities for you to consolidate your learning and enhance your employability by organising and performing in projects within the Reg Bailey Building, the Rose Theatre Studio and at outside venues. In addition to this, students regularly take work to both the Edinburgh and Camden Fringe Festivals, while the department’s popular cabaret night has become a regular fixture at the Fighting Cocks pub in Kingston. This element of our provision is enhanced by our close relationship with Kingston’s Rose Theatre.

### Aims of the Course

The aims of the Drama course are to:

* To provide a learning environment that encourages a diverse student intake embracing a wide range of lived experience and interests;
* To provide opportunities to create work and to reflect on creative practice to enhance students’ personal development, including the ability to set goals, solve problems, assess progress, utilise feedback, and reflect on achievements;
* To generate a broad range of knowledge, skills and understanding of theatre, across a diverse and inclusive range of performance styles, recognising drama as a potent agent for cultural definition and social change;
* To engage creatively and critically with drama practices across a diverse range of genres/styles in order to enable students to have a globalised understanding of theatre practice
* To enable students to realise their creative potential, through solo, duo and group collaborative projects, both within and outside the university at local and region community venues;
* To stimulate students’ intellectual curiosity and to foster their capacity for critical thought via practical investigation and performance;
* To foster understanding of how drama practices are integral to cultures past, present and future, and the ways in which social, political and historical contexts effect the field;
* To equip students with the skills and knowledge they need to carry out research and to encourage creative play, intellectual engagement reading, analytical and critical thinking and creating
* To enable students to develop methods of analysis and theoretical perspectives appropriate to investigations in Drama and to equip students with the ability to apply these insights to their experience of theatre as both practitioners and audience members.
* To promote an understanding of drama as a potent agent for developing self-awareness, promoting cultural dialogue and understanding the role of performance in social, performative and education, community and other participatory settings;
* To equip students with the skills and attributes required for future professional careers, and the ability to contribute to the development of the industries they will go on to work in.

### Intended Learning Outcomes

The course outcomes are referenced to the relevant QAA subject benchmarks indicated and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) And relate to the typical student. The course provides opportunities for students to develop and demonstrate knowledge and understanding specific to the subject, key skills and graduate attributes in the following areas:

### Programme Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge and Understanding**  On completion of the course you will be able to: |  | **Intellectual Skills**  On completion of the course you will be able to |  | **Subject Practical Skills**  On completion of the course you will be able to |
| A1 | Analyse and critically evaluate the historical, social, cultural, and political contexts of drama and theatre-making and the role it plays in 21st Century theatre practices within a diverse and inclusive arts industry | B1 | Interpret, critically reflect and evaluate performance texts, production techniques and performance events | C1 | Demonstrate understanding of group and collective process by which performance is developed and effectively realised with appropriate drama, technical and interpretative skills and genre/style awareness |
| A2 | Utilise Understanding of the practice and role of key practitioners and practices in their cultural and historical contexts | B2 | Develop and apply creative ideas and constructive arguments and to present them in appropriate ways,  within a range of critical and theoretical perspectives | C2 | Demonstrate a capacity to analyse and evaluate a variety of techniques which may be used in the process of theatre-making and to reflect upon their own application of these techniques |
| A3 | Integrate understanding of a range of historically distant and contemporary dramatic texts into creative practice and critical debate | B3 | Demonstrate understanding of the interplay between theory and practice, and to apply their understanding of theories related to identity, community and culture to the analysis, creation and practice in drama within a globalised, diverse and inclusive world | C3 | Examine, research and enact forms of discourse and evaluate their effects on representation in the arts, media and public life in the context of a global, diverse and inclusive arts industry |
| A4 | Explore a range of different opportunities for employment within the drama and creative arts industries | B4 | Propose, plan, produce and evaluate group and independent projects, and thereby to show confidence in their ability to act independently to resolve problems relating to drama production | C4 | Contribute to the creation of performance through an understanding of appropriate performance vocabularies, techniques, structures and working methods including technical skills. |
| A5 | Utilise understanding of the means by which performances are created, with a recognition and application of the of practices which engage with equality, diversity and inclusion | B5 | Show an ability to evidence and construct arguments, and to present ideas effectively and coherently in a variety of formats,including written, oral, performed and creative | C5 | Organise, lead and participate in creative work, including public presentation, and show understanding of the relationship between performance skills and public presentation skills in other fields |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

