



UNIVERSITY OF LINCOLN

Programme Specification

Title:

Drama and Theatre

Final Award: **Bachelor of Arts with Honours (BA (Hons))**

With Exit Awards at:

Certificate of Higher Education (CertHE)

Diploma of Higher Education (DipHE)

Bachelor of Arts with Honours (BA (Hons))

To be delivered from: 25 Sep 2017

Level	Date
Level 1 or Certificate of Higher Education (CertHE)	2020-21
Level 2 or Diploma of Higher Education (DipHE)	2021-22
Level 3 or Bachelor of Arts with Honours (BA (Hons))	2022-23

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1. Introduction

This document describes one of the University of Lincoln's programmes using the protocols required by the UK National Qualifications Framework as defined in the publication *QAA guidelines for preparing programme specifications*.

This programme operates under the policy and regulatory frameworks of the University of Lincoln.

2. Basic Programme Data

Final Award:	Bachelor of Arts with Honours (BA (Hons))
Programme Title:	Drama and Theatre
Exit Awards and Titles	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE) Bachelor of Arts with Honours (BA (Hons))
Subject(s)	Drama
Mode(s) of delivery	Full Time Part Time
Is there a Placement or Exchange?	Yes
UCAS code	W400
Awarding Body	University of Lincoln
Campus(es)	Lincoln Campus
School(s)	School of Fine and Performing Arts
Programme Leader	Andrew Westerside (awesterside)
Relevant Subject Benchmark Statements	
Professional, Statutory or Regulatory Body Accreditation	
Programme Start Date	2020-21

3. Programme Description

3.1 Overview

BA (hons) Drama and Theatre provides students with practical and critical approaches to theatre and performance, alongside key skills in analysis, project management & delivery, and industry-focused training. Throughout the programme, students will gain core knowledge(s) of the historical, philosophical, literary, performative and cultural antecedents of theatre. Such knowledge forms the basis for understanding the artistic, aesthetic, political and ethical place of theatre in the twenty-first century.

From Level Two onwards, students are provided with optional, non-binding routes through the programme organised under the following titles:

Contemporary Theatre Practice
Theatre & Performance Studies
Technical Theatre & Production

The aim of these routes is twofold:

1) to develop pedagogically rigorous connections between each semester and stage of the programme, 2) to provide students with the option of pursuing thematically-curated routes through the programme, each containing a specific set of academic and professional skills.

In practice then, students interested in Contemporary Theatre Practice can select the modules 'Theatre Practice' and 'Avant-Garde Theatre' at Level Two, followed by 'Creative Industries' and 'Performance Writing' at Level Three, in the knowledge that the skills developed across these four 30-credit modules will prepare students for further work or study in the field of contemporary theatre making.

The route for Theatre & Performance studies is: 'Staging the Early Modern', 'Contemporary Drama in Context', 'Popular Performance' and 'Postdramatic Theatre'. For Technical Theatre & Production: 'Technical Theatre', 'Scenography & Design', 'Directing' and 'Performance, Broadcast and New Technologies'.

Because these routes are non-binding, students are free to choose any optional modules they are interested in, but can do so in the knowledge that the optionality of the programme is designed in such a way that these curated routes provide a clear and robust set of knowledges focussing on a core area of the discipline

By curating the programme in this way, we develop graduate attributes applicable to further study in theatre and performance, professional theatre making, technical theatre, and arts and cultural administration/management.

Students studying Drama and Theatre will emerge from their programme as:

- critical and reflexive thinkers - capable of the interrogation and analysis of work (written and performed) to an advanced standard
- confident and articulate communicators – capable of expressing detailed and nuanced argumentation across a variety of written and presentational modes (short-form essay, annotated text, blog, dissertation, lecture, directing, workshop facilitation etc.)

· skilled and prepared performers – with techniques appropriate to their level of study, students will consider performance making and re-staging as a method of ‘internal knowing’: an exploratory and archaeological process of discovering and uncovering; a place from which students will learn to speak critically as well as creatively. Students will understand performance as a relationship between the work and its audience, recognising too the diversity of those audiences across a range of cultural contexts.

· engaged citizens of contemporary society – understanding the value of the theatre and the arts as part of a wider cultural ecosystem, and culture in relation to the world. Lincoln graduates will be politically aware and critically engaged with the wider-world of which they and their critical and artistic practices are a part.

Through the resources of the Lincoln Performing Arts Centre, students have the opportunity to develop specialist knowledge in a fully equipped theatrical environment.

