

Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

Section 1 - General Course Information	
Course Title	English and Theatre Studies English and Theatre Studies (with Professional Practice Year)
Qualification	BA (Hons)
Intermediate Qualification(s)	Certificate of Higher Education, English and Theatre Studies Diploma of Higher Education, English and Theatre Studies BA (without honours)
Awarding Institution	University of Bedfordshire
Location of Delivery	AB
Mode(s) of Study and Duration	Full-time over 3 years Full-time with Professional Practice Year over 4 years Part-time pathway typically over 6 years
Core Teaching Pattern	Core Pattern 1
FHEQ Level	Level 6
Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement	Not applicable
PSRB Renewal Date	Not applicable
Accreditation Renewal Date	
University of Bedfordshire Employability accreditation	

Route Code (SITS)	BAETS-S+BAETPABF
Subject Community	Culture and Communications
UCAS Course Code	WQ43
Relevant External Benchmarking	QAA Subject Benchmark Statement: English (2007) QAA Subject Benchmark Statement: Dance, Drama and Performance (2007) FHEQ Qualification Descriptors

Section 2 - Published Information

The course, English and Theatre Studies, offers you the opportunity of developing knowledge and professional skills for employment in any of the many sectors in the vast fields of literary, creative and performance industries and related areas such as Creative and Commercial Writing, Arts Administration, Marketing, Journalism, Teaching, Community Arts Practice, Performance Writing and Production Management.

Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
PER001-1	4	30	Process to Production	Core
PER002-1	4	30	The Actor in Performance	Core
ENG003-1	4	30	Literature in History	Core
PAE001-1	4	30	Practising Ideas	Core
PER002-2	5	30	Making Performance	Core
PER003-2	5	30	Theoretical Approaches to Theatre	Core
ENG007-2	5	15	Shakespeare and his Contemporaries	Core
ENG003-2	5	30	Nineteenth-Century Writings	Option
ENG004-2	5	30	American Journeys	Option
ENG006-2	5	15	Creative Writing	Option
ENG008-2	5	15	Language, Ideology and Power	Option
ENG011-2	5	15	Writing for Performance	Option
ENGxxx-2	-	0	Professional Practice Year	Option
PER001-3	6	45	Small Scale Production	Core
ENG16-3	6	30	English and Theatre Dissertation	Option*
ENG017-3	6	30	English and Theatre Practice as Research	Option*
ENG001-3	6	30	The Modern Age	Option
ENG002-3	6	30	Modern Irish Literature	Option
ENG012-3	6	30	World Literature	Option
ENG007-3	6	15	Children's Fiction	Option
ENG010-3	6	15	Gender and Culture	Option

ENG013-3	6	15	Gothic Literature	Option
PER004-3	6	15	The Independent Theatre Professional	Option

- Students study one of the final project options at level 6

Why study this course

BA (Hons) English and Theatre Studies gives you the opportunity of simultaneously acquiring skills and knowledge in two subject disciplines. Consequently, a large part of the course engages with the many interrelationships between text and performance. You will explore both subjects through theoretical and practical study. Practical classes might take the form of workshops in creative writing, classes in acting, directing and devising and working on theatre productions. The course also offers you ample opportunity and guidance to develop your creative writing skills.

The English strand offers you core units in literary studies. In the second and third year you have a number of options allowing you to tailor the curriculum according to your interests and chosen career paths. Areas of study include English language and literature, world literature, film studies, creative writing, children's literature, professional practice, women studies and cultural studies.

The Theatre strand will enable you to develop your skills as an actor through intensive training and production activities. You will work on a theatre production under the direction of a professional director and present this work to a public audience within the first year of the degree. In the second year you will focus on devising and directing and the study of practitioners. The third year allows you to work on a theatre production while in addition, in your dissertation and choice of options, you will specialise in your chosen area (s) of interest.

