

Programme Title: MA Theatre and Performance



Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	Master of Arts (MA) Theatre and Performance
Name of Interim Award(s)	
Duration of Study / Period of Registration	2 year (PT)
QM Programme Code / UCAS Code(s)	Q3T1
QAA Benchmark Group	Not applicable
FHEQ Level of Award	Level 7
Programme Accredited by	N/A
Date Programme Specification Approved	
Responsible School / Institute	School of English & Drama

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

The MA in Theatre and Performance is an innovative programme that reflects the Department of Drama's commitment to socially engaged and critically inventive inquiries into theatre and performance. Drama at Queen Mary offers graduate students the opportunity to study in one of the most vibrant performance research environments in the United Kingdom. Their work directly benefits from, and contributes to, the world-class scholarly and artistic ecology of London. Students work alongside scholars and practising artists with international research profiles.

The programme is interdisciplinary in scope and students have the opportunity to analyse and create theatre and performance in relation to a wide variety of contexts and critical, cultural, and historical perspectives.

Students benefit from staff research expertise in five main strands of research in theatre and performance: cultural politics; transnational practice; experimental practice; applied practice; and cultural industries. These well established, overlapping areas of expertise provide sustained opportunities for students to specialise in contemporary theatre and performance and early modern drama. A key benefit of the programme is its flexibility: within a framework of informed and structured experimentation, students can develop theoretical and practical projects to advance their own investigations across core and optional modules.

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In addition to contact hours with academic staff in the Department of Drama, students attend lectures, workshops and mentoring sessions with visiting artists.

Aims of the Programme

The programme aims to:

- integrate the theory and practice of theatre and performance.
- prepare students for a research degree in performance and/or careers in teaching, the professional arts, applied arts, media and the cultural industries.
- create an environment that fosters shared research, debate and practice between staff and students.
- sustain a robust performance research culture within both the School of English and Drama and the Department of Drama's postgraduate communities.
- maintain links with artistic institutions and individual performance practitioners at local, national, and international levels.

What Will You Be Expected to Achieve?

Students who complete the MA in Theatre and Performance will have:

Academic Content:

A 1	acquired methodological tools and bibliographic skills appropriate for theatre and performance research, including practice-based research.
A 2	examined and evaluated current debates in theatre and performance studies and performance practice; and profited from London's scholarly and artistic resources in the creation, reception, and documentation of theatre and performance.
A 3	developed practical and theoretical approaches, in both collaborative and individual settings, to the creation, study and interpretation of theatre and performance.

Disciplinary Skills - able to:

B 1	develop higher level cognitive skills; and deliver the results of their dissertation research at the MA Dissertation Colloquium.
B 2	present and document original practical projects in the case of students who have chosen to focus on contemporary theatre and performance.
B 3	enhance their ability to sustain a complex argument in written and verbal formats.

Attributes:

C 1	engage critically, acquire and apply knowledge in a rigorous way, and connect information and ideas in a field of study; acquire new learning in a range of ways, and possess the skills to influence, negotiate and lead
C 2	achieve rounded intellectual development including judgement, curiosity, and openness to change; initiative and resilience in meeting challenges; and other transferable skills.

C3	an advanced research capacity in written and practice-based methods; and clarity in communication, in written, oral and performance skills.
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How Will You Learn?

Teaching, learning and assessment are predicated upon our firm belief that theory and practice are mutually enriching forms of enquiry. Theatre and performance are not simply the topics of research but also constitute a distinctive mode of research. In accordance, then, with our aim of creating a 'scholar-artist' postgraduate programme, the MA in Theatre and Performance combines traditional seminar-based teaching with practical theatre and performance options. (See below for a list of the specific modules.) Moreover, the final dissertation may include an element of practice-based research.

The programme is taught by members of the Drama Department. All members of the Department also have responsibility for advising MA students, and supervising MA dissertations. This breadth of commitment ensures that students are taught to create and investigate performances from a broad range of theoretical, historical, critical, and aesthetic perspectives. Moreover, all members of the Drama Department are active researchers and the Department is strong in both written and practice-based research. Accordingly, the Department delivers a research-driven programme that engages with the latest developments and debates in the study and creation of theatre and performance. To capitalise on London's vibrant theatre and performance culture, visiting artists and scholars are brought in, where possible, to offer master classes and lead special seminars.

