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**Programme Specification**

**Title of Course: BA (Hons) Drama/ BA (Hons) Drama and Theatre Arts**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: March 2020**

This Programme Specification is designed for prospective students, current students, academic staff and potential 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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook and in the individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:**  | **BA and BA Joint (Hons) Drama / BA (Hons) Drama and Theatre Arts** |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Not applicable |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The Drama department at Kingston is a dynamic, challenging 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 great theatre is on the doorstep: Kingston’s Rose – ‘the first theatre of the twenty first century’ with its magnificent auditorium based on the Rose Theatre of 1587 - is a five-minute walk from the Drama Department. 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, students 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 focus on performance at a very high level, with many of our students getting actively involved. Drama uses the Rose Theatre Studio as a teaching and performance space throughout the year and the departments of Dance, Drama and Music present an end of year show on the Rose main stage annually in June.

Kingston’s Drama degree course is designed to engage students in a rigorous, intellectual and practical exploration of the theory, criticism and practice of drama and theatre-making. Whilst this is the focus of study, students develop a range of transferable skills to equip them for the demands of a competitive world: the ability to formulate and articulate ideas, the facility to solve problems in a collaborative and creative way, the capacity to negotiate outcomes informed by a breadth and depth of thinking, and the confidence to respond positively and effectively to any situation will enhance graduate prospects.

The programme at Kingston marries intellectual and experiential learning through four strands which run throughout the course: theatre history, theatre-making, performance theory and cultural context. These strands are established at Level 4 and are explored throughout the programme in a manner that emphasises the links between them in innovative ways. For instance, there is a project-based assessment at the end of Level 4, which allows students to apply their theatre-making skills to the performance of plays studied in Staging Histories and, in their final year, the opportunity to bring all their skills together in a capstone theatre production in which they can choose to act, devise, direct or design. Our philosophy of interweaving intellectual study and creative practice, facilitated by extensive use of practical workshops, in both core and optional modules, continues through Levels 5 and 6. Students at both levels benefit from a range of modules that ensures the continued development of core knowledge and skills while providing valuable opportunities to pursue various specialisms led by staff with a developing reputation for excellence in research.

Learning and assessment styles in the Drama department combine research and practical projects, verbal and essay-based presentations, ensemble and individual working methods (there are no formal, sit-down exams). Students are supported throughout their degree via the personal tutor system, which offers general as well as subject-specific academic support and guidance in both group and one-to-one contexts, ensuring that every student has a named personal tutor who keeps track of their progress and is their first point of contact for any problems they may encounter.

The Drama department’s vibrant programme of extra-curricular theatre production offers opportunities for students to consolidate their learning and enhance their employability by organising and performing in projects within the Reg Bailey Building, the Rose Theatre Studio and at outside venues. Our Theatre Workshop scheme encourages students with a desire to perform to the public by providing access to our main theatre space which is capable of accommodating any configuration of staging and seating, as well invaluable support from our highly experienced Technical Production team. In addition to this, students regularly take work to both the Edinburgh and Camden Fringe Festivals, while the Laughing Cock - the department’s popular cabaret night - has become a monthly fixture at the Fighting Cocks pub in Kingston. This element of our provision is enhanced by our close relationship with Kingston’s Rose Theatre. Many students and graduates – often collaborating together - have performed in productions both in the Rose Studio, which is run by Kingston University, and on the Main Stage and at the end of every year we collaborate with the Dance and Music departments and take over the Rose to produce Kingston University on Stage. This is a celebration of the most interesting work produced throughout the year by students in all three departments. Students also have opportunities to engage in workshops with theatre professionals.

As this kind of activity demonstrates, studying Drama at Kingston encourages the development of the whole person, producing highly employable graduates who are creative and independent thinkers, excellent team-workers, able communicators and who have the initiative and confidence to make the most of the knowledge and skills they have acquired.

