Template C4

Kingston University London

Programme Specification

Title of Course: *BA (Hons) Drama*

Date first produced	30/09/2012
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Version number	4
Faculty	Kingston School of Art
Cross-disciplinary	
School	School of Arts
Department	Department of 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 modules 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
Exit Award(s) and Title(s):	Cert HE Ordinary degree Dip HE
Course Code *For each pathway and mode of delivery*	UFDRA1DRA20
UCAS code *For each pathway*	W400 (Full-time) W401 (Full-time including Foundation Year)

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Penrhyn Road
Language of Delivery:	English
Delivery mode:	Primarily campus based (up to 20% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry requirements	Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study. Additionally, all non-UK applicants must meet our English language requirements. Please see our course pages on the Kingston University website for the most up to date entry requirements

Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	Not applicable
Approved Variants:	Not applicable
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. 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.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes

	Knowledge and Understanding On completion of the course students will be able to:		Intellectual Skills On completion of the course students will be able to		Subject Practical Skills On completion of the course students will be able to
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
A4	Explore a range of different opportunities for employment within the drama and creative arts industries	B2	Develop and apply creative ideas and constructive arguments and to present them in appropriate ways, within a range of critical and theoretical perspectives	C4	Contribute to the creation of performance through an understanding of appropriate performance vocabularies, techniques, structures and working methods including technical skills.
A2	Utilise Understanding of the practice and role of key practitioners and practices in their cultural and historical contexts	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

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	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	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	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

C. Future Skills Graduate Attributes

In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills 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

D. Outline Programme Structure

This programme is offered in full-time, full-time including Foundation Year and part-time modes, and leads to the award of BA (Hons) Drama. Entry is normally at level 4 with A-level or equivalent qualifications (See section D). Transfer from a similar programme 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.

Each level is made up of four modules each worth 30 credit points. Typically, a student must complete 120 credits at each level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules

BA (Hons) Drama

Level 4							
BA (Hons) Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Navigating Performance Production	DA4006	30	4	1 and 2		1	1

Popular Performance 1: Making Performance	DA4007	30	4	1 and 2		1	1
Staging Contexts 1: Histories	DA4008	30	4	1 and 2		1	1
The Actor and the Text	DA4003	30	4	1 and 2		1	1

Exit Awards at Level 4

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							
BA (Hons) Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Actor/Director: Stage and Screen	DA5010	30	5	1 and 2		2	2
Devising and Professional Development	DA5011	30	5	1 and 2		2	2
Popular Performance 2: Mask and Clown	DA5012	30	5	1 and 2		2	2
Staging Contexts 2: The Play	DA5013	30	5	1 and 2		2	2

Exit Awards at Level 5

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							
BA (Hons) Drama							
Core modules	**Module code**	**Credit Value**	**Level**	**Teaching Block**	**Pre-requisites**	**Full Time**	**Part Time**
Drama Production Projects	DA6013	30	6	1 and 2		3	3
Future Skills Apply	AX6001	15	6	TY13		3	3
Popular Performance 3: Cabaret and Variety	DA6016	30	6	1 and 2		3	3
Professional Practice: Theatre and Performance	DA6018	15	6	Ty13		3	3
Staging Contexts 3: The Experimental	DA6017	30	6	1 and 2		3	3

Exit Awards at Level 6

Level 6 requires the completion of all core modules

E. 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, students select either an industry-focussed placement or project that enables bespoke professional profiles to be created to support students with employment at graduation. 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). 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.

F. 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

G. 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

H. External Reference Points

External reference points which have informed the design of the course. These include:
- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** 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.

Module Code		Level 4				Level 5				Level 6				
		DA4003	DA4006	DA4008	DA4007	DA5011	DA5010	DA5013	DA5012	DA6017	AX6001	DA6013	DA6016	DA6018
Knowledge & Understanding	A5		S		S	S			S	S				
	A4		S			S								
	A2			S				S				S	S	S
	A1	S						S		S			S	
	A3	S		S				S		S		S	S	
Intellectual Skills	B5			S										
	B2	S				S							S	
	B3								S			S	S	S

Category	Code										
	B1					S		S			
	B4	S		S				S			
Practical Skills	C5						S	S	S	S	
	C4	S		S	S	S			S	S	S
	C3						S	S			
	C2	S	S						S	S	
	C1			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.

Additional Information