

Programme specification

BA (Hons) Drama: Education & Community

<i>School:</i>	Performance and Media Production		
<i>Entry in:</i>	2017/18	<i>In:</i>	September
<i>Awarding Institution:</i>	York St John University		
<i>Teaching Institution:</i>	York St John University		
<i>Delivery Location:</i>	York St John University		
<i>Programme/s Accredited by:</i>	Not applicable		
<i>Exit Awards:</i>	BA (Ord) Drama: Education & Community Diploma of Higher Education Drama: Education and Community Certificate of Higher Education Drama & Theatre		
<i>UCAS Code / GTTR / Other:</i>			
<i>Joint Honours Combinations:</i>	Not applicable		
<i>QAA Benchmark Group(s):</i>	Dance, drama and performance (2007)		
<i>Mode/s of Study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of Study:</i>	English		

Introduction and Special Features

BA Drama: Education & Community at York St John is a creative, contemporary and outward facing programme offering students the opportunity to develop their skills and understanding of theatre and its application across a wide range of education and community settings. Our taught practice-led course offers an opportunity to engage in a rich and diverse range of contemporary practices. You will work alongside various and varied communities and groups, facilitating others to make work, participate in drama and write for theatre. You will work in schools in both primary and secondary settings working to a brief set by the host school, students get to work alongside drama teachers and early year theatre specialists in the planning development delivery and critique of weekly sessions facilitating a live understanding of theatre in education.

You will read and write essays on the histories and practices of performance with particular focus, as you proceed through the programme, on drama work in educational and community settings. You will become an expert in drama processes and how they can be adapted for a range of different groups and communities.

We have long-standing partnerships with a wide range of organisations across the city. We work with people across the life span in schools and youth groups, health and social care settings, in prisons and with older people. Central to our practice is good theatre adapted to the particular setting in which we are working. You will learn how to design and facilitate workshops and performances suited to people with very different needs and abilities.

During your time with us you will have the opportunity of collaborating with organisations in the city. A few examples will give you a flavour of the work:

Arc Light is a charity that provides accommodation and support to homeless men and women in York. You may work with residents to make theatre or offer drama workshops.

Lime Trees is a child and adolescent mental health services in York. Our students regularly work with the young people engaging them in drama and/or storytelling.

We work in a range of nursing homes that provide accommodation and support to older people with dementia and/or physical disabilities. Our students regularly visit these homes and make theatre for residents.

Students will deliver drama workshops at York High School and Park Grove Primary School developing approaches to Theatre in Education and Drama in Education.

We work closely with the York Theatre Royal youth theatre where students have opportunity to work on weekly drama workshops and performances.

We have long term partnerships with local mental health service providers (see Converge below) and with a local prison (see The Prison Partnership below).

Where ever you work you will learn how to facilitate people to engage in drama, design performances for particular audiences and broaden your understanding of the groups you work with.

Special Features

- **Working across the campus**
Staff on the programme have close links with colleagues across the campus. Where it is beneficial to your education or community work we will work with students and staff from other performance areas.
- **The Prison Partnership Project**
The aims of the partnership are to support the already recognized work of the theatre company Clean Break at HMP Askham Grange, to give York St John Drama & Theatre students an invaluable, enhanced learning experience of working in the community and to gain real-world understanding of the social impact of theatre and the arts within a criminal justice setting.
- **Converge**
You will have an opportunity to work alongside people with mental health problems within Converge, a partnership between York St John University and mental health service providers in the York region. It offers arts educational opportunities to those who use NHS and non-statutory mental health services and who are 18 years and over. It also provides work-based experience for university students since our creative courses are taught by university staff and students and take place on the campus. You can find out more about Converge by going to www.yorks.ac.uk/converge
- **Out of Character Theatre Company.**
You will have the opportunity to support and perform with Out of Character. Out of Character is a theatre company comprising people who use mental health services. They perform in educational and community settings across the North of England and in local theatres. You can find out more about Out of Character by going to: <https://outofcharactertheatrecompany.wordpress.com/>
- **Fuse Theatre (connecting youth culture at NYCC)**
Fuse is an integrated youth theatre working in the North Yorkshire region with SEN and mainstream young people with the aim of creating high quality theatre. Students have the opportunity to work on placements facilitating weekly drama workshops and taking part in quality training from Graeae Theatre Company
- **On The Out**
An arts programme that involves facilitating a regular series of arts based workshops in the educational setting of York St John University with a group of women who at some point of their lives have been involved with the criminal justice system or who are at risk of experiencing it. The women may have at some point used some of the services

provided in York or the surrounding areas which help vulnerable and marginalised women. Some of these services include homeless hostels, addiction advice through to women's refuges and support groups.