3.2 Aims and Objectives

The subject aims to:

- Introduce students to a range of dramatic and theatrical processes and methodologies studied from multi-disciplinary and cross-cultural points of view;
- Develop modes of intellectual enquiry and research skills appropriate to the understanding of drama, theatre and performance;
- Engage with and interrogate a range of theatrical practices and critical theories;
- Relate the academic study of drama and theatre to practical experience of vocational production situations;
- Provide opportunities for students to work independently in their choice of topics and methods of investigation.

In addition, modules aim to:

- Develop student-centred learning by encouraging various kinds of independent study;
- Encourage team working and organisational skills associated with group or ensemble work;
- Develop in students a range of transferable skills relevant to personal development, employability, and lifelong learning;
- Enable the study of drama, theatre and performance in a professional context through work-based assignments in the context of a professional theatre;
- Assist students in the personal development planning of their academic work, and in mapping out their future careers.

BA Drama combines the academic study of the histories and theories of theatre alongside production work in the form of acting, directing, devising and writing (amongst others). Studied within the context of a School of Fine and Performing Arts and a working performing arts centre, students can also encounter the study of movement and the body, the performing voice, combat for the stage, technical theatre and management roles within the creative sector.

3.3 Variations to Standard Regulations and Guidance

None

4. Programme Outcomes

Programme-level learning outcomes are identified below.

Refer to *Appendix I – Curriculum Map* for details of how outcomes are deployed across the programme.

4.1 Knowledge and Understanding

On successful completion of this programme a student will have knowledge and understanding of:

- 1 The histories, forms and traditions of performance, supported by a theoretical knowledge of those histories
- 2 The philosophical and cultural theories through which the discipline speaks
- 3 The creative processes by which performance is made, realised and managed
- 4 The legacy and impact of performance traditions on contemporary practices
- 5 The disciplinary relationship between theory and practice

4.2 Subject Specific Intellectual Skills

On successful completion of this programme a student will be able to:

- 6 Engage in independent, group and practice-led research, identifying and understanding the cultural frameworks which surround performance events and on which these events impinge.
- 7 Describe, theorise, interpret and evaluate performance texts and performance events from a range of critical perspectives
- 8 Identify and respond to the performance possibilities implied by a script, score and other textual or documentary sources
- 9 Critically engage with current debates on the role and status of drama and the arts in contemporary society
- 10 Create original work using performance techniques associated with particular cultural forms and/or practitioners

4.3 Subject Specific Practical Skills

On successful completion of this programme a student will be able to:

- 11 Develop performance skills and methodologies that afford effective and affective communication with space, place and audience
- 12 Engage in performance and production, based on an acquisition and understanding of appropriate performance and production vocabularies, skills, structures and working methods
- 13 Develop a core basis of physical, vocal, and intellectual performance techniques, demonstrable in both process and performance
- 14 Contribute to the production of performance through direction, dramaturgy, stage management, scenography, sound and lighting design, editing, promotion, project

management, administration and fundraising

- 15 Create original work using the skills and crafts of performance making using techniques associated with particular cultural forms

4.4 Transferable Skills and Attributes

On successful completion of this programme a student will be able to:

- 16 Analyse and critically examine diverse forms of cultural, critical and philosophical discourse, understanding the influence and impact of economic, educational and political contexts on those forms
- 17 Engage in reflexive and independent thinking with sustained concentration and focus across a range of practical and theoretical tasks
- 18 Demonstrate an awareness of interdisciplinary approaches to study and the capacity to engage with different theories or paradigms of knowledge
- 19 Produce written work with appropriate scholarly conventions, information retrieval skills, involving the ability to gather, interpret and organise material in an independent and timely manner and critically evaluate its significance
- 20 Understand group dynamics in practical contexts and respond with appropriate communication skills.

For details of each module contributing to the programme, please consult the module specification document.

5. Learning, Teaching and Assessment Strategies

5.1. Learning and Teaching Strategy

BA Drama and Theatre programme places student learning and the student experience at its core. It aims to foster a culture of creative collaboration between tutors and students underpinned by theoretical studies in the performing arts. The programme creates an environment which interrogates practice and theory side-by-side, creating a broad, interconnected body of knowledge and experience for our students - the essence of practice-as-research. These methods of teaching and research are of primary importance, in order that students be prepared for their professional lives beyond University. Further to this, a strong emphasis on employability or further study at MA/PhD is also a key part of our strategy.

The programme recognises that a wide range of students ultimately leads to a wide range of learning methods, as no one learning style will suit every student on the programme. As such, the student learning experience will embrace a variety of methods to ensure that students continue to 'want to learn' throughout their studies and are equipped with skills they can take into future employment.

Teaching methods will include: workshops, rehearsals, presentations, lectures, seminars and guided reading. These approaches have an emphasis on student-directed learning. The precise learning method for each module is clearly aligned to its specific outcome, and these learning methods have been factored against the national subject benchmarks as articulated by the Quality Assurance Agency for Higher Education.

