

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		MA Theatre and Performance Studies		
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MA	Theatre and Performance Studies	180	90	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
Postgraduate Diploma	Theatre and Performance Studies	120	60	N/A
Postgraduate Certificate	Theatre and Performance Studies	60	30	N/A
5. Level in the qualifications framework		7		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		X	X	No
Minimum length of programme		1 year	2 years	N/A
Maximum length of programme		3 years	4 years	N/A
7. Awarding institution/body		King's College London		
8. Teaching institution		King's College London		
9. Proposing department		Department of English Language and Literature		
10. Programme organiser and contact Details		Dr. Lara Shalson lara.shalson@kcl.ac.uk		
11. UCAS code (if appropriate)		n/a		
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines		No benchmark for MA but QAA Dance, Drama & Performance and English subject benchmarks were used for reference, as were AHRC guidelines for postgraduate programmes.		
13. Date of production of specification		February 2010		
14. Date of programme review		2016/7		

15. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

The programme will provide teaching and research training at postgraduate level in theatre and performance studies. This programme provides students with the opportunity to study theatre and performance in a dynamic research environment in the heart of London. From avant-garde drama to political action, queer performance, live art, dance, cultural tourism, and the spectacles of the West End, students will be introduced to a range of theatre and performance practices in an expanded field. Students will take a compulsory module in Theatre and Performance Theory, which will provide them with systematic understanding and critical awareness of current problems and new insights in the field, and the ability to evaluate critically current research and advanced scholarship in the discipline. Students will also take a compulsory module in Theatre and Performance Research Methods, which will provide them with the research skills and techniques needed to undertake advanced research and scholarship in the field, and enable them to evaluate and critique various methodological approaches to practice-based and scholarly research. Optional modules across the department and school will offer students further opportunities to study subject areas within theatre and performance studies. And a 15,000 word dissertation supervised by an academic member of staff will provide students with the opportunity to demonstrate their ability to undertake advanced research in the field. While acting as a “terminal” MA, providing excellent preparation for a range of careers in the arts and education sectors, this programme will also provide students with a robust and broad preparation for doctoral research in theatre and performance studies.

16. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

1. Advanced knowledge of the histories, theories and methods of theatre and performance scholarship.
2. Advanced awareness of key social, political, and cultural movements in the areas of theatre and performance.
3. Advanced knowledge of the histories of various performance practices, including theatre, dance, and performance art.
4. Advanced understanding of the relationships between these practices.
5. Critical understanding of performance in its relation to everyday life.
6. Critical awareness of performance in its relation to different media, including film, video, and photography.

These are achieved through the following **teaching/learning methods and strategies**:

Seminars, including regular (non-assessed) class presentations and discussion.

Essay consultations and tutorials.

One-to-one dissertation supervision.

Directed private study.

A range of staff/graduate seminars.

Occasional professional conferences as appropriate.

Field walks and visits, including outings to museums, archives, and performances in and around London.

7. Critical awareness of the relationship between theatre and performance practice and theory.

Assessment:

Essays;
Dissertation;
Critical reviews.

Skills and other attributes

Intellectual skills:

1. Ability to undertake analysis of complex theoretical texts and scholarship in the field.
2. Ability to undertake formal analysis of a range of performance practices.
3. Ability critically to analyse the social, political and cultural dimensions of these practices.
4. Advanced ability to engage in interdisciplinary modes of inquiry.
5. Capacity to argue in a structured and effective manner in both written and oral contexts.
6. Capacity to demonstrate initiative and originality.

These are achieved through the following **teaching/learning methods and strategies:**

Intellectual skills are developed through the teaching and learning programme outlined above.

Assessment:

The range of assessment methods requires students to demonstrate skills 1-6 through the production of coherent, compelling, and cogent responses to the questions or problems set.

Practical skills:

1. Ability to operate in a complex and specialised context, with an understanding of issues governing good practice.
2. Ability to demonstrate confidence in academic and professional communication with others.
3. Ability to speak and write clearly and effectively about a range of issues within a specialised setting.
4. Ability to undertake research and writing within a delimited timeframe.

These are achieved through the following **teaching/learning methods and strategies:**

Seminar discussion and presentations; supervised dissertation work; advice from tutors; independent research.

Participation in field visits.

Enforcement of fixed deadlines for coursework and dissertation progress.

