

## Course Specification

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| <b>Produced By:</b>    | Oliver Jones |
| <b>Status:</b>         | Validated    |

## Core Information

|   |  |           |         |
|---|--|-----------|---------|
| <b>Awarding Body / Institution:</b>     | University of Wolverhampton  |           |         |
| <b>School / Institute:</b>              | School of Performing Arts  |           |         |
| <b>Course Code(s):</b>                  | DR018J01UV   | Full-time | 3 Years |
|   | DR018J31UV   | Part-time | 6 Years |
| <b>Course Title:</b>                    | BA (Hons) Drama and Musical Theatre  |           |         |
| <b>Hierarchy of Awards:</b>             | Bachelor of Arts with Honours Drama and Musical Theatre<br>Bachelor of Arts Drama and Musical Theatre<br>Diploma of Higher Education Drama and Musical Theatre<br>Certificate of Higher Education Drama and Musical Theatre<br>University Statement of Credit University Statement of Credit |           |         |
| <b>Language of Study:</b>               | English  |           |         |
| <b>Date of DAG approval:</b>            | 12/May/2017  |           |         |
| <b>Last Review:</b>                     | 2014/5   |           |         |
| <b>Course Specification valid from:</b> | 2013/4   |           |         |
| <b>Course Specification valid to:</b>   | 2020/1   |           |         |

## Academic Staff

|                            |                   |
|----------------------------|-------------------|
| <b>Course Leader:</b>      | Dr James Lovelock |
| <b>Head of Department:</b> | Sarah Browne      |

# Course Information

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|--------------------------|---|
| Location of Delivery:    | University of Wolverhampton                               |
| Category of Partnership: | Not delivered in partnership                              |
| Teaching Institution:    | University of Wolverhampton                               |
| Open / Closed Course:    | This course is open to all suitably qualified candidates. |

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## Entry Requirements:

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Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS)

### 2017 Entry

- CCC from A Levels
- BTEC QCF Extended Diploma grade MMM
- BTEC QCF Diploma grade DD
- Access to HE Diploma full award (Pass of 60 credits - of which a minimum of 45 credits must be at level 3 including 18 at Merit or Distinction).
- If you've got other qualifications or relevant experience, please contact [The Gateway](#) for further advice before applying.
- International entry requirements and application guidance can be found [here](#)
- Successful completion of the [International Foundation Year in Arts](#).

### Other Requirements

Prospective applicants will be asked to attend a selection event/audition.

Students must have studied a minimum of two years post GCSE level. However, it is expected that some applicants will be mature students with work experience, who wish to further their career development. These applicants will be processed through standard procedures, which may involve an interview as part of the process. Please see <http://wlv.ac.uk/mature> for further information.

## Distinctive Features of the Course:

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This course will give you the opportunity to develop and combine practical skills in both music and drama. The course is suitable for students wishing to train as singing actors, recognising the continued need for such skills in the performance industry.

You will have practical modules in drama and musical theatre at all levels of the course to enable you to develop your performance skills. The combination of modules offers students the opportunity to apply their skills in a range of contexts; in performance, education and production.

The course develops academic and practical skills, and examines historical and contemporary practice in both drama and musical theatre.

The Performance Hub will provide state of the art facilities, designed to nurture talent and produce future leaders in the Creative Industries.

## Educational Aims of the Course:

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The aim of the BA Drama and Musical Theatre course is to produce enterprising students who are capable of independent thought, of working between and across disciplines, and of creative and critical engagement in both drama and musical theatre in regional, national and international contexts. During the course, you will

explore the inter-relationships between knowledge, understanding and doing. You will develop the skills to use new technologies in a range of subject-specific applications. The course is vocationally-led and aims to enhance your future employability. By the end of the course, you will have the know-how to develop further both your professional skills and your powers of critical analysis.

#### Intakes:

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September

#### Major Source of Funding:

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HE FUNDING COUNCIL FOR ENGLAND (HEFCE)

#### Tuition Fees:

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Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

| Year   | Status   | Mode                 | Amount    |
|--------|----------|----------------------|-----------|
| 2017/8 | H        | Full Time / Sandwich | £9250.00  |
| 2017/8 | EU       | Full Time / Sandwich | £9250.00  |
| 2017/8 | Overseas | Full Time / Sandwich | £11475.00 |
| 2018/9 | H        | Full Time / Sandwich | £9250.00  |
| 2018/9 | EU       | Full Time / Sandwich | £9250.00  |
| 2018/9 | Overseas | Full Time / Sandwich | £11700.00 |
| 2019/0 | H        | Full Time / Sandwich | £9250.00  |
| 2019/0 | EU       | Full Time / Sandwich | £9250.00  |
| 2019/0 | Overseas | Full Time / Sandwich | £12000.00 |

#### PSRB:

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None

#### Course Structure:

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### September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

#### Year 1

| Module | Title                                    | Credits | Period | Type |
|--------|--|---------|--------|------|
| 4DR004 | Practical Approaches: Performance Skills | 20      | YEAR   | Core |
| 4DR006 | Text: Challenging Conventions            | 20      | YEAR   | Core |
| 4DR015 | Academic Skills for Musical Theatre      | 20      | SEM1   | Core |
| 4DR008 | Musical Theatre Practice                 | 20      | SEM1   | Core |
| 4MU015 | Performance Workshop                     | 20      | SEM2   | Core |
| 4DR005 | Applied Drama: Setting the Context       | 20      | SEM2   | Core |

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 2

| Module | Title   | Credits | Period | Type |
|--------|---|---------|--------|------|
| 5DR003 | Performance: The Creative Performer               | 20      | YEAR   | Core |
| 5DR004 | Scenography: Applying Technology                  | 20      | YEAR   | Core |
| 5DR008 | Politics, Popular Performance and Musical Theatre | 20      | SEM2   | Core |
| 5DR006 | Applied Drama: Educator or Facilitator?           | 20      | SEM1   | Core |
| 5MU062 | Acting in Musical Theatre                         | 20      | SEM2   | Core |
| 5MU014 | Performance in Practice                           | 20      | SEM1   | Core |

## September (Full-Time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

### Year 3

| Module | Title                                   | Credits | Period | Type |
|--------|---|---------|--------|------|
| 6DR009 | Professional Projects in Drama          | 40      | YEAR   | Core |
| 6DR002 | Applied Drama: The Workplace            | 20      | SEM1   | Core |
| 6DR005 | Contemporary Context of Musical Theatre | 20      | SEM1   | Core |
| 6DR004 | Performance: The Independent Production | 20      | SEM2   | Core |
| 6DR006 | Musical Theatre Production              | 20      | SEM2   | Core |

## Learning, Teaching and Assessment

Academic Regulations Exemption:

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Section 1.2.3 - Exemption to permit modules 4DR003 and 6DR003 to be taught intensively for two weeks, with a further production week to follow. The usual number of taught hours (48) would be condensed into three weeks, rather than spread over an academic semester.

APPROVED by AFRSC.

## Reference Points:

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Quality Code - Part A: Setting and Maintaining Academic Standards. Including :

Qualifications Frameworks

Characteristics Statements

Credit Frameworks

Quality Code - Part B: Assuring and Enhancing Academic Quality

[University Policies and Regulations](#)

[Equality Act \(2010\)](#)

[QAA Generic and Graduate Skills for Dance, Drama and Performance \(revised 2007\)](#)

The typical goal of DDP programmes is to produce students capable of independently evaluating and engaging creatively and critically with performance and, as appropriate, being capable of developing technical and artistic skills, critical analysis and argument for themselves.

Typical standard (Benchmarking Statements)

A. Subject knowledge, understanding and abilities

On completion of a bachelor's degree with honours in DDP, graduates should be able to demonstrate:

1. intelligent engagement with forms, practices, traditions and histories of performance and of theoretical explanations of those histories
2. intelligent engagement with the work of key practitioners and practices and/or theorists and their cultural and/or historical contexts
3. intelligent engagement with the key components of performance and the processes by which it is created and realised
4. creative and intelligent engagement with a range of texts and/or scores, and how transitions from page to stage may be effected
5. creative and intelligent engagement with group and collective processes and the interplay between the performers' conscious and subconscious resources in the realisation of performance
6. intelligent engagement with the interplay between practice and theory within the field of study
7. intelligent engagement with appropriate interdisciplinary elements of DDP and how to apply knowledge, practices, concepts and skills from other disciplines.

B. Subject-specific skills

Graduates should be able to:

1. 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
2. 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
3. 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
- 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
  - engage creatively and critically in appropriate independent research, whether investigating past or present performances or as part of the process of creating new performance
  - identify and interpret critically the cultural frameworks that surround performance events and on which these events impinge.

#### C. Generic and graduate skills

Graduates should:

- have critical and analytical skills in developing ideas and constructing arguments and the capacity to evaluate and present them in a range of ways
- 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
- be able to work creatively and imaginatively in a group and have the developed creative skills needed for the realisation of practice-based work
- be able to manage personal workloads efficiently and effectively, meet deadlines, and negotiate and pursue goals with others
- have a developed ability to manage constructively and effectively creative, personal and interpersonal issues
- have acquired information retrieval skills needed to gather, sift, synthesise and organise material independently and to critically evaluate its significance
- have acquired and developed appropriate information technology skills, and have developed considerable awareness of their application and potential within the field of study.

#### Learning Outcomes:

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##### CertHE Course Learning Outcome 1 (CHECLO1)

Demonstrate knowledge of the underlying concepts and principles associated with your area(s) of study, and an ability to evaluate and interpret these within the context of that area of study

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##### CertHE Course Learning Outcome 2 (CHECLO2)

Demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of your subject(s) of study.

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##### CertHE Course Learning Outcome 3 (CHECLO3)

Evaluate the appropriateness of different approaches to solving problems related to your area(s) of study and/or work

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##### CertHE Course Learning Outcome 4 (CHECLO4)

Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments

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##### CertHE Course Learning Outcome 5 (CHECLO5)

Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

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##### DipHE Course Learning Outcome 1 (DHECLO1)

Demonstrate knowledge and critical understanding of the well-established principles of your area(s) of study, and of the way in which those principles have developed with an understanding of the limits of your knowledge, and how this influences analyses and interpretations based on that knowledge.

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DipHE Course Learning Outcome 2 (DHECLO2)

Demonstrate the ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

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DipHE Course Learning Outcome 3 (DHECLO3)

Demonstrate knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study

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DipHE Course Learning Outcome 4 (DHECLO4)

Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis

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DipHE Course Learning Outcome 5 (DHECLO5)

Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

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DipHE Course Learning Outcome 6 (DHECLO6)

Demonstrate the qualities and transferable skills necessary for employment, requiring the exercise of personal responsibility and decision-making and undertake further training, developing existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

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Ordinary Degree Course Learning Outcome 1 (ORDCLO1)

Demonstrate knowledge and understanding of forms, practices, traditions, texts, theories and histories of drama and musical theatre in their cultural, historical and contemporary contexts.

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Ordinary Degree Course Learning Outcome 2 (ORDCLO2)

Engage with, participate in, and perform drama and musical theatre in a range of contexts

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Ordinary Degree Course Learning Outcome 3 (ORDCLO3)

Analyse and evaluate differing arguments about performance in some regional, national and international contexts.

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Ordinary Degree Course Learning Outcome 4 (ORDCLO4)

Understand the interplay between practice and theory, and between drama and music, and be able to use those understandings in a dynamic, ethical and enterprising way.

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Ordinary Degree Course Learning Outcome 5 (ORDCLO5)

Be able to apply a range of skills, techniques and new technologies to communicate information to specialist and non-specialist audiences and to find solutions to problems.

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Ordinary Degree Course Learning Outcome 6 (ORDCLO6)

Have the ability to use current and relevant performance related skills and technologies to enhance your employment prospects.

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Honours Degree Course Learning Outcome 1 (DEGCLO1)

Demonstrate in-depth knowledge and understanding of forms, practices, traditions, texts, theories and histories of drama and musical theatre in their cultural, historical and contemporary contexts.

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Honours Degree Course Learning Outcome 2 (DEGCLO2)

Engage with, participate in, and perform drama and musical theatre in a wide range of contexts

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Honours Degree Course Learning Outcome 3 (DEGCLO3)

Analyse and evaluate differing arguments about performance more broadly in a variety of regional, national and international contexts.

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Honours Degree Course Learning Outcome 4 (DEGCLO4)

Understand the interplay between practice and theory, and between drama and music, and be able to use those understandings in a dynamic, ethical and enterprising way.

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Honours Degree Course Learning Outcome 5 (DEGCLO5)

Be able to apply a wide range of skills, techniques and new technologies to communicate information to specialist and non-specialist audiences and to find solutions to problems.

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Honours Degree Course Learning Outcome 6 (DEGCLO6)

Have the ability to use current and relevant performance related skills and technologies to enhance your employment prospects.

Overview of Assessment:

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| <b>Module</b> | <b>Title</b>                                      | <b>Course Learning Outcomes</b>  |
|---------------|---|--|
| 4DR004        | Practical Approaches: Performance Skills          | CHECLO1, CHECLO4, CHECLO5  |
| 4DR005        | Applied Drama: Setting the Context                | CHECLO1, CHECLO5   |
| 4DR006        | Text: Challenging Conventions                     | CHECLO1, CHECLO4, CHECLO5  |
| 4DR008        | Musical Theatre Practice                          | CHECLO1, CHECLO2, CHECLO4  |
| 4DR009        | Roots of Musical Theatre                          | CHECLO1, CHECLO2, CHECLO3  |
| 4DR015        | Academic Skills for Musical Theatre               | CHECLO1, CHECLO3, CHECLO5  |
| 4MU015        | Performance Workshop                              | CHECLO1, CHECLO2, CHECLO5  |
| 5DR003        | Performance: The Creative Performer               | DHECLO1, DHECLO2, DHECLO4  |
| 5DR004        | Scenography: Applying Technology                  | DHECLO1, DHECLO5, DHECLO6  |
| 5DR006        | Applied Drama: Educator or Facilitator?           | DHECLO2, DHECLO4, DHECLO5  |
| 5DR008        | Politics, Popular Performance and Musical Theatre | DHECLO1, DHECLO3, DHECLO4  |
| 5MU014        | Performance in Practice                           | DHECLO1, DHECLO2, DHECLO4  |
| 5MU062        | Acting in Musical Theatre                         | DHECLO1, DHECLO2, DHECLO3  |
| 6DR002        | Applied Drama: The Workplace                      | DEGCLO1, DEGCLO3, DEGCLO4, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO4, ORDCLO6 |
| 6DR004        | Performance: The Independent Production           | DEGCLO1, DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO1, ORDCLO3, ORDCLO5, ORDCLO6 |
| 6DR005        | Contemporary Context of Musical Theatre           | DEGCLO3, DEGCLO5, DEGCLO6, ORDCLO3, ORDCLO5, ORDCLO6                   |
| 6DR006        | Musical Theatre Production                        | DEGCLO2, DEGCLO4, DEGCLO6, ORDCLO2, ORDCLO4, ORDCLO6                   |
| 6DR009        | Professional Projects in Drama                    | DEGCLO2, DEGCLO3, DEGCLO4, DEGCLO5, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5 |

## Teaching, Learning and Assessment:

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You will experience a wide variety of learning activities in both Drama and Musical Theatre and they will contribute to the development of your graduate attributes.

Teaching and learning will normally take place in a variety of continually evolving contexts, including an appropriate balance of the following kinds of activity:

- a) Workshops, rehearsals, productions, practical classes, laboratory or studio-based practice, screenings, lectures, discussions (both online and in class), seminars, and tutorials. You will be encouraged to apply your knowledge and understanding of critical theory to case studies within regional, national and international contexts (these activities will be of particular help in developing your understanding of global citizenship);
- b) Group and individual learning;
- c) Professional placements of varying types (which will be of especial relevance in enhancing your employability and ability to be enterprising);
- d) Tutor-led, (peer-group) student-led, and self-directed study;
- e) Use of subject-specific and generic technologies (these will be particularly helpful in the development of your digital literacy);
- f) Resource-based learning, including library work and attendance at performances (this will be helpful in developing your digital literacy, enhancing your employability and ability to be enterprising, and increasing

your awareness of global citizenship);

g) Opportunities to engage with the workplace might include:

Learning activities in both Drama and Musical Theatre will support your personal development, enable you to apply your learning to a range of different contexts, develop your understanding of how you might manage your future career, support your acquisition of subject-specific and generic skills, and help you to develop an understanding of how to deal with risk and uncertainty.

The learning activities in both Drama and Musical Theatre address all elements of the Blended Learning Strategy, which will contribute to your digital literacy (see Section 11).

### Learning and Teaching Methods:

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This data indicates the proportion of time in each year of study that students can expect to engage in the following activities (expressed as a percentage for each level).

| Level | Teaching | Independent | Placement |
|-------|----------|-------------|-----------|
| 4     | 24       | 76          | 0         |
| 5     | 26       | 74          | 0         |
| 6     | 22       | 56          | 22        |

### Assessment Methods:

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This data indicates the proportion of summative assessment in each year of study that will derive from the following: (expressed as a percentage for each level).

| Level | Written Exams | Practical Exams | Coursework |
|-------|---------------|-----------------|------------|
| 4     | 0             | 52              | 48         |
| 5     | 0             | 55              | 45         |
| 6     | 0             | 63              | 37         |

### Student Support:

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The level 4 Academic Skills module is designed to prepare you for your study at university and to provide advice and guidance on fundamental aspects of University study, including communications skills, personal development, and the use of feedback from assessments.

You will also receive support for your learning from: your personal tutor, the Performing Arts subject librarian, the Performing Arts technicians, the Faculty of Arts administrators, careers support and SEC.

Additionally, you will benefit from support and guidance offered by the subject Course Leader and also from specific module leaders and, where appropriate, staff across the performing arts.

Dedicated Subject Pages allow students to explore key online information sources that are recommended for their studies. Music resources: [www.wlv.ac.uk/lib/subjects/music](http://www.wlv.ac.uk/lib/subjects/music)

Reflective personal development practices are encouraged throughout the duration of the course, which will help you to monitor your progression.

### Employability in the Curriculum:

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Graduates could go on to employment or further training in a range of areas. You could work as a private

teacher, FE lecturer, youth/community leader; performer, director, writer; work in community theatre, as an arts outreach worker; work as a theatre administrator or work in arts marketing.

You could continue your academic studies by progressing on to MA study and then progress to a PhD. Alternatively; you would be ideally placed to audition for advanced performance training at postgraduate level at a conservatoire.

Graduates from Performing Arts subjects are heads of drama/teachers/lecturers in schools and colleges across the region and elsewhere in the UK and abroad; they have formed their own professional companies, they work in community arts; are youth arts workers and education officers in theatres; they are stage technicians, playwrights, casting directors, work in the media, or work in arts marketing/management. Previous graduates have also gone on to work in areas such as marketing and retail management or in commercial activities such as in promotion companies and venue administration.



THE UNIVERSITY OF OPPORTUNITY