

UNIVERSITY OF KENT

Programme Specification

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbook. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

BA (Hons) Drama and Theatre and One Other Subject (Joint Honours)

1. Awarding Institution/Body	University of Kent
2. Teaching Institution	University of Kent
3. School responsible for management of the programme	School of Arts
4. Teaching Site	Canterbury
5. Mode of Delivery	Full-time Part-time
6. Programme accredited by	N/A
7. a) Final Award	BA (Hons)
7. b) Alternative Exit Awards	BA (non hon) Drama and Theatre and XX; Diploma in Drama and Theatre and XX; Certificate in Drama and Theatre and XX
8. Programme	Drama and Theatre and one other subject This is a half programme please see the prospectus for information
9. UCAS Code (or other code)	Dependent upon other subject - this is a half programme please see the prospectus for information
10. Credits/ECTS Value	360 Credits (180 ECTS)
11. Study Level	Undergraduate
12. Relevant QAA subject benchmarking group(s)	Dance, Drama and Performance 2015
13. Date of creation/revision	May 2002/ Revised March 2008/May 2009/Feb 2012/July 2014/Revisions made April 2016/revised FSO Jan 2018
14. Intended Start Date of Delivery of this Programme	September 2018

15. Educational Aims of the Programme

The programme aims to:

Aims which place the study of the discipline in context:

- To provide an excellent quality of academic higher education in Drama and Theatre.
- To provide teaching that is informed by research and current developments in the pedagogy of drama and theatre as well as theatre practice and the arts.
- To offer an education in Drama and Theatre that provides a broad grounding in the subject in the early stages of study, becoming increasingly specialist in the later stages.
- To offer an education which offers a range of historical, conceptual and practical approaches to Drama and Theatre, introducing key practitioners, practices, and discourses, along with some practical skills required for making performance.

Aims in relation to the mission statement:

- To produce independent, motivated graduates with a base of knowledge and analytical competence in drama and theatre who are equipped to meet the needs of, and to contribute creatively to the theatre and associated media and professions.
- To develop critical judgement and the skills and competencies of self-management and personal organisation to enable graduates to respond positively to the challenges of further study or training, and employment in career destinations including professional theatre, the arts and cultural industries, applied arts, community and education work, academia, and the media.
- To produce graduates of value to the region and the nation, in possession of key skills, who have been enabled to develop their capacity to learn, and are prepared for employment or further study.
- To provide students with some creative competence and understanding grounded in and preparing for professional practice.

Aims in relation to the learning and teaching strategy:

- To nurture and sustain an educationally stimulating environment which encourages and assists our students to achieve their creative and intellectual potential.
- To enhance the learning experience of our students through the use of a range of teaching and assessment methods which reflect and respond to the values and diversity inherent in Drama and Theatre.

16 Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

The programme outcomes have references to the subject benchmarking statement for Dance, Drama and Performance 2015.

At Kent, the terms 'performance' and 'theatre' are used inclusively throughout, understood to refer to creative work either within or outside of a theatre space, live and recorded, including disciplines such as drama, theatre, performance art, site-specific performance, physical theatre, dance, applied theatre and other modes characteristic of the expanding field of the performing arts.

A. Knowledge and Understanding of:

1. Key practitioners, practices and theorists of performance, which may include writers, critics, directors, actors, artists, designers, and producers (**SB 4.2.i, v**)
2. Historical and contemporary contexts of the production and reception of performance (**SB 4.2.ii, vi**)
3. critical perspectives on performance, and of relevant theories, issues and debates informing performance and research methodologies in the field of study (**SB 4.2.iv, ix**)

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4. The interplay between creative and critical enquiry **(SB 4.3.i)**
5. The components and elements of performance, including dramatic texts, body, space, sound, movement, and environment. **(SB 4.2.viii)**
6. The applications and impact of theatre and performance within a range of social, educational and community contexts **(SB 4.2.x)**
7. The reading, analysis, documenting and interpreting of performance **(SB 4.3.iv)**
8. The role of the audience: the performance and production skills necessary to communicate with audiences **(SB 4.3.vi)**