In the first year in Practising Ideas you will attend lectures with students from a range of English and Performing Arts courses and you will be encouraged to continue to develop upon this interdisciplinary approach throughout your studies. Other units you will study are shared with the BA (Hons) English Studies and the BA (Hons) Theatre and Professional Practice. You will be taught by a dedicated team of academic staff who share among them a wide range of academic and professional expertise.

Course Summary – Educational Aims

The *BA in English and Theatre* develops skills and knowledge in the two subject disciplines through a programme of study focusing on language, text and performance. You will engage with a wide range of texts and ways of understanding these texts, from the major modes of literature to films to videos of performances to actual live performances. At the same time you will have the opportunity of acquiring skills in the making of these texts: this will include creative writing, acting, directing, devising and small scale theatre work.

English offers you both a traditional and an anti-traditional syllabus, ensuring that you are familiar with writers who have featured in the canon of English literature since its formation in the early 20th century, while also encouraging you to challenge this formation. Through an intense engagement with a wide range of literary as well as non-literary text you will become a competent and confident researcher, analyser and interpreter of texts, as well as a skilled communicator.

Your study of theatre focuses on the acquisition of knowledge of key movements in 20th and 21st century theatre practice, as well as on your development as a competent and confident creative practitioner, who can work across a range of professional roles and contexts, including acting, directing, devising, workshop facilitation and project management. You will acquire knowledge of key theoretical approaches that can be

applied to the analysis and production of literature and theatre, and you will be able to understand how literature and theatre are shaped by and, in turn, shape cultural, political and historical context of literary texts and stage productions.

Throughout your studies you will have opportunities to develop yourself and your career and be introduced to the University's Centre for Personal and Career Development, and receive information on careers and postgraduate studies, one-to-one careers advisory sessions, on-line tools to develop your career management skills, help with CVs, testing, and interviews, opportunities for volunteering and work placements, and job searches. In addition, you will be invited to attend open sessions on Careers in the Creative Industries that are taught on the BA in Theatre and Professional Practice. Your career aspirations will be discussed in personal tutorials, and you and your tutor will discuss a strategy for realizing these aspirations.

Entry requirements

Standard

Standard entry requirements for UK students – <http://www.beds.ac.uk/howtoapply/ukugentryreqs>

Students from the European Union - <http://www.beds.ac.uk/howtoapply/eu/guides>

International students - <http://www.beds.ac.uk/international/apply>

UK Students

We will consider you as an individual and take into account all elements of your application, not just your qualifications. We are looking for both breadth and depth in your current studies as well as enthusiasm for the subject you wish to study.

All applicants will attend an audition and interview.

The general requirement is one of the following:

- UCAS Tariff Score greater than 200, which should include either two A level passes or an AVCE Double Award
- An Access qualification
- Equivalent qualifications such as Irish Leaving Certificate, Scottish Highers, International Baccalaureate or BTEC National Diploma

Students from the European Union

As a general guide, to apply for a place on an undergraduate course (BA/BSc) at the University you need to have completed your high school education and have the required English qualification.

We have students from all the European Union member countries so we are quick to make decisions on most qualifications.

All applicants will be required to provide evidence of practical performance work.

International Students

Applications can be made direct to the University or via our representatives in your home country.

If you intend to apply to more than one university you should apply via UCAS.

If you want to apply to the University of Bedfordshire only you should apply directly using our International application form or via our representatives in your home country.

All applicants will be required to provide evidence of practical performance work.

Additional:

The course aims to promote widening participation and, as such, welcomes applications from mature students and those with non-standard qualifications. Students under 21 must have met the minimum entry requirements.

PSRB details

Not applicable

Graduate Impact Statements

The BA (Hons) in English and Theatre Studies embraces the philosophy of SOAR, the University of Bedfordshire's student-centred process of integrating personal, academic and career development. SOAR is an acronym representing the dynamic relationships between Self, Opportunity, Aspirations, and Results.