On a typical 15-credit module, for example, there might be 30 hours of workshop activity with a workshop leader which integrates student presentations and rehearsals, 10 hours of tutorial support and a further 110 hours of student-directed rehearsal and self-directed study.

On a typical 30-credit module, these figures can be doubled with 60 hours of tutor-led workshop activity, 20 hours of tutorial support and a further 220 hours of student-directed rehearsal and self-directed study.

International variant. Students taking the exchange option will be assessed through a partner university – four modules each worth 25% of a total mark of the 60-credit module. The following table will be used to transfer marks across, if required:

Partner grade = UoL award = UoL %

A/A+ = 1ST Class = 70+

A- = High II.1 = 67/69

CB+/A- = Very Good II.1 = 65/66

B+ = Good II. = 62/64

B = II.1 = 60

B- = High II.2 = 57/59

C+/B- = Good II.2 = 55/56

C+ = II.2 = 50/54

C = 3rd Class = 45/49

C- = 3rd Class = 43/44

D = 3rd Class/Pass = 40-43

F = FAIL = 39-

5.2. Assessment Strategy

Assessment is the process through which student progress is monitored in order to determine the extent to which programme and module objectives have been achieved. The assessment strategy of the programme is based on a number of principles. These principles set out the purpose of assessment in addition to clarifying good practice across the modules.

The principles that follow set out to establish that throughout the programme assessment should always:

1. Help clarify what 'good' work is (goals, criteria, standards)
2. Encourage 'time and effort' on challenging learning tasks
3. Deliver high quality feedback that helps learners self-correct and develop
4. Provide opportunities to close gaps between current and desired levels of achievement
5. Ensure that summative assessment has a positive impact on formative learning
6. Encourage interaction and dialogue around learning (peer-to-peer and lecturer-student)
7. Facilitate the development of self-assessment and reflection in learning
8. Provide opportunities for choice in the topic, method, criteria, weighting or timing of assessments
9. Involve students in decision-making about assessment policy and practice
10. Support the development of learning groups and learning communities
11. Encourage positive, motivational beliefs and self-esteem
12. Provide information to staff that can be used to help shape their teaching

The assessment strategy of the programme is designed to support students at different levels in different ways. Level One, where all modules are core, aims to establish an important foundation to the degree to help to bridge the gap between school and further education into the demands of a higher education degree in Drama and Theatre. At Level Two, the programme aims to deliver a high degree of optionality is where modules are grouped together in order to ensure that key employability skills, for example, are clustered together thus aiming to safeguard a parity of experience across the whole programme. At Level Three, students build on their foundations and formative experiences at Levels 1 and 2 to commit to longer-term and more extensive practice and research projects in the form of a 15 or 30 credit Dissertation, and a 30 credit Final Project.

As well as undertaking performances, essays and presentations, students will encounter a range of innovative assessment forms. The 'annotated performance' allows students to critically reflect on performance in the moment of 'doing', uncovering the mechanics of performance-making in real-time. The '72-hour take-away paper' provides students with the opportunity to undertake essay-length writing in an exam-style timeframe. In doing so, students learn valuable skills in producing content to tight deadlines, as well as sharpening their information retrieval and interpretation skills. The 'presentation of practice' assessment considers the process and methodology of performance making as indicative of learning, rather than the technical execution of the work. This allows students to take 'risks' in their work, finding scholarly reward in bold, practical exploration. 'Portfolio' assessments prepare students for curating and presenting their process and practice in professional contexts in the arts and beyond.

In group work, students are assessed as individuals. While collaborative practice and sensibilities are a part of wider assessment criteria, marks are awarded to students on the basis of their own learning and submission.

Assessment and marking practice:

The programme's assessment strategy follows on directly from the School's Assessment and Marking Guidance policy, where detailed guidance is available for all staff contributing to the programme on the processes for assessing students' work and ensuring fairness in marking across the range of modules. This policy ensures, for example, that all marks are confirmed and moderated at modular marking meetings prior to the marks going forward to the external examiners and eventual award boards.

6. Programme Structure

The total number of credit points required for the achievement of Certificate of Higher Education (CertHE) is 120.

The total number of credit points required for the achievement of Diploma of Higher Education (DipHE) is 240.

The total number of credit points required for the achievement of Bachelor of Arts with Honours (BA (Hons)) is 360.

