

Programme Specification for Undergraduate Programme

Leading to:

BA Theatre and English

BA Theatre and English with Placement



Applicable for all undergraduate students starting at FHEQ Level 4 on or after 1st September 2021

Version No.	Date	Notes – QA USE ONLY	QA
<u>1</u>	May 2021	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 (Hons) Theatre and English FHEQ Level 6 BA (Hons) Theatre and English with Placement FHEQ Level 6
7. Programme title	BA Theatre and English
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; P/T; Thick sandwich
13. Modes of delivery	Standard taught
14. Intermediate awards and titles with FHEQ Level of Award	BA (Ordinary) Theatre and English FHEQ Level 6 BA (Ordinary) Theatre and English with Placement FHEQ Level 6 DipHE in Theatre and English FHEQ Level 5 DipHE in Theatre and English with Placement FHEQ Level 5 Cert HE in Theatre and English FHEQ Level 4
15. UCAS Code	WQ43; W481
16. HECoS Code	100698/100320
17. Route Code	W440UTHEAENG
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	UK Quality Code for Higher Education Most Recent QAA Subject Benchmark Statement- Dance, Drama and Performance ; and English Brunel 2030 Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page

19. Admission Requirements	Details of entry requirements are provided on the University's and College website. Levels of English for non-native speakers are outlined on Brunel International's language requirements 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.	http://www.brunel.ac.uk/cbass

23. EDUCATIONAL AIMS OF THE PROGRAMME

1. To provide students with the life long skills and intellectual environment to become critical and creative communicators;
2. To provide a framework that demonstrates the scope of theatrical and literary work and practice, within which students can develop their individual interests;
3. To produce reflective critical and creative 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 research, scholarship and / or practice;
4. To produce students who can independently critique and contextualise creative and literary processes within a wide frame of reference, including social, philosophical and historical concerns;
5. To engage students in a critical interaction between theory and critical practice, where theory informs practice, and is in its turn questioned and tested by practice;
6. To foster increasing confidence and independent thinking through and in collaborative group projects and individual work;
7. To equip students with the capacity to benefit from further studies in Theatre, English and related fields.
8. To equip students from a diverse range of ethnic and cultural backgrounds to compete effectively in the global marketplace;
9. To encourage students to develop skills of expression and disciplinary appropriate techniques of scholarship and presentation.
10. To enable students, through a Work Placement, to develop skills and knowledge relevant to work and professional development (4 yr 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)
4	S	The ability to formulate a properly referenced argument and to communicate it effectively in an appropriate medium.	EN1810	EN1708 EN1709	DR1615 DR1607 DR1613 EN1604 EN1605

					DR1612
	S	To work collaboratively and creatively with others in a range of academic contexts including seminars, lectures and workshops	EN1810	EN1708 EN1709	All Theatre modules
	C	Applying texts and creative practices as critical tools for exploring the world.	EN1810	EN1708 EN1709	DR1612 DR1601 DR1619 EN1605 DR1617 DR1618 DR1616
	C	Scholarly resilience incorporating the ability to encompass a repertoire of analytical and conceptual techniques and to apply theoretical ideas to texts or practices.	EN1810	EN1708 EN1709	DR1612 EN1604 EN1605 DR1618
	K	To understand textual and creative forms, genres and devices, critical approaches and their historical formation and development.	EN1810	EN1708 EN1709	DR1615 DR1607 DR1613 EN1604 EN1605 DR1612
	K	To demonstrate the ability to critically reflect in verbal and written form upon the creative processes and literary forms, genres and devices.	EN1810	EN1708 EN1709	DR1615 DR1607 DR1613 DR1612 EN1604 EN1605
5					
	K & C	To demonstrate knowledge and increased understanding of key debates which have shaped contemporary creative, critical and literary practice.		All English modules.	All Theatre modules
	K & C & S	To demonstrate engagement with suitable research methods pertinent to performance research projects			All Theatre modules
	K & C	To demonstrate increased engagement with the complexities of theory and practice that deepen and/or challenge traditional modes encountered at FHEQ Level 4		All English modules	All Theatre modules
	K & C	To identify and articulate literary, creative and theoretical forms, genres and devices, and their historical formation and their historical development.		All English Modules	DR2608 DR2602 DR2601 DR2614 DR2612 DR2619
	C	Relating theoretical ideas, secondary sources and/or historical context to the critical engagement with creative practices and / or texts		All English modules	DR2608 DR2602 DR2601 DR2614 DR2612
	S	To develop skills and increased confidence in collaborative work in seminars, workshops and / or performances		All English modules	DR2608 DR2613 DR2614 DR2601 DR2602 DR2607 DR2612