1. **Aims of the Programme**

The aims of the Drama and Theatre Arts are:

* to encourage and enable a diverse student intake
* to generate knowledge and understanding of theatre as a potent agent for cultural definition and social change
* to enable students to realise and develop their creative potential
* to stimulate students’ intellectual curiosity and to foster their capacity for critical thought via practical investigation and performance
* to promote enthusiasm for study, investigation and research thus providing the potential for postgraduate work
* to create an appetite for lifelong learning and to enhance students’ personal development and future employment prospects
* 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

 Additional aims of the Half field are:

* to develop students’ capacity for intellectual flexibility by encouraging them to explore ways in which different critical and theoretical approaches can complement work in other fields, or within half field combinations
* to encourage students toward democratic participation in society by developing links with the wider community through practical projects
* to promote skills through practical work in: teamwork; personal and group responsibility; creative negotiation; compromise in creative relationships
* to promote a range of key skills via practical, oral and written presentation

 Additional aims of the major field are:

* to offer greater depth of understanding of the potential of drama by giving further opportunities for theoretical and practical study
* to enable students to identify and pursue particular interests

Additional aims of the full field:

* to offer a detailed programme of integrated drama study
* to extend opportunities for involvement in, and the creation of, dramatic productions
* to develop and refine students’ research skills
1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Dance, Drama and Performance Studies and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will have knowledge and understanding of:** |  | **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:** |
| A1 | the theory and practice of writing for performance and theatre-making (Minor, HF, Major, FF) | B1 | describe, interpret and evaluate performance texts, production techniques and performance events (Minor, HF, Major, FF) | C1 | demonstrate understanding of group and collective process by which performance is developed and realised (Minor, HF, Major, FF) |
| A2 | key practitioners and practices and their cultural and historical contexts (Minor, HF, Major, FF) | B2 | develop ideas and construct arguments and present them in appropriate ways (Minor, HF, Major, FF) | 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 (Minor, HF, Major, FF) |
| A3 | a range of historically distant and contemporary dramatic texts (Minor, HF, Major, FF) | B3 | demonstrate understanding of the interplay between theory and practice (Minor, FF, Major, HF) | C3 | examine and enact forms of discourse and evaluate their effects on representation in the arts, media and public life (Minor, HF, Major, FF) |
| A4 | Details of specialist interest areas of Drama (Major and FF) | B4 | engage creatively and critically with a range of critical and theoretical perspectives (Minor, HF, Major, FF) | C4 | contribute to the creation of performance through an understanding of appropriate performance vocabularies, techniques, structures and working methods (Major and FF) |
| A5 | the means by which performance is created (Major and FF) | B5 | Show confidence in their ability to act independently to resolve problems relating to drama production (Major and FF) | C5 | organise and participate in creative work, including public presentation, and show understanding of the relationship between performance skills and public presentation skills in other fields (Major and FF) |
|  |  | B6 | Show ability to evidence and construct arguments, as a part of substantial independent research projects (Major and FF) | C6 | engage in and present independent research in a variety of ways |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem-Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

Entry requirements for 2018

Typical offer

Points:

Single honours: 104-112

Joint honours: 104-112 (depending on combination)

Grades: BTEC: DMM in relevant subject: Drama / Performing Arts

Units: To include three A-levels or equivalent

Subjects:

* A-level or equivalent: to include Drama / Drama and Theatre Studies / Performing Arts / English Literature (40 points required). General Studies and Native Language A-levels will only be accepted in the tariff score when one of four A-levels or equivalent.
* Where A-level or equivalent does not include Drama or Performing Arts, other drama/theatre experience will be considered.
* Plus GCSE: Mathematics and English or English Literature (score 9-4).
* Please note: full-field applicants will need to participate in a drama workshop and interview. Half-field applicants may also need to attend.

Further requirements for specific combinations

* Creative Writing: 32 points at A-level in English Literature, Literature and Language or related subject; 40 points in Drama and Theatre Studies or related subject.
* Dance: A-level Dance / Performing Arts / English Literature or similar (40 points required).
* English Literature: 40 points at A-level in English Literature / Language or a related subject. A-level: English Literature / English Literature and Language / Drama and Theatre Studies or similar, grade C (32 points).
* Film: 112–128 or DDM in relevant subject: Drama / Performing Arts.
* Media and Communication: students taking Media Studies A-level must achieve grade C or above.

A minimum IELTS score of 6.5 or equivalent is required for those for whom English is not their first language.