Level 1

Title	Credit Rating	Core / Optional
Theatre & Performance Studies 2020-21	30	Core
Critical Histories 2020-21	30	Core
Theatre & Performance Making II 2020-21	30	Core
Theatre & Performance Making I 2020-21	30	Core

Level 2

Title	Credit Rating	Core / Optional
Specialist Elective 1 2021-22	15	Optional
Theatre & Theory 2021-22	30	Core
Scenography & Design 2021-22	30	Optional
Contemporary Drama in Context 2021-22	30	Optional
Avant-Garde Theatre 2021-22	30	Optional
Technical Theatre 2021-22	30	Optional
Drama Study Abroad 2021-22	60	Optional
Theatre Practice 2021-22	30	Optional
Theatre and Education 2021-22	15	Optional
Stage Combat 2021-22	15	Optional
Staging the Early Modern 2021-22	30	Optional
Collaborative Elective 2021-22	30	Optional
Placements (LSFPA) 2021-22	15	Optional
Specialist Elective B 2021-22	30	Optional
Specialist Elective 2 2021-22	15	Optional
Music Theatre 2021-22	15	Optional

Level 3

Title	Credit Rating	Core / Optional
Physical Theatre 2022-23	15	Optional
Directing 2022-23	30	Optional
Acting for Song 2022-23	15	Optional
Specialist Elective II Semester A 2022-23	15	Optional
Dissertation (15c) 2022-23	15	Optional
Dissertation (30c) 2022-23	30	Optional
Creative Industries 2022-23	30	Optional
Popular Performance 2022-23	30	Optional
Performance Writing 2022-23	30	Optional
Postdramatic Theatre 2022-23	30	Optional

Performance, Broadcast & New Technologies 2022-23	30	Optional
Final Project 2022-23	30	Core
Solo Performance 2022-23	15	Optional
Theatre for Young Audiences 2022-23	15	Optional
Specialist Elective II Semester B 2022-23	15	Optional
Professional Production 2022-23	15	Optional

Appendix I - Curriculum Map

This table indicates which modules assume responsibility for delivering and ordering particular programme learning outcomes.

Key: Delivered and Assessed Delivered Assessed

Level 1

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Critical Histories 2020-21		<input checked="" type="checkbox"/>										
Theatre & Performance Making I 2020-21			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Theatre & Performance Making II 2020-21			<input checked="" type="checkbox"/>								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Theatre & Performance Studies 2020-21	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20
Critical Histories 2020-21				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Theatre & Performance Making I 2020-21	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>
Theatre & Performance Making II 2020-21	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Theatre & Performance Studies 2020-21				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Level 2

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Avant-Garde Theatre 2021-22	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Collaborative Elective 2021-22						<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Contemporary Drama in Context 2021-22	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			
Drama Study Abroad 2021-22				<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Music Theatre 2021-22												
Placements (LSFPA) 2021-22						<input checked="" type="checkbox"/>						
Scenography & Design 2021-22	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		
Specialist Elective 1 2021-22		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			

Specialist Elective 2 2021-22												
Specialist Elective B 2021-22												
Stage Combat 2021-22			✓									✓
Staging the Early Modern 2021-22								✓			✓	✓
Technical Theatre 2021-22			✓					✓			✓	✓
Theatre & Theory 2021-22	✓	✓		✓	✓	✓	✓		✓			
Theatre and Education 2021-22			✓		✓	✓			✓		✓	
Theatre Practice 2021-22	✓		✓	✓				✓		✓	✓	✓

													PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20
Avant-Garde Theatre 2021-22													✓			✓	✓		✓	✓
Collaborative Elective 2021-22													✓	✓	✓			✓		
Contemporary Drama in Context 2021-22																✓			✓	
Drama Study Abroad 2021-22																		✓	✓	✓
Music Theatre 2021-22																				
Placements (LSFPA) 2021-22																✓	✓		✓	✓
Scenography & Design 2021-22														✓	✓					
Specialist Elective 1 2021-22																✓	✓	✓	✓	
Specialist Elective 2 2021-22																				
Specialist Elective B 2021-22																				
Stage Combat 2021-22																✓				
Staging the Early Modern 2021-22													✓	✓				✓		✓
Technical Theatre 2021-22														✓			✓		✓	✓
Theatre & Theory 2021-22																✓			✓	
Theatre and Education 2021-22																✓	✓	✓	✓	✓
Theatre Practice 2021-22													✓		✓			✓	✓	✓

Level 3

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Acting for Song 2022-23			✓								✓	✓