### Outline Programme Structure

**FULL TIME – COURSE STRUCTURE: Drama BA (Hons)**

DA4006

Navigating Performance Production

DA4008

Staging Contexts 1: Histories

DA4007

Popular Performance 1: Making Performance

DA4003

Actor and the Text

DA5011

Devising and Professional Development

DA5013

Staging Contexts 2: the play

DA5012

Popular Performance 2: mask and clown

DA5010

Actor/Director: Stage and Screen

DA66015

Preparing for the industry: applied theatre and performance

DA6017

Staging Contexts 3: the experimental

DA6016

Popular Performance 3: cabaret and variety

DA6013

Drama Production Project

**Level 4**

**Level 6**

**Level 5**

### Level 4 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Navigating Performance Production | DA4006 | 30 | 4 | 1& 2 |
| Popular Performance 1: Making Performance | DA4007 | 30 | 4 | 1& 2 |
| Staging Contexts 1: Histories | DA4008 | 30 | 4 | 1& 2 |
| The Actor and the Text | DA4003 | 30 | 4 | 1 & 2 |

Progression to Level 5 requires 120 credits including passes in all modules.

This course permits progression from level 4 to level 5 with 90 credits at level 4 or above. The outstanding 30 credits from level 4 can be trailed into level 5 and must be passed before progression to level 6.

Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Drama.

### Level 5 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Actor/Director: Stage and Screen | DA5010 | 30 | 5 | 1 & 2 |
| Devising and Professional Development | DA5011 | 30 | 5 | 1 & 2 |
| Popular Performance 2: Mask and Clown | DA5012 | 30 | 5 | 1 & 2 |
| Staging Contexts 2: The Play | DA5013 | 30 | 5 | 1 & 2 |

Elective choices in level 5 are:

*Actor/Director* specialise in either Acting OR Directing

*Staging Contexts 2: The Play* - either Contemporary plays OR Global Shakespeares

Progression to level 6 requires 120 credits including passes in all modules at level 5.

This course permits progression from level 5 to level 6 with 90 credits at level 5 or above. The outstanding 30 credits from level 5 can be trailed into level 6 and must be passed before consideration for an award or progression to level 7 (if appropriate).

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Drama.

### Level 6 (all core)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Core modules | Module code | Credit  Value | Level | Teaching Block |
| Drama Production Project | DA6013 | 30 | 6 | 1 & 2 |
| Preparing for the Industry: Applied Theatre and Performance | DA6015 | 30 | 6 | 1 & 2 |
| Popular Performance 3: Cabaret and Variety | DA6016 | 30 | 6 | 1 & 2 |
| Staging Contexts 3: The Experimental | DA6017 | 30 | 6 | 1 & 2 |

Elective choices in level 6:

*Preparing for Industry: Applied Theatre and Performance* are either - Community and Education OR Creative Industries

*Staging Contexts 3: The Experimental* are either - Experimental playwriting OR Postdramatic performance: Creative research

Level 6 requires the completion of all core modules.

## Principles of Teaching, Learning and Assessment

The Drama course structure enables you to progressively deepen your expertise and skills over three years of study in order to fully support you to accomplish your career aspirations. Drama is an interdisciplinary practice that demands the transfer of skills and of knowledge across areas, and our four core strands are modelled on the diverse skillset needed in the theatre industry. The four stands are:

* Future skills, including technical theatre
* Acting and Directing
* Staging contexts
* Popular Performance.

Each strand of modules include electives enabling you to personalise your learning and development based on your career aspirations. You will study a diverse and inclusive range of drama and theatre practices, for example, drama styles and genres, performance conventions, methods of directing and devising, participatory contexts and associated knowledge and theories. The programme has been carefully designed to provide opportunities for you to explore concepts and practice at level 4, then to take risks, explore and develop these at level 5 and apply and lead your own practice and projects at level 6. Further details of the electives can be found in module descriptors. Typically, you will select your chosen elective in the first few weeks of module delivery.