The course has been designed to develop graduates who are able to:

- Plan, execute and manage academic and creative projects, in creative writing as well as in theatre.
- Work with rigor, openness and integrity as a professional independently and collaboratively in creative tasks or in an employment capacity in one of the diverse areas of creative writing and in theatre-making.
- Demonstrate sound academic understanding of literary and creative writing and theatre as closely related subject areas, and well-defined and sustainable strategies for realizing independent and group projects in the wider but related fields of literary studies, creative writing and theatre and approach in order to enrich the performance experiences of those they encounter.

Higher Education Achievement Report - Additional Information

The course enables students to focus on skills for writing and performance and to develop as skilled arts practitioners with students engaging with the major modes of literature, film, video and live performances. The first year introduces you to historical and theoretical studies of literature and develops you as an actor / performer through workshops and productions. The second year focuses on the making of performances as a director / deviser / writer and offers you the opportunity to specialise in a chosen area of English studies and form of performance. In the third year of the course, you will produce either an academic dissertation or a practice as research project. The Junior Research Institute offers extra and co-curricular opportunities to students to engage in research projects throughout the year, to engage in activities collaboratively to extend their learning and enhance their experiences. The course also draws on the expertise of theatre artists and practitioners who deliver guest lectures, classes and workshops across the course. This enables students to access current practice and to work with current artists in the field. Delivered within a vibrant, creative department, the course builds on the strengths gained from a long tradition of teaching English and Theatre at our Bedford campus.

Learning and Teaching

The course offers a wide range of learning and teaching strategies. English is predominantly taught in a classroom environment through a combination of lectures, seminars and workshops. Theatre is also taught in practical theatre spaces and entails – in addition to lectures and seminars - practical workshops and rehearsals. In addition, you will have to attend individual and group tutorials (often in preparation for or in response to assessments); you will be asked to set up and run reading and discussion groups, to present seminars, attend screenings of films and videos, live performances and possibly field trips (such as a visit to The Globe Theatre). Tutors will make extensive use of BREO, the University's electronic learning environment, as a means of disseminating important information, as well as a means of discussion and reflection through the use of electronic tools, such as Wikis and Blogs.

These diverse teaching strategies have been selected in order to:

- Promote the integration of theory and practice;
- Provide opportunities for experiential learning as a key principle of study;
- Acquire and utilize practical skills;
- Develop critical and reflective skills;
- Respond flexibly to different learning styles and preferences;
- Create an active and lively student learning community that extends beyond the weekly contact time with tutors;
- Foster professional attitudes, values and discipline;
- Develop you into independent and self-sufficient learners.

There is an emphasis upon tutor-led learning in level one, moving towards a greater degree of self-directed learning and increasing independence and autonomy in decision making at level two, culminating in a self-managed research and artistic project at level three. At level one you will focus on the reading and analysis of literature and on your understanding of literature in its historical context of production (including drama). You will also be exploring the technical and imaginative demands placed on actors in devised and text-based work. You may study key movements in 20th and 21st century performance making or participate in two tutor-led theatre productions, one of which will be developed for a specific target audience. At level two, you will gradually take on leadership roles as a deviser, writer and/or director, managing small creative projects on your own. Equally, essay writing will require a greater degree of independence in terms of research, critical analysis and your ability to develop a cogent and coherent argument. You will build on this at level three, when you may set up a small scale theatre company to produce a small-scale touring production and when you will complete a self-managed research project. In addition, levels two and three offer a choice of English units enabling you to develop an individual pathway, including Elizabethan and Jacobean Drama, The Romantics and the Victorians, Modern and Post-modern Literature, American, African and Irish Literature, Film Studies, Creative Writing, Children's Fiction and Women and Culture.

Developing your employability

The development of professional attitudes, values and standards is central to your study of *English and Theatre*. It is embedded in most units in terms of assessment criteria for written and practical work. The success of your work at level three will be largely dependent upon the degree of professionalism you are able to bring to your individual work as well as to your relationships with collaborators during the first two years of your study.

