

**Programme Specification for Undergraduate Programme**  
**Leading to:**  
**BA Theatre and Creative Writing**  
**BA Theatre and Creative Writing with Placement**



*Applicable for all undergraduate students starting at FHEQ Level 4 on or after 1<sup>st</sup> September 2021*

Version No.	Date	Notes – QA USE ONLY	QA
1	April 21	Programme specification for 2021/22 created.	BJR

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Business, Arts and Social Sciences/Arts and Humanities/Performance and Production
4. Contributing college/department/division/associated institution	College of Business, Arts and Social Sciences/Arts and Humanities/English and Creative Writing
5. Programme accredited by	N/A
6. Final award(s) and FHEQ Level of Award	BA Theatre and Creative Writing FHEQ Level 6 BA Theatre and Creative Writing with Placement FHEQ Level 6
7. Programme title	BA Theatre and Creative Writing
8. Programme type (Single honours/joint)	Joint Honours
9. Normal length of programme (in months) for each mode of study	36 months (3 years) Full-Time 48 months (4 years) Full-Time Thick Sandwich 72 months (6 years) Part-Time
10. Maximum period of registration for each mode of study	Normal length of programme plus 3 years for each mode of study
11. Variation(s) to September start	None
12. Modes of study	FT; PT; Thick sandwich
13. Modes of delivery	Standard taught
14. Intermediate awards and titles with FHEQ Level of Award	BA (Ordinary) Theatre and Creative Writing FHEQ Level 6 BA (Ordinary) Theatre and Creative Writing with Placement FHEQ Level 6 DipHE Theatre and Creative Writing FHEQ Level 5 DipHE Theatre and Creative Writing with Placement FHEQ Level 5 Cert HE Theatre and Creative Writing FHEQ Level 4
15. UCAS Code	W4WW; W481
16. HECos Code	100698
17. Route Code	W440UTHEACRW
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<a href="#">QAA UK Quality Code for Higher Education</a> which includes the English Framework for Higher Education Qualifications within Part A on Setting and Maintaining Academic Standards

	<a href="#">Most Recent QAA Subject Benchmark Statement- Dance, Drama and Performance</a> ; and <a href="#">English Most Recent NAWE Subject Benchmark Statement</a> (Creative Writing) <a href="#">Brunel 2030</a> Brunel Placement Learning Policy, as published under the 'Placements' section of the ' <a href="#">Managing Higher Education Provision with Others</a> ' page
19. Admission Requirements	Details of <a href="#">entry requirements</a> are provided on the University's and <a href="#">College</a> website. Levels of English for non-native speakers are outlined on Brunel International's <a href="#">language requirements</a> pages.
20. Other relevant information (e.g. study abroad, additional information on placements)	N/A
21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.	N/A
22. Further information about the programme is available from the College website.	<a href="http://www.brunel.ac.uk/cbass">http://www.brunel.ac.uk/cbass</a>

### 23. EDUCATIONAL AIMS OF THE PROGRAMME

1. To provide students with the skills and intellectual environment to become critical and creative communicators, with skills appropriate to employment in the creative industries;
2. To produce reflective practitioners with a range of specific skills sets, who can contextualise, analyse and theorise, but also demonstrate the application of high degrees of skill in practice;
3. To produce students who can critique and contextualise the creative process within a wide frame of reference, including social, philosophical and historical concerns, and also take part in the creation and recreation of creative work;
4. To equip students with the capacity to benefit from further studies.
5. To equip students from a diverse range of ethnic and cultural backgrounds to compete effectively in the global marketplace
6. To enable students, through a Work Placement, to develop skills and knowledge relevant to work and professional development (4 year thick sandwich mode)

### 24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

FHEQ Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
<b>4</b>					
	K & C	To demonstrate a developing awareness of contemporary creative practices how these are influenced by or may directly evolve from wider social, political and cultural issues.	CW1801 CW1802 CW1803	CW1700	DR1615 DR1612 DR1616