Skills and Other Attributes

B. Intellectual Skills:

1. Read, understand and engage analytically with a range of texts, performances and other source material **(SB 5.3.i, ii)**
2. Research, evaluate, and productively apply information from a number of sources (written, visual, aural) in order to develop and present a coherent understanding of the theory and practice of performance **(SB 5.3.iii, iv)**
3. Understand and Critique performance events and processes, both their own and of others **(SB 5.2.i, 5.3.i, v)**
4. Undertake and manage extended independent and creative research **(SB 5.6.i)**
5. Understand and apply appropriate interdisciplinary practices, concepts and skills **(SB 4.3ix7; 5.7.iv)**
6. Present coherent arguments, verbally and in writing **(SB 5.9.i and ii)**
7. Understand the relationship of performance to a range of critical, historical and cultural frameworks for its production and reception **(SB 5.3.iv and v)**

C. Subject-specific Skills:

1. Read and evaluate scripts, performance texts, and other theatre documents from a range of critical and practical perspectives **(SB 5.2.i)**
2. Envision the performance possibilities of a play text, script and other textual or documentary sources **(SB 5.2.iv)**
3. Realise performances derived from a range of starting points, including a script, a theoretical position, documentary material, specific location or other stimuli, and to apply a range of techniques and skills to engage with an audience **(SB 5.2.ii)**
4. Engage in the production and performance and collaborate on the creation of performance **(SB 5.2.i, iii and vii1.4)**
5. Engage with current debates on theatre arts, theatre production, and the role of performance in society **(SB 5.4.i)**
6. Practise creative skills for practice-based work, including appropriate warm-up exercises and techniques **(SB 5.2.i, iii; 5.6.iii)**
7. Use technical apparatus and associated resources necessary to realise the demands of production in live and recorded performance safely, efficiently and effectively **(SB 5.2.ix)**
8. Document performance processes and events **(SB 5.2.vi and vii)**
9. Engage in research, whether independent, group or practice-based **(SB 5.7)**
10. Consider theories of spectatorship, developing an awareness of the audience or client group for performance and an ability to respond and adapt to it through flexible means **(SB 5.4.i and ii)**

D. Transferable Skills:

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1. Work with others, collaboratively, utilising a variety of team structures and working methods, and understanding group dynamics and handling interpersonal issues **(SB 5.8)**
2. Develop and pursue creative projects within specified resource constraints of time, space and/or budget, thus developing problem solving skills **(SB 5.6.iv)**
3. Manage workloads to meet deadlines, and sustain focus for extended periods working on independent creative projects, developing autonomy and self-management **(SB 5.6.ii)**
4. Use information retrieval skills, involving the ability to use information resources and technology, gathering and critically evaluating material **(SB 5.7.i and ii; 5.10)**
5. Apply critical and creative skills in diverse forms of discourse and media **(SB 5.7iii and iv)**
6. Identify health and safety issues and undertake risk assessments (SB 5.6.iii)
7. Negotiate effectively with a variety of agencies (inside and outside the programme) developing interpersonal skills **(SB 5.8, 5.9)**
8. Communicate effectively, to a professional standard, coherent arguments and propositions in a variety of media, verbally and in writing, using appropriate communication and presentation technologies **(SB 5.9)**
9. Reflect on their own learning and development, identifying strategies for development, exploring strengths and weaknesses and developing, as the programme progresses, autonomy in learning and continuous professional development. **(SB 5.6.v)**

Teaching/learning and assessment methods and strategies used to enable the programme learning outcomes to be achieved and demonstrated

Stage 1 provides a practical, critical and contextual skills and knowledge foundation for the further stages of the programme in the compulsory modules. Stage 1 offers an essential 'tool kit' of skills and approaches to the study of drama in theory and practice. Stage 2 offers a balanced choice of critical and creative modules which explore further some historical foundations and creative fundamentals of the subject. Stage 3 encourages the study of increasing intensity in study and application on specialist modules. Throughout Stages 1 to 3, students will be taught in a balanced mix of classroom-based and studio-based modules, all of which combine 'theoretical' and 'practical' experiential approaches and assessment.

A diverse range of teaching methods are employed for different learning outcomes and contexts, and none of the listed areas of knowledge are acquired exclusively by one method. The following methods are deployed:

- Seminars, demonstrations and workshop sessions focussed on prescribed reading or other learning assignments or other forms of research (including seeing performances), and will debate and synthesise arguments
- practical studio teaching, including the development of creative performance projects
- independent learning on set projects of creative academic study, either self-directed, with small group, supported by individual supervision
- lectures may be used to provide some of the material needed to inform the debate and further learning projects
- individual and group project work
- screenings
- visits to theatres and performance events, locally and in London
- work-based learning and placements

All activities (studio- and classroom- based modules; practical work and seminar classes; essays and creative projects) will require research, critical reflection and analysis. The variety of teaching methods and assignments means that students are encouraged to engage with various modes of

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learning, appropriate to the content of the work and the required skills: discussion, oral presentation, written presentation, creative/ performed presentation. There is particular emphasis for subject-specific practical skills on teaching and learning through studio workshops and rehearsal / creative sessions in dedicated drama spaces, coupled with small group or individual supervision and tutorials. Specific training in the safe use of equipment is given in small group sessions, and is required in the first year.