					DR2619
	S	Deploy skills learnt at FHEQ level 4 effectively with more complex and demanding material at an enhanced level as demonstrated in assessed work..		All English modules	DR2608 DR2602 DR2601 DR2614 DR2612
6					
	K & C	To interrogate, using critical and analytical skills, the relationships between literary and / or dramatic texts, and socio-political circumstances. And to demonstrate an in depth critical knowledge of the latest research on selected literary, theatrical or creative topics.	All English modules		All Theatre Modules AH3600
	K & C	Demonstrate collaborative skills in rehearsal, production mounting and performance			DR3618 DR3617 DR3619
	K & C	To evaluate, using advanced theoretical knowledge and understanding, a chosen literary or creative topic.	All English modules.		All Theatre modules
	K & C	Critically synthesize relevant themes of the texts or creative practices studied with the various aesthetic, cultural, intellectual, social and historical contexts of the twenty-first century; incorporating secondary and/or theoretical reading into an overall argument.	All English modules.		DR3614 DR3618 DR3617 DR3612 DR3620 DR3608 AH3600
	S	To have a developed ability to manage constructively and effectively personal and interpersonal issues within the context of group work in seminars, workshops and / or performances.	All English modules		DR3614 DR3617 DR3612 DR3618 DR3619
	S	Deploy skills learnt at FHEQ level 4 and 5 effectively with more complex and demanding material at an enhanced level as demanded in assessed work.	All English modules		All Theatre modules
Professional Development					
5	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					

For Theatre there is 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 English modules, learning takes place in lectures, workshops, seminar groups (<15 at FHEQ level 4; <20 at FHEQ level 5), on trips, in individual tutorials by appointment, and in supervised group research sessions and tasks in the library. FHEQ Level 4 includes diagnostic exercises which will receive formative feedback as part of the Study Blocks EN1708 Reading Resilience and EN1709 Digital Literacy (student learning in these respects is summatively assessed as part of the Assessment Block EN1810. Lecturers and tutors are all available for office hours (full-time staff for 4 hours per week) to be consulted individually and will also respond to emails. Detailed feedback is supplied on presentations, portfolios, essays and all other summatively assessed assignments.

The overall logic of the programme is to demonstrate to students a research-led and practice-led approach to English literature from the beginning of FHEQ level 4; relating the former to real-world contexts (as in the Modules EN1604 World Literature: Going Global and EN1605 World Literature: Travels and Migrations). By completion of FHEQ level 4, students should have knowledge of all the essential skills they need to benefit fully from the more advanced study at FHEQ level 5 and FHEQ level 6. Study at FHEQ level 6 affords students full freedom to choose topics from amongst the large selection of research-led option modules (with staff teaching in their areas of research expertise) and to study at depth a subject of their choice in the dissertation module, with the benefit of individual supervision.

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

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

For Theatre, 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-20th century theatrical forms. At FHEQ level 5 the emphasis is more upon 20th century and 21st 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 level 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 English, summative assessment includes a final year dissertation, exams, essays, portfolios of shorter written coursework, individual and group presentations, continuous assessment of participation in seminars, and (as described above) drawing up an action plan based on formative feedback and also getting FHEQ level 4 students to reflect and present on their personal development over their first year in terms of learning outcomes they have met and the transferable skills they have acquired.