For full details, see https://www.kingston.ac.uk/undergraduate/courses/drama-theatre-arts/

DBS clearance will be required if students opt for the community-based assessment in DA6012 or to work in a community setting in the level 6 Production Project, DA6002.

1. **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 and Theatre Arts. 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.

**E1. Professional and Statutory Regulatory Bodies**

Not applicable

**E2. Work-based learning**

Work placements are actively encouraged, although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice. In Drama, there are opportunities at Level 6 for students to undertake an assessed community-based theatre project in DA6012. The Level 6 Production Project module DA6013 enables students to create an in-house theatre production in a context which mirrors professional practice. The department also supports a range of extra-curricular activities, such as performance projects at theatre festivals, which allow students to extend and develop their skills in project management. In addition to this a number of modules at Level 5 and Level 6 include assessment tasks with a professional focus designed to enhance student employability.

#### E3. Outline Programme Structure

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.

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| **Level 4 (All core)** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Staging Histories | DA4001 | 30 | 4 | Year Long |
| Performance Vocabularies and Methods | DA4005 | 30 | 4 | Year Long |
| The Actor and the Text  | DA4003 | 30 | 4 | Year Long |
| Culture and Performance  | DA4004 | 30 | 4 | Year Long |

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 are eligible for the award of Certificate of Higher Education in Drama and Film Cultures.

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| **Level 5** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| An Actor Prepares | DA5008 | 30 | 5 | Year Long |
| Devising in Context: Body and Technology | DA5009 | 30 | 5 | Year Long |
| **Option modules** |
| The Play Today | DA5001 | 30 | 5 | Year Long |
| Shakespeare: Yesterday, Today and Tomorrow  | DA5002 | 30 | 5 | Year Long |
| Write Action: Introduction to Dramatic Writing  | DA5005 | 30 | 5 | Year Long |
| The Theatre Director  | DA5006 | 30 | 5 | Year Long |
| Popular Performance 1: Mask and Clown | DA5007 | 30 | 5 | Year Long |
| Screen Writing  | CW5004 | 30 | 5 | Year Long |

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 course at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education in Drama and Film Cultures.

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| **Level 6** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Production Project: Drama | DA6013 | 30 | 6 | Year Long |
| After Modernism: Avant Garde Performance from the 1940s to the Present Day  | DA6009 | 30 | 6 | Year Long |
| **Option modules** |
| Dissertation | DA6003 | 30 | 6 | Year Long |
| Special Study: Staging the Nation – Identity Politics in Contemporary Drama | DA6004 | 30 | 6 | Year Long |
| Renaissance Drama in Action 1567-1642 | DA6005 | 30 | 6 | Year Long |
| Popular Performance II: Cabaret, Music Hall, Variety, Stand-up and Burlesque  | DA6006 | 30 | 6 | Year Long |
| Special Study: Tragedy, Catastrophe, Trauma | DA6007 | 30 | 6 | Year Long |
| Beyond Text: Advanced Dramatic Writing  | DA6010 | 30 | 6 | Year Long |
| Special Study: Applied Theatre  | DA6012 | 30 | 6 | Year Long |
| Dissertation | EL6000 | 30 | 6 | Year Long |

1. **Principles of Teaching Learning and Assessment**

The introduction at Level 4 of the four main themes of the course, theatre history, theatre-making, performance theory and cultural context, enables students to identify and understand the key themes that will characterise their learning throughout. They are encouraged to make links between these strands from an early stage through the synoptic, project-based assessment of the two core modules (taken by all students), DA4001 Staging Histories and DA4005 Performance Vocabularies and Methods. Whilst Level 5 and 6 modules might place particular emphasis on one or two themes, as students progress through the course, they will find increasingly that modules blend several of them and come to a full understanding of the relationships between them. For instance, at Level 5, DA5001 The Play Today focuses on performance theory and cultural context, DA5009 Devising: Body and Technology on theatre-making and DA5008 An Actor Prepares on theatre history, but each of these modules also, of necessity, includes material related to the other themes. The core Level 6 Drama Production Projects module, in particular, brings all the themes together, requiring students to demonstrate how historical, contextual and theoretical research underpin and feed into drama production, but the range of Level 6 optional modules available also allows students to focus on and develop a specific area of interest.