In recognition of the importance attached to the development of professional standards as a central element of the degree your first activity on the *English and Theatre* course will be a performance project in which you

will work collaboratively with your peers and tutors. Throughout the first part of the course you will participate in rehearsals which will require of you an understanding of performance discipline (preparations for rehearsal, punctuality, appropriate energy within rehearsal), respect for collaborators (reliability, commitment, negotiation), and clear focus upon the work as a whole (respecting deadlines, completion of research tasks set, contribution beyond the required minimum). This first experience of production work will allow the year group to develop a professional identity and set the standards of professionalism, which will prove the benchmark for all future work.

In addition to studying and working with tutors, peers and visiting practitioners in the professional theatre located on campus there are regular trips to galleries and theatres to see professional work throughout the year at national theatres such as The National Theatre, The Barbican and The Robin Howard Theatre. The department works with theatre practitioners from diverse backgrounds locally and nationally, and proactively with the Partnerships team in the university offering workshops, classes and taster days to local school students. In addition the Junior Research Institute (JRi) offers you extra and co-curricular opportunities to engage in research projects throughout the year. Annual projects by the institute (JRi) offer students the opportunity to engage in activities collaboratively thus, extending their learning and experience as well as developing career skills in preparation for employment and self-employment.

Students who register for the degree with professional practice year will, additionally, attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of Year Two to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and / or vulnerable people, you will be required to have a DBS check and undertake Safeguarding and Prevent training.

School

Culture and Communications

Assessment

A range of formative and summative assessments are used on the course. Formative assessments are used in some units to help you to prepare for summative assessments later on in the unit, and to monitor your progress.

The main form of assessment in *English* is the essay. This not only develops subject specific skill, such as the ability to use appropriate critical terminology and to apply various theoretical approaches, but more generic skills, such as the ability to gather, sift and organize material independently, to access electronic data, to communicate effectively in writing and to word process the work. The length of essays increases each year, as do the expectations of the tutors in terms of writing, presentation and argument. Almost every other unit, however, requires another form of assessment, including reviews, individual and group projects, oral presentations, portfolios of creative writing, phase tests and seen and unseen exams of various lengths and difficulties.

In *Theatre* the main form of assessment is practical coursework often with a written component in the form of an essay, commentary or self-appraisal document. *Theatre* assessments can take the form of a single performance or of a portfolio of practical work (i.e. a series of performances). Each practical assessment is usually followed up by a tutorial which requires you to consider and grade your own work against the agreed assessment criteria. This allows you to reflect upon your own practice and to take responsibility for acknowledging areas of strength and areas requiring improvement in your work. Written components of assessment include creative logbooks (as a means of documenting and reflecting on practical processes),

essays, seminar presentations and research portfolios. At each level of study it is expected that your response to assessment tasks will become more sophisticated as your skill and subject knowledge develop; the level of study will be reflected in the level of response required by assessment criteria.

You will receive detailed feedback on all your work, both written and practical. In all cases this will be in the form of a written feedback sheet, which you should read carefully, and if necessary, discuss further with the tutor who has written it. In some instances where the assessment includes a period of practical preparation, you will be given detailed verbal feedback on your practical coursework, this will take the form of a 30-minute tutorial, at which you will be given the opportunity to discuss your work with your tutor and the second marker.

After Graduation

The BA in English and Theatre embraces the philosophy of SOAR, the University of Bedfordshire's student-centred process of integrating personal, academic and career development. SOAR is an acronym representing the dynamic relationships between **Self, Opportunity, Aspirations, and Results**.

The development of **self-awareness** is an integral part of the assessment process. You will either be required to or given the opportunity to discuss and reflect on your performance in relation to the relevant assessment criteria. In this way, an open dialogue about yourself and your performance becomes an intrinsic part of the assessment process. The development of self-awareness is also an integral part of the personal tutoring system in which you will reflect on your academic performance with your personal tutor at various points throughout your studies. Together, you will identify areas of strength and weakness, and agree on appropriate action points.