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. So questions and instructions will be more prescriptive and supportive at FHEQ level 4 and gradually become more open as the programme progresses.

For the professional 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.

FHEQ Level 4	
Compulsory assessment block codes, titles and credit EN1810: Tutorial Assignments (30 credits) (part-time students year 1) (Must be taken with EN1708/EN1709.)	Optional assessment block codes, titles and credits
Compulsory study block codes, titles and credit volume EN1708 Reading Resilience (15 credits) (part-time students Yr 1) EN1709 Digital Literacy (15 credits) (part-time students Yr 1)	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits DR1615 Perspectives 1 (20 credits) EN1604 World Literature 1: Going Global (15 credits) EN1605 World Literature 2: Travels and Migrations (15 credits)	Optional modular block codes, titles and credits Choose two, three, or four of the following (40 credits total): DR1601 Acting 1: Essential Skills (10 credits) DR1619 Ensemble Production (30 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 & Technical Theatre 1 (10 Credits)
FHEQ Level 4 Progression and Award Requirements As per Senate Regulation 2	

FHEQ Level 5	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
Compulsory modular block codes, titles and credits DR2608 Perspectives (20 credits)	Optional modular block codes, titles and credits Choose two of the following (40 credits total) DR2613 Writing 2: Experiments in Language for Performance (20 credits) DR2614 Physical Theatre 2: Performance and Embodiment (20 credits) DR2601 Acting 2: Beyond Naturalism (20 credits) DR2602 Applied Drama 2: Project (20 credits) DR2607 Digital Performance 2 (20 credits) DR2612 Musical Theatre 2: Histories, Practices and Theories (20 credits) DR2619 Theatre Making 2 (20 credits) Plus three of the following (60 credits): EN2001 Nineteenth-Century Novel (20 credits) EN2002 Shakespeare Text and Performance (20 credits) EN2014 Modernism (20 credits) EN2021 Romanticism & Revolution (20 credits) EN2011 Post-Colonial Writing (20 credits) EN2610 Contemporary British and Irish Fiction (20 credits) EN2605 Genre Fiction (20 credits) EN2611 21 st Century Fictions of Global Inequality
FHEQ Level 5 Progression and Award Requirements As per Senate Regulation 2	

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

FHEQ Level 6	
Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits

Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
<p>Compulsory modular block codes, titles and credits</p> <p>DR3614 Final Production (40 credits) Core: Block Or DR3608 Written Dissertation (40 credits) Core: Block</p> <p>Or EN3003 English Special Project (40 credits) Core: Block</p> <p>Or EN3004 English Special Project (20 credits) Core: Block And DR3606 Written Dissertation Single (20 credits) Core: Block</p>	<p>Optional modular block codes, titles and credits</p> <p>All modular blocks are 20 credits unless otherwise specified</p> <p>Students must select 20 credits in total from Theatre from the list below if they are choosing to take DR3608 or DR3614, and 60 credits in total from English.</p> <p>Students must select 20 credits in total from English from the from the list below if they are choosing to take EN3003, and 60 credits in total from Theatre from the list below.</p> <p>DR3617 Advanced Physical Theatre 3 DR3601 Perspectives 3: Battling with Ideas DR3612 Advanced Musical Theatre 3 DR3616 Professional Experience and Development DR3618 Advanced Acting 3 DR3619 Digital Performance and Technology 3 DR3620 Anti-Racism and Performance (20 credits)</p> <p>Term 1 English Modules: EN3605 Modern and Contemporary Lesbian Literature EN3613 Creative Industries EN3617 Violence AH3600 Psychogeography</p> <p>Term 2 English Modules: EN3022 Victorian Literature and Culture EN3604 Writing Ireland EN3619 Chaucer to Shakespeare</p>
<p>FHEQ Level 6 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p> <p>AH2555 will contribute 8.3% of the overall degree calculation</p>	

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.