Learning is assessed by:

- Submission of written work in a variety of formats to provide the most appropriate means of testing learning outcomes on individual modules. These include essays, critical evaluations of projects undertaken, research projects, reviews of performances, journalistic writing, funding applications, and other documentary material. Several pieces of writing may be submitted as part of a portfolio assignment.
- Oral presentation, often supported by visual material
- Contributions in class, including oral, intellectual, practical and creative contributions and evidence of preparation
- Observation of group and individual process on practical projects
- The presentation of practical/creative work through public and/or in-class performances.

The School has a published set of clear assessment criteria that guide the marking and grading of written work and formal presentations, creative and practical work, process on creative projects, and the contribution to seminars. For written work and practical work, the basic assessment criteria are further broken down for individual stages 1 to 3, to facilitate maximum transparency of the marking and grading process.

For more information on the skills developed by individual modules and on the specific learning outcomes associated with any Certificate, Diploma or BA/BSc non-honours awards relating to this programme of study, see the module mapping table, located at the end of this specification.

17 Programme Structures and Requirements, Levels, Modules, Credits and Awards

This programme is studied over three years full-time or six years part-time.

This programme can also be taken full-time over four years with the optional year abroad/placement year. Students studying the programme on a part time basis do not have the option of doing a year abroad/placement year. Please refer to the Humanities Year Abroad/Placement Year specification for further details. Students must obtain an average mark of 60 or above at Stage 1, in order to be eligible to undertake a Faculty Placement Year or a year or term abroad.

The programme is divided into three stages, each stage comprising modules to a total of 120 credits. Students must successfully complete each module in order to be awarded the specified number of credits for that module. One credit corresponds to approximately ten hours of 'learning time' (including all classes and all private study and research). Thus obtaining 120 credits in an academic year requires 1,200 hours of overall learning time. For further information on modules and credits refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>

Each module and programme is designed to be at a specific level. For the descriptors of each of these levels, refer to Annex 2 of the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfoannex2.html>. To be eligible for the award of an honours degree students must obtain 360 credits (480 including Year Abroad/Placement Year), at least 210 of which must be at Level 5 or above, including at least 90 credits at level 6 or above at Stage 3.

Students successfully completing Stage 1 of the programme and meeting credit framework requirements who do not successfully complete Stage 2 will be eligible for the award of the Certificate in Drama and Theatre and one other subject. Students successfully completing Stage 1 and Stage 2 of the programme and meeting Credit Framework requirements who do not successfully complete Stage 3 will be eligible for the award of the Diploma in Drama and Theatre and one other subject. Students successfully completing Stage 2 of the programme and achieving 300 credits overall including at least 60 credits at level 6 or above in Stage 3 and meeting Credit Framework requirements will be eligible for the award of a BA non-honours degree.

Students successfully completing Stage 2 and also the year abroad/placement and meeting credit framework requirements will be eligible for the award of the Diploma with a Year Abroad/Placement Year.

For further information refer to the Credit Framework at <https://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html#exit-awards>.

Compulsory modules are core to the programme and must be taken by all students studying the programme. Optional modules provide a choice of subject areas, from which students will select a stated number of modules. The normal expectation is that the termly module load will be equally balanced across the terms.

At Stage 1 students must complete 60 credits of Drama and Theatre modules which comprise of two compulsory 30 credit modules. Students must take between 90 and 150 credits of Drama and Theatre modules across stages 2 and 3. They should normally take 60 credits at each stage but they may substitute 30 credits of Drama and Theatre modules for a 30 credit wild module across stages 2 and 3.

Where a student fails a module(s) due to illness or other mitigating circumstances, such failure may be condoned, subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework at <http://www.kent.ac.uk/teaching/ga/credit-framework/creditinfo.html>.