Throughout your studies you will also be made aware of **opportunities** to develop yourself and your career. At the beginning of the course, you will attend an introduction to the University's Centre for Personal and Career Development, and be made aware of a number of support services they can offer, such as information on careers and postgraduate studies, one-to-one careers advisory sessions, on-line tools to develop your career management skills, help with CVs, testing, and interviews, opportunities for volunteering and work placements, and job searches. Your personal tutor will also discuss potential career opportunities with you during regular personal tutorials, and advise you on how to best prepare yourself for your chosen career within the structure of the degree as part of Personal Development Planning. Subject specific information on training, work placements, and job opportunities will be regularly placed on BREO. In addition, you will be invited to attend open sessions on Careers in the Creative Industries that are taught on the BA in Theatre and Professional Practice.

The course also offers you ample opportunities to generate, clarify, test, decide and implement **aspirations**, both for the present and the future. Throughout the degree you will have to plan and manage academic and creative projects, in theatre as well as creative writing. This will help you to identify goals, to put them into practice, and to assess the outcomes. Your career aspirations will be discussed in personal tutorials, and you and your tutor will discuss a strategy for realizing these aspirations.

Finally, you will be encouraged to demonstrate **results**. The course teaches you vital skills in oral and written communication. You will be encouraged to document your work through the writing of creative logbooks, and through the creation of portfolios of practical and written work. You will present your theatre work in public performances. For this purpose, you will have to actively promote and market your work. Your personal tutor will monitor your records of your achievement via your Progress File (see information below).

On completing this course you are likely to progress into the following areas:

Career:

Teaching

Socially Engaged Arts Project Leader

Acting/Devising/Directing

Running a Small-Scale Theatre Company

Creative and Commercial Writing

Arts Administration

Marketing

Journalism

Further study:

PGCE in Drama/Theatre and/or English

MA in Drama, Theatre, Applied Theatre, Acting

MA in English

MA in Creative Writing

MA in Playwriting

Student Support during the course

You will be assigned a Personal Academic Tutor (PAT) on arrival at the University. Your PAT will be a member of the department and a specialist in your area of study. Your PAT will monitor your progress and offer support with any personal and professional problems you may experience throughout the three years of your degree. He/She may also direct you to other services available through the Student Information Desk (SiD).

All tutors have office hours for two hours per week. Students are invited to sign up for tutorials with tutors during these times. This may be to discuss a particular piece of work or other academic issues that you need further advice on.

For many units you will be working towards a creative output, the unit tutor(s) will allocate time both in classes and outside classes to provide supervision, guidance and support in the making process. For other units you will also have allocated tutorials for written work, to provide additional guidance. This guidance may also be to direct you to additional university services to support your academic development.

In your final year of study you will be allocated supervisors for your independent choreographic projects and your dissertations. These supervisors will work alongside your projects to provide targeted support for you and your projects.

Students with disabilities

The course welcomes students with disabilities. During the application process, disabled students discuss their needs with individual members of the academic staff, as well as staff from the Disability Advice Team. The Disability Advice Team is available to discuss any issues disabled students may have and can provide services such as sign language interpreters, note-takers, dyslexia screening / tuition and support with mobility on campus. They offer confidential advice and information about academic and personal issues, adjustments in examinations, applying for the Disabled Student's Allowance and buying suitable equipment.

During the application process, disabled students will discuss your needs with individual members of the academic staff, as well as staff from the Disability Advice Team. It has normally been the case that disability has not provided an obstacle to students participating fully in all aspects of the course. We will endeavour to make reasonable adjustments to facilitate the inclusion of students with disabilities. As with all applicants, we do advise disabled students to consider the physical demands of the course in making their choice of degree course.

For further information about the Disability Advice Team and what they can do for you, go to

<http://www.beds.ac.uk/studentlife/student-support/health/disabilities>.