Guidance on project planning and management of research timelines.

Assessment:

Planning, research and production of dissertation, projects and essays will allow demonstration of these skills.

Demonstration of appropriate language and good practice in oral and written work.

Generic/transferable skills:

1. Ability to communicate effectively in written and oral form.

These are achieved through the following **teaching/learning methods and strategies:**

2. Ability to participate actively and productively in group discussion.
3. Capacity to work independently, organise time, and manage deadlines.
4. Ability to respond to feedback in order to progress and manage the individual learning process.
5. Capacity for self-criticism and independent research.
6. Ability to gather and synthesise significant volumes of information in a specialised area.

Seminar discussion; supervised dissertation work; advice from tutors; and independent writing and research.

Assessment:

Planning, research and production of dissertation, projects and essays will allow demonstration of these skills.

Demonstration of appropriate language and good practice in oral and written work.

17. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

There is no subject benchmark for Arts and Humanities MA degrees; the benchmark statements for English and Dance, Drama & Performance, the two most relevant examples, do not mention postgraduate work. The MA has been designed with reference to the benchmark document's description of competencies that students are expected to have attained at the end of relevant undergraduate programmes.

18. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A

Which is the lead department and/or School?

19. Programme structure
See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme? Yes. Graduate Language Modules only. Subject to approval by programme chair. Please note regulations regarding level 6 credit levels: see credit tariff table for further information
Maximum number of credits permitted with a condoned fail (core modules excluded) 30
Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes: students may take 20 credits of Modern Language Centre modules in addition to the normal tariff of 180.
Are students permitted to take a substitute module, as per regulation A3, 20.7? No: Students are not permitted to take a substitute module.
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) N/A
Other relevant information to explain the programme structure <i>Please note that <u>new</u> students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.</i> N/A.

20. Marking criteria

The assessment criteria follow the School Generic Marking criteria for level 7.

21. Programme Board of Examiners is to be set up please note name of Board here

The programme will be considered under the existing Programme board for PGT English programmes.

22. Please confirm that the process for nominating External Examiners has commenced, and if known, note whom the nominated External Examiner(s) may be

The current External Examiner is Aoife Monks at QMUL.

23. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure: the programme is offered both as a full-time and part-time course.

Programme handbook: this will clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used, and the module status (core/compulsory/optional).

Teaching methods: a range of teaching methods will be used as indicated in box 16.

Assessment: the programme will include formative and summative assessment. The College's Special Examinations Arrangement Committee (SEAC) considers requests for adjustments to assessment that take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that the SEAC will need to be notified about requests for alternative assessment methods.

**PROGRAMME APPROVAL FORM
SECTION 3 – SUPPLEMENTARY INFORMATION**

1. Programme name

MA Theatre and Performance Studies

2. Is this programme involved in collaborative activity?

Yes

No

NB: No longer from 2015-2016. Prior agreements remain in place should involved parties wish to resume in the future.

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?

Yes

No

Not applicable

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Yes

No

Not applicable

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

NB: As of 2015-2016, the programme no longer offers placement-based study for credit. Agreements with the below organisations remain in place should there be a desire to resume this offering in the future.

Name and address of the off-campus location and external body

National Theatre Archives
The National Theatre Archive
NT Studio, 83-101 The Cut, London, SE1 8LL

Tate Modern
Bankside, London SE1 9TG

Clod Ensemble
The Clod Ensemble
1-2 Crown Works, Temple Street, London, E2 6QQ

Fuel,
c/o BAC, Lavender Hill, London, SW11 5TN

Turtle Key Arts
Ladbroke Hall, 79 Barlby Road, London, W10 6AZ

The Victoria and Albert Museum
Cromwell Road, SW7 2RL
London

Independent Dance
Siobhan Davies Studio
85 St George's Road, London SE1 6ER

Percentage/amount of the programme delivered off-campus or by external body

0

Nature of the involvement of external body

N/A from 2015-2016

Description of the learning resources available at the off-campus location

N/A

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

N/A

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad	Year in employment	Placement	Other (please specify)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Time spent	Credit amountCompulsory/optional.....	

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

Name and address of PSB

N/A

Frequency of validation/ accreditation

Date of next validation/ accreditation

*This document was checked and updated by Lara Shalson on 12 October 2015