Where a student fails a module(s), but has marks for such modules within 10 percentage points of the pass mark, the Board of Examiners may nevertheless award the credits for the module(s), subject to the requirements of the Credit Framework and provided that the student has achieved the programme learning outcomes. For further information refer to the Credit Framework.

Note: all modules where the asterisk is placed beside the module code in the modules table below cannot be compensated, condoned or trailed

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KV Code	Code	Title	Level	Credits	Term(s)
Stage 1					
Compulsory Modules – 60 credits					
<i>Note: all modules where the asterisk is placed beside the module code in the modules table below cannot be compensated, condoned or trailed</i>					
DRAM3380*	*DR338	Making Performance 1	4	30	1
DRAM3390*	*DR339	Making Performance 2	4	30	2
Plus the Compulsory modules for the 'other' subject					
Optional Modules					
Any remaining credits can be taken from Stage 1 Wild modules (maximum of 30 credits).					
Stage 2					
Optional Modules					
Students should select 60 credits of Level 5 Drama modules – 30 credits in each term.					
Students may substitute 30 credits of Drama and Theatre with a wild module in either stage 2 or 3.					
Students must ensure that they have taken the required credits from the 'other' subject – a minimum of 90 credits across stage 2 and 3.					
Stage 3					
Optional Modules					
Students should select 60 credits of Level 6 Drama modules – 30 credits in each term.					
Students may substitute 30 credits of Drama and Theatre with a wild module in either stage 2 or 3.					
Students must ensure that they have taken the required credits from the 'other' subject – a minimum of 90 credits across stage 2 and 3.					
Students must ensure they have taken at least 90 credits at Level 6 in Stage 3.					

18 Work-Based Learning

Disability Statement: Where disabled students are due to undertake a work placement as part of this programme of study, a representative of the University will meet with the work placement provider in advance to ensure the provision of anticipatory and reasonable adjustments in line with legal requirements.

Students will have the opportunity to take the Humanities Placement Year.

For further details regarding the Faculty Placement Year please see the programme specification.

19 Support for Students and their Learning

- School and University induction programme
- Programme/module handbooks
- Library services <http://www.kent.ac.uk/library/>
- Student Support <http://www.kent.ac.uk/studentsupport/>
- Student Wellbeing www.kent.ac.uk/studentwellbeing/
- Centre for English and World Languages <http://www.kent.ac.uk/cewl/index.html>
- Student Learning Advisory Service <http://www.kent.ac.uk/uelt/about/slas.html>
- PASS system <https://www.kent.ac.uk/teaching/qa/codes/taught/annexg.html>

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- Academic Adviser system <https://www.kent.ac.uk/teaching/advisers/index.html>
- Kent Union www.kentunion.co.uk/
- Careers and Employability Services www.kent.ac.uk/ces/
- Counselling Service <https://www.kent.ac.uk/studentwellbeing/counselling/>
- Information Services (computing and library services) www.kent.ac.uk/is/
- Undergraduate student representation at School, Faculty and Institutional levels
- International Recruitment Office <https://www.kent.ac.uk/internationalstudent/>; International Partnerships Office <https://www.kent.ac.uk/global/partnerships/>
- Medical Centre <https://www.kent.ac.uk/studentwellbeing/medicalcentre.html>
- The School of Arts' Student Support Office/Senior Tutor's Office

20 Entry Profile

The minimum age to study a degree programme at the university is normally at least 17 years old by 20 September in the year the programme begins. There is no upper age limit.

20.1 Entry Route

For current information, please refer to the University prospectus

Qualification	Typical offer/minimum requirement
A level	3 A Levels – grades dependent upon Joint Honours Subject – see prospectus
Access to HE Diploma	The University will not necessarily make conditional offers to all Access candidates but will continue to assess them on an individual basis. If we make you an offer, you will need to obtain/pass the overall Access to Higher Education Diploma and may also be required to obtain a proportion of the total level 3 credits and/or credits in particular subjects at merit grade or above.
BTEC Level 5 HND	Distinction, Distinction, Merit
BTEC Level 3 Extended Diploma (formerly BTEC National Diploma)	The University will consider applicants holding BTEC National Diploma and Extended National Diploma Qualifications (QCF; NQF; OCR) on a case-by-case basis. Please contact us for further advice on your individual circumstances.

International Baccalaureate 34 points overall or 16 points at HL

International students

The University welcomes applications from international students. Our [international recruitment team](#) can guide you on entry requirements. See our [International Student](#) website for further information about entry requirements for your country.