Helping students to make connections between theory and practice in Drama is an acknowledged aspect of good practice in the Field and something for which the Drama team has been praised by External Examiners. Our strategies incorporate this approach through blending modes of learning, teaching and assessment within modules so that students’ practical projects are conceived and developed in relation to historical and theoretical research and their grasp of research materials is underpinned by practical experience and experiment. The performance essay mode of assessment is an expression of this emphasis on holistic study and is unique to Kingston Dance and Drama.

Level 4 formative and summative assessments introduce the principal elements on which students will be assessed throughout the course: in terms of practice - planning, creative process, performance and reflection; in terms of academic skills - research methods, essay-planning, referencing and the presentation of research in verbal and visual formats. The Personal Tutor system, which is explicitly linked to the two modules taken by all students, is used to provide support for and to help students reflect upon these activities as well as to help them familiarise themselves with University systems and pastoral support networks (for more information about the Personal Tutor system, see Section G below). Formative assessment features in all modules as a means of giving students experience of different assessment modes and providing feedback on their progress towards their summative assessment. Independent, project-based learning and assessment is also introduced at level 4 and, as students progress through the course, this becomes an increasingly important feature of their experience. Supervision of this kind of learning is heaviest at Level 4 and lightest at Level 6. Independent thinking, imagination and creativity, group-working skills and project-management – all essential aspects of Drama – are thus embedded and nurtured so that when students come to their final independent projects in Level 6, they feel confident, ready and have the skills to shape, direct and manage them. Key employability skills such as self-awareness, creativity and problem-solving, management and leadership and communication are inherent to learning in Drama and form an integral part of many assessments. Personal Development Planning, undertaken through the tutorial system, helps students to recognise that they are gaining these transferable skills. The Production Project modules at Level 6 are Capstone projects, enabling Full-field and Major Drama students to bring the full range of their knowledge, skills and experience together. Our policy of supporting extra-curricular work means that some students may be able to take these projects on to the public stage in the International Youth Arts Festival, the Camden or Edinburgh Fringes or the Laughing Cock cabaret. All students have the option to undertake a work placement through the Professional Practice module.

Strands running through Level 5 and 6, such as popular performance, dramatic writing, devising, applied performance, performance and identity and Renaissance theatre each reflect research interests within the staff team, thus enabling research-informed teaching. The Level 6 Special Study template allows for lecturers to develop modules in specific areas in response to particular research interests and activities. The Dissertation module offers an opportunity for students to undertake a focussed and extensive academic research project and the option to present a conference paper at an event run by postgraduate students makes a concrete link between undergraduate and postgraduate study.

The ‘cultural context’ theme of the course reflects the key course aim of presenting theatre as a potent agent for cultural definition and social change. Consideration of audience and of the social impact of theatre feature in all modules but are especially emphasised in the core Level 5 modules, with the aim of encouraging students to carry through an awareness of their potential to make an active contribution to society in their independent work at Level 6.

1. **Support for Students and their Learning**

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* Canvas – a versatile online interactive intranet and 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
1. **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
* Periodic review undertaken at subject level
* Student evaluation including MEQs (Module Evaluation Questionnaires), Level Surveys and the NSS
* Moderation policies
* Feedback from employers
* Peer observation and evaluation of teaching across courses in the School

Students’ self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners.  Each module makes use of the VLE, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills.  These are carefully designed in accordance with the specific requirements of the module and level of study.  As a general principle, guided activities are more closely structured at level 4 to support students in making the transition to HE learning. In addition to these module specific activities, at each level students on the course are provided with a co-curricula timetable of activities that draws across the provision within Careers and Employability Services (CES). These include, but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6); personal development planning in the form of the SPARKS programme and service learning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with the Academic Success Centre.

1. **Employability Statement**

Kingston Drama graduates have gone on to work in theatre as actors, writers, directors, stand-up comedians, technicians and producers. Several groups of graduates have set up their own theatre companies, for which some have received Arts Council funding; other groups have set up film production companies. Other graduates are working within the wider performance industry as venue managers, festival programmers, in community and outreach, marketing and publicity and theatre administration and, or have moved onto postgraduate study on Kingston MAs in Arts and Media subjects, on postgraduate performance programmes at Conservatoires, or at other universities in areas such as Education or Drama Therapy. A drama degree also equips students with skills that make them desirable to employers in a wide range of other professional areas. Skills such as 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.