Creative Industries 2022-23			✓			✓		✓			
Directing 2022-23	✓		✓		✓	✓	✓	✓		✓	✓
Dissertation (15c) 2022-23		✓				✓	✓				
Dissertation (30c) 2022-23		✓				✓	✓			✓	
Final Project 2022-23			✓			✓			✓	✓	✓
Performance Writing 2022-23								✓	✓	✓	
Performance, Broadcast & New Technologies 2022-23									✓	✓	✓
Physical Theatre 2022-23			✓	✓		✓			✓	✓	✓
Popular Performance 2022-23		✓							✓		✓
Postdramatic Theatre 2022-23	✓		✓	✓		✓	✓		✓	✓	
Professional Production 2022-23											
Solo Performance 2022-23	✓		✓		✓	✓					✓
Specialist Elective II Semester A 2022-23		✓				✓	✓		✓		
Specialist Elective II Semester B 2022-23		✓				✓	✓		✓		
Theatre for Young Audiences 2022-23			✓	✓		✓		✓		✓	✓

	PO13	PO14	PO15	PO16	PO17	PO18	PO19	PO20
Acting for Song 2022-23								
Creative Industries 2022-23				✓	✓			✓
Directing 2022-23			✓		✓		✓	✓
Dissertation (15c) 2022-23				✓	✓	✓	✓	
Dissertation (30c) 2022-23				✓	✓	✓	✓	
Final Project 2022-23	✓	✓	✓				✓	✓
Performance Writing 2022-23			✓					
Performance, Broadcast & New Technologies 2022-23	✓							
Physical Theatre 2022-23					✓		✓	✓
Popular Performance 2022-23	✓		✓					✓
Postdramatic Theatre 2022-23	✓		✓	✓	✓	✓	✓	✓
Professional Production 2022-23								
Solo Performance 2022-23		✓	✓		✓	✓	✓	✓
Specialist Elective II Semester A 2022-23				✓	✓			
Specialist Elective II Semester B 2022-23				✓	✓			

Theatre for Young Audiences 2022-23

✓

✓

✓

✓

Appendix II - Assessment Map

This table indicates the spread of assessment activity across the programme. Percentages indicate assessment weighting.

Level 1

	01	02	03	04	05	06	07	08	09	10	11	12	
Critical Histories 2020-21													
Theatre & Performance Making I 2020-21												100	
Theatre & Performance Making II 2020-21													
Theatre & Performance Studies 2020-21													
	13	14	15	16	17	18	19	20	21	22	23	24	
Critical Histories 2020-21	100												
Theatre & Performance Making I 2020-21													
Theatre & Performance Making II 2020-21													
Theatre & Performance Studies 2020-21													
	25	26	27	28	29	30	31	32	33	34	35	36	
Critical Histories 2020-21													
Theatre & Performance Making I 2020-21													
Theatre & Performance Making II 2020-21										100			
Theatre & Performance Studies 2020-21									100				
	37	38	39	40	41	42	43	44	45	46	47	48	
Critical Histories 2020-21													
Theatre & Performance Making I 2020-21													
Theatre & Performance Making II 2020-21													
Theatre & Performance Studies 2020-21													
								49	50	51	52	EP 1 (Wk)	EP 2 (Wks)

												16)	33, 34, 35)
Critical Histories 2020-21													
Theatre & Performance Making I 2020-21													
Theatre & Performance Making II 2020-21													
Theatre & Performance Studies 2020-21													

Level 2

	01	02	03	04	05	06	07	08	09	10	11	12
Avant-Garde Theatre 2021-22												
Collaborative Elective 2021-22												
Contemporary Drama in Context 2021-22												
Drama Study Abroad 2021-22												
Music Theatre 2021-22												
Placements (LSFPA) 2021-22												
Scenography & Design 2021-22												
Specialist Elective 1 2021-22												
Specialist Elective 2 2021-22												
Specialist Elective B 2021-22												
Stage Combat 2021-22												
Staging the Early Modern 2021-22												70
Technical Theatre 2021-22												50
Theatre & Theory 2021-22												
Theatre and Education 2021-22										100		
Theatre Practice 2021-22												100
	13	14	15	16	17	18	19	20	21	22	23	24
Avant-Garde Theatre 2021-22												
Collaborative Elective 2021-22												

Contemporary Drama in Context 2021-22												
Drama Study Abroad 2021-22												
Music Theatre 2021-22												
Placements (LSFPA) 2021-22												
Scenography & Design 2021-22												
Specialist Elective 1 2021-22												
Specialist Elective 2 2021-22												
Specialist Elective B 2021-22												
Stage Combat 2021-22												
Staging the Early Modern 2021-22	30											
Technical Theatre 2021-22	50											
Theatre & Theory 2021-22	100											
Theatre and Education 2021-22												
Theatre Practice 2021-22												
	25	26	27	28	29	30	31	32	33	34	35	36
Avant-Garde Theatre 2021-22									50	50		
Collaborative Elective 2021-22									70	30		
Contemporary Drama in Context 2021-22							40			60		
Drama Study Abroad 2021-22				100								
Music Theatre 2021-22										100		
Placements (LSFPA) 2021-22								100				
Scenography & Design 2021-22							40			60		
Specialist Elective 1 2021-22											100	
Specialist Elective 2 2021-22											100	
Specialist Elective B 2021-22									100			
Stage Combat 2021-22								100				
Staging the Early Modern 2021-22												
Technical Theatre 2021-22												
Theatre & Theory 2021-22												
Theatre and Education 2021-22												
Theatre Practice 2021-22												

