1. **Title of the module**

DRAM9950(DR995)

Dissertation Project

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

School of Arts

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

Level 7

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

60 credits (30 ECTS)

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

Autumn, Spring and Summer terms

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

n/a

1. **The programmes of study to which the module contributes**

MA Theatre Making, MA Physical Acting, MA Stand-Up Comedy, MA Creative Producing. Compulsory for all taught MA programmes within the Drama and Theatre department.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 independently define a research topic and to autonomously undertake and complete an advanced, systematic, in-depth research, either through academic research or through practice-as-research;

8.2 possess advanced understanding of research paradigms in Theatre Studies and how to apply these effectively in order to intelligently engage with the chosen research aspect, producing original insight and understanding;

8.3 engage confidently and competently in advanced academic research at the forefront of the selected course-specific discipline, as appropriate for postgraduate Masters-level work;

8.4 locate, produce, synthesise, and productively employ a range of primary course-specific source materials;

8.5 possess confidence and ability to be employed in leading roles in the theatre profession, and/or to proceed into further postgraduate research in theatre and performance.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 exercise initiative, take personal responsibility and discipline to define, set up, support, manage and realise a project or target over an extended period of time within specified resource allocations;

9.2 frame, articulate, and communicate in sophisticated and coherent practice and/or writing the evidence base, debate and argument of the project/research undertaken;

9.3 recognise and solve problems encountered while undertaking a substantial project of work;

9.4 make decisions and devise appropriate strategies, informed by sound and creative problem-solving skills;

9.5 be skilled in independent learning required for continuous professional development.

1. **A synopsis of the curriculum**

Throughout their studies on a taught Masters-course, students will develop and pursue an in-depth research into a specific topic, thus increasing their potential as appropriate for a postgraduate degree. Students will start shaping and preparing their research early in the year, supported by mandatory seminars in academic writing, research skills and resources, and practice as research (PaR). Students will meet with their Programme Convenor and the Director of Taught MA Programmes in the Autumn term before deciding late in the Autumn Term whether they will pursue Options 1 or 2 as detailed below. Students will present either their practice-based research or an academic conference paper in Summer Term at a Postgraduate Conference organised by the Department, and they will submit their final dissertation by 31st August.

While building on research undertaken previously on their course, and the opportunity to extend any further aspects previously discussed, the topics and submission cannot duplicate material previously submitted for examination as part of the MA-programme.

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

# Barrett, Estelle and Bolt, Barbara. *Practice as Research: Approaches to Creative Arts Enquiry*. London:

# B. Tauris & Co Ltd., 2010.

# Biggam, John. *Succeeding With Your Master's Dissertation: A Step-By-Step Handbook*, 3rd ed. London: Open University Press, 2014.

# Furseth, Inger and Everett, Euris Larry. *Doing Your Master's Dissertation: From Start To Finish*. New York: Sage Publications, 2013.

# Nelson, Robin. *Practice as Research in the Arts: Principles, Protocols, Pedagogies, Resistances*. London: Palgrave Macmillan, 2013.

Wisker, Gina. The Postgraduate Research Handbook: Succeed with your MA, MPhil, EdD and PhD. Palgrave, 2007

Further topic and project-specific reading depends on the individual project and will be advised by Programme Convenors.

1. **Learning and teaching methods**

Contact hours: 16

Private Study hours: 584

Total hours: 600

1. **Assessment methods**
	1. Main assessment methods

Students will choose to be assessed through one of the following two options:

**Option 1: Research**

* Academic Conference Paper, 20 minutes, and approx. 15 minutes Q&A/discussion –30%
* Dissertation of 12,500 words – 70%

*Both elements must be passed.*

**Option 2: Practice-as-Research**

* Academic Presentation on Practice, 20 minutes, and approx. 15 minutes Q&A/discussion –30%
* Dissertation – 70%

comprising of

1. Practice portfolio
2. 7,500 word critical analysis of practice

*All elements must be passed.*

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Seminars | X | X |  | X | X |  |  | X |  |  |
| Tutorial meetings with Programme Convenor, Module Convenor and Supervisors | X | X |  |  | X | X |  | X | X |  |
| Private study | X | X | X |  |  |  | X | X |  | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Conference paper or academic presentation on practice  | X |  |  |  | X | X |  |  | X | X |
| Dissertation (Option 1)/Dissertation with portfolio element (Option 2) | X | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School 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**

Supervision of this module is flexible and may allow students to undertake research abroad.

Students on the module will also benefit from the international network of practitioners brought to Kent through the SoA European Theatre Research Network..

**FACULTIES SUPPORT OFFICE 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/11/2019 | Minor | Spring 2020 | 13 |  |
|  |  |  |  |  |