Practical options and events are normally held in the department's well-equipped performance and rehearsal spaces. Students can also book independent rehearsal time in one of the Department's five performance spaces. In undertaking practical work, students have access to a range of technical and audio-visual resources.

Students are also provided with a modest, though sufficient, budget for each performance. All practical work is co-ordinated by the Technical Director and the Technical Supervisor, who has particular responsibility for the MA in Theatre and Performance.

How Will You Be Assessed?

Assessed coursework is supplemented by the compulsory but non-assessed modules Performance Research and Dissertation Preparation, which run in Semesters 1 and 2 respectively. Both modules prepare students for the types of research and written assessment tasks they will complete in other modules and the dissertation. Students present the results of their own dissertation research at the annual MA Dissertation Colloquium. This exercise is particularly valuable for students intending to pursue a research degree because it gives them first-hand experience of a formal academic event. Students also benefit from dissertation advice offered as part of this event. Additionally, students are strongly encouraged to attend Quorum, the Department's seminar series; this provides a forum for students to engage with research from members of the Department and visiting academics and practitioners.

Students are assessed in formats appropriate to the material studied. In the programme's seminar-based options like Contemporary Theatre and Performance, and Performance Theory students write a 4000-word essay. In Early Modern Drama in Performance students write a 3000-word essay and deliver a lecture-demonstration. In each of these seminar modules, students may be required to deliver (non-assessed) presentations. In the modules Performance Research and Dissertation Preparation, students complete a series of non-assessed developmental writing and research tasks. In practical modules, students devise performances that are presented through both work-in-progress 'showings' and a final public performance. The practical modules feature continuous assessment in research, conceptualisation, implementation, documentation, and self-evaluation. Students may incorporate the results of independent practice-based research in their final scholarly dissertation.

Following the completion of their modules, students write a dissertation of 12,000-15 000 words which is due for submission in August.

Each element of assessment is graded as Fail, Pass, Merit or Distinction. The taught modules count for 67% (120 credits) and the Dissertation for 33% (60 credits) of the overall assessment.

The classification of the degree shall be made according to the following scale (for students enrolling in and after 2013/14):

70+ Distinction (where the dissertation module mark is 65 or higher)

60-69.9 Merit (where the dissertation module mark is 60 or higher)

50-59.9 Pass

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Students who enrolled before 2013-2014 are required to consult the Academic Regulations 2013-2014 as a different scale was in operation.

Assessment criteria are available on the School's QMplus site.

How is the Programme Structured?

Students follow a prescribed sequence of four assessed modules and two non-assessed module (120 credits at Level 7).

During the Easter vacation and the summer term of their second year students undertake independent research for their dissertation (60 credits), as agreed with their supervisor. The results of their fieldwork are presented at the MA Dissertation Colloquium, held in late May or early June. In August each student submits a 12,000-15,000-word dissertation. Although presented in traditional academic format, the dissertation may analyse the student's practice-based research. The dissertation comprises 33% of the final mark, and the four options compromise 67% of the final mark. Students must receive a passing mark (50 or above) on their dissertation and must achieve an overall passing average in order to receive the degree. Within this carefully designed structure the MA in Theatre and Performance maintains enough flexibility so that teaching staff can respond quickly to student interests and initiatives, offering supplemental seminars, independent projects, and workshops as appropriate.

The modules are structured incrementally so that students first develop a shared practical and critical vocabulary and then gradually move toward individual research, both practical and theoretical. Semester 1 modules introduce students to a wide range of approaches to the study and creation of performance. Semester 2 modules and modules in the second year allow students to take on more self-directed study. Practical work in semester 2 and the second year combines independent fieldwork with private tutorials, thus preparing students for fully independent work on their dissertations.

Part-time students choose one elective module in the second semester of the first year; and one elective module in Semesters 1 and 2 of the second year.

Students may take a maximum of 30 credits from another suitable MA/MSc programme, subject to the approval of both programme convenors. Please note that due to space and timetable restrictions it may not be possible to take some of these options in combination with compulsory and/or elective options from the MA Theatre and Performance programme.

