

**BA Theatre Arts Education and Deaf Studies
For students entering Part 1 in 2010/1**

UCAS code: W440

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Dance, drama and performance.
Faculty:	Social Sciences Faculty
Programme length:	3 years
Date of specification:	29/Mar/2011
Programme Director:	Mr Simon Floodgate
Programme Advisor:	
Board of Studies:	Board for BA in TAEDS
Accreditation:	

Summary of programme aims

The programme provides an environment for deaf and hearing students to learn from and with each other and aims: First, through combining experience of practical drama skills emphasising visual and physical theatre forms with the resources of deaf culture, to develop an analytic approach to theatre, presentation, design and performance, with particular reference to exploring the possibilities and development of Sign Theatre.

Second, to provide insight into relevant aspects of drama education and an introduction to pedagogic skills applicable in schools and the community, with particular respect to the deaf community.

By establishing an integrated programme of deaf and hearing students, the programme provides not only an opportunity for deaf people to experience higher education in a context in which their own culture and language is integral, but also an environment in which deaf and hearing students can learn with and from each other to the advantage of both.

It aims:

To provide education in a range of practical drama and theatre skills, with the emphasis on visual and physical theatre forms, and particularly the exploration of the inherent possibilities and development of Sign Theatre.

To develop a critical and analytical approach to theatre, and enable students to make intelligent and informed decisions regarding form, presentation, design and performance, based on an exploration of a variety of dramatic contexts, theatrical forms and systematic analysis of dramatic texts and theatrical performances.

To provide relevant educational insights and an introduction to appropriate pedagogic techniques, for students to understand drama and theatre work with children and young people, both deaf and hearing, in school and community environments, with particular respect to the deaf community.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, (written, oral and visual), information handling, numeracy, problem-solving, team working and the use of information technology and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

Programme content

The following profile lists the modules which are assessed for the award of the degree. In addition, a course in British Sign Language (BSL) and Communication Skills is taught following the CACDP syllabus to Stage 1 or 2 as appropriate. All students are expected to attend sign language classes unless permission is given otherwise by the Programme Director.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED1MTF	19th and 20th Century Theatre forms	20	4
ED1ST1	Sign Theatre - 1	20	4

ED1DIE	An Introduction to Drama in Education	10	4
ED1TP1	Text to Performance and Presentation - 1 Course Production	30	4
ED1CMT	An Introduction to the Creation & Communication of Meaning in Theatre & Drama	20	4
ED1DET	The Development of European Theatre Forms	20	4

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED2OTF	Eastern Dance-Drama: Reinterpreting the Body As A Sign	20	5
ED2DTE	Drama and Theatre in Education - Primary	30	5
ED2CCS	Community Theatre & Careers Management Skills	10	5
ED2ST2	Sign Theatre - 2	20	5
ED220T	Studies in 20th Century British Theatre	20	5
ED2TP2	Text to Performance and Presentation 2 - Small Group Productions	20	5

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
ED3DIS	Dissertation	20	6
ED3TIE	Theatre in Education: Secondary	20	6
ED3DSN	Drama and special Needs	20	6
ED3PID	Perspectives in Directing	20	6
ED3TPF	Final Small Group Productions	30	6
ED3STH	Sign Theatre - 3	10	6

Progression requirements

To proceed to Part 2 it is sufficient to obtain in Part 1 an overall average of at least 40% and achieve a mark of at least 30% in individual modules amounting to not less than 100 credits.

To proceed to Part 3 it is sufficient to obtain an overall mark of 40% for Part 2 and achieve a mark of at least 30% in individual modules amounting to not less than 100 credits in Part 2.

Summary of Teaching and Assessment

The course is taught through practical workshops (organised in two or three hour blocks), lectures, seminars and small group tutorials as appropriate to the particular module. Workshops often incorporate the teaching of theoretical underpinning for the work in hand. Course and small group productions will require a substantial amount rehearsal as part of the learning process. Visits to and activities in schools and community groups are integral to the work of some modules.