Assessment Map

Operations I Week	PER001-1	PER002-1	ENG003-1	PAE001-1	PER002-2	PER003-2	ENG007-2	ENG003-2	ENG004-2	ENG006-2	ENG008-2	ENG011-2	ENGxxx-2
	Core	Option	Option	Option	Option	Option	Option						
	Level 4				Level 5								
1													
2													
3													
4									Ex-PT				
5													
6													
7									Feedback			PR-Oral	
8	PR-Viva							CW-Ess					
9						CW-Ess					PR-OT		
10												Feedback	
11	Feedback			CW-Port				Feedback					
12						Feedback					Ex-PT		
13													
14				Feedback						CW-Port			
15											Feedback		
16					PR-Perf								
17										Feedback			
18												CW-Port	
19	PR-Perf				Feedback	CW-Ess							
20									CW-Ess				
21							CW-LR					Feedback	
22	Feedback	PR-Perf		CW-Ess		Feedback		CW-Ess					
23						PR-Perf			Feedback				
24		CW-RW		WR-Post			Feedback						
25		Feedback		Feedback				Feedback					
26			CW-Ess					CW-Ess					
27		PR-Perf		Feedback	PR-Perf	PR-Oral							
28													
29			Feedback		CW-RW		Feedback						
30		Feedback	Ex		Feedback			Ex-OT	Ex-OT				

Operational Week	PER001-3	PER016-3	PER017-3	ENG001-3	ENG002-3	ENG012-3	ENG007-3	ENG010-3	ENG013-3	PER004-3
	Core	Option								
	Level 6									
1										
2										
3										
4						Ex-PT				
5										
6										
7						Feedback				
8	PJ-Art							CW-Ess		CW-eport
9					Ex-PT		CW-Ess			
10				CW-Ess						
11	Feedback							Feedback		CW-RW
12					Feedback		Ex-PT			
13				Feedback						
14										Feedback
15							Feedback			
16						CW-Ess				
17					CW-Ess					
18									Ex-PT	
19						Feedback				
20					Feedback					
21										
22										
23										
24	PR-Perf									
25	CW-RW			CW-Ess				CW-Ess		
26									CW-Ess	
27	Feedback									
28	Feedback			Feedback				Feedback		
29		PJ-Diss	PJ-Diss			Ex-OT			Feedback	
30					Ex-OT					

Section 3 - Academic Information

Course Learning Outcomes

Upon successful completion of this course, a graduate student will be able to:

1. Demonstrate knowledge of literature, including a substantial number of authors and texts from different historical periods and cultural contexts.
2. Demonstrate an advanced understanding of creative processes through which theatrical production is realized and create performance work through the implementation of a range of production roles.
3. Articulate knowledge and understanding of texts, concepts and theories relating to English and Theatre Studies.
4. Analyse the interaction between different historical periods and cultural contexts, and the literary and theatrical production of those periods and contexts.
5. Apply key theoretical approaches to the analysis and production of literary and theatrical texts.
6. Respond to and evaluate in an objective and informed manner the critical analysis of texts by others.
7. Initiate and lead creative projects autonomously.
8. Demonstrate advanced literacy and communication skills and the ability to apply these in appropriate contexts.
9. Reflect critically on your own practices of reading, research, analysis and artistic creation.
10. Apply professional attitudes, values and discipline to your practical and written work.

In order to qualify for the award of BA English and Theatre Studies (with Professional Practice Year), students will need to meet all of the outcomes above and:

11. Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved workplace practice.

Course-specific regulations

Not Applicable

Teaching, Learning and Assessment

Teaching

The course offers a wide range of learning and teaching strategies. English is predominantly taught in a classroom environment through a combination of lectures, seminars and workshops. Theatre is also taught in practical theatre spaces and entails – in addition to lectures and seminars - practical workshops and rehearsals. In addition, you will have to attend individual and group tutorials (often in preparation for or in response to assessments); you will be asked to set up and run reading and discussion groups, to present seminars, attend screenings of films and videos, live performances and possibly field trips (such as a visit to The Globe Theatre). Tutors will make extensive use of BREO, the University's electronic learning environment, as a means of disseminating important information, as well as a means of discussion and reflection through the use of electronic tools, such as Wikis and Blogs.

