



UNIVERSITY OF  
PORTSMOUTH

# COURSE SPECIFICATION

## *BA (Hons) Theatre*

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# COURSE SPECIFICATION

Course Title	<b><i>BA (Hons) Theatre</i></b>
Final Award	<i>BA (Hons) Theatre: Drama BA (Hons) Theatre: Musical Theatre BA (Hons) Theatre: Production</i>
Exit Awards	<i>CertHE, DipHE, BA</i>
Course Code / UCAS code (if applicable)	<i>U3536PYC / W491</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>3 years, 4 years with placement</i>
Cohort(s) to which this course specification applies	<i>September 2024 intake onwards</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>University of Portsmouth</i>
Faculty	<i>Creative and Cultural Industries</i>
School/Department/Subject Group	<i>School of Art, Design and Performance</i>
School/Department/Subject Group webpage	<a href="#"><i>School of Art, Design and Performance</i></a>
Course webpage including entry criteria	<a href="#"><i>BA (Hons) Theatre</i></a>
Professional and/or Statutory Regulatory Body accreditations	<i>N/A</i>
<a href="#"><u>Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</u></a>	<i>Level 6</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

## Educational aims of the course

The BA (Hons) Theatre degree teaches students the skills and knowledge to bring stories to life on stage and beyond. Students engage as practitioners and scholars with popular performance, experimental work, and applied theatre. After a foundational shared first year, students select from optional modules in second year to develop a unique focus within the broad study of theatre. The blended theoretical and practical journey of the course culminates in an exit award of the specialism chosen by the student of either:

- BA Theatre: Drama
- BA Theatre: Musical Theatre
- BA Theatre: Production.

The pathways are connected through core and optional modules within which students collaborate to deliver scholarly research and performance projects for audiences. The options, exit awards and core areas reflect the expertise of the staff teaching team whose internationally-recognized research informs all areas of the course. Each of the three exit awards share collaborative encounters with core modules in:

- Theatre making: devising, performing, and production
- Applied and community theatre: politics and engagement
- Thinking performance: critique, history and theory

BA (Hons) Theatre students develop subject-specific knowledge of theatre and performance as well as transferable skills in communication, team work, problem solving; useful for many careers in the creative industries, education, and further afield.

The broader aims and intentions of the course are as follows:

- To provide a stimulating and coherent course of study that develops both subject-specific and transferable skills;
- To provide students with the opportunity to develop skills relating to the theatre and to the performing arts more broadly;
- To equip graduates with skills necessary for lifelong learning, employability and enterprise and flexibility in the context of labour markets;
- To provide students with the skills and knowledge required to enhance career and postgraduate study opportunities;
- To develop students' skills in the practice and/or critical analysis of a range of dramatic texts and events; the comprehension and evaluation of ideas; and handling of contextual and theoretical concepts;
- To provide an understanding of the skills required in production practices and processes;
- To support the development of skills in performance and production;
- To provide an understanding of the historical, political, cultural context of performance, and an awareness of its role in articulating and shaping values, ideas, identities and cultures;
- To provide an opportunity to study a wide range of dramatic performances and artefacts from a variety of historical periods and cultures, with a focus on transnational intersections, interactions and discourses;
- To develop textual and intertextual literacies;
- To enable students to develop a high standard of communication skills, and skills of critical argument.
- To provide opportunities to undertake a placement year and develop skills applicable to careers in areas such as marketing, presentation, communication, event planning, editing, and writing.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

**A. Knowledge and understanding of:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	The contemporary situation and histories of theatre and performance, and the theoretical understandings of them (DDP)	Lectures, Seminars, Group work.	Essays, Presentations, Portfolios, Viva voce.
A2	Contemporary and historical contexts of production, circulation and reception of various types of performance – from stage plays to contemporary performance art (DDP)	Lectures, Seminars, Group work.	Essays, Presentations, Portfolios, Viva voce.
A3	Theoretical paradigms that influence performance practice and contemporary dramatic criticism (DDP, E)	Lectures, Seminars, Group work.	Essays, Presentations, Portfolios, Viva voce.
A4	Key drama practitioners, theatre-making practices and cultural theorists in their respective critical and/or historical contexts (DDP)	Lectures, Seminars, Group work.	Essays, Presentations, Portfolios, Viva voce.
A5	The evolutionary development of genres, conventions, forms, and dramatic structures from ancient drama to the present (DDP)	Lectures, Seminars, Group work.	Essays, Presentations, Portfolios, Viva voce.