Assessment is by course work, and by dissertation in Part 3. Where appropriate, emphasis in teaching and assessment is placed on practical work, and in a number of modules this leads to an 'end product', such as a group production or educational activity in school or the community. The course work then, consists of a practical or

product element and one or more written assignment. Assessment of practical work and of an individual's contribution to a group project will take into account the process and preparation. Most modules in Parts 1 and 2 are divided into sections, and the relative weightings for assessment of these, and where applicable of practical and written elements, are given for each module in the module description and in the Programme Assessment Handbook, as too are amplifications of the University's assessment criteria applied to specific elements such as Sign Theatre.

Admission requirements

Entrants to this programme are normally required to have obtained:
Grade C or better in English in GCSE; and achieved
UCAS Tariff: 160 points including 2 full A levels
International Baccalaureate: 24 points
Irish Leaving Certificate: CCCC
Two AS grades are accepted in place of one A-Level

Admissions Tutor: Simon Floodgate

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Advisory Service, In-session English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Directorate. The Student Services Directorate is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support and Counselling. Student Services has a Helpdesk available for enquiries made in person or online (www.risisweb.reading.ac.uk), or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found on the Student website (www.reading.ac.uk/student).

The programme policy is that whenever possible communication should be direct with the tutors, but where a particular lecturer does not sign, professional sign language interpreters or lip-speakers are provided as appropriate. This service is generally funded from the Disabled Student's Allowance, to which every deaf student is entitled from their Local Educational Authority, but is co-ordinated by the University, as too is specialised equipment or English language support. Induction loop systems are installed in the Myra McCulloch Theatre, Middle Hall and the Lecture Theatre. The Royal Berkshire Hospital runs regular clinics for hearing-aid repair or battery replacement. Further details of these and other support services for deaf students are given in the Programme Handbook.

Career prospects

The programme provides the traditional benefits of an arts degree which combines the rigour of higher education with personal development, and therefore opens the way to a wide range of professional and managerial careers. The specific combination of understandings and skills, however, lays emphasis on organisation, team work, communication, achieving a practical outcome, sensitivity to audience etc, which make its graduates especially marketable.

As well as general arts administration, the specific content and its practical bias, are admirable preparation for careers in drama related work such as acting, theatre management, the media and the like on the one hand, or community-based work such as sign language interpreting, youth work or drama therapy on the other. Because of its emphasis on educational drama, this programme provides an excellent platform from which to pursue a career in community-based theatre or to go on to a PGCE training for the teaching profession.

Opportunities for study abroad or for placements

Although there are no formal arrangements for the TAEDS programme, informal arrangements may be possible.

Programme Outcomes

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

Knowledge and Understanding

A. Knowledge and understanding of:

1. Creation and communication of meaning in theatre and drama.
2. Drama texts mainly from the nineteenth century to the present day.
3. Theatre forms from Europe and elsewhere, specifically Asia, with an emphasis on visual and physical theatre.
4. Sign Theatre, including visual gestural communication in drama, text translation (both contemporary and Shakespearean texts) to sign, and Sign Theatre production and performance.
5. Drama in education in schools and community theatre, including drama and special needs.
6. Methods of critical analysis appropriate to theatre and of how critical and theoretical perspectives inform practical work in production.
7. Methods and skills of small-scale theatre production, direction and performance.
8. Sign language and an appreciation of deaf culture and the deaf community.

Teaching/learning methods and strategies

Knowledge and understanding of 1-8 are gained in part from a variety of formal teaching methods (lectures, seminars, tutorials), and recommended reading and in part from practical workshops, productions and school and community visits; and on feedback on all forms of course work, practical and theoretical.

Part 1 provides an introduction to 1-5 and 8 and includes a major experience of 6 and 7 through a whole cohort production under the supervision of staff. Part 2 extends the understandings of 1- 4, develops 5 and 8 in the context of primary education and community theatre, and enhances 6 and 7 through introducing independent group work. The contexts of secondary education and SEN complete 5 and 8 in Part 3, when 1-4 and 6-7 are taken to a high level including independent study for a dissertation, self-direction and the production of individual videos for Sign Theatre, and independent direction in final small group productions.