These diverse teaching strategies have been selected in order to:

- Promote the integration of theory and practice;
- Provide opportunities for experiential learning as a key principle of study;
- Acquire and utilize practical skills;
- Develop critical and reflective skills;
- Respond flexibly to different learning styles and preferences;
- Create an active and lively student learning community that extends beyond the weekly contact time with tutors;
- Foster professional attitudes, values and discipline;
- Develop you into independent and self-sufficient learners.

Learning

There is an emphasis upon tutor-led learning in level one, moving towards a greater degree of self-directed learning and increasing independence and autonomy in decision making at level two, culminating in a self-managed research and artistic project at level three. At level one you will focus on the reading and analysis of literature and on your understanding of literature in its historical context of production (including drama). You will also be exploring the technical and imaginative demands placed on actors in devised and text-based work. You may study key movements in 20th and 21st century performance making or participate in two tutor-led theatre productions, one of which will be developed for a specific target audience. At level two, you will gradually take on leadership roles as a deviser, writer, director, and/or new media artist, managing small creative projects on your own. Equally, essay writing will require a greater degree of independence in terms of research, critical analysis and your ability to develop a cogent and coherent argument. You will build on this at level three, when you may set up a small scale theatre company and produce a small-scale touring production, or direct a piece of new writing, and when you will complete a self-managed research project. In addition, levels two and three offer a choice of English units enabling you to develop an individual pathway, including Elizabethan and Jacobean Drama, The Romantics and the Victorians, Modern and Post-modern Literature, American, African and Irish Literature, Film Studies, Creative Writing, Children's Fiction

and Women and Culture.

Assessment

The main form of assessment in English is the essay. This not only develops subject specific skill, such as the ability to use appropriate critical terminology and to apply various theoretical approaches, but more generic skills, such as the ability to gather, sift and organize material independently, to access electronic data, to communicate effectively in writing and to word process the work. The length of essays increases each year, as do the expectations of the tutors in terms of writing, presentation and argument. Almost every other unit, however, requires another form of assessment, including reviews, individual and group projects, oral presentations, portfolios of creative writing, phase tests and seen and unseen exams of various lengths and difficulties.

The main form of assessment in Theatre is through practical coursework. This can take the form of a single performance or of a portfolio of practical work (i.e. a series of performances). Each practical assessment is usually followed up by a tutorial which requires you to consider and grade your own work against the agreed assessment criteria. This allows you to reflect upon your own practice and to take responsibility for acknowledging areas of strength and weakness in your work. Other forms of assessment include creative logbooks (as a means of documenting and reflecting on practical processes), essays, seminar presentations and research portfolios. At each level of study it is expected that your response to assessment tasks will become more sophisticated as your skill and subject knowledge develops; the level of study will be reflected in the level of response required by assessment criteria.

You will receive detailed feedback on all your work, both written and practical. In all cases this will be in the form of a written feedback sheet, which you should read carefully, and if necessary, discuss further with the tutor who has written it. It is your responsibility to follow up any recommendations within the feedback, although you can always seek advice from the marking tutor. In some instances where the assessment has included a period of practical preparation, you will be given detailed verbal feedback on your practical coursework in place of written feedback. This will take the form of a 30-minute tutorial, at which you will be given the opportunity to discuss your work with your tutor and the second marker for assessment.

Additional Academic Information

Peer-assisted learning (PAL)

PAE001-1 Practising Ideas

Initial Assessment

PER001-1 Process to Production

ENG003-1 Literature in History

Improving students' learning

Throughout the three years on *English and Theatre* you will be encouraged to manage your process of learning in collaboration with tutors, support services and peers.

