

## Course Specification

<b>Published Date:</b>	18-Jun-2018
<b>Produced By:</b>	Haiden Novis
<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>	SE109H01UV	University of Wolverhampton	Full-time 3 Years
<b>UCAS Code:</b>	WXL3		
<b>Hierarchy of Awards:</b>	Bachelor of Arts with Honours Drama with Secondary Education Studies Bachelor of Arts Drama with Secondary Education Studies Bachelor of Arts with Honours BA (Hons) Drama with Secondary Education (QTS) TBV Bachelor of Arts Drama with Secondary Education Studies Diploma of Higher Education Drama with Secondary Education Studies Certificate of Higher Education Drama with Secondary Education Studies University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	08/Jun/2018		
<b>Last Review:</b>	2017/8		
<b>Course Specification valid from:</b>	2017/8		
<b>Course Specification valid to:</b>	2023/4		

## Academic Staff

<b>Course Leader:</b>	Mrs Claire Hampton
<b>Head of Department:</b>	Miss Helen Rudge

## 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

- GCSE English and Maths grade C+/4 or above

AND

- BBC grades from A Levels .
- BTEC QCF Extended Diploma grade DMM, BTEC QCF Diploma grade D\*D\*
- 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](#)

Please note we do not accept GCSE Equivalent Tests from other institutions or organisations and be aware that not all equivalency tests are accepted.

#### Pre-entry Professional Skills Tests

Applicants for initial teacher training (ITT) courses which begin in 2013/14 and beyond are required to have passed the skills tests before the start of the course, Further information is available via the following link:

<http://www.education.gov.uk/sta/professional/b00211200/registration>

You will not be eligible to register and take the tests until after you have submitted an application for an ITT programme.

An offer of a place will not be made until you have attended a formal interview. Those successful in the audits and at interview will be subsequently required to meet enhanced DBS checks, fitness to teach, medical check and prohibition order check requirements

If you have accepted a Conditional Offer made by the University of Wolverhampton you will receive correspondence asking you to complete an enhanced Disclosure and Barring Service (DBS) check. The charge for this will be a DBS fee of £44.00 and a £6.00 ID check service fee. You will also need an Occupational Health Check and a prohibition check prior to starting the course.

All applicants must meet the NCTL requirements for Initial Teacher Training.

Those who do not meet the entry requirements may be offered an alternative course.

### Distinctive Features of the Course:

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This course offers an opportunity for you to gain Qualified Teacher Status alongside your subject specific degree studies. BA (Hons) Drama with Secondary Education (with recommendation for QTS) uniquely offers you a BA qualification in Drama that you can take directly into the secondary Drama classroom.

This course is designed for those who want to proceed in teaching, it involves 3 main interrelated elements with critical reflection at the core;

- Subject specialist studies
- Professional studies
- School based teaching practice

Subject specialist studies will equip you with knowledge, understanding and skills in drama. You will:

- increase your subject knowledge through learning about a wide range of contemporary drama, performance and theatre in a variety of regional, national and international contexts.
- learn by 'doing' and you will receive support from experienced, well-qualified, specialist lecturing staff, administration and technical staff, and from visiting professionals.
- have lots of opportunities to engage with current, employment-related professional practice and to enhance your career potential.
- benefit from state of the art facilities, designed to nurture talent and develop performance skills. The Performance Hub complements and enhances the performing arts facilities currently available on the

Wolverhampton City campus.

Professional studies are concerned with teachers' professional values, roles, responsibilities and development, together with whole school issues in education.

School based teaching experience involves developing competency in classroom teaching to the standards described in national legislation. You will gain relevant industry experience through secondary school placements. Staff delivering the Education aspects of the course are all qualified teachers with a wealth of experience in secondary education.

#### Educational Aims of the Course:

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This innovative degree is an opportunity for you to gain experience in multiple areas of contemporary drama, theatre and performance alongside developing a portfolio of key skills that will equip you as a teacher.

The course will provide you with a high standard of both drama subject content and pedagogical knowledge in addition to preparing you to take up a drama teaching post in the secondary sector. The course reflects the specific and precise quality frameworks established by the relevant national government agency, and complies fully with the relevant teaching standards framework.

The BA (Hons) Drama with Secondary Education (with recommendation for QTS) is specifically designed to ensure that those who are successful can be recommended to the relevant professional body for the award of Qualified Teacher Status (QTS) which is the recognised professional award required by all those who wish to teach in a maintained school.

On the course you will take a practical approach to drama, developing physical and vocal performance skills alongside creative thinking and your work will be underpinned by critical performance theory.

You will study a broad range of topics including:

- applied drama
- popular performance
- physical theatre
- text
- devising
- live art
- design and scenography
- scriptwriting
- performance analysis

You will do this through an engagement with a range of significant 20th and 21st century play texts, performance practitioners, directors and theatre companies.

In addition the course will develop secondary drama school teachers who will be:

- empathetic and committed to pupils' learning;
- reflective and reflexive;
- enthusiastic and innovative;
- open-minded and research-aware
- capable of engaging in practitioner research
- flexible and creative
- knowledgeable – both in drama and pedagogically

The course will help you to develop as a teacher who understands the link between subject knowledge and the curriculum knowledge needed to teach drama in a secondary school. You will develop as a teacher who understands the needs of the individual pupil and the school community in which you will work.

#### 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
No related data			

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
4DR006	Text: Challenging Conventions	20	YEAR	Core
4DR004	Practical Approaches: Performance Skills	20	YEAR	Core
4DR014	Performance Analysis: Fundamentals in Drama	20	SEM1	Core
4DR003	Performance: The Public Performer	20	SEM1	Core
4DR005	Applied Drama: Setting the Context	20	SEM2	Core
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	20	SEM2	Core

## JanuaryFebruaryMarchAprilMayJuneJulyAugustSeptemberOctoberNovemberD (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
5SE002	Professional Development: The Beginning Teacher	20	YEAR	Core
5DR005	Theatre Movements: Practitioners' Perspectives	20	SEM1	Core
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	20	SEM2	Core
5DR007	Text: How Plays Work	20	SEM2	Core

For this option group you must choose a minimum of 20 credits and a maximum of 20 credits

5SE003 is only required for students entering directly at level 5 who have not completed 4SE001.

5DR006	Applied Drama: Educator or Facilitator?	20	SEM1	
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	20	SEM1	

## JanuaryFebruaryMarchAprilMayJuneJulyAugustSeptemberOctoberNovemberD (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
6DR015	Independent Project	20	SEM1	Core
6DR001	Theatre Movements: Contemporary Perspectives	20	SEM1	Core
6DR002	Applied Drama: The Workplace	20	SEM1	Core
6SE007	Professional Development: The Developing Teacher	40	SEM2	Core
6SE008	Subject-specific Pedagogy: Investigating Practice	20	SEM2	Core

## Learning, Teaching and Assessment

### Academic Regulations Exemption:

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Section 1.2.3 - Exemption for delivery outside of the standard University Academic Calendar in order to enable students to complete the required hours for two placement modules;

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 1.3.3 - Exemption to exclude the use of non-subject option modules at Level 4, Level 5 and Level 6 in order to meet QTS requirements.

Section 4.3.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). There will be no automatic right to a second attempt for any failed practice components at the discretion of the Assessment Board (third attempts are permitted for theoretical components);

5SE002 Professional Development: The Beginning Teacher.

6SE007 Professional Development: The Developing Teacher.

Section 4.4.3 - Exemption in accordance with the standards required for Qualified Teacher Status (granted by the National College for Teaching and Leadership). Compensation will not be permitted for any core modules which are required in order to meet these standards;

4SE001 Subject-specific Pedagogy: Justifying the Specialist Subject

5SE001 Subject Specific Pedagogy: Teaching the Specialist Subject

5SE002 Professional Development: The Beginning Teacher

6SE007 Professional Development: The Developing Teacher

6SE008 Subject-specific Pedagogy: Investigating Practice.

AFRSC/17/14.2.1 BA (Hons) Drama with Secondary Education (QTS).

Effective date: September 2018 – APPROVED

*There is also prior exemption to permit modules 4DR003 and 5DR003 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.*

### Reference Points:

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Quality Code - [Part A: Setting and Maintaining Academic Standards](#). Including :

[Qualifications Frameworks](#)

[Characteristics Statements](#)

[Credit Frameworks](#)

[Subject Benchmark Statements](#)

Quality Code - [Part B: Assuring and Enhancing Academic Quality](#)

[University Policies and Regulations](#)

Equality Act (2010)

This course is subject to the National College for Teaching and Leadership (NCTL) statutory guidance and

accompanying advice.

Initial Teacher Training Criteria and Supporting Advice (DfE, February 2017) [Initial Teacher Training Criteria and Supporting Advice](#)

The recommendation of Qualified Teacher Status (QTS) is subject to meeting the Teachers' Standards. These standards set the minimum requirements for teachers' practice and conduct.

Teachers' Standards (DfE, 2011) [Teachers' Standards](#)

Initial Teacher Training Courses are subject to inspection by the Office for Standards in Education (OFSTED).

Ofsted Handbook (Ofsted, September 2015) [Ofsted Initial Teacher Education Inspection Handbook](#)

#### Learning Outcomes:

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

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

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

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

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

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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##### CertHE Course Learning Outcome 6 (CHECLO6)

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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##### 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 Course Learning Outcome 1 (ORDCLO1)

Be able to engage with group and individual processes and will have developed a sensitive understanding of appropriate vocabularies and working methods.

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Ordinary Course Learning Outcome 2 (ORDCLO2)

Be able to demonstrate knowledge and understanding of forms, practices, traditions, texts, theories and histories of drama, performance and theatre in their cultural, historical and contemporary contexts.

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Ordinary Course Learning Outcome 3 (ORDCLO3)

Be able to analyse and evaluate differing arguments about theatre, drama and performance in a variety of regional, national and international contexts.

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Ordinary Course Learning Outcome 4 (ORDCLO4)

Understand the interplay between practice and theory and be able to use that understanding in a dynamic, ethical and enterprising way.

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Honours Course Learning Outcome 1 (DEGCLO1)

Be able to engage with group and individual processes and will have developed a sensitive understanding of appropriate vocabularies and working methods.

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Honours Course Learning Outcome 2 (DEGCLO2)

Be able to demonstrate knowledge and understanding of forms, practices, traditions, texts, theories and histories of drama, performance and theatre in their cultural, historical and contemporary contexts.

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Honours Course Learning Outcome 3 (DEGCLO3)

Be able to analyse and evaluate differing arguments about theatre, drama and performance in a variety of regional, national and international contexts.

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Honours Course Learning Outcome 4 (DEGCLO4)

Understand the interplay between practice and theory and be able to use that understanding in a dynamic, ethical and enterprising way.

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Honours Course Learning Outcome 5 (DEGCLO5)

Display the technical pedagogical and subject specific drama, theatre and performance competence to meet the standards required to be recommended for QTS and to teach Drama in secondary schools.

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Honours Course Learning Outcome 6 (DEGCLO6)

Act independently, exercise initiative and act as a positive role model in a range of complex teaching and learning situations.

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Overview of Assessment:

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Module	Title	Course Learning Outcomes
4DR003	Performance: The Public Performer	CHECLO1, CHECLO4, CHECLO5
4DR004	Practical Approaches: Performance Skills	CHECLO1, CHECLO2
4DR005	Applied Drama: Setting the Context	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4DR006	Text: Challenging Conventions	CHECLO1, CHECLO4, CHECLO5
4DR014	Performance Analysis: Fundamentals in Drama	CHECLO1, CHECLO2, CHECLO3, CHECLO4
4SE001	Subject-specific Pedagogy: Justifying the Specialist Subject	CHECLO1, CHECLO2, CHECLO3, CHECLO4, CHECLO5
5DR003	Performance: The Creative Performer	DHECLO1, DHECLO2, DHECLO4, DHECLO6
5DR005	Theatre Movements: Practitioners' Perspectives	DHECLO1, DHECLO2, DHECLO3, DHECLO4
5DR006	Applied Drama: Educator or Facilitator?	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5DR007	Text: How Plays Work	DHECLO2, DHECLO4, DHECLO5
5SE001	Subject-specific Pedagogy: Teaching the Specialist Subject	DHECLO1, DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE002	Professional Development: The Beginning Teacher	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
5SE003	Subject Specific Pedagogy 1a: Exploring the Teaching of the Specialist Subject	DHECLO2, DHECLO3, DHECLO4, DHECLO5, DHECLO6
6DR001	Theatre Movements: Contemporary Perspectives	DEGCLO1, DEGCLO4, ORDCLO1, ORDCLO4, ORDCLO5
6DR002	Applied Drama: The Workplace	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6DR015	Independent Project	DEGCLO1, DEGCLO2, DEGCLO3, DEGCLO4, ORDCLO1, ORDCLO2, ORDCLO3, ORDCLO4, ORDCLO5, ORDCLO6
6SE007	Professional Development: The Developing Teacher	DEGCLO5, DEGCLO6
6SE008	Subject-specific Pedagogy: Investigating Practice	DEGCLO5, DEGCLO6

### Teaching, Learning and Assessment:

On this course students will encounter a variety of learning activities designed to equip them with both subject-specific knowledge and a range of subject-specific and transferable skills. These will include:

- Lectures
- Seminars
- Tutorials and supervisory meetings
- Interactive workshops
- Independent research
- Individual and group student presentations
- In-class quizzes and tests
- Formal examinations
- The use of digital resources for both assignments and in-class activities
- On-line forums
- On-line portfolios and blogs
- Teaching practice
- Teaching practice observations; coursework based on learning via teaching practice

### Student Support:

General University support:

[University Learning Centres](#) are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the [Skills for Learning programme](#). Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: [www.wlv.ac.uk/lib/skills](http://www.wlv.ac.uk/lib/skills)

The [University Student Support website](#) offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers,



counselling services, etc.

#### Course Specific Support

You will be shown how to locate and access the University's 'Skills for Learning' pages, which also informs you where the Study Skills section in the Library is located. The Directorate of Academic Services (DAS) provides general academic skills support to everyone. You can attend a drop-in session for an individual, one-on-one discussion with a Learning and Skills Librarian for advice on areas such as academic writing, assignment planning, exam preparation and time management. In addition, there is a regular timetable of bookable workshops covering information and digital literacy skills, including academic referencing. You will be supported by a designated Liaison Librarian who is available to support research and project work. Further details on the DAS skills for learning page [http://www.wlv.ac.uk/lib/skills\\_for\\_learning.aspx](http://www.wlv.ac.uk/lib/skills_for_learning.aspx)

Students with demonstrable need of a level of support greater than what can be provided in office hours are referred to the School of Performing Arts Academic Skills Support Team, as well as the series of study skills workshops offered in the Library. Canvas courses include study skills-related materials.

Most research on academic literacies and study skills development advocates embedding them in the subject rather than through bolted-on learning experiences and much of the programme is geared towards developing your generic and subject-specific study skills. The L4 drama module Performance Analysis: Fundamentals in Drama focuses on strengthening a range of academic skills. You will be taught basic techniques in coursework planning, structuring, drafting, researching and revision through small workshops and 1-2-1 tutorials.

Formative assignments and learning activities offer you opportunities to write and revise using feedback prior to submission for assessment. Additionally, many modules will give you numerous opportunities to engage in peer feedback activities.

Students will receive continuous individualised supervision, advice and support throughout their teaching practice.

#### Employability in the Curriculum:

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With the award of BA (Hons) Drama with Secondary Education (with recommendation for QTS) you will be well-placed to pursue a career in Drama teaching in secondary schools.

You will have an integrated and holistic knowledge of the main areas of drama, theatre and performance and have developed good performance skills. These skills will mean you are well equipped for the workplace, be it in a secondary school, the creative industries or the wider world of work in general (or for further study and/or research if you so choose). The course is strategically aimed at those who wish to pursue a career in secondary education, however sometimes desires and ambitions change. Studying drama will equip you with a portfolio of transferable skills such as confidence, creative thinking and articulacy that are all highly valued by employers across industry sectors.

As a graduate of this course you will also have the opportunity to pursue postgraduate studies.