Assessment

In all parts assessment of 1-8 is by course work, including written assignments and group practical work and productions (with individual documentation). Activities in schools and the community (with documentation) are also assessed for 5 and 8. Characteristically, practical work and productions move from being supervised and directed by staff in Part 1 to becoming group based and progressively independent in Parts 2 and 3, and their assessment in each Part reflects this. In addition independence in learning is assessed in Part 3 through a dissertation.

Skills and other attributes

B. Intellectual skills - able to:

1. Interpret analytically and sensitively information from reading and observing.
2. Reflect on one's own ideas and those of others.
3. Identify issues and explore solutions to problems which inhibit action.
4. Apply critical thought to creative work.
5. Apply concepts and methods to new materials and

Teaching/learning methods and strategies

Intellectual skills (1-5) are acquired first through group workshops, lectures, seminars and tutorials (conducted in speech and sign) are supplemented by independent reading, viewing internal and external productions and school and community visits and action.

They are consolidated by the writing of and

contexts.

6. Demonstrate a capacity for independent work.

C. Practical skills - able to:

1. Engage constructively in critical argument using relevant theoretical approaches and prior experience.
2. Express critical understanding through exploratory theatrical practice, and to evaluate and enhance practice in the light of critical analysis and accumulating practical experience.
3. Demonstrate small-scale theatre, production and acting skills, with particular respect to physical theatre forms and sign theatre (including basic video work).
4. Relate the study and practice of theatre to educational and community issues, with particular respect to the deaf community.
5. Communicate in sign, including the translation of drama texts for sign theatre production.

D. Transferable skills - able to:

1. Communicate effectively, in particular in sign language.
2. Use appropriate sources of information, evaluate evidence and judge one's own and others' arguments critically.
3. Solve problems creatively.
4. Carry out projects to an outcome, including working in a team, distributing workloads and managing time.
5. Undertake self-directed, independent work.
6. Display basic ICT skills.
7. Begin career management.

feedback from assignments and participation in, and critical review of, productions and educational activities. Group work, in sign as well as speech, stresses 1 and 2. Production work, as it moves from supervised to independent direction, emphasises 3-5 and 6 which is further consolidated through the writing of a dissertation.

Assessment

Assessment of 1-4, both formative and summative, is through critiques of practical work and written assignments. Assessment of 5 and 6 is reflected in the marking of work of Parts 2 and 3 as students progressively apply the experiences of supervised productions to produce their own work and in the Part 3 dissertation.

Teaching/learning methods and strategies

Skills 1-2 are developed through group workshops, lectures and seminars and the progressive transfer of the responsibility for group productions from staff to students. Skill 3 is acquired through the workshops and the supervised year group production of Part 1 and 2 and the student led group productions in Part 3. Visits to and activities in schools and the community promote skill 4, and Skill 5 is taught directly in the BSL and Communication Skills course and continuously through sign being a medium of instruction and production.

Assessment

1-4 are assessed through the course work which combines written assignments and practical assessment including documented of the preparation and process as well as the product. Signing in the context of sign theatre is assessed through practical work, productions and in Part 3 an individual video. Students may enter CACDP examinations independently.

Teaching/learning methods and strategies

Skills 1-5 are taught throughout the programme and acquired through seminar presentations, participation in group workshops, productions, and school and community activities and developed in response to feedback. In a group context Skill 5 is promoted through group production in the latter part of the course and particularly through the production of a dissertation in Part 3. For skill 6, assignments are word processed; all students produce an individual sign theatre video. Career management is an integral part of a Part 2 module.

Assessment

1-3 are assessed through the course work which combines written assignments and practical assessment. As too is skill 4, but particularly in the assessment of the various productions and school and community activities. These also contribute to the assessment of Skill 5 in a group context, but the main assessment of skill 5 is the Part 3 dissertation. Skill 7 is assessed in the course work for the relevant Part 2 module. Assignments are required to be word processed and in some cases video- taped (6). Signing (specific element of Skill 1) in the context of sign theatre is assessed through practical work, productions and in Part 3 an individual video (also 6). Students may enter CACDP examinations independently.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.