If you need to increase your level of qualification ready for undergraduate study, we offer a number of [International Foundation Programmes](#).

Meet our staff in your country

For more advice about applying to Kent, you can [meet our staff](#) at a range of international events.

English Language Requirements

Please see our [English language entry requirements](#) web page.

20.2 What does this programme have to offer?

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- A rigorous research-led academic training in Drama & Theatre Studies.
- A wide range of options in the history, theory and practice of theatre and performance, giving students the creative competence for a career in the theatre profession.
- Members of staff who are international experts in their fields, including professors as well as professional practitioners
- Many links to the theatre profession
- An opportunity to study at the UK's European University, in an attractive location in the South East close to London and Continental Europe.
- Good facilities including a dedicated building housing the School of Arts, performance spaces, a fully equipped workshop, a design suite, a sound studio and a dedicated technical team (including a full-time production manager) supporting staff and students.

20.3 Personal Profile

- A demonstrable commitment to the practices of making theatre and performance
- An intellectual interest in the history and theory of drama and dramatic literature
- An enthusiasm for group work
- A willingness to undertake project work at evenings and weekends.
- A desire to engage in the study of theatre and drama in both theory and practice

21 Methods for Evaluating and Enhancing the Quality and Standards of Teaching and Learning

21.1 Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- Student module evaluations
- Annual programme and module monitoring reports
<http://www.kent.ac.uk/teaching/qa/codes/taught/annexe.html>
- External Examiners system <http://www.kent.ac.uk/teaching/qa/codes/taught/annexk.html>
- Periodic programme review <http://www.kent.ac.uk/teaching/qa/codes/taught/annexf.html>
- Annual staff appraisal
- Peer observation
- Quality Assurance Framework <http://www.kent.ac.uk/teaching/qa/codes/index.html>
- QAA Higher Education Review <http://www.qaa.ac.uk/InstitutionReports/types-of-review/higher-education-review/Pages/default.aspx>

21.2 Committees with responsibility for monitoring and evaluating quality and standards

- Staff-Student Liaison Committee
- School Education Committee
- Faculty Education Committee
- Faculty Board
- Education Board
- Board of Examiners

21.3 Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- Student module evaluations
- Staff-Student Liaison Committee

- Student rep system (School, Faculty and Institutional level)
- Annual NSS

21.4 Staff Development priorities include:

- PGCHE requirements
- HEA (associate) fellowship membership
- Annual appraisals
- Institutional Level Staff Development Programme
- Academic Practice Provision (PGCHE, other development opportunities)
- Professional body membership and requirements
- Programme team meetings
- Research seminars
- Conferences
- Study leave
- Equality, Diversity and Inclusivity (EDI) awareness

22 Indicators of Quality and Standards

- Results of periodic programme review (Dec 2014)
- QAA Higher Education Review 2015
- Annual External Examiner reports
- Annual programme and module monitoring reports

22.1 The following reference points were used in creating these specifications:

- QAA UK Quality Code for Higher Education <http://www.qaa.ac.uk/assuring-standards-and-quality>
- QAA Benchmarking statement/s for Dance, Drama and Performance (2015).
- School and Faculty plan
- University Plan <https://www.kent.ac.uk/about/plan/> and Learning and Teaching Strategies <https://www.kent.ac.uk/uelt/strategies/lta.html>
- Staff research activities
- Kent Inclusive Practices (<https://www.kent.ac.uk/studentssupport/accessibility/inclusive-practice.html>)

23 Inclusive Programme Design

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the programme 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.

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Programme Title: Drama and Theatre Joint Honours

Optional Modules cover all programme learning outcomes irrespective of the combination taken.

	Stage 1							Stage 2							Stage 3												
	DR338 Making Performance 1	DR339 Making Performance 2																									
Programme Learning outcomes																											
Knowledge and Understanding:																											
A1	x	x																									
A2	x	x																									
A3	x	x																									
A4	x	x																									
A5	x	x																									
Intellectual Skills:																											
B1	x	x																									
B2	x	x																									
B3	x	x																									
B4	x	x																									
B5	x	x																									
Subject-specific Skills:																											
C1	x	x																									
C2	x	x																									
C3	x	x																									
C4	x	x																									
C5	x	x																									
Transferable Skills:																											
D1	x	x																									
D2	x	x																									
D3	x	x																									
D4	x	x																									
D5	x	x																									