The **Future Skills strand** ensures that all students gain knowledge and understanding of the current industry and gain experience of the diverse working practices across a range of industry contexts and roles. In level 4 you are introduced to the infrastructure of the performing arts industry, employment opportunities, the portfolio career and professional development planning to support your progression through the course. In addition, a strong emphasis is placed upon technical theatre production to equip you with essential skills in technical theatre to support your knowledge and understanding of your area of employment and support performance assessments in level 5 and 6. In level 5 you complete a collaborative devising project reflecting industry practice supported by professional development planning. In level 6, in DA6015 *Preparing for Industry: Applied Theatre* *and Performance* you select either a Creative Industries or Community and Education elective that enables bespoke professional profiles to be created to support you with employment at graduation. In the Community and Education elective you will complete a placement with a specific community group. If you are unable to complete a placement you will be offered the opportunity to complete a professional project within the university community. Throughout this strand you engage in industry practice, to learn, apply and reflect on your development whilst creating, developing and reflecting on your PDP, considering the development of your CV and professional portfolio through engagement with your personal tutor and presenting outcomes through assessment.

The **Staging Contexts strand** enables you to develop your critical, academic and communication skills in formulating arguments, debates and in having and managing challenging discussions within the context of drama and its associated fields. In level 4 you will explore a wide range of approaches to the cultural and historical approaches in theatre history. Level 5 further develops your contextual understanding and broadens this to engage with Shakespeare in the global and contemporary world alongside contemporary playwrighting practices. This module explores the ways plays are staged, and adapted, within a broad range of cultural and political contexts. Experimental Performance and Avant Garde theatre practices are explored at level 6. The level 5 and 6 modules include electives enabling you to personalise their practice (see table above). Each module fuses both contextual study with practical application.

The **Acting and Directing strand** provides a diverse foundation in the creative aspects, of making work as an actor or director for stage or screen through research, development and application. At level 4 you explore the intersections between media and creative roles (actor, playwright and theatre) In addition, you will develop your academic, study, digital and collaborative working skills required of the programme. Level 5 enables you to consider specific career outlines across a range of drama industries, equipping you with skills including self-taping, further embedding employability. You are given the opportunity to explore the impact digital technologies can have on live performances, for example, through a variety of multimedia platforms involving sound, video, lighting, the internet, motion capture and along with the most current programming and editing software. You will also practice acting for the camera and voiceover work for gaming and animation. You will follow either an acting or directing elective in teaching block two. At level 6, you work collaboratively to produce a piece of collaborative theatre in the Drama Production Projects module, drawing on your development not only in this strand but across the programme. This work is presented in a performance context to an audience to reflect industry practice.

The **Popular Performance** strand provides opportunities for you to be introduced to and develop skills, knowledge and understanding in popular performance styles such as, cabaret, clowning and mask work. Level 4 introduces you to skills, vocabularies and methods associated with creating performance and explores ways in which these may be applied within a range of popular performance contexts. Levels 5 and 6 provide you with the opportunities to deepen your understanding of this performance genre through group work assessments in level 5 creating work for local communities. In level 6 you further extend their practice through creating solo work for variety and cabaret contexts.

In practice, all modules embed creative, academic, and research skills, as well as referring to industry practices. In addition, the role of the personal tutor is integral to these modules to support students throughout the programme.

Full details of each module will be provided in module descriptors and student-facing module pages on CANVAS.

A significant proportion of your independent learning hours across all three levels will be devoted to work in the University’s drama spaces, learning and developing specialist skills within theatre and associated settings. You will also work collaboratively to create and rehearse theatrical works within the suite of modules. Throughout the programme, there will also be great emphasis placed upon the importance of being able to work collaboratively, reinforced via group work during seminars and staff-led practical sessions. The books, articles, recordings, scores, journals, audio/visual and electronic resources provided by the University’s Learning Resources Centre are a valuable resource for all modules. E-resources and computer software packages will also aid your individual study of drama and theatre practices. The drama resources including props and costumes will also be made available to you. The University’s online virtual learning environment Canvas will be used for provision of general module information, guided tutorials, playlists, class notes, reading lists and web links, and you should consult the Succeed on this Module page of Canvas for additional guidance on how you should use your independent guided study hours.