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Contemporary Theatre and Performance	DRA7001	30	7	Compulsory	1	Semester 1
Performance Research	DRA7100	0	7	Study only	1	Semester 1
Theatre and Performance Theory	DRA7006	30	7	Elective	1	Semester 1 or 2
Dissertation Preparation	DRA7102	0	7	Study only	1	Semester 2

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Independent Practical Project	DRA7002	30	7	Elective	1	Semester 1 or 2
Independent Written Project	DRA7005	30	7	Elective	1	Semester 1 or 2
Theatre, Performance and Cultural Histories	DRA7008	30	7	Elective	1	Semester 1 or 2
Applied Performance: Histories, Theories, Practices	DRA7007	30	7	Elective	1	Semester 1 or 2
Cultural Industries	DRA7003	30	7	Elective	1	Semester 1 or 2
Early Modern Drama in Performance	DRA7009	30	7	Elective	1	Semester 1 or 2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Performance Lab	DRA7004	30	7	Elective	2	Semester 1
Applied Performance: Histories, Theories, Practices	DRA7007	30	7	Elective	2	Semester 1 or 2
Cultural Industries	DRA7003	30	7	Elective	2	Semester 1 or 2
Theatre and Performance Theory	DRA7006	30	7	Elective	2	Semester 1 or 2
Independent Practical Project	DRA7002	30	7	Elective	2	Semester 1 or 2
Independent Written Project	DRA7005	30	7	Elective	2	Semester 1 or 2
Theatre, Performance and Cultural Histories	DRA7008	30	7	Elective	2	Semester 1 or 2
Dissertation	DRA7000	60	7	Core	2	Semester 2 & 3

What Are the Entry Requirements?

Normally, a first degree with at least an Upper Second class honours, or equivalent, in Drama, English, or a related field. Professional artistic experience is desirable, though not essential. Mature or non-traditional applicants who do not meet the formal academic criteria but who possess relevant credentials (e.g., professional experience) will be considered. In certain cases,

we may call for examples of written and artistic work and/or interview candidates.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme, specific inductions in the use of the online learning environment and the use of Drama practical spaces and facilities. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an advisor, with whom regular meetings are scheduled.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

The Director of Student Support is the designated member of staff with whom students can also raise issues and problems, and from whom they can seek advice and guidance.

Both the Director of Student Support and all advisors are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, Counselling.

There is a dedicated member of the School of English and Drama who works with academic staff to assist students in need of support.

A dedicated post of E-Strategy Manager support students in their use of the online learning environments used on all modules.

After submitting a dissertation proposal each student is assigned a supervisor, with whom they have four meetings in May and June to review the scope, research plans, and early drafts of the dissertation. Supervisors also give feedback on presentations delivered at the MA Dissertation Colloquium.

The quality of pedagogical practice is ensured through team and individual teaching, advising sessions, meetings between students and the MA Director, staff attendance at performance and research events, and student evaluations. Such quality is further enhanced by a robust system of external examining, in which the examiner is invited to attend all performance events

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and reads a representative sample of the written work produced by students.

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme capitalises on London's outstanding theatre and performance resources and, particularly, the Department's formal links with a variety of organisations including Artangel, Artsadmin, Barbican, Live Art Development Agency, London International Festival of Theatre, National Theatre, People's Palace Projects, Project Phakama, and Shakespeare's Globe. For students interested in developing their experience in the cultural industries, the Department offers research placements in leading organisations. Students are also encouraged to participate actively in the numerous research and performance events that are a central feature of academic life in Drama at Queen Mary.

The programme aims to provide a range of career prospects for its graduates. The MA programme prepares students for research degrees in theatre and performance; enables sustained reflection and practical development for practicing artists; and enhances professional development in teaching, arts administration and a wide range of other creative careers.

Students who choose to focus on issues related to the cultural industries will have:

- Enhanced knowledge and understanding of issues and practices in the cultural industries
- Developed skills in project planning and completion, in negotiation with other stakeholders
- Developed skills in managing expectations and work in an industry-based context.

In the elective module Cultural Industries (and, in some instances, Independent Written Project), module convenor(s) facilitate students' placement with an appropriate industry partner and students develop industry-based projects to complete within the context of the industry partner's work.

Programme Specification Approval

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Person completing Programme Specification

Dr. Michael Shane Boyle

Person responsible for management of programme

Dr. Michael Shane Boyle

**Date Programme Specification produced/amended
by School Learning and Teaching Committee**

14 January 2015

**Date Programme Specification approved by
Taught Programmes Board**