- **Visiting Artists**
Students are offered opportunities to work with visiting artists/practitioners in the field of applied theatre.
- **Performing House**
A receiving venue programmed between drama and dance, providing you with an opportunity to see contemporary work of an international standard that is not accessible with the locale.
- **Study Abroad**
You will have an opportunity to study abroad as part of the University exchange programme (semester 1 of Level 5). In recent years students have gone on to exchange at: University of Regina, Saskatchewan, Canada; Pacific University, Oregon, USA; Keene State College, New Hampshire, USA; Juniata College, Pennsylvania, USA; Metropolia University, Helsinki, Finland.
- **Organised level field trips**
Field trips are an essential part of your learning that ensures you are immersed in the real world of work.
 - First year (Level 4)
During semester 1 you will go on an 'expedition', where you will work in small groups to make a series and sequence of works. Recently, this has taken place at Featherstone Castle and has been a highly successful and memorable experience.
 - Second year (Level 5)
You will have the opportunity to go on an expedition to Krakow Poland where you will spend a day at Auschwitz. The intention of this experience is to offer you an insight to the cultural trauma of the Shoah. This will raise issues of justice, memory and human rights that are central to our concerns on this programme.
 - Third year (Level 6)
In semester 1 you will go on a field trip (e.g. London) where you will have organised a series of viewings, interviews, meetings in order to further develop and underpin your 3rd year research practice. For example you may wish to visit a project working with the homeless or an organisation offering theatre work to young people in socially deprived areas and taking part in specialised theatre company workshops.
- **E-Portfolio**
As part of developing your professional practice, you will be introduced to the e-portfolio in Level 4 and continue to build this digital platform throughout your degree. The integration of an e-portfolio into different modules as a learning and reflective tool demonstrates how virtual material can be transformed from a product for consumption to an area of critical discussion, exploration, exchange, dissemination of work and ultimately, the creation of a community.
- **Dialogue day**
Dialogue days are held between staff and students each year. These provide a valuable space for academics and you, the student, to think about and discuss issues that concern us all, e.g. assessment, feedback, learning outcomes, module choices, future careers and the next steps after graduation.

- **Theatre blog**
This initiative offers you the opportunity to post items that are of interest to the community. This works alongside a twitter feed that is particularly active during performance festivals. It is proving useful for disseminating news and for sharing with candidates and stakeholders.
- **Theatre Pages**
Theatre Pages is a high quality magazine incorporating students in areas such as writing, editing and design. For every issue the majority of the material is written by students, whether on their work or interviewing artists, for example.
- **Transferable skills**
The learning activities you will take part in during your time on the degree will also present the opportunity to accumulate a set of skills which are highly valuable to employers, such as; creativity, team work, the ability to collaborate, contextual awareness, problem solving, independence, the ability to meet deadlines. In the 1st year you will be asked to compile an audit of transferable skills you already have, then to consider your long-term career plan and construct other skills you need to acquire and where on the programme you can get them.

Admissions Criteria

You must meet the University's general entry criteria for [undergraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme Aims

1. Develop the students' practical and theoretical interest, knowledge and understanding of established, new and emergent drama practice in educational and community contexts.
2. Facilitate students' understanding of the political, social and cultural significance of making and spectating drama in education and community contexts through the analysis of historical and contemporary practices.
3. Encourage individuals and groups to creatively harness their intellectual skills and making skills to compose thoughtful, imaginative and articulate performance works for diverse audiences/spectators/participants.
4. Produce motivated graduates capable of contributing, individually or collaboratively, in drama in education and community contexts, theatre practice, allied fields as well as employing their skills in a wide variety of presentational and interactive contexts.
5. Foster the continued desirability and significance of embracing new learning opportunities and in making positive, creative contributions to the world around them.

Programme Learning Outcomes

Year 1 / FHEQ L4

1. Demonstrate knowledge of underlying concepts and principles of drama and theatre practices and evaluate and interpret these concepts within performance contexts.
2. Evaluate performances, as visual and textual artefacts within a historical and practical context, communicating results in a coherent manner.
3. Develop new dramatic and performance skills within a structured and managed environment and apply these skills and approaches in making and critiquing theatre.
4. Reflect on skills, processes and evaluation of their own performance practices in order to refine, select and present further work.
5. Demonstrate understanding of professional attitudes, disciplinary boundaries, and cultural frameworks that impact on theatre making.

Year 2 / FHEQ L5

1. Apply established principles and concepts outside the context in which they were first studied, across discipline and discourses of performance in community and educational contexts.
2. Critically analyse performances, workshops and applied theatre practice within a social and political context.
3. Apply a range of workshop techniques and approaches to performance engaging with the interplay between theory and practice.
4. Reflect critically on their own learning, on the appropriateness of different approaches and on the limitations of their knowledge and skills.
5. Exercise personal responsibility and decision-making skills with regard to professional attitudes, disciplinary boundaries, community needs, within the cultural framework of drama in its social and political contexts.

Year 3 / FHEQ L6

1. Demonstrate a systematic understanding of theatre performance in educational and community contexts and critically evaluate arguments, assumptions and concepts in order to make judgements and frame appropriate questions.
2. Critically evaluate and cultivate uncertainty, ambiguity and contingency in the knowledge and practice of drama, theatre and performance in the contexts of education and community discourses.
3. Engage creatively and critically with the creation of performance and workshops through a sensitive understanding of vocabularies, techniques, crafts, structures and methods used in drama in community and educational contexts.
4. Apply the practices of reflection, reviewing, consolidation and extending knowledge and understanding to the initiation and execution of projects.
5. Demonstrate an independent, agile and professional deployment of approaches to performance making in community environments exercising personal responsibility and effective decision-making in complex and unpredictable contexts.

Programme Structure

Modules for the Programme

Code	Level	Semester	Title	Credits	Status of Module*
1DD001	4	1	Performance Histories 1	20	C
1DD002	4	2	Performance Histories 2	20	C
1DD005	4	1	Ensemble: Dramatic Texts	20	C
1DD006	4	2	Ensemble: Visual Texts	20	C
1DD007	4	1	Acting	20	C
1DD009	4	2	Writing And Theatre	10	C
1DD010	4	2	Workshop Practice	10	C
2DD001	5	1	Politically Engaged Practices 1	20	C
2DD002	5	2	Politically Engaged Practices 2	20	C
2DD009	5	1	Children & Young People	20	C
2DD010	5	2	Performance in Social Context	20	CA
2DD007	5	1	Auto/biography Performance	20	O
2DD008	5	2	Artist as Witness	20	O
2DD005	5	2	Choreography, Site, Environment	20	O
2DD006	5	1	Physical Theatre	20	O
2DD011	5	1	Intertext	20	O
2DD012	5	2	Writing after Beckett	20	O
2DD013	5	1	Drama and Digital Media	20	O
2DD014	5	1	Funny Words	20	O
3DD021	6	1 & 2	Independent Practice and Research (Drama: Education and Community)	40	CA
3DD011	6	1	Contemporary Performance Practice 1 – Form a Company	20	C
3DD012	6	2	Contemporary Performance Practice 2 - Commission	20	C
3DD024	6	2	Dissertation	20	C
3DD017	6	2	Professional Portfolio (Drama: Education & Community)	20	CA

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

These modules will be laid out across the year as shown in the diagram below:

Teaching, Learning and Assessment

Central to the teaching of Drama: Education & Community is the understanding that learning takes place through physical, intellectual and emotional engagement, the objective being the creation of drama processes, theatre images and experiences that are resonant with meanings for an audience or participant. You will be evidencing your learning of working with others creating drama and theatre for, by and with different communities. On this programme you will develop your understanding through a feeling-thinking-action loop embracing critical enquiry, contextual awareness and creative actualisation.

The programme is designed so you, the student, can work, create and study alongside the tutors in enquiry based learning, and take charge of developing the individual direction of your learning This will take place through the creation of live works for public consumption, field trips,

meeting and working with various 'community' groups and creating documents. Alongside the doing and making of theatre you will also be required to engage with critical and philosophical theory, reading what at times may at first glance appear to be complex and difficult texts. You will be required to think and analyse these texts in order to deepen your own learning and bring this understanding to bear on the creation of drama processes, theatre images and experiences.

First year - Craft, Context and Creativity

The first year of the programme will take your existing knowledge and skills and develop them in a variety of ways. You will develop key crafts in contemporary drama and theatre (including acting, writing, devising and workshop practices) and learn to work creatively in groups. You will learn the basic skills of facilitating workshops that you will build on in subsequent years. You will also gain an understanding of how contemporary practice sits within historical contexts and an introduction to applied theatre practices and its key concerns.

The first year of the BA Drama: Education & Community programme includes modules taught with students from other degrees (e.g. BA Dance, BA Drama & Theatre). This allows you to become part of a wider performance community and form connections that will support you throughout your degree.

Second Year - Application and Specialism

In your second year you apply the techniques and knowledge learned from the first year and deepen your skills through increasing specialism, developing expertise in your own areas of interest. You apply these abilities to drama, theatre and performance making in a range of contexts whilst considering its relationship to the world around you. You will have the opportunity to work with a range of community groups, reflecting on your work and researching relevant practice. During this year you will specialise Drama: Education & Community, via the 2 compulsory modules: Semester 1 – Children & Young People; Semester 2 – Performance in Social Context.

A range of option modules are offered, all which embed specific ethos of practice, reflection and criticality. These modules complement the Politically Engaged Practices modules and encourage you to engage in assessments that will further examine your enhanced knowledge enriched through its content. This includes exploring topics such as cultural memory, identity politics, ecology and how they relate to activism.

Third Year - Independence and Industry

In your final year you will work as both an independent artist and as a member of a performance company, developing work from research and development to actualisation. You will be supported in positioning yourself and your portfolio of skills as you prepare to for your chosen career. You will receive support from tutors to build your contacts and practice within your chosen areas of education and community practice.

This year offers you the opportunity to further develop your own practice as a thinker, writer maker, facilitator of drama in educational & community contexts. Semester 1 in your third year is focussed on developing ideas and practices that in semester 2 will become drama works. Working in a project in community/young people setting; for example you may work with people with learning disabilities, physical disabilities or with mental health problems. You may work in prisons, schools or in local theatres. These works will become key part to your future career aspirations which will be fully articulated in the portfolio of skills you will have been developing over the 3 years.

As part of the enhancement of your experience in the third year you will go on a residential field trip to a major cultural hub (i.e. London, Berlin, Paris) to fulfil your own individual and small group research tasks. These might comprise of visiting a community or education project, interviewing a particular artist or company, going to see a performance work or accessing an archive.

Students will be introduced to career options in education and community theatre, for example the MA in applied theatre and PGCE secondary drama and potential internships with partnership theatre companies.

You will be taught through practical workshop, lectures, seminars in small groups, tutorials, ethnographic field trips, and visiting guest artists (such as Graeae, Clean Break, Cardboard Citizens, York Theatre Royal, Mind the Gap, Theatre Company Blah, Blah, Blah).

The complementary combination of practice and theory enriches the learning experience allowing skills and knowledge introduced in year one to evolve throughout the duration of the programme. This will be delivered through:

- Develop your skills as a drama workshop practitioner, a key skill in Drama: Education & Community, whether working with adult communities or working with young people in formal and informal settings to running a rehearsal with professional actors.
- Acting (voice and movement techniques) normally assessed through an extended duet from a pre-existing play text and taught in collaboration with York Theatre Royal.
- Working as an ensemble in bringing a dramatic text to performance, this has recently included Hamlet by William Shakespeare and the Birthday Party by Harold Pinter. This work will conclude with an ensemble performance of the chosen text.
- Practice as an ensemble in devising a large outdoor piece of drama & theatre for the opening of the School of Performance and Media Production's Create Festival at the end of the academic year.
- Engage in writing for theatre which will allow you to find your 'voice' as a writer across many modes (monologues, dialogues, plays, spoken word). Within this module you will perform in a venue in the city of York as part of a 'soirée' and also produce a 'zine' of your writings.

These activities support you to focus on specific specialisms in the 2nd year of your study. They may include:

- Designing, participating in and evaluating workshops in community and educational contexts
- Devising for performance
- Writing for theatre
- Community and performance
- Performance technologies
- Performance making (in collaboration with Dance)

Assessment

The purpose of assessment on BA Drama: Education & Community is to offer structures through which you learn (assessment as learning; rather than assessment of learning). Assessment has to be of value to you as a student and should reflect the real world.

These assessments take the form of performances (large group, small group, duet and solo), workshops, reflective documents, 'zines, reports & articles, essays and performance lectures. This range of assessment intends to cover possible scenarios which prepare you to pursue your professional or academic aspirations. The assessments on the programme are carefully considered to be of value to you, the student, and reflect experiences and situations beyond the classroom.

Progression and Graduation Requirements

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Internal and External Reference Points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)

Further Information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (School)
- Module handbooks (School)

Date written / revised: July 2017

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