Stage Combat 2021-22												
Staging the Early Modern 2021-22												
Technical Theatre 2021-22												
Theatre & Theory 2021-22												
Theatre and Education 2021-22												
Theatre Practice 2021-22												

Level 3

	01	02	03	04	05	06	07	08	09	10	11	12
Acting for Song 2022-23												100
Creative Industries 2022-23									100			
Directing 2022-23												60
Dissertation (15c) 2022-23												
Dissertation (30c) 2022-23												
Final Project 2022-23							20					
Performance Writing 2022-23												
Performance, Broadcast & New Technologies 2022-23												
Physical Theatre 2022-23												
Popular Performance 2022-23												100
Postdramatic Theatre 2022-23												
Professional Production 2022-23												100
Solo Performance 2022-23												
Specialist Elective II Semester A 2022-23												
Specialist Elective II Semester B 2022-23												
Theatre for Young Audiences 2022-23												100

	13	14	15	16	17	18	19	20	21	22	23	24
Acting for Song 2022-23												
Creative Industries 2022-23												

Directing 2022-23	40												
Dissertation (15c) 2022-23	100												
Dissertation (30c) 2022-23													
Final Project 2022-23													
Performance Writing 2022-23													
Performance, Broadcast & New Technologies 2022-23													
Physical Theatre 2022-23													
Popular Performance 2022-23													
Postdramatic Theatre 2022-23													
Professional Production 2022-23													
Solo Performance 2022-23													
Specialist Elective II Semester A 2022-23	100												
Specialist Elective II Semester B 2022-23	100												
Theatre for Young Audiences 2022-23													
		25	26	27	28	29	30	31	32	33	34	35	36
Acting for Song 2022-23													
Creative Industries 2022-23													
Directing 2022-23													
Dissertation (15c) 2022-23								100					
Dissertation (30c) 2022-23								100					
Final Project 2022-23												80	
Performance Writing 2022-23									100				
Performance, Broadcast & New Technologies 2022-23										100			
Physical Theatre 2022-23										100			
Popular Performance 2022-23													
Postdramatic Theatre 2022-23								50		50			
Professional Production 2022-23													
Solo Performance 2022-23										100			
Specialist Elective II Semester A 2022-23													
Specialist Elective II Semester B 2022-23													

Theatre for Young Audiences 2022-23													
	37	38	39	40	41	42	43	44	45	46	47	48	
Acting for Song 2022-23													
Creative Industries 2022-23													
Directing 2022-23													
Dissertation (15c) 2022-23													
Dissertation (30c) 2022-23													
Final Project 2022-23													
Performance Writing 2022-23													
Performance, Broadcast & New Technologies 2022-23													
Physical Theatre 2022-23													
Popular Performance 2022-23													
Postdramatic Theatre 2022-23													
Professional Production 2022-23													
Solo Performance 2022-23													
Specialist Elective II Semester A 2022-23													
Specialist Elective II Semester B 2022-23													
Theatre for Young Audiences 2022-23													
							49	50	51	52	EP 1 (Wk 16)	EP 2 (Wks 33, 34, 35)	
Acting for Song 2022-23													
Creative Industries 2022-23													
Directing 2022-23													
Dissertation (15c) 2022-23													
Dissertation (30c) 2022-23													
Final Project 2022-23													
Performance Writing 2022-23													

Performance, Broadcast & New Technologies 2022-23						
Physical Theatre 2022-23						
Popular Performance 2022-23						
Postdramatic Theatre 2022-23						
Professional Production 2022-23						
Solo Performance 2022-23						
Specialist Elective II Semester A 2022-23						
Specialist Elective II Semester B 2022-23						
Theatre for Young Audiences 2022-23						

Appendix III - Benchmark Analysis

This table maps programme learning outcomes to relevant QAA subject benchmark statements or PSRB guidelines.

