1. **Title of the module**

DRAM8990 (DR899) Professional Study

1. **School or partner institution which will be responsible for management of the module**

Arts and Humanities (School of Arts)

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

MA Theatre-Making; MA European Theatre (Canterbury and Paris); and any other MA in Drama.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Assess contextual frameworks of theatre production and performance, such as social environment, audience demographics, institutional structures, cultural policies, artistic ideologies;
	2. Plan and conduct in a self-directed and independent way a critical investigation into professional practice that productively applies theories, concepts and discourses to advance the understanding of theatre-making;
	3. Engage critically, practically and effectively with processes of production and performance, drawing on a range of research methodologies to support their investigation;
	4. Evaluate discourses in the field of theatre studies and their relevance within, and application to, processes of production and performance;
	5. Record, document and analyse performance practices and processes, thus generating and digesting primary source material.
	6. Conceive and write professional project proposals, CVs, funding applications, promotional copy and any other material required to work as a theatre-maker in Britain
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Interact effectively with others, through negotiation and collaboration in a professional context;
	2. Exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project over a sustained period of time within specified resource allocations;
	3. Critically synthesise and evaluate information and data to produce innovative insights and conclusions;
	4. Organise, present, articulate and disseminate advanced ideas appropriately and effectively, and in a sophisticated way that advances knowledge and adds value;
	5. Solve problems autonomously and identify opportunities to apply and enhance their learning independently.
3. **A synopsis of the curriculum**

This module explores the interconnectedness between academic research and professional practice in theatre and performance. Students explore research questions through work-based learning in the first half of the term. This can take the form of either a placement or shadowing with a venue or company, which the student has arranged in the first part of the course, potentially supported by Erasmus international placement funding for a placement in Europe. Alternatively, this work-based learning activity may be based on a less formalised, but still primary mode of research of a specific venue, company, or theatre practitioner, emphasising the first-hand generation of research material through direct observation, interviews, and analysis. Students may select, according to their own interests and specialisms within the vast field of European theatre, a company, venue or practitioner of their choice, and individually negotiate the terms and opportunities to carry out this study. The convenor of the module will provide support in this initial negotiation if needed, and will also offer students connections with the Department’s network of professional theatre-makers. The convenor will also provide support throughout the placement where needed.

In the second half of the term this learning is deepened through lectures on professional practice. The module will be convened by one member of staff who will bring in external speakers as appropriate, allowing students to approach theatre as a profession and contextualise the notion of theatre industry. Topics covered in class will typically include basic theatre industry knowledge for emerging artists, such as theatre funding structures, fundraising strategies, writing grant applications, casting mechanisms, CV/personal statement writing, basic marketing, basic budgeting. The module will be assessed through a combination of practical tasks, such as a grant application or a project pitch, and a reflection on the placement or essay on the individual research.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Barrett, Estelle and Bolt, Barbara, eds (2007), *Practice as Research: Approaches to creative arts enquiry*. London: I. B. Tauris.

Dean, Peter (2002), *Production Management: Making Shows Happen - A Practical Guide.* Marlborough: Crowood Press.

Freeman, John (2009), *Blood Sweat and Theory: Research Through Practice in Performance.* London: Libri.

Johns, Christopher (2004), *Becoming a Reflective Practitioner*. Oxford: Wiley-Blackwell.

Kershaw, Baz and Nicholson, Helen, eds (2011), *Research Methods in Theatre and Performance.* Edinburgh: Edinburgh University Press.

Nelson, Robin (2013), *Practice as Research in the Arts: Principles, Protocols, Resistances.* Basingstoke; New York: Palgrave Macmillan.

O’Brien, Dave, (2014), *Cultural Policy: Management, Value and Modernity in the Creative Arts*. London; New York: Routledge.

1. **Learning and Teaching methods**

Contact hours: 42

Private study hours: 258

Total hours: 300

1. **Assessment methods.**

13.1 Main Assessment Methods

Work-based Learning Plan and Report/Essay (3,000 words) (60%)

Professional Portfolio (3,500 words) (40%)

13.2 Reassessment methods

Like for Like

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Lectures | **x** |  | **x** | **x** |  |  |  |  | **x** | **x** |  |
| Seminar Discussions | **x** |  | **x** | **x** |  |  | **x** |  | **x** | **x** |  |
| Placement | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| WBL Plan Report/Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or Centre(s) where module will be delivered:**

Canterbury

1. **Internationalisation**

Students on the module will benefit from the international network of practitioners brought to Kent through the SoA European Theatre Research Network, and may use these networks in securing international placements where appropriate.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs( Q6&7 cover sheet) |
| 08/06/16 | Major | Spring 2018 | 13,14 | No |
| 16/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |