

Programme Specification for
BA Theatre Arts



1. Programme title	Theatre Arts
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Details of accreditation by professional/statutory/regulatory body	
5. Final qualification	BA (Honours)
6. Year of validation Year of amendment	
7. Language of study	English
8. Mode of study	Full-time

9. Criteria for admission to the programme

Admission to all programmes is normally by audition and interview. International students for whom attendance for interview is not practical will be offered alternative arrangements. Academic experience, interest and qualifications will be considered as well as practical skills in performance, or the potential for developing such skills. Candidates should be able to display a strong interest in the theory and practice of the theatre.

Candidates with disability are warmly encouraged to apply and to discuss what the programme will be able to offer them on an individual basis with teaching staff; we will also facilitate a visit to the campus to assess its accessibility for candidates where this is necessary.

Candidates for whom English is not the first language will be required to provide evidence of sufficient English language competence to enable them to undertake the programme successfully. The minimum requirement is an IELTS score of 6.0 or equivalent. Where the IELTS minimum score has been achieved but where a minimum of 5.5 has not been reached in every element, candidates are very strongly encouraged to attend the University's pre-sessional preparation programme for International Students (details are available from the Admissions office).

We normally offer places on the programme to candidates achieving 240 – 260 UCAS Tariff points. Mature candidates who do not have these formal qualifications but who have commensurate experience are very much encouraged to apply.

10. Aims of the programme

The programme aims to:

- offer students opportunities to develop knowledge and understanding of the theory and practice of theatre-making and creative production, including its social, artistic, political and historical contexts;
- offer students opportunities to develop intellectual skills which enable them to analyse, interpret, and criticise existing and new theatre;
- offer students opportunities to explore theatre-making in practice, to develop the practical skills necessary to produce their own creative work, and to reflect critically on their own creative and practical processes in making theatre;
- produce graduates who are capable of working with and through, as well as in theatre, and who are employable in a wide range of industries.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

1. The key processes involved in the creation of live theatre events.
2. The work and cultural/historical contexts of key practitioners and/or theorists.
3. A range of key components of performance and theatre events.
4. The interplay between theory and practice.
5. A range of critical responses to theatre and performance.
6. Group processes in the creation of

Teaching/learning methods

Students gain knowledge and understanding through:

- lectures and seminars, which focus on the tutor-led introduction and exploration of new material and analytical approaches;
- workshops, which enable students to test out the practical application of ideas about theatre in practice;
- independent study and research, which require students to work independently to broaden their knowledge;
- performance viewing, which allows students to consider ideas about theatre-making in the context of practice.

Assessment methods

<p>original work.</p> <p>7. His or her own interests and aptitudes in creative and critical practice within the discipline of theatre.</p>	<p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> • essays; • seminar presentations; • portfolios; • theatre projects.
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Read, analyse, document and/or interpret performance and theatre events. 2. Describe, interpret and evaluate performance texts and performance events from a range of critical perspectives. 3. Read the performance possibilities implied by a script, score and/or other documentary sources. 4. Identify and interpret the cultural frameworks which surround performance events and on which these events impinge. 5. Articulate informed critical responses to their own and others' creative work. 6. Formulate and apply plans for complex projects both independently and within groups, selecting the most effective methods to achieve the desired outcome. 	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> • lectures, which model processes for articulating and presenting ideas clearly; • seminars, which allow students to develop their own skills in articulation and debate as ways of developing their thinking and testing their ideas; • workshops and practical exploration, in which students apply interpretations and make critical judgements in relation to the key processes of theatre-making; • independent study and research, through which students encounter a wide range of ideas and critical strategies. <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> • essays; • seminar presentations; • portfolios; • theatre performance.
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Realise a script, score, and/or other documentary sources in public 	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> • seminars, where ideas and interpretative strategies are debated and developed both in preparation for

<p>performance.</p> <ol style="list-style-type: none"> 2. Engage in performance, based on an acquisition and understanding of appropriate performance vocabularies, skills, structures and working methods. 3. Contribute to the production of performance (e.g. through direction, dramaturgy, stage management, scenography, sound and lighting production, promotion, and administration). 4. Engage in independent research, whether investigating past or present performances or as part of the process of creating new performance. 5. Use performance techniques associated with identifiable cultural forms or practitioners. 6. Make records of performance. 7. Work within a group towards workshop-based and performance-based presentations. 	<p>and reflection on practical realisation;</p> <ul style="list-style-type: none"> • workshops, rehearsals, and studio practice, which give students the structure to apply ideas and skills to the creation of theatrical work; • independent practice and study, within which students develop their own aesthetic response to source materials and the application of that response. <p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> • live workshop presentations; • theatre projects.
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on and plan his or her Personal and Career Development. 2. Operate as an effective learner. 3. Communicate effectively in writing and orally. 4. Work effectively in teams. 5. Select and apply IT to support and 	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> • lectures and seminars, which focus on raising awareness of essential skills and the way they contribute to effective working practices; • workshops and theatre projects, including group work, which enable students to experiment with and practise skills in complex and multifaceted situations; • independent study and reflective practice, emphasising the individual's ability to identify their own strengths

<p>present his or her work.</p> <p>6. Understand, select and apply appropriate numerical information in his or her work.</p>	<p>and development needs.</p> <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> • essays; • seminar presentations; • reflective portfolio; • theatre projects.
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

Students take a compulsory programme in **Year 1**; in **Years 2 and 3**, core compulsory modules (60 credits in **Year 2**, and 30 credits in **Year 3**) engage students in an integrated study of the processes and contexts of theatre-making, while optional modules allow students to pursue areas of particular interest.

These modules address, variously, discipline-related skills, knowledge, and processes, while offering students opportunities to explore the meaning and impact of theatre in a variety of forms and contexts.

12.2 Levels and modules

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Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>THE1100</p> <p>THE1300</p>		Completion of 120 credits.
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

Students must take all of the following: THE2100	Students must also choose at least two from the following: THE2200 THE2300 THE2400 THE2700 THE2013	Completion of 240 credits (normally).
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: THE3110	Students must also choose at least three from the following: THE3400 THE3600 THE3800 THE3120 THE3130 THE3140 THE3150 THE3230 Or one of the above plus: THE3260	

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)

Module level	Module code
Level 4	THE1100

Level 5	THE2100
Level 6	THE3110

13. Curriculum map

See attached.

14. Information about assessment regulations

The Programme conforms to the Middlesex University Regulations. In view of the developmental and collaborative nature of the work on this programme, there is a 90% attendance requirement on all modules. Self-deferral of assessments is not permitted.

Failure or deferment of an assessment is normally allowed a resit at the next available opportunity. In the case of practical work particularly group practical work, and individual practical work where the material is developed through the process of a taught module – your reassessment may need to be planned as part of the next scheduled run of the module. This may mean that your resit has to happen in the following academic year and involve you attending classes and workshops for part or all of the module to support the reassessment.

15. Placement opportunities, requirements and support (if applicable)

Placement is available as an option (**THE3130** Placement) by negotiation for all students.

16. Future careers (if applicable)

Students have access to the University's Employability service and careers development and planning is one of the University's Graduate Skills. Specialist tutors on the programmes address employment-related issues as they arise in the course of teaching.

17. Particular support for learning (if applicable)

Students on this programme have access as needed to specialist studio and performance space and equipment, workshops, and tutors.

18. JACS code (or other relevant coding system)

19. Relevant QAA subject benchmark group(s)

20. Reference points

The following reference points were used in designing the Programme:

- Middlesex University Corporate Plan
- QAA Subject Benchmark and Qualifications Level Descriptors
- Middlesex University Learning and Teaching Strategy
- Middlesex University Regulations

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Appendix 2: Curriculum Map

Curriculum map for BA Theatre Arts

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	The key processes involved in the creation of live theatre events.	C1	Realise a script, score, and/or other documentary sources in public performance.
A2	The work and cultural/historical contexts of key practitioners and/or theorists.	C2	Engage in performance, based on an acquisition and understanding of appropriate performance vocabularies, skills, structures and working methods.
A3	A range of key components of performance and theatre events.	C3	Contribute to the production of performance (e.g. through direction, dramaturgy, stage management, scenography, sound and lighting production, promotion, and administration).
A4	The interplay between theory and practice.	C4	Engage in independent research, whether investigating past or present performances or as part of the process of creating new performance.
A5	A range of critical responses to theatre and performance.	C5	Use performance techniques associated with identifiable cultural forms or practitioners.
A6	Group processes in the creation of original work.	C6	Make records of performance.
A7	His or her own interests and aptitudes in creative and critical practice within the discipline of theatre.	C7	Work within a group towards workshop-based and performance-based presentations.
Cognitive skills		Graduate Skills	
B1	Read, analyse, document and/or interpret performance and theatre events.	D1	Reflect on and plan his or her Personal and Career Development.
B2	Describe, interpret and evaluate performance texts and performance	D2	Operate as an effective learner.