Knowledge and Understanding

	DDP01	DDP02	DDP03	DDP04	DDP05	DDP06	DDP07	DDP08	DDP09
PO1	✓	✓						✓	
PO2		✓				✓	✓	✓	
PO3		✓	✓	✓	✓			✓	✓
PO4	✓	✓				✓			
PO5				✓		✓		✓	

	DDP10	DDP11	DDP12	DDP13	DDP14	DDP15	DDP16	DDP17	DDP18
PO1			✓			✓			
PO2				✓		✓			
PO3	✓	✓	✓				✓		
PO4			✓						
PO5						✓			

	DDP19	DDP20	DDP21	DDP22	DDP23	DDP24	DDP25	DDP26	DDP27
PO1			✓						
PO2			✓					✓	✓
PO3					✓	✓	✓		
PO4			✓	✓				✓	
PO5			✓	✓				✓	

	DDP28	DDP29	DDP30	DDP31	DDP32	DDP33	DDP34	DDP35	DDP36
PO1	✓				✓			✓	
PO2						✓		✓	
PO3	✓	✓	✓	✓	✓				✓
PO4					✓				

PO5	✓							✓	
						DDP37	DDP38	DDP39	DDP40
PO1								✓	✓
PO2								✓	✓
PO3									✓
PO4									✓
PO5									

Subject Specific Intellectual Skills

	DDP01	DDP02	DDP03	DDP04	DDP05	DDP06	DDP07	DDP08	DDP09
PO6	✓				✓	✓			
PO7		✓		✓		✓		✓	
PO8			✓	✓			✓	✓	
PO9							✓	✓	
PO10		✓	✓		✓		✓		✓

	DDP10	DDP11	DDP12	DDP13	DDP14	DDP15	DDP16	DDP17	DDP18
PO6			✓	✓	✓		✓		✓
PO7			✓		✓				
PO8	✓	✓							
PO9			✓		✓	✓			
PO10	✓	✓							

	DDP19	DDP20	DDP21	DDP22	DDP23	DDP24	DDP25	DDP26	DDP27
PO6	✓		✓	✓		✓	✓	✓	
PO7			✓			✓		✓	
PO8						✓			✓
PO9			✓						✓
PO10				✓	✓		✓		✓

	DDP28	DDP29	DDP30	DDP31	DDP32	DDP33	DDP34	DDP35	DDP36	
PO6	✓			✓	✓	✓	✓	✓	✓	
PO7	✓				✓		✓			
PO8	✓		✓	✓						
PO9	✓			✓	✓		✓	✓		
PO10	✓	✓	✓	✓						
							DDP37	DDP38	DDP39	DDP40
PO6								✓	✓	✓
PO7									✓	
PO8										
PO9									✓	✓
PO10										

Subject Specific Practical Skills

	DDP01	DDP02	DDP03	DDP04	DDP05	DDP06	DDP07	DDP08	DDP09
PO11			✓		✓				✓
PO12			✓		✓				✓
PO13			✓						✓
PO14			✓		✓			✓	✓
PO15		✓	✓		✓				✓

	DDP10	DDP11	DDP12	DDP13	DDP14	DDP15	DDP16	DDP17	DDP18
PO11	✓	✓							✓
PO12	✓	✓					✓		
PO13	✓						✓		
PO14	✓	✓					✓		
PO15	✓	✓					✓		

	DDP19	DDP20	DDP21	DDP22	DDP23	DDP24	DDP25	DDP26	DDP27
PO11					✓		✓		
PO12		✓			✓		✓		
PO13					✓				
PO14		✓			✓		✓		
PO15				✓	✓		✓		

	DDP28	DDP29	DDP30	DDP31	DDP32	DDP33	DDP34	DDP35	DDP36
PO11	✓	✓	✓	✓					✓
PO12		✓	✓	✓					✓
PO13		✓	✓	✓					✓
PO14	✓	✓	✓	✓					✓
PO15	✓	✓	✓	✓					✓

						DDP37	DDP38	DDP39	DDP40
PO11							✓		✓
PO12									✓
PO13									
PO14									✓
PO15									

Transferable Skills and Attributes

	DDP01	DDP02	DDP03	DDP04	DDP05	DDP06	DDP07	DDP08	DDP09
PO16	✓	✓		✓		✓		✓	
PO17									
PO18							✓		
PO19								✓	
PO20					✓				✓

	DDP10	DDP11	DDP12	DDP13	DDP14	DDP15	DDP16	DDP17	DDP18

PO16			✓	✓	✓	✓			
PO17			✓		✓			✓	✓
PO18			✓	✓					
PO19			✓		✓			✓	✓
PO20	✓						✓	✓	✓

	DDP19	DDP20	DDP21	DDP22	DDP23	DDP24	DDP25	DDP26	DDP27
PO16			✓			✓		✓	
PO17									
PO18									✓
PO19	✓	✓							
PO20							✓		

	DDP28	DDP29	DDP30	DDP31	DDP32	DDP33	DDP34	DDP35	DDP36
PO16	✓			✓	✓	✓	✓	✓	
PO17					✓	✓	✓	✓	
PO18					✓	✓			
PO19	✓				✓		✓	✓	
PO20		✓	✓						✓