Group lecture-workshop will be used where the communication of factual material is central and where debate, discussion and representations can help test ideas in practice. A key mode of delivery for modules will be practical hybrid lecture-workshops exploring knowledge and practice simultaneously. In these sessions, following staff exposition of a topic, technique, method or key concepts, you obtain hands-on experience of drama practice, through acting, directing, devising, performance, creation and composition, and the application of theory into practice. Regularly scheduled seminars will give you an opportunity to discuss readings and assigned listening and viewing tasks, and to share your work and receive feedback. You are encouraged to make use of the individual support for written work and the seminars on academic writing available in the Academic Success Centre, which is open throughout the week at Penrhyn Road. Students whose first language is not English are strongly encouraged to take advantage of the University’s English Language Support Programme, which offers regularly scheduled tuition and support.

Your digital skills will be developed throughout the programme. In level 4 you will be taught how to create digital portfolios to support assessment using platforms such as One Drive and Padlet. You will also be introduced to how to use digital technologies to document practical work and record verbal and visual presentations alongside understanding how to use online communication platforms. In levels 5 and 6 you will extend your use of these skills as an artists, for example, exploring how everyday technology is used by artists, for example, self-taping, and basic editing skills to support.

Delivery of the course will align with the University’s ‘Guide on Blended Learning’ (which can be accessed [here](https://canvas.kingston.ac.uk/courses/311/pages/supporting-online-teaching-and-learning)). The assessment philosophy of this programme prioritises the demonstration of learning and research through practical tasks and creative projects, with the documentation of process and critical self-reflection of personal practice. It seeks to be inclusive and diverse in offering flexible assessment methods which go beyond traditional forms of assessment to utilise authentic assessments in line with industry skills and experiences. The assessments encourage contextualisation, reflection, and evaluation of students’ learning experiences and the summation and dissemination of new knowledge in many forms.

The course draws on a large variety of assessments strategies which will enable you to develop your abilities across a range of creative, academic and professional skills. Alongside written reflective and research essays, our assessments include full scale productions, solo performances, portfolios, directed scenes on stage and screen, video logs, professional profiles, presentations, scene studies from the classical repertoire and playwriting. You will receive training in academic writing and referencing as well as in the contextualisation of practical learning in Level 4. Practice research methodologies are taught and supported at level 5 and 6, which will also see you move from collaborating across the university in L5 to engaging with industry partners in L6. You will be provided with formative assessment opportunities throughout the course to develop effective proposals for creative projects, practise, receive feedback on your work, and develop your proficiency in the range of assessment methods utilised. There is also a choice of assessments where appropriate, to enable you to demonstrate that you have met the Learning Outcomes in different ways and support you in playing to your strengths as a student of drama, theatre and performance.

You will be provided with formative assessment opportunities throughout the course to practise and develop er assessment.

## Support for Students and their Learning

Students are supported by:

* A Module Leader for each module
* A Course Leader to help you understand the programme structure
* Personal Tutors to provide academic and personal development support embedded into the Future Skills modules (see below)
* Technical support to advise you on IT and the use of software
* A designated Course Administrator
* A course induction that runs throughout level 4
* A course re-induction at the beginning of levels 5 and 6
* Student Voice Committee
* Canvas – a versatile online interactive virtual learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Academic Success Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services team who will provide support for students prior to undertaking work placement(s)
* Faculty-aligned Careers Advisers who run workshops, weekly drop-ins and 1:1 appointments.

Every student will be allocated a personal tutor who will supervise their progress through the degree course, and small group and one-to-one teaching will be built into each level, ensuring a high level of support for all students. The Personal Tutor Scheme is embedded in the Future Skills modules where students reflect upon their learning and development, acquisition and application of employability skills and keep an ongoing Professional Development Plan to support their preparation for graduation. The learning activities in the Future Skills suite of modules will provide a focus for Personal Tutor sessions and the Personal Tutor will support you with reviewing and setting targets to support your development and career aspirations. Further information about the role of the personal tutor in these modules can be found in the module descriptors.

## Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual Monitoring and Enhancement
* Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
* Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
* Moderation policies
* Feedback from employers

## Employability and work-based learning

Studying drama at Kingston develops practical (creative, technical) as well as theoretical and academic skills, and also develops the self-discipline necessary for focused and specialist study. Employability skills, for the sector and beyond, are designed to prepare you for work are embedded into modules right across the degree course alongside a dedicated Future Skills strand of modules. Exploration of issues relating to equality, diversity and inclusion in drama and arts industries are integral to the delivery of these modules. This supports our graduates to be well qualified to enter a wide range of rewarding careers in the drama/theatre and related arts sectors. You will create and review Professional Development Plans each year in the Future Skills modules and reflect on your development and career aspirations. From level 5 onwards you will have opportunities to integrate industry focussed group projects, work placements and internships into your programme. Links to industry specialists are developed as part of the series of guest lectures in the core modules alongside specialist optional modules. The Careers and Employability Service provides you with an opportunity to network with employees from a broad range of drama and arts professions through careers events and will support the delivery of the professional development modules.

DBS clearance will be required if you opt for the community-based assessment in DA6\*\*\* Preparing for the industry: Applied theatre and performance

Initiative and problem-solving, teamwork, communicative skills, imagination and creativity and analytical and research skills, are increasingly recognised by the working world as highly valuable in careers from customer and public relations or sales and marketing to education. The Creative and Cultural industries are major contributors to the UK’s economy and our graduates have the skills they are looking for. The degree gives you a firm academic foundation to pursue a vocational training in the theatre arts or other postgraduate study programmes.

Graduates from the course will be able to pursue a broad range of drama-related careers, such as: producer; director; actor; dramaturge; teacher working in educational, community and participatory contexts; playwright; devisor; theatre technician; theatre/venue manager/ front of house manager; rehearsal supervisor; presenter; researcher; theatre consultant; project manager; stand-up comedians; company owner/manager; arts administration. They will also be able to use their professional and transferable skills to pursue careers in other industries.

***Work-based learning, including sandwich courses and higher or degree apprenticeships***

Work placements are actively encouraged as an extracurricular activity – although it is the responsibility of individual students to source and secure such placements. This allows you to reflect upon your own personal experience of working in an applied setting, to focus on aspects of this experience that you can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

## Other sources of information that you may wish to consult

The QAA Subject Benchmarks statement for Dance, Drama and Performance Studies can be found [*here*](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=dance%2C%20drama%20and%20performance&wordsMode=AllWords)*.*

The Kingston University course page can be found [*here*](https://www.kingston.ac.uk/undergraduate/courses/drama/)

## Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Level | **4** | **4** | **4** | **4** | **5** | **5** | **5** | **5** | **6** | **6** | **6** | **6** |
|  | **Module code** | DA4006 Navigating Performance Production | DA4007 Popular Perf 1 | DA4008 Staging Contexts 1 | DA4003 Actor and the Text | DA5011 Devising and PD | DA5012 Popular Performance 2 | DA5013 Staging Contexts 2 | DA5010 Actor/Director | DA6015 Prep for Industry | DA6016 Popular Perf 3 | DA6017 Staging Contexts 3 | DA6013 Production Project |
| **Knowledge & Understanding** | A1 |  |  |  | S |  |  | S |  |  | S | S |  |
|  | A2 |  |  | S |  |  |  | S |  |  | S |  | S |
|  | A3 |  |  | S | S |  |  | S | S |  | S | S | S |
|  | A4 | S |  |  |  | S |  |  |  | S |  |  |  |
|  | A5 | S | S |  |  | S | S |  |  |  |  | S |  |
| **Intellectual Skills** | B1 |  |  |  |  |  |  | S | S |  |  | S |  |
|  | B2 |  |  |  | S | S |  |  |  |  | S | S |  |
|  | B3 |  |  |  |  |  | S |  |  | S | S |  | S |
|  | B4 | S |  |  |  | S |  |  |  |  |  |  | S |
|  | B5 |  |  | S |  |  |  |  | S |  |  |  |  |
| **Practical Skills** | C1 |  | S |  |  |  | S |  |  |  | S |  | S |
|  | C2 | S |  |  | S |  |  |  | S |  | S |  | S |
|  | C3 |  |  |  |  |  | S |  |  |  |  | S |  |
|  | C4 |  | S |  | S | S |  | S |  |  | S |  | S |
|  | C5 |  |  |  |  |  | S |  | S | S | S | S | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**