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 students a firm academic foundation to pursue a vocational training in the theatre arts or other postgraduate study programmes.

Employability skills are introduced at Level 4 both through the embedding of key skills within the curriculum and through the personal tutorial system, which includes employability activities such as personal development planning and CV writing. These continue to be developed at Levels 5 and 6, in collaboration with Kingston University’s Careers and Employability Service and in addition to this, a number of modules at these levels require students to undertake assessment tasks with a professional focus that are designed to enhance post graduate employability. We run a number of events for final year students where they can seek advice, get help with CVs and meet alumni working in a range of areas and our extensive programme of extra-curricular activities also contributes significantly to students’ confidence and experience in creating, organising and managing performance-based projects.

1. **Approved Variants from the Undergraduate Regulations**

Not applicable

1. **Other sources of information that you may wish to consult**

QAA Dance, Drama and Performance Studies benchmarking statement:

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-dance-drama-performance-15.pdf?sfvrsn=8ae2f781_10>

Course page on the KU website:

<https://www.kingston.ac.uk/undergraduate/courses/drama-theatre-arts/>

**Development of Programme Learning Outcomes in Modules**

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

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|  |  |  | **Level 4** | **Level 5** | **Level 6** |
|  | **Module Code** |  | DA4001 | DA4005 | DA4003 | DA4004 | DA5001 | DA5002 | DA5009 | DA5008 | DA5005 | CW5004 | DA5006 | DA5007 | DA6013 | DA6003 | EL6000 | DA6004 | DA6005 | DA6006 | DA6007 | DA6009 | DA6010 | DA6012 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |  |
| A2 | S |  | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S |
| A3 | S |  | S |  | S | S |  | S |  | S | S | S | S | S | S |  | S | S | S | S | S | S |
| A4 |  |  |  |  | S | S | S | S | S |  |  | S | S | S | S | S | S | S | S | S | S | S |
| A5 |  | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S |  |
| **Intellectual Skills** | B1 | S |  | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S |
| B2 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S |
| B3 | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S |
| B4 |  |  |  | S | S | S |  | S |  | S | S | S |  | S | S | S | S | S | S | S | S | S |
| B5 | S | S |  |  |  |  | S | S | S |  | S |  | S |  |  | S | S | S | S |  |  | S |
| B6 |  |  |  |  |  | S |  | S |  |  | S | S |  | S | S | S | S |  | S | S | S | S |
| **Practical Skills** | C1 |  | S |  |  |  |  | S | S | S |  |  | S | S | S | S | S | S | S | S | S | S | S |
| C2 | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S |  | S | S | S | S | S | S |
| C3 |  | S |  | S | S | S |  | S |  | S | S |  | S | S | S | S | S | S | S | S |  | S |
| C4 |  | S | S |  |  |  | S | S | S |  |  | S | S |  |  | S | S | S | S | S | S | S |
| C5 |  | S |  | S |  | S | S | S |  | S | S | S | S | S | S | S | S | S | S | S | S | S |
| C6 | S | S | S | S | S | S | S | S | S | S | S | S | S | S | S | 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.**

**Technical Annex**

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| **Final Award(s):** | BA (Hons) Drama / BA (Hons) Drama and Theatre Arts |
| **Intermediate Award(s):** | Cert HE, Dip HE, Ordinary degree |
| **Minimum period of registration:** | 3 years Full-time, 4 years Full-time including Foundation Year, 6 years Part-time |
| **Maximum period of registration:** | 6 years Full-time, 7 years Full-time including Foundation Year, 12 years Part-time |
| **FHEQ Level for the Final Award:** | Honours |
| **QAA Subject Benchmark:** | Dance, Drama and Performance Studies |
| **Modes of Delivery:** | Full-time, full-time including Foundation Year and Part-time |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Performance and Screen Studies |
| **UCAS Code:** | W400 (Full-time)W401 (Full-time including Foundation Year) |
| **Course/Route Code:** | UFDTA1DTA20 (Full-time)UFDTA1DTA50 (Full-time with Foundation Year) |
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