**B. Cognitive (Intellectual or Thinking) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	Examine dramatic and performative texts (including both written and live performance) within a range of critical and theoretical frameworks (DDP)	Lectures, Seminars, Group work, Workshops.	Essays, Presentations, Portfolios, Viva voce.
B2	Assemble and utilise complex academic information from a range of sources, and integrate to further the development of academic knowledge (E)	Lectures, Seminars, Group work, Workshops.	Essays, Presentations, Portfolios, Viva voce.
B3	Identify the cultural frameworks and socio-political contexts within which performance events are created (DDP)	Lectures, Seminars, Group work, Workshops, Studio Practice.	Essays, Presentations, Portfolios, Viva voce, Performances.
B4	Develop skills in debate, reflection, and critical engagement from a range of perspective	Lectures, Seminars, Group work, Workshops.	Essays, Presentations, Portfolios, Viva voce.
B5	Understand, interrogate, and apply different theoretical positions to critical analyses of performance, develop an awareness of their applicability in interpreting artefacts, making new work, and in the production of essays and other projects (DDP)	Lectures, Seminars, Group work, Workshops.	Essays, Presentations, Portfolios, Viva voce.

**C. Practical (Professional or Subject) skills, able to:**

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
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C1	Explore the relationship between page and stage through creative engagement with dramatic texts in and out of the classroom (DDP)	Lectures, Seminars, Group work, Workshops, Performances.	Essays, Portfolios, Presentations, Viva voce, Performances.
C2	Present a dramatic text in performance, using a range of performance and production skills (DDP)	Group work, Workshops, Performances.	Portfolio, Workshops, Performances.
C3	Understand classic and contemporary styles and genres and their relationships to cultural contexts as evidenced through workshops and performance work	Group work, Workshops, Performances.	Portfolio, Workshops, Performances.
C4	Demonstrate the ability to articulate the relationship between theory and practice in artistic production (DDP)	Workshops, Performances.	Portfolio, Workshops, Performances, Viva voce
C5	Use critical skills in the close reading and analysis of performance texts (theatre, dramatic, post-dramatic) (E)	Seminars, Group work, Individual work, Performances.	Performances, Viva voce.

#### **D. Transferrable (Graduate and Employability) skills, able to:**

<b>LO number</b>	<b>Learning outcome</b>	<b>Learning and Teaching methods</b>	<b>Assessment methods</b>
D1	Produce practical work at an appropriately professional level of performance, presentation, exhibition or publication within the University or local community context	Seminars, Group work, Workshops, Performances.	Portfolios, Presentations, Performances.
D2	Demonstrate advanced communication skills, both oral and written, including the ability to present a rhetorically effective and coherent, well supported, and sustained argument	Seminar, Group work, Workshops.	Essays, Portfolios, Presentations, Performances, Viva voce.
D3	Identify and interrogate questions or problems, and propose interpretative or explanatory solutions, and where appropriate devise practical responses or outcomes	Lectures, Seminars, Workshops, Group work.	Essays, Portfolios, Performances, Viva voce.
D4	Participate positively in discussion, work in relation to others, and negotiate responses and solutions in the light of on-going evaluation and reflection (DDP)	Seminar, Group work, Workshops.	Portfolios, Presentations, Performances, Viva voce.
D5	Demonstrate time-management, organisational and administrative skills, including the ability to plan and work to clear goals and objectives. Demonstrate word-processing, digital imaging, webpage and social media experience, and other IT skills and familiarity with electronic search tools (DDP)	Group work, Individual work, Workshops, Performances.	Portfolios, Presentations, Performances, Viva voce.

## **Academic Regulations**

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

## **Support for Student Learning**

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides access to:

CCI Creative Careers: Support to add degree-related and relevant work experience for CV building including a work placement year, summer or short internships and part-time work.

CCI Creative Skills: One to one support sessions and group tutorials in creative software and skills relevant to CCI courses and future careers.

CCI Academic Skills: Access to resources to support learning strategies and techniques through one to one tutorials or group workshops.

CCI Student Support Advisor: Help to find appropriate academic, pastoral or practical support.

Specialist equipment and facilities relevant to the course.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information. Additional benchmarks are as follows: [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781\\_12](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-english-15.pdf?sfvrsn=4f9df781_12)

## Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Strategy](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement](#) ***Dance, Drama and Performance (DDP); English (E).***
- HYPERLINK "<https://www.qaa.ac.uk/quality-code/qualifications-frameworks>" [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: N/A
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration

numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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