	K & C	Demonstrate knowledge and understanding of contemporary and historical creative practices and engage with concepts of narrative, structure and intertextuality.	CW1801 CW1802 CW1803	CW1700	DR1615 DR1604 DR1612 DR1613 DR1607
	K & C	To acquire a basic understanding of the relationship of the various constituent elements of creative practice.	CW1801 CW1802 CW1803	CW1700	All Theatre modules
	S	The ability to formulate an argument in an appropriately referenced and contextualised essay.	CW1801 CW1802 CW1803	CW1700	DR1615 DR1612 DR1616
	S	To work collaboratively and creatively with others.	CW1801 CW1802 CW1803	CW1700	All Theatre modules
	S	To demonstrate the ability to critically reflect in verbal and written form upon the creative processes.	CW1801 CW1802 CW1803	CW1700	All Theatre modules
<b>5</b>					
	K & C	To demonstrate a deepening awareness of ongoing practices and debates in and around the arts and how these relate to contemporary creative practice.			All Theatre modules EN2063 EN2019 EN2016 EN2606
	K & C & S	To demonstrate engagement with suitable research methods pertinent to performance research projects			All Theatre modules
	K & C	Demonstrate knowledge and increased understanding of key debates which have shaped contemporary creative practice.			All Theatre modules EN2017
	K, C & S	To demonstrate increased engagement with the complexities of theory and practice that deepen and/or challenge traditional modes encountered at FHEQ Level 4.			All Theatre modules EN2017
	K, C & S	To critically reflect upon their own and other's work, develop ideas of individual academic and creative roles within collaborative process and demonstrate developing skills and increased confidence in collaboration, collective working and public performance of creative work.			All Theatre modules EN2603 EN2019 EN2016 EN2606
	C	Combine independent thought and creativity with research and writing techniques to engage with different types of creative practice.			DR2608 DR2619 DR2612 DR2614 DR2601 EN2063 EN2019 EN2016

					EN2606
<b>6</b>					
	K C & S	To interrogate, using critical and analytical skills, the relationships between dramatic texts, socio-political circumstances and different media.			All Theatre modules EN3000
	K & C	Demonstrate collaborative skills in rehearsal, production mounting and performance			DR3618 DR3612 DR3617 DR3619 DR3614
	K, C & S	To evaluate, using advanced theoretical knowledge and understanding, creative practice.			AH3600 All Theatre modules  EN3613 EN3037 EN3028 EN3029
	K C & S	To adopt, adapt and challenge models of practice in their own process and in relation to their specialism/s.			All Theatre modules AH3600 EN3000
	C	Synthesise independent thought, self-reflection, initiative, creativity, research skills and critical understanding in the planning and realisation of original creative / theoretical written work.			AH3600 All Theatre modules EN3613 EN3037 EN3028 EN3029

#### Professional Development

	K	Demonstrate an understanding of the work environment, its structural and operational context, and the issues that shape it			AH2555 DR3616
	C	Analyse issues of professional development encountered in an employment context from an academic perspective			AH2555 DR3616
	S	Adapt to the demands of an employment environment			AH2555 DR3616
	S	Reflect on professional and personal development issues arising from the employment experience			AH2555 DR3616

**Learning/teaching strategies and methods** to enable learning outcomes to be achieved, including formative assessments

A strong emphasis of the programme design is on learning through Personal Tutor seminars (up to 10 tutees), and on a range of smaller group activities (12 -15 students) in order to facilitate communication and collaboration. This will encourage students to practise and gain increased competence and confidence in interpersonal, oral communication and analytical skills. A wide variety of topics and learning situations are encountered across the programme. Analytical, critical and academic writing skills are developed largely by means of written coursework assignments and tutor feedback on these as well as discussion and feedback in seminars. In addition, individual tutorials are offered to all students who wish to have further feedback on practical or written work. Time-management and decision-making is learnt through the experience of meeting pre-notified coursework, practical performance and other deadlines. Group creative work allows students to develop problem solving and team skills (listening, collaboration, negotiation and decision-making). Presentations provide students with opportunities to develop communication

skills. Lectures and seminars develop the knowledge base of the student while requiring them to analyse and synthesise the material they are exposed to both verbally and in written form.

Each student will work closely with their Personal Tutor at FHEQ levels 4 and 5. The tutor at this level will be responsible for up to 10 students who s/he will meet on a weekly basis. This will be the forum for the discussion of the material covered in the Perspectives lecture, which each week will focus on a particular theme, concept or issue pertinent to the study of theatre. Students will also experience the following teaching environments lectures, seminars, individual tutorials, workshops, practical classes, theatre visits.

At FHEQ level 5 students will expand their skill set to embrace a study of the disciplinary strands in greater depth. The particular skill sets achieved will depend on module choice but will include learning the Stanislavski's method of physical actions, how to construct and deconstruct text for performance, staging, time management, budgeting, project planning, basic technical skills for theatre, learning of scenographic techniques, proxemics, research methods appropriate to the discipline, how to design and structure workshops for specific client groups, how to liaise with and present ideas to external professionals and industry bodies, as well as developing skills in selection, rehearsal and presentation of material in practical classes and the ability to analyse, evaluate and articulate selected elements of theory and practice in written assignments and verbal forums.