						DDP37	DDP38	DDP39	DDP40
PO16								✓	✓
PO17						✓	✓	✓	✓
PO18									✓
PO19						✓	✓	✓	✓
PO20						✓	✓		

Appendix IV: Benchmark Benchmark Statement(s)

DDP01 - *Demonstrate knowledge of forms, practices, traditions and histories of performance and of some theoretical explanations of those histories.*

DDP02 - *Demonstrate knowledge of key practitioners and practices and/or theorists and their cultural and/or historical contexts.*

DDP03 - *Demonstrate knowledge of the key components of performance and the processes by which it is created and realised.*

DDP04 - *Demonstrate understanding of how to read texts, dance notations and/or scores, and how transitions from page to stage may be effected.*

DDP05 - *Demonstrate understanding of the group and collective processes and the interplay between the performers' conscious and subconscious resources in the realisation of performance.*

DDP06 - *Demonstrate understanding of the interplay between practice and theory within the field of study.*

DDP07 - *Demonstrate understanding of appropriate interdisciplinary elements of DDP and how to apply knowledge, practices, concepts and skills from other disciplines.*

DDP08 - *Be able to describe and interpret performance texts, production techniques and disciplines and performance events.*

DDP09 - *Be aware of the skills and processes of production, design and rehearsal by which performance is created, and have experience of their realisation and presentation in performance.*

DDP10 - *Be able to understand the possibilities for performance implied by a text, dance notation or score and, as appropriate, realise these sources through design and performance.*

DDP11 - *Be able to contribute to the creation and/or production of performance through an understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.*

DDP12 - *Be able to engage in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance.*

DDP13 - *Be able to identify the cultural frameworks that surround performance events and on which these events impinge.*

DDP14 - *Have skills in developing ideas and constructing arguments and the capacity to present them in appropriate ways.*

DDP15 - *To be aware of and able to describe forms of discourse and their effects on representation in the arts, media and public life.*

DDP16 - *Be able to work in a group and to have the skills needed for the realisation of practice-based work.*

DDP17 - *Be able to manage personal workloads and to meet deadlines and to negotiate and pursue goals with others.*

DDP18 - *Have an ability to manage creative, personal and interpersonal issues.*

DDP19 - *Have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently.*

DDP20 - *Have acquired information technology skills and have developed some awareness of their application and potential.*

DDP21 - *Demonstrate intelligent engagement with forms, practices, traditions and histories of performance and of theoretical explanations of those histories.*

DDP22 - *Demonstrate intelligent engagement with the work of key practitioners and practices and/or theorists and their cultural and/or historical contexts.*

DDP23 - *Demonstrate intelligent engagement with the key components of performance and the processes by which it is created and realised.*

DDP24 - *Demonstrate creative and intelligent engagement with a range of texts, dance notations and/or scores, and how transitions from page to stage may be effected.*

DDP25 - *Demonstrate creative and intelligent engagement with group and collective processes and the interplay between the performers' conscious and subconscious resources in the realisation of performance.*

DDP26 - *Demonstrate intelligent engagement with the interplay between practice and theory within the field of study.*

DDP27 - *Demonstrate intelligent engagement with appropriate interdisciplinary elements of DDP and how to apply knowledge, practices, concepts and skills from other disciplines.*

DDP28 - *Able to describe, interpret and evaluate performance texts, production techniques and disciplines and performance events sensitively, and to engage creatively and critically with a range of critical and theoretical perspectives.*

DDP29 - *Able to engage creatively and critically with the skills and processes of production, design and rehearsal by which performance is created, and have an ability to select, refine and present these in performance.*

DDP30 - *Able engage creatively and critically with the possibilities for performance implied by a text, dance notation or score and, as appropriate, to realise these sources sensitively through design and performance.*

DDP31 - *Able to engage creatively and critically with the creation and/or production of performance through a developed and sensitive understanding of appropriate performance vocabularies, techniques, crafts, structures and working methods.*

DDP32 - *Able to engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance.*

DDP33 - *Able to identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.*

DDP34 - *Have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways.*

DDP35 - *Have a developed capacity to analyse and critically examine and evaluate forms of discourse and their effects on representation in the arts, media and public life.*

DDP36 - *Be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work.*

DDP37 - *Be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others.*

DDP38 - *Have a developed ability to manage constructively and effectively creative, personal and interpersonal issues.*

DDP39 - *Have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance.*

DDP40 - *Have acquired and developed appropriate information technology skills, and have developed considerable awareness of their application and potential within the field of study.*