Verbal and written feedback on your work is a regular feature of the course and this will occur within practical sessions, seminars and at assessment points. As a practitioner you will be helped to respond actively to feedback given on your work, and to give feedback to others which promotes active response. After all practical assessments you will be given detailed verbal feedback on your individual input/performance in a tutorial and written feedback highlighting strengths and areas for improvement. You will be encouraged to discuss your work in relation to the relevant assessment criteria. In written work will be given detailed written feedback and the opportunity of discussing this with the marking tutor in a tutorial. Tutors will be explicit where they feel that you would benefit from the range of services offered by Professional and Academic Development (PAD).

At level one the development of study skills in research, reading, and writing will be embedded into *Literature in History* and *Practising Ideas*. Further support in study skills and IT will be available from PAD.

On arrival at the university you will be allocated a personal tutor who will meet regularly with you throughout your first year of study. These sessions will allow you to review the grades you receive throughout the year and consider ways in which you can improve your skills through taking advantage of the services offered by Professional and Academic Development (PAD). Your personal tutor will offer further support and guidance during levels two and three.

In the first year of study the unit Practising Ideas underpins the study of academic skills that are further developed at Levels 5 and 6. The unit offers students the opportunity to explore a breadth of theoretical concepts from different areas and subjects in art. Lectures and seminars encourage students to consider the broader historical, cultural and social contexts of selected topics in art as well as understand how this wider knowledge informs their specific study of theatre. Students learn about note taking, reading and writing skills, referencing and research practices. These skills are then reinforced in other units to enable students to connect theory with practice. Students are also introduced to reflective practices, using writing, scoring, presentation and documentation to build their skills on how to articulate their practice. At Levels 5 and 6 these skills are built on and students are introduced to more advanced research methods and skills for analysis and critique theory and practice.

Academic Integrity

Academic and artistic integrity are integrated into all units. Students are introduced to referencing and plagiarism as part of Practising Ideas and this is reinforced through a department referencing guide and

participation in AIR on BREO, through PAE001-1. In practical work students are aware of artistic integrity and intellectual property, concepts of homage, influence and 'sampling' are discussed as part of the creative and performance process.

HEAR implementation

Internationalisation

The course actively encourages explorations of artistic hybridity, cultural fusion, the merging, inter and dialogic relationships of different English, literature, and theatre knowledge systems and conventions. This is taught contextually in a number of core and optional units in both *English* and *Theatre* strands but more explicitly within the units, Literature in History ENG003-1, World Literature ENG012-3, Practising Ideas PAE001-1, Process to Production PER001-1, Making Performance PER002-2, Small Scale Production PER001-3, where students engage with theatre practices and aesthetics from different cultural settings, analyse current theatre practices, and explore adaptations and cultural fusions in art. The named units explore the wider implications of different literary and theatre histories and how these influence English and literature and theatre discourse and practices from classical Greece to modern writings and theatres, inclusive of avant-garde, post-colonial, postmodernist and post-dramatic theatres, etc. Students are encouraged to explore their own cultural identities, the concepts of inter and transculturalism, syncretism, and how the combination of perspectives, cultures and histories define and shape the conventions of writing, literature, and theatre-making globally.

Sustainability

Section 4 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

Faculty	Creative Arts, Technologies and Science
Portfolio	UG Culture and Communications
School	Culture and Communications
Course Coordinator	Nicola Darwood
Version Number	3 / 16
Approved by (cf Quality Handbook ch.2)	FTQSC
Date of approval (dd/mm/yyyy)	June 2016
Implementation start-date of this version (plus any identified end-date)	September 2016

Form completed by:

Name: Nicola Darwood

Date: 9 May 2016

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair:

Date:

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
July 2015	Withdrawal of third-year 15-credit optional unit Histories of Perception: Culture, Embodiment and Sensory Experience from the course diet.	
June 2016	Update of sandwich year to professional practice and adjustment to employability section and CLO 11.	