Teaching will include the following environments depending on which modules are chosen; lectures, seminars, tutorials, workshops, masterclasses, practical classes, theatre visits, project visits. Depending on the area of specialism, at FHEQ level 6 students will experience the aforementioned learning environments plus career-focused work experience, and public debating.

For the CW modules, lectures, seminar discussions and workshops with practitioners and theorists provide students with a range of approaches to the analysis and production of Creative Writing that they are expected to evaluate. A range of materials will be examined, evaluating various design and conceptual methodologies. One-to-one tutorials with members of the team are structured into the programme at various points, and these are supplemented by an online forum designed to enable students and staff to work remotely to share advice, issues, and problems in a group context. Seminars will provide the opportunity for collective class discussion before and during the preparation and execution of projects; and practical exercises will also be undertaken in seminars. Central to the learning and teaching strategy is a philosophy to encourage students to collaborate creatively and to share ideas with their peers, and to contribute to each other's initiatives and projects. Many of the practical exercises will involve group work. This will develop skills relevant to those who wish to enter employment in the industry. The learning pathways and the style of teaching are designed to help students develop the range of skills, including personal responsibility and initiative, and the ability to make decisions under complex conditions, which is an essential requirement for a career within the writing industry.

For the Placement, a workshop and tutorials are provided, associated with the placement.

#### **Summative assessment strategies and methods** to enable learning outcomes to be demonstrated

A range of assessment methods will be used to test levels of skill in each of the seven strands: Physical Theatre, Directing, Acting, Digital Performance, Musical Theatre and Applied Theatre all share emphasis on approaching a task or problem via a process of individual/group research, analysis and interpretation. All written submissions require clear, well-evidenced argumentation. All assessment tasks on the programme call upon a degree of research, creative thought, imagination and independence of mind. As students advance through the levels the assessment tasks increase in length, focus and intensity, so that by FHEQ Level 6 students are extensively tested through longer and more complex assignments and through the mounting of larger scale practical work and/or through the presentation of work in public settings. Practice-based classes, rehearsals and projects require students to actively engage with creative processes while at the same time keeping a critical and analytical perspective on the work that they do. Lectures, seminars and tutorials require students to explore and critique a range of theories and to relate these to practical examples of practice. Individual tutorials and feedback on both practical work and written coursework provides important guidance and discussion of particular assessment tasks.

Research underpins teaching at all three levels. At FHEQ Level 4 students engage with practice and theory that has an emphasis on pre-20<sup>th</sup> century theatrical forms. At FHEQ level 5 the emphasis is more upon 20<sup>th</sup> century and 21<sup>st</sup> century practices. At FHEQ Level 6 students, with the accumulated knowledge and understanding of FHEQ levels 4 & 5, can make informed decisions about the style, form and approach they wish to take with their practical and investigative written work with the support and advice of their tutors. This will allow FHEQ level 6 students to work with increasing autonomy. At this level, students will negotiate, in consultation with tutors and in line with the learning outcomes of the module, the nature and direction of much of their work. At the same time lectures, practical classes, placement opportunities and professional development classes will continue to support student development and will continue to underpin practical and written work.

For Creative Writing, summative assessment includes a final year project, essays, portfolios of shorter written coursework, individual and group presentations, continuous assessment of participation in seminars. The range of assessments ensures that different areas and expressions of knowledge in are developed and tested in terms of theory, design and industrial requirements. Practical work is assessed in a range of projects throughout the programme. In addition, and in keeping with the theory-practice interface focus of the programme, many practical exercises assess students' theorisation and critical reflection on their work. Written essays that accompany projects require evaluation of their work using a range of theoretical and critical tools. For English

modules, the conventional essay formats assess students' understanding and evaluation of debates and methodological approaches current within the subject area.

In parallel to the overriding logic of the learning and teaching strategies, the idea is that the summative assessments become much more student-directed by FHEQ level 6. Questions and instructions will be more prescriptive and supportive at FHEQ level 4 and gradually become more open as the programme progresses.

For the Placement, students will complete a log book of the placement and an extended critical analysis, reflecting on professional development and its connection to their academic programme of study.

## 25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)

Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)

Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)

Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

<b>Level 4</b>	
<p><b>Compulsory assessment block codes, titles and credit</b></p> <p>CW1800 Introduction to Writing Fiction (15 credits)            CW1801 Introduction to Writing Drama (15 credits)            CW1802 Introduction to Writing Poetry (15 credits)            CW1804 Reflective Learning Journal (15 credits)</p>	<p><b>Optional assessment block codes, titles and credits</b></p>
<p><b>Compulsory study block codes, titles and credit volume</b></p> <p>CW1700: Creative Writing Practice (0 credit)</p>	<p><b>Optional Study block codes, titles and credit volume</b></p>
<p><b>Compulsory modular block codes, titles and credit</b></p> <p>DR1615 Perspectives 1 (20 credits)</p>	<p><b>Optional modular? block codes, titles and credits</b></p> <p>Choose two, three, or four of the following (40 credits total):</p> <p>DR1619 Ensemble Production (30 credits)            DR1601 Acting 1: Essential Skills (10 credits)            DR1607 Applied Drama Practice: An Introduction (10 credits)            DR1612 Physical Theatre 1: Between Dance and Theatre (10 credits)            DR1613 Musical Theatre 1 (10 credits)            DR1616 Theatre Making 1 (20 credits)            DR1617 Digital and Technical Theatre (10 credits)</p>
<p><b>Level 4 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p>	

Level 5	
<b>Compulsory assessment block codes, titles and credits</b>	<b>Optional assessment block codes, titles and credits</b>
<b>Compulsory study block codes, titles and credit volume</b>	<b>Optional Study block codes, titles and credit volume</b>
<b>Compulsory modular block codes, titles and credits</b>  DR2608 Perspectives 2 (20 credits)	<b>Optional modular block codes, titles and credits</b>  Choose two of the following (40 credits total)  DR2601 Acting 2: Beyond Naturalism (20 credits) DR2602 Applied Drama: Project (20 credits) DR2607 Digital Performance 2 (20 credits) DR2612 Musical Theatre 2: Histories, Practices and Theories (20 credits) DR2613 Writing 2: Experiments in Language for Performance (20 credits) DR2614 Physical Theatre 2: Performance and Embodiment (20 credits) DR2619 Theatre Making 2 (20 credits)  Plus three of the following (60 credits total)  EN2603 Writing Contemporary Poetry (20 credits) EN2017 Writing the Short Story (20 credits) EN2019 Screenwriting (20 credits) EN2606 Horror, Sci-Fi and Fantasy (20 credits) CW2600 Life Writing (20 credits)
<b>Level 5 Progression and Award Requirements</b>  As per <a href="#">Senate Regulation 2</a>	

Level 5 – Sandwich Placement	
<b>Compulsory assessment block codes, titles and credits</b>	<b>Optional assessment block codes, titles and credits</b>
<b>Compulsory study block codes, titles and credit volume</b>  AH2554 Creative Writing Pre-Placement Study Block (0 credit)	<b>Optional study block codes, titles and credit volume</b>
<b>Compulsory modular block codes, titles and credits</b>  AH2555 Placement (120 credits) Core: Block	<b>Optional modular block codes, titles and credits</b>
<b>Level 5 Placement Progression and Award Requirements</b>  As per <a href="#">Senate Regulation 2</a> AH2555 will contribute 25% of the Level 2 profile and 8.3% of the overall degree calculation	



Level 6	
<b>Compulsory assessment block codes, titles and credits</b>	<b>Optional assessment block codes, titles and credits</b>
<b>Compulsory study block codes, titles and credit volume</b>	<b>Optional study block codes, titles and credit volume</b>
<b>Compulsory modular block codes, titles and credits</b> DR3614 Final Production (40 credits) Core: Block Or DR3608 Written Dissertation (40 credits) Core: Block Or CW3601 Creative Writing Special Project (40 credits) Core: Block	<b>Optional modular block codes, titles and credits</b> If you select DR3608 or DR3614, you should also select one DR module and three AH or EN/CW modules from below  If you select CW3601 you should select one AH or EN/CW module and three DR modules from below  AH3600 Psychogeography (20 credits) DR3617 Advanced Physical Theatre 3 (20 credits) DR3601 Perspectives 3: Battling with Ideas (20 credits) DR3612 Advanced Musical Theatre 3 (20 credits) DR3618 Advanced Acting 3 (20 credits) DR3619 Digital Performance and Technology 3 (20 credits) DR3620 Anti-Racism and Performance (20 credits)  EN3613 The Creative Industries (20 credits) CW3600 Writing Film and Television (20 credits) EN3028 Writing Modern Fiction (20 credits) EN3612 Writing Poetry for Performance (20 credits)
<b>Level 6 Progression and Award Requirements</b>  <b>As per <a href="#">Senate Regulation 2</a></b> AH2555 will contribute 8.3% of the overall degree